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PROCEEDING OF INTERNATIONAL SYMPOSIUM
ON THE TRANSITION FROM SCHOOL TO WORK

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YOGYAKARTA STATE UNIVERSITY, INDONESIA
AND
CURTIN UNIVERSITY, AUSTRALIA
2017

PROCEEDING OF INTERNATIONAL SYMPOSIUM ON THE TRANSITION FROM SCHOOL TO WORK

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All articles in the Proceeding of International Symposium on the Transition from School to Work in 2017 are not the official opinions and standings of editors. Contents and consequences resulted from the articles are sole responsibilities of individual writers.

FOREWORD

This Symposium Proceedings volume contains the written versions of most of the contributions presented during the International Symposium on the Transition from School to Work and Its Impact on Later Lifetime Income. The symposium showcases relatively new work on variations in school to work transitions and how these affect the lifetime prospects of men and women, individuals from different social classes and across urban and rural areas. New work on skill mismatch, labor market outcomes and policy are also featured in the symposium.

This symposium is jointly organized by the Yogyakarta State University, Indonesia and Curtin University, Australia. The goal of this symposium is to facilitate a discussion of issues relating to the transition from school to work, its effects on lifetime income and the associated policy challenges both in Indonesia and elsewhere in the developing and developed world. The symposium also provides opportunities for researchers to disseminate and discuss their latest research, receive constructive feedback and establish a network for future collaborative research. The challenges, prospects and policy issues arising from the expansion of the education sector in Indonesia are discussed by our panel of esteemed guest speakers.

It is our pleasant duty to acknowledge the financial support from Curtin Business School and Graduate School Yogyakarta State University.

Finally, we would like to thank the presenters for their willingness to share their latest research and ideas. Without their efforts, this symposium would not be possible. Keep up the good work! We hope you enjoy the conference and have enjoyable stay in this cultural city, Yogyakarta, Indonesia.

Yogyakarta, February 9th, 2017

Losina Purnastuti, Ph.D.
(The Chairperson)

TABLE OF CONTENTS

COVER	i
FOREWORD OF CHAIRMAN	ii
TABLE OF CONTENTS.....	iii
1 SCHOOL TO WORK TRANSITION PROGRAM FOR STUDENTS WITH PHYSICAL DISABILITY IN INDONESIAN SPECIAL SCHOOLS: TEACHERS' PERSPECTIVES (Nur Azizah).....	1
2 ANALYSIS OF HUMAN RESOURCES INVESTMENT IN ECONOMICS EDUCATION STUDY PROGRAM (Sri Sumardiningsih, Sukidjo, Ali Muhson, Aula Ahmad Hafidh).....	14
3 THE OPPORTUNITIES AND CHALLENGES OF THE ABSORPTION OF SMK GRADUATE LABOR IN INDONESIA (Fredrik Abia Kande, Fitri Nurmahmudah).....	22
4 BEYOND SKILLS: UNDERSTANDING GRADUATE EMPLOYABILITY BEHAVIOUR THROUGH THE LENS OF GRADUATE IDENTITY (Debra McDermott).....	30
5 NATIONAL EXAM ITEMS' CHARACTERISTICS ANALYSIS THROUGH RASCH MODEL: ASSESSMENT IMPLICATIONS (Thomas Mbenu Nulangi, Oscar Ndayizeye).....	38
6 CALCULATING THE UNIT COST OF EDUCATION USING ACTIVITY BASED COSTING (ABC) MODEL FOR VOCATIONAL HIGH SCHOOL IN YOGYAKARTA SPECIAL PROVINCE (Sri Sumardiningsih, Moch Alip, Aula Ahmad Hafidh Saiful Fikri).....	44
7 EDUCATIONAL BACKGROUND AND RETURN TO EDUCATION BETWEEN MALE AND FEMALE IN INDONESIA (Arif Anindita).....	54
8 FOREIGN LANGUAGE SKILLS AS AN ASSET OF GLOBAL COMPETITION FOR FRESH GRADUATES OF PADJADJARAN UNIVERSITY (Putty Melati, Pandu Purwadi, Felian Auliya).....	62
9 THE INFLUENCE OF HIGHER EDUCATION ON STUDENT'S EXPECTATION OF ACCOUNTING PROFESSION (Denies Priantinali).....	70
10 EXPLORING THE DETERMINANTS OF INTRINSICT INTEREST AMONG UNDERGRADUATE ACCOUNTING STUDENTS (Sofik Handoyo).....	79

11	DEVELOPING AN INSTRUMENT (KI-2) TO ASSESS HIGH SCHOOL STUDENTS' SOCIAL ATTITUDE IN A PHYSICS LAB (Sarjono).....	95
12	THE LITERACY OF SPATIAL THINKING ON GEOGRAPHY LEARNING MATERIALS FOR EQUIPPING STUDENTS WITH ENVIRONMENTAL UNDERSTANDING (Muhammad Nursalban).....	102
13	CONTENT VALIDITY OF CREATIVITY INSTRUMENT OF PLAYING FOOTBALL OF SPORT SOCIAL SCHOOL STUDENTS OF REAL MADRID YOGYAKARTA STATE UNIVERSITY (Hari Yulianto).....	114
14	LEADERSHIP MODEL IN MUHAMMADIYAH TO CREATE INDEPENDENCE SCHOOL (Muhammad Joko Susilo).....	125
15	THE INFLUENCE OF PROJECT BASED LEARNING MODEL WITH JOURNALISM PROJECT ORIENTED IN LEARNING WRITING NEWS TEXT (Devi Surindra, Devi Kusnawan).....	132
16	PROJECT BASED LEARNING MODEL ORIENTED IN PEOPLE'S ECONOMY TO IMPROVE THE STUDENTS' ENTREPRENEURSHIP MOTIVATION IN SENIOR HIGH SCHOOL 1 (SMAN 1) GUNUNG SAHILAN KAMPAR (Mulyati).....	138

CONTENT VALIDITY OF CREATIVITY INSTRUMENT OF PLAYING FOOTBALL OF SPORT SOCIAL SCHOOL STUDENTS OF REAL MADRID YOGYAKARTA STATE UNIVERSITY

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Abstract

The objectives of this research are: 1) to determine the validity of the content of each item of creativity instrument to play football of students of SSO Real Madrid UNY through Aiken index; 2) to determine the mean validity of the contents of each indicator creativity play football Real Madrid UNY students SSO; and 3) to determine the mean content validity indicator of SSO Real Madrid UNY student creativity playing football

The subjects were lecturers and coaches of SSO Real Madrid Faculty of Yogyakarta State University. The instrument used was the measuring instrument of creativity to play football which consisted of three indicators, namely: 1) fluency; 2) flexibility, 3) and originality.

The results of the research are: 1) the validity of the content of each item instrument includes: (a) Fluency in creativity to play football, the lowest at 0.89 and the highest at 0.94; (b) Flexibility in creativity to play football, the lowest at 0.94 and the highest at 0.89; (c) originality in creative play football, the lowest at 0.89 and the highest at 0.99; 2) The average content validity of indicator 'fluency' in creativity to play football is 0.93, the average content validity of indicator 'flexibility' in creativity to play football is 0.90 and the average content validity of indicator 'originality' in creative play football is 0.9; 3) Average content validity for creativity in playing football is 0.922.

Keywords: *validity, creativity, instrument*

INTRODUCTION

Qualified athletes mean those who have innate potential (talent) in accordance with the demands of the sport and they are ready to develop in order to achieve the peak performance. The peak achievement is the result of the entire efforts of coaching program in a certain period as a combination of the training process that is systematically designed, in stages, continuous, repeated and gradually increasing (Ari Asnaldi, 2007). Experience has shown that athletes who are talented and want to train properly can achieve peak performance. This suggests that the ability and motivation of self-owned greatly affect an athlete's performance.

High levels of performance in the football game is the result of multiple factors such as physical, motor skills, mental ability and the ability of high physical work, efficiency tactics and techniques. It can be seen from the achievement of good performance of world-class football player that is the result of the interaction of a number of factors. It can be concluded that success in football is affected by the achievement of a player proficiency in psychology, physiology, and physique. Creativity is part of the football playing skills to play football.

Talent is a basic ability that determines the extent of the success of an individual to acquire skills or knowledge when individuals are given certain exercises. A talented footballer, if given football ground exercises would easily masters the skills of football. With the talent conformity with

accepted practice that someone will produce the optimal achievement, so talent illustrates the special dexterity of someone who can be developed further. According to Handayani (2010) conception of giftedness that until now widely used in the identification of talent in Indonesia is "Three-Ring Conception" of Renzulli (2002) which states that giftedness is built on three interrelated components which consist of: (1) the ability in above average (above average ability), (2) creativity (creativity), and (3) commitment to the task (task commitment).

Development of good athlete candidates can be done by optimizing one's aptitude both psychological and physical, that can be found by football player in accordance with the characteristics of the psychological and physical condition. Accurate information is required to describe what is owned by a person in accordance with his talent so hopefully we will get talented individuals according to sports including football.

Progress in the field of measurement and evaluation is expected to be found instruments that can be used to predict a person's ability and achievement in certain sports. It can support to work effectively in identifying and selecting candidates for talented athletes in certain sports including football so hopefully lead to the achievement of optimal acquisition.

The development of football talent instruments has also been conducted by several researchers, for example, Singh (2002) concerning football playing ability test construction which was based on seven indicators of football skills, namely: kicking (passing and shooting), dribbling, receiving, feinting, and Singh (2006) on test research talent based on four variables, namely: (1) The basic skills of football which is composed of 10 indicators, namely: Passing for accuracy, kicking for distance, shooting in the goal, dribbling, receiving, feinting, heading, tackling, ball sense, and playing ability; (2) motor skills, namely: speed, coordination, endurance, flexibility, and strength; (3) Psychology, namely: personality, intelligence, achievement motivation, and group cohesion; and (4) Physiology, namely: resting heart rate, vital capacity, aerobic capacity, and anaerobic capacity. Research conducted Sayed, Samira, and Farideh (2007) research on talent identification in football players aged 10-12 years. This research analyzes the profile anthropometric, physiological profiles, and ability specific to football. The data in the research was obtained through anthropometric variables (weight and height); physiology (speed, agility, and agility) and capabilities specific to football (passing, and shooting).

The research instruments of talent scouting that should be based on research of expert judgment in depth about what factors are the dominant factors in determining talent not a person, it is true that these factors also suitable for talented children, so that the studies conducted should be optimally able estimating a person's particular talent in the sport of football.

Based on some facts above, the research is based on the assumption that the research on football instrument talent turns always progressing or a different understanding of the variables used to construct the instrument. This research tries to unravel again, whether the variable and its indicators include things above or nothing else, it is necessary to do research on the instrument talent scouting that describes the real condition of the individual both aspects of physical and psychological, or more particularly in the sport of football, so with this research is expected to produce an instrument that can help find talent that ultimately knowable individual talents in the field of football by scientific studies which can be accounted for.

The absence of standardized instruments resulted football talent necessary to develop a useful test to determine giftedness of children in football. The existence of this instrument is expected to obtain tools that can uncover about the child's talents both qualitatively and quantitatively.

The instrument is a tool used to collect information in the form of knowledge or skills of a person. These instruments measure the indicators for the creativity of football talent in the form of observation sheet that covers three aspects: (1) flexibility in creativity to play football; (2) fluency in creativity and play football; (3) originality in creativity to play football.

In order to determine whether this research instrument meets the criteria as a good instrument or not, the research requires the validation by experts. Validation required for the device measuring instrument can measure creativity play football. This research is oriented on content validity, because it deals with the ability of the instrument to describe precisely those aspects that encourage creativity play football person. Step validity of the content are translated into detailed aspects that form the lattice and described indicator. Furthermore, the instrument validation process of creativity to play football based on the opinions expert judgment, whether the test items represent the variables.

LITERATURE REVIEW

In general, significant creativity is the ability to create something new. According to Utami Munandar (2009) creativity is the ability reflecting the fluency, suppleness (flexibility), and originality in thinking, and the ability to elaborate an idea. Julius Chandra (1994) outlines that creativity is the mental ability and various types of typical human skills that can give birth to disclosure of unique, different, original, totally new, beautiful, efficient, effective and appropriate. By Jawwad (2004) creativity is the ability of thinking to achieve results that varied and new, as well as allow it to be applied, either in the fields of science, sports, literature, and other areas of life are abundant. High Creativity is the ability to formulate new ideas and apply them as a solution to solve the problems (Renzulli, 1997). It can be concluded that creativity is fluency, flexibility and originality in thinking someone to create something new, give ideas or new ideas and the ability to see new relationships (elaboration) between elements preexisting applied as a solution or solving a problem.

The emergence of creativity in a person is influenced by several factors. According to Rogers in Munandar Utami (2009) factor that promotes the creativity of a person consists of (a) major motivating factor in itself (intrinsic) and (b) the encouragement of environmental (extrinsic).

Encouragement of In Yourself (intrinsic)

Every individual has the impulse within him to realize its potential for creativity (Roger in Munandar Utami, 2009). According to Rogers in Zulkarnain (2002) internal conditions that can drive someone to be creative include the following: (1) openness to experience, (2) the ability to assess the situation in accordance with one's personal standards, and (3) the ability to experiment with conceptual concept.

Openness to experience is the ability to receive all the resources of his life experiences by accepting what their defense without any effort, and the rigidity of the experience, as well as openness to the concept as a whole. The ability to assess the situation according to personal benchmark is a

person's ability to judge things based on their own perception, while the ability to experiment with concepts is the ability to form a combination of things that had been there before.

The Encourace of the Environment (Extrinsic)

Environment that can affect one's creativity can be family environment, school, and community (Utami Munandar, 2009). According Utami Munandar (2009) environmental conditions that can develop creativity characterized by (1) the psychological security, psychological security formed through a process of interrelated that accepts people as they are with all the advantages and limitations, cultivate an atmosphere in which there is no external evaluation, and provide understanding emphatically; (2) psychological freedom, psychologically-free environment provides the opportunity for individuals to be free in expressing his ideas.

In addition to intrinsic and extrinsic encouragement factors, according to Harlock (1993), the emergence of creativity is influenced by gender, socioeconomic status, birth order, family size, urban environment vs. rural environment, and intelligence. Someone with high creativity has psychological characteristics/personality that is significantly different from those who are less creative. The different characteristics are in the level of intelligence, motivation, ways of thinking, attitudes towards themselves and the environment, as well as temperament.

According to Rochmat Wahab, characteristics of a person who has a high level of creativity is as follows: a) fluency, flexibility and originality in thinking, b) open to experience (receptive to what is new and different in mind, action, and the products themselves and others) , c) curious, speculative, and adventure, a desire to face the risk of both in thought and action, d) sensitive to the characteristics of the idea and something detailed and aesthetic, and e) the attitude of daring to take steps or decisions by ordinary people at high risk; while according to MacKinnon's (1964: 360) indicative of a person has high creativity demonstrated by the originality of thought and something new (freshness) approach in solving the problem, the construction of ingenious, the ability to regulate the proper procedures, and a talent for designing the fulfillment of the main demands of effective and original , According Guildford (1967) the characteristics of children who have the creativity, namely (a) the smooth thinking (fluency of thinking), (b) the flexibility of thinking (flexibility), (c) elaboration (elaboration), and (d) originality (originality).

The Fluency of Thinking

Someone who has a high creativity of thinking abilities tend to be divergent. The ability of divergent thinking is the ability of individuals to seek various alternative answers to a question or problem. People who have the ability in divergent thinking indirectly have fluency in thinking, where fluency of thinking is the ability to generate a lot of ideas quickly. In the fluency of thought, the emphasis is on quantity, not quality.

The Flexibility of Thinking

It is the ability to produce a number of ideas, answers or questions varies. Someone with flexibility of thinking can look at things from the viewpoint of different, look for alternatives or different directions, as well as being able to use a variety of approaches or ways of thinking. Creative child is a

child that is flexible in thinking. They can easily abandon old ways of thinking and replace them with new ways of thinking.

Elaboration

It is the ability to develop ideas and add or elaborate the details of an object, idea or situation so that it becomes more attractive.

Originality

It is the ability to spark unique ideas or the ability to spark original thought. Instruments developed creativity is able to see the four features or capabilities. But of course creativity instrument were adjusted according to the field or talent to be searched.

Creativity in sport is defined as the ability to think smooth, supple and original in creating an idea that is unique, different, original, new, beautiful, efficient, and meaningful so as to find a new way of solving the problems encountered in the field of sports occupied, Fluency created the idea as part of creativity in the field of sports can be either the ability to master many basic techniques with the right moves, holding many ways to overcome the opponent play, do the exact timing during play. Dexterity as part of the creativity in the field of sports in them is seen in terms of the ability to put the position on the field, always focus during a match, ready to play, able to work with the team, and the game team is able to give and receive feedback well, while originality as part of creativity in sport among visible in terms of ability in the game creation techniques, techniques which are unique in technical skills, techniques are seldom done by others, and the ability feinting during the match.

Creativity in the sport can be seen or detected by identifying the indicators, namely by assessing fluency, flexibility and originality of a person at the time of exercise. The evaluation was conducted in terms of the observations in the form of observations and questionnaires for the assessment of fluency, flexibility and originality of a person in the exercise.

According to Webster's New World College Dictionary (2010) Football is a game using a ball by two teams, usually of eleven players, in a field with a wicket on both sides: the ball moves by being kicked or using parts of the body except the hands and arms, while according to the American Heritage Dictionary : football is: the game is played on a rectangular field with goal nets on each side where the two teams, each consisting of eleven players try to put the ball into the goal with a kick, header, or use parts of the body except the hands and arms. The goalkeeper is the player who may touch or play the ball with the hand or arm.

According Soekatamsi (1995: 11) the purpose of each team or teams are trying to put the ball into the opponent's goal as much as possible and try to keep the opponent's attack to protect his goal in order not to concede the ball with sportsmanship, and do not conflict with applicable regulations.

From the above descriptions, it can be concluded that football is a team game played by two teams with each consisting of eleven players. The ball is played with kicked, headed and using other body except the goalkeeper may use his arms and hands in the legal area. Principles of play that is, trying to put the ball into the opponent's goal as much as possible and try to thwart the opponent's attack to protect or keep the goalkeeper does not concede the ball.

Football is a game that is challenging both physically and mentally, the player must perform skilled movements under game conditions with limited time, physically and mentally more while facing an opponent. Players had to run a few meters in a game and to respond to some changes to the game situation quickly, the player's ability to meet these challenges determines the appearance on a football pitch (Josep, 1999: VII). To be able to play good football needs regular exercise and programmed. There are several factors playing exercises to improve football skills which include physical exercises, techniques and tactics. According Soekatamsi (1995: 31) physical exercise includes training speed, accuracy, strength, flexibility, agility, balance, endurance, and coordination.

Exercise techniques include techniques without the ball like: running and changing direction, jumping / jumping and movement trickery without the ball or feinting body, while the technique with the ball include: kicking, receiving the ball, heading, herding, feinting, steal the ball, throw-in and techniques keep wicket. For tactical exercise that attack and defense, the principle of the collective team play and cooperation. Football players who have a good basic technique will be able to play the ball well too (Soewarno, 2001: 7). In addition to having good technical football player should have good tactics anyway in order to play football properly.

To be able to play good football player must master the technical skills to play football. These football technical skills will support basic skills of playing football. According Hargreave & Bate (2010: vi) the basic technique and skill to play football there are five, namely: (1) controlling the ball, (2) passing, (3) dribbling, (4) shooting, (5) heading, (6) goalkeeping, According to research Singh (2006) on the construction of football talent using several indicators, such as: "passing, kicking for distance, shooting, dribbling, receiving, feinting, heading, tackling, ball sense and playing ability", while research Singh (2002: 16) includes "dribbling, kicking (passing and shooting), receiving, heading, feinting and tackling". While elements of the football skills, such as dribbling and passing have been included in the field tests, assessment of the skill to play football has received little attention. As said Hoopkins, et al. (1994: 213), that the measurement of the ability to play has two alternative procedures, namely: a test of skills through a simulated test item and rating capabilities by experts in real game situations. Test skills through simulated item, or in other words that can be standardized, easier and provide objective measurement of the ability to play. The essence of a good sport skills tests include: reliabilitas minimum acceptable, easy and accurate in scoring, and provide diagnostic interpretation of a test.

According to Aji (2009) to obtain the content validity, test items should reflect the skills that are important in a particular sport. At first must be identified components critical skills by appealing to the experts to certain sports in order to obtain the critical components those certain sports. Other steps can also be done by holding the observation itself into the field to see a game, such observations are meant to see what skills are often done by a player in a game, basic skills, certain frequently displayed a player on the field are important components that should be included as an important component in a test.

Research of Faris Aulia (2010) identifies the components of football skills, based on the observation football matches by students of the State University of Malang can be obtained rank based on rating often arise, namely: dribbling (177 times), passing (163), controlling (129 times), heading (48 times), and shooting (13 times). Reilly (2003: 42) also has validated a series of skills

tests, which include: test passing, shooting (shooting), slalom dribel, and dribel straight. The tests are designed specifically to help identify and see the talent of young players.

Creativity is an ability that is very significant in the process of human life. Creativity is not just luck but it is hard work to realize. Failure for a creative person is simply a confounding variable for success. He will try again, and try again until successful. Creative people use their knowledge and make the leap that is possible; they looked at everything with new ways. Gordon & Vos (2000: 185) says that, "An idea is a new combination of old elements. There are no new elements, only new combinations ". According to Renzulli (1997) creativity is fluency, flexibility and originality of thought. It is openness to experience, accept what is new and different (even irrational) in thoughts, actions, and products from themselves and others. It is also being curious, speculative, adventurous, and "mental play" willing to take risks in mind and action, even to the point of the infinite. Creative people are sensitive to detail, having aesthetic characteristics of ideas and things and willing to act and react to external stimuli and his own ideas and feelings.

From the opinions above, it can be concluded that creativity is combining ideas / old idea to bring something new. Increase creativity is an integral part of most programs for gifted children. If we review the program or the target of student learning, creativity is usually referred to as a priority, creativity enabling new discoveries in science and technology, as well as in all fields of human endeavor. One of the major conceptual to the research of creativity is the notion of creativity as a trait inherited / inherited by people who are extraordinarily talented.

This research uses creativity as one of the indicators to measure the psychological and physical football athlete talent for creativity is innate potential inherited from the parents.

The test is an instrument of the performance of the individual, while the assessment is a process to determine a person's status as the criteria used. Measurement function is to determine the ability or skill, prepare the ground for progress, diagnose weaknesses, and foresees the possibility in the future (Bompa, 1994: 85). According to Wiersma & Jurs (2008) evaluation is a process that includes measuring and testing which contains decisions on value, evaluation is a measuring and evaluating activities, so the evaluation has a broader scope than the measurements and testing.

Assessment and measurement are two different things. Assessment requires the measurement and the measurement must be followed by a vote to get the meaning. Measurement is the process of gathering information. Measurements in principle emphasis on problems obtaining quantitative data with errors are as small as possible. According to Safrit & Wood (1999: 11), measurement as the process of assigning numbers to properties of objects, organisms, or events to some rules. It must be possible to define the attribute in quantifiable terms.

The measurement results should have an error as small as possible. The error rate is related to the reliability of measuring instruments. Good measuring tool to give consistent results when used repeatedly, as long as the ability is measured not changed. Measurement errors are random and systematic. Random errors caused by physical and mental conditions measured. Systematic error caused by the measuring instrument, the measured and measure (Djemari Mardapi, 2004: 14-15).

There are several principles that should be considered in the preparation of test and evaluation tools in order to obtain the test and evaluation tool is good and right. A test can be said to be good as a gauge must meet the criteria / main principles of the preparation of test and evaluation. In order for the test results reflect the real condition of the measured object, the tests used should be

a good test. The test is said to be good if it can provide the data associated with the right. According to Miller (2002: 55-63) and Ismaryati (2006: 13-36) a good test if they meet the requirements of validity, reliability, objectivity and practicability. The validity of the research states the degree of accuracy of measuring devices to browse or research measured the true sense. Validity is essential in finding quality tests. According to the American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education in the Standards for educational and psychological testing, (1999) validity refers to the degree of facts and theories that support the interpretation of test scores, and is the most important consideration for the development of tests, The validation process includes the accumulated scientific evidence as the basis of measurement for the purpose of interpreting the scores (1999: 9). Another expert opinion stating the validity of the measuring instrument is the extent of the measuring instrument able to measure what should be measured (Allen and Yen, 1979: 97; Saefuddin Azwar, 2007: 45). Validity can be grouped into three criteria, namely: 1) the validity of the criteria; 2) The validity of the content, and 3) construct validity (Lawrence, 1994; Retnowati, 2010). Validity is an integrated evaluative policies about the extent of empirical facts and theoretical reasons support the adequacy and appropriateness of inferences and actions based on test scores, and associated with the precision of measurement.

Validity of the content is intended to measure the extent of a grain of instruments used include the entire contents of the object to be measured. Content validity of the instrument in this research was conducted using a rational analysis of whether the items in the grating instrument describe the indicators of the measured variable of each instrument consisting of: 1) fluency in creativity to play football; 2) flexibility in creativity to play football; 3) originality in creativity to play football. Beads of giftedness instrument using the formula Aiken from scoring six experts in the field of football. Aiken validity of the calculation results as Table 1.

RESEARCH METHODS

Sources of information in this research are six SSO coach Real Madrid UNY as assessor or observer creativity instrument playing football. Type of this research is quantitative data obtained from 1) a written test in the form of creativity to play football which consisted of 15 item. Device measurement instruments playing football creativity consists of 1) a written test to measure fluency in creativity to play football; 2) a written test to measure flexibility in creativity to play football; and 3) a written test to measure creativity originality in playing football. Data Analysis Techniques determining the validity of the content of this research instrument using the formula Aiken (Djemari Mardapi, 2016; 44) as follows:

$$V = \frac{\sum_{i=1}^{c-1} i n_i}{N(c-1)}$$

Where:

c = is the number of categories

i = weight for each category

n_i = number of panelists who chose the category i

N = Number of Panelists

RESEARCH RESULT

According to Aiken (1985: 134) content validity coefficient value of six (6) persons Assessor (rater) to four (4) categories of answers is quite good if the validity coefficients obtained minimum of 0.78. Overall gained an average of 0.92 thus all grains instruments task commitment has met the criteria. Aiken validity of the calculation results as table 1.

Table 1. Aiken Index Analysis Results Item Creativity Play Football

Fluency		Flexibility		Originality	
Item	Result	Item	Result	Item	Result
1	0.944	1	0.944	1	0.889
2	0.944	2	0.889	2	0.889
3	0.944	3	0.889	3	0.944
4	0.889	4	0.889	4	0.944
5	0.944	5	0.889	5	1
Rerata	0.933	Rerata	0.9	Rerata	0.933
Total Average					0.922

Table 1 shows that the content validity index using the coefficient obtained Aiken mean fluency in playing football by 0.933, flexibility of 0.9, and the mean originality of 0.933, as well as the overall average of 0.922 creativity play football. Based on the value of the conversion coefficient validity Aiken, all items are better because the instrument is said to have obtained validity coefficient value of more than 0.78.

CONCLUSION

Based on the analysis of data, the conclusions can be presented as follows.

1. The validity of the content of each item instrument includes: (a) Fluency in creativity to play football, the lowest at 0.89 and the highest at 0.94; (b) Flexibility in creativity to play football, the lowest at 0.94 and the highest at 0.89; (c) originality in creative play football, the lowest at 0.89 and the highest at 0.99;
2. The average content validity of indicator 'fluency' in creativity to play football is 0.93, the average content validity of indicator 'flexibility' in creativity to play football is 0.90 and the average content validity of indicator 'originality' in creative play football is 0.9;
3. Average content validity of creativity to play football 0.922

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