

ABSTRACT

YANTI PUSPITA. 2026. “ANALYSIS OF FORMATIVE ASSESSMENT INSTRUMENTS BASED ON ITEM RESPONSE THEORY (IRT) USING THE RASCH MODEL APPROACH IN ECONOMICS CLASSES AT STATE HIGH SCHOOL 2 TASIKMALAYA”. Department of Economics Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the supervision of Astri Srigustini, S.Pd., M.Pd. and Edi Fitriana Afriza, S.Pd., M.M.

This study was motivated by the importance of high-quality formative assessment instruments in supporting the evaluation of learning, so that they can ultimately produce relevant and objective measurements. The objective is to analyze the quality of formative assessment instruments for the Economics subject at Tasikmalaya State High School 2. The method used is a quantitative method based on Item Response Theory (IRT) analysis using the Rasch Model approach. The sampling technique employed was a saturated sample of all 10th-grade classes, as the formative test covered material on Financial Institutions in Indonesia. Data collection utilized a cognitive test instrument with Bloom's taxonomic measurement levels ranging from C1 to C6. The analytical tests included summary statistics, Item Measures, Wright Maps, Item Fit Order, and Scalograms. The research findings indicate that the formative assessment instrument generally has good quality based on Rasch Model analysis, as evaluated in terms of reliability, item difficulty level, and item fit. Although some misfit items were still found, the instrument is deemed suitable for use as a learning evaluation tool with some improvements to specific items.

Keywords: Formative Assessment, Economics, Item Response Theory (IRT), Rasch Model.