New model of attitude assessment instruments

Learners

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**Abstract**

The purpose of this study is to produce a new attitude instrument, so that citizenship education teachers are easier to assess the attitudes of students. So far, the citizenship education teachers have increased the difficulty of the students in the assessment because the assessment instruments used are not simple and have quite a variety.

The method used in this study begins with determining the attitude parameters consisting of the levels of accepting, responding, appreciating, and being responsible. The essence of the subject matter of citizenship is related to the four pillars of nationality consisting of Pancasila, the constitution of 1945, NKRI, and Bhineka Tunggal Ika. The parameters of attitude and essence of citizenship subject matter are correlated and made in the form of simple instruments. The results of the study obtained a new model of attitude assessment instrument which is a combination of journal instruments and observations by only recording extreme student behaviors both positive and negative. From the new model of student attitude assessment instruments, it can be concluded that the students recorded in the attitude assessment instrument are only students who behave in extreme positive and extreme negative behaviors, while those who do not behave extreme do not need to be blamed. With the new model of assessment of attitudes of students such as citizenship education teachers only record a few behaviors of students in each class, and expected citizenship education teachers to apply the value of student attitudes in accordance with the new model of instruments for assessing attitudes of students.

**Keywords**: *New model, assessment of attitudes, positive and negative extreme behaviors*

# Introduction

Citizenship education teachers often have difficulty in assessing student attitudes. The difficulty is due to the large number of instruments that assess student attitudes that must be filled. These instruments include self-assessment, assessment between friends, observations, and journals. A number of these instruments add to the complexity of the teacher if they are carried out simultaneously in each lesson and in each class in each semester.

In this study a new model of instruments designed to assess student attitudes that are different from the previous attitude assessment instruments. In the new model the assessment of students' attitudes is a combination (new model) of attitude assessment instruments between journals and observations. The combination of these two attitude assessment instruments is because in the new model the attitude assessment instruments of students take steps to assess their attitudes by recording the extreme behaviors carried out by participants in the study, both positive and extreme negative. This step is a step in evaluating the attitude of a journal. Meanwhile, extreme behavior records are obtained by observing for one semester both observations in class and outside the classroom. With the new model of assessing the attitudes of students, only students who behave extreme are recorded, while other students are not recorded, and are considered normative behavior. By way of attitude assessment, such as this makes it easier for the teacher of civic education to conduct an assessment of his attitude towards students even though there are a large number of parallel classes in a school. This is the novelty of the instrument assessing the attitudes of students that are obtained.

The new model of assessment of the attitude of students is certainly not possible without going through scientific studies in the form of research. Therefore this research is important to do so that soon a new model of student attitudes assessment instruments can be obtained which makes it easier for teachers of civic education to assess students' attitudes even though there are many parallel classes.

# Method

The approach used in this study is a **qualitative method with the type of research developing development research.** This development research method is used to produce certain products and test the effectiveness of these products. To be able to produce certain products, it is used research that is needs analysis and to test the effectiveness of these products in order to function properly, research is needed to test the effectiveness of these products.

The model design used is the design of the development research model with the model design as below.

Picture 1

Design Research Development

In this study, the **sample** was the citizenship education teachers as many as 29 teachers of civic education to test needs analysis and as many as 24 teachers of citizenship education for due diligence. The number of samples is obtained by **incidental sampling.** The time of the study was carried out for **one academic year, which was even and odd semester in 2018.** The research instrument used a check list (Yes and No) on the needs analysis test, and a new model attitude assessment instrument for feasibility testing.

**The main output** in this study is a new model of student attitudes assessment that can be used for the benefit of citizenship education teachers when evaluating the attitudes of students and scientific articles published in nationally reputable journals.

# Results and Discussions

The most **important** thing in this research is the production of new models of instruments to assess the attitudes of students. With the new model the instrument for assessing the attitudes of students can make it easier for teachers of civic education to conduct an attitude assessment on their students. The new model of student attitudes assessment is the **main result** in this study which is published in internationally reputed scientific journals, while additional results **(companion)** in the form of attitude assessment rubrics accompanied by a description of spiritual attitudes and social attitudes needed when determining positive and negative extreme extremes done by students. New model Instrument assessment of student attitudes can be seen in the description below.

Table 1

**Attitude assessment instruments Learners**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **No** | **Time** | **Students name** | **BEHAVIOR NOTES** | **ATTITUDE ITEMS** | **SAMPLE ATTITUDE** | **POSITIVE/ NEGATIVE** | **FOLLOW UP** |
| 1. | 08.10.14 | Badu | Become a member of the committee for religious celebrations at school. | spiritual  | religious | positif | Keep up |
| 2. | 09.15.10 | Budi | Picking up rubbish scattered on the school yard. | social | care | positif | Keep up  |
| 3. | 11.15.10 | Nanar | Leave the laboratory without cleaning the table, tools, and materials that have been used | social | To be responsible | negatif | Guided and called to clean tables, tools and materials that have been used |
| 4. |  |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |  |
| ddst |  |  |  |  |  |  |  |

Information:

1. The teacher only records the events (student behavior records) that EXTREME. EXTREME behavior can be very good (positive) or not good (negative),

2. The EXTREME behavior is carried out by students both in class and outside the class for one semester,

3. The behavior of EXTREME students is seen as developing for one semester. If the development is good, the negative EXTREM behavior can change to positive and vice versa.

4. The teacher gives the final value of attitude assessment for students seen from the follow-up or on the latest developments in the semester in question,

5. The last note for students who are EXTREMELY positive, then the student can be given an A (very good)

6. The last note for students who are EXTREMELY negative, then the student can be given a D score (not good)

7. The last note for students who do not have EXTREMS (positive or negative), then the participants in the class can be given a B score (good)

**Format of Final Value of Student Attitude Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Nama** | **Predikat Nilai** | **Nilai Akhir** |
|  |  | **A** | **B** | **C** | **D** |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Information:

A = very good

B = good

C = enough

D = less

**Examples of Attitude Points:**

Devotion, Religious Tolerance, Honesty, Responsibility, Discipline, Concern, Cleanliness, etc.

The new model of instrument assessment of student attitudes that have been generated is **related** to the purpose of the research to be achieved, namely the resulting new model of assessment of the attitude of students. Thus the results of the research obtained are in accordance with the objectives of the research to be achieved. However, the results of this study **still need to be improved**, especially in terms of the number of teachers used as the feasibility test, which is only 24 teachers, so that in the future it **needs to be added to the number of teachers** who were used as respondents when testing the instrument. The results of this research are different from Munoz (2007) who emphasize self-assessment, he said that it is possible for students to assess themselves with accuracy and they can show a good attitude towards this practice. Student assessment requires consistent and systematic procedures. Therefore, self-assessment training activities need to be carried out continuously with continuous guidance from the teacher about how to implement them and the material used to obtain reliable results. The role of the teacher in facilitating student autonomy then becomes significant. First, teachers need to help students understand the benefits of self-assessment; second, they need to provide constant guidance on how to conduct self-assessment and about how to use the instrument; and third, they need to help students understand the meaning of the results of self-assessment. We can also conclude that self-assessment activities need to be focused on identifying students with metacognitive strategies. In other words, self assessment can be used to help students think about the learning process currently underway. (Muñoz, 2007, p. 17)

The new model of instrument assessment of student attitudes that have been produced is unique compared to other instruments. Existing attitude assessment instruments include self-assessment, peer assessment, observation, and journals. On self-assessment that is filled directly by students has weaknesses. The most prominent weakness of self-assessment is that students who fill in the self-assessment instrument answer it sometimes subjectively. Subjective answers are certainly very invalid data obtained. Similar to self-assessment, in the judgment of peers also sometimes the answers given to his friend's behavior are also subjective. They gave each other a high assessment of their friends. Subjective answers are certainly very invalid from judgments. In contrast to the results of this study Winarso (2018), in his findings said that based on data analysis and field findings about the use of authentic assessments in mathematics learning (cube-cube) on academic performance in Class 8 of Lemahabang Cirebon Middle School 2, there were positive influences or contributions statistically significant. For students, with this authentic assessment, their true abilities will be more measurable. For teachers, it is hoped that the existence of various forms of authentic assessment will facilitate them in setting the right measures to measure students' learning abilities. The teacher's role in learning which includes authentic assessment is needed by asking questions that guide the achievement of a good learning class based on prescribed (syntactic) steps. The role of the teacher in learning is as a student facilitator, so it is expected that he will know the benefits of learning for the students themselves. with the application of active learning experts (Winarso, 2018, p. 7).

While the results of other studies conducted by Setawan & Suardiman (2018) found that the assessment was divided into two parts. The first is an assessment based on a component of social attitudes that includes honesty, discipline, responsibility, politeness, attention, and self-confidence. and the second relates to the value of social attitudes along with descriptions that can be used to fill in the learning outcomes report. For teachers, this assessment can be used to fill reports on student learning outcomes in the affective domain or KI 2 (Core-Competence 2). For parents and students, the results of the assessment are very helpful in finding out descriptions of the social attitudes that have been achieved by students. This description can be used as introspection and improvement of students' social attitudes (Setiawan & Suardiman, 2018, p. 20). There is another objective instrument that has been determined by the Ministry of Education and Culture, namely observation and journal evaluation. It's just that the weaknesses that have existed for the two types of instruments are the difficulty of the teacher in assessing the attitudes of students with existing instruments, more teachers in junior high schools (SMP) and high schools (SMA) teaching with a large number of parallel classes, of course it will provide its own difficulties. From here, the teachers complained about the difficulty of assessing students' attitudes.

Kamonwan & Sumiwon (2012) in his research showed that, overall, teachers were found to have a positive attitude towards student portfolio use. Their attitude is most positive for interest in using portfolio valuations. On the other hand, their attitude is at least positive in terms of clarity and time in using student portfolio assessments. The results, which show there are statistically significant differences between the desired and current teacher performance on the use of student portfolio assessments in all steps (i.e., planning for portfolio assessment, collecting products made, selecting products and reflecting on selected products, revising and evaluating products, and utilizing the results of portfolio assessments), indicating that teachers have needs with the use of student portfolios in all steps of student portfolio assessment (Kamonwan & Sumiwon, 2012, p. 80).

In contrast to the research of Kamonwan & Sumiwon, the new model of instrument assessment of student attitudes as a result of this research is a combination of observation models and journals. Observations were made because the instrument indeed monitored various behavioral events carried out by students, while the journal was used when writing the behavior of the students in the prepared format of the observation. In the format of observations include numbers, time names of students, behavioral records, points of attitude, examples of attitudes, positive / negative, and follow-up. The format is filled by the teacher when looking at the behavior of students both in class and outside the classroom. And what is unique in the new model is that the instruments for assessing the attitudes of students written by the teacher are just extreme, both positive (positive behaviors) and extreme negative (negative behaviors), while for other students who do not have behavioral records do not need to be written. With such conditions each teacher class only writes a few students who behave in extreme positive or negative ways, so that it is quite easy for the teacher.

Another study conducted by Ifeoma (2016) which examined teaching practices among students from Delta State University Abraka, Nigeria. The findings reveal that students have a positive attitude towards teaching practice. Further findings show that students have a good and friendly relationship with their teacher in the school where the program takes place. Further findings indicate that most students in rural schools are dissatisfied with the supervision of their teachers because some students are not supervised (Ifeoma, 2016, p. 89).

Another study conducted by Moraes, Michaelidou & Canning (2016) explores the attitudes of graduate marketing students to group course protocols and peer assessment systems (GCP & PAS) used by UK universities, and investigates differences in attitudes between students who do it and those who do not experienced group conflict between 2010 and 2012. The literature review highlighted the main benefits, challenges, and efforts to overcome the shortcomings of the group courses assessed. Using a survey of students from marketing graduate students, a total of 130 questionnaire responses were analyzed. The findings show that students' self-reported understanding of GCP & PAS is good, that their attitudes toward GCP & PAS are generally positive, and that students support group work principles that are assessed and peer evaluations. However, there are clear indications that students feel the current collective approach to peer assessment is uncomfortable, which must be corrected. The data also showed that students who had experienced group conflict were not positive about the effectiveness of GCP & PAS as students who had not experienced the conflict. (Moraes, Michaelidou, & Canning, 2016, p. 18).

Another study conducted by Blazar & Kraft (2016), this literature focuses on teacher contributions to student exam scores. This study expanded the research institute that examined the influence of teachers on student outcomes outside the test score. To our knowledge, this study was the first to identify the effects of teachers on the steps of Self-Efficacy of students in Mathematics and happiness in the classroom, as well as on self-reported measures of student behavior in the classroom. This finding shows that teachers can and do help develop attitudes and behaviors among their students that are important for success in life. The findings linking errors in teacher presentations about mathematical content to students' Self-Efficacy in Mathematics, in addition to their mathematical performance, are also consistent with the theory (Bandura et al., 1996). We find that the correlation between teacher effects on student outcomes aimed at capturing different underlying constructs (for example, math test scores and classroom behavior) is weaker than the correlation between teacher effects on two outcomes that are much more closely related (eg, mathematical achievement ) (Blazar & Kraft, 2016, p. 161).

Gul, Cokluk, & Gul (2015) conducted a study aimed at developing reliable and valid data collection instruments to be used in exploring pre-service teacher attitudes towards online assessment methods. The scale initially consisted of 41 items applied to a group of pre-service teachers after the preparation period, and an analysis of reliability and validity was carried out on the data obtained from the pilot study. As a result of exploratory factor analysis, scale items are grouped into the following three factors: "the contribution of online assessment applications for teaching and education", "liking online assessment applications" and "use of online assessment applications". On the other hand, 15 items were extracted because they had low factor loads or high factor loads in more than one factor. (Gül, Çokluk, & Gül, 2015, p. 535)

Fakeye (2017) in his study found that teachers and students had favorable dispositions and positive attitudes towards formative assessment and corrective feedback in English. Therefore, it can be concluded from this study that formative assessment and corrective feedback are needed for student learning outcomes in English classes. Therefore, these two variables must be an important component of teaching English for better results (Fakeye, 2016, p. 146)

Meanwhile Zahid (2017) in his research found that the cumulative score analysis and individuals gave a glimpse of a number of factors that might be responsible for changes in attitudes towards research. Declining scores on attitudes towards social research gradually show the fact that it changes over time as a consequence of participation in social research courses. Furthermore, results from all groups showed that their positive attitudes towards social research declined from 33.7 on average to 32.5 on average, which might be an indicator of the fact that social research courses did not meet expectations initially set by all students or their realistic understanding of their research skills develops gradually. (Zahid, 2017, p. 325).

According to Griffith et al., In his research, he showed that the results of his research could be used by instructors to adjust the delivery of courses to better engage students in the statistics class. In particular, across positive and negative attitudes, categories of use and not used in future careers, the need for graduate school, and not related to majors, all dimensions that instructors can easily discuss in class. In addition to the obvious need for instructors to teach actual statistical material, it may be important to have repeated discussions about why statistics should be studied, how it is relevant to their careers, how important they are in their chosen department, and what hope in graduate school might be. (Griffith, Adams, Gu, Hart, & Nichols-Whitehead, 2012, p. 52).

Another study conducted by Simmons & Prentice (2006) found that when participants attended prime numbers during the task of activating attitudes, the attitude of activation of their attitudes showed greater sensitivity to valence and limb stimuli. In addition, having participants attending prime numbers increased the relationship between attitudes assessed by attitude activation paradigms and those assessed by self-report size. This supports the idea that the activation measure of attitude judges the actual attitudes of the participants most accurately when participants fully pay attention to prime numbers. When participants do not fully attend prime numbers, the correlation between measures of attitudinal activation and direct attitude measurement will decrease. (Simmons & Prentice, 2006, p. 789).

According to Rhoads & Dehaan (2013) in his study showed that while teacher interactions and motivations play a positive role in student attitudes toward learning independent access, they make little difference in the types of self-learning activities students pursue. The results also show that students usually start with a positive attitude towards independent learning in SALL, but this positive attitude becomes stronger when their instructor motivates them to learn outside of their own class (Rhoads & Dehaan, 2013, p. 186).

Wen & Tsai (2006) in their research developed an instrument that contained four subscales to measure students' perceptions and attitudes towards PA in general and online PA in particular. This instrument is validated with the desired reliability. Further analysis found that students generally had a positive attitude towards public and online PA activities, but they generally considered PA online as a technical tool rather than a learning aid. This instrument can be used in the future to examine students' attitude changes before and after PA activities (or online PA). (Wen & Tsai, 2006).

Mutwarasibo (2016) conducted a study of the attitudes and experiences of peer assessment of group writing has shown that students can indeed take peer assessment but under certain conditions. Just like other collaborative learning activities, peer assessment does not become relevant and effective only because students work together and adhere to the specified assessment criteria. Based on the attitude shown by students, I think that more awareness, ongoing support, guidance and training are still needed if students want to benefit from peer assessment. Throughout this study, the learning that students might obtain from peer assessment has been seen from the perspective of skills that they might acquire such as marking based on specified criteria, receiving and commenting on feedback, giving feedback and justifying it, critical reflection, building trust, active participation and collaboration . (Mutwarasibo, 2016, p. 45).

Mussawy (2009) conducted this study revealing that students responded differently in the two approaches used by investigators, quantitative and qualitative. Students show more positive perceptions in the quantitative approach, seeing that their class assessments are more inclusive in terms of their learning than in the qualitative approach that they feel current practices have limited relevance to their learning. Although research shows that the current dynamics, in large part, have a negative influence on the assessment practices at Baghlan College (BHEI), both students and teachers demonstrate awareness of the importance of assessment in relation to student learning. In addition, the overall analysis shows that in terms of applying various forms and approaches to class assessment, there is potential at the institutional level. This study reveals that current practice of assessment is focused on examinations, class discussions, class assignments, projects, and seminars. (Mussawy, 2009, p. 94).

Taufiqullah, et al (2018) conducted a study that summarized that the results of student attitude analysis showed that students, in general, had more negative responses to writing classes based on the genres they attended related to presentation of learning material, learning methods or techniques, assessment, etc. In addition, students also have some problems in learning to write such as bad ideas, weak grammar, difficulty in starting to write them, etc. Regarding self-assessment, students agree that self-assessment can be an alternative solution to the situation. (Taufiqulloh, Yuvita, & Sulistianingsih, 2018, p. 257).

Adeneye & Babajide (2018) in their study found that this study has shown the following important characteristics of the attitude of pre-service STM teachers to the practice of continuous assessment. First, a higher proportion of pre-service STM teachers appear to show a positive attitude towards most sustainable assessment practices, while their attitudes toward some assessment practices tend to be negative or neutral. Second, gender and age may not be strong factors in the attitude of pre-service STM teachers to the practice of continuous assessment. Third, a combination of independent variables (study discipline, year of study, and entry method) may not significantly contribute to the prediction of pre-service STM teacher attitudes toward continuous assessment practices, although study disciplines appear to have contributed relatively to prediction of pre-service STM teacher attitudes towards CA. In conclusion, future research can investigate the joint and relative contributions of other demographic variables from pre-service STM teachers to predict their attitudes towards continuous assessment practices (Adeneye & Babajide, 2013, p. 45).

To determine the final value of students 'attitudes, from the results of this study the teacher must continue to monitor the progress of the students' behavior in one semester. Does the behavior change to a positive behavior for those with extreme negative behavior, or vice versa. Of course what is written in the final assessment format attitude value is the final note at the end of each semester. The final score of student attitudes is A = Very Good, B = Good, C = Enough, and D = Less. Based on the guideline for evaluating the attitude of students who want new attitudes, they are declared to have passed when they get a minimum category of B = good, while C and D are declared not to increase / pass. In this context the teacher continues to monitor the behavior development of students who have such extreme records for up to one semester. Of course the teacher must do various steps / guidance to students who have a record of negative extreme behavior so that within one semester it turns into a positive note. This development needs to be done because if the record of negative extreme behavior does not change until the semester ends, then the students may not go up to class, because the provisions of the students going up to class are one of them if the attitudes obtained by these students are at least Good (B).

The results of this study are supported by several opinions of citizenship education teachers who teach in schools as revealed in the results of the interview below."This new model of students' attitude instruments is easier for teachers to implement because they only see student behavior that has extreme positive and negative extremes, while students who do not have extreme behavior do not need to be given a special assessment note, meaning they are considered to behave well "(Suyib, 20 August 2018).

Similar to Mr. Suyib, Ms. Aneng also had the same opinion regarding the new model of the instrument to assess the attitudes of these students. According to him "the new model of assessment of students' attitudes is more simple and practical, because it only records the behavior of students who have negative and positive behaviors only, while the behavior of other students does not need to be included in the instrument. The essence of the other students is their attitude is considered good "(Aneng, August 21, 2018).

The same opinion expressed by Mr. Hasan, one of the junior high school teachers in DKI Jakarta, stated that this new model of the evaluation of the attitude of the educated participants was favored by the PPKn teachers / teachers, because it was easy to assess the attitudes of students. This new model can answer and provide solutions for PPKn teachers in giving an assessment of students' attitudes ”(Hasan, 22 August 2018). The new model for assessing the attitudes of students is expected to provide convenience for teachers of civic education in providing an attitude assessment to their students. So that the attitude value obtained is not just the guesswork given by the teacher.

**Conclusion**

The results of this study have **an important role** in the world of education, especially for teachers of citizenship education in assessing the attitudes of students. With the new model the instrument for assessing the attitudes of students provides convenience for teachers of civic education in evaluating the attitudes of students. **Other outputs** that can be obtained from this study are in addition to producing new models of instruments to assess student attitudes with the rubric in the form of scopus indexed international scientific journals. It is hoped that this scopus indexed international scientific journal can be proposed and published after this research is completed.

The results of this study have implications both theoretically and practically. The **theoretical implications** show that learning assessment is not stagnant, but can change according to the times and needs. Theoretically, the attitude assessment instrument has focused on self-assessment, evaluation among peers, journals, and observations. It turns out that it can be developed by combining observation instruments and journals with simpler and simpler models. The simplicity and confusion can be seen in the existence of negative positive and extreme extremes on the behavior of students who are monitored both during learning in the classroom and outside the classroom. Another implication of the results of this study is the practical implications. The **practical implications** of the results of this study provide high certainty or validity for teachers of civic education in providing attitude values. With the new model of assessing the attitudes of students, citizenship education teachers no longer provide an assessment of students' attitudes by guessing which are not based on actual facts and data.

Viewed from various **perspectives,** the new model of instrument assessment of students' attitudes provides great benefits for teachers of civic education in assessing student attitudes. The simplicity of the components in the assessment instruments of students' attitudes is an important capital for civic education teachers in assessing the attitudes of their students.

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