

THE DEVELOPMENT OF THE ASSESSMENT INSTRUMENT OF SOCIAL ATTITUDE FOR PERCONTOHAN STATE PRIMARY SCHOOL STUDENTS GRADE FOUR IN KABANJAHE ACADEMIC YEAR 2017/2018

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ABSTRACT: *This study aims to find assessment instruments that can be used in carrying out the assessment of social attitudes of elementary school students' grade four. It is a type of research & development, which is a research process used to produce a product in the form of a social attitude assessment instrument in the fourth grade of Percontohan Sate Primary School, Kabanjahe. Subjects in the study are primary school students' grade four and teachers at Percontohan State Primary School Kabanjahe. There are four validation experts who have criteria as: (a) civics material experts, (b) language experts, (c) design experts and (d) instrument experts. The object of this research is the development of instruments for assessing students' social attitudes. The results of preliminary analysis of teacher and student books for grade four elementary school students with topic The Beauty Togetherness and sub topics My Nation Culture Diversity, Unity in Diversity, and Gratefulness for Diversity, that there are no detailed instruments of social attitudes in each learning sub-theme. Based on the acquisition of validation scores from each expert the average score in the study of civics material is 82.14% with a very valid category, the average score in the study of language material is 84.37% with a very valid category, the average score on study design 85.94% with a very valid category and the average score with an instrument study 82.50% with a very valid category. The results of small-scale trials with an average score of 84.37% with very valid and large-scale categories obtained an average score of 90.62% with very valid categories. Based on the instrument questionnaire assessment of the 2013 curriculum social attitudes given to teachers, it is not difficult to use the instrument so that the social attitude assessment instrument is valid and it can be used.*

KEYWORDS: Assessment Instrument, social attitudes

INTRODUCTION

Education in the current era of globalization has a very important role to be used as a benchmark so that humans can face various kinds of challenges. The existence of education will certainly be able to grow citizens who are responsible, have creativity and to improve human resources. Based on Law No. 23 of 2003 chapter 1 verse 1, it concerns with the national education system. It states that education is a conscious and planned effort to realize learning processes so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character, and skills.

In order to increase human resources in the world of education, there are many things that must be done by related parties. It can be conducted by improving curriculum and teacher qualifications, educational facilities, training, providing textbooks or teaching materials, the quality of education management and using learning models by teachers.

The curriculum is a basic reference in carrying out learning in schools which becomes a benchmark for achieving learning objectives. It develops in line with the development of educational theories and practices. Students carry out the learning process in accordance with the programmed teaching plan. The implementation of learning is also one of the activities related to different characteristics with others. Students must have a good understanding, mastery of the learning material. After going through the learning process, students are expected to achieve learning goals which are referred to as learning outcomes, namely the abilities possessed by students after undergoing the learning process. In other words, learning outcomes are as a product of the learning process obtained by students sourced from internal factors and from external factor.

To measure the level of student mastery or measure the success of students in the learning process, an evaluation or assessment is carried out. Progress of student achievement is not only measured by the level of mastery of science but also attitudes and skills. Based on the Technical Guidelines for Assessment and Completion of Elementary Report Cards (2014: 1) assessment is a series of activities to obtain data and information about the process and learning outcomes of students. Assessment is done by analyzing and interpreting data about the activities carried out by students systematically and continuously so that it becomes meaningful information in decision making. After knowing about the weaknesses and shortcomings of the learning process, then feedback is conducted. Evaluation or assessment of learning outcomes is required to make a thorough assessment of students, especially in the assessment of social attitude

The result of the preliminary observations informs that the teacher has not conducted a social attitude assessment. The assessment of social attitudes carried out is only limited to observations when the learning process takes place so that the results are inaccurate while the assessment of social attitudes must be carried out continuously to see the consistency of attitudes shown by students. The assessment process is still oriented to the cognitive, how to memorize a number of concepts even though the assessment report includes KI-1, KI-2, KI-3 and KI-4 but in the implementation of the assessment still uses the valuation model in the 2006 curriculum. The teacher realizes that to assess the social attitudes of students is less relevant if only using the test. There are still many teachers who have difficulties and do not understand in assessing the dimensions of students' social attitudes. In addition, the assessment of social attitudes carried out is limited to observing the daily behavior of students and using incomplete instruments because the teacher does not understand how to make instruments for assessing students' social attitudes.

In fact, the teacher wants an instrument of social attitudes assessment that is simple and easy to implement. To overcome these things, it is necessary to develop a social attitude assessment instrument that is easy to understand, use and meet the requirements of valid and reliable social attitude assessment instruments. The researchers try to provide a solution by developing the Social Attitude Assessment Instrument for Class four Students of Percontohan Sate Primary School, Kabanjahe Academic Year 2017/2018

RESEARCH METHODOLOGY

Types and Design of Research

It is Research and Development R & D. Development research is defined as research carried out in the context of developing a product. The product developed in this study is an instrument of assessment of social attitudes of students oriented to learning in elementary school grade four based on the 2013 curriculum. The following are the steps of research and development carried out:

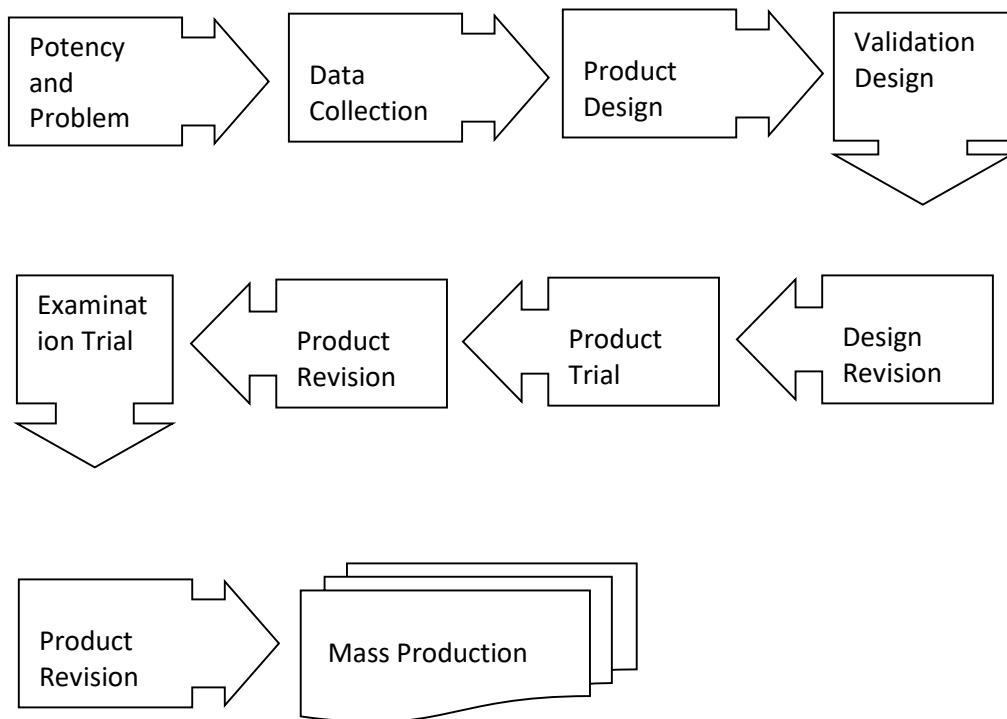


Figure 3.1 Development research model according to Sugiyono, 2016.
 Sugiyono, Quantitative, Qualitative Research Methods and R & D, 2016: 298.

However, due to the limitations of time, energy, costs and research subjects, from Sugiyono's development model in this research, the first to the seventh stage are applied.

Developmental Research Design

The design of development research (R & D) is explained in the draft as follows

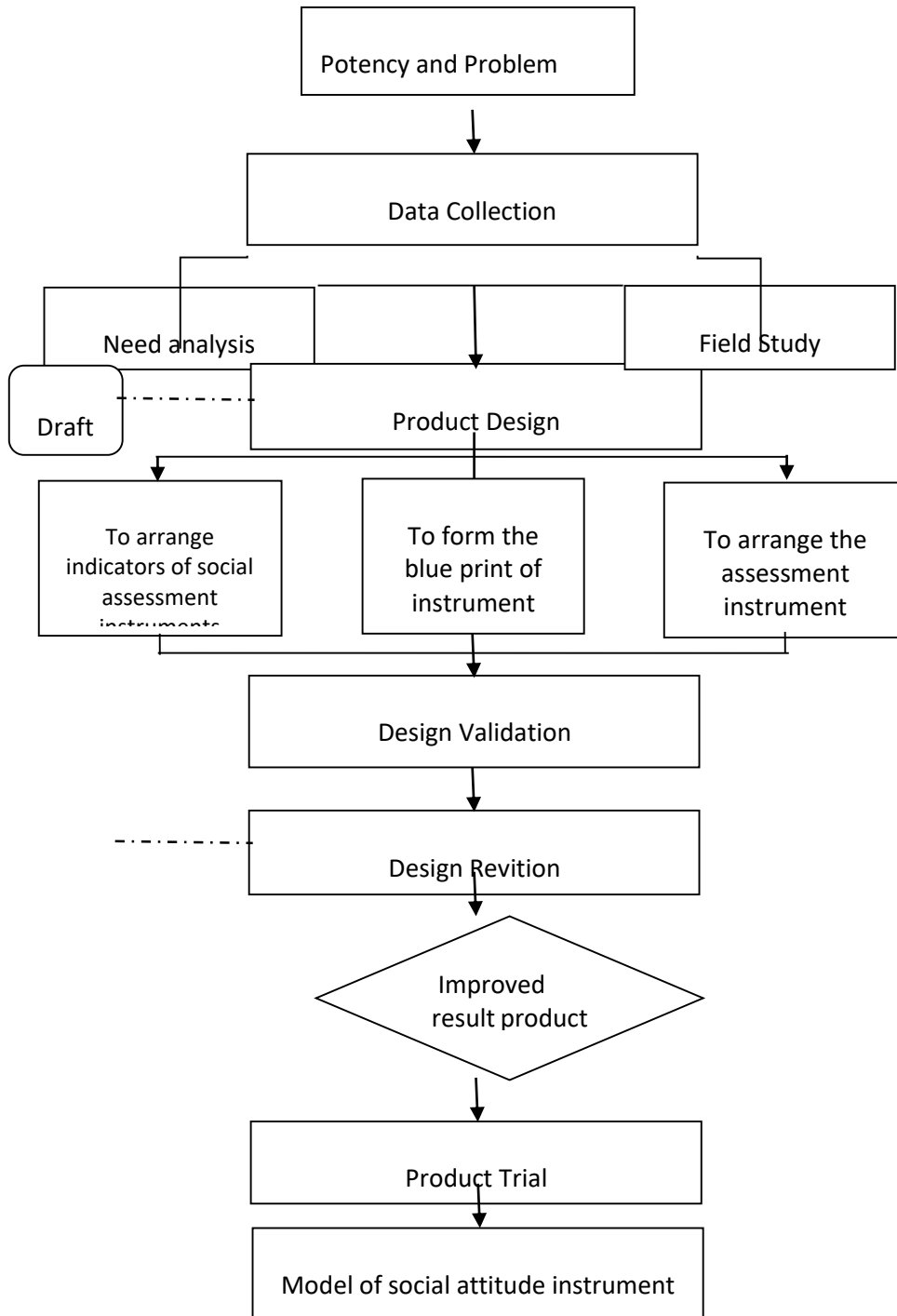


Figure 3.2:Draft of Development of the Social Attitude Assessment Instrument

Data Collection Technique

For data collection in this study, several techniques are carried out including: observation and questionnaire.

Data Collection Instrument

Instrument for Assessing Aspects of Students' Social Attitudes

The assessment instrument of the social aspects of students developed in this study uses a non-test technique with a Likert scale as a measuring device. The grid and instruments for assessing student social attitudes can be presented as follows:

Table 3.2 Grid of Student Social Attitude Competency Assessment

| Number. | Name | Behavior Observed | | | | | | | Score | Description |
|---------|------|-------------------|------------|----------------|------------|-----------|-------------|-----------------|-------|-------------|
| | | honesty | Discipline | Responsibility | Politeness | Tolerance | Cooperation | Self confidence | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Source: the assessment technical guide and report card filling at primary school

$$\text{Final Score} = \frac{\text{obtained score}}{\text{maximum score}} \times 100\% \quad (\text{Sudjana, 2007:129})$$

Description:

| Number | Score | Category |
|--------|----------|-----------|
| 1. | 91 – 100 | Very good |
| 2. | 81 – 90 | Good |
| 3. | 71 – 80 | Fair |
| 4. | 61 – 70 | Bad |
| 5. | Under 60 | Very bad |

Instrument of Expert Validation Sheet

The validation sheet is used to validate the draft initial product that has been made to be tested. Expert validation in this study consists of: 1. Expert Feasibility / material of civics, 2) Linguists,

3) Design experts and 4) Instrument experts. The instrument used as a validation sheet is a validation questionnaire.

Evaluation expert validation instruments use a Likert scale, with a choice of scale always with a score of 5, often with a score of 4, sometimes with a score of 3 with a score of 2 and never with a score of 1.

DISCUSSION

The Results of Civics Material Expert Validation

The results of the civics material expert validation questionnaire are as follows:

Table 4.1: Table of Civics Expert Validation in Meeting I

| No. | Assessment Aspects | Total Score | % | Classification |
|-----|---|-------------|-------|----------------|
| 1 | The compatibility of material with basic components | 9 | 67,71 | Less valid |
| 2 | To present competencies that must be mastered by students | 6 | | |
| 3 | The accuracy of Material | 17 | | |
| 4 | Benefit to enrich insight | 2 | | |

From the table, it can be seen that the validation results are still in the category of being less valid or feasible to use because they only reach 61.71%. Thus, it needs to be revised. After revisions to the instrument products, the researchers return the product of the social attitude assessment instrument to be validated. So at the second meeting, the product is declared very valid, with an average score reaching 82.14% with very valid categories listed in the table below:

Table 4.2: Table of Civics Expert Validation in Final Stage

| No. | Assessment Aspects | Total Score | % | Classification |
|-----|---|-------------|-------|----------------|
| 1 | The compatibility of material with basic components | 14 | 82,41 | Very valid |
| 2 | To present competencies that must be mastered by students | 2 | | |
| 3 | The accuracy of Material | 22 | | |
| 4 | Benefit to enrich insight | 3 | | |

The Result of Linguist Validation

The results of linguist validation questionnaire are as follows:

Table 4.3: Table of Linguist Validation in Meeting I I

| Number | Assessment Aspects | Total Score | % | Classification |
|--------|--|-------------|-------|----------------|
| 1 | Legibility | 11 | 59,37 | Less Valid |
| 2. | The accuracy of information | 9 | | |
| 3. | Structure of sentence in line with students' understanding | 8 | | |
| 4. | Language use effectively and efficiently | 9 | | |
| 5. | The conformity with students' development | 3 | | |

The above table shows that the obtained score is 59,37% and it is still less valid. Therefore, in the second meeting, the product is stated valid, with an average score is 84,37%. It is very valid as follows:

Table 4.4: Table of the Final Stage of Linguist Validation

| Number | Assessment Aspects | Total Score | % | Classification |
|--------|--|-------------|-------|----------------|
| 1 | Legibility | 15 | 84,37 | Vey Valid |
| 2. | The accuracy of information | 13 | | |
| 3. | Structure of sentence in line with students' understanding | 11 | | |
| 4. | Language use effectively and efficiently | 10 | | |
| 5. | The conformity with students' development | 3 | | |

Validation of Design Expert

The results of design expert validation questionnaire are as follows:

Table 4.5: Table of Design Expert Validation in Meeting I

| Number | Assessment Aspects | Total Score | % | Classification |
|--------|--|-------------|-------|----------------|
| 1. | The sequence of content | 13 | 62,50 | Less Valid |
| 2. | The use of font and the sequence of alphabet | 9 | | |
| 3. | Lay out | 10 | | |
| 4. | View | 8 | | |

Table 4.5 shows that the validation result is categorized to be less valid or feasible to be applied since its score is 62,5%. Thus, it needs revising. After it is revised in accordance with the design expert's suggestion, it is stated very valid in the second meeting, with average 85,93% as follows

Table 4.5: Table of the Last Stage Validation of Design Expert

| Number | Assessment Aspects | Total Score | % | Classification |
|--------|--|-------------|--------|----------------|
| 1. | The sequence of content | 16 | 85,93% | Very Valid |
| 2. | The use of font and the sequence of alphabet | 14 | | |
| 3. | Lay out | 12 | | |
| 4. | View | 10 | | |

4Validation of Instrument Expert

The results of design expert validation questionnaire are as follows:

Table 4.7: Table of Instrument Expert Validation in Meeting I

| Number | Assessment Aspects | Total Score | % | Classification |
|--------|---------------------------------|-------------|----|----------------|
| 1. | Contents instrument aspects | 10 | 65 | Less Valid |
| 2. | Instrument construction aspects | 6 | | |
| 3. | Instrument usage aspects | 5 | | |

Table 4.7 shows that the result of validation is still less valid category to be applied since its score is 65%. Thus, it needs revising. After it is revised in the second meeting, the product is stated valid, with score 82,5%. It is categorized very valid as it can be seen the following table.

Table 4.8: Table of Last Stage Validation of Instrument Expert

| Number | Assessment Aspects | Total Score | % | Classification |
|--------|---------------------------------|-------------|-------|----------------|
| 1. | Contents instrument aspects | 11 | 82,5% | Very Valid |
| 2. | Instrument construction aspects | 9 | | |
| 3. | Instrument usage aspects | 13 | | |

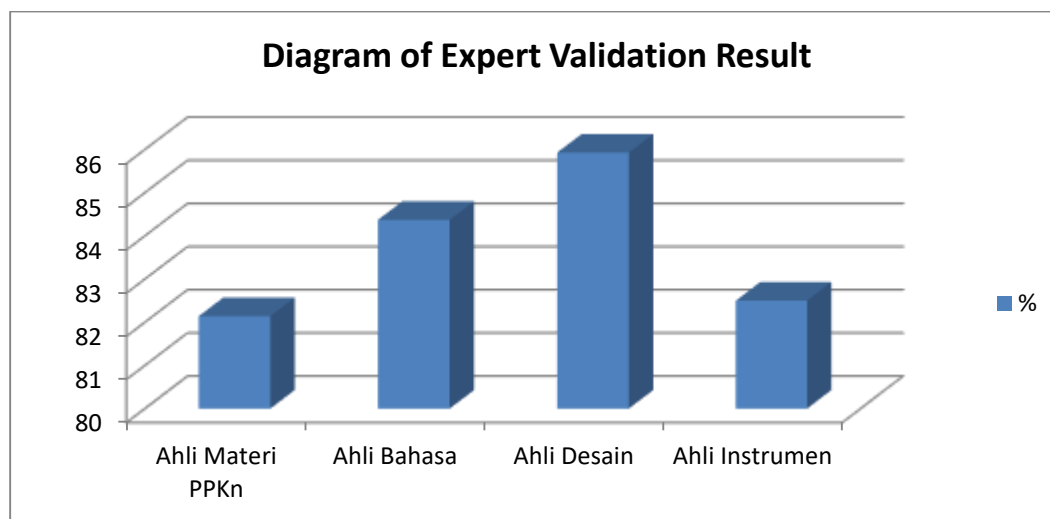
The Result of Instrument Validation

The recapitulation of the results of instrument validation from each expert can be seen in the table below:

Table 4.9: Table of social Validation of Instrument

| No. | Expert | % | Average | Classification |
|-----|-------------------|-------|---------|----------------|
| 1. | Civics expert | 82,14 | 83,74 | Very Valid |
| 2. | Linguist | 84,37 | | |
| 3. | Design Expert | 85,93 | | |
| 4. | Instrument Expert | 82,50 | | |

To find out more clearly the acquisition of the average value of the results of expert validation on the social attitude assessment instrument that was developed clearly can be seen in the following diagram



Based on the diagram stated above, it can be seen that the validation results performed by the experts are as follows:

- 1.The results of the score in civics material is 82.14% with a very valid category.
- 2.The results of the score obtained in the language material is 84.37% with a valid category.
- 3.The score for the design experts is 85.93% with a very valid category.
- 4.The score obtained from instrument experts is 82.50% with a very valid category.

In accordance with the diagram above, the average score is categorized as very valid and can be used. Based on these criteria, it can be concluded that the assessment instruments developed meet the criteria are very valid and it can be used.

Based on the results of large-scale trials provided by teachers who use the instrument obtain a score of 90.62% with a very valid category so that no weaknesses related to product feasibility are found. In accordance with the results of evaluation from the teacher, the instrument for developing social attitudes assessment can be used. Thus, based on the results of large-scale trials, social attitude assessment instruments can already be used to help teachers carry out social attitude assessments.

CONCLUSIONS

Based on the results of the previous research and discussion, conclusions can be put forward as follows:

1. The absence of social attitude assessment instruments in teacher and student books in learning the topic of *The Beauty of Togetherness*.
2. The conclusion of civic , language, design and instrument expert can be stated that the social attitude assessment instrument is suitable to be used in the field and it is very valid.
3. The development of social attitude assessment instruments is prepared based on themes and sub-themes of learning activities, basic competencies and indicators of activities learning. Then it is grouped based on the type of assessment, namely observation.
4. Based on the results of the validation carried out by experts, it is known that the average value of the validation of the civics material obtains a score of 82.14% with a very valid category, the validation of linguists obtains a score of 84.37% with a very valid category, validation of design experts obtains score 85.93% with very valid categories and validation of instrument expert is 82.50 with very valid categories. The overall results of the validation of the social attitude assessment instrument obtains a score of 83.74% with a very valid category. Based on a small scale trial involving 1 teacher and 6 students and a large-scale trial with 1 teacher and 30 students getting a score of 90.62% with a very valid category.

Based on the results obtained, the assessment instrument is declared valid and it can be used as a guideline in carrying out evaluation of social attitudes.

SUGGESTIONS

Based on the results of the study, conclusions and limitations of the research, it can be suggested as follows:

1. Principal should improve the ability of teachers in teaching and when conducting assessments by providing opportunities to participate in training in improving teaching skills so that teachers are more optimal in carrying out teaching tasks.

2. Teachers are advised to use instruments that are optimally developed in carrying out assessments of students' social attitudes.

3. To the researchers, in order to further develop the assessment instrument that does not yet exist in the teacher's book to complete the assessment in accordance with the curriculum so that it can assist the teacher in carrying out the assessment in the class especially in the Elementary School.

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