The honest attitude of fifth-grade students in thematic learning: Research for the development of an assessment instrument

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**ABSTRACT**

The goal of this study was to develop a reliable honest attitude assessment instrument for use with students. The Borg and Gall stages were adopted in this research and development. Seven elementary schools in the Pagelaran Subdistrict, Lampung Province, Indonesia that had adopted the 2013 Curriculum made up the population, whereas one school was randomly selected for the research sample. Data were collected via interviews, questionnaires, observation sheets, and documents, in which the collected data were analysed both qualitatively and quantitatively. The results show that the honest attitude assessment instrument created is of a very good quality. The increasing average score served as evidence for this. The average value of the two expert validations was evaluated, and the results were 3.75, which were rated as very good.

**KEYWORDS**

Assessment instrument; honest attitude; thematic learning; elementary school

**Introduction**

Assessment in learning activities is a sequence of actions that are carried out consistently and constantly to gather, evaluate, and interpret data about student learning processes and outcomes so that it becomes valuable information in decision making. In general, the assessment includes the process of collecting numerous data that might provide an overview of students’ learning development. According to permendikbud no. 66 of 2013, concerning educational assessment standards, the main parameters for developing national education standards, which comprise 8 (eight) standards, one of which is the educational assessment standard, which strives to ensure: (a) student assessment planning is in line with the competencies to be achieved and is based on assessment principles; (b) student assessment implementation is carried out in a professional, open, educative, effective, efficient, and in line with the socio-cultural context; and (c) reporting the results of student assessments is objective, accountable, and informative.

Educators are responsible for planning student assessments. The assessment should have a defined concept and purpose. Thus, educators can conduct assessments according to previously planned plans at the time of the evaluation. So that when reporting is done, it is known that these evaluation actions have yielded results. There are two key objectives for educators based on the eight educational standards: the quality of the learning process and the standard of assessment. The assessment procedure is one of the distinctions between the 2013 curriculum and the prior curriculum. According to the 2013 curriculum, instructors must examine three areas of their students: knowledge, attitudes, and skills. The 2013 curriculum specifies five evaluation qualities to measure the three domains: thorough, authentic, continuous learning, based on criterion reference, and employing multiple assessment methodologies.

The various assessments performed by educators are a process that includes the steps of planning, compiling assessment tools, gathering information through a variety of evidence that demonstrates student competency achievement, and processing, and utilizing information about student competency achievement. The assessment is carried out through various techniques/methods, such as performance assessment, attitude assessment, written assessment (paper and pencil test), project assessment, product assessment, assessment through a collection of student work/work (portfolio), and self-assessment. The success of implementing the 2013 curriculum, particularly in the assessment process, is heavily dependent on educators, but the reality on the ground shows that educators continue to struggle with developing assessment plans, implementing assessments, processing assessment results, and utilizing assessment results.
The assessment in the 2013 curriculum, as described in permendikbud 66 and 81 of 2013, is a complete assessment that begins with the input, process, and output of learning and includes the areas of attitudes, knowledge, and skills. Authentic evaluation evaluates students' preparation as well as the process and learning results as a whole. The integrated assessment of the three components (input-process-output) will reflect students' capacity, style, and learning outcomes, even producing instructional effects and learning nurturing effects. Real-world problems, not school problems, must be reflected in authentic assessments. Various methodologies and comprehensive criteria are frequently used to reflect knowledge, skills, and attitudes. The authentic evaluation focuses on measuring what pupils can accomplish rather than what they know.

Assessment should serve to characterize the process and consequences of students' learning so that student's strengths and weaknesses in learning can be identified. Furthermore, it can be used to determine the success of the education and teaching process in schools, as well as whether or not educators are successful in carrying out the teaching and learning process. Based on the assessment function described above, teaching and learning activities should focus on the extent to which student behavior has changed as a result of the learning process. To determine whether or not the learning objectives have been met, steps can be done to improve the learning process and the students involved. For example, by changing teaching tactics and giving students advice and learning help, the assessment findings are valuable not only for determining whether or not changes in student behavior have been achieved but also as feedback for efforts to improve the learning process. Shown how far the learning process's success in attempting to modify student behavior. As a result, the assessment of results and the learning process are inextricably linked because the learning outcomes attained by students are the product of the learning process they engage in (the learning experience). According to Tosuncuoglu (2018) assessment is critical in the educational process. Appropriate assessment assists instructors in classifying and assessing students, providing feedback, and developing lesson plans.

During the pre-research observation at the sd negeri 1 panutan school, it was discovered that educators adopting the 2013 curriculum in schools had not been fully utilized; the impediments were difficulty in creating assessments, compiling questions, or developing assessment instruments. To learn about the challenges that educators encounter, extensive research is required. As is well known, educators' tasks in class include not just teaching but also leading students to complete assignments, supervising students, and conducting evaluations. As a result, educators have limited time to monitor changes in student learning. So far, educators have only understood that evaluation takes the form of a test and that assessment is only necessary after students have completed the learning process. Because educators believe they know best, it is difficult for them to give opportunities for students to participate in the evaluation process. Educators are accustomed to using just numerical assessments, therefore doing a qualitative assessment that incorporates information about students' weaknesses and strengths is quite challenging.

In the 2013 curriculum, the aspects assessed depend on the graduate competency standards (skl), core competencies (ki), and basic competencies (kd). Skl includes aspects of attitude, knowledge, and skills. Core competencies include aspects of competence as follows: core competencies (ki-1): aspects of students' attitudes toward god, core competencies (ki-2): aspects of students' attitudes towards themselves and their environment, core competencies (ki-3): aspects of students' knowledge, core competencies (ki-4): aspects of students' skills. The core competencies that will be observed in this study are core competencies (ki-2): aspects of students' attitudes toward themselves and their surroundings. Core competence 2 is used by researchers because it can direct students to establish positive attitudes following learning objectives. The goal of attitude evaluation in the 2013 curriculum is for students to comprehend and have characters that are consistent with competency accomplishment.

Core competencies (ki-2) must indicate a balanced quality between the attainment of hard skills and soft skills. Must be owned by students who have been declared to have finished a specific course of study. In essence, core competencies are operational from graduation standards which include aspects of knowledge, attitudes, and behavior as well as motor skills. In this study, the focus of developing attitude assessment is social attitudes, which are defined as students' behavioral tendencies in interacting with other people or the environment, manifested as like or dislike responses, and manifested in consistent or inconsistent conduct. The regularity of replies/dispositions of students to behave, both in words and deeds, is intended to be the consistency of social attitudes. Competence in social attitudes related to national education goals to develop pupils with noble character, independence, democracy, and responsibility.
Figure 1. Display of attitude assessment
(source: educators guide book)

According to figure 1, the educator's manual's attitude assessment only includes attitudes of confidence, caring, responsibility, and discipline. The assessment instrument offered does not include a method for measuring attitude. In reality, the competency of social attitudes must be provided holistically and fully as a representation of the existence of students' consciousness in an endeavor to realize living harmony. Based on the 2013 curriculum, the following social attitudes are taught in elementary schools: honesty, discipline, responsibility, mutual collaboration, civility, and self-confidence.

Affective aspects can be assessed using observation techniques, self-evaluation, peer assessment, and journals. The four instruments must be used by the teacher, either involving students directly or indirectly. A quality and accountable assessment instrument in terms of appropriateness, validity, reliability, interpretability, and usability is required to fulfill an educational goal (Nurgiyantoro, 2012). Mrs. Nisa, s.pd (sdn 1 panutan instructor) remarked in an interview on March 25, 2021, that honesty is one of the social attitudes that kids must have and develop. (Mustari, 2014) agrees that honesty is a habit based on attempts to make himself a person who can always be trusted in words, deeds, and work, both towards himself and other parties. He believes that pupils need to be honest to initiate other social attitudes. Students that have an honest attitude are more responsible, polite, disciplined, and confident. In his opinion, students still find it difficult to instill an honest attitude, especially related to their interactions as school members. He also explicitly stated that honesty possessed by students was still considered low, especially related to their activities. According to (Setiawan & Suardiman, 2018) opinion, severe challenges develop in assessment, particularly the assessment of basic skills for components of social attitudes.

Field studies are required to collect data on honest attitude assessments, such as what educators have implemented, what honest attitudes are important to assess, educators' awareness of honest attitude assessments, and the types of honest attitude assessments that are expected. The following table summarizes the findings of the field study:

| No | Question in the questionnaire                                                                 | Answer percentage |
|----|-----------------------------------------------------------------------------------------------|-------------------|
|    | Teachers do honest attitude assessment of students in each meeting                            | Yes 80            |
|    | Honest attitude assessed by educator is to behave as it is, to be themselves and trusted       | Yes 80            |
|    | Educators assess students' honest attitude by using certain assessment instrument completed with rubric | 0 100             |
|    | Educators are difficult in assessing the students' honest attitude                             | 70 30             |
|    | Educators expect developed assessment is a simple and easy to use one, easy to understand and clear. | 100 0             |

According to the chart, 100 percent of educators believe that an evaluation tool accompanied by a rubric is required to measure students' honesty. Educators require the designed assessment to be simple, easy to use, transparent, and simple to understand.

Giving value to the affective domain (honest attitude) is not using the appropriate instrument. The assessment is done through assignments; if students collect their assignments effectively, the educator will offer them a good
grade (b). The predicate, on the other hand, must be followed by a clear explanation or rubric. It is believed that by using these criteria, parents or guardians of each student will be able to understand the progression of individual student attitudes. This occurs because educators believe that assigning grades in the current structure takes a long time, and educators will lose teaching time if they have to complete all existing effective assessments.

An educator, for example, assigns individual assignments and prohibits students from cheating with each other's pals. When correcting the assignment, the teacher discovered a kid who was known to borrow and cheat on his friend's workbook. Educators discovered several commonalities in the outcomes of finishing the assignment after tracing it. Concerned that they will be punished and chastised by their teachers, students who are known to cheat are lying or being dishonest. Students are concerned about having to accept their mistakes. According to (Susanti, 2016), being honest is difficult; the main capital is to be oneself and trustworthy.

Educators must recognize students' fortitude to be honest to create motivation to learn. Students' honesty will have an impact on their ability to attain student learning outcomes. When students receive tasks, complete them to the best of their abilities, and study diligently, it indicates that they have behaved appropriately and are trustworthy. Students will also be accountable for the work's outcomes and will be satisfied with the results of their efforts. However, if students are not used to being honest when receiving assignments, they will feel burdened, insecure, and always reliant on their peers, resulting in a lack of excitement for learning and unsatisfactory learning outcomes.

Educators have a significant role in creating an honest attitude among students. As a result, instructors must be role models and teach pupils to be honest persons. Educators must be able to teach students how to convey something that truly occurred. As a result, educators are intended to generate a generation with an honest mentality. The compatibility of the words spoken and the acts committed is directly tied to honesty. In reality, all religions must teach their followers to be truthful in every word and deed. Honesty involves telling the truth in our words and our emotions.

Honesty competence in thematic learning for students can be implemented through a thematic learning process, and it can be seen that the achievement of students' competence towards honest values is bound to be the attitude or behavior of someone who can always adjust what is said with what is in his heart so that someone can say what is in his heart. Thus, instructors can set a positive example in terms of building students' knowledge of honest attitudes. An assessment is required to help students acquire an honest mindset. The honest attitude assessment is measured using the instrument grid, which was created to organize the beginning phases in the product of the honest attitude assessment instrument in thematic learning. Given the significance of honest attitude assessment in thematic learning for students, assessment and study are required. Affective aspects can be assessed using observation techniques, self-evaluation, peer assessment, and journals. The four instruments must be used by educators, either involving students directly or indirectly. For an educational goal to be achieved, quality and accountable assessment instruments are needed in terms of appropriateness, validity, reliability, interpretability, and usability (Nurglyantoro, 2012). Honesty is stating what it is, being open, consistent between what is said and done (integrity), courageous because it is true, trustworthy, and not cheating (Samani & Muchlas, 2012).

According to the researcher, an honest attitude in thematic learning of class v sd negeri 1 panutan should be observed based on this description. Students' attitudes toward thematic learning will emerge if they participate in activities that focus on attitudes, knowledge, and abilities. Teaching pupils to talk, act, and conduct honestly will be beneficial in their future lives. Because the growth of the knowledge of honesty is more easily received and ingrained in children from an early age until they are adults, it becomes a desirable habit. The application of an honest attitude to our lives is quite important and required in daily living since honesty is a positive and admirable attitude. Honesty is very important for everyone and we must get used to inculcating and applying it in our daily lives. Honesty is very much needed in various aspects of life.

Methods

This research is a research and development that aims to produce a product in the form of an instrument for assessing the honest attitude of fifth-grade elementary school students. Based on a review of the available literature on development research design, a modified research development (r&d) model from (Borg & Gall, 1989) was chosen, which reduced the number of development steps from ten to three: as follows (1) research and information collection, (2) planning, (3) development of a preliminary form of product, (4) preliminary field study, (5) revision of the main product, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.
Figure 2. Modified Borg & Gal RnD Method Stages

Population
The population in this study was all students in the Pagelaran area.

Table 2. Class V Student Data in the Performance Area

| School Name       | Number of Students |
|-------------------|--------------------|
| SDN 2 Pagelaran   | 30                 |
| SDN 3 Pagelaran   | 31                 |
| SDN 2 Bumi Ratu   | 18                 |
| SDN 1 Panutan     | 25                 |
| SDN 2 Panutan     | 22                 |
| SDN 1 Bumirejo    | 23                 |
| SDN 4 Pagelaran   | 31                 |
| **Total**         | **180**            |

Sample
Determination of the number of samples in this study was done by the purposive sampling technique. Purposive sampling is a sampling technique with special considerations so that it is worthy of being a sample, so the determination of the sample in this study is the number of students at SDN 1 Panutan and SDN 2 Panutan.

Table 3. Data of Grade V Students at SDN 1 Panutan and SDN 2 Panutan

| School            | Male | Female | Total |
|-------------------|------|--------|-------|
| SD N 1 Panutan    | 11   | 14     | 25    |
| SD N 2 Panutan    | 13   | 9      | 22    |

Table 4. Profile of Grade V Teachers of SDN 1 Panutan and SDN 2 Panutan

| No | School   | Name             | CSRN              | Place, Date of Birth   | Education     |
|----|----------|------------------|-------------------|------------------------|---------------|
| 1  | SDN 1    | Emmalia, S.Pd    | 1983041520150320005 | Waykanan, 15/04/1983   | S1 (Bachelor Degree) |
| 2  | SDN 2    | Khamida Turahmah.S.Pd | 1989072220150320005 | Pringsewu, 22/07/1989 | S1 (Bachelor Degree) |

Results and Discussion

Research and information collection stage
According to the school’s vision and mission, SDN I Panutan has the intent and purpose, which is "it is desired that graduates would be accepted in public schools, with an improving average UAS score." Educate, lead, and encourage students to become proficient and autonomous learners, as well as teachers to be more professional in their roles.
Planning

The findings of the observations and interviews revealed that the predicted conditions did not match the actual ones, which caused a problem, particularly for the fifth-grade teacher at SDN 1 Panutan. Based on the analysis results, the possibility to design a model of student honest attitude evaluation can be a solution to the challenges encountered. The expected conditions do not match the actual conditions.

Preliminary product development

Product Design

An assessment sheet in the form of an observation sheet, a self-evaluation sheet, and an inter-student assessment sheet in the form of a checklist is used in affective assessment, particularly in honesty. Observation steps are as follows:

a) Determine indicators or aspects to be assessed.
b) Choose the type of scale. For example, this study used a checklist.
c) Write the instrument in the form of a matrix.
d) Discuss instruments.
e) Revise the instrument based on the results of the discussion.

Design Validation

Linguist Validation Results

The assessment expert validated the designed honest attitude evaluation instrument before the trial. Sutini, M.Pd., and Andi Widiono, M.Pd. performed the linguist validation. Linguist validation seeks information, criticism, and ideas to ensure that the language generated is of high quality.

The aspects assessed are usability and language compatibility with good and correct Indonesian rules. Each validation sheet statement item has a maximum score of 4 and a minimum value of 1. The validation findings are shown in table 15 below:

| No | Aspect | Statement                                                                 | Expert 1 | Expert 2 |
|----|--------|---------------------------------------------------------------------------|----------|----------|
| 1  | Usability | a. The language used is already effective and suitable with Indonesian Language Grammer (EYD) | 4        | 4        |
|    |         | b. The developed instrument is simple                                      | 4        | 3        |
|    |         | c. The developed instrument could be used by teachers in assessing the students' honest attitude | 3        | 4        |
| 2  | The suitability of language and the right Indonesian Language Grammar | a. Accuracy of spelling use | 4        | 3        |
|    |         | b. Accuracy of term usage                                                  | 3        | 3        |
|    |         | c. The language used is easy to understand                                 | 4        | 4        |
|    |         | d. The language used formal Indonesian language grammar                    | 4        | 4        |
|    | Total   |                                                                           | 26       | 25       |

Source: Processed Primary Data

Score Description: Score = obtained score : maximal score

Excellent : 4
Good      : 3
Fair      : 2
Poor      : 1

The results of the validation of expert linguists I show a total score of 26 and the average score of 3.71 so it is categorized as the "very good" category. The validation of the linguist II shows a total score of 25 and the average score of 3.57 including the very good category. Based on the expert validation, it is possible to infer that the honest attitude evaluation tool produced has extremely high quality. This is demonstrated by a very good average score.

Material Expert Validation Results

Developing assessments is inextricably linked to creating materials. Before the trial, the substance was validated by Marsus Efendi, M.Pd. and Hermi Yanzi, S.Pd, M.Pd, both of whom have educational backgrounds relevant to the product being created. Material expert validation seeks advice, recommendations, and criticism to ensure that the learning created is of high quality. On the validation sheet, the maximum score for each statement item is 4 and the minimum value is 1. The validation findings are shown in table 16 below:
The results of the validation of the material expert I show a total score of 15 with an average score of 3, in the "good" category. In the validation of material experts II, the total score of 19 and the average score of 3.8 has a very good category. Based on the validation results, it is possible to infer that the developed honest attitude evaluation instrument is of extremely high quality. This is demonstrated by the rising average score. The findings of the material expert validations show that the average value of the two expert validations is 3.4, which is classified as good.

**Evaluation Expert Validation Results**

Developing an assessment cannot be separated from evaluation. Before conducting the trial, the evaluation assessment was also validated by Drs. Agus Suprijanto, M.Pd., and Hidayatullah, M.Pd who have an educational background according to the product being developed.

Validation by evaluation experts aims to get input, suggestions, and criticism so that the evaluation developed becomes a quality product. The maximum score for each statement item on the validation sheet is 4 and the minimum score is 1. The validation results can be seen in Table 7 below:

| Table 6. Validation Result of Material Expert |
|---|---|---|---|---|---|
| No | Aspect | Statement | Score 1 - 4 |
| | | | Expert 1 | Expert 2 |
| 1 | Construction | a. The suitability of text and rubric of honest attitude assessment instrument in thematic material | 3 | 4 |
| | | b. The assessed aspects are important aspect in learning discussion | 3 | 3 |
| | | c. The text is already in line with honest attitude indicator | 3 | 4 |
| 2 | Suitability with thematic learning | a. Could be used to assess thematic learning | 3 | 4 |
| | | b. Suitable with thematic learning assessment principle | 3 | 4 |
| | Total | | 15 | 19 |

*Source: Processed Primary Data*

| Table 7. Expert Evaluation Validation Results |
|---|---|---|---|---|---|
| No | Aspect | Indicator | Score 1 - 4 |
| | | | Expert 1 | Expert 2 |
| 1 | Relevance | a. The assessment instrument is relevant with the competence demand | 3 | 4 |
| | | b. The assessment instrument is relevant with the students' learning activity | 4 | 4 |
| | | c. The assessment instrument is relevant with the measured literacy skill | 4 | 3 |
| 2 | Instrument Completeness | a. Measuring all competence indicators that must be mastered by students | 3 | 4 |
| | b. Measuring all assigned literacy | 3 | 3 |
| 3 | Instrument Systematics | a. Identity of complete assessment instrument | 4 | 4 |
| | b. Component of complete assessment | 4 | 4 |
| | c. Clear format | 4 | 4 |
| 4 | Ease | a. Presenting clear instruction until the assessment is easy to use | 4 | 4 |
| | b. Presenting clear scoring guideline | 4 | 4 |
| | Total | | 37 | 38 |

*Source: Processed Primary Data*

The material expert validation I result reveals a total score of 37, with an average score of 3.7 in the "very good" category. The overall score in the validation of material experts II is 38, and the average score is 3.8, indicating a very good category.
Conclusion

Based on the validation test findings, it is possible to conclude that the honest attitude assessment instrument developed experienced very good quality development. This is seen by the rising average score. The expert validation findings show that the mean value of the two expert validations is 3.75, which is very good.

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