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IMPLEMENTATION OF AFFECTIVE ASSESSMENT IN THE 2013 CURRICULUM FOR RELIGIOUS AND CIVIL EDUCATION SUBJECTS IN PRIMARY SCHOOLS PLUS NURUL HIKMAH

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Abstract

Affective assessment is an assessment related to student attitudes. Carrying out this assessment is certainly not easy. Teachers must be truly skilled in doing so that the characteristics displayed by students are not temporary. This research aims to find out how effective assessment is implemented at SD Plus Nurul Hikmah school. This research uses a qualitative method with a descriptive qualitative approach. The results of this research show that by looking at how students interact with other people and also practice learning, it includes efforts to provide assessments to students without any other elements.

Keywords: Assessment; Affective; Religious Education and Ethics

Abstrak

Penilaian afektif adalah penilaian yang berhubungan dengan sikap siswa. Dalam melakukan penilaian ini tentu tidaklah mudah. Guru harus benar-benar terampil di dalam melakukannya, sehingga sifat yang ditunjukkan oleh siswa sifatnya tidak bersifat sementara. Penelitian ini bertujuan untuk mengetahui bagaimana implementasi penilaian afektif di sekolah SD Plus Nurul Hikmah. Penelitian ini menggunakan metode kualitatif dengan pendekatan kualitatif deskriptif. Hasil penelitian ini menunjukkan bahwa dengan melihat bagaimana cara siswa berinteraksi dengan orang lain dan juga praktek dalam pembelajaran adalah termasuk Upaya dalam memberikan penilaian terhadap siswa tanpa ada unsur-unsur yang ditentukan.

Kata Kunci: Penilaian; Afektif; Pendidikan Agama Dan Budi Pekerti

INTRODUCTION

The 2013 curriculum is a curriculum developed to improve and balance soft skills and hard skills, which includes aspects of competency, attitudes, skills and knowledge in a balanced and integrative manner. Affective issues are felt to be important for everyone, but their implementation is still lacking. This is because designing affective achievements is not as easy as learning in the cognitive and psychomotor domains (Muhammad Rijal, 2020). This must be designed as well as possible by the teacher or educational unit so that learning achievements in this domain are achieved well. According to Kunandar, the affective domain is the domain related to attitudes and values. There is an assumption that a person's attitude towards something can be influenced by the knowledge a person has about something. Thus, knowledge and attitudes have a close relationship and influence each other.

There is a statement that says that a person's attitude depends on the references he has. So, attitude and knowledge are very closely related in the formation of a person's behavior or morals (Hafidhoh Noor, 2021). However, sometimes there are people who have high knowledge but are unable to put into practice the knowledge they have acquired. Religious and moral education is the daily attitudes and behavior of individuals, families, communities and nations that contain values that are valid and adhered to in the form of identity, the value of unity and oneness, integrity and future continuity in a moral system and which guides human behavior in society, nation, state and culture. In affective assessment, it is necessary for an educator to be observant in carrying it out so that in the future it can become a provision when students are directly involved or are in the midst of society.

RESEARCH METHODS

Method used in this research is a qualitative method with a descriptive approach. Qualitative research is used in this research because it can explain in detail about ongoing activities or situations. The data collection process was carried out using interview techniques and literature study. The data that has been obtained is then collected and compiled based on existing needs. Including checking the data obtained, it must be checked again so that no data is repeated twice. Apart from that, the data that has been obtained and has been reduced is then

analyzed descriptively so that it can provide a clear understanding of the data displayed in this research.

RESULTS AND DISCUSSION

Understanding Affective Assessment

Assessment is a systematic and continuous activity to obtain something information regarding student learning processes and outcomes in order to make decisions based on certain criteria and considerations. Affective in the Big Indonesian Dictionary (KBBI) means feelings. The affective itself comes from the English "Affective", namely the domain related to attitudes and values. So it can be understood that affective is an assessment related to attitudes, values and feelings. The characteristics of affective learning outcomes can be seen through the behavior displayed by students in their daily lives. In this affective domain, teachers must be really observant in assessing students, because sometimes students only show their kindness in front of the teacher. In fact, the aim of this assessment is not only temporary, but sustainable until they are adults and are in society. The affective domain is divided into five levels, namely: 1). Attending or Receiving (Reception or Attention). The point is that this part is the lowest part which includes passive acceptance of problems, situations, symptoms and beliefs. Acceptance is a kind of sensitivity in receiving stimulation or stimulus from outside that comes to the student. For example, students listen to an explanation from the teacher, then students follow or apply the knowledge they have gained. Next, 2). Respond (Response). This category relates to answers and pleasure in responding to or realizing something that is in accordance with the values held by society. For example, collecting assignments on time. 3). Valuing (Appraisal or Award). This category is concerned with giving value, appreciation and belief to a particular phenomenon or stimulus. Students not only want to accept the value taught but can also judge what is good and what is bad. For example, a student is always honest with his mother. If he has money back, he will return it to his mother. 4). Organization (Setting or Organizing). This category includes the conceptualization of values into a value system, as well as the consolidation and prioritization of existing values. For example, the ability to weigh the positive and negative consequences of scientific progress on human life. 5). Characterization by value or value complex. This category concerns the integration of all the value systems that a person has which influence his personality and behavior patterns. For

example, students are willing to change their opinions if there is evidence that does not support their opinions. To carry out an assessment in the affective domain is a bit difficult, because sometimes students only behave well because there are teachers or rules that require them to obey them.

Understanding Islamic religious education and character

EducationThe Islamic religion is a conscious effort by the older generation to transfer experience, knowledge, skills and skills to the younger generation in order to become human beings who fear Allah. Islamic religious education is a conscious effort to guide the formation of students' personalities systematically and pragmatically, so that they live in accordance with Islamic teachings, so that there will be happiness in the afterlife. Based on this understanding, Islamic religious education can also be called the formation of a person's character so that they become a human being who is devoted to Allah SWT. Etymologically, good character consists of two words, namely budi and character. Budi in Sanskrit means awareness, mind and intelligence. The word character means actualization, appearance, implementation, or behavior. In the Big Indonesian Dictionary (KBBI) the term manners is defined as behavior, temperament, morals and character. Meanwhile, in Arabic, manners are called morals.

According to the competency-based curriculum draft, character contains the values of human behavior which will be measured according to good and bad through religious norms, law, manners, manners, culture and community customs. Characteristics will identify positive behavior that is expected to be manifested in students' actions, words, thoughts, attitudes, feelings and personality (Qudsiyah, 2018).

Character is actually based on ethics or moral philosophy. Etymologically, the word ethics is very close to morals. Ethics comes from the Greek ethos which means custom. Morals come from the Latin mos which also means habit. In relation to character, ethics is discussed as a person's awareness of making rational moral considerations regarding the obligation to decide on the best choice in dealing with real problems.

Based on the definition above, it can be concluded that character education is education about morals that is taught to students so that they can differentiate or consider their actions.

Islamic Religious Education and Characteristics (Moh. Wahyu Syafi'ul Mubarak, 2021), it is very important to learn as a preparation for students for their lives, both in the family, school and society. People are considered good by society if they can show good behavior, not smart in many theories (science). So as a teacher, you need to really pay attention to this.

Valuation Principles

Assessment of student learning outcomes refers to the Minister of Education Regulation No. 20 of 2007 concerning standar devaluation. The assessment meets the principles, namely: 1. Sahih (valid), namely the assessment is based on data that reflects the abilities being measured. 2. Objective, namely the assessment is based on clear procedures and criteria and is not influenced by the assessor's subjectivity. 3. Fair, namely that the assessment does not benefit or harm students and does not differentiate between social, economic, cultural, religious, language, ethnic and gender backgrounds. 4. Open, namely the assessment procedures, assessment criteria and basis for decision making can be known by interested parties. 5. Comprehensive and continuous, namely the assessment covers all aspects of competency using various appropriate techniques, to monitor student development. 6. Systematic, namely the assessment is carried out in a planned and gradual manner by following standard steps. 7. Using reference criteria, namely assessments based on established competency scoring measures. 8. Accountable, namely an assessment that can be justified, both in terms of techniques, procedures and results. 9. Integrated, namely that assessment is an inseparable component of learning activities.

Implementation of Affective Assessment

Attitudes originate from feelings (likes or dislikes) related to a person's tendency to respond to something/object (Muhammad Redho, 2019). Attitude is an expression of a person's values or outlook on life. Attitude consists of three components, namely: affective, cognitive, and conative/behavioral (Aniza Oktarina, 2019). In general, the attitude objects that need to be assessed in the learning process are: 1). Attitude towards subject matter. Students need to have a positive attitude towards subjects. With a positive attitude in students, their interest in learning will grow and develop, and it will be easier for them to absorb the subject matter being taught. 2). Attitude towards teachers/instructors. Students need to have a positive attitude towards teachers. Students who do not have a positive attitude towards teachers will tend to

ignore the things taught. Thus, students who have a negative attitude towards teachers/instructors will find it difficult to absorb the lesson material taught by the teacher. 3). Attitude towards the learning process. Students also need to have a positive attitude towards the ongoing learning process. The learning process includes the learning atmosphere, strategies, methodology and learning techniques used. An interesting, comfortable and enjoyable learning process can foster students' learning motivation, so that they can achieve maximum learning results. 4). Attitudes relate to values or norms related to subject matter. For example, environmental issues (biology and geography material). Students need to have the right characteristics, which are based on positive values regarding certain environmental cases (preservation activities/destruction cases). For example, students have a positive attitude towards wildlife protection programs. 5). Attitude assessment techniques, attitude assessment can be done in several ways or techniques. These techniques include: behavioral observation, direct questions, and self-reports (Ayatollah, 2020).

Student competence in the affective domain that needs to be assessed primarily concerns students' attitudes and interests in learning (Satria Irwan, 2018). Technically, assessment of the affective domain is carried out through two things, namely: a) self-report by students which is usually done by filling in an anonymous questionnaire, b) systematic observation by the teacher of students' affectivity and requires an observation sheet.

In implementing affective domain assessments in the Religious and Character Education Subjects at SD Plus Nurul Hikmah (Su'dadah, 2014), namely: a. Using exemplary and practical methods, where teachers are required to be able to become a public figure (role model) for students within students, who can then be imitated by students. b. Seeing students' habits when interacting, teachers can make assessments by seeing students interact with their friends, teachers and other people who are more mature than them. c. Participating in monitoring children's behavior while outside the school environment, teachers not only carry out assessments in the school environment but teachers are also involved in monitoring students' actions. So that later the material studied will not only be limited to theory, but can also be put into practice in their daily lives (Rahmawati, 20118).

In its implementation, it takes a relatively long time. Because this relates to attitudes that are very difficult to recognize in each student. So teachers also need to be careful in carrying out assessments.

CONCLUSION

Affective domain assessment is an assessment that focuses more on aspects of the student's character, where carrying out this assessment is not easy, teachers must be observant in assessing students so that they do not make mistakes in assessing each individual student. In implementing the assessment at SD Plus Nurul Hikmah, namely by: 1) Using exemplary and practical methods. 2) Observe students' interaction habits, and 3) Monitor students' behavior outside of school.

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