



Studi Validitas Konstruk Berbasis Struktur Internal Tes Rekomendasi Kesiapan Sekolah Dasar Indonesia (TRKSDI)

Medianta Tarigan¹, Fadillah²

¹ Departemen Psikologi, Universitas Pendidikan Indonesia, Bandung, 40154, Indonesia

² Fakultas Seni Rupa dan Desain, Institut Teknologi Bandung, Bandung, 40116, Indonesia

Email: medianta@upi.edu

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Abstract

School readiness constitutes a critical indicator in ensuring that children's transition to primary education occurs optimally. However, school readiness assessment practices in Indonesia remain limited, as existing instruments are not fully supported by robust evidence of internal structural validity and are not entirely aligned with the developmental context of Indonesian children. This study aimed to examine the internal structural validity of the Indonesian Primary School Readiness Recommendation Test (TRKSDI) as a developmental maturity-based school readiness assessment instrument. A total of 470 children aged 5–7 years participated in the study. The latent structure was examined using Exploratory Factor Analysis (EFA) and subsequently confirmed through Confirmatory Factor Analysis (CFA) with Maximum Likelihood estimation. The EFA identified four factors representing core dimensions of school readiness. The four-factor model demonstrated an excellent fit to the data ($\chi^2 p \geq 0.05$; $GFI \geq 0.90$; $RMSEA \leq 0.08$; $RMSR \leq 0.05$; CFI and $NNFI \geq 0.90$), with all standardized factor loadings statistically significant ($p < 0.001$; loadings ranging from 0.533 to 0.754). Internal consistency was adequate (McDonald's $\omega = 0.688$). These findings provide preliminary evidence for the internal structural validity of the TRKSDI based on its internal structure, with the four-factor model explored and confirmed in the study sample. They suggest that the instrument can assess school readiness as a multidimensional construct in children aged 5–7 years. This study provides an empirical basis for further examining the instrument's validity and reliability, as well as its potential use in assessing children's psychological readiness before entering primary school.

Keywords: school readiness, Construct validity, confirmatory factor analysis, developmental assessment, psychological measurement

Abstrak

Kesiapan sekolah merupakan indikator penting dalam memastikan transisi anak menuju pendidikan dasar berlangsung optimal. Namun, praktik asesmen kesiapan sekolah di Indonesia masih terbatas pada instrumen yang belum sepenuhnya didukung oleh bukti validitas struktur internal yang kuat serta belum sepenuhnya selaras dengan konteks perkembangan anak Indonesia. Penelitian ini bertujuan untuk menguji bukti validitas berdasarkan struktur internal Tes Rekomendasi Kesiapan Sekolah Dasar Indonesia (TRKSDI) sebagai instrumen asesmen kesiapan sekolah berbasis kematangan perkembangan. Sebanyak 470 anak usia 5–7 tahun berpartisipasi dalam penelitian ini. Struktur laten diuji menggunakan Exploratory Factor Analysis (EFA) dan dikonfirmasi melalui Confirmatory Factor Analysis (CFA) dengan estimasi Maximum Likelihood. Hasil EFA mengidentifikasi empat faktor yang merepresentasikan dimensi kesiapan sekolah. Model empat faktor menunjukkan kecocokan yang sangat baik ($\chi^2 p \geq 0,05$; $GFI \geq 0,90$; $RMSEA \leq 0,08$; $RMSR \leq 0,05$; CFI dan $NNFI \geq 0,90$), dengan seluruh muatan terstandar signifikan ($p < 0,001$; loading 0,533–0,754). Konsistensi internal berada pada kategori memadai (McDonald's $\omega = 0,688$). Temuan ini memberikan bukti awal mengenai validitas TRKSDI berdasarkan struktur internal, melalui eksplorasi dan konfirmasi model empat faktor pada sampel penelitian. Hasil tersebut mendukung penggunaan TRKSDI untuk mengukur kesiapan sekolah sebagai konstruk multidimensional pada anak usia 5–7 tahun. Penelitian ini menyediakan dasar empiris bagi pengujian lebih lanjut terhadap validitas dan reliabilitas instrumen, serta potensi penerapannya dalam pemeriksaan kesiapan psikis anak sebelum memasuki sekolah dasar.



Kata kunci: kesiapan sekolah, validitas konstruk, confirmatory factor analysis, asesmen perkembangan, pengukuran psikologis