

# Development of Attitude Assessment Instruments on Learning Text Report Observation Results for 7<sup>th</sup> Grade Students Smp Swasta Taman Harapan Medan

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**Abstract:** *This study aims to describe the pattern of development, validity and feasibility and effectiveness of attitude assessment instruments on learning the text of observational reports for grade VII students SMP Swasta Taman Harapan Medan. Research instruments in the form of questionnaires and observation sheets. The assessment instrument developed in this study was an attitude assessment instrument in the form of a self-assessment test. The results of the field trials show that the results of the material expert's assessment of the instrument's worth were 89.17% and were valid qualifications. While the evaluation of expert evaluation results obtained a percentage of 88.57% and are in valid qualifications. Based on the results of trials that have been carried out, it can be stated that the attitude assessment instruments developed already have good validity so that they are suitable for use in learning assessment activities. In the field trial phase the researchers tested the level of students' understanding ability to see the level of effectiveness of the assessment instrument for attitude assessment. Based on the analysis results obtained an average ability of students' attitudes/affective that is 76.46% with a good category. The results obtained in this study indicate that self-assessment instruments can measure the ability of student attitudes and provide instructions that in learning Indonesian by using self-assessment instruments are more appropriate to be applied in learning so that teachers can further evaluate the advantages and disadvantages of learning received by students.*

**Keywords:** *Instrument Development; Attitude Assessment*

## I. Introduction

Attitude competency assessment in learning is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is reflection (reflection) understanding and progress of individual student attitudes (Alimuddin, 2014: 25).

Through learning the text of observational reports, students can learn the universe and the surrounding environment. This learning can help students to recognize themselves and their environment. The introduction of self and the environment can strengthen students' faith in God and His attributes, give thanks to favors, so that students love and care for themselves and their environment.

The results of the study entitled "Development of Character Assessment Instruments in Learning PPKn in Elementary Schools" indicate that teachers have not been able to measure the consistency of attitudes because in the learning process teachers are still confused in making assessment instruments, so far the teacher conducts attitude assessments with unstructured observations (Wardana 2015: 357). his is in line with research entitled "Development of the Instrument for the Assessment of Affective Domains for Aqeedah

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Moral Subjects." In fact, most teachers do not judge the affective domain by using relevant instruments (Tri Kusumawati, 2014: 112).

Both of the results of the study explained that so far the teacher had not yet conducted an attitude consistency assessment, this was done because of the limited knowledge and skills of the teacher so that the teacher had difficulty in developing the assessment instruments. As a result, the assessment carried out does not have a clear reference and is considered to have been assessed in an unstructured and planned manner. Based on this, it is necessary to develop a reference for developing affective domain assessment tools and interpreting the measurement results.

Based on the results of observations with the VII grade Indonesian teacher of Taman Harapan Medan Private Middle School, the assessment of attitudes in learning the text of the observation report has never been done clearly using an assessment instrument. The teacher makes an assessment without using attitude assessment instruments. This is because the teacher does not understand the importance of attitude assessment in every learning process. During this time the teacher assesses student attitudes based only on the results of daily observations without being associated with the topic of learning being studied. Attitude assessment conducted by the teacher in the learning process is still limited to monitoring the development of attitudes through student behavior. The teacher never prepares measured attitude indicators and scoring guidelines on learning to write observational report texts. The attitude indicators measured are still not clearly formulated, thus enabling the emergence of irrelevance with the attitude being measured and giving results that are not in accordance with the objectives of the assessment and the subject's assessed condition. In this case the teacher had difficulty determining student grades because the teacher did not understand the assessment of attitudes clearly. So that the assessment is only focused on one competency, namely knowledge competence.

Research with the topic "Development of Attitude Assessment Instrument in Learning Texts of Observation Reports for 7th grade Students of Taman Harapan Medan Private Middle School" is learning that requires relevant assessment theory. Relevant theory aims to develop each element of research. In addition, describing the theory can also help the course of research. This research is focused on evaluating the attitude/affective domain. In accordance with the affective characteristics associated with the subject matter of the text report observations, the problem to be discussed includes four domains, namely interests, attitudes, values, and self concept.

The purpose of assessment is to describe student learning outcomes so that it can be seen the strengths and weaknesses of students in the learning process. It also can provide information about the success or failure of teachers in carrying out the learning process. If the results are not good, the education process can be improved and refined so that it can provide accountability to the school.

Teachers who are tasked as evaluators in carrying out evaluations of learning outcomes are required to conduct a comprehensive evaluation of students, both in terms of their understanding of the material or lesson material that has been given (cognitive aspects), as well as in terms of appreciation (affective aspects) and their experiences (psychomotor aspects ). For clearer researchers describe in the following diagram.

The purpose of education, especially education in schools, is not only to teach science to students but also to teach and educate students to know what is good and what is bad, can distinguish them and then be able to decide what is appropriate. Education is therefore

required to contain values in each learning activity so that educational objectives can be clearly achieved.

Based on these obligations, a valuation reference is needed. The reference assessment referred to is an indicator, because the indicator is a sign of achieving a competency. Indicators must be measurable. In the context of attitude assessment, indicators are signs that are raised by students, which can be observed or observed by the teacher as a representation of the attitude being assessed. The affective domain is generally interpreted as the internalization of attitudes that point toward inner growth that occurs when individuals become aware of the value received and then take an attitude so that later it becomes part of themselves in shaping values and determining their behavior (Majid, 2014: 48). The affective domain is related to emotions, such as feelings, values, appreciation, motivation, and attitude. The following will be explained more clearly the description of attitude assessment indicators.

According to Andersen (in Amri, 2016: 57) there are two methods that can be used to measure the affective domain, namely the observation method and the self-report method. The use of observation methods is based on the assumption that affective characteristics can be seen from the behavior or actions displayed, psychological reactions, or both. The self-report method assumes that the person who knows one's affective state is himself. However, this requires honesty in revealing one's own affective characteristics.

## II. Research Methods

This research includes research and development methods or Research and Development (R&D). R&D is a research method used to produce certain products and test the effectiveness of these products (Sugiyono, 2015: 407). The model used in this study is to use the Borg and Gall model. This research method seeks to produce or develop a product whose results can be accounted for. The assessment product developed is the observation report report text. Development research in general can be grouped into three procedures, namely product development models, product development procedures, and product trials.

The validation of the assessment instrument product was given to four experts, where the expert had the competence of the learning material of the observation report text, the construction of the attitude assessment instrument. The expert validity test uses a questionnaire that aims to validate the contents of the assessment instrument sheets developed by the researcher given to the expert (*expert judgment*), namely the material/language expert test, and the expert evaluation test. This expert validity test is the fourth stage in a series of developing attitude assessment sheets.

The data to be collected is data on attitude assessment instruments on learning the text of the observation report for VII grade students SMP of Taman Harapan Medan through the validation of the expert and questionnaire teams. There are two types of data obtained from research with this development, namely; Material analysis is done by grouping analysis to formulate learning objectives for writing observational report texts. The results of this analysis are then used as a basis for developing the assessment instrument products; Descriptive analysis is done by collecting data using a questionnaire/questionnaire to provide criticism and suggestions, input improvements. This qualitative data is analyzed logically and meaningfully, while this quantitative data is analyzed by testing the level of test validity. The results of this descriptive analysis are used to determine the level of product viability and

effectiveness. The product assessment of this attitude assessment instrument is in the form of descriptive data through questionnaire assessment with individual trial evaluation, small group trial, and large group trial or main field trial using the Lickert scale.

Then the data analysis using descriptive statistics (average score and percentage), which is to calculate the percentage of indicators using the category of instruments that have been developed, so that it can be stated with the formula:

$$\sum \frac{\text{the number of scores obtained}}{\text{ideal number of scores}} \times 100 \%$$

Using the formula above will result in a number calculation in percent form.

**Table 1.** The score classification is then converted to a classification in the form of a percentage.

No	Eligibility Level	Score	Criteria
1	0% - 20%	E	So much less
2	20,1% - 40%	D	Not so good
3	40,1% -60%	C	Pretty good
4	60,1% - 80%	B	Good
5	80,1%- 100%	A	Very Good

(Sudjana, 2005)

Whereas in calculating the level of eligibility in the instrument of attitude assessment of the text of the observation report as follows.

No	Eligibility Level	Score	Percentage
1	Not feasible	1	<65%
2	Less Eligible	2	65-74%
3	decent	3	75-84%
4	Very decent	4	85-100%

Purwanto (2009:80-81)

### III. Results and Discussion

The results of this study suggest a discussion of the results of the development of student attitude assessment instruments on learning the text of the observation report. Development of special attitude assessment instruments developed in 7th grade SMP Swasta Taman Harapan Medan. The objectives of this development research are (1) To describe the pattern of developing attitude assessment instruments on learning the text of the observation report; (2) Describe the level of validity of the attitude research instrument on the learning of laopran texts as a result of observation; (3) Describe the appropriateness and effectiveness of attitude assessment instruments on learning the text of the observation report.

The development of student attitude assessment instruments is carried out to meet the completeness of assessments that are not yet in the teacher's book or student's book. The development of this attitude assessment instrument is based on the results of observations of the completeness of the assessment in the student book on the material of writing the observation report text. The

development of attitude assessment is also based on the types of assessment contained in the curriculum which includes the assessment of attitudes, knowledge, and skills.

The research instruments to be used are validation sheets, teacher and student questionnaires. The validation sheet is used to determine the effectiveness of the attitude assessment instrument based on the judgment of the material expert and the evaluation expert. A validator is an expert who evaluates / validates a product, in this case an attitude assessment instrument. Material and evaluation experts are chosen based on their scientific fields. In this study, material experts and evaluation experts were selected as many as 2 validators, namely material validator 1 and material validator 2 as well as evaluation validator 1 and evaluation validator 2. In addition to valid assessment instruments, the teacher needs to be given an evaluation to find out whether the assessment instruments are classified as practical or no, this instrument is based on research that has been done before and then developed according to the needs which have been discussed by the previous supervisor.

The tests compiled in this study are those contained in the attitude assessment instruments in the form of self-assessment and teacher observation. This is done to see the development and response of students in learning the material test results of the observation report. The test is arranged based on the specifications of the learning objectives and the indicators measured. The instruments in accordance with this research activity are instruments of attitudes, interests, values and value concepts. The assessment instrument in this study will measure and describe the attitudes/affective students in learning activities in the classroom, users of this instrument are teachers and students, then proceed with the recording of the results obtained. This attitude appraisal is taken from the domain of students' attitudes which is done by using attitude assessment instruments, to determine the realm of attitudes.

The initial product test is carried out with expert validation which aims to determine the appropriateness of the attitude assessment instrument. Validation is an important part in developing an assessment instrument to correct errors and weaknesses of the draft results (*draft I*). Validation is done by submitting an assessment instrument to the validator along with the validation sheet for further checking and assessing the level of eligibility by the validator.

The results of the research on attitude assessment instrument material for seventh grade junior high school students submitted through a questionnaire method with a questionnaire instrument are presented descriptively. Based on the assessment of material experts on the appropriateness of the contents of the attitude assessment instruments developed, a percentage score of 89.17% was obtained. The percentage is obtained from calculations:

$$Persentase = \frac{107}{12 \times 10} \times 100 = 89,17 \%$$

The percentage of the worthiness of the presentation of the assessment instruments by the material experts is very good in qualifications, so the instruments developed do not need to be revised. Based on the results of the assessment of material experts on the feasibility of the instrument obtained a score of 107 with a percentage of 89.17% and is in a very valid qualification. While the evaluation of expert evaluation of the attitude assessment instrument developed, the percentage obtained score of 88.57%. The percentage is obtained from calculations:

$$Persentase = \frac{124}{14 \times 10} \times 100 = 88,57 \%$$

The percentage of the score of questionnaire questions on the evaluation instrument by the evaluation expert on the qualifications is very good. While the results of the evaluation of



expert evaluations on the question questionnaire obtained a total score of 124 with a percentage of 88.57% and are in very valid qualifications.

Furthermore, a descriptive presentation of the results of the assessment of Indonesian learning experts (teachers) on the development of an assessment instrument through a questionnaire method with a questionnaire instrument obtained a percentage gain score of 85%. The percentage is obtained from calculations:

$$Persentase = \frac{51}{12 \times 5} \times 100 = 85\%$$

Then the results of the teacher's assessment of the assessment instruments obtained a total score of 49 with a percentage of 82% and are in very valid qualifications. Based on the response of the validation experts that the assessment instrument is feasible to be carried out at the next stage, namely the field trial, but before being tested in the field, Haraus experiences reflection and revision to correct the shortcomings of the assessment instrument. At this stage the researcher made improvements from the revised results obtained at the initial field trial stage and would revise the small group trials, while some aspects that needed to be improved include students needing deeper teacher explanations to understand the assessment instruments. From the process of carrying out the assessment conducted by the teacher stated that the assessment instruments developed are easily understood and can be implemented well, thus helping the teacher in carrying out an assessment of the affective aspects of students in the class.

On the results of field trials involving VII grade students SMP Swasta Taman Harapan Medan with a total of 35 students stating that the student's test results can be calculated. In activity test 1, KD 3.7 and 4.7 are used to identify information from the text of the observation report and infer the contents of the text of the observation report. shows the average percentage of assessment results in the field test on 35 students for attitude assessment instruments of 76.54% including the good category. In learning activities 1 can be seen that the assessment results show that the percentage of test results for each child is different, ranging in the range of the lowest total score of 187 with a percentage of 62.3%, and the highest total score of 265 with a percentage of 88.3% so as to get an average score the overall student average is 76.54%. This large group trial evaluation is in the form of an attitude assessment instrument on the text of the observation report. The results of the trials at this stage get responses from students as users of the self-assessment test presented.

Furthermore, in activity 2 the results of the field trial involving students of 7th grade at Taman Harapan Medan Private Middle School with a total of 35 students stated that the student test results could be calculated for the percentage level. In activity test 1, KD 3.8 and 4.8 are used, namely analyzing the structure, linguistics and contents of the observation report text and presenting a summary of the observation report text.

The trial results show the average percentage of assessment results in the field test on 35 students for attitude assessment instruments amounted to 76.37% including the good category. In learning activities 2 it can be seen that the assessment results show that the percentage of test results for each child is different, ranging in the range of the lowest total score of 208 with a percentage of 69.3%, and the highest total score of 251 with a percentage of 83.7% so as to get an average score the overall student average was 76.37%. This large

group trial evaluation is in the form of an attitude assessment instrument on the text of the observation report. The results of the trials at this stage get responses from students as users of the self-assessment test presented. Based on the results of these tests the teacher can clearly see the characteristics of each student, so that the teacher can approach and select the right media to be taught to students so that learning can be carried out properly and effectively. With the results of these trials the teacher can follow up on the next learning activity.

Based on the results obtained from the series of stages of development of the attitude assessment instrument as a whole is declared feasible with the criteria of "very good". Thus the use of attitude assessment instruments as evaluations of student learning outcomes in schools is a solution that can be offered to see the extent to which learning is carried out effectively. On both sides this is something that is beneficial to both the teacher and for the students themselves or for the school. The benefits for students are being able to fully express their understanding of academic material, express and strengthen their mastery of competencies, such as gathering information, using resources and systematic thinking, and most importantly connecting learning with their own experiences. While the benefits for the teacher's attitude assessment in the form of self-assessment can be a comprehensive benchmark of students' abilities and attitudes so that they can use some appropriate methods used in learning. Therefore, the application of self-assessment instruments as an evaluation tool for learning in schools is important to note that students are not just mere learners, but in the end can mix and match achievement with their abilities and attitudes into the real world.

Based on the results of the discussion it has been explained previously that there were some weaknesses in the development of this instrument which can be used as a discussion to improve the development of assessment instruments to measure attitude/affective abilities, ie students are not accustomed to working on attitude assessment questions because students tend to be devoted to procedural cognitive abilities. Students also feel unfamiliar with attitude assessment questions because students generally only work on the problems contained in textbooks.

In addition to the weaknesses of research, this study also has advantages, namely the assessment instruments developed can stimulate students to improve and foster attitudes and interests in learning. Then the teacher can be used as an exercise to develop and optimize students' abilities in learning.

#### **IV. Conclusion**

The results obtained in this study indicate that self-assessment instruments can measure students' attitude abilities. This provides a clue that in learning Indonesian by using self-assessment instruments are more appropriate to be applied in learning so that the teacher can further evaluate the advantages and disadvantages of learning that students receive. Teachers can prepare planning and learning development to be able to optimize learning Indonesian in the future.

From the findings of this research, it is necessary to make a publication of this research so that the attitude assessment instruments are better known by the teachers. One way is to conduct training models of learning to teachers, especially with training on developing attitude assessment instruments. This needs to be done so that teachers know the essence and

evaluation of learning and can apply attitude assessment instruments in the learning process in class and other learning.

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