

The Assessment Process of the Teachers' Ability in Constructing an Affective Assessment for Social Science Teachers in SMA Negeri 6 Ternate

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Abstract: The results of preliminary observations at SMA Negeri 6 Ternate showed that the assessment of students' learning outcomes which was conducted by social study program teachers were more dominant in assessing the students' cognitive. So, it was recognized that the assessment of the affective aspects was neglected because the teachers' understanding of planning and the use of assessment on the affective aspects were not comprehensively understood. This can be seen that teachers did not construct the complete learning planning. In addition, the teachers did not make an affective assessment instrument. The purpose of this study were (i) to know the ability of social study program teachers in planning affective instrument at SMA Negeri 6 Ternate (ii) to know the ability of social study program teachers in implementing affective instrument at SMA Negeri 6 Ternate (iii) to know the ability of social study program teachers in using affective instrument at SMA Negeri 6 Ternate. The output of this research are expected to be (i) a scientific publication on Scopus indexed proceedings (ii) an effective assessment tool that can be used by teachers for social study subjects (iii) the results of social study program teachers' analysis in the preparation of affective assessment instruments. The method used was qualitative descriptive with 6 teachers who taught in class X as the research subjects. The assessment instruments used were; observation sheets, documentation and interview guidelines. Data analysis used was data reduction, data presentation and drawing a conclusion. The results showed that the teachers had not been able to formulate the affective assessment formulation, and the results of the assessment had not been informed to the students' parents/ students' guardians. The assessment sheets that using observation/ observation sheets have not referred to the affective assessment criteria and techniques that contained in RPP and non-accountable assessments. Thus, it cannot be identified in terms of techniques, procedures and results. In the aspect of social study program implementation, the teachers at SMA Negeri 6 Ternate did not carry out affective assessment in accordance with planning, the teacher tended to assess cognitive aspects and ignore the affective aspects. The implementation of teacher assessment has been fair but it was not objective, because it has not been guided by the existing assessment criteria. The strengthening aspect given by the teacher to students' affective abilities in the form of tuition, reprimand and advice. Overall, the utilization of affective assessment results in the form of reports to parents through homeroom teachers and BK teachers has not been conducted.

1 INTRODUCTION

Based on Permendikbud regulation No. 23, 2016 concerning educational assessment standards, assessment is a process of gathering information to measure students' learning achievement. In addition, as stated in chapter II article 3 the assessment of student learning outcomes in primary and secondary education includes aspects of

attitudes, knowledge, and skills. From the explanation above, the focus of this study is the assessment of students' learning outcomes in the affective aspect. Affective assessment is an activity carried out by educators to obtain descriptive information about the attitudes of students.

From the preliminary observation results in SMA 6 Kota Ternate, the assessment of student learning outcomes conducted by social studies teachers is

dominantly in the assessment of students' cognitive aspects. Therefore, it tends to be seen the assessment of the affective aspect is neglected because the teachers' understanding of planning and using the assessment on affective aspects have not been comprehensively understood. The lack of teachers understanding about affective aspects can be seen in the incomplete planning of teaching and learning made by the teacher. In addition, the preparation of the affective assessment instrument has not been made by each IPS teacher.

It is important to consider the affective assessment because the affective domain determines the success of one's learning. According to Good (in Sukardi, 2008) the affective characteristics of students is a learning process which is mostly based on the development of feelings and emotion aspects. Therefore it needs planning, implementation and good practice by educators in designing the tools (instrument) in affective assessment.

In addition, the teacher's ability to make affective instruments in social studies is necessary because it can provide benefits to schools, teachers, students and researchers. The purpose of this study is to determine the ability of teachers to plan, implement and use the affective assessment in the Public Secondary School 6 of Ternate City.

2 RESEARCH METHODS

This research is a descriptive qualitative approach. The subjects in this study were 6 teachers who taught Social Sciences subject (IPS) in class X. They are 2 History teachers, two Geography and Sociology teachers, and 2 economic teachers.

The instruments used in this study have been validated by content validation. Validation content is conducted by compiling a grid of instruments developed referring to the assessment standards of Permendikbud No. 23 of 2016 outlined in the Technical Direction of the Director General of Primary and Secondary Education. The instrument was judged by two experts.

The assessment techniques in this study include (1) interviews which are expected to obtain more detailed and clear data on the ability of teachers to make an overall affective assessment instrument starting from planning, implementation and utilization (2) documentation that aims to obtain data and information about the ability teacher in making affective assessment instruments on social studies subjects in the form of writing (syllabus and lesson plans) and pictures or photographs of research

activities and (3) observation which aims to see the learning process mainly related to aspects of affective assessment. Analysis of the data used in this study are (1) Data reduction, when the research process takes place the data is collected through observation, interviews and documentation and then the selection of raw data is adjusted to the research objectives (2) Data presentation, which is presented in the form of a short descriptive text, and (3) Drawing conclusions or verification. After deducting and data verification, the researcher then draws conclusions.

3 RESULT AND DISCUSS

3.1 Planning

Formulating plans for evaluating affective character attitudes and informing affective assessment plans to students.

Based on the results of the interviews with social studies teachers in state senior high schools in Ternate City, 1 (one) out of the six social studies teachers (RY) was able to formulate social studies learning indicators contained in the affective domain of attitude characteristics. RY also develops attitudinal indicators in the form of assessment journals and observations or observations made by RY during the learning process or the presence of students outside the class is reported to the homeroom teacher and BK teacher. Whereas the other five teachers, namely MM, AD, IS, IT and N explained that the formulation of the affective assessment plan prepared was adjusted to the abilities possessed by the teacher. IS, MM and IT explained that the teacher had many tasks so that time plan for the preparation of an affective assessment is very limited, especially in the assessment process.

The results of observations and judgments made by RY through affirmative instruments on students, were informed to the homeroom teacher and counsellor at the end of the semester. However, RY did not inform the techniques and criteria for affective assessment to students during the learning process as well as the other five. According to AD and N in planning the assessment, the indicators of measuring character attitude indicators are often valued are honesty, discipline and cooperation. While RY, MM, IS stated that all characteristics of the attitude aspect must be valued and adjusted to the competency indicators. With the preparation of attitudinal characteristics tailored to the students'

potential, some teachers find it difficult to make an assessment instrument, one of which is IT. According to IT, affective instrument preparation has not been fully understood because it has not received socialization related to the preparation of affective assessment instruments based on the 2013 curriculum.

IT statement was strengthened by the principal of SMP Negeri 6 Kota Ternate. He stated that almost all teachers in that school have not had chance to join Curriculum 13 socialization.

Whereas the result of data reduction from Syllabus and RPP collected MM and AD is nearly completed. Attached are the attitude assessment indicators on the syllabus and lesson plans, namely the attitude assessment technique, the rubric assessment and the observation sheet. However, based on the results of interviews with MM and AD Syllabus and RPP made and collected came from the internet sources such as google or those from friends. This is indicated that the syllabus and RPP made by MM and AD are a copy from internet sources. The observation of the RPP on attitude indicators made by RY has followed the syllabus. The attitude indicators that are raised.

The study of RPP attitude indicator which is made by RY has confirmed the syllabus. Attitude indicator shown by RY are perseverance, thankfulness, attentiveness, cooperation, enthusiasm, sportsmanship, honesty and discipline. Affective assessment sheets in the form of observation sheets are adjusted to the indicators of achievement. In addition, RY also made assessment journals, namely attitude assessment journals, interpersonal assessments and self-assessments. According to RY the assessment journal that is made is very helpful in the affective assessment of students and this journal is adjusted to the achievement indicators contained in the lesson plan. The technique and the appearance of affective assessment are also attached by RY. In the ruptured assessment each aspect is divided into four indicators in which each indicator has a range of 4 (four) as the highest scores and 1 (one) as the lowest one.

Meanwhile, scoring sheets made by IS and N are more directed to cognitive aspects, not the slightest evaluation of affective aspects. According to N assessment sheet, affective aspects have been arranged and used in the learning process. But when the researcher asked to show the RPP, N explained that there is problem with laptop and printer. According to the researchers' observation during the learning process, N did not observe the attitudes of

students at all, even though the affective assessment sheet could be made by the teacher.

Thus it can be concluded that of the one (1) out of six social studies teachers in the 6th Public High School in Ternate City understood the formulation of the plan for evaluating the character's affective attitude. In addition, the teacher informs the results of observations or observations of students to homeroom teachers and BK teachers and arranges subject assessment journals. Subject assessment journals in the form of self-assessment, attitude assessment, and evaluation between friends. The results of the interviews of the six social studies teachers stated that in social studies the assessment of attitude aspects was adjusted to the material and assessed attitude indicators. However, based on the observation results of the teacher's learning activities, none did an attitude assessment, informed the assessment technique, and conveyed the attitude assessment criteria.

3.2 Implementation

Carry out assessments in accordance with the planning and implementation of fair and objective judgments. Based on the results of interviews with social studies teachers at Ternate City State Senior High School 6, it was found that the five social studies teachers did not carry out affective assessments in accordance with the planning. The teacher has not assessed the attitude indicators that are adjusted to the indicator formula. This can be seen from the results of interviews with IS, MM, and IT which stated that not all assessment indicators are adjusted to the formulation of this indicator. This is because the teacher's tasks are so many and the time is so short. While in planning, AD said that the attitude indicator that is often assessed is honesty and discipline even though the implementation only assesses cognitive aspects. Furthermore, the six teachers assess affective indicators by observing as long as the learning activities take place but in giving affective values do not propose to the public and assessment criteria that have been prepared. This is because the teacher feels that he has memorized and recognizes the characteristics of students so that the teacher has his own consideration of the competencies of students. This is different from the affective assessment conducted by YR in the learning process is to make small notes on student attitudes. Then the results of the assessment in the form of records are copied back into the attitude assessment journal.

Assessment of attitude indicators using instruments is not yet understood by the five social studies teachers. However, the results of the N, IT interview, MM stated that the attitude indicator assessment was carried out based on the instruments prepared by the teacher. In fact MM, IT, and N during the learning process in the class did not use an instructional sheet to assess the attitudes of students. This is different from RY who evaluates the character's attitude by making small notes that help in describing the character of the students.

The results of interviews with social studies teachers in class XI are known that the teacher has carried out judgments fairly and not favouritism in assessing students. Students also feel the teacher has been fair in giving an assessment. This is reinforced by the results of observations showing that during the learning process the teacher does not show an attitude towards the particular students. There are even teachers who reprimand and care for students who are guilty and if there are students who behave well as tutors. Furthermore, the teacher also provide rewards to the students. One of them is RY. Rewarding students by giving thumbs up to students when answering the questions correctly while the five social studies teachers provide reinforcement to students by adding questions or grades.

Based on the above data, it can be concluded that the affective assessment carried out by social studies teachers has lost the affective assessments in accordance with the planning. The teacher has not yet made an assessment of the attitude component that is formulated into the learning indicator and has not used the observation sheet to inform the learners' affective abilities. Because of the time constraint, the teacher does not understand the affective assessment. The teacher is still focused on cognitive assessment and there are still factors that make it difficult for the teacher to carry out affective assessments tailored to the plan. Nevertheless there is still one teacher informing the results of the assessment and carrying out the assessment that is tailored to the plan.

Furthermore, conclusions based on the reinforcement given by the six social studies teachers are only three (3) social studies teachers who provide reinforcement in the form of praise and advice. Praise is given if students do positive things while advice is given by the teacher to students so they don't make mistakes again. For affective assessment conducted by the teacher, it is fair and impartial for certain students and does not discriminate. Nevertheless the assessment carried out by the teacher has not been objective because it

has not been based on the existing assessment criteria.

3.3 Use of Assessment

Based on the results of the research at Ternate City State Senior High School 6, it was found that the implementation of social studies teachers did not propose planning, but the results of the research obtained could be carried out for the following interests:

a. Classification of Learners

Classification based on the character of students is very important in learning. The teacher can know the ability and mastery of the material being taught. The classification in this study is to classify learners not only limited to affective assessment during social studies learning, but classify students based on the teacher's assessment of attitudes and attitudes displayed during social studies learning. Based on the results of the interviews obtained from the five IPS teachers, AD, IT, IS, N and RY are note to do classifications of students based on the level of completeness in achieving affective competence of students by determining seating, classifying students heterogeneously and if there were students who had good interests and attitudes during taking social studies then they will be appointed as a tutor in the discussion.

The results of interviews with social studies teachers are not in line with the results of observations, it appears that only two social studies teachers (RY and N) classify students based on the level of completeness of affective assessment competencies. So it can be concluded that only two social studies teachers, namely RY and N, utilize the results of affective assessment as a reference in classifying students. Classification in this case is regulating seating and classifying students heterogeneously. Whereas MM, IS, IT and AD have not utilized the results of affective assessments in identifying students.

b. Make use of and deliver feedback on the results of affective assessments and inform Student Affective Development

Good affective assessment information is carried out by the teacher with the aim that students and parents know the affective development of students. RY informs the affective of students to homeroom teacher and

counsellor based on the results of observations and observations made both outside the classroom and in the classroom and then the homeroom teacher and the BK teacher inform the parents of the students at the time of receipt of reporting the grade increase. RY also informs the affective assessment of students during the learning process. Whereas IS, IT, N and AD do not inform affective development in both homeroom and BK teachers.

Feedback delivery related to the affective results of students. RY uses affective assessment as a basis for giving feedback or feedback on achieving affective competencies of students. Whereas IS, IT, MM, N, and AD provide feedback by doing remedials and re-asking material that has not been understood by students. So that it can be concluded that the five social studies teachers do not understand in providing feedback or feedback on the achievement of affective learning outcomes.

The use of affective assessment results is based on using the attitude observation sheet, according to RY the results of affective assessment are delivered to the BK teacher and homeroom teacher, but if the process finds unfavourable results on the attitudes and behaviour of students then guidance is given. Guidance on student attitudes was also carried out by IT, IS, N, MM and AD. Based on the results of interviews with the six social studies teachers, it was stated that implementing the results of the effective assessment, but in the implementation, only RY showed the use of affective assessment by observing the attitude changes raised by students. This change in attitude was observed and followed up at the next meeting. The use of affective assessment conducted by RY by reflecting learning and exchanging seating positions of students.

From the description above, it can be concluded that utilizing the results of affective research is only done by one teacher namely RY by observing the changes in attitudes raised by the students and following up on the next meeting.

4 DISCUSSION

Based on the results of the study, it is known that one (1) out of six social studies teachers is able to formulate assessment plans for social studies subjects tailored to the syllabus and lesson plans.

The assessment plan includes indicators of assessment, assessment techniques, and ruptured ratings. The formulation of achievement indicators is used as a reference in determining the assessment techniques and observation sheets used by the teacher. This is in accordance with the standards of assessment of Permendikbud No. 23 of 2016 which is described in the Technical Direction of Director General of Primary Education and the Ministry of Education concerning the standard process which states that achievement indicators are used as a reference in the assessment.

The findings obtained by several social studies teachers are still focused on cognitive assessment, consequently, the affective assessment is ignored. This can be seen in the RPP collected by the teacher seen in the assessment technique which is still focused on cognitive assessment. According to Kratworl in Mardapi, 2008, if traced cognitive goals has an affective component inside. Kratworl argues that even though the subject matter refers to the cognitive and psychomotor aspects, the affective aspect is the integral part of the learning material. It is intended that the teacher in carrying out the assessment in learning, affective assessment also becomes very important and should not be ignored.

Furthermore, the affective assessment techniques chosen by the teacher are observation and observation techniques in the form of observation sheets. In developing the assessment instrument in the form of an observation sheet, the teacher still has limited abilities so that in the assessment of the attitude of massive students it is narrative. Even though there are many affective assessment instruments that can be used to gather information on the affective abilities of students, for example questionnaires, interview sheets, portfolios, (Sudjana, 2009) which are listed in assessment journals, observations, interpersonal assessments and self-assessments.

Based on the RPP collected by the teacher only one social studies teacher lists journals, self-assessments, evaluations between friends and observations. According to the teacher, the journal that was made was very helpful in the affective assessment of the students. Furthermore, the assessment instrument made is used by the teacher at each meeting so that students can measure the affective that often changes.

Based on the results of data collection it was concluded that the implementation of affective assessments on social studies subjects in the 6th Public High School in Ternate City was not in accordance with the planning in the syllabus and

lesson plans. The assessment is carried out by the teacher not submitting to the techniques and instruments contained in the lesson plan. The teacher does not make an assessment of the learning process so that the assessment is based on the teacher's personal assessment criteria. This condition has not yet demonstrated the accountable principle contained in the Permendikbud No. 23 of 2016 assessment standard outlined in the Technical Direction of Director General of Basic and Middle Education. Accountable assessments must be accountable in terms of techniques, procedures, and results.

Furthermore, the planning document in the form of syllabus and RPP containing assessment plans collected is only used as an administrative prerequisite. Supposedly, the RPP that has been made by the teacher is used as a guide in learning. So that it can be seen that the preparation of RPP by the teacher is only limited to fulfilling the task rather than being used as a guideline and assessment in the implementation of learning. This is in line with the results of the Pasongli study, et al. 2017 states that the competence of social studies teachers in junior high schools on evaluation and evaluation is still categorized as low. The teacher has not been able to carry out continuous assessment of processes and learning outcomes. Good continuous assessment is determined by systematic standard guidelines. Systematic assessment is carried out in a planned and gradual manner by following the standard steps. But in reality teachers have not been able to compile affective assessments. The assessment guidelines contained in the RPP are used by some teachers quoted from the internet.

Affective assessment used by the teacher has met the principle of fairness. The teacher carries out the assessment as it is and with the actual conditions. However, teacher assessment has not been said to be objective when proposing to the standards of assessment of Permendikbud No. 23 of 2016 which is elaborated in the Technical Direction of Director General of Primary and Basic and Middle Education which mentions objective assessments. In social studies learning has not yet seen the affective assessment carried out by the teacher. Some teachers assume that affective assessment can be done after learning has been completed, as a result affective assessment is not comprehensive and sustainable. Teacher's misunderstanding is also seen in reinforcement, the results of observations seen only two teachers who provide reinforcement by giving praise. Teachers should always give praise to children who display positive attitudes and vice

versa. This teacher's attitude can refer to characterization where the teacher can control students' behaviour to form a character (Kratworl in Abdullah, 2017)

Providing reinforcement can familiarize students in accepting a value and then internalized students. Acceptance of values can refer to two affective taxonomies, namely receiving and valuing. From the teacher's habits in upholding good values, it is hoped that students can internalize and form unstable characters in carrying out their lives.

Based on the results of the research above planning, the implementation and utilization of affective assessment has not been utilized by the teacher. Only one social studies teacher utilizes the affective assessment process, this is because the teacher has attended training and outreach in the development of the 2013 curriculum. In fact teachers should be able to develop the curriculum according to the times. This is in line with the opinion of Rusman, 2009 teachers who act as executors, planners, assessors and actual curriculum development and Uno's opinion, 2008 teachers as curriculum actors will inevitably necessarily be involved in the reforms that are being carried out as an attempt to find an updated curriculum format.

The process of affective assessment is very important carried out by the teacher, by carrying out the planning, implementation and utilization of affective assessment, the teacher has realized the objectives of affective assessment itself. The objectives of affective assessment include: 1) to get feedback (feed-back) for both teachers and students as a basis for improving the teaching-learning process and holding remedial programs for students; (2) to determine the level of change in behaviour achieved by students including needed materials such as; improvement of student behaviour, giving reports to parents and determining whether or not students pass; (3) to place students in appropriate teaching and learning situations, according to the level of achievement and abilities and characteristics of students; and (4) to get to know the background of teaching and learning activities and student behavioural abnormalities (Arikunto, 2011).

Affective problems are considered very important by everyone. But their implementation is still lacking. This is because it is not easy in designing the achievement of the objectives of affective learning compared to cognitive and psychomotor learning. Educational units must design appropriate learning activities so that the implementation and utilization of these affective judgments is felt by participants in achieving

learning objectives. The success of educators in implementing affective domain development and the success of students in achieving competencies needs to be assessed. Therefore, based on the results of this study, it is expected to be a recommendation to develop an affective domain appraisal and interpret the results of measurements in Ternate City Senior High Schools, especially SMP Negeri 6 in Ternate City.

5 CONCLUSIONS

Based on the results of data analysis in this study, it can be concluded as follows:

1. In terms of overall planning, social studies teachers at the SMP N 6 School in Ternate City have not been able to formulate an affective character evaluation plan and do not inform students of affective assessment plans. For the assessment sheet using the observation sheet but it does not refer to the criteria and techniques of affective assessment contained in the RPP as well as non-accountable assessments that cannot be accounted for in terms of techniques, procedures, and results.
2. In the case of the implementation of social studies teachers at SMP N 6 School Ternate City, the affective assessments tend to be neglected. In accordance with the planning, the teacher tends to assess cognitive aspects and ignore the affective aspects. For the implementation of teacher assessments it is considered fair but not objective because it has not been based on existing assessment criteria. Motivation given by the teacher to the affective abilities of students in the form of praise, reward and advice.
3. Overall, the results of affective assessment have not been carried out in the form of reports to parents through homeroom teacher and BK teacher, evaluating learning activities and the absence of direct feedback to students.

6 SUGGESTION

It is necessary to develop an affective domain appraisal and interpret the results of measurements in Ternate City High Schools, especially SMP N 6 School in Ternate.

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