

Study of The Development of Affective Domain Evaluation Instrument

1st Meike Imbar

*History Education Study Program
Faculty of Social Sciences
Universitas Negeri Manado
imbarmeike@yahoo.co.id*

2nd Ruth Sriana Umbase

*History Education Department
Universitas Negeri Manado
Manado, Indonesia
ruthumbase@unima.ac.id*

3rd Hetreda Terry

*History Education Department
Faculty of Social Science, Universitas
Negeri Manado
Manado, North Sulawesi*

4th Aldegonda Evangeline Pelealu

*History Education Department
Faculty of Social Science
Universitas Negeri Manado
Manado, North Sulawesi
aldegonda_pelealu@unima.ac.id*

5th Aksilas Dasfordate

*History Education Department
Faculty of Social Science
Universitas Negeri Manado
Tondano, Indonesia
aksilas.unima@gmail.com*

Abstract— This study is aims to describe about the implementation to evaluation learning History in Manado Senior High School because History lesson is one of the subject filled with the values that need to be inherit to young generation. The reality showed that the implementation of evaluation for learning History at Junior High School in general still focused in the cognitive evaluation domain. By examined the learning media and examples of History learning evaluation question from 20 (twenty) teachers as sample of the research; obtained data that evaluation questions of History learning in the form of daily tests, midterm exam, and final exam was dominated by cognitive domain questions. The results of the research also shown some obstacles for teacher to implement affective evaluation domain in History learning that the teacher has not been skilled to construct and develop evaluation tools in affective domain. Therefore, this study recommends that need to training sustainable to improve the skill of teachers in developing evaluation tools in affective domain.

Keywords—*Evaluation, History Learning, Affective Domain.*

I. INTRODUCTION

In the past decade, the issue of national character education has been increasing by various components of Indonesia. Various complex problems have brought this nation down in the assessment of various international institutions. Even worse, the assessment of The Fund for Peace an international non-profit institution in 2012 ranked Indonesia 63rd out of 177 countries in the world and this result classified Indonesia as a country threatened with failure [1]; And this data was supported by another data, namely index value Corruption perception in 2015 where Indonesia was ranked 88th out of 168 countries which meant that the level of corrupt behavior in Indonesia was still very high. The results of the evaluation of these international institutions shown that there is "*something wrong*" in the character of the Indonesian nation. Therefore, various efforts to improve national character education were encouraged with seriousness including through formal education.

Formal education levels was seen more effective in an effort to instill character education considering formal education that handled as institutionally, systematically, programmed and directed towards goals. Besides of that the

formal education was not only to transfer knowledge alone; but also to build the character / personality through science. Innovation or reinforcement of character education or better known as education value in education institution was important to carried out to balance the learning that has been more dominate to intellectual competence (cognitive). Character education or value education is the effort to built, accustom, to develop and to transform attitudes and reinforce the character to be human with a good character and personality [2].

The awareness of occurrence inequality in the learning process in formal institution was more inclined to cognitive authority occurring also in the implementation of evaluations conducted by teacher/lecturer. That means the implementation of evaluation in formal education dominated by cognitive domains questions and minimum for the affective domain. Whereas the results of the affective domain evaluation can use as an indicator of ability what related to *soft skills*. Soft skills ability / competence consist of a number of strategic abilities was needed to achieve success life in the society [3]. According to him, this competence / ability / capability consist of personal skills and social skills. Personal skill is a needed skill for students can exist and able to take positive opportunities in the conditions of life that changing rapidly; which includes: adaptation skill, critical and creative thinking, able to solve problems, making decision, spirit at work, honest, strong to facing problems, tenacious and others. Social skill is the skills needed to live (*life skill*) in a multicultural society, a democratic society and a global society.

Remember about the importance of the results of affective domain evaluation, which is an indicator of character education / value education, so it is necessary to conduct a dept review about how far the evaluation implemented at high school level has been carry out in a balanced between the cognitive and affective domains. Especially in the city of Manado as a developing city where social changes with various dynamics that interest to the younger generation, so it is need to be strengthened character education which is lead the implementation of affective domain evaluations to monitor the negative impacts of social changes. This study also examines the teacher's ability to arrange an affective domain evaluation

tool in the form of tests and non-tests. The ability of the teacher in arranging evaluation tools are important to be study so that the evaluation tool will be used truly valid and reliable in measuring the student's affective abilities.

II. RESEARCH METHODS

The research method was used descriptive method as problem-solving procedures that investigated by describing / describing the subject / object of research at the present based on the facts that appear or as it is. Data collected, compiled and analyzed and interpreted about the meaning of the data. And data collection techniques was carried out with documentary study techniques and participant¹ observation techniques, which means the research are not only reviewing / analyzing data covered through the syllabus, Lesson plan arranged by teacher, but also did directly observation toward learning process that used innovative learning by teacher in the class.

The population that became the object of the study was all history subject teachers scattered in all high schools (public and private) who had certified in Manado city. And as a sample, 30% of the population was available using the Random Sampling Technique. From the data that History teacher was available, the sample is set as 50 (fifty) history teachers.

In accordance with the research methods and techniques used, the research data analysis was carried out by reviewing the available documents to see how the affective domain is listed in the exam questions compiled by the teachers; so just analyze the quantitative aspects of the questions compiled; and review other learning tools such as lesson plan and assessment syllabus.

III. RESULTS AND DISCUSSION

Observations finding and discussions with history teaching teachers in several high schools in Manado city showed that the implementation of learning history evaluation was arranged in accordance with the educational calendar at school; and include daily exam / daily tests conducted around 3-4 times in one semester; midterm evaluation (Midterm Exam) and Final exam. In addition, the teachers also carry out authentic assessments concerning the assessment of the tasks given by the teacher. From the study documentation of the learning tools of History subjects in high school in the form of syllabus, the lesson plan shown that the attitude assessment is still not maximal done by the teachers of history lessons. Although, it has often been known that History learning is one of the values learning in order to build nationalism for the younger generation. For some schools in Manado city that most of them almost all have implemented the 2013 curriculum, there is still a lack of enthusiasm for history teachers in implemented evaluations of history learning. This uncertainty had clearly been seen in the documents of learning evaluation tools for Historical subjects as required in the 2013 Curriculum.

As known, the 2013 curriculum presents authentic assessment and class characteristic of evaluation. Reference [4] and reference [5] stated that the authentic assessment with class assessment as the implementation of the 2013 Curriculum in which Authentic assessment was also called actual assessment, which is an assessment that attempts to describe students' learning achievements according to their

true abilities; in the sense of not partial or manipulative. The assessment said authentic if the student were asked to display a task or real situation that demonstrates the application of meaningful essential skills and knowledge. Furthermore, it stated also that Authentic assessment and class assessment tried to measure the ability of students overall (holistic), that includes attitudes, knowledge and skills. The attitudes assessed was adjusted to the formulation stated that there are Basic Competency (BC) in Common Competency-1 (CC-1) and Common Competency -2 (CC-2) covering spiritual and social aspects. Not all aspects must be assessed by the teacher, but it is only certain aspects of the basic competency.

Research finding showed the attitude aspects that have to be evaluated were not accommodated in the evaluation of learning conducted by History teachers in Manado city. This issue is in line with what stated by Joko Sayono that history learning that occurs today is more oriented to the mastery of knowledge as the demands of Competency Standards (CS) and Common Competency (CC). The teacher tries hard to complete all the material that students must learn, regardless of whether the goal of learning history has actually been achieved for students or not. So learning history has been trapped in the importance of having cognitive competence with pragmatic patterns; far from the ideal demands of history learning goals.

There was also a lack of use various attitude assessment techniques such as to performance, product projects, portfolios, observations, and self-assessment; including to making assessment format according to the technique that used. This condition can be understood because most teachers almost all use the same learning media in the sense that there are no differences. Where the drafting of lesson plan should be carried out independently by the teacher in each education unit; this seems no longer. The teachers have done it together in The Role Teacher-Working Group (MGMP), even though there are often teachers who just copy and paste the existing lesson plan.

It was realized that the application of the History subject as a compulsory subject and also a subject of specialization in the IPS program; not followed by the addition of the intended teaching staff. So the available history subject teachers were encouraged to teach the subject; and this will be tiring considering that most high schools in Manado city have quite large study groups; as in SMA Negeri 1 Manado. Therefore, it is hoped that even if the real conditions in certain schools are like that; but the professionalism of the teacher in designing and carrying out the assessment must be prioritized.

This study also tried to analyze the data of the affective domain evaluation tool for learning history in accordance with the rules of preparation of the test instrument. The implementation of learning assessment is not an easy work without reference. The preparation of evaluation tools, for example, must fulfill some of the required signs. In general there are several signs / rules for the preparation of evaluation tools in the form of tests related to authentic assessment and class assessment as stated in the Curriculum Professional Services book explaining that the class assessment criteria are: 1. *Validity*, which means assessing what should be assessed and the assessment tools used are in accordance with the

competencies to be achieved and the contents include all competencies that are represented proportionally; (2) *Reliability*, related to the consistency (constancy) of the assessment results. A reliable assessment allows reliable comparison and guarantees consistency; (3) *focus on competence*, In the implementation of the Competency-Based Curriculum as well as the 2013 Curriculum, assessment must focus on achieving competency (set of abilities), not on mastering the material (knowledge); (4) *Overall / comprehensive*. Assessment must be comprehensive by using a variety ways and tools to assess the various competencies or abilities of students, so that the profile can reflect in the students' ability profile; (5) *Objectivity*, the assessment should be conducted objectively. For that assessment must be fair, planned, sustainable, use language that students can understand, and apply clear criteria in making decisions or giving a number (score); (6) Educate, assessment is doing to repair the learning process for teachers and improve the quality of learning for students. In addition, there are several principles that must obey by the teacher in carrying out the assessment, that is. (a). monitor integrated assessment and learning activities.; (b). Develop the strategies that encourage and strengthen the assessment as a self-reflection.; (c). Conduct various assessment strategies in learning programs to provide various types of information about student learning outcomes; (d). Consider the various special needs of students. (e). Develop and provide a variety of recording systems in the observation of students learning activities; (f) Using various assessment methods and tools in order to gather information to make decisions about the level of students achievement. Class assessment can do in a written, verbal, portfolio product, performance, project, and behavior manner.

From the guidelines and principles of class assessment outlined above, this study found that assessment strategies was limited to written assessments with test tool and this test tool is also more in the form of *objective test* with insignificant number of tests. And the level of the domain that is highlighted in the test tool is mostly still struggling in the cognitive domain that just in the level of knowledge, understanding. While related to all signs, it has fulfilled by the existence of an assessment syllabus or developed assessment latticework, and the teacher has clearly stated which material will tested and the number of questions has been arrange proportionally with regard to aspects of the extent and depth of the material. The weakness is that the affective domain has not maximally developed in the preparation of test questions. Test questions were still monopolized by cognitive domains and prominent cognitive levels are only C1 and C2; so that it can be said that there are still teachers in certain schools whose skills in composing and assembling questions still need to be improved.

Likewise with a conventional assessment strategy that through exam / test; and has not developed maximally an assessment to performance, project and other. This is can to understandable considering in learning process; innovation of learning process; creativity is still weak. This weakness if explored more deeply can find in the number of students in the class, the minimum of learning media facilities and learning tools in the class; and the attitude of

"mediocrity" which often interferes with the performance of teachers including history subject teachers. Mediocrity attitude; do not move and feel satisfied with the conventional learning model that was practiced every time; make teachers no interested in developing learning in the classroom. And this things affected the assessment implement on learning itself.

The teacher is a pedagogical professional position that demands the ability to implement and evaluate the learning process that handles. As evaluators, history teachers need to be aware of the purpose of the assessment, according to reference [6] is to change student behavior, namely that the way they think, write and argue; also provides opportunities for students to develop personal potential that leads to behavioral change. These changes can be achieved only through a learning stage and important requisite to can move to the next stage is ability in understand the next stage. For that reason, the teacher's ability to design and develop an affective domain tool needs to look the stages of the material that has been delivering.

The results showed that the development of the affective domain test tool that known by teacher is still limited. Even if there is a teacher who is capable, it is very small in number. This thing can see in the material of the questions compiled by the teacher. Behavioral change as the purpose of assessment places the affective domain in congruent position with the cognitive domain. However, the test questions for history subject that assembled by the teachers were predominantly by cognitive questions as previous stated.

The minimum ability of teacher to develop affective domain test questions cannot say just a mistake of the teacher. However, this is more about the education assessment system in Indonesia, which focuses more on the cognitive domain. In addition to the conditions of education in Manado city where training, mentoring for teachers in the development of affective domain evaluation tools was still less. Whereas as one of the subjects that aims to shape the attitude of the young generation to love the country and be patriotic, the affective domain needs to be show in the implementation of the assessment. Reinforce the teacher's ability to develop an affective domain test tool is need considering the 2013 curriculum that has been implement implies the balance of the three domains in the learning process and in the assessment. Affective domains expected always to appear in Basic Competency (BC), those related to attitudes, knowledge or skills. In history learning, the affective domain can show through good knowledge of certain facts, understanding of a concept, understanding of a relationship or studying the biography of a historical figure. Through affective domain assessment, students can demonstrate their affective abilities in understanding historical material. This research also attempts to inventory various obstacles that faced by History teachers in High Schools in Manado city in developing / evaluating the affective domain. (1) Affective domain evaluation takes the teacher's time. This is understandable, considering that the affective domain will relate closely to someone's attitude. Attitude forming is difficult to assess in one or two limited time. Need a comprehensive and holistic assessment. And assessments like this are difficult for a teacher to do. Therefore, partnership assistance in affective assessment in

schools needs to build among fellow teachers; so that the formation of student character can observe synergistically. (2). Teachers had less skilled in developing questions related to the affective domain. This problem caused by the fact that teachers have been direct and assumed that cognitive knowledge/domain is more important; so that the skills in developing affective domain questions are not well honed. To overcome the problem it needs to encourage training and assistance to teachers, so that they are able to develop affective domain evaluation tools. Evaluation of Learning History is incomplete if it is only focus on the cognitive domain. The development of evaluation of history learning with the affective domain can be done by studying learning materials that are full of values to be passed on to students as young people. In simple term, the teacher can start by developing an Objective form test such as completing the sentence, correct/wrong tests and other types of objective tests. (3).The attitude test of evaluation tool is very diverse and requires a lot of time to do assessment notes. Regarding this issue, the teacher needs to take attention to the significance of the test instrument with what will measure regarding the attitude / affection of students. By reviewing the material that will deliver clearly and the purpose of learning, the teacher should not have difficulty in choosing an affective domain test tool which effectively. Only the difficulty is in the fact that most teachers prepare their learning tools merely as a complement to teacher tasks and not as an "action plan". On the other hand, the large number of students in each group (study group) is often being a justification reason for the difficulty in determining the right test tool. Because teachers will be required to use learning time strictly and efficiently, so that learning purpose can achieve.

IV. CONCLUSION

The results of this research as described in the previous chapters can summarized as follows:

1. Evaluation of History Learning in high schools in Manado City is carrying out in according to the education calendar by Department of Education in Manado and more focuses on the cognitive domain; the affective domain has not optimally assessed.
2. Data on the affective domain evaluation tool for learning history is still not maximally fulfilled considering that most test instruments are prepared to accommodate cognitive domains. The teacher has difficulty in developing an affective domain test tool that is in arrange according to the rules because of the

teacher is unaccustomed to conducting affective domain evaluation for History learning.

3. History teacher's ability in developing affective domain test tools for learning History is still minimum and has not been developed as expected because of the core competencies in the 2013 Curriculum which must be linked to history learning require individual perseverance and skills.
4. Teacher constraints to implement an affective domain evaluation for history learning include that the affective domain evaluation taking up the teacher's time; Teachers are still less skilled in developing questions related to the affective domain; and the evaluation of attitude test tool is very diverse and requires a lot of time to do assessment notes.

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