Development of an attitude assessment instrument pertaining to the thematic learning of second grade elementary students

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ABSTRACT
This study aimed to develop an instrument for assessing politeness in the thematic learning of students in elementary schools. The type of research and development used refers to the R&D theory of Borg and Gall. This study included three schools in the Melati cluster, Banjit district. The sample of this study were second grade students of State Elementary School 01 Bonglai. Data collection techniques used were non-test in the form of questionnaires, interviews and documentation. Data analysis used qualitative analysis with descriptive percentage for expert & practitioner validation, and quantitative analysis with Rasch program for validity and reliability. The results of this study indicated that the instrument for assessing politeness in thematic learning in elementary schools that was developed was theoretically and practically feasible.

Introduction
Assessment or learning assessment is an important and inseparable part of the learning system. The assessment applies various methods and uses tools in the form of assessment instruments to obtain information about the extent of learning outcomes or the achievement of student competencies. Arikunto (2008) explains that an assessment instrument is a tool in conducting learning evaluation activities, while according to Mardapi (2012) assessment includes all the methods used to collect data about individuals. The assessment instrument can be carried out on all core learning competencies recommended in the 2013 and 21st-century curriculum, namely spiritual attitudes (KI-1), social attitudes (KI-2), knowledge (KI-3) and skills (KI-4).

One of the competencies is a social attitude or commonly known as KI-2 which according to Majid (2014) social attitude is a person's tendency to act effectively in interacting with the social and natural environment within the reach of his association and existence. Core Competencies of Social Attitudes (KI-2) for SD/MI class II in the Regulation of the (Kemendikbud, 2018) concerning Core Competencies and Basic Competencies, namely students have honest, disciplined, responsible, polite, caring, cooperative and confident in interacting with family, friends, teachers, and neighbours. Through thematic learning, polite attitudes are instilled in learning activities, both inside and outside the classroom by interacting socially.

The skill of being polite must be built from an early age and used in everyday life. Polite speech and behaviour is one of the descriptions of humans who have a complete personality. Sumaatmadja in (Mulyana, 1999; Nelson B. Henry, 1951) state that language politeness is directly related to the norms adopted by the community (locality-based). If the community applies norms and values strictly, then polite language becomes part of the community's habits. In relation to education, people who uphold the value of politeness will make polite language an important part of the educational process, especially in school education. This is in line with research conducted by Aprilia & Susilo (2014) which shows that the application of etiquette using Javanese culture (locality-based) can form a child’s polite attitude.

The assessment instrument on social attitudes is a tool used to assess students on the social developments they have achieved, such as politeness. The 2013 curriculum requires the learning process in elementary schools to be carried out with an integrated theme approach or often called integrated thematic learning.
In essence, thematic learning itself is an attempt to integrate knowledge, skills, values, or learning attitudes, as well as creative thinking using themes. This is supported by the statement of (Prastowo, 2014) which states that thematic learning is learning that integrates various competencies from various subjects that are tied to a theme. The learning is carried out with the aim that students have the skills, attitudes, knowledge, and skills so that learning becomes more meaningful.

Assessment is the application of various methods and the use of various assessment tools to obtain information about the extent to which student learning outcomes or competency achievement (Rosidin, 2017). This opinion is emphasized by (Popham, 1998) who state that:

“Educational assessment is a formal attempt to determine students status with respect to educational variables of interest”. Educational assessment is a formal effort to determine the status of students in relation to the educational variables of interest.

In line with the opinion of Morgan & O’Reilly (in Wardah 2018) who explain that:

“A assessment is the process of collecting, interpreting, and synthesizing information to aid in decision making. Assessment synonymous with measurement plus observation. It concerns drawing inferences from these data sources.” Assessment is the process of collecting, interpreting, and synthesizing information to assist decision making. Assessment is identical to measurement and observation. It involves drawing conclusions from data sources.

According to Kizlik (2019) who argues that:

“Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under contrived circumstances especially so that they may be administered. In other words, all tests are assessments, but not all assessments are tests”. Assessment is a broad term that includes tests (testing). The test is a form of assessment, all tests are assessments, but not all assessments are tests.

Several studies on the development of assessment instruments in the realm of social attitude development that have been carried out and used as research that have relevance to this research are as follows: Research conducted by Pathak (2018), this study suggests that colleagues and teachers interpret rubric criteria from a fundamentally different perspective. With regard to the comparison of self-assessment scores and teacher scores, this study concludes that there is a significant difference between these scores, which indicates an undesirable state. As is generally expected, self-assessment scores are in most cases higher than those given by experts. Research conducted by Pantiwati (2008) shows that authentic assessment is inseparable from integration with learning activities and contributing to students. Authentic assessment can improve thinking skills because of the principles of developing meta-cognitive awareness. One of the principles of authentic assessment is continuous assessment; students are continuously encouraged to monitor and control their studies. Thus, it can be said that authentic assessment is one of the important components to improve students’ thinking skills.

Research conducted by Darmansyah (2014) concludes that integrated thematic learning in the 2013 curriculum integrates spiritual attitudes (KI1), social attitudes (KI2), knowledge (KI3) and skills (KI4). Learning is directed at acquiring knowledge and skills, but at the same time providing an assessment of attitudes. Attitude assessment is carried out with four assessment techniques, namely (1) observation techniques, (2) self-assessment, (3) peer assessment, (4) daily journals.

Research conducted by Retnawati in Wardah (2018) explains that teachers experience difficulties in implementing assessments in the 2013 curriculum, one of which is developing social attitude assessment instruments. Research conducted by Al-nouh et al. (2014) shows that teachers have been able to carry out alternative assessments, but there are still teachers who have difficulties in conducting alternative assessments thus they still need training on the proper assessment method.

Based on the results of a preliminary research needs analysis through a questionnaire regarding assessment instruments in thematic learning to measure students' social attitudes, which was held in October 2020 in the Melati Group, Banjit District, Way Kanan Regency with the target of class II educators consisting of 3 educators at SD 1 Negeri Bonglai, 3 educators at SD Negeri 1 Campang Lapan, and 3 educators at SD Negeri 1 Kemu, the results of study showed that educators needed an assessment instrument in thematic learning to measure students’ social attitudes that were easy, clear, practical, and in accordance with learning conditions at school. The result showed that 33.33% of educators did not know how to do social attitude assessment, in addition 88.88% did not know how to make the appropriate instrument in assessing social attitudes, and there were 100% of educators who had not made their own attitude assessment instrument, educators only apply attitude assessment of social attitudes in the form of products from the government. Regarding the application of social attitude assessment in thematic learning, there were 55.55% who applied it, but 44.44% who had not applied it. And 100% of educators stated that they had difficulties in assessing social attitudes.

To see the development of the politeness assessment instrument, the objectives in this study were formulated as follows: 1) To produce an appropriate polite attitude assessment instrument in the thematic learning for grade II elementary school. 2) To produce a practical polite attitude assessment instrument in thematic learning for grade II elementary school.

Methods

The development procedure in this research refers to the theory of Borg and Gall, namely research. The development of the Borg & Gall model has the following steps: 1) Research and information gathering, 2) Planning, 3)
Developing the initial form of the product), 4) Desk Evaluation, 5) Main product revision, 6) Main field trial, 7) Operational product revision, 8) Operational field test, 9) Final product revision, and 10) Dissemination and implementation.

Of the ten steps of implementing research and development, in this study the researcher only carried out steps one to seven, namely research and information gathering (introduction) to revision of operational products (the final product based on input from the main field test). Steps eight to ten were not carried out due to time constraints and high costs for research product development, and research standards for thesis requirements performed these steps. Population and Participants in this study was conducted in class II SD Negeri 1 Bonglai, Banjit, Way Kanan. The research subjects were 32 students. The researcher determined the sample in this research by using purposive sampling technique.

Result

This study aimed to produce an instrument for assessing politeness that is valid, reliable, and practical in thematic learning theme 8 "Safety at Home and Travel" with sub-theme 1 "Safety Rules at Home", in grade II of Elementary School. The developed instrument was declared valid based on the assessment by material experts, evaluation experts and linguists. Then it was declared practical based on trials to educators and students to find out the response of users of the polite attitude assessment instrument. This study used basic data collection techniques in the form of questionnaires and observations. Questionnaires were used to collect data from material experts, evaluation experts, linguists, and class II educators. At the same time, observations were used as attitude assessment data for second graders. Data collection activities were obtained from questionnaires and observations based on the developed guidelines, based on aspects that had been observed operationally and based on indicators for assessing the polite attitude of students. Product development was carried out in accordance with the framework of the politeness assessment instrument that had been prepared. Prior to the main field trial, the validity of the polite attitude assessment instrument to be developed was tested by asking for validation by a team of experts. Product validation was carried out by expert validators, namely material validation, evaluation validation and language validation.

Table 1. The categories have been determined, as can be seen in table 1 below.

<table>
<thead>
<tr>
<th>No</th>
<th>Validator</th>
<th>Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Material Expert</td>
<td>91.34%</td>
</tr>
<tr>
<td>2</td>
<td>Evaluation Expert</td>
<td>89.77%</td>
</tr>
<tr>
<td>3</td>
<td>Language Expert</td>
<td>89.76%</td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>90.29%</strong></td>
</tr>
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</table>

Based on the table above, it shows that the results of expert validation assessing the product of the politeness assessment instrument in the thematic learning of grade II elementary school students on theme 8 "Safety at Home and Travel" sub-theme 1 "Safety Rules at Home", had met the criteria with an average of 90.29% with a very feasible category. The results of the validation of the experts proved that the instrument for assessing politeness in thematic learning met the feasibility aspect by fulfilling the quality of the instrument, both instructions for use, grids, assessment sheets and scoring guidelines.

Material Validation

Validation stage by pedagogic material experts with product development of polite attitude instruments in grade II elementary school thematic learning on theme 8 "Safety at Home and Travel" sub-theme 1 "Safety Rules at Home", aimed to get input about the suitability, correctness of learning materials and the quality of the content on the politeness assessment instrument.

Based on the results of the validation of the material carried out there were several revisions and suggestions given by pedagogic material experts, the researchers then revised the product. There were suggestions from pedagogical material experts as follows: The material used reflects a politeness. In addition, the learning process could be directed to the daily activities of students.

The results of the expert test scores for pedagogic materials were obtained with an average score of 91.34% with very feasible criteria. Judging from the feasibility of the content, every aspect assessed in the product had met the criteria.

Evaluation validation

Expert validation of evaluation of development of politeness assessment instruments in thematic learning of grade II elementary school students on theme 8 "Safety at Home and Travel" sub-theme 1 "Safety Rules at Home", aimed to obtain input about the suitability and correctness of scientific-based learning materials evaluation and quality of content on the instrument. Based on the results of the evaluation validation, there were several suggestions and revisions to the product, there were also suggestions from the evaluation expert as follows:
1) The learning process is visible and can foster a polite attitude, 2) Improve the editorial statement, 3) Create a gradation of assessment derived from the indicators, 4) The learning objectives are adjusted to the learning activities. The results of the evaluation test scores were obtained an average score of 89.77% with very feasible criteria. Judging from the feasibility of the contents, it had met the criteria. The results of the evaluation test scores can be seen in Appendix 2.

Language validation

Validation of linguists in developing politeness assessment instruments in thematic learning of grade II elementary school students on theme 8 "Safety at Home and Travel" sub-theme 1 "Safety Rules at Home", aimed to get input about the correctness and accuracy of writing. Based on the results of the validation by linguists, there were several product revisions. There were also suggestions from linguists as follows:1) The instrument is feasible to use, but pay attention to the writing font to match each other in each section. 2) We recommend that the lower border font should use a clearer font, 3) Pay attention in writing thank you, connected or separate, 4) On page 23, fix the numbering size.

The results of the language validation test scores were obtained with an average score of 89.76% with very feasible criteria in terms of the feasibility of content, use of language and writing.

Instrument Trial

Analysis of quantitative descriptive data was used to analyze data obtained from expert of validation and validation of educators as users, to measure the level of validity and usability of the instrument, as well as the reliability of this research instrument using Rasch analysis. Rasch is an analytical tool that can test the validity and reliability of the instrument.

Validity

The validity test of the polite attitude assessment instrument consisted of 36 items selected from item fit order. Item fit order is the level of conformity of the items used to explain whether the item functions normally in measuring measurements with the following classification:

<table>
<thead>
<tr>
<th>Mean Square Outfit Values (MNSQ)</th>
<th>0.5 to 1.5</th>
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<tbody>
<tr>
<td>Z-Standard Outfit Values (ZSTD)</td>
<td>-2.0 to +2.0</td>
</tr>
<tr>
<td>Point Measure Correlation Values (Pt Measure Corr)</td>
<td>0.4 to 0.85</td>
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</table>

Based on data analysis using Winstep Rasch, it was found that all value items both MNSQ, ZTSD and Pt Measure Corr met the criteria. Thus, it can be concluded that the 25 items selected can be used in measuring the politeness assessment of students, in other words the items were fit or valid. The complete results can be seen in appendix 4.

Reliability

Reliability test was conducted to determine the level of determination or consistency of the instrument. This study used the Cronbach alpha reliability test (KR-20) using WinstepRasch. Basuki & Hariyanto (2014) explain that if the Cronbach’s alpha value is below 0.50 then the instrument has a low or unreliable correlation. In this study, it can be seen in summary statistics consisting of person reliability and item reliability. Person reliability was used to measure the consistency of students’ answers, while item reliability measured the quality of the items.

<table>
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<th>Table 2. Result of Reliability Test</th>
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<tr>
<td><strong>Summary statistics</strong></td>
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<tr>
<td>Person reliability</td>
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<tr>
<td>Item reliability</td>
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Based on the table above, the interpretation of the results of the reliability analysis shows that the consistency of the answers obtained from students was in very good criteria, indicated by the results of 0.98 > 0.50, the quality of the items included in the very good criteria was indicated by 0.82 > 0, 50. Complete data summary statistics can be seen in appendix 5.

After revising the product in the initial field trial, the next stage was the main field trial with 6 educators, user of politeness assessment instrument, who teach in class II Elementary School in the Melati cluster, Banjit district, and 32 students as research samples in the politeness assessment instrument product on thematic learning. The results of the educators response questionnaires are as follows: [Table 3]

<table>
<thead>
<tr>
<th>Table 3. Result of Educators’ Response in Main Field Test Trial</th>
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<td>No</td>
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<td>2</td>
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<td>3</td>
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Source: Result of Processing Primary Data
The revision of the final product was carried out based on the results of testing politeness assessment instrument in thematic learning by referring to the findings in the field. The test results of the assessment instrument showed that the instrument used was valid and reliable to assess politeness. In addition, based on the results of the practicality test by the educator who was the subject of the main field trial, it was found that the instrument was feasible, thus the assessment instrument in thematic learning to assess the polite attitude developed was not revised and feasible to be implemented.

DISCUSSION

**Theoretically Feasible**

The feasibility of research instruments on thematic learning to measure politeness was seen from the results of the validation assessment by experts, namely evaluation experts, material experts and linguists. Based on the results of the validation assessment from the three experts, this assessment instrument was theoretically feasible with the acquisition value of validation by evaluation experts of 89.77%, validation by material experts of 91.34% and validation by linguists of 89.76%, with an average the average acquisition value of the overall validation by the expert was 90.29% with very feasible criteria.

According to (Sunarti, 2014; Wahyuni & Ibrahim, 2012), they state that the instrument can be said to be theoretically feasible if it meets the criteria from the evaluation aspect, material aspect and language aspect through expert validation who assesses and provides suggestions related to the instrument. The results of the validation carried out by the experts in this study can be said to be theoretically feasible and it is also proven that the product of the assessment instrument in thematic learning to measure polite attitude meets the quality of a good instrument, by having instrument criteria, both instructions for use, grids, assessment sheets using observations, rubrics and scoring guidelines. Pedagogically the instrument is in accordance with the basic competencies and learning indicators. Meanwhile, from the language aspect, this instrument has word choice, sentence structure, the use of standard language that can be understood in accordance with PUEBI, as well as the use of good terms, symbols, pictures and accompanied by sources.

According to Noviana et al. (2019) a good assessment instrument consists of a grid of instruments, assessment sheets, rubrics and assessment guidelines. In addition to meeting good quality instruments, product development of assessment instruments in thematic learning to measure polite attitude was said to be theoretically feasible because it was based on theories about assessment instruments, politeness and thematic learning, thus the resulting product is more meaningful for users.

Theoretical feasibility was also proven by validity and reliability tests of the instruments developed and then the values were obtained through trials. The trial of the politeness assessment instrument in thematic learning was tested on 32 students in the Melati cluster, Banjit sub-district which were analyzed by Winstap Rasch. The results showed the Mean Square Outfit Values (MNSQ) received were 0.5 to 1.5, the Z-Standard Outfit Values (ZSTD) received were -2.0 to +2.0, the Point Measure Correlation Values (Pt Measure Corr) received were 0.4 to 0.85. While the reliability of the instrument obtained results of person reliability was 0.98 and item reliability was 0.82 with very feasible criteria.

Based on these explanations, the results of the expert validation test were proven by the quality of instruments, the relevant theories and studies, thus they become the basis for reference for product development, and the Rash model test with the acquisition of scores on the feasibility of the instrument including the very feasible and theoretically feasible criteria.

**Practicality**

The practicality of the assessment instrument in thematic learning to measure politeness was seen from the initial group trial and the main group trial using users response questionnaires consisting of aspects of attractiveness, convenience and usefulness. Noviana et al. (2019) explains that the assessment instrument can be said to be practical in terms of three aspects, namely the attractiveness aspect, the convenience aspect and the usefulness aspect. First, the attractiveness aspect, namely the quality of the assessment instrument causes eagerness, desire, or interest to use the instrument from the attractiveness of colors, images, letters and the content of the material on the instrument. Second, the aspect of convenience, namely the use of simple instruments and not making it difficult for educators and students. Third, the usability aspect, namely the ability to generate benefits from the instrument by measuring or assessing it in accordance with the developed assessment objectives.

The results of the practicality of this study were seen from the attractiveness aspect, the convenience aspect and the usefulness aspect, on the practicality response sheet of educators with the responses of nine educators in the initial trial and the main trial obtained an average percentage of 87% with very practical criteria. The results of the educators’ responses proved that the assessment instrument in thematic learning was practical to measure politeness from aspects of page attractiveness, cover, coloring, type of font used. Aspects of ease of use, flow, and scoring, as well as aspects of usefulness that can be used to measure politeness of students.

These three aspects were said to be practical because the product of assessment instruments in thematic learning to measure politeness was prepared based on the stages of preparing good instruments and clear use of
instructions starting from the learning process based on basic competencies and learning indicators in accordance with thematic learning steps, then rubric instructions which have four value criteria, to scoring guidelines for the politeness of students. This is in line with (Pranowo, 2013) statement that the principle of a good instrument is practicability, which is practical to use and equipped with clear instructions.

Based on these explanations in the form of the results of the practicality of the educators' responses as proved by the theory and the results of previous relevant research with aspects of attractiveness, convenience and usefulness, then obtained an assessment of the practicality of the instrument with the results of very practical criteria or it can be said that the assessment instrument in thematic learning is practically used to measure the politeness of students.

The Advantages of Developing Politeness Assessment Instrument in Thematic Learning

Based on the results and research findings, there were several advantages in this development research, including the following:

1. The assessment instrument in thematic learning to measure politeness developed was an instrument that was in accordance with the revised 2013 curriculum.
2. The assessment instrument in thematic learning to measure politeness was developed through steps that were in accordance with thematic learning steps and politeness indicators.
3. The assessment instrument in thematic learning to measure politeness developed was presented previously with a politeness grid, then learning material was presented with activity procedures and using instructions for use.

The assessment instrument in thematic learning to measure politeness which was developed had met the rules of instrument writing and had met the validation criteria.

Conclusion

From this research, it can be concluded that the assessment instrument developed theoretically and empirically was feasible to measure the knowledge of second grade elementary school students. The expert of test stated that the test instrument developed was in the "perfect" category. In addition, this assessment instrument also met the criteria of empirical validity in the validity and reliability test.

Measurements using theoretically and empirically feasible observation sheets can help educators measure essential competencies in the curriculum that has been set by the government. The implication of this research is that learning process in elementary schools where this research conducted had not led to attitude assessment. This was happened because educators did not understand the assessment of student attitudes. Thus, in the end the instruments made by educators could not observe and measure students in honing politeness skills, and it was complicated to distinguish between capable and incapable students.

This research is limited to only three elementary schools in the Melati Banjit cluster, Way Kanan, thus a more significant similar research is needed, perhaps in one sub-district, thus the results of further research can be considered in determining government policies.

References

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http://digilib.uinsby.ac.id/28650/