# Assessment Model of Music Art Performance

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**Abstract---The purpose of this study is to know the meaning of music art and its elements and to provide solutions to evaluation problems that are still often found in schools, especially in the learning of music art. The evaluation results show that the standard loading value has a valid value. The value of contract reliability shows that the value of each construct of the musical artwork instrument model is reliable. The construct of the artwork assessment instrument model has a goodness of fit value that is feasible to use. Thus the music artworkassessment instrument model is influential or effective to be used. The application of music artwork assessment instruments is at a very high category and instruments for assessing the work process of music art are at a high category.**

*Keywords: learning evaluation, music artwork assessment, artwork evaluation, RPS*

## I. INTRODUCTION

The development of art assessment instruments on Music Art Learning has an important role in evaluating the results of art learning in Primary School Teacher Education Department. Learning evaluation is intended to find out the results and objectives of the courses received by students. Knowledge and understanding are needed so that educators are able to provide guidance and assess the learning outcomes of students' work. Music art assessment should be based on ideas or concepts, work processes, and the results of artworks. Another supportive consideration is the suitability of the topic to the learning theme.Work assessment is needed to achieve several objectives, namely: (1) to get the subjectivity factor in assessing music artwork, (2) to determine artwork evaluation criteria, i.e. the evaluation of ideas, processes, and products of art, (3) to make standard assessment guidelines that can be used as a basis for conducting assessments in accordance with the abilities and development of students.

Education assessment plays an important role. The assessment gives information that can be used to consider students, curriculum, programs, and educational policies (Nitko, 2007: 4). In line with this opinion, Stecher, et al. (1997: 13) suggested that assessment could also provide information about the quality of programs, institutions, and regions that

organize education and training. This information responsibility is based on individual performance.

The problem is whether the assessment of learning outcomes i.e. daily tests, midterm tests, and end of semester testsis continuously carried out to monitor the process, progress, and improvement. Actually,student work can be assessed in various ways including observing work results, observing performance, observing assignments given, and observing student work. Various forms of observation sheets that can be used to carry out an assessment of portfolios, assignments, performance, and work. The last two assessments are commonly used in evaluating student artwork. '

## II. METHODS

Based on results of test products using Confirmatory Factor Analysis, with the aim to find out the item instrument developed was able to validate indicators of work of art, then there are two basic tests to be done, that is the value of lambdadan factors loading and weighting factors. The value of lambda that must be met is to achieve $\geq 0.40$, if the value of lambda lower than 0.40 then seen variable dimensional it wasn't the same as other variables to explain a latent variable. In addition to determining whether any indicators are being estimated in valid measure the dimensions of the concept of diujinya, with a look that each indicator has a larger ratio of critical twice it standard with significance $< 0.05$.

## III.RESULTS AND DISCUSSION

The result above shows that the model of the confirmatory factor of the artwork assessment instrument has the goodness of fit in the good category so that the model deserves to be accepted. The result of testing the goodness of fit in the confirmatory analysis is presented in the table below.

The results of the tests presented in the table 1 show that many constructs used in the confirmatory analysis research model do not meet the established criteria for goodness of fit. The probability of the goodness of fit shows the value of 0,000. This value does not meet the feasibility of testing, but there are

values of CMIND / EF and RMSEA that have met the criteria of goodness of fit. Solimun (2002) states that based on the parsimony principle if there are one or two fit criteria, the model has been met. Testing to determine whether each estimated indicator validly measures the dimensions of the concept being tested was conducted by seeing that each indicator has a greater critical ratio twice the standard error with the sig. <0.05. The table below shows the result of testing of each indicator or dimension that forms latent variables.

Table 1. Feasibility Test Results of Confirmatory Analysis Model of Artwork Assessment

| The goodness of Fit Index | Cut-off Value | Result | Model Evaluation |
|---|---|---|---|
| $X^2$Chi- Square Statistik | df, α ≤ 1206,212 | 1794,966 | Marginal |
| Probability | ≥ 0,05 | 0,000 | Marginal |
| CMIN/DF | ≤ 2,00 | 1,593 | Good |
| GFI | ≥ 0,90 | 0,683 | Marginal |
| AGFI | ≥ 0,90 | 0,656 | Marginal |
| TLI | ≥ 0,90 | 0,857 | Marginal |
| CFI | ≥ 0,90 | 0,863 | Marginal |
| RMSEA | ≤ 0,08 | 0,068 | Good |

**Music Art**

The application of the music artwork result assessment instrument tothe PGSD FIP UNNES students was analyzed using descriptive analysis techniques. The results of the descriptive analysis of music art assessment instruments (Z1) and the process of creating music (Z2)are presented in the following figure 1.
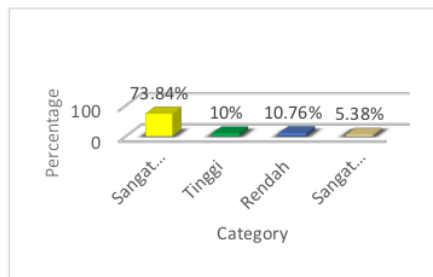


**Figure 1**. Music Art Assessment Instrument (Z1)

Based on the chart above, it can be seen that the respondent's answer with a very high category is 73.84%. These results are the highest percentage of answers to the development of music art assessment instruments. The high category, which is as much as

10%, is in the third category. The last category isthe very low category of 2.38%. The second with a low category is 10.76%. The results of the application of instruments to evaluate the music artwork process that has been developed are in the very high category.

The result of the development of instruments for assessing the process of creating music art (Z2) is presented in the following figure 1.
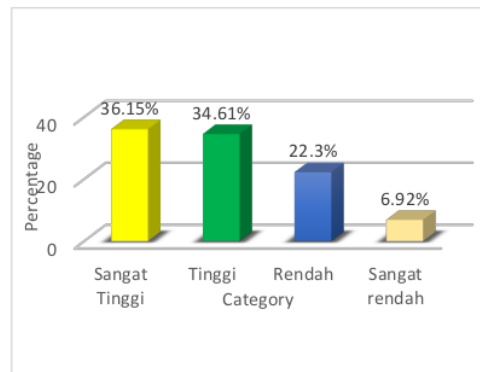


**Figure 2**. An instrument for assessing the process of creating music art (Z2)

Based on the chart above, it can be seen that the respondent's answer with the highest percentage in the application of the instrument for assessing the work process of the music is in the very high category of 40.76%. The high category, which is as much as 30%, is in the second category, the latter with a very low category of 24.61%, and the category of very low is at 4.61%. The results of the application of instruments for assessing the process of music that has been developed are in the high category.

## IV. CONCLUSION

Based on the results and discussion, which has been described previously, the conclusions in this study include: (1) The model of the instrument for evaluating the work process of music artworks is based on several indicators including the authenticity of the work, fluency, flexibility, elaboration, work, and other information; (2) Based on the results of the evaluation, the application of the music artworks assessment instrument modelis effective.The evaluation results show that the standard loading value is valid. The reliability construct value indicates that the value of each construct of the music art instrument model influences or is effectively used for music assessment. The construct of the artwork assessment instrument model has a goodness of fit

value model that is feasible to use; (3) Based on the results of the evaluation, the result of the application of the art assessment instrument is in the very high category and the instrument for the assessment of the work process of music art is on the high category average.

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