

CONSTRAINTS ASSESSMENT INSTRUMENT FORMULATED THE SCIENCE LEARNING IN THE AFFECTIVE DOMAIN BY PRIMARY SCHOOL TEACHERS

***Sri Mulyani and Yanti Fitria**

Graduate Program of Primary Education
Faculty of Education Science, Universitas Negeri Padang, Indonesia
E-mail: srimulyani47533@yahoo.com

*Corresponding Author, Received: November 12, 2018, Revised: December 10, 2018, Accepted: December 21, 2018

ABSTRACT

In this context, the teacher's Constraints in formulating Science Learning Assessment Instruments in accordance with the Affective Domain in SDN 20 Dadok Tunggul Hitam Padang. This research aims to know the constraints of teachers in Science learning assessment instrument formulated in accordance with the affective domain in SDN 20 Dadok Tunggul Hitam Padang. The approach in this study is a qualitative approach to the types of descriptive research. The subject in this study are all the teachers who teach Science Learning in SDN 20 Dadok Tunggul Hitam Padang which amounted to 18 teachers. Data collection is done using observation, and interviews. This research uses qualitative analysis of non-descriptive statistics. On the research component of the reduction of the data, and the data is done simultaneously with the process of data collection. After the data is collected, then do the reduction of data, data of the presence, and the withdrawal of the conclusion. Based on the research results obtained that the constraints experienced by teachers in formulating an assessment to determine the specifications, namely effective assessment, writing the assessment, affective domain to determine the scale of assessments, determine the scoring system, and interpreting affective domain appraisal.

Keywords: Teacher's Constraints, The Assessment of The Affective Domain

INTRODUCTION

Learning is the process of interaction between the students by the teacher. Learning that give teachers can occur the process of the acquisition of science and knowledge, mastery and habits, as well as the formation of attitudes and beliefs on students. Learning is a process to help students to learn well and experienced throughout the lifetime of a human being and can happen anywhere and at any time. According to Blom (Hermon, 2015; Daryanto, 2010), evaluation of the collection is

the fact systematically to establish whether in fact there is a change in the students and set the extent to which the rate of change in the student's personal. Evaluation is a tool for measuring the success rate of teachers in teaching subject matter to students. To make a good judgment, a teacher must formulate an appropriate instrument with a wide realm of learning, one of which was the realm of effective.

The affective domain is a domain that is related to the attitude and values that includes character behavior such as feelings, interests, attitudes, emotions, and values (Hermon and Dalim, 2015; Hermon and Dalim, 2016). Thus, students who do not have an interest in a particular lesson is difficult to achieve success learn optimally. Students who are interested in a subject is expected to get an optimal learning outcome. Therefore, all educators must be able to generate interest all students to achieve the competency. In addition, emotional ties are often required to build the spirit of togetherness, the spirit of unity, a sense of social, and so on. For it all in designing assessment instruments, teachers should pay attention to the affective domain.

Based on the evaluation of activities at SDN 20 Dadok Tunggul Hitam Padang on November 19, 2018, it is known that part of teachers at SDN 20 Dadok Tunggul Hitam Padang less affective domain lists on learning science assessment as an evaluation contains elements of the practice, stating opinions, and others. This causes the students experienced a decline of interest in resolving the question of evaluation.

METHOD

This research approach was the Qualitative approach. Sugiyono (2011), qualitative research is research conducted on natural objects, developed what is and is not manipulated by researchers. While this type of research is descriptive. (Sugiyono, 2011). Descriptive statistics are statistics that serve to describe the object examined through data sample or population as is, without doing the analysis and making conclusions that apply to the public. Determination of the subject of the research is one of the factors that need to be taken care of because this research aims to take objective conclusions on the implementation of the model of learning towards a

research subject that heterogeneous. As for that being a subject in this study are all the teachers who teach Science Learning in SDN 20 Dadok Tunggul Hitam Padang which amounted to 18 teachers. Data collection techniques used in this research is the observation and interview teachers get information expected this research data collection was done through observes and interviews.

RESULTS AND DISCUSSION

This research began on November 15, 2018, until the date November 20, 2018 and researchers choose SDN 20 Dadok Tunggul Hitam Padang as a place for research. On the first question: "Does Mr/Mrs makes an instrument of assessment on each of the affective domain of learning planning?. NS, AR, and RS answer our teachers make effective domain assessment instrument on each planning instruction. Because the assessment of the realm of affective aims to find out the potential of a pupil to where the child's potential. Is there any to proceed to higher education or not, an assessment to find out where the child to be able to reach a wide range of lessons, assessment aims to find out the location of the weaknesses or difficulties experienced by pupils. Even the difficulties which are general or individual nature. A teacher easier in providing assistance to students when it learned of the difficulties that they experienced.

The second question researchers ask "How is Mr/Mrs. Makes the assessment Instrument? Researchers got an answer from the respondent's classroom teacher JR. that some steps that have to be bypassed when we will draw up the instrument of evaluation, these steps include specifying objectives in holding assessment. His goal here is oriented on the material. And the material is dependent on the extent of the desired evaluation, for example: "want to know how far the students have understood the material on Science Learning". Thus the purpose of this leading to a standard of competence or curriculum.

Respondents to the NL and I continue answers from respondents JR. how to make a research instrument "limiting the material to be tested. Formulate The Basic Competencies. In accordance with the Basic Competencies of any discussion (of each ingredient). Such as 1) students are able to mention Relics and historical figures

during the National Hindu-Buddhism and Islam. 2) students are able to describe the diversity of the nature and appearance of both tribes. 3) students are able to describe and economic activity in Indonesia, and others.

I continue, then mention all the indicators in the table of preparations also contained aspects of conduct contained in the indicator. This table is used to identify the desired behavior, not passed. Draw up a table of specifications containing subject matter content, the aspect of thinking which is measured with the balance between the two. This table is also called a lattice. Write down the details of the matter, and behavior aspects covered.

Researchers ask the third question is "Whether the Mr/Mrs knows what is the affective domain? Try the father/mother explain? "Respondents answered "affective Domain NR is a domain that is related to the attitude and values. Affective domain includes character behavior such as feelings, interests, attitudes, emotions, and values. According to some experts who say that a person's attitude can be foreseen changes when someone has had a high level of cognitive power. Respondents RY and V. describe the Division of the realm, the realm of effective affective becoming more detailed again if in for into five level, namely:

1. Receive or pay attention to is the sensitivity of a person in a receiving stimulation (stimulus) from outside who came to her in the form of a problem, situation, and other symptoms. At this stage the learners to be built so that they are willing to accept the value or values that are taught to them, and they want to merge into its value or identify themselves with that value. Affective learning outcomes example of a level of receiving, for example, learners that discipline is mandatory in nature, when lazy and not discipline should be purged away.
2. Responding to contains the meaning of "the existence of active participation". This level is higher than the level of receiving. Affective domain of learning results responding can be seen as learners grow their desire to study further or dig deeper, Islamic teachings about discipline.
3. Arrange the students in the form of an agreement that the difference the value so that it formed new universal values, which brought on a general improvement. Arrange or organize is the development of the value into a system of organizations,

including the relationship of one value another value is assembled, the establishment of priorities and values.

4. Characterization by a value or a complex value, i.e. the value systems alignment has been owned by someone, that affect the pattern of personality and the vagaries of the Act. The process of internalization of values at this stage occupy the highest places in a hierarchy of embedded value consistently on his system and has affected his emotions. This is the highest effective rate because the inner attitude of the learners has really wise. He has had an established philosophy of life. So it's inconclusive at this stage learners already have a value system that has control of the vagaries of the Act for a long time, so as to help the characteristic "pattern of life" he settled, consistent behavior and can be foreseen.

Subsequent interview investigators ask the respondent is "what are the constraints of the father/mother encounter assessment?" YS respondents explained that "existing obstacles in conducting the assessment are: Instrument attitude. To find out the attitude of the students by the teacher of science lessons in school classes in SDN 20 Dadok Tunggul Hitam Padang is hampered due to material for lessons IPA is very limited hours the lesson that his special classes that are still using curriculum KTSP so to assess the attitude of the students against an object such as a restriction on the activities of schools, subjects, educators and others.

Instruments of interest. For the assessment of the interest of students in schools in SDN 20 Dadok Tunggul Hitam Padang, science teachers experiencing barriers where almost all students have the same interests. This is because in following lessons each student tends to mingle with students one thinking outside of the learning process.

WD respondents forward answer the "instrument of self-concepts, values, and morals. In the third assessment of these instruments, a science teacher at SDN 20 Dadok Tunggul Hitam Padang constrained because of limited knowledge about the system, preparation of specifications of instruments consisting of a goal measurement, instruments, forms a lattice creation research instruments and formats, as well as the length of the instrument.

In writing instruments, instruments for determining attitude, interest, self-concept, and moral by teachers in school SDN IPA 20 Dadok Black Stump Meadow little experience barriers especially in the determination of indicators. While the obstacles encountered in the determination of the scale of the instrument is not yet the presence format defined in the instrument scale SDN 20 Dadok Black Stump Meadow so that teachers in the lessons of science each make a scale of instruments complies with his desire, leading to the final objective assessment by teachers of different science classes. The scoring system is used depending on the scale of measurement, it is experiencing a bottleneck due to the scale of measurement to be used in schools in 20 Black Stump Dadok SDN Padang the next stage on various forms of assessment.

While activities on the instruments have become teachers in Science lessons at school in SDN 20 Dadok Tunggul Hitam Padang is also an obstacle to learners in the school i.e. sometimes don't understand the grammar of the question asked questions and in the end, the students gave answers that were not expected. In making instruments for the classroom teacher in science lessons at school in SDN 20 Dadok Tunggul Hitam Padang not so find a meaningful constraint, because only determine the format of the layout of the instruments and the order of the questions as well as the preparation of instruments that in accordance with the level of ease in answering or putting it together. Barriers to science lessons in the classroom teacher school in SDN 20 Dadok Tunggul Hitam Padang in analyzing trial is a comparison that uses the scale of questions that can be classified as good or whether answers to learners and improvements to the grain of the statement so as not to run into trouble. Whereas, in the implementation of the test often answers the learners follow each other among them so as to answer a detailed questionnaire about the same or following other learners answer.

Respondents NL continue answer is "However for the interpretation of the measurement results, for the classroom teacher in Science lessons at school in 20 Black Stump Dadok SDN Padang in the determination of categorization to score the learners and categories of attitude or interest". In general the obstacles teachers in schools in 20 Black Stump Dadok SDN Padang in developing the assessment

instruments are effective aspects of schools are not active in the Congress of teachers of subjects and lack of discussion with my colleagues at the school to overcoming the difficulties of obstacles that occur as well as the lack of knowledge is one of the causes of the emergence of difficulties in developing the effective aspect of assessment instruments.

YN and NS provide answers also "other obstacles obtained by science teachers in schools in SDN 20 Dadok Tunggul Hitam Padang in carrying out an assessment of this aspect of existence is yet effective readiness of teachers to develop and use the question form and rubric assessment. This is caused because of the availability question form and rubric assessment at school and besides the difficulty of process data question form and rubric assessments.

"We are working to get the format of the question form and evaluation rubric the affective aspect through the internet and from friends of teachers from other schools" (interview teachers classes in SDN 20 Dadok Tunggul Hitam Padang, November 2018) "later researchers the next question asked respondents is how the efforts of Mr/Mrs overcome the difficulties?" Respondents AR and RS gives an answer "in overcoming the difficulties above affective assessment there are a number of ways that can be applied in order that these difficulties can be minimized and even overcome by good." Ways to deal with it is:

First, basically the education has been running already in accordance with the curriculum used to measure intellectual ability kid of effective, but on the ability of the ability being a must-have. Citizenship and religious education is compulsory education given at protégé, because this can control the child's behavior so as not to fall fast on bad behavior but very popular, due to the progress of the times and technology. The right attitude must be given to the child since early childhood because the child will be going to filter out bad behavior, eventually, the child will understand how to differentiate where good manners and bad manners which for him.

Second, teachers and parents, as well as the environment, were instrumental in determining the behavior to be issued or emulated by students. intellectual learning and also have a good attitude value is able to be given by the teacher, one teacher teaches time how to behave on beggars, slum dwellers, elderly people, and others.

Within the community of parents who should be an example for his son, instill moral and religious knowledge from early age children, as well as give attention and explanation about the morals of human light is good.

Third, the formation of attitude not for votes but will be applied in daily life, in the formation of attitude do teachers and parents as well as the environmental effect on either the child then the child's life will be guaranteed safe and away from chaos. In a less than optimal attitude in the child then the child's behavior will be easily replaceable with the behavior that alternates coming, make difficult child behavior controlled and be bad for the children. *Fourth*, the influence of technological advancement can be overcome with good supervision from parents and teachers, provide a sense of the danger of technological advancements by using language communicative style without forcing or rude tone. The proximity of the parents and children are very much helpful in controlling the child's attitude in accepting the existing technological advances, give children freedom of responsible, provide confidence in the child.

CONCLUSION

Based on the outline of the issue can be concluded that: the constraints of teachers at SDN 20 Dadok Tunggul Hitam Padang in formulating science learning assessment instruments in accordance with the affective domain is: an instrument of attitude. To find out the attitude of the students by the teacher of the class in the school science lessons at SDN 20 Dadok Tunggul Hitam Padang is hampered due to material science lessons for very limited hours the lesson that his special classes that are still using the curriculum KTSP so as to assess the attitude of the students against an object such as a very limited activities, school subjects, educators and others. How teachers at SDN 20 Dadok Tunggul Hitam Padang constraints in formulating science learning assessment instruments in accordance with the affective domain is: Giving a response to the steps in developing and balancing assessment domains effective, determines the specifications of the instrument, writing instrument, determine the scale of the instrument, determine the scoring system, designing the instrument,

perform tests, analyzing the results of the tests, fixing instruments, carry out measurement, interpret the measurement results.

REFERENCES

- Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.
- Darsono. 2000. Kemampuan Belajar Siswa. Jakarta: Rineka Cipta.
- Daryanto. 2010. Evaluasi Pendidikan. Jakarta: Rineka Cipta.
- Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan. Jakarta.
- Djamarah, B. S dan A. Zain. 2010. Strategi Belajar Mengajar. Jakarta: Rineka Cipta.
- Hermon, D and Y. Dalim. 2005. Penggunaan Media Audio Visual untuk Meningkatkan Kreatifitas Belajar. Jurnal Pembelajaran. Vol. 28. Issue 3. p. 266-276
- Hermon, D and Y. Dalim. 2006. Penerapan Kuliah Lapangan untuk Meningkatkan Hasil Belajar Mahasiswa. Forum Pendidikan. Vol. 28. Issue 3. p. 156-161
- Hermon, D. 2015. Arahan Kebijakan Keberlanjutan Pendidikan 10 Tahun Pasca Bencana Tsunami di Kabupaten Aceh Jaya Provinsi Aceh. Seminar Nasional Geografi. Master Program of Geography Education, Universitas Negeri Padang
- Gramedia Pustaka Utama. 2008. Kamus Besar Bahasa Indonesia Pusat Bahasa. Jakarta.
- Hamalik, O. 2011. Proses Belajar Mengajar. Jakarta: Bumi Aksara
- Hidayat, A. 2001. Pembelajaran Ipa Di Sd. Jakarta: Bumi Aksara.
- Samatowa, U. 2011. Pembelajaran Ipa Di Sekalah Dasar. Jakarta: Indeks.
- Sudijono, A. 2010. Penerapan Statistik Pendidikan. Jakarta: Grafika Persada.
- Sudjana, N. 2005. Penilaian Hasil Proses Belajar Mengajar. Bandung: Remaja Rosdakarya.
- Sudrajat. 2008. Evaluasi Pembelajaran. Jakarta: Rineka Cipta.
- Sugiyono. 2009. Statistika Untuk Penelitian. Bandung: Alfabeta.
- . 2011. Metode Penelitian Pendidikan. Bandung: Alfabeta.
- Sukardi. 2011. Evaluasi Pendidikan. Jakarta: Bumi Aksara.
- Sukmadinata S. Nana. 2005. Landasan Psikologi Proses Pendidikan. Bandung: Remaja Rosdakarya