

Analysis of Attitude Assessment Instrument in Pancasila and Citizenship Education Student Textbook for Tenth Grade

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Abstract: Pancasila and Citizenship Education as a curricular program of citizenship education is a value-based education. Therefore, development of attitude on students becomes the attention of Pancasila and Citizenship Education. The study aimed to find out whether there is any attitude assessment instrument contained in Pancasila and Citizenship Education textbook and what attitudes are contained in the attitude assessment instrument in the Pancasila and Citizenship Education textbook. The technique used was content analysis of document. The document analysed was Pancasila and Citizenship Education Student Textbook for Tenth Graders issued by Ministry of Education and Culture year 2016. The result of the study shows that the attitude assessment instrument was contained in Self-Assessment section of Chapter 2 and 3 while the other chapters did not reflect any attitude assessment. The attitudes assessed were the attitudes towards values contained in the topic learned. However, most of the attitude assessment instrument did not conform to the attitude competence that was supposed to be assessed based on Basic Competence of Core Competence 2 as contained in Pancasila and Citizenship Education Teacher Textbook for Tenth Graders.

1 INTRODUCTION

The learning activities done by teachers and students are generally based on the applicable curriculum. Curriculum is a set of plan and arrangement regarding objectives, contents, and lesson materials, as well as the implemented methods as the guide in organization of learning activities to achieve certain educational goals (The Law No. 20, 2003). The methods used as a guide include assessment. Therefore, in simple way, the elements of learning include objectives, contents, process, and assessment.

As one of the elements of learning, assessment has an important role to measure and assess the achievement of objectives and accuracy of implementation of learning. Classroom assessment and evaluation are highly concerned with qualitative judgments that are used to improve students' knowledge and learning. Assessment and evaluation also give teachers useful information about how to improve their teaching methods (Jabbarifar, 2009). Education standard also contains assessment standard as a process of collection and processing of information to measure the achievement of student

learning outcome (Regulation of Minister of Education and Culture. 23, 2016).

To conduct assessment, various assessment techniques and instruments are used. Assessment includes some assessment techniques because it contains the element of knowledge (cognitive), skills (psychomotor), and attitude (affective) (Suwandi, 2009). It can also be said that assessment includes attitude, knowledge, and skills (Regulation of Minister of Education and Culture. 24, 2016).

Pancasila and Citizenship Education subject as one of the subjects at school is oriented to education that puts more emphasis on the aspect of attitude. It is in line with the idea that Pancasila and Citizenship Education is a curricular program as a part of citizenship education that emphasizes the content that carries values and basically is a value-based education (Budimansyah *et al.*, 2008). According to Pancasila and Citizenship Education Teacher Textbook X 2016, Pancasila and Citizenship Education subject is understood as a subject that develops its function as value and moral education in addition to its function as community education, nationality education, citizenship education, political education, law and human rights education, and democracy education. Because it carries a function as

moral value education, attitude assessment becomes crucial in Pancasila and Citizenship Education learning.

Attitude competence assessment is a series of activities designed to measure student attitude as an outcome of a learning program. Attitude is an evaluative statement on object. Attitude starts with feelings (like or dislike) related to the tendency of someone in responding to something or an object. Attitude is a readiness to give positive or negative response to an object or situation consistently (Ahmadi, 2007).

Attitude assessment objects in learning include: attitude towards the subject, attitude towards the subject teacher, attitude towards the learning process, attitude towards the existing topics and subjects, attitude related to certain values to be instilled in students through certain topics, and attitude related to cross-curriculum affective competence (Zakaria and Ramli, 2006). Another opinion states that the attitude objects that can be assessed include: attitude towards the subject, attitude towards the subject teacher, attitude towards the learning process, attitude related to certain values and norms related to the lesson material (Winarno, 2013). While the attitudes assessed according to Curriculum 2013 include *spiritual attitude* related to the development of religious and cautious students and *social attitude* related to the development of noble, independent, democratic, and responsible students (Regulation of Minister of Education and Culture. 66, 2013).

In the classroom, attitude assessment is done using instrument of observation, self-assessment, peer assessment, and journal (Ministry of Education and Culture., 2014). Each instrument has special specification used to assess the attitude. Attitude is generally assessed using attitude scale instrument, such as Likert scale, semantic differential, Thurstone scale, and so on (Putra, 2013).

To be able to assess including attitude assessment, ideally textbook contains attitude assessment instrument. In book analysis guide, it contains an item whether the book contains the component of assessment, either assessment of knowledge, skills, or attitude (Ministry of Education and Culture., 2014). It shows that a good textbook contains assessment instrument. Such provision should also apply to Pancasila and Citizenship Education textbook as the learning source and media in Pancasila and Citizenship Education learning at school. In line with the characteristic of Pancasila and Citizenship Education as moral value education, indeed attitude assessment needs to get more attention in assessment.

Assessment regarding attitude in Pancasila and Citizenship Education has been done by some researchers. (Soleh, Khumaedi and Pramono, 2017) has succeeded to develop an instrument of attitude

assessment in Citizenship Education subject using Likert scale with valid and reliable result. The result of a study by (Rahmah and Ilham, 2015) finds that attitude assessment in Citizenship Education subject is generally done using observation technique on the aspect of spiritual and social attitude. (Tursinawati and Ulfa, 2018) have identified the items of student attitude in learning process made as the objects of attitude assessment in a Student Textbook for Fourth Graders with theme Energy. Some results of studies above generally assess the attitude, namely the students during learning process or the attitude shown during learning process. Whereas attitude object does not only include attitude in the learning process, but also attitude related to the values in connection with learning material.

Pancasila and Citizenship Education subject is considered as a subject that emphasizes the development of attitude and is a value-based education. Based on this condition, it is crucial to know whether there is attitude assessment instrument contained in Pancasila and Citizenship Education textbook, whether the assessment technique contained in the textbook conforms to assessment guide, what attitudes are contained in assessment instrument in the Pancasila and Citizenship Education textbook, whether the attitudes assessed are only spiritual and social attitude of students during learning process, and whether the assessed attitude makes other attitudes need to be assessed. Based on those things, the problem was formulated: what are the assessment techniques and what attitudes are assessed in the assessment instrument in Pancasila and Citizenship Education textbook?

2 METHOD

The study used descriptive qualitative approach with document analysis technique. It aimed to describe what attitude assessment technique and instrument were contained in the book and what attitude objects were assessed. The document analyzed was Pancasila and Citizenship Education Student Textbook for Tenth Graders published by (Ministry of Education and Culture a, 2016) by Tolid and Nuryadi. The book was made as the main source of data because the book was established as Electronic Schoolbook and used generally in Pancasila and Citizenship Education learning in senior high schools in Surakarta City and even applicable nationally. The data validation was done by expert judgment, namely by teachers and experts of Pancasila and Citizenship Education. The data analysis was done by data collection, data reduction, data presentation, and drawing conclusion

regarding the assessment technique and the attitude objects contained in the assessment instrument in the Pancasila and Citizenship Education textbook.

3 RESULT AND DISCUSSION

Textbook is the synonym of schoolbook, as the book that provides instructions in a subject at school or university. Textbook contains certain learning material and is based on learning objectives referring to the applicable curriculum. According to (Agustina, 2011), textbook or schoolbook is a book contains learning material arranged systematically, based on certain goals, oriented to learning and student development, and can be used as learning media in learning activities.

The textbook analyzed was Pancasila and Citizenship Education Student Textbook for Tenth Graders published by (Ministry of Education and Culture a, 2016) by Tolib and Nuryadi here in after referred to as PPKn Textbook X. The textbook consisted of 7 (seven) chapters. The chapters were 1) Pancasila Values in State Government Organization Practice Framework, 2) Provisions of Constitution 1945 of the Republic of Indonesia in Nation and State Life, 3) Powers of State Institutions according to Constitution 1945 of the Republic of Indonesia, 4) Structural and Functional Relations of Central and Regional Government, 5) National Integration in Unity-in-Diversity Frame, 6) Threats on the State in Unity-in-Diversity Frame, and 7) Archipelagic Insight in the Context of the Republic of Indonesia. For assessment instrument, the PPKn Textbook X provided 3 (three) sections, namely 1) Self-Assessment, 2) Citizenship Learning Practice, 3) Chapter Competence Test. The three sections were available in each chapter.

After that, identification and analysis were done on the section that was attitude assessment. Attitude starts with feelings related to the tendency of someone in responding to an object. According to (Ahmadi, 2007), attitude is defined as someone's readiness in responding to an object or situation that can be positive or negative. People who have positive attitude towards certain object or situation will show fondness or delight. On the contrary, people who have negative attitude will show dislike or displeasure. Attitude assessment is an assessment done by teachers to measure the achievement level of student attitude competence including acceptance, response, respect, management, and character (Tursinawati and Ulfa, 2018).

Based on Curriculum 2013, attitude is categorized into 2 (two), namely spiritual and social attitude.

Attitude competence is as core competence, namely Core Competence 1 (CC 1) for spiritual attitude and Core Competence 2 (CC 2) for social attitude. Spiritual attitude relates to the development of religious and cautious students. Social attitude relates to the development of noble, independent, democratic, and responsible students. In the PPKn Textbook X (Ministry of Education and Culture b, 2016), attitude assessment was done with observation, self-assessment, peer assessment, and journal. The instrument used for observation, self-assessment, and peer assessment was checklist or assessment scale accompanied by rubric. The instrument for journal was in form of teacher's note.

In general, assessment instrument in PPKn Textbook X was contained in 4 (four) sections, namely Reflection, Self-Assessment, Citizenship Learning Project, and Chapter Competence Test. Based on the identification and analysis, it was found that there was no attitude assessment in Chapter 1. In Reflection section (page 27-28), there was an assignment that read "Think about forms of positive attitude you can show in various environments of life". To answer it, choices were provided for students, namely family environment, school environment, and society environment. Based on the result of analysis and expert judgment, the assessment instrument was included in knowledge assessment, not attitude assessment. It is because students were asked to express in writing the forms of positive attitude they can show in various environments, not asked to show their attitude whether they agreed or disagreed with the attitude object. Self-Assessment section (page 29-31) did not reflect attitude assessment either. Although the assessment instrument was in form of checklist, the statement items contained knowledge statements. The statement items used verbs "know, understand, and recognize".

In Chapter 2, Self-Assessment section (page 71-72) could be categorized as attitude assessment instrument. The instrument used was in form of attitude scale with statement items in form of attitude. Students were asked to choose from the options Al (Always), Fr (Frequently), So (Sometimes), and Ne (Never). The question was written as the following:

"Now observe yourself, has your attitude reflected that you are a good citizen? Be honest by filling the following list of attitude by giving tick (√) in the following columns." (page 71)

In Chapter 3, Self-Assessment section (page 96-97) could be categorized as attitude assessment. The instrument was in form of scale of attitude towards student attitude statement items. In this case, students were asked to choose the most appropriate one, with options Al (Always), Fr (Frequently), So (Sometimes), and Ne (Never). The assignment read as the following:

“Now observe yourself, has your attitude reflected that you are a good citizen? Be honest by filling the following list of attitude by giving tick (√) in the following columns.” (page 96)

In Chapter 4, no assessment was found. Reflection section (page 138) did not reflect attitude assessment but knowledge assessment. In the section, students were asked to write the forms of positive attitude that could be shown in various environments, not asked to express their attitude, whether positive or negative towards the attitude object according to the chapter, which was the ongoing government organization. Self-Assessment section (page 140-141) did not reflect attitude assessment either. Although the instrument was in form of checklist, the statement items were in form of knowledge. It was signified by verbs “know”, “understand”, and “recognize”. However, there were 3 (three) statement items that illustrated attitude, namely item 13) Participating in activities organized by regional government, 14) Paying regional and central tax, and 15) Monitoring the implementation of each policy of central or regional government. Therefore, the assessment instrument contained combination, most part was knowledge assessment and only small part was attitude assessment.

In Chapter 5 entitled National Integration in Unity-in-Diversity Frame, no attitude assessment was found. Reflection section (page 172) contained a task to identify community behavior in supporting in diversity. The activity was done by writing on worksheet. The assessment was categorized as knowledge assessment. Self-Assessment section (page 174) did not reflect attitude assessment either. In this section, students were asked to answer questions related to “Natural disasters hitting Indonesian territory”.

Chapter 6 Reflection section (page 194) could not be categorized as attitude assessment but knowledge assessment regarding student attitude and behavior that could support the efforts to overcome threat to national integration. It could be known from the form of assignment for students, as the following: “Now identify the behavior of people around your residence in supporting the efforts to overcome threat to national integration!” (page 194) While an example of answer that could be given by students was “Conducting night patrol routinely” (page 194). Therefore, students expressed their knowledge regarding attitude and behavior, not showed their attitude with tendency to agree or disagree with the statements. In Self-Assessment section (page 196-197), there was a written question that asked for a statement of student attitude, which was contained in question number 2, that read “Do you agree if foreign parties give aid without asking permission to the government of Indonesia first? Explain your

reasons!” (page 197) The question could be categorized as attitude assessment because it asked students to express their attitude, whether they agreed or disagreed with the attitude object. In the section, the technique of attitude assessment was written test, while the instrument was written expression.

Chapter 7 Reflection section (page 225) could not be categorized as attitude assessment. The section contained written questions and asked students to answer in writing regarding “Struggle of the heroes before Indonesia’s independence”. Self-Assessment section (page 227) could not be categorized as attitude assessment. The section contained written questions that asked students to express their opinion regarding “Many people still destroy the nature”. Based on the document analysis and the result of expert judgment, Reflection and Self-Assessment section of Chapter 7 were appropriate to reflect knowledge assessment.

Based on the finding, it can be said that techniques of attitude assessment in PPKN Textbook X were contained in Self-Assessment section of Chapter 2 and Chapter 3. While the other chapters, namely Chapter 1, 4, 5, 6, and 7, did not reflect any attitude assessment. Self-Assessment section of Chapter 2 and 3 can be said as attitude assessment because they contained techniques of appropriate attitude assessment, namely self-assessment that contained statement items of attitude or behavior. In the self-assessment technique, students were asked to choose using rating scale instrument. It was in line with attitude assessment guide as stated in Pancasila and Citizenship Education Teacher Textbook for Tenth Graders (Ministry of Education and Culture b, 2016). Instrument using rating scale is a measurement tool that is frequently used to assess attitude (Azwar, 2005; Zakaria and Ramli, 2006).

Attitude assessment was also found in Reflection section of Chapter 6 with written assessment technique. In one of the questions (question number 2), students were asked to express their attitude (agree or disagree) to the attitude object. The instrument used was written direct expression. Although the technique and instrument were not contained either in Pancasila and Citizenship Education Teacher Textbook for Tenth Graders or the applicable curriculum guide, written direct expression was one of the ways to assess attitude (Mar’at, 2000; Azwar, 2005).

Attitude assessment in PPKN Textbook X contained in Self-Assessment section of Chapter 2 and 3 had not been able to assess the attitude object that should be assessed as contained in the formulation of Core Competence 2 of Pancasila and Citizenship Education curriculum for Tenth Graders. Based on (Regulation of Minister of Education and Culture. 24, 2016), the basic competence assessed for

social attitude in Chapter 2 and 3 was BC 2.2 Caring about the implementation of provisions of Constitution 1945 of the Republic of Indonesia that governs about state territory, citizen and resident, religion and belief, defense and security, and BC 2.3 Caring about organizations at school as a reflection of state institutions. The attitude object assessed in Chapter 2 and 3 was the attitude as good citizen as stated in the sentence “whether your attitude has reflected that you are a good citizen” (page 71, 96). The attitude assessment object can be said as in line with Pancasila and Citizenship Education because indeed developing good citizens is the general purpose of citizenship education (Kalidjernih and Kirana, 2011). However, the general purpose can be described into more specific purposes, for example in the core competence and basic competence of Pancasila and Citizenship Education subject. Attitude assessment aims at achievement of attitude competence as mandated by the curriculum that consists of spiritual and social attitude contained in the formulation of Core Competence 2 (Regulation of Minister of Education and Culture. 23, 2016).

Description of spiritual attitude and social attitude is further contained in the Basic Competence of Core Competence 2. In Pancasila and Citizenship Education subject, the Basic Competence of Core Competence 2 (BC of CC 2) is formulated into items of social attitude competence that needs to be made as learning achievement of Pancasila and Citizenship Education subject. The existence of formulation of the BC of CC 2 makes Pancasila and Citizenship Education a typical subject or different from other subjects. Attitude assessment in Pancasila and Citizenship Education does not only include attitude assessment in general, which is the attitude during learning process, but also the attitude related to learning material of Pancasila and Citizenship Education. In category of attitude object, the attitude includes the value contained in learning material (Winarno, 2013). Social attitude object in form of value contained in learning material of Pancasila and Citizenship Education is contained in the formulation of Basic Competence of Core Competence 2 of Pancasila and Citizenship Education. In Pancasila and Citizenship Education for tenth graders, social attitude is reflected in the formulation of basic competence of Core Competence 2 that consists of 7 (seven) items of attitude achievement. The assessment of attitude achievement has not been reflected in the assessment of PPKn Textbook X. PPKn Textbook X assessed the attitude using self-assessment technique but the attitude object was the attitude as good citizens.

4 CONCLUSION

Attitude assessment in PPKn Textbook X was contained in Self-Assessment section contained in Chapter 2 and Chapter 3. While the other chapters, namely Chapter 1, 4, 5, 6, and 7, did not reflect any attitude assessment. The assessment technique was self-assessment with instrument in form of attitude scale. The attitude object assessed was the attitude towards the value contained in the material learned but it still aimed at the achievement of objectives of citizenship education, namely attitude as good citizens. Most of the attitude assessment instrument did not conform to the attitude competence that should be assessed based on the Basic Competence of Core Competence 2 as contained in Pancasila and Citizenship Education Teacher Textbook for Tenth Graders. An attitude assessment instrument needs to be developed in line with the competence of social attitude as mandated by Pancasila and Citizenship Education subject for tenth graders.

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