Assessment of Student Attitudes in the 2013 Curriculum: Its Implementation and Problems

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Abstract

The study aimed to analyse strategies, find factors that influenced, supported and inhibited the assessment of student attitudes. The research used descriptive analytical method with a qualitative approach. The subjects of the study were teachers of Islamic Religious Education. Data collection techniques were by interview and documentation. Data analysis techniques used data reduction, data presentation, and verification/conclusion. The research results found that; *first*, teachers used strategies in assessing attitudes starting from planning, implementing, and processing. At the planning stage; a) the teachers determined the attitudes to be developed in school referring to KI-1 and KI-2, b) the teachers determined indicators according to the competence of attitudes to be developed, and c) the teachers designed learning activities that can lead to attitudes that had been determined. At the implementation stage; a) the teachers observed the behaviour of students during learning and outside learning, b) the teachers recorded students' behaviours using assessment sheets, and c) the teachers followed up on the results of observations. At this stage, the teachers only used the observation sheet as an assessment sheet. At the processing stage, the teachers processed the observation sheet according to the guidelines and submitted it to the class teacher for recapitulation. *Second*, the factors that influenced the assessment of attitudes in teachers were a) easy-to-use assessment tools and use of good and correct language, b) students' physical and psychological conditions; c) subjectivity, halo effect, generosity, and errors in giving score. *Third*, the factors that supported teachers in assessing attitudes were a) the assessment tools/sheets that were readily available and easy to use; b) teacher skills; c) parental support; and d) school support. The inhibiting factors were a) insufficient time; b) the number of attitudes assessed; c) the number of students assessed; d) teacher understanding; and e) difficult to monitor student behaviour.

Keywords

Attitude Assessment, 2013 Curriculum, Teacher Strategy.

Introduction

Since Indonesia's independence, education had undergone several changes and improvements to curriculum policies. In the history of curriculum in Indonesia, at least eleven times the dynamics of change had been experienced. It started from the pre-independence period with a very simple form, and the independence period which was continuously refined, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013 (Machali, 2014). Policy changes from year to year regarding the curriculum based on the results of analysis, evaluation, and internal and external challenges that continued to change according to the demands of the times. This suggested that the curriculum was a dynamic, contextual, and relative product with the basic principles of change and continuity, namely changes that were carried out continuously.

The improvement of the curriculum from year to year had its own characteristics, which can be explained as followed:

1. Curriculum 1947, a curriculum that emphasized the formation of human character who was sovereign and equal to other nations (Idi, 2007, hal. 32).
2. Curriculum 1952, every lesson plan must pay attention to the content of lessons that were related to everyday life (Tilaar, 1995, hal. 254).
3. Curriculum 1964, the government had a desire for the people to get academic knowledge for provision at the elementary level, so that learning was centered on the Pantja Wardhana (Pancawardhana) program which included the development of creativity, taste, initiative, work, and morals (Hidayat, 2013, hal. 4).
4. Curriculum 1968, changing the structure of the educational curriculum from Pancawardhana to fostering the spirit of Pancasila, basic knowledge, and special skills (Machali, 2014).
5. The 1975 curriculum emphasized more effective and efficient educational goals (Kunandar, 2007, hal. 87).
6. Curriculum 1984, a curriculum that emphasizes the process skills approach (Hidayat, 2013, hal. 88).
7. Curriculum 1994, a curriculum that emphasized the principle of link and match in vocational schools (Machali, 2014).
8. Curriculum 2004, it was known as Competency-Based Curriculum (KBK), namely competency-based education that focused on developing the ability to perform

(competence) certain tasks in accordance with predetermined performance standards (Machali, 2014).

9. Curriculum 2006 (KTSP), teachers are given the freedom to plan lessons according to the environment and conditions of students as well as the conditions of the school (Machali, 2014).

The 2013 curriculum policy will be able to play an adjustment function (the adjusted or adaptive function), namely a curriculum that was able to direct students to be able to adapt themselves to the environment, both the physical environment and the changing social environment. The 2013 curriculum integrates three domains of competence, namely attitudes, knowledge and skills which in its implementation were summarized in Core Competence 1 (KI-1) in the form of spiritual attitudes, Core Competence 2 (KI-2) in the form of social attitudes, Core Competence 3 (KI-3) in the form of knowledge, and Core Competency 4 (KI4) in the form of skills (Machali, 2014). These four core competencies must be a concern for teachers so that educational goals can be achieved.

One aspect that had changed compared to the previous curriculum is assessment. In the 2013 Curriculum, the assessment was regulated in Permendikbud Number 66 of 2013 concerning Educational Assessment Standards including authentic assessments, self-assessments, portfolio-based assessments, daily tests, midterm tests, final tests, competency level exams, competency level quality exams, national exams and school/madrasah exams (Penyusun, 2013). The scope of assessment of learning outcomes by educators includes aspects of attitude, knowledge, and skills (Penyusun, 2015). In the 2013 Curriculum, the assessment was more assertive and comprehensive than the implementation of the assessment in the 2006 Curriculum. The implementation of the assessment in the 2013 Curriculum explicitly asked that teachers in schools be balanced in conducting assessments in three domains, namely cognitive, affective and psychomotor in accordance with their intended goals to be measured. The emphasis on a comprehensive assessment of the three aspects provided a big change compared to the previous curriculum (Setiadi, 2016).

Assessment had a big role in determining the success of education. A good assessment had an impact on the learning process and became a reference for further policies (Mardapi, 2008; Popham, 2009). The appropriate assessment methods will greatly impact the objectivity and validity of the assessment results and vice versa.

Assessment of learning outcomes by educational units aimed to assess the achievement of Graduate Competency Standards for all subjects by considering the results of the assessment of students by educators. The assessment of learning outcomes in the 2013

Curriculum was carried out by educators and teaching units through the stages of reviewing the syllabus as a reference for assessment planning, making instrument grids and establishing assessment criteria, implementing assessments in the learning process, analyzing the results of the assessment and providing follow-up on assessments carried out by educators, compile a report on the results of the assessment in the form of a description of competency achievement and a description of attitudes (Setiadi, 2016). In fact in the field, some teachers did not understand the assessment system in the 2013 Curriculum; assessment that was not objective; assessments that ignored the planning through implementation process; and results that had no follow through.

Assessment in the 2013 Curriculum was seen as having complexity compared to the previous curriculum. Although the government had prepared teachers through various trainings, there were still many complaints that had arisen in the field regarding assessments. Allen & Friedman stated that the most complex in learning was the integration of learning from various domains, namely cognitive, behaviour, and feelings (Allen & Friedman, 2010). According to Retnawati, one of the aspects that hindered the implementation of the 2013 curriculum was a complex assessment system that took a long time to compile a report (Retnawati, 2015). Based on previous research, the difficulty of teachers in attitude assessment was time constraints, the large number of students in one class, and the difficulty of directing students to instil good attitude values in accordance with learning goals (Zuhera, Habibah, & Mislinawati, 2017). Other studies had also found that teachers were overwhelmed by having to write down students' strengths and weaknesses (Fitria, Kaltsum, & SS, 2017).

The complications in implementing attitude assessment that were encountered in the field included 1) lack of teacher knowledge; 2) teachers did not have time to monitor student activities; 3) the number of students who must be assessed one by one; 4) the number of aspects that must be assessed in the 2013 Curriculum assessment; and 5) the assessment was carried out simultaneously with the learning process, thus making the teaching and learning process less effective.

The technique of assessing the achievement of knowledge and skills was relatively easy. What was completely new was the attitude assessment, where the majority of teachers complaint about being difficult. Retnawati stated that one of the biggest obstacles in assessment was attitude assessment. The teacher's insight in choosing the right method and developing the assessment instrument was still lacking (Retnawati, 2015). These difficulties can be caused by other factors that require further study.

State Elementary School 27 of Palembang was one of the schools that applied the 2013 curriculum. One of the assessments used was authentic assessment. In the implementation of the assessment, initial facts were found, among which the teacher prioritized the assessment of knowledge obtained through tests; the teacher did not have enough time in filling out each student's observation sheet; lack of knowledge of some teachers about attitude assessment; and teachers were more likely to value spiritual than social aspects.

The problems and complexities in the implementation of attitude assessment by Islamic Religious Education teachers needed to be resolved through the right strategy to minimize the complexity that occurred and this assessment must still be carried out as a teacher's professional task.

Research Method

The research used descriptive analytical method with a qualitative approach. The subjects of the study were three teachers of Islamic Religious Education. Data collection techniques were by interview and documentation. Data analysis techniques used data reduction, data presentation, and verification/conclusion.

Research Results and Discussion

1. Attitude Assessment Strategy

The Islamic Religious Education Teacher (PAI) in assessing attitudes certainly had a strategy to achieve the goals to be achieved in the context of learning. As explained by Made Wena, argued that strategy was a way or art of using resources to achieve certain goals (Wena, 2010, hal. 2).

Based on the results of research at State Elementary School 27 of Palembang, Islamic education teachers in assessing students' attitudes used strategies to obtain attitude scores. This strengthened the theory described by Made Wena. Every teacher's activity must have a purpose so that it was not in vain and also in order to support the goals of national education in general. In particular, the purpose of the assessment itself was to find out the social and spiritual behaviour of students as described in the Assessment Guide for Primary and Middle Schools that the attitude assessment aimed to determine the spiritual and social behaviour of students in everyday life inside and outside the classroom as educational outcomes. Attitude assessment had different characteristics from the assessment of knowledge and skills, so that the assessment techniques used were also different (RI, 2015, hal. 21).

To collect information about the learning progress of students, related to attitudes, knowledge, and skills need steps to be taken. These steps included planning, implementing, and processing learning outcomes assessment in elementary schools (RI, 2015, hal. 21).

Based on the results of the research, the Islamic Religious Education teachers at State Elementary School 27 of Palembang had followed the steps that must be taken in the book, namely planning, implementing, and processing. In planning, Islamic Religious Education teachers did, namely 1) determining the attitudes to be developed such as being obedient to worship, honesty, discipline contained in KI-1 and KI-2; 2) determining indicators such as being obedient to worship by being shown through Zuhr and Dhuha prayers at school, not cheating for an honest attitude, being independent by doing one's own assignments, being disciplined by going to class on time, and being polite by saying greetings with the teacher and shaking hands with the teacher; 3) designing learning activities that can bring out predetermined attitudes using observation sheets summarized in journal form.

Based on the results of the study, Islamic Religious Education teachers at State Elementary School 27 of Palembang had planned the attitude assessment in accordance with the guidebook with the steps, namely 1) determining the attitudes to be developed in schools referring to KI-1 and KI-2; 2) determining indicators in accordance with the competence of attitudes to be developed. For example, attitudes in KI-1 and its indicators that can be developed by schools include the obedience of worship with indicators a) being obedient behaviour in carrying out religious teachings, b) willing to invite friends of the same class to worship together, c) participating in religious activities organized by the school, d) performing worship according to religious teachings, for example: praying, fasting, e) celebrating religious holidays, and f) carrying out worship on time; and 3) designing learning activities that can lead to predetermined attitudes. Because KI-1 and KI-2 were not the result of direct learning, it was necessary to design learning according to the themes and sub-themes as well as the basic competencies of KI-3 and KI-4. In learning, it allowed the emergence of attitudes that can be developed in learning. This meant that the assessment of attitudes was a development of behaviour according to character in the context of forming student character (RI, 2015, hal. 22–28).

The results of the study were confirmed by Yudistia Ariany that the teacher's understanding of the assessment process at the planning stage was 75%, with a sufficient category. Even though at the beginning of the implementation of the 2013 Curriculum especially authentic assessment, teachers felt confused (Ariany, Ardi, & Rahmi, 2018). This condition was expressed by Setiadi that the assessment in the 2013 Curriculum was relatively complex

and complicated so that without good preparation, the implementation of the assessment process would be disrupted (Setiadi, 2016).

The stages of implementation, Islamic Religious Education teachers did, namely 1) observing and recording the behaviour of students with an assessment sheet. The assessment sheets used were manual observation sheets in handwriting both in class and outside of class. Observations were made during learning and outside of learning; 2) following up on the results of the observations. What was done was to bring the results of the observations to the teacher council meeting at the end of each semester. In the meeting, it will be obtained which students have increased and decreased. For students who had experienced an increase will be given awards from the school and teachers and those who had experienced a decline will be fostered by calling these students to give advice. Rewards can be verbal or non-verbal such as by praising him "you're a good boy".

Based on the results of the research above, the Islamic Religious Education teachers at State Elementary School 27 of Palembang had implemented several of the steps in the implementation, namely 1) observing the behaviour of students during learning and outside learning; 2) recording students' behaviours using assessment sheets; and 3) following up on the results of the observations (RI, 2015, hal. 29–34).

In terms of observations, Islamic Religious Education teachers were still focused on observing student attitudes during learning. In terms of recording, Islamic Religious Education teachers only used observation assessment sheets; in the teacher guidebook can use observation sheets, self-assessments, and assessments between students. These three instruments must be used in learning in order to obtain objective and comprehensive results. Objective meant to focus on the attitude shown. Comprehensive meant in terms of assessments from the teacher, students' personal, and student friends. Reports on student attitudes were expected to reflect the attitudes of the students themselves. This explanation was reinforced by the results of Debi Rahmawati's research that attitude assessment was more often used by observation and journal assessment techniques, while self-assessment and peer assessment by students were carried out orally to strengthen assessment data collection (Rahmawati, 2014). It was also strengthened by Susi Munawati's research that teachers carried out attitude assessments using observation techniques (Munawati, 2017). It was also strengthened by the results of Yuni Zuhera's research that teachers provided an assessment of student attitudes in the learning process by observing or directly observing student attitudes during the learning process (Zuhera et al., 2017).

However, there was a difference with the results of Anis Mutohharoh's research that the teacher's ability in implementing attitude assessment in the science learning process for observation techniques (63.86%), self-assessment techniques (58.33%), peer-to-peer assessment techniques (58.33%)), all three are in the good category (Mutohharoh, 2015). This study explained that science teachers used observation, self-assessment, and peer-to-peer assessment techniques in assessing attitudes.

At the processing stage, the Islamic Religious Education teacher made a description of the value of the attitude. Descriptions were given by paying attention to the number of spiritual and social attitudes. In the description there were sentences that are very good, good, sufficient, and not good/need guidance. Teacher recapitulation submitted to the class teacher to be included in the report card.

Based on the results of the above research, Islamic Religious Education teachers had processed the attitude assessment according to the guidebook that the results of the attitude assessment were recapitulated every one theme by the teacher. The assessment result data was discussed at least twice a semester. Discussion of the results of the assessment will produce a description of the value of the students' attitudes. Steps to create an attitude value description for one semester:

a. Class teachers and lesson content teachers classified or marked notes on students' attitudes written in journals, both spiritual attitudes and social attitudes.
b. The class teacher made a recapitulation of attitudes within one semester (the period can be adjusted according to the consideration of the educational unit).
c. The class teacher collected a brief description of the attitudes of the subject content teachers (PJOK and Religion) and school members (extracurricular teachers, cleaners and school guards). By paying attention to a brief description of the spiritual and social attitudes of the lesson content teacher, the class teacher concluded or formulated a description of the achievements of each student's spiritual and social attitudes.

2. Factors that Influence to the Assessment

The results of the research at State Elementary School 27 of Palembang reinforced the theory that teachers in conducting assessments were influenced by several factors, namely 1) the assessment tools were valid, reliable, easy to use, and use good and correct language; 2) what was assessed were physical and psychological conditions; 3) assessors, namely

subjectivity, halo effect, generosity, and miscalculations; and 4) conditions when the assessment took place (Syamsudduha, 2014).

The Islamic Religious Education teachers at State Elementary School 27 of Palembang for the assessment tool factor without testing the validity and reliability of the assessment sheet on the reasons that it only used standardized assessment sheets in the guidebook. During assessing attitudes, the observation sheet used was very easy to use and used good and correct language.

The factors that are assessed, Islamic Religious Education teachers were influenced by the physical and psychological conditions of students in assessing attitudes. The teacher usually reminds them to take care of students' health so that they were physically fit while studying. If there was a psychological problem, the teacher asked the student directly.

The assessing factor, Islamic Religious Education teachers in assessing attitudes were often influenced by subjectivity, including family relationships, often helping teachers, and emotional closeness. A good impression on students, wanting to do well also affected the assessment. In assessing, errors often occur in assessing. According to Oetomo, the assessment of student learning outcomes at the primary and secondary education levels was based on objective principles, meaning that the assessment was based on standards and is not influenced by the assessor's subjectivity factor (Nuriana, 2019; Zuhera et al., 2017).

Islamic Religious Education teachers in assessing attitudes did not supervise but observe because it can be done during learning and outside of learning. In assessing attitudes too, Islamic Education teachers were not influenced by noise because students' attitudes were naturally displayed by students in all conditions

3. Factors that Support and Inhibit the Attitude Assessment

The results showed that the factors that supported the assessment of attitudes for Islamic Education teachers at State Elementary School 27 of Palembang were 1) assessment tools / sheets that were readily available and easy to use; 2) teacher skills; 3) parental support; and 4) school support. The results reinforced Umm Aiman's research that the support of student parents was a supporting factor (Aiman, 2016); Bahrul Alam's research stated that school infrastructure support was a supporting factor (Alam, 2015).

Meanwhile, factors that inhibited attitude assessment were 1) insufficient time; 2) the number of attitudes assessed; 3) the number of students being assessed; 4) lack of understanding of teachers; and 5) difficulty in monitoring student behaviour. This result

was reinforced by the research of Imam Maulianda, Novi Wulandari, Nur Sasi Enggarwati that the factors of limited time used, the number of assessments, and the difficulty of monitoring student behaviour were inhibiting factors (Enggarwati, 2015; Maulianda, 2018; Wulandari, 2016), Umm Aiman's research that teacher understanding was an inhibiting factor (Aiman, 2016), and Yuni Zuhera and Didin's research, that the large number of students in one class was an inhibiting factor (Nuriana, 2019; Zuhera et al., 2017).

Conclusion

This study concluded that first, teachers use strategies in assessing attitudes starting from planning, implementation, and processing. At the planning stage; a) the teachers determined the attitudes to be developed in school referring to KI-1 and KI-2, b) the teachers determined indicators according to the competence of attitudes to be developed, and c) the teachers designed learning activities that can lead to attitudes that had been determined. At the implementation stage; a) the teachers observed the behaviour of students during learning and outside learning, b) the teachers recorded students' behaviours using assessment sheets, and c) the teachers followed up on the results of observations. At this stage, the teachers only used the observation sheet as an assessment sheet. At the processing stage, the teachers processed the observation sheet according to the guidelines and submitted it to the class teacher for recapitulation. *Second*, the factors that influenced the assessment of attitudes in teachers were a) easy-to-use assessment tools and use of good and correct language, b) students' physical and psychological conditions; c) subjectivity, halo effect, generosity, and errors in giving score. *Third*, the factors that supported teachers in assessing attitudes were a) the assessment tools/sheets that were readily available and easy to use; b) teacher skills; c) parental support; and d) school support. The inhibiting factors were a) insufficient time; b) the number of attitudes assessed; c) the number of students assessed; d) teacher understanding; and e) difficult to monitor student behaviour.

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