

ABSTRAK

Anak dengan GPPH salah satu gejala utamanya adalah perilaku inatensi. Instrumen pengukuran atensi dibutuhkan untuk mengidentifikasi masalah atensi. Saat ini di Indonesia, instrumen yang terstandarisasi mengukur kemampuan atensi secara komprehensif meliputi seluruh elemen atensi perlu dikembangkan, agar kedepannya dapat digunakan oleh praktisi yang bekerja di bidang yang berkaitan dengan masalah perkembangan anak khususnya anak dengan GPPH. Oleh karena itu, dianggap penting melakukan upaya mendapatkan *instrumen* pengukuran atensi pada anak dengan GPPH usia sekolah. Serta dibutuhkannya instrumen yang terjangkau oleh masyarakat luas.

Konstruk teori atensi Flick (1998); Sholberg & Matter (2011) menjelaskan atensi terdiri dari beberapa elemen yaitu *focus, sustained, selective, alternated, dan divided*. Berorientasi pada teori tersebut penelitian ini bertujuan merancang model instrumen atensi yang komprehensif mengukur semua elemen-elemen atensi. Rancangan model instrumen atensi dalam penelitian ini diberi nama instrumen *Spesific Attention Genuine Test (SAGeT)*.

Pada penelitian ini dilakukan dua tahapan studi: studi tahap 1 berfokus untuk merancang model instrumen *SAGeT computer based test* dengan pendekatan *software development life cycle* melalui tahapan *planning, analisis, design, implementation, dan testing*. Studi tahap 2 merupakan ujicoba instrumen SAGeT dengan melibatkan 30 reponden anak dengan GPPH untuk uji psikometri validitas konkuren mengkorelasikan instrumen SAGeT dengan tes TOVA, dan uji *test retest reliability*.

Hasil penelitian studi tahap 1 diperoleh model instrumen SAGeT yang tersusun dari subtes : *focus, sustained, selective, alternated, divided 1, divided 2, dan divided 3*. Skor instrumen SAGeT dan skor setiap subtes diturunkan menjadi lima variabel skor yaitu *respon time, respon time variability, omission error, commission error, dan skor benar*. Hasil studi tahap 2 diperoleh hasil korelasi validitas konkuren pada *respon time 0,546; respon time variability 0,638; omission error 0,534; commission error 0,64*. Untuk nilai koefisien reliabilitas *respon time 0,985; respon time variability 0,729; omission error 0,993; commission error 0,603; dan skor benar 0,993*.

Kebaharuan dari penelitian ini merancang instrumen yang mengukur atensi secara komprehensif, memfokuskan pada nilai praktis instrumen SAGeT yang sederhana, akurat, dan responsible. Pengukuran dengan efisiensi anggaran sehingga dapat memberikan mafaat lebih mudah, lebih luas dan menjangkau lebih banyak anak.

Kata kunci: GPPH, Atensi, validitas, reliabilitas, pengukuran, respon time, omission, comission

ABSTRACT

One of the main symptoms of children with ADHD is inattentive behavior. Attention measurement instruments are needed to identify attentional problems. Currently in Indonesia, standardized instruments that measure attentional abilities comprehensively covering all attentional elements need to be developed, so that in the future it can be used by practitioners who work in fields related to child development problems, especially children with ADHD. Therefore, it is considered important to make efforts to get an instrument for measuring attention in children with ADHD at school-age. As well as the need for instruments that are affordable by the wider community.

Flick's attention theory construct (1998); Sholberg & Matter (2011) explained that attention consists of several elements, namely focus, sustained, selective, alternated, and divided. Oriented to this theory, this study aims to design a comprehensive model of attentional instruments that measure all elements of attention. The design of the attention instrument model in this study was named the Specific Attention Genuine Test (SAGET) instrument.

In this research, two stages of study were carried out: the first stage study focused on designing the SAGET computer based test instrument model with a software development life cycle approach through the stages of planning, analysis, design, implementation, and testing. Phase 2 of the study was a trial of the SAGeT instrument involving 30 children with ADHD for the psychometric test of item validity, concrete validity of correlating the SAGeT instrument with TOVA, and test retest reliability.

The results of the research in phase 1 obtained the SAGET instrument model which was composed of subtests: focus, sustained, selective, alternated, divided 1, divided 2, and divided 3. The SAGET Instrument score and the score of each subtest were reduced to five score variables, namely response time, response time variability, omission error, commission error, and correct score. The results of the second phase of the study obtained the concurrent validity correlation results at the response time of 0.546; response time variability 0.638; omission error 0.534; commission error 0.64. For the value of the reliability coefficient of response time 0.985; response time variability 0.729; omission error 0.993; commission error 0.603; and a correct score of 0.993.

The novelty of this research is to design an instrument that measures attention in a comprehensive manner, focusing on the practical value of a simple, accurate, and responsible SAGET instrument. Measurement with budget efficiency so that it can provide easier, wider benefits and reach more children.

Keywords: ADHD, Attention, validity, reliability, measurement, response time, omission, commission