

**DEVELOPMENT OF STUDENTS' HOLISTIC ASSESSMENT IN ATTITUDE
ASPECTS IN SOCIOLOGY LEARNING (IPS)
AT PENGADEGAN STATE PRIMARY SCHOOL SDN 07**

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ABSTRACT

Evaluation attitude is one _ difficult assessment _ done , because That study This aim For make things easier for teachers to do evaluation attitude to students to obtain results evaluation objective attitude _ through table the instruments we make . Instrument table that can also be done help teachers to determine something level success of the learning process students , who are capable measure all aspect competence students , where student sued become more active and behaving good . And from table the instruments we make this , the teacher thinks table instrument evaluation the effective in evaluate attitude student in a way objective .

Keywords : Assessment _ attitude , objective , effective

ABSTRAK

Penilaian sikap merupakan salah satu penilaian yang sulit dilakukan, oleh karena itu penelitian ini bertujuan untuk mempermudah guru melakukan penilaian sikap terhadap siswa agar memperoleh hasil penilaian sikap yang objektif melalui tabel instrumen yang kami buat. Tabel instrumen tersebut juga dapat membantu guru untuk menentukan suatu tingkat keberhasilan proses belajar siswa, yang mampu mengukur semua aspek kompetensi siswa, dimana siswa dituntut menjadi lebih aktif dan berperilaku baik. Dan dari tabel instrumen yang kami buat ini, guru beranggapan tabel instrumen penilaian tersebut efektif dalam menilai sikap siswa secara objektif.

Kata kunci : Penilaian sikap, objektif, efektif

A. Introduction

Evaluation is the process of collection and processing information For measure achievement results Study students . Evaluation used For improve the learning process and so on material preparation report progress Study students (

Permendikbud , 2016, No. 23). Assessment is also a series of systematic and continuous activities to obtain data and information about student learning processes and outcomes." (Andriani et al., 2019) . Evaluation in the world of education especially at school elementary (SD)

consists from Evaluation Authenticity and Valuation Holistic (evaluation holistic). Evaluation Holistic Alone is assessment that includes three realm that is knowledge , attitudes and skills (Muslimah, Ima, et al , 2017). On assessment Holistic there is education holistic which is education For develop all over potency student in a way harmonious , encompassing potency intellectual , emotional , physical , social , aesthetic and spiritual (Widyastono , 2012).

From several opinion above , we conclude that evaluation is an internal process measure achievement from results Study students . Evaluation in the world of education especially at school elementary (SD) consists from Evaluation Authenticity and Valuation Holistic . Evaluation holistic This normal also called _ evaluation holistic . Evaluation holistic Alone is method evaluation carried out in a way comprehensively so you can develop knowledge , skills and attitudes students . Meanwhile , education holistic aim For build in a way whole and balanced all over potency individuals which include spiritual, moral, imaginative , intellectual , cultural , aesthetic , emotional , and physical that directs all aspect the For

reach awareness will relationship with God, who is objective end from all life in this world (Antara, 2019). Through education holistic , students expected become himself alone (study be). In the sense of being able to obtain freedom psychological , take good decisions , learn _ with appropriate way _ with himself , gain Skills social , as well develop character and emotions .

In the 2013 curriculum , all teachers in schools elementary school (SD) is mandatory do evaluation or holistic evaluation , esp evaluation attitude , because evaluation attitude student is one _ from device based learning _ 2013 curriculum . However , still many teachers have experienced this difficulty in do evaluation or evaluation attitude students , that is attitude social and attitude scientific . Difficulty the caused Because implementation evaluation attitude in some school seen Not yet maximum , assessment only done based on observation without instrument For evaluate attitude student specifically attitude discipline (Arifin, Zainal. 2017) and Suryani, (2016) also said that in the assessment process attitude , teacher only do evaluation with method observation (observation) and carried out in a way direct without

use instrument , so results evaluation attitude become subjective .

Evaluation attitude in evaluation holistic is technique evaluation to self themselves (participant educate) with identify advantages and disadvantages his attitude in behave (Fatimah, 2020). The purpose of evaluation attitude is For find out and improve attitude considered students _ not enough in accordance during the learning process (Saidah & Damariswara, 2017) . Evaluation attitude is also carried out For hone behavior students to have attitude discipline , responsibility answer , be polite and trust self in activity the interaction with friends , teachers, family and the environment society . Evaluation attitude This assessed difficult done by the teacher because several reasons, while teachers play a very important role in help development , deep matter This development attitude participant educate For reach ability optimally . And as we _ know , character every student Certain different , so as educator required For understand every difference character that . Therefore _ That evaluation Attitude is very influential development attitude student at school .

Based on results our observations at SDN Pengadegan 07 Pagi, difficulties in do evaluation attitude caused by a lack of sensitivity and lack of teacher's direction towards students , especially for class _ high (grades 4, 5, and 6). And based on results observation that's what we did interview towards related teachers evaluation attitude at SDN Pengadegan 07 AM. And results from Our interview at SDN Pengadegan 07 Pagi turned out to be in accordance with results our observations , namely teachers experience difficulty in evaluation attitude student because there are not enough teachers own sensitivity to students , and teachers only do evaluation attitude with method observation (observing) life student during class (school) . However , for teachers in class low (classes 1, 2, and 3) sometimes also do meeting by parents student To use talk about about attitudes , skills , and behavior students , so evaluation attitude to student No too subjective .

So, goals making article study this , that is For give solution to the problem you want solved by the teacher, ie about evaluation attitude student in environment school . Where according to the information we get is also, attitude student in life social Still

need coaching Because student Still not enough sensitive to environment social , and average results Study students still learning social studies classified low Because Still under KKM. In business do evaluation attitude that , the teacher can give suitable example _ with Basic Concepts of Sociology . Because it's deep learning sociology teach about method interact with OK , so students can know method behave in interact with fellow . And teachers can too do evaluation attitude with adapt approach learning carried out during and outside the learning process . Teachers must too make instrument evaluation before do evaluation to students , no only with method observation (observe), so that the teacher can do evaluation attitude student in a way more objective .

B. Research Methods

Type of method research that we took is research qualitative in nature descriptive . This method done For see the teacher assessment process in evaluate affective , psychomotor , and cognitive students . However , we are more prioritize assessment _ affective . Research data This obtained with use instrument research in the form of observation , interview

as well as documentation . Study This held on Tuesday , 06 December 2022 at 10.00 WIB at SDN PENGADEGAN 07 PAGI.

Study This taken from SDN Pengadegan 07 Pagi which has been apply 2013 Curriculum and Merdeka Curriculum in classes I & IV. However , we did interviews with class I, II, IV, & V teachers. The data collection techniques we used use interviews , observations and documentation (notes or archive). Observation done with structured with observation when learning taking place . Collected documentation _ form results recording all activity interviews , and results observation (Nurhairani , Dwi Afrilia , 2019).

data analysis techniques that we carry out are , namely in the form of Qualitative Techniques . Analysis techniques This is the data obtained from results interviews and observations so the data we get more nature descriptive from something phenomenon . We use nature of data analysis discourse and narrative , because second analysis the relate with interaction to resource person (Sampoerna University, 2022).

C. Results And Discussion

According to Agung Sapto Nugroho (2021), assessment in education in the 2013 curriculum includes 3 aspects , namely attitudes , knowledge , and skills . However , as it has been explained above , the teacher still experience difficulty in do assessment on aspects attitude . Based on results observations we made at SDN Pengadegan 07 Pagi on Tuesday, 06 December 2022, difficulty in do evaluation attitude caused by a lack of sensitivity and lack of teacher's direction towards students , as well not enough the teacher's objective is in do evaluation to student that . Therefore _ that , we want give solution for assessment the can done in a way objective , that is through instrument the assessment we make based on results discussion . Following example instrument Assessments we have made : _

Table 1. Instruments Evaluation Teachers' Attitude Towards Student

No .	Student Name	Development Attitude											
		Responsibility_				Tolerance				Discipline			
		S	B	C	K	S	B	C	K	S	B	C	K

Description :

SB (Very Good)

B (Good)

C (Enough)

K (Less)

Table 2. Instruments Evaluation Attitude Between Students (Pet Friends)

Instructions : Give sign tick (√) in the appropriate “Yes” or “No” column with actual situation . _

The name of the friend being rated

:

Name of appraiser :

Class :

Semester :

No .	Statement	Yes	No
	Attitude Responsibility_		
1 .	My friend always do task work home (PR)		
2 .	My friend No cheating moment do exam		
3 .	My friend always throw away trash in place		
4 .	My friend always carry out picket in accordance timetable		
5 .	My friend always return items that have been borrowed		
	Tolerance		
1 .	My friend always value another friend who is worship		
2 .	My friend Want to be friends with Who just		
3 .	My friend always value other people's opinions		
4 .	My friend always help fellow Friend		

No.	Statement	Yes	No
	Attitude Responsibility _		
5	My friend always behave low heart		
	Discipline		
1	My friend always come to school appropriate time		
2	My friend always do your homework properly time		
3	My friend always use uniform in accordance with day		
4	My friend always obey regulation school		
5	My friend always listening when the teacher explains		

Table 3. Instruments Evaluation Attitude Towards Yourself
Instructions : Give sign tick (√) in the appropriate “ Yes ” or “Not Yet” column with actual situation . _

Student name / i : _____
 Class : _____

No.	Statement	Already	Not yet
	Attitude Responsibility _		
1	I always do do task work home (PR)		
2	I don't cheating moment do exam		
3	I always do throw away trash in place		
4	I always do carry out picket in accordance timetable		
5	I always do return items that have been borrowed		
	Tolerance		

1	I always do value another friend who is worship		
2	I want to be friends with Who just		
3	I always do value other people's opinions		
4	I always do help fellow Friend		
5	I always do behave low heart		
	Discipline		
1	I always do come to school appropriate time		
2	I always do do your homework properly time		
3	I always do use uniform in accordance with day		
4	I always do obey regulation school		
5	I always do listening when the teacher explains		

Based on table instrument assessment above , assessment _ done with 2 sources , where teachers and students follow share in do evaluation that . Evaluation First carried out by the teacher towards students , assessment second done by students to students (friends bench), and assessment third done by students to himself yourself , use it For know is student the Already aware with attitude himself yourself . Evaluation done every very in a week , so that teachers can see and judge development attitude from students ,

and also students can see and judge development attitude from Friend his seat . and charging table instrument the done with method give sign check in the appropriate column with assessment that has been observed . The result of charging table instrument that , then put together and concluded in order to get results objective assessment , because _ results evaluation the obtained from two sources .

From table instruments that we have created that , then we did a trial at SDN Pengadegan 07 Pagi, and we got agreement from teachers to do a test run instrument that . We tested it in class _ high and also class low , and assessment done in accordance with instruments that have been we made , that is teacher's assessment of students , assessment student to Friend bench , and also assessment self student to himself yourself . So , we get results that instrument the can help teachers assess attitude student in a way objective . Where one of the teachers said that table instrument evaluation the attitude we have made is very influential to results evaluation attitude students , because teachers become easy For get data from another source for crosscheck results

evaluation attitude students , so get objective results . _

Following is instrument table of our trial results in one class high (grade 5) and in one class low (class 1):

Table 1. Instruments Evaluation Teachers' Attitude Towards Student Class I(One)

No.	Student Name	Development Attitude											
		Responsibility				Tolerance				Discipline			
		S	B	C	K	S	B	C	K	S	B	C	K
1	Syakira	√					√				√		
2	Mohammed			√				√				√	

Description : SB (Very Good)
B (Good)
C (Enough)
K (Less)

Table 2. Instruments Evaluation Attitude Between Students (Pet Friends)

Instructions : Give sign tick (√) in the appropriate “Yes” or “No” column with actual situation . _

Name of friend being assessed :
Muhammad
Name of assessor :
Syakira
Class : 1

Semester : 1

No	Statement	Yes	No
	Attitude Responsibility _		
1	My friend always does homework (PR)	√	
2	My friend doesn't cheat when taking exams	√	
3	My friend always throws rubbish in the right place		√
4	My friend always carries out pickets according to schedule		√
5	My friend always returns the items he has borrowed		√
	Tolerance		
1	My friend always value another friend who is worship	√	
2	My friend wants to be friends with anyone		√
3	My friend always value other people's opinions		√
4	My friends always help fellow friends	√	
5	My friend always behave low heart		√
	Discipline		
1	My friend always comes to school on time	√	
2	My friend always does his homework on time		√
3	My friend always wears a uniform according to the day	√	
4	My friend always obeys school rules	√	
5	My friends always listen when the teacher explains		√

Table 2. Instruments Evaluation Attitude Between Students (Pet Friends)

Instructions : Give sign tick (√) in the appropriate "Yes" or "No" column with actual situation . _

Name of friend being assessed :

Syakira

Appraiser's name :

Muhammad

Class : 1

Semester : 1

No	Statement	Yes	No
	Attitude Responsibility _		
1	My friend always does homework (PR)	√	
2	My friend doesn't cheat when taking exams	√	
3	My friend always throws rubbish in the right place	√	
4	My friend always carries out pickets according to schedule	√	
5	My friend always returns the items he has borrowed	√	
	Tolerance		
1	My friend always value another friend who is worship	√	
2	My friend wants to be friends with anyone		√
3	My friend always value other people's opinions	√	
4	My friends always help fellow friends	√	
5	My friend always behave low heart	√	
	Discipline		
1	My friend always comes to school on time	√	
2	My friend always does his homework on time	√	

No.	Statement	Yes	No
	Attitude Responsibility _		
3	My friend always wears a uniform according to the day	√	
4	My friend always obeys school rules	√	
5	My friends always listen when the teacher explains	√	

Table 3. Instruments Evaluation Attitude Towards Yourself _

Instructions : Give sign tick (√) in the appropriate “ Yes ” or “Not Yet” column with actual situation . _

Student's name : Muhammad
Class : V (Five)

No.	Statement	Already	Not yet
	Attitude Responsibility _		
1	I always do my homework (PR)	√	
2	I don't cheat when taking exams	√	
3	I always throw rubbish in the right place	√	
4	I always carry out pickets according to schedule	√	
5	I always do return items that have been borrowed	√	
	Tolerance		
1	I always do value another friend who is worship	√	
2	I want to be friends with Who just	√	

No.	Statement	Already	Not yet
3	I always do value other people's opinions	√	
4	I always help fellow friends	√	
5	I always do behave low heart	√	
	Discipline		
1	I always do come to school appropriate time	√	
2	I always do my homework on time	√	
3	I always do use uniform in accordance with day	√	
4	I always obey school rules	√	
5	I always listen when the teacher explains	√	

Table 3. Instruments Evaluation Attitude Towards Yourself _

Instructions : Give sign tick (√) in the appropriate “ Yes ” or “Not Yet” column with actual situation . _

Student's name : Syakira
Class : I (One)

No.	Statement	Already	Not yet
	Attitude Responsibility _		

No.	Statement	Aready	Notyet
1	I always do my homework (PR)	√	
2	I don't cheat when taking exams	√	
3	I always throw rubbish in the right place	√	
4	I always carry out pickets according to schedule	√	
5	I always do return items that have been borrowed	√	
Tolerance			
1	I always do value another friend who is worship	√	
2	I want to be friends with Who just		√
3	I always do value other people's opinions	√	
4	I always help fellow friends	√	
5	I always do behave low heart	√	
Discipline			

No.	Statement	Aready	Notyet
1	I always do come to school appropriate time	√	
2	I always do my homework on time	√	
3	I always do use uniform in accordance with day	√	
4	I always obey school rules	√	
5	I always listen when the teacher explains	√	

And based on the test results from the assessment table that we created, it can be concluded that almost all students experienced a change in attitude for the better. This can be proven by the results of the table above. So, the instrument table that we created is very effective for assessing attitudes in both low and high classes.

Effectiveness of Instrument Tables

According to KBBI, effectiveness originate from the word '

effective ' which means to cause A positive consequences , or _ Can called with success , where in matter This about success evaluate attitude student in the learning process . Evaluation attitude student considered very important done use A instrument , because aim For determine something level success of the learning process students , who are capable measure all aspect competence students , where student sued become more active and behaving good .

And based on from results research we have carried out , table instrument evaluation the attitude we make assessed effective by teachers for get objective results _ in evaluate attitude student that . Because, for table instrument evaluation attitude between Friend benches , and tables instrument evaluation attitude self Alone made in frame do formation character students , and the results can made as confirmation data from results evaluation teacher's attitude towards student use table instrument .

D. Conclusion

Attitude student in carrying out the learning process at school very important For always pay attention , where attitude student can influential

to competence student That yourself . And for know How attitude student the needed A assessment , where evaluation to attitude student This no easy and necessary something instrument assessment . Instrument possible assessment _ used For do evaluation to attitude students , that is table instrument assessment , because with use teacher's table becomes more easy For grouping attitude students . Therefore _ that , we make table instrument evaluation categorized attitudes _ into 3 tables assessment , ie table teacher's assessment of attitude students , table evaluation student to attitude Friend benches , and tables evaluation student to self yourself .

And from table the instrument we made , the teacher responded that table instrument evaluation attitude the assessed effective , because can assist with the assessment process attitude student in a way objective . Based on table from test results that have been carried out done , proven that with use table instrument the assessments that we make teachers become know that attitude student many have experienced it change in every week , especially change positive attitude (growing _ become more OK).

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