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Research paper

The Implementation of Affective Evaluation in Elementary School Curriculum in Padang, West Sumatra Province, Indonesia

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Abstract

Evaluation is an important aspect in learning process. There are three aspects evaluated in learning process, namely: cognitive, affective, and psychomotor aspects. Evaluating psychomotor aspects has put elementary school teachers in difficulty due to too many aspects to be covered in the evaluation instrument which has caused impossibility to fully implement them. This condition has been made worse by the poor understanding of some teachers on the implementation of the affective evaluation. This study explored the implementation of affective evaluation in elementary schools in Padang, West Sumatra, Indonesia. It was descriptive-quantitative in nature the population of the study were all the elementary schools having implemented affective evaluation in the city. The sample size was 112 teachers taken from 9 (nine) model schools. Questionnaire was used to collect data and the collected data were then analyzed descriptively and displayed in diagrams. The result of the analysis showed that the implementation of affective evaluation instruments which covered: preparation, administration, and the analysis of the score by the elementary school teachers was categorized GOOD, this was supported by the facts that all aspects of the instruments of the competence had already been covered although but not yet optimal, some improvement should be done.

Keywords: *Affective Evaluation, Curriculum, and Elementary School.*

1. Introduction

The concept of education in this context is defined based on the low no 20 of Indonesia concerning the national education issued in 2003 , article 1 clause 1, which goes, " Education is a conscious and planned effort to create learning situation and process in order that the learners are able to actively develop their potentials, spiritual strength, self-controls, personality, intelligence, good character, and skills needed that, in turn, will give benefits to themselves, to the society, the nation, and the country" (Ministry of National Education, 2003)

The above definition emphasizes the importance of character building in national education, not only science and technology (1). The schools need to holistically develop values considered important for the learners to have (2).The values are spiritual-religious, self-control, personality, and good character. The values were pinpointed by the Ministry of National Education (2010) into 18 generated values, they are: [1] Religious, [2] honest, [3]Tolerant, [4] Discipline , [5] Hard working, [6] Creative, [7] Independent, [8] Democratic, [9] Nationalistic, [10] Curious, [11] Achievement oriented , [12] Friendly, [13] Loving Peace, [14] Reading Maniac, [15] Caring Environment, [16] Caring Social Problem [18] Being Responsible

The above mentioned values, based on the national policy issued by the Ministry of National Education, have to be covered at all level of education. This is one of the national policy stipulated in the Long-term National Development Plan of Indonesia, or in short popularly called "RPJM" for the period of 2005-2025. The implementation of this policy has been instructed by the ruling president to be conducted at all levels of Education from Elementary school to higher education or university. This policy was triggered by multidimensional national crisis during the years of 1997 – 1998 such as economic crisis, social riots, unemployment, corruption at all levels of national institution , very low appreciation of US-dollar to IDR, closing of many industries, and free sexual behavior among young generation was getting worse and uncontrollable, drug consumption everywhere reaching almost all levels of society including students of junior and senior high school, parents at home and teachers at schools did not have any power to face the problem. The crisis was too complex and had result in National reformation which ended the administration of New Order. The new government realized that to solve the problem, character building should be given the highest priority in the national education system. This means that affective domain of education should be seriously considered.

This moral or character decadence phenomenon, according to Prayitno (2010) was caused by the low implementation or involvement of character values in government and non-government or social institutions plus globalization. This have obscured moral and cultural rules which actually have high value. As a result amoral and a-cultural behavior have become more and more intensive and extensive practice and have damaged the national life. The previous study had revealed that the implementation of affective aspect was still not optimal, most teachers believed that moral teaching had been covered by normative class such as Pancasila (Subject on the Five National Principles of Indonesia), Civics and Religion. This condition has made the implementation or the

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practice of moral teaching or character building was very limited. Meanwhile, in terms of evaluation, it was still far from the expectation since there were some indicators of affective aspects were not optimally covered or evaluated by the teachers for they were beyond their ability (3).

Based on the information from the interview of an elementary school teacher who has implemented affective evaluation, he said that he had not yet implemented all aspects of the affective evaluation instrument. The teachers had difficulty in implementing the instruments, they were not knowledgeable enough to implement it. They fatherly said that using authentic assessment was not easy, it took more time compared with test. Administering affective evaluation was still new to elementary school teachers, so it needs more time for the teachers to adapt. Another difficulty faced by the teachers was very limited guidance given to them by the supervisors from the local related office of Education, very often they were confused by the new evaluation system. This was reflected by the facts that teachers still found it difficult to plan and develop the evaluation instrument. Besides, the teachers had very limited time to administer authentic evaluation, especially on character aspects when the class was going on (4-5)

2. Literature Review

Curriculum needs Evaluation, including affective aspect which is intended to know whether or not the stated standard and indicator has been achieved (6-7). According to Mulyasa (8) indicators of program success in terms of affective aspect at schools can be seen from various daily activities reflective from every school activities such as: Honesty, Sincerity, Awareness, simplicity, independence, care, freedom to act, and commitment. Evaluation can be done towards program, process, and achievement. Mulyasa (8) fatherly stated that evaluation can be done through test and non-test. Test can be written, spoken, or action. While non-test evaluation can be done through observation, interview, elaborated answer, questionnaire, etc. according to the level of importance. Evaluation of character education can be done in various ways: observation, anecdotal record, interview, portfolio, scale, and self-evaluation. Based on the statement of experts above in can be concluded that technique and instrument of evaluation should cover not only cognitive achievement of the students but also personal development of the students. It is even necessary that evaluation technique implemented develop students' personality as well. The development of affective aspect can be done by observing students' behavior. Behavior can be explained or shown through observed behavior (9). Education process concerned with moral development of the students. The nature of education is an effort to build moral and character of the students (10) said that someone can be evaluated based on what he hears, what he says, and what he does. In connection with this, to observe students behavior we need observation instrument consisting of evaluation guide for teachers, students, and peers. Affective evaluation is can be categorized as authentic evaluation since this evaluation involve various kind of measurement instrument that describes learning achievement, attitude, and motivation of the students (11).

3. Research Method

This research is quantitative research since it reveals facts SDA, no treatment, and no intervention. In connection with this (12) states that a descriptive research is a research which is conducted to know the independent variable value, either one variable or more without comparing or correlating it with other variables.

The population of this research was all elementary schools implementing affective evaluation in curriculum in Padang which consists of 22 elementary schools, with 497 teachers. This research applied purposive sampling technique of the implementing affective evaluation; nine of them were taken as the sample which was piloting or model elementary school representing two main area central area and suburban area involving 112 teachers. To collect data, non test instrument (questionnaire) used and the collected data were then analyzed using descriptive statistic.

Table 1. Criteria of Response

No	Score Scale	Qualification/Criteria
1	81% - 100%	Very Good
2	61% - 80%	Good
3	41% - 60%	Fair
4	21% - 40%	Low
5	0% - 20%	Very low

(Sugiyono, (12)

4. Research Result

Based on the data analysis, it was found that the implementation of affective evaluation in elementary schools curriculum in Padang cover attitudinal competence, cognitive competence, skill/psychomotor competence. The implementation of evaluation instrument in this research covered three stages namely: preparation, administration, and the analysis of the score stages. This is given in Diagram below

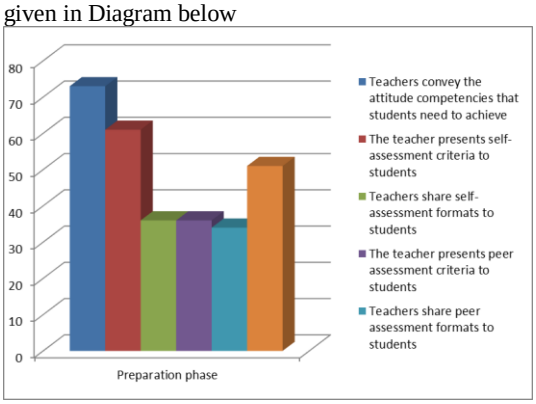


Diagram 1. Preparation Stage

In preparation stage, teachers had good preparation in both implementation and instrumentation this is supported by the percentage 48% of the criteria, this is categorized quite well. This can be seen from the result of questionnaire 82 respondents or 73 % agreed that the teacher covered all criteria of attitudinal competence the students needed; 68 respondents (61 %) agreed that the teachers cover all criteria of self-evaluation; 40 respondents (36 %) agreed that the teachers distributed self-evaluation format to the students; 40 respondents (36 %) agreed that the teachers distributed peer evaluation format to the students; and 38 respondents (34 %) agreed that the teachers synchronized the students' perceptions on every indicator to be evaluated; and 57 respondents (51 %) agreed that the teachers no data

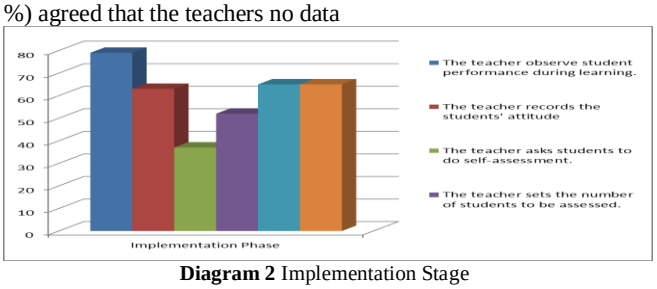


Diagram 2 Implementation Stage

In the Implementation stage, the teachers had done it quite well including the use of evaluation instrument of attitudinal competence, the percentage was 60% or categorized as quite good this is supported by the data that 89 respondents (79%) agreed that teachers observed the students' performance during the lesson, 71 respondents (63%) agreed that the teachers noted down the students attitudinal performance, 41 respondents (37%)agreed that the teachers asked the students to do self-evaluation. 58 respondents (52%) decided the number of students to be evaluated: and 73

respondents (65%) agreed that the teachers notes down the students' performance based on the evaluated indicators.

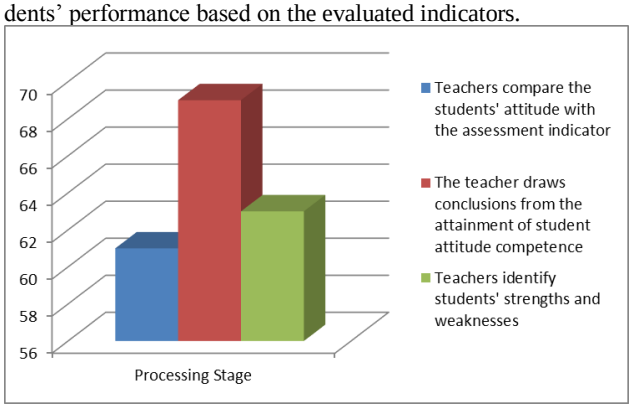


Diagram 3. Analysis Stage

In the analysis stage the teachers are considered have conducted data analysis very well in using instrument of attitudinal competence evaluation which is proved by the percentage of 64% which is categorized well. This is shown by result of the research were 68 respondents (61%) agreed that the teachers had compared the students attitudinal performance with the evaluation indicators 68 respondents (61%), 77 respondents (69%) agreed that the teachers drew conclusion based on attitudinal competence achievement, 71 respondents (63%) agreed that the teachers had identified the students strength and weakness to discuss with the students.

5. Discussion

5.1 Evaluation of Attitudinal Competence

Based on the result of data analysis concerning the implementation of evaluation instrument of attitudinal competence which consists of: observation, self-evaluation, peer evaluation, and journal evaluation which consisted of preparation, administration and analysis. The discussion of those aspect are given below.

5.1.1 Preparation stage

In the preparation stage the implementation of attitudinal competence evaluation, the research result showed that the teachers considered had quite good preparation for observation, self-evaluation, and peer evaluation. This is supported by the result of questionnaire which indicated that the teachers had covered competence and decided the evaluation criteria of affective aspect, this is important because according to (13-16) the teachers should understand the concepts and principles of attitude and character in learning. The understanding of those concepts and principles are important to make sure that both teachers and students share the same understanding concerning the implementation of evaluation. Each of which had 28% and 24%. Self-evaluation gave emphasis on the review of extrinsic motivation of each students. In the preparation stage the students need to understand what to be evaluated and how to evaluate. Self-evaluation is the focus by which the students are going to evaluate the process and how they feel about the students' achievement.

5.1.2. Implementation Stage

In the implementation stage of attitudinal competence evaluation, the research result showed that the teachers considered has quite well implementation of observation, self evaluation, and peer evaluation. The questionnaires indicated that 22% of the teachers has observed students activities but was not very detailed, they did not noted down on what day and date the activities took place. The percentage is only 80%. The lowest percentage is indicated by the activity of peer evaluation and self-evaluation which only 14% and 10%. At this stage, self-evaluation was not regularly done by the teachers for the reason that the students would not fair in self-evaluation. Therefore, the students had less understanding on self-evaluation and had low self-confidence to evaluate themselves.

5.1.3 Analysis Stage

The implementation of evaluation instrument of attitudinal competence that had been done by the teachers was then analyzed. The result of the analysis showed that the teachers have analyzed the result of the implementation well of all aspects: observation, self-evaluation, and peer evaluation. The result of the questionnaire indicated that the teachers have reported the conclusion of the implementation of attitudinal evaluation they had done this was agreed by 26% had evaluated the implementation of the evaluation, this was agreed by 27 % of the respondents

6. Conclusion

Based on the research result it can be concluded that the implementation of affective evaluation for elementary school students, the highest percentage was that the teachers had informed the indicators of evaluation to the students at the administration stage the highest percentage was that the teachers have conducted observation but they were not detailed enough in noting down and comparing the indicators involved and the analysis stage the teachers had come out with general conclusion and had evaluated affective aspect well.

Based on the above conclusion it is suggested to the teachers to inform clear indicators to the students concerning the aspects to be evaluated. It is also suggested to the teachers to collaborate with other teachers in implementing affective aspect evaluation especially in observing students behavior according to the decided indicators to allow a better result of affective aspect evaluation implementation (17-22).

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