



## 'Confused about Predicting whether This Kid is Good or Not': The Evaluation of Social Attitude Assessment in Primary Schools

Teci Dyan Listya<sup>1\*</sup> & Sendagire Sinani<sup>2</sup>

<sup>1</sup>Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

<sup>2</sup>Islamic University in Uganda, Mbale, Uganda

\*Email & Phone: [a510150152@student.ums.ac.id](mailto:a510150152@student.ums.ac.id); +6288902982366

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Keywords:	Abstract
Primary Education Social attitude assessment Evaluation	<p><b>Backgrounds:</b> The study analyzed the evaluation of social attitudes in the primary schools in Karanganyar Regency, Indonesia: honesty, discipline, responsibility, and tolerance.</p> <p><b>Methods:</b> A qualitative descriptive technique with a case study design was employed in this investigation. There were eight recruits made up of both instructors and pupils. Observation and interview were the approaches utilized in this investigation. Data is evaluated through data reduction, presenting of data, and formulation of conclusions. Technical triangulation and source triangulation were evaluation procedures to evaluate the veracity of the data.</p> <p><b>Results:</b> This study showed evaluations carried out; there were two evaluations for students and an evaluation for parents. The obstacles that were complained about by the teachers were mostly about time constraints.</p> <p><b>Implications:</b> The results of this study can be a reference for authors, teachers, and school principals in evaluating the assessment of social attitudes correctly</p> <p><b>Novelty:</b> The present study revealed the evaluation of social attitudes assessment in primary school comprehensively.</p>

### INTRODUCTION

The way a person behaves is influenced by their attitude, which is a personality trait. The way a person reacts to what he encounters reflects his attitude toward an item, a concept, or another person. At this time, student views are becoming increasingly disturbing, particularly in terms of social attitudes. Honesty, discipline, responsibility, and tolerance are examples of social attitudes that are moral qualities as a purposeful effort to achieve societal peace. Teachers worldwide are increasingly reporting bad social attitudes such as arriving late, disobeying the teacher's directions, spreading hoaxes, causing difficulty with peers, and refusing to participate in school.

Teachers must learn each student's traits in order to judge their attitudes. Teachers frequently do not construct a written attitude instrument since it is challenging to prepare,

according to Emily (2013). Furthermore, assessing student attitude objectively is difficult. Moods and sentiments, which fluctuate daily, might significantly impact students' perspectives. Attitude evaluation does not evaluate a student's level based on their work but instead chooses the learning that will help them acquire a good attitude.

The purpose of the attitude evaluation is to get precise information on the attainment of student learning aims, according to Nurbudiyani (2013). At the acceptance, participation, evaluation, organization, and internalization level in particular. In the internalization process, the taxonomy is included where the attitude component starts with the capacity to control. The part of the process for assessing attitudes, therefore, has to be complete. In making the evaluation, a teacher must be objective. The instructor must explain the expected behavior of pupils every day by examining the behaviors of students. The instructor can then describe the pupils' attitudes.

Not all instructors in Indonesia can, in reality, carry out assessments of attitudes, particularly on social attitudes. Zuhera and Mislinawati (2017) highlighted barriers to assessing attitudes in their students during the learning process. The challenges include time constraints and many pupils. Kamiludin & Suryaman (2017) also found that just one out of the six informants (teachers) from the Yogyakarta primary pilot school effectively performs their evaluations. Meanwhile, a study from Fitria (2017) explained that teachers do some types of assessments as follows observation assessment (OA), self-assessment (SA), peer assessment (PA), and journal assessment (JA). Teachers promote OA through pupils' observation of their attitudes. Every six months, SA and PA are done. Incidentally, a JA applied whether the pupils had good or flawed occurrences. Teachers encounter minor challenges since psychology for Grade 1 pupils are not simple to anticipate, and it will be tough to identify the conclusions. The latest, Setiawan & Suardiman (2018), indicated that it was problematic for teachers to apply the curriculum in primary school. In the evaluation, serious issues arose, in particular the evaluation of social attitudes. This difficulty occurs when there are many variables of social attitudes and demand assessments in different ways.

Several studies have been done on the evaluation of social attitudes in different nations. First, utilizing 1531 samples from 15 states relating to honesty evaluations, Hugh-Jones (2015) reported the effectiveness of several honesty actions. Hence, forth Hidayati, Budiyo, and Sugiman (2018) have created a measure for students' honesty in mathematical learning with the participation of centres. Secondly, in relation to evaluation of disciplines centers US public prconcerning the hool, Putnam, Luiselli, Handle, and Jefferson (2003) described the frequency of office referrals as an evaluative data source in two descriptive studies. The consequences of indiscipline facing secondary school teachers in public and private schools in Pakistan are investigated by Haider, Khan, Munir, Latif, & Bari (2012). In the meantime, the program of PBIS, which is undertaken at urban primary school in North Carolina, United States, has been assessed by Stanford (2017). Thirdly, Akbay, Capri & Gunduz (2013), linked to responsibility assessment, established a robust and accurate tool to measure academic obligations of University students in Turkey. On the other hand, Taiwanese Hsu, Pan, Chou, & Lu (2014) looked at the factor structure of the CSAQs, which are created to evaluate student responsibility in physical education. The Questionnaire on Humanesponsibility (PSRQ). The new Tool for Assessing Responsibility-Based Education in Spain (TARE) was studied by Escartí, Wright, Pascual & Gutiérrez (2015). The last relating to the judgment of tolerance. Safina & Abdurakhmanov (2016), a pedagogical training program in multi-ethnic schools at Kazan, Russia, has developed pupils' tolerance. Çaliskanin Saglam (2012) examined in Sakarya, Turkey, the inclinations of primary school pupils towards tolerance through different factors.

It may be concluded from the explanation that an evaluation of attitude is still critical to study in the Primary school of Indonesia. There is limited study on the application of

evaluations of social attitudes. This study aims to show how social attitude assessments are evaluated in the Indonesian primary school based on the backdrop. In particular and internationally, the findings of the current study would be crucial to provide an appropriate answer to this question for primary education parties in Indonesia.

## METHOD

### Type and Design

This study is a descriptive qualitative with a case study design. The main objective of this study was the teacher work in Karanganyar Regency, Indonesia to evaluate the social position in the current Indonesian curriculum (Curriculum 2013). The current study defines social attitude as moral qualities, as an awareness to achieve the harmony of social life such as honesty, discipline, responsibility, and tolerance. The authors conducted this study at Primary schools in the RA Kartino district of Kebakkramat, Karanganyar Regency, Central Java, Indonesia. The study took place in 2019.

### Data and Data Sources

The data in this study include in-depth interview transcripts and observational transcripts. Informants from 4 selected primary schools were the data sources in the study (see Table 1). The socio-economic categorization of Admosphere (2018) indicates that two primary schools are categorized as high-schools (A and B) while two others are low-schools (B and C). The categorization is based on each school's (average) family. The criterion for selection: (1) The current Indonesian curriculum has been applied (2) The fifth-level instructors and 5th-level students who want to be informants are located in the RA Kartini region.

The authors used the standards of ethics in this study: (1) Informed consent was obtained from all informers. (2) Confidentiality of the protected informant. (3) Deceptive techniques have not been applied. (4) Entitle informants to cancel the survey.

**Table 1.** Description of Informants

No	Initial	Gender	Age	Role	Primary school
1	BE	female	44	Teacher	SDN 3 Waru
2	PY	Male	45	Teacher	SDN 2 Pulosari
3	BD	female	36	Teacher	SDN 1 Waru
4	Y	Male	54	Teacher	SDN 3 Kebak
5	BT	female	60	Principals	SDN 3 Waru
6	BS	female	57	Principals	SDN 2 Pulosari
7	BW	female	58	Principals	SDN 1 Waru
8	YN	Male	61	Principals	SDN 3 Kebak

Notes:

SDN 3 Waru and SDN 2 Pulosari are a middle-high class

SDN 1 Waru and SDN 3 Kebak are a middle-low class

### Data collection technique

#### Observation

Participatory observation and simple observation were the observations employed in this investigation. In the course of and outside of class activities, the authors noticed information (teachers). In the evaluation of social attitudes on pupils, the authors engaged in teaching work.

Informants (teachers) have noted the following aspects: (1) observing the social attitudes of students (2) Writing the social attitudes of students (3) Reporting to students



social attitudes notes (4) Signing social attitudes notes in a diary (5) Recapitulating student social attitudes.

### Interview

The interview was semi-structured in this study. The authors prepared this question. The authors have performed a number of interviews on instructors' social judgments with all informants. The interview questions as follows:

#### *Teachers*

- Have you implemented the assessment under the applicable guidelines?
- What are the barriers to assessing social attitudes?
- What evaluations have you taken and done?

#### *Principals*

- What are the obstacles that teachers complain about in assessing social attitudes?
- What are the evaluations that the principals do in assessing social attitudes?

### Data Validity

In order to assess the veracity of the data, the authors employed two forms of triangulation, namely source triangulation and technique triangulation. Data collection from multiple parties, mainly students and instructors, employed triangulation from the source. The data from interviews with the data from observations were re-examined during the technique triangulation.

### Data analysis

The qualitative data analysis procedure, including data reduction, data presentation, and conclusion drafting, was employed in this study (Miles & Huberman, 1994). Initially, the authors transcribed the interview findings with all informants. The authors subsequently classified the literal into the dimension of evaluation implementation. The authors used various category tables in this section. The authors then evaluated based on specific topics. The authors then draw out patterns for the conduct of the evaluation. The authors finally finished.

### RESULT

Reviewing whether the assessment carried out was under the guidelines and assessment mechanisms in the 2013 curriculum. The authors conducted interviews with four fifth-grade teachers at the Kebakkmat District Elementary School. In the interviews and observations, the author asked what obstacles they complained about in assessing social attitudes. The first statement was expressed by PY as follows:

"The obvious obstacle is time. If the teacher cannot condition the time, the teacher must spare time....."(PY)

PY's statement was further clarified with a statement from BD that,

"The time constraint is clear; it is time because I happen to be alone. Apart from the main task of teaching in class V, I have quite many assignments. Time is my obstacle, I cannot be 100% full every day observing. It is impossible, and I can't because other tasks also have to be completed and ask to be completed. The first obstacle is time, the second eee..." (BD)

In line with the statement, BE also clarifies that,

"The obstacle is... that is one of the things the teacher has to prepare themselves with instruments. So the teacher has to compile any self-assessment instruments for the journal. Having to prepare himself is one of the obstacles. Then time,..." (BE)

The following statement delivered by resource Y clarified,

"No, just still confused about predicting whether this kid is good or not." (Y)

The conclusion from the statement is that the informants experienced obstacles in time and preparing the assessment instrument.

Based on the results of the interviews, the authors interviewed eight informants to get information on how far the evaluation had been done.

In an interview with PY as a fifth-grade teacher at SDN 02 Pulosari, he stated,

"I am not officially doing this evaluation, if it is official, there is no such thing, but yes, it is social, usually just observation and other sources. For example from a canteen seller. Extracurricular teachers, dance teachers, sports and religion teachers". (PY)

Furthermore, the re-statement was clarified by the BD sources as follows:

"The evaluation is eh... In we interact with children every day, I have obtained the data, then the assessment of the child is already there, maybe we can see from the first semester, the report cards have come out when we see the results of the children's social report cards in the first semester, we can evaluate which one those who need enrichment, meaning that enrichment is just to motivate them to maintain their achievements and which children are already good enough, the evaluation is there...". (BD)

Interviews conducted with the resource person as a class V BE teacher explained,

"For myself, yes, I cannot optimally do it... I have to reflect on what I have done, what I have done, what is lacking. If I encounter difficulties, I will consult with my peers at school. When I'm at school I cannot solve it later in the KKG forum, so I am also trying to find references later. I can do it by browsing." (BE)

Furthermore, Y also gave the following statement:

"Yes..children are invited to be honest. Yes, it is being asked to be honest, whether it is talking honestly, doing assignments, talking to friends. Then for self-evaluation, I follow students, monitor students in following student activities at school". (Y)

Furthermore, the authors collected data on evaluating the implementation of social attitude assessment in elementary schools. The authors conducted interviews with four principals.

In an interview with the principal of SDN 02 Pulosari BS, he stated that,

"Yes, the assessment is PAS and PAT. Coaching every Saturday brings the results of a meeting from the department, where there is also guidance and guidance for progress, especially in this case, the assessment is also conveyed. Suppose the work is done in the middle of the semester and the end of the year. However, it is also periodically delivered by the school leadership and participates in workshops". (BS)

Furthermore, the BW resource person as the principal of SDN 01 Waru also emphasized the following statement:

"Held an official meeting once a month, the teachers were asked what difficulties or obstacles they complained about in conducting attitude assessments in the 2013 curriculum. If there were any, they would be discussed together." (BW)

In line with the statement from the resource person above, the Principal of SD N 03 Waru BT also emphasized the following statement:

"Yes... if at the school forum meeting, I also conveyed the complaints in the KBM, the complaints in the assessment, and the complaints in the administration. As for the problems that the teachers are complaining about...there are many administrative things. Even though our goal is not administration, how do we transfer the knowledge we have to students to become students who care about the noble character and so on". (BT)

YN resource persons also added a statement to add to the explanation that,

"Yes, it is about honesty, yes, it is about independence. Moreover, it is about discipline. It is necessary for teachers to monitor frequently and be committed to monitoring social attitudes. This is indeed a record in the sense of discipline or cooperation. Here more emphasis is on honesty and discipline because they are interrelated with one another. (YN)

Based on the explanation of the statement above, it can be concluded that there is a difference in the evaluation between the evaluations carried out by the teacher and the principal. In the conclusion of the evaluation from the teacher, the teacher evaluates students and himself by advising students to be better and trying to find reference sources. The principal evaluates by holding meetings and participating in KKG forums and workshops.

## DISCUSSION

At this stage, the author collects data through interviews and observations. Before discussing the evaluation, the author will first describe the obstacles complained by the informants in elementary schools. This obstacle will be used as an evaluation of the information. In this phase, there is information that complains about the constraints on time constraints. Informa said that the time spent on observing, following up, and assessing social attitudes was still minimal. They realize that their time is limited because they have to share it with various tasks other than the teacher's main task as a teacher. He was charged with various side assignments, which caused obstacles to him in assessing social attitudes both inside and outside the classroom.

The present study is not in line with the previous study conducted by Abdul, Nining, Woro, & Widyaningsih (2014). The results of this study are that this study is based on teachers' difficulties in implementing authentic assessment of the 2013 Curriculum in State Elementary Schools in the Pabelan sub-district. This study aimed to collect important information related to the obstacles faced by teachers in carrying out this assessment. The results of this study indicate that teachers at the State Elementary School in Pabelan District have difficulty in compiling and analyzing the results of an original assessment format using Microsoft Excel. The obstacles that information complained about in this study were about time, whereas in the previous study, it was more on the preparation and analysis of the results of the original assessment format.

Furthermore, at this stage, evaluation is essential and needed because, with the evaluation, it can be used as material for improvement and actions that will be taken at the next step in overcoming it. At this stage, some teachers have realized that the assessments carried out are still not practical, not appropriate, have not been assessed continuously, have not been able and have not been able to assess objectively. The evaluation on the implementation of the social attitude assessment in the 2013 Curriculum, which was carried out in the four elementary schools, was carried out by informants who were in charge of fifth-grade and coconut schools also took part in conducting the evaluation. There was a discrepancy between the results of the interviews and observations.

## CONCLUSION

Previous studies relating to the evaluation of social attitudes are confined to different dimensions. There is a paucity of official study into a complete examination of social attitudes. This study has given a detailed examination of societal attitudes. For all primary education stakeholders, the current study results would be critical in providing an appropriate answer to this question.

There are numerous constraints to the present investigation. Initially, the diversity of informants is involved. The data were less diversified by informants only chosen from the Kartini region of RA, Karanganyar Regency. Second, the period of the study was less than one year.

There are numerous constraints to the present investigation. Initially, the diversity of informants is involved. The data were less diversified by informants only chosen from the Kartini region of RA, Karanganyar Regency. Second, the period of the study was less than one year, therefore the data were not fully exhaustive. Finally, several informants (students) responded unclearly to the questions. More studies on adopting an evaluation of social behaviors for more representative information providers (from multiple islands) in a full-year study.

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