

Implementation of Attitude Assessment in Elementary School

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Abstract

The aim of this study was to describe the process of attitude assessment conducted by elementary school teachers in Yogyakarta. Attitude assessment is important to be observed and done by teachers, especially in Civics subjects, considering the presence of 2013 curriculum. In Civics subject of 2013 curriculum, there is a basic competence that includes aspects of attitude. This research is a descriptive research, and the subjects were public and private elementary school teachers in Yogyakarta City which have implemented 2013 curriculum. Each public and private school is represented by 4 schools. Data collection techniques used were interviews, observation, and documentation. The data analysis technique uses inductive analysis as described by Miles and Huberman. The results showed that observation techniques, self-assessment, and journal assessment were used by teachers in conducting attitude evaluation. The surprising finding is that the attitude assessment instrument used by the teacher was not entirely appropriate. The results of this study underpin the importance of developing an attitude assessment instrument for primary schools.

Keywords: attitude assessment, primary school

A. Introduction

Learning attitude is an important thing that should not be separated with two other learning domains of knowledge and skills. What would happen if someone only rely on the ability of knowledge, but weak is the ability of his attitude. Anderson

(1981, p. 22) explains that schools have an affective development role. If schools do not take on the role, many unwanted behaviors arise, especially deviant behavior.

To measure the competence achievement in attitude learning needs to be held attitude assessment. In Peraturan Menteri Pendidikan dan Kebudayaan No. 53 Tahun 2015 explained that the assessment of learning outcomes is the process of collecting information/data about the achievement of learners in the aspects of attitude, knowledge, and skill aspects done in a planned and systematic way to monitor the process, learning progress, and improving learning outcomes through the assignment and evaluation of learning outcomes. Based on the explanation, the assessment of learning outcomes should be done comprehensively and systematically following the established procedures.

Nowadays, and assessment of attitudes is an important part that needs attention. This is in line with the opinion of Anderson (1981: 7) which explains that the assessment of education is important, especially for the affective aspect. The 2013 curriculum which contains the attitude competencies, explicitly formulated in the Core Competencies (KI 1 and 2), requires teachers' obligation to conduct a structured assessment in order to obtain data on the achievement of these competencies. Therefore it is necessary in carrying out the assessment of teacher learning outcomes make a clear plan which is realized by making the grille, instrument, until the assessment rubric.

The attitude evaluation procedure is different from cognitive assessment that has been done by many teachers clearly so far. In the assessment of the attitude aspect cannot be done with the cognitive scoring tool that the number is very much in the field. Attitudinal aspects can only be expressed by non-test instrument tools, such as observation, self-assessment, peer assessment, or journal assessment. Similar to the assessment of other aspects, these types of assessments require systematic planning to enable the assessment of attitudes that can truly reveal true attitudinal competency attainment.

While in the field, the teacher's attitude assessment tools are still lacking. Attitude appraisal devices are still very poorly found in the field. This is in accordance with the results of research conducted by Muslich (2014) who found that affective assessment by teachers still many who have not used the rules of assessment in accordance with the instructions in affective assessment. The data is also supported by the results of research conducted by the lead researcher, Wuryandani (2009, p. 1) that there are still many teachers who do not have an attitude assessment instrument in accordance with the standards that should be.

If the scoring tool alone is not available perfectly, then how the attitude assessment can provide the correct data. This is certainly contrary to the objective of the assessment of learning outcomes formulated in Permendikbud No. 53 Tahun 2015 that assessment of learning outcomes aims to: a) know the level of control of competence; b) establishing mastery of competency; c) establishing a repair or enrichment program based on competency level; and d) improve the learning process.

Based on the above problems, then to support the needs analysis data related to the development of attitude assessment instruments, researchers conducted research on elementary school teachers in Yogyakarta City. The study aims to explore data related to the implementation of attitude evaluation conducted by elementary school teachers in Yogyakarta City.

B. Literature Review

1. Assessment

The holding of this assessment is none other than to measure the extent to which the learning objectives have been achieved. This is as described in Permendikbud No. 53 Tahun 2015 About Assessment of Learning Outcomes that assessment of learning outcomes is the process of collecting information/data about the achievement of learners in the aspects of attitudes, knowledge, and skills, done in a planned and systematic to monitor the process, learning progress, and improvement of learning results through the assignment and evaluation of learning outcomes.

Furthermore, Festa and Sherman (2011: 2) explained that the assessment is a procedure, designed to provide information about the development of student achievement based on certain achievement standards. The definition of this assessment confirms that in order to carry out the assessment there needs to be standard procedures and standards.

Berry (2008: 6) explains that judgments are related to the collection of information. The collected information is tailored to the purpose of the assessment itself. In terms of assessment of student learning outcomes, the collected information related to student learning outcomes that include aspects of cognitive, affective, and psychomotor comprehensively. Berry further explained that the assessment is an integral part of the teacher's learning activities. Through teacher assessment activities will be able to determine the extent of achievement of competence in each student.

Based on the exposure of some opinions above, it can be concluded that the assessment is a systematic, and consciously well-planned activity done by teachers and students. Assessment activities include gathering of information, data processing, conclusions, and decision making to take follow-up steps from the results of the assessment. The information collected is tailored to the purpose of the pre-defined assessment.

2. Assessment of Attitude

Implementation of attitude evaluation is one of the important things that need attention, given the many problems faced by teachers in the preparation and use of assessment instruments. This is in line with the findings of research conducted Wuryandani (2009) on affective assessment in primary schools, which found that in the field of availability of attitudinal assessment tools is still very less.

One of the data generated from the implementation of an attitude assessment (affective assessment) is about the attitude of learners. this is in the opinion of Brown, et al, 2008, p. 1) that affective assessment can offer college advisors some insight into a student's motivation, attitude, autonomy, or anxiety about his or her upcoming

college learning experience. Based on the explanation it is clear that one of the scope of affective assessment is about attitude.

Assessment of important attitude is done because one of the important things that must be developed in the learning process is the characteristics of students in terms of attitude. This is in line with the explanation of (Saxon, et al, 2008, p. 1) that the affective characteristics of developmental students represent an important component of success. The statement explains the importance of characteristic attitudes to deliver students to success.

This opinion is supported also by Anderson (1981, p. 16) which explains that the characteristics of an important attitude need to be assessed as a component of achieving educational goals. In this case the affective characteristic is related to one's feelings or emotions.

Due to the importance of assessment, teachers should be carry out an attitude assessment using the right instrument. This is based on the reason that the resulting data can actually provide a precise picture related to the ability of the attitude of the learners. this is in line with Lusiana's opinion (2013, p. 1) that the character education assessment system integrated with the subjects applied in the school currently still has not shown optimal results, so the instrument for standard character education assessment is needed.

However, the facts on the ground are based on Muslich (2014: 143) research findings that many affective judgments by teachers still do not use the appraisal rules in accordance with the guidelines in affective appraisals, so as to create an affective schema model in accordance with the guidelines for writing affective instruments. This will surely have the effect that the resulting affective result data will not be able to give a proper picture of the students' competence. The techniques and instruments of affective assessment that teachers can use vary widely. Techniques of assessing social and spiritual attitudes that teachers can use include 4 models, they are: (1) Self-evaluation; (2) teacher observation; (3) Peer

assessment; and (4) Daily Journal (Darmansyah, 2014, p. 10). Based on the attitude assessment techniques, the instrument of judgment also varies, including questionnaire/questionnaire, observation guidelines, interviews, case studies, sociometry.

The importance of the affective appraisal instrument is due to the fact that conducting an attitude assessment cannot be equated with a cognitive assessment. This is because the goal to be achieved is different. In the cognitive assessment to be measured is the ability of student knowledge. As for the affective judgment to be assessed is the student's response to the affective stimulus provided based on intrinsic and extrinsic motivation (Delcort, Cornell, & Goldberg, 2007, p. 360).

C. Research Methods

This study is a qualitative descriptive research. The study was conducted at 8 elementary schools in Yogyakarta City which have implemented the 2013 curriculum. The criteria for determining the school was based on the consideration that in the 2013 curriculum it was clearly written that attitude aspects is one of basic competencies that must be assessed. The subjects of this study were 10 elementary school teachers. Data collection technique was done by interview, observation, and documentation. The data were validating by using technique triangulation method. Data analysis technique in this research using inductive analysis technique.

D. Research Results

Aspects studied in the study to uncover data on the implementation of attitudinal assessment in primary school. This aspects of attitude assesment include assessment grid, assessment instrument used by teacher, assessment rubric, level of attitude assessment, attitude aspect in curriculum 2013, assessment technique, follow-up assessment, will be the attitude assessment tool. Based on the aspects studied the data obtained are described in the following description.

The result shows that the assessment related to the importance of attitude assessment was done, as many as 100% of respondents explained. The reason of the

respondents when explored through the interviews explained that the competencies that must be owned by one of them is the attitude aspect, which the achievement of a competence can be measured, of course, through the assessment of learning outcomes, in this aspect attitude. Although considered important but the assessment of attitudes by respondents have not been fully done in a planned and structured. When interviewing informants regarding the importance of attitudinal assessment, it is found that: "attitude competencies need to be assessed in the assessment process, as they will illustrate the development of student behavior in accordance with what is written in basic competencies" (Interview, 12 July 2017)

In the grid aspect, 63% of respondents stated that they made the grading of attitude aspect, while 37% of respondents said they did not make. This shows that some of the respondents in this study did not have a grading of attitude assessment instruments. Though the grid assessment is needed in the implementation of the assessment so that what will be assessed by the teacher in accordance with the intended purpose. Based on the data obtained from the interview data from informants that: "I do not make a grading attitude, so what I want to judge directly wrote in the diary. Not even observation guidelines. I just make a small note about student behavior" (interview, 12 July 2017).

The next aspect revealed in this research is the attitude assessment instrument. From the number of respondents who filled the questionnaire obtained data that 50% of respondents have attitude assessment instruments, while 50% others do not have. When further explored the respondents who do not have an attitude assessment instrument explained that in carrying out the assessment of attitude aspects using observation. However, observations made are not supported by adequate assessment instruments. In fact there is one respondent who explained that assessing the attitude of students just using instinct alone. This will undoubtedly result in undocumented assessments, so that the validity of the results data not valid. Interview data with respondents related to the availability of attitude assessment instruments, obtained

data that: "I use the assessment instruments that are in teacher's books and student books. Or sometimes just record the student's visible behavior. In fact I do not seldom use " *titen* " (interview, 12 July 2017).

Furthermore, another aspect under study is the rubric of attitude assessment. Not unlike the previous aspect, in terms of rating rubric 50% of respondents have, while the other 50% states do not have. This data was further explored through interviews, and obtained data that some respondents explained that in conducting an assessment of attitude aspects do not use the assessment rubric. The absence of the assessment rubrics will certainly affect the stability of the attribute assessment data.

In the assessment of the important aspects of attitudes presumably teachers have knowledge of the domain aspects of attitude, as well as in the assessment of cognitive aspects. However, 67% of respondents said that they do not understand about domains in attitude aspect. This will certainly affect the ability of teachers in determining indicators of attainment assessment attitudes. Whereas in the implementation of the assessment of course the teacher will make the preparation of indicators of competence achievement. Based on the results of interviews related to the teacher's understanding of the ladder rate, it is found that: "I do not understand about the 5 levels of attitudes assessed, I just know the cognitive aspect".

Teachert to carry out an attitude assessment conducted by using assessment instruments. Based on the research results obtained data that the penile instrument used by the teacher is a questionnaire, journal, and observation. The availability of these assessment instruments can be seen in the documentation when the researcher analyzes the assessment tools attached to the teacher in the Lesson Plans (RPP). The findings in this study are that most teachers use the tools in the package without regard to compliance with the needs of the assessment.

This study also revealed about the needs of teachers on the attitude assessment tool that will be developed by researchers. The research results indicated that that 100% of respondents agreed to make an attitude assessment tool. The attitudinal

assessment tools required by the teacher include an assessment questionnaire among friends, self-assessment, observation guidelines and daily journals. In developing the assessment instrument respondents expect complete start of the grid assessment to the assessment rubric. Based on the research data, the researcher concludes that the attitude apparatus in elementary school is needed by the teacher to facilitate the implementation of attitude assessment so that it will produce valid and accountable data.

E. Discussion

Based on the results of research conducted the implementation of an attitude assessment is important to do considering the attitude aspect is an important part that must be measured to be able to know the extent of attachment by students. The importance of conducting an assessment of attitude aspects in accordance with the opinion of Saxon, et al (2008: 1) which explains that the affective characteristics of developmental students represent an important component of success. The statement explains the importance of characteristic attitudes to deliver students to success. Further Anderson (1981: 16) explains that the theoretical attitude is important to be judged as components of educational attainment goals. In this case the affective characteristic is related to one's feelings or emotions.

Although the assessment of the attitude aspect is an important thing to do, but the reality in the field that some teachers still do not carry out the appraisal appropriately. Some of these problems are due to the lack of availability of different attitudinal assessment tools with cognitive judgments, where teachers can easily obtain their assessment instruments. This is in line with Muslich (2014, p. 143) that many affective judgments by teachers still do not use judgment rules in accordance with the guidelines in affective judgments, so as to create an affective schema model in accordance with the guidelines for writing affective instruments.

The attitude assessment instruments used by teachers include observation sheets, questionnaires, and daily journals. The diversity of attitude assessment

instruments used by teachers is in accordance with Darmansyah (2014, p. 10), that the techniques of social and spiritual attitudes assessment that can be used by teachers include 4 models, namely: (1) self-evaluation; (2) teacher observation; (3) Peer assessment; and (4) Daily Journal.

Implementation of the assessment should start from the planning marked by the making of the grid of assessment instruments, the development of the instrument, the preparation of the rubric. After the planning phase is completed, validation of the instrument is developed. Then the instrument is ready for use. After the data is taken in the assessment process, further analysis and follow-up are performed.

Assessment of attitude aspect should be done by taking into account the affective domain that Krathwohl discloses. In theory there are five levels that must be assessed in the attitude assessment that is 1) receiving (attending), (2) responding, (3) valuing, (4) organization, (5) characterization by value or value complex. This is consistent with Smith, Mann and Shephard (2011, p. 110) which explains that some authors use the Krathwohl taxonomy to assess affective learning outcomes.

In addition to the provision of an attitude assessment instrument, the teacher's ability to undertake an affective assessment also needs to be improved. The availability of an excellent assessment instrument will not be meaningful if the teacher's ability to undertake the assessment is not improved. This is similar to the results of research Omare & Iyamu (2006) which explains that the ability of teachers to assess the attitude is still low, so it needs to be improved.

F. Conclusions

In conclusion, the assessment of attitude aspects is an important thing to do, because it will measure the achievement of student attitude competence. Implementation of the assessment is done by using observations, questionnaires, and daily journals. The implementation of an attitude assessment should be structured by teachers in the planning, implementation and follow-up.

G. References

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