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Jl. Tanah Abang III No. 24 Jakarta 10160 Indonesia

Email : pbpgri@pgri.or.id

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Interrater Reliability Reviewed By Many Rater

Destiniar
Universitas PGRI Palembang
destiniarpgr@yahoo.co.id

Keywords:

ABSTRACT

*Reliabilitas Interrater,
Fleiss Kappa*

The purpose of this study is to see which one is better both the interrater reliability coefficients were rated by 18 rater or 6 rater and analyzed by the Fleiss Kappa method. Instrument that is assessed in the form of Mathematic test for the ninth grade made by the teacher in the form of multiple choice with 4 options. The method used experimental method and data is processed by using t-test. The results obtained show that the interrater reliability coefficient of the Mathematic test for ninth grade analyzed by the Fleiss Kappa method and rated by 18 rater was higher than that assessed by the 6 rater.

Introduction

The Measurement is inseparable from education. One of the objects that can be measured is the result of student learning. To make measurements about student learning outcomes required a measuring instrument called test result learning instrument.

The instruments test of the learning outcome are said to be good if the instrument is valid, reliable and usable (Kusaeri, 2014: 50). A test instrument is said to be valid if the test measures precisely what it wants to be measured (Widoyoko, 2015: 129) Reliable is the measurement of a measuring instrument in measuring what it wants to be measured. (Djanuarsih 2012 while usable means the judgment used practically. Kusaeri, 2014: 51). There are many ways that can be done to test the validity and reliability of a test such as by using the assessment of the observer or rater. The process of assessment performed by the observer or rater is often called the rating. Rating is a scoring procedure based on

subjective judgment on certain aspects or attributes, conducted through systematic observation directly or indirectly (Azwar, 2015: 88)

There are two kinds of rater consistency, namely intra-rater reliability and inter-rater reliability. To determine the reliability of inter-rater reliability, two or more assessors are involved to assess the same attributes (Judith, 2004: 39). The judgment given by this rater is subjective so that to minimize this subjectivity influence can use two or more rater. (Azwar, 2015: 88).

The reliability coefficients obtained from the results of these rater assessments are more meaningful to the consistency of the rater (inter rater reliability). Consistency of the rater in assessing the suitability of an instrument called the interrater reliability coefficient is more referring to the validity of content or content validity.

In the study of Emma van Daalen et al. And Kenji J. Tsuchiya et al using two observers (rater), a study

conducted by Eva Ekvall Hansson, a study conducted by Tanwir Khaliq using three raters, a study by Sarika Afrizal et al using four rater, Which has been done by Joseph L. Fleiss using six rater and Nurul Qomariyah research using 20 rater. From the previous research came a problem whether by using many different rater will be obtained different inter rater reliability coefficient? By considering the previous research, the research will be set to use 18 rater and 6 rater.

Nitko (1996: 72-73) said that the method of estimating the coefficient of reliability should also be considered. The method that can be used to calculate the inter rater reliability coefficient is very much. Multon (2010: 2) recommends Fleiss Kappa method to get more than two consistent reviewers.

The problem in this research is there is any difference of inter rater reliability coefficient between 18 rater and 6 rater analyzed by Fleiss Kappa method?. Besides, the purpose of this research is to know the difference of inter rater reliability coefficient assessed by 18 rater and 6 rater and analyzed by Fleiss Kappa method.

RESEARCH METHODS

Types of research

This research is a quantitative research with comparative method. In this research is done to know which one is better inter-rater reliability coefficient between 18 rater and 6 rater. After that the results can be analyzed statistically.

Population and Sample

The population in this study are all lecturers of Mathematics of Faculty of Science, all all lecturer of Mathematics Education and Mathematics teachers of Junior High School in Palembang. The sample in this research are lecturer of mathematics of Faculty of Science, lecturer of Mathematics Education, and

mathematics teacher of Junior High School respectively as many as 20 people.

Research Procedure

All rater are required to provide assessment on the test instrument. The results of the assessment of 60 rater is grouped into 3 groups of 20 ratings from the rater derived from mathematics lecturers of Faculty of Science, 20 assessments from lecturers of mathematics education, and 20 assessments from Mathematics teacher of Junior High School.

After that, randomly will be taken 2 values from each group so obtained 6 ratings from 6 rater. Assessment by 6 rater is analyzed by Fleiss Kappa method to obtain one value of inter rater reliability coefficient. This is done 20 repetitions so that obtained 20 data coefficient of inter rater which analyzed by Fleiss Kappa method for 6 rater. The same way is also done for 18 rater.

Data, Instruments, and Data Collection Techniques

The data obtained in the form of scores obtained from 60 rater. Instruments used is the test instruments of mathematics for the ninth grade made by teachers in the form of multiple choice as much as 40 questions with 4 options.

The data collected by asking the rater to give assessment in form of a score on mathematics test instrument.

Data analysis

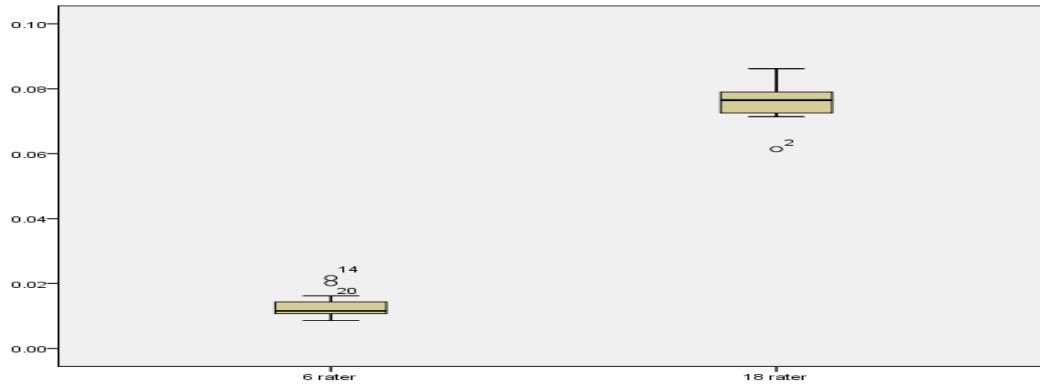
The data obtained were analyzed using t-test for normal and non-homogeneous data.

RESULTS AND DISCUSSION

The result obtained in the form of two groups of data is 20 data for the inter rater reliability coefficient assessed by 18 rater and 20 data coefficients of

inter rater reliability assessed by 6 rater. Both of the groups of data is presented

in the following boxplot:

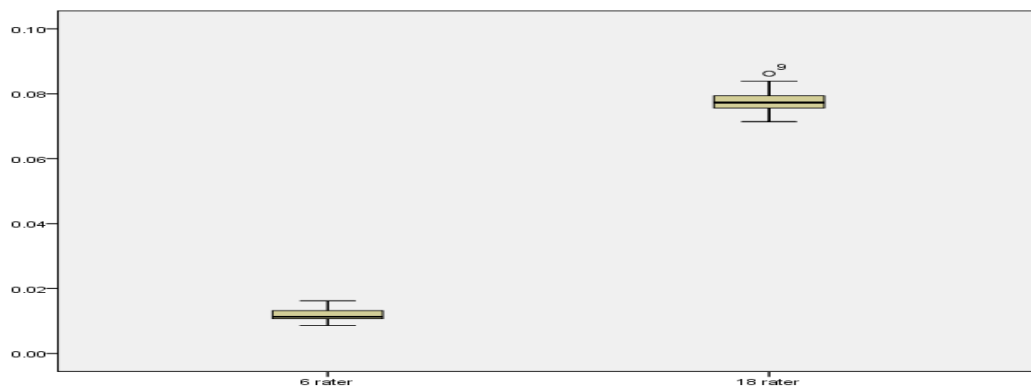


Gambar.1 data koefisien reliabilitas tahap awal

From picture 1, can be seen that for data 18 rater there is one data that is second data which is data outlier meanwhile for data of rater there is 3 data that outlier that is the 8th data, the 14th data the 20th. This outlier data must be removed from Analysis. The outlier data can allow for the occurrence of bias on the estimated parameters, by eliminating the outlier

data will not eliminate the information will be measured. (Peter Filzomer, 2005).

After the outlier data is eliminating then data reliability inter-rater coefficient for 18 rater is still 19 data and for 6 rater there are still 17 data. The remaining data is re-drawn in the following boxplot:



Gambar 2 data koefisien reliabilitas tahap dua

From Figure 2, it can be seen that there is still 1 data outlier that is on data 18 rater that is data the 9th data so that this data must be removed from analysis.

After this data is removed from the analysis then the remaining data to be analyzed as many as 18 data for 18

rater and 17 data for 6 rater. Before the data is analyzed, the prerequisite test is done for normality and homogeneity. Th test normality of data is done by using SPSS version 20, the results obtained can be seen in the following table:

Table 1. Test Normality
One-Sample Kolmogorov-Smirnov Test

| | | 6 rater | 18 rater |
|----------------------------------|----------------|----------|----------|
| N | | 17 | 18 |
| Normal Parameters ^{a,b} | Mean | .011735 | .076389 |
| | Std. Deviation | .0020676 | .0036556 |
| Most Extreme Differences | Absolute | .154 | .127 |
| | Positive | .154 | .127 |
| | Negative | -.099 | -.086 |
| Kolmogorov-Smirnov Z | | .634 | .537 |
| Asymp. Sig. (2-tailed) | | .816 | .935 |

From table 1, it can be seen that for 18 rater p-value of 0.935 > 0.05 then the data is normally distributed as well for 6 rater p-value = 0.816 > 0.05 then the data is also normal. From table 1 it can be concluded that both groups of data are normally distributed. Furthermore, the data homogeneity test using SPSS version 20 and obtained the following results;

Table 2. Test Homogeneity

Levene's Test of Equality of Error Variances^a

Dependent Variable: Fleiss Kappa

| F | df1 | df2 | Sig. |
|-------|-----|-----|------|
| 6.105 | 1 | 33 | .019 |

From table 2 it can be seen that P-value of 0.019 < 0.05 then the data is heterogeneous. From the results of normality and homogeneity test data can be concluded that the data is normal but not homogeneous or heterogeneous.

Then the data were analyzed by using a two-averaging difference test for a non-homogeneous sample. This analysis also uses SPSS version 20 and obtained results:

Tabel 3. Group Statistics

| Group Statistics | | | | | |
|------------------|----------|----|---------|----------------|-----------------|
| | gabungan | N | Mean | Std. Deviation | Std. Error Mean |
| Fleiss Kappa | 1 | 17 | .011735 | .0020676 | .0005015 |
| | 2 | 18 | .076389 | .0036556 | .0008616 |

From table 3, it can be seen that for average 18 rater = 0.076389 standard deviation = 0,0036556 while for 6 rater, mean = 0,011735 standard deviation = 0,0020676. Mathematically the average reliability coefficient of inter rater 18 rater is higher than the inter rater reliability coefficient of 6 rater.

Statistically the test difference of two mean for non homogeneous sample can be seen in the following table:

Table 4. Independent test sample

| | | Independent Samples Test | | | | | | | | |
|--------------|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-----------|
| | | Levene's Test for Equality of Variances | | t-Test for Equality of Means | | | | | | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Fleiss Kappa | Equal variances assumed | 6.105 | .019 | -63.877 | 33 | .000 | -.0646536 | .0010122 | -.0667129 | -.0625943 |
| | Equal variances not assumed | | | -64.852 | 27.156 | .000 | -.0646536 | .0009969 | -.0666986 | -.0626086 |

From table 5, on equal variances not assumed obtained $t = -64,852$ $df = 27,156$ $sig. (2\text{-tailed}) = 0,000 / 2 = 0,000 < 0,05$ then the inter-rater reliability coefficient 18 rater was higher than the inter-rater reliability coefficient of 6 rater.

The results of the research obtained in line with opinions Widhiarso (2010) and Hariansyah (2013) said that involving rater can improve the quality of measuring instruments. Beside that, according to Azwar (2015: 88), that the more rater used the interrater reliability coefficient will be better or more accurate. In this study used 18 rater and 6rater.

According to Naga (2013: 225) says that the Spearman-Brown forecast, which states if the exam is extended then the reliability coefficient is higher with the requirement that equal half. Interrater reliability mean in this research is consistency rater. So the grain position is replaced with the position of the person (rater), so the more rater used the inter rater reliability coefficient will increase. The equivalent rater here is that all rater have the same background of mathematics.

Referring to the opinion of Naga (2013: 225) and Azwar (2015: 88) above that the interarater reliability coefficient will be higher if the rater used has more and more background. In this research rater has the same background that is mathematics so it can be said that the coefficient of interrater reliability of mathematics test which was analyzed by

Fleiss Kappa method for 18 rater was higher than 6 rater.

CONCLUSIONS AND SUGGESTIONS

Conclusion

The inter rater reliability coefficients assessed by 18 rater was better than the inter rater reliability coefficients assessed by 6 rater.

Suggestion

The Fleiss Kappa method can be used to determine the inter rater reliability coefficients.

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Destiniar

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Author

Rector

University of PGRI Yogyakarta

Prof. Dr. Buchory MS., M.Pd

Rector

IKIP PGRI Wates

Dr. M. Jumarin, M.Pd

Rector

University of Indraprasta PGRI

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