



The Impementation of Affective Assesment on Indonesian Language Learning based on the Students' Character Education

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ABSTRACT

Affective assessment is an educator's activity to find out student behavior that can be seen during the learning process or even outside the learning process. The purpose of this study is to describe the planning, implementation, constraints, and efforts to overcome obstacles to affective assessment in Indonesian learning based on character education. This research is qualitative with descriptive methods. The subjects of this study were Indonesian teachers and Class VII students at SMP Negeri 19 Palu. Data collection techniques in this study are documentation, observation, and interviews. The data analysis used in this study is data reduction, data display, and conclusion drawing and verification. The results of the study found that teachers had carried out attitude assessment planning based on the curriculum contained in the syllabus and lesson implementation plans based on character education. However, in its implementation, the attitude assessment carried out by teachers is still not in accordance with the planning or design that has previously been made. The obstacles faced by teachers are a lack of socialization and a lack of teacher understanding of attitude assessment. Efforts made by teachers in implementing attitude assessment include understanding more deeply the character of each student, determining criteria in each aspect of attitude assessment, and conducting training.

Keywords: *Affective Assessment, Language Learning, Character Education.*

1. INTRODUCTION

Education is a very complex and important issue in life, even inseparable from life. The progress of a nation is largely determined by the quality of its education. To assess the achievement of the education implementation process in an institution, it is necessary to carry out an assessment. The assessment not only displays the results but also becomes evaluation material for the next learning process. In learning, teachers examine three aspects that students must master, namely cognitive, affective, and psychomotor aspects (Casey & Fernandez-Rio, 2019). These three aspects must then be the target or object of an educator's evaluation of students.

Bloom (2014) said that assessment results are not absolute and not eternal because students continue to develop according to the learning experiences they experience. In addition, the rapid development of technology is like a double-edged knife, which on the one hand provides benefits but on the other hand threatens the sustainability of the education system, especially in terms of the moral quality of the next generation. Therefore, a dynamic education is needed that not only focuses on

cognitive success but also prioritizes student character education. The main focus of assessment in education should be on student attitudes and behaviors. McCormack & Yager (1992: 18) stated that assessment through tests on cognitive aspects alone could not describe the function of assessment that can be used as an approach to encourage learners to learn. This is in line with Popham's opinion (1995: 183), that the achievement of affective learning goals greatly determines one's success. For people who do not have good affective abilities, it is difficult to achieve optimal study success. Cognitive and psychomotor learning outcomes will be optimally achieved if students have high affective abilities.

To find out whether students' affective abilities can be seen during the learning process or even outside the learning process (Pitriyani et al., 2020), Attitude assessment is more directed towards fostering student attitudes to be in accordance with ethics in order to build student character (Asdiana & Coal, 2022; Kerlinger, 2022). According to Suyadi (2013: 18), in the context of character education, the learning process is a transfer of knowledge and a transfer of beliefs, namely the internalization of character values into students". The

cultivation of character education can be integrated into subjects in schools, one of which is Indonesian. Indonesian subjects in general have the aim that students have the ability to: (1) communicate effectively and efficiently both orally and in writing; (2) understand Indonesian and use them appropriately and creatively for various purposes; (3) use Indonesian to enhance intellectual abilities, as well as emotional and social maturity; (4) communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing; (5) enjoy and utilize literary works to broaden horizons, refine ethics, and improve knowledge and language skills; (6) appreciate and boast Indonesian literature as a cultural and intellectual treasure of Indonesian people (Content Standards of the Ministry of National Education, 2006: 120).

Character education is essentially an integration of intelligence, personality, and noble morals. Character education is an effort to help students understand, care for, and create or act based on values and ethics. However, problems in the implementation of character education-based attitude assessments were found, and many teachers found it difficult and considered it quite complicated to carry out the assessment. It is difficult to assess individual student attitudes due to the large number of students and the number of schools that have not been able to develop learning that can develop student attitude competencies, so the attitude assessment carried out has not been optimal (Wulandari & Radia, 2021).

Based on the results of observations, the condition of students' attitudes tends to be negative, such as mocking friends and even fighting with peers. In addition, during the learning process, students copy their friends' assignments. Then, based on the results of interviews conducted by class teachers, it was found that not all indicators of attitude assessment can be carried out optimally in one semester. This is because it takes too much time and is also difficult to carry out the assessment. The teacher does not prepare instruments, so they only make assessments by making observations. The teacher should record in a journal, but in the facts of the field, the teacher only observes what he feels is necessary to record.

The explanation above has been based on the author's desire to reveal the problem of implementing affective domain assessments directly from the field. Besides not being a habit of teachers, planning and the assessment mechanism of the affective domain are still not optimal. As a result, the affective values written by teachers on learning outcome report cards have not been in accordance with the reality of students' attitudes, as it is assumed that affective values have been only made up by teachers. In addition, the affective status of students is still not used as material to compare the development of affective abilities between students individually or in groups from time to time. As stated by Hall (2011), armed with data on the "affective status of students", teachers are in a much better position in an effort to provide a complete, relevant, clear, and engaging educational experience for learners.

Based on this, the formulation of the problem in this study is 1) how is the planning of affective assessment in character education-based Indonesian learning in junior high school?; 2) how is the implementation of affective

assessment in character education-based Indonesian learning in junior high school?; 3) what are the obstacles for teachers in implementing affective assessment in character education-based Indonesian learning in junior high school?; and 4) what are the obstacles in implementing affective assessment in character education-based Indonesian learning in junior high school?.

2. REVIEW OF RELATED LITERATURE

2.1 Concept of Affective Assessment (*Attitude*)

Affective judgment relates to value, which is difficult to measure because it involves a person's awareness or attitude growing from within. Attitude is essentially the tendency to behave in a person. Attitude can also be interpreted as a person's reaction to a stimulus that comes to him. Attitude can also be interpreted as a tendency to do something in a certain way, method, technique, or pattern towards the surrounding world, both in the form of people and in the form of certain objects.

Attitude assessment is an effort to obtain various information periodically, continuously, and comprehensively about the process and results of the growth and development of attitudes and behaviors achieved by students (Pusku, 2012). Attitude assessment aims to determine the attitude of students towards an object, for example, school activities, subjects, education, and so on. Attitude is an individual characteristic related to the way a person reacts to certain objects. Attitude is a person's tendency to respond like or not to an object, where the attitude contains the impetus for the subject to behave certain way towards the object.

Attitude assessment relates to students' attitudes towards the subject matter, students' attitudes towards the learning process, and attitudes related to values or norms related to the subject matter. Assessment is carried out as a process of collecting information on student achievement and the development of students' attitudes to correct deviant attitudes. This attitude is an individual character that a person has and shows a reaction to the object at hand. Techniques and instruments used to assess attitudinal competence through observation, self-assessment, peer assessment, and journals (Ibrahim, 2014) Observation is a technique that is carried out continuously using the senses, either directly or indirectly, using observation guidelines that contain a number of observed behavioral indicators. Self-assessment is a technique carried out by asking students to find their strengths and weaknesses in the context of achieving competence. Peer assessment is an assessment technique that can be used to measure the level of achievement in attitudinal competence by asking students to assess each other. While journaling is a technique that is carried out in some way, educators record the behavior of students inside and outside the classroom.

2.2 Language Learning

Learning Indonesian in school is not only to develop language skills but also to form a person who is honest, responsible, respectful of others, obedient to worship, and so on. It is necessary to choose themes that are in accordance with these values and can be integrated into Indonesian learning, accompanied by the demands of

mastering language skills, namely listening, speaking, reading, writing, and literary appreciation (Ningsih, 2005).

Language skills are strategic skills. With their language skills, students are able to gain various knowledge, appreciate art, and develop themselves sustainably. In line with the opinion of Iskandarwassid and Sunendar (2011), the functions are: (1) as the basic tools of an individual; (2) as signs of his cultural identity; and (3) as a tool for organizing and interpreting the surrounding world. Furthermore, Lemer (Abdurrahman, 2012: 141) added that language is an integrated communication system, including spoken language or speaking skills, reading skills, writing skills, listening skills, and literary skills. So, it can be concluded that Indonesian learning in this case, starting from school, needs to be carried out correctly because secondary school, as one of the basic educations, should be able to form a strong foundation for the next level of education. This means that the school must equip its graduates with adequate basic abilities and skills.

2.3 Concept of Character Education

Character education can be interpreted as a series of long activity processes carried out nationally to nurture generations to have behavioral values, psychological characteristics, morals, and ethics by living the values and beliefs of the community as a moral force in their lives through honesty, trustworthiness, discipline, and cooperation. According to Damayanti (2014: 12), this is a jointly planned effort aimed at creating the next generation with good personal foundations, both in knowledge (cognitive), feelings, and action. In line with Zubaedi's opinion (Kurniawan, 2013: 30), character education is ethics education, which is essentially a teaching program that aims to develop the character and character of students by living the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline, and cooperation that emphasizes affective (feelings and attitudes) without leaving the cognitive realm (rational thinking) and the realm of skills (skills, skilled in processing data, expressing opinions, and cooperation).

Character education, or value education, aims to make students good citizens (Damayanti, 2014: 13). Carrying out character education activities means carrying out activities that aim to guide and direct children to be disciplined in doing everything good and leave the bad of their own accord in everything and at all times. According to Lickona (Suyadi, 2013: 6), character education includes three main elements: knowing the good, desiring the good, and doing the good. The value of character education, according to Kurniawan (2013: 41-42), consists of values (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) national spirit, (11) love of the motherland, (12) respect for restasi, (13) friendly and communicative, (14) love of peace, (15) love to read, (16) care for the environment, (17) care for social, and (18) responsibility.

Based on this description, it can be concluded that character education is a conscious and planned effort in the child's learning process to grow and develop into an independent, responsible, and characterful human being.

3. METHODS

This research is qualitative with descriptive methods. According to Moleong (2014: 6), qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject holistically and by means of description in the form of words and language in a special natural context and by utilizing various scientific methods. The subjects of this study were Indonesian teachers and Class VII students at SMP Negeri 19 Palu. Data collection techniques in this study are documentation, observation, and interviews. The data analysis used in this study was data reduction, data display, and conclusion drawing or verification.

4. Discussion

4.1 Affective Assessment Planning in Character Education-Based Indonesian Learning

Affective domain assessment greatly determines student learning success within the affective realm, which is an important component such as attitudes and interests towards learning, either attitudes towards subjects or subject matter. The teacher's expectation is that students have a positive attitude and interest towards the subject or subject matter. Students who have a positive attitude towards a subject or subject matter will have a greater likelihood of success in learning activities. A small example can be seen in students who follow timely learning and have an attitude of responsibility towards the tasks assigned to them.

Subject Indonesian teachers at SMP Negeri 19 Palu plan attitude assessments based on the curriculum contained in the Learning Implementation Plan (RPP). At the end of a learning implementation plan (RPP), there is an assessment component that includes assessment instruments and rubrics for assessment of attitudes, knowledge, and skills. Attitude assessment instruments and rubrics have been prepared by the teacher. The assessment rubric includes attitude assessment instruments carried out by teachers through observation, peer assessment, and self-assessment. This instrument is an assessment tool used to obtain information on the assessment process that is being carried out. In line with Aunurohman's opinion (2013: 207), which states that assessment is the application of various ways and the use of various assessment tools to obtain information on the extent to which the student assessment process has achieved certain characteristics, The purpose of achieving certain characteristics is the achievement of attitude assessments carried out by teachers in each learning process.

Affective assessment planning is contained directly in the Learning Implementation Plan (RPP) designed by the teacher of Indonesian subjects. The RPP has referred to content standards and educational assessment standards. The results of affective assessment planning data conducted by subject teachers at Indonesian SMP Negeri 19 Palu can be known through the following table:

Table 1. Affective Assessment Planning

Assessment Planning	Data Findings
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Conformity assessment on lesson plan with syllabus	There is a suitability assessment on lesson plan with existing assessments on the syllabus
Creating a grid affective assessment	The teacher has made a grid
The assessment is carried out on learning time (initial- core-end learning process teaching)	Teachers conduct assessments during the learning process
Assessment scope towards affective aspects planned	The assessment is carried out on the planned aspects
Technical suitability assessment with aspects rated	On attitude assessment, the teacher using the observation assessment has been designed
Instrument precision assessment by technique selected assessment	There is a suitability assessment with assessment instruments
Determining the score	The teacher scores the grading rubric
Accuracy of scoring	The teacher gives an objective assessment

The results of the assessment of the affective assessment planning in detail are described that the assessment made by subject teachers Indonesian in the lesson plan is in accordance with the assessment format contained in the syllabus. The teacher begins the assessment of the attitude of the learners by preparing the assessment grid in advance. The assessment technique used is in accordance with some of the assessment instruments designed. Teachers use observation sheets to measure students' social and spiritual attitudes. Assessment planning in accordance with assessment scoring guidelines. Attitude assessment through observation methods is carried out by teachers when students are in group discussion activities and during the learning process.

4.2 Implementation of Affective Assessment in Character Education-Based Indonesian Learning

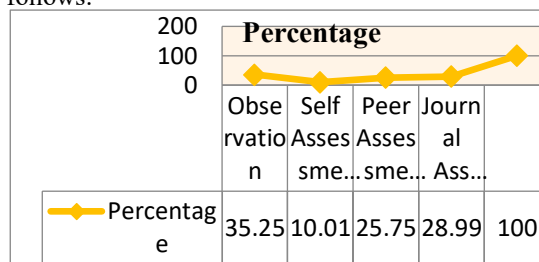
From the results of the researcher's data collection, it can be concluded that the implementation of this attitude assessment is still not in accordance with the design and planning that have been made previously in the syllabus and Learning Implementation Plan (RPP). If the implementation of the attitude assessment is not in accordance with the procedures that have been made, then the assessment is invalid, and it is also found that the planning documents made in advance for the attitude assessment guidelines are made only as a condition of administrative completeness. So teachers don't fixate on pre-made plans. The teacher should follow the planning that has been made; if it does not follow the previous planning, then the assessment can be said to be non-objective.

Attitude assessment in Indonesian learning and in other subjects is carried out with the same procedure. The attitudinal values developed in Indonesian subjects were,

namely, religious values, responsibility, honesty, discipline, courtesy, confidence, mutual cooperation, and tolerance. The values developed in learning consist of eight main values: attitude of responsibility, honesty, discipline, confidence, tolerance, courtesy, and mutual cooperation.

Subject teachers: Indonesian At the time of implementing this attitude assessment, the teacher does not determine how long it takes to assess the attitude of students, so the teacher assesses from beginning to end during the learning process. When the teacher conducts the assessment process, the teacher's attitude is seen to be fair in its application because, based on the observations obtained by the researcher, the teacher does not discriminate between his students and is assessed equally according to the attitude of each student. When on the sidelines of learning, the teacher occasionally gives reinforcement to students to do the task correctly, follow the rules in school, and behave well wherever they are.

Based on the results of the data obtained, the assessment of attitudes toward Indonesian learning at SMP Negeri 19 Palu is presented in the form of a diagram as follows:



Picture 1 Forms of Attitude Assessment used in Indonesian Learning

Picture 1 illustrates that the most dominant form of attitude assessment used by teachers is assessment through observation. Furthermore, the forms of assessment that are usually used are journal assessments, peer assessments, and self-assessments.

4.3 Constraints of Affective Assessment on Character Education-Based Indonesian Learning

The provision of socialization regarding attitude assessment in accordance with the curriculum is still limited, where teachers still learn it independently, teachers still do not understand many things, the assessment is carried out as it is, and there is a lack of books to support the implementation of attitude assessment. When viewed in terms of teacher ability, there are two main things that can be obstacles in assessing this attitude, namely obstacles in technical and non-technical terms.

Technical obstacles or obstacles that occur are related to the teacher's ability to operate the assessment application, while non-technical obstacles are the teacher's mastery of the attitude assessment itself. Judging from several obstacles in the implementation of attitude assessment in Indonesian subjects, it can be concluded that the most visible obstacles occur in the teacher himself. Therefore, as a result, the implementation of attitude assessment in learning has not been implemented optimally.

4.4 Efforts to Overcome Obstacles to the Implementation of Affective Assessment in Indonesian Learning Based on Character Education

Efforts to overcome obstacles in attitude assessment that researchers encounter when teachers implement attitude assessment: if the learning process takes place and the teacher encounters students being engrossed in chatting with their deskmates, then the teacher warns students not to violate the rules during learning activities; if they still commit violations, then the teacher will give punishment. When giving punishments, the teacher must first understand the characteristics of each student and determine the criteria for each aspect of attitude assessment. After understanding the characteristics of the learners, that is where the teacher knows how to guide the students.

To be able to increase objectivity in attitude assessment, teachers should make observations first, and after that, all actions, changes, and developments of students should be recorded in the teacher's journal or notebook. In attitude assessment activities using observation techniques carried out by teachers during the teaching and learning process, when students show negative attitudes, the teacher should immediately assess student attitudes recorded in a previously prepared journal.

The principal can also make other efforts, namely by guiding teachers who do not understand and providing seminar training related to attitude assessment to the teacher. To follow up appropriately, teachers must evaluate the attitudes of students and assess these attitudes (Wildan, 2017). If the teacher does not understand how to implement attitude assessment, attitude assessment will not be achieved in accordance with the learning objectives. The implementation of this attitude assessment is carried out so that teachers understand the character of students in class and outside the classroom, and also as a reference for teachers to guide and control student attitudes.

5. CONCLUSION

Teachers plan attitude assessments based on the curriculum contained in the lesson implementation plan formulated in the components of learning objectives, which include attitudes of responsibility, honesty, discipline, confidence, tolerance, courtesy, and mutual cooperation. Teachers prepare attitudinal assessment instruments and rubrics consisting of observation, self-assessment, peer-to-peer assessment, and journaling. However, in its implementation, the attitude assessment carried out by teachers is still not in accordance with the planning or design that has previously been made. At the time of assessment, the teacher was fair but not objective. The obstacles faced by teachers are a lack of socialization and seminars related to attitude assessment and a lack of teacher understanding of attitude assessment. The efforts made by teachers in implementing attitude assessment include understanding more deeply the character of each student and determining criteria in each aspect of attitude assessment, as well as punishing students if they do not follow the rules. On the other hand, the principal can also make efforts by evaluating teacher performance periodically, and if there is a shortage of these teachers,

solutions will be given, such as conducting seminars or training.

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