



Authentic Assessment Instrument in Attitude for Fourth Grade Elementary School Students

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ABSTRAK

Penilaian dan pembelajaran adalah dua hal yang tidak bisa dipisahkan, namun saat ini guru masih kesulitan dalam menyusun instrument dan melakukan penilaian autentik khususnya pada ranah sikap hal ini secara langsung akan mempengaruhi hasil belajar jika tidak diselesaikan. Tujuan penelitian adalah untuk mengembangkan instrument penilaian autentik pada ranah sikap untuk siswa kelas IV SD. Jenis penelitian ini adalah pengembangan dengan metode yang digunakan adalah formatif research yang dilaksanakan 2 tahap yaitu tahap preliminary dan formative evaluation. subjek penelitian yaitu 2 orang guru dan 20 siswa. Instrumen penelitian menggunakan lembar validasi ahli evaluasi, materi dan tematik. Analisis data menggunakan analisis deskriptif. Instrumen penilaian autentik pada ranah sikap untuk siswa kelas IV yang dikembangkan pada tema "Pahlawanku" berupa rubrik penilaian dan format penilaiannya. Hasil penelitian menunjukkan bahwa hasil validasi pakar memperoleh persentase rata-rata 97,50% berkategori sangat baik. Jadi, instrument penilaian autentik yang dikembangkan layak digunakan sebagai alat ukur sikap siswa dalam pembelajaran..

ABSTRACT

Assessment and imprisonment are two things that can not be separated, but currently, teachers still have difficulty in compiling instruments and conduct authentic assessments, especially in the realm of attitude. It will directly affect the results of learning if not completed. The purpose of the study was to develop an authentic assessment instrument in the realm of attitudes for grade IV elementary students. This type of research is a development with the method used is formative research conducted two stages namely preliminary and formative evaluation stage. the subject of the study was 2 teachers and 20 students. Research instruments use expert evaluation validation sheets, materials, and thematic. Analyze data using descriptive analysis. Instrumen authentic assessment on the realm of attitude for grade IV students who are attached on the theme of "My Hero" in the form of assessment rubrics and assessment formats. The results showed that expert validation results gained an average percentage of 97.50% in the excellent category. So, the authentic assessment instrument developed deserves to be used to measure students' attitudes in learning.

1. Introduction

Assessment and learning are two things that cannot be separated. A quality assessment will have an impact on the learning process. Assessment is one of the ways teachers can know the progress of learners in following learning and managing learning conducted to improve or improve learning (Tridane et al., 2015; Zhang, 2020). The assessment process provides an agreement to know how the learning conditions are going (Lee & Coniam, 2013; Msosa et al., 2021). The assessment conducted by the teacher will have an impact on students because it provides feedback on what the students have learned (Granberg et al., 2021; Marfuah & Febriza, 2019). Assessment can ideally reveal all aspects of learning, namely cognitive, affective, and psychomotor aspects. Students who have good cognitive abilities when tested, for example, with the paper-and-pencil test, can not necessarily apply their knowledge in addressing life problems (Binkley et al., 2012). One type of assessment used in the thematic learning process is authentic assessment. Assessment authentic is an activation process that integrates psychomotor abilities, attitudes, and critical thinking abilities (Bolat & Karakuş, 2017; Chong et al., 2016). Authentic assessment assesses students' authentic performance or study, but students' abilities such as perseverance in solving a difficult problem, positive thinking habits, development in mindset, resilience and patience, and self-reliance in learning (Ozan, 2019). Authentic assessment process is not only done

by teachers but also by parents and peers in assessing students' knowledge, attitudes and skills (Setiawan, 2017).

However, traditional assessment in this case written test (paper and pencil test) yang has been widely used in education, especially in elementary school becomes very narrow meaning, because it is just to get a score or score almost entirely based on the results of some selected tests completed (Fatonah & Prasetyo, 2013; Pinilih et al., 2013). Seeing from the reality that authentic assessment is still common for teachers and seems complicated in its implementation. The complaint often delivered by teachers is the difficulty of how to compose the instrument and make the assessment. In addition, teachers' understanding of authentic assessment is only limited to understand, but to apply and implement it, there is still diversity and confusion (Setiawan, 2019; Sha'idah et al., 2016). The teacher also very rarely buys reference books related to authentic judgment. The condition follows the initial analysis showing that teachers have difficulty conducting accurate assessments, especially in attitudes. Of the five primary school teachers observed, it is difficult to carry out the assessment, especially in attitude assessment. The greatest difficulty of teachers is in the development of assessment instruments because they do not understand the concept and lack guidance in developing assessment instruments. Assessment refers only to the format in the teacher and student books without analyzing their similarity. Training by bringing in resource persons has been conducted to improve teachers' understanding of the assessment. But in reality, the training is inefficient. Due to too short time, the training hours are crowded, and the age is no longer young, making it a little difficult for teachers to understand the concept of authentic assessment.

Solving the problem then one of the solutions that can be offered is the development of authentic instruments. Authentic assessment can be applied in specific fields of science, such as art or science in general, with its primary orientation on the learning process or outcomes (Delita, 2017; L. E. Rahmawati & Fatimah, 2015). The existence of assessment instruments will help teachers in conducting more quality assessments. This statement follows the results of the study stating that the ability of BI teachers still needs to be improved in designing, implementing, and following up on authentic assessment results (Purnomo et al., 2020; Siswanto et al., 2015). Research states that original assessment instruments get a positive response from teachers of mathematics subjects (Baiduri et al., 2019). The study states that authentic assessment instruments have been declared valid, reliable, and effective in measuring the competence of learners (Nurjananto & Kusumo, 2016). Research states that cognitive authentic instruments and performance are valid and usable (Fityana et al., 2017; Mulianti et al., 2016). So, the existence of autistic instruments will help teachers in the learning process.

This is one reason for the research that aims to develop authentic assessments in the realm of attitudes specific to Grade IV elementary school students. Authentic instruments developed in the realm of attitude are observations. Authentic assessment instrument in the realm of attitude is an observation on the theme of "My Hero" this is because in the curriculum 2013, the theme of "My Hero" in grade IV is on the first theme in the even semester, so self-assessment and peers can not be done. The development of authentic assessment in the realm of attitudes for grade IV elementary school students developed is inseparable from authentic activities or the real conditions of the learning process that can be seen from the activities in the student book. The design of authentic assessment instruments in the developed realm of attitudes is inseparable from the 2013 curriculum. In the form of observations that contain a list of stuffing about attitudes developed in each learning. Authentic instruments in this area of attitude are expected to be used by teachers to overcome difficulties in developing instruments and implement their assessments.

2. Method

The method used in this study was formative research type development research (Tessmer, 1998). This development research was conducted in 2 stages, namely preliminary and formative evaluation. The development research procedures developed were as follows. First, Preliminary; determining the research location, namely SD Negeri 115 Pekanbaru City, determining the subject of the study, namely 2 teachers and 20 students of grade IV SD Negeri 115 Pekanbaru. Determine the Judgement experts as many as 3 experts. And set a schedule for the implementation of research. Second, Formative Evaluation was applied to Self Evaluation; (1) Analysis was analyzing teacher and student books, as well as material analysis and assessment analysis in the 2013 curriculum; (2) Design including writing indicators and writing developed assessment instruments. Then the design validation was done by experts (experts). Expert Review, conducted assessment and evaluation by experts on products that have been developed. Experts study and provide assessments and suggestions on developed assessment instruments. Suggestions are used to revise the shortcomings of the product that has been developed and also to provide conclusions about the validity or absence of the product that has

been developed. And Field Test; Expert advice was used as a basis for making revisions to the design. Furthermore, trials to the subject of research. Field tests were conducted twice, small and large scale. Small-scale field tests were conducted on 6 students and 2 teachers, while large-scale field tests were conducted on 20 students and 2 teachers of grade IV SD Negeri 115 Pekanbaru. Trials were conducted to measure the validity of the assessment instruments developed. The formative evaluation research flow is shown in figure 1.

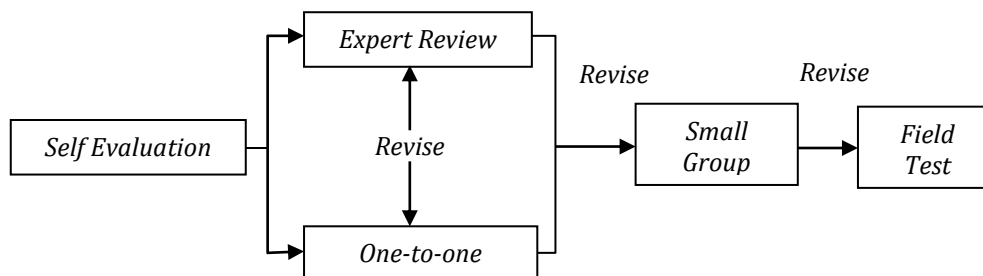


Figure 1. Research flow of formative evaluation (Tessmer, 1998)

The research site was conducted at SDN 115 Pekanbaru, which is located on Kaharuddin Nasution Street, Marpoyan Damai, Riau. Instruments used in the validity test of authentic assessment instruments in the realm of attitudes in the form of Likert scale questionnaires modified by researchers into 4 scales, as follows: (1) Less good, (2) Good enough, (3) Good, (4) Excellent, Sudjana (2009). Instruments to assess the quality of the product as well as know the responses of experts on authentic assessment products in the realm of attitudes that have been developed in the form of expert validation sheets that have been compiled based on the components of objectivity, systematic, construction, linguistics, and practicality. Data analysis used descriptive analysis to analyze the results of assessments given by experts on product quality and product feasibility

3. Result and Discussion

Assessment Instrument Development

Developing authentic assessment instruments in the realm of attitude starts from studying the assessments in the book of teachers and grade IV students on the theme "My Hero". Then continued by understanding the type of attitude assessment that was following the curriculum 2013. After understanding, it continued by writing KI, KD, and Indicators that correspond to "My Hero". KD mapping and indicators are also done to know what attitudes appear in each learning. Then it was continued by making an initial design or prototype of an authentic assessment instrument in the realm of attitude, at the time of drafting a design or prototype instrument authentic assessment in the realm of attitudes under the book of teachers and students related to attitude that appears at each meeting. Authentic instruments developed in the realm of attitude were observations. In the 2013 curriculum, there were four types of assessments, namely; (1) observation, (2) assessment between friends, (3) self-assessment, and (4) journals or teacher notes. A strong reason why only developing an authentic assessment instrument in the realm of attitude was an observation on the theme of "My Hero" was because in the curriculum 2013, the theme "My Hero" in grade IV is on the first theme in the even semester, so the assessment of yourself and colleagues can not be done. Self-assessment and peerages are done when two themes have been completed or during the midterm assessment (PTS). While the journal or teacher's notes were made through observation by writing down everything that happens in the classroom to the students from the beginning of the initial learning to the end of the learning. This meant that for daily journals, teachers did not require a standard format and rubric.

The development of authentic assessment in the realm of attitudes for grade IV elementary school students developed inseparably from authentic activities or the real conditions of the learning process that can be seen from the activities in the student book. The design of authentic assessment instruments in the developed realm of attitudes was inseparable from the 2013 curriculum. In the form of observations that contained a list of stuff about attitudes developed in each learning. Authentic instruments in this area of attitude were expected to be used by teachers in overcoming difficulties while developing instruments and in the implementation of their assessments. The results of the development of authentic assessment instruments in the realm of attitude were contained in the rubric and assessment format in

table 1. The rubric below was a teacher's guide in carrying out attitude assessments. The rubric was then later inserted into the assessment format following the attitude that appears in each learning.

Table 1. Attitude Assessment Rubric

No	Attitude	Descriptors	Rating Indicators
1	Thorough	<ol style="list-style-type: none"> 1. Do something well and neatly 2. Re-examine something you've worked on 3. Be careful in doing a task without rushing 4. Work on/collect tasks according to the specified time 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p> <p>Start to be seen when 2 descriptors appear</p> <p>Not yet seen when 1 descriptor appears</p>
2	Country Loved	<ol style="list-style-type: none"> 1. Study diligently 2. Don't pick friends 3. Be devoted to teachers 4. Maintaining environmental sustainability 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p> <p>Start to be seen when 2 descriptors appear</p> <p>Not yet seen when 1 descriptor appears</p>
3	Cooperation	<ol style="list-style-type: none"> 1. Active in group work 2. Focus on the objectives of the group 3. Put the interests of the group ahead of personal importance 4. Collaborate to achieve common goals 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p> <p>Start to be seen when 2 descriptors appear</p> <p>Not yet seen when 1 descriptor appears</p>
4	Confidence	<ol style="list-style-type: none"> 1. Dare to ask opinions, ask questions, or answer questions 2. Argue and do activities without hesitation 3. Be quick in making decisions 4. Dare to present in front of the class 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p> <p>Start to be seen when 2 descriptors appear</p> <p>Not yet seen when 1 descriptor appears</p>
5	Responsible	<ol style="list-style-type: none"> 1. Carrying out and carrying out individual tasks well 2. Have awareness in carrying out what has been said without being told / asked 3. Dare to take risks from actions taken 4. Admitting wrongdoing and apologizing 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p> <p>Start to be seen when 2 descriptors appear</p> <p>Not yet seen when 1 descriptor appears</p>
6	Heroism	<ol style="list-style-type: none"> 1. Helping selflessly and sincerely 2. Prioritizing public priorities 3. Act commendably 4. Honest and responsible 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p> <p>Start to be seen when 2 descriptors appear</p> <p>Not yet seen when 1 descriptor appears</p>
7	Curiosity	<ol style="list-style-type: none"> 1. Actively asking 2. Search for as many learning references as possible 	<p>Cultured when 4 descriptors appear</p> <p>Undeveloped when 3 descriptors appear</p>

No	Attitude	Descriptors	Rating Indicators
8	Never Give Up	3. Discuss and ask friends	Start to be seen when 2 descriptors appear
		4. Study earnestly	Not yet seen when 1 descriptor appears
		1. Do things in earnest	Cultured when 4 descriptors appear
		2. Doing things with diligence	Undeveloped when 3 descriptors appear
9	Helping Others	3. Motivate yourself	Start to be seen when 2 descriptors appear
		4. Doing something with passion	Not yet seen when 1 descriptor appears
		1. Actively involved in cleaning up a class or school	Cultured when 4 descriptors appear
		2. Willing to help friends without expecting a reward	Undeveloped when 3 descriptors appear
		3. Willing to study together	Start to be seen when 2 descriptors appear
		4. Helping selflessly to achieve common goals	Not yet seen when 1 descriptor appears

Validation

The validation process involved three experts such as evaluation experts and material experts, and thematic experts. Validation of experts was used to determine the validity of authentic assessment instruments in the developed area of attitude. It was feasible to be used in the implementation of assessments in the classroom. Implementation of validation by providing validation sheets to appointed experts. The validation sheet contains assessments that experts will give and provided several advice from experts for the perfection of the assessment instrument developed. The result of validation experts can be seen in table 2.

Table 2. Expert Validation Results Table

No	Component	Sub-component	Expert			Total	%	Criteria
			1	2	3			
1	Objectivity	Instrument ability to measure students' abilities	4	4	3	11	91,67	Excellent
		The ability of the instrument in the student's shaving according to the actual circumstances in the classroom	4	3	4	11	91,67	Excellent
2	Methodical	%Mean					91,67	Excellent
		The likeness of the instrument with learning indicators	4	4	4	12	100	Excellent
		Assessment instruments are systematically and	4	4	4	12	100	Excellent
3	Construction	%Mean					100	Excellent
		Correct sentence arrangement on the assessment instrument developed	4	3	4	11	91,67	Good
		Writing sentence arrangements on developed instruments does not have double meaning	4	4	4	12	100	Excellent
4	Language	%Mean					95,84	Excellent
		Correct use of Indonesian	4	4	4	12	100	Excellent

No	Component	Sub-component	Expert			Total	%	Criteria
			1	2	3			
		language rules in the writing of developed instruments						
		%Mean					100	Excellent
5	Practicality	Ease of implementation of assessment instruments developed	4	4	4	12	100	Excellent
		Ease of assessment instruments developed for general use	4	4	3	12	100	Excellent
		%Mean						100
%Overall Mean							97,50	Excellent

Based on table 2 above obtained that the average yield of assessment from experts is 97.50% with an excellent category. Based on each component, objectivity, the part obtained an average value of 91.67% excellent category. Furthermore in the systematic component obtained an average value of 100% excellent category. In construction components, it averages 95.84% in the excellent category. Then in the components of materiality and practicality alike, the average value of 100%. This showed that the authentic assessment instrument in the attitude for grade IV elementary school students developed based on validation results by experts was stated to be appropriate and excellent. Of course, authentic research instruments in the realm of attitude can assess the attitude of grade IV students in elementary school in classroom learning. In the validation process of course, there were suggestions given to improve the quality of authentic assessment instruments in the developed area of attitude, among others; (1) the writing or typing shall be EYD compliant; (2) the second sub-component of the instrument's ability to measure students according to the actual circumstances was added to the ability of the instrument in measuring the student according to the actual circumstances in the classroom; (3) the assessment rubric shall be prepared to be more operational so that the teacher was easy in his assessment; and (4) use easy-to-understand language. The advice provided becomes a revision material to improve the quality of authentic assessment instruments in the developed area of attitude.

After the assessment instrument was valid or feasible, further trials were conducted on teachers and students. Based on the evaluation experts' advice, the attitude assessment developed to see the validity of authentic assessment instruments in the realm of attitude was sufficiently done by giving an assessment sheet to two teachers to conduct assessments on students in the same class. If both teachers give the same assessment, then the authentic assessment instrument in the realm of attitude has been declared valid. Based on the results of trials that have been conducted in grade IV involving 20 students and 2 teachers, it can be stated that the assessment instrument developed already has good validity. This was because the test results on two teachers give the same assessment to students. This validity process was also inseparable from expert suggestions in the validation process. To measure the validity of this attitude instrument was quite tested on 2 teachers. If both teachers give the same assessment to students, then the assessment instrument can already be declared as valid. In implementing the assessment, the teacher did not have difficulties and stated that the assessment instruments that researchers develop were easy to understand and can be carried out properly. So that teachers can be helped in carrying out attitude assessments to assess students' attitudes on the theme of my hero in grade IV. Assessment instruments were easy to understand because each indicator of student attitude has been provided a rubric or assessment guide. So that teacher were not confused in carrying out assessments on students.

The results stated that the authentic instrument developed is valid for use. It is inseparable from a few things. First, the instrument developed in line with the 2013 curriculum and KD mapping and indicators was carried out to know the attitudes that appear in each learning and the instruments developed in line with the condition of the learners. By paying attention to these things is one of the principles in developing the assessment instrument. Instruments will be qualified if they follow the correct instrument procurement procedures (Gaol et al., 2017; Rosayu, 2020; Zuliani et al., 2017). Teachers need instruments to obtain information about student development in learning (Arifin, 2017; Zuliani et al., 2017). By performing initial analysis such as, needs analysis, curriculum analysis and characteristic analysis will make the resulting instrument more qualified. Autistic instruments were worth using regardless of the quality of the instrument grains. In terms of length-in-line statements, language is used. Authentic assessment can be applied in certain fields of science, such as art or science in general, with its main orientation on the learning process or outcomes (Delita, 2017; L. E. Rahmawati & Fatimah, 2015). The existence of assessment instruments will help teachers in conducting more qualified

assessments. Teacher skills still need to be improved in designing, implementing, and following up on authentic assessment results (Purnomo et al., 2020; Siswanto et al., 2015). Accurate assessment received a positive response by teachers of mathematics subjects (Baiduri et al., 2019). So, the existence of authentic instruments will help teachers in the learning process. Assessment authentic is an activity process that integrates psychomotor abilities, attitudes and critical thinking abilities (Bolat & Karakuş, 2017; Chong et al., 2016). Authentic assessment not only assesses students' authentic performance or study, but students' abilities such as perseverance in solving a difficult problem, positive thinking habits, development in mindset, resilience and patience, as well as self-reliance in learning (Ozan, 2019). Authentic assessment process is not only done by teachers but can be done by parents and peers in assessing students' knowledge, attitudes and skills (Setiawan, 2017).

This study reinforces the research that states that based on validation results, valid and applicable categorized instruments to learning and authentic assessment instruments get a positive response from teachers of mathematics subjects (Baiduri et al., 2019). Research that states authentic assessment instruments with scientific approaches developed can be used as one of the guidelines to know the overall learning outcomes of learners (Rahmawati et al., 2020). Research states that authentic assessment instruments have been declared valid, reliable, and effective in measuring the competence of learners (Nurjananto & Kusumo, 2016). The study states that cognitive authentic instruments and performance are valid and usable (Fityana et al., 2017; Mulianti et al., 2016; Rosayu, 2020). Research that stated have been composed and successfully developed an authentic instrument assessment on newton's style and legal material on valid and reliable motion (Pasaribu & Saporini, 2017). The advantage of this research is the development of authentic assessment in the realm of attitudes for grade IV elementary school students developed inseparable from authentic activities or the real conditions of the learning process that can be seen from the activities in the student book. The design of authentic assessment instruments in the developed realm of attitudes is inseparable from the 2013 curriculum, in the form of observations that contain a list of stuffing about attitudes developed in each learning. Authentic instruments in this area of attitude are expected to be used by teachers to overcome difficulties in developing instruments and implement their assessments. The development of autentik assessment instrument in the realm of attitude is contained in the rubric and assessment format in table 1. The rubric above is a teacher's guide in carrying out attitude assessments. The rubric is then later inserted into the assessment format according to the attitude that appears in each learning.

4. Conclusion

The authentic assessment instrument in the attitude for grade IV primary school developed is precise and excellent. Of course, authentic research instruments in the realm of attitude can assess the attitude of grade IV students in elementary school in classroom learning. By using authentic instruments, teachers will be able to determine better learning steps.

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