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Authentic Assessment of Affective Domain in Islamic Education and Character Building at A Curriculum 2013 Pilot Project Elementary School in Banyumas Regency Central Java Indonesia

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Abstract: Authentic assessment in the 2013 curriculum requires each teacher to conduct performs a fairly complex assessment of spiritual and social attitudes, knowledge, and skills. The problem in this research is how authentic assessment of affective domain in Islamic Education and character-building is implemented in a curriculum 2013 pilot project elementary school in Banyumas Regency Central Java Indonesia. This research is field research classified as descriptive qualitative research. The interview and observation methods were used to collect the data of the process of authentic assessment of affective domain in the subjects of Islamic and character Education. The documentation method was used to gain the data related to the school profiles and planning documents, implementation and assessment processing. The analysis technique chosen in this research was descriptive analysis technique using inductive and deductive thinking methods and following Miles and Huberman model of data analysis. The study found that the implementation of an authentic assessment in the school was carried out both manually and automatically using application through the process of 1) planning done by determining the character to be measured and making an assessment format referring to KI-1 and KI-2 , 2) implementation of the assessment carried out by observing and recording the attitudes of the participants, 3) value processing done collaboratively between the Islamic and Character Education teachers (PAI and BP) with the Class Teacher then recapitulating the attitude values and making the description, and 4) Follow-up carried out by PAI & BP Teachers and Class Teachers by providing rewards, motivation, coaching, habituation programs, and mentoring.

Keywords: *curriculum 2013, authentic assessment, spiritual and social attitude assessment, curriculum*

A. Introduction

The curriculum can be defined as a set of plans and knowledge of the content and material of a lesson and the methods used as guidelines for the implementation of a teaching and learning activities. Whereas curriculum according to Hilda (1962) is "a plan for learning, therefore what is known about the learning process and the development of individual bearing on the shaping of the curriculum":

The Indonesian government has enforced policies related to curriculum development including the Competency-Based Curriculum (KBK) in 2004, the Education Unit Level Curriculum (KTSP) in 2006, and 2013 a curriculum known as Curriculum 2013 (popular with K-13s or Kurtilas). The implementation of curriculum 2013 in many schools and madrasas still faces several problems and constraints, among others, related to school readiness of the facilities in supporting the teaching and learning process, teacher readiness, availability of Teacher and Student Books, teaching burden, and assessment system. The Assessment that uses authentic assessment approach, by most

teachers, is considered complicated and requires precision in planning, implementation, and follow-up of the results of the assessment.

In curriculum 2013, the subject of Islamic Studies was also changed into the subject of Islamic and Character Education (PAI and BP). The consequences of these changes affect the purpose and scope of the material that influences the implementation of the learning and assessment. Authentic assessment consists of assessing attitudes, knowledge, and skills aspects. Philosophically, authentic assessment has a strong relevance to the scientific approach which is in accordance with the demand of the 2013 curriculum. Actually, authentic assessment was began to be launched by the issuance of The Decree of Education Minister Number 20 2007 on educational assessment standards. In the Decree, the assessment materials consist of: written test, oral test, practice, performance, observation during and out of the learning activities learning and assignment (structured and independent structured assignments). Authentic assessment of affective domain is a process of collecting various data that can provide an overview of the development of the students' spiritual attitude and social attitudes. The description of the development needs to be recognized by the teacher in order to ensure that students experience the process of attitudes formation correctly (Majid, 2013:74).

Until this research was conducted (in 2017) the Ministry of Education and Culture of the Republic of Indonesia has issued a number of regulations in a row related to assessment, namely the minister decree Number 66 of 2013, Number 104 of 2014, and Number 54 of 2015, all of which regulate the assessment guidelines. In the three regulations, it is explained that authentic assessment is a comprehensive assessment to assess the input, process, and output of learning. Authentic assessment is carried out by teachers sustainably (Ministry of Education and Culture of the Republic of Indonesia, 2013, 2014, 2015).

The implementation of curriculum 2013 (K-2013) began with the selection of schools to become the pilot projects. The schools that are chosen as the pilot projects are expected to be the references for other schools that will apply K-2013. Authentic assessment, especially in PAI and BP subjects, requires more time in planning, implementing, processing and the follow-up. PAI and BP teachers are required to more closely observe all students so that the assessment can be done authentically.

Authentic assessment of affective domain that is deemed to be the controller of the students' attitude to behave well faces several constraints in the implementation. First, the obstacle faced by teachers in applying authentic assessment is the number of aspects that must be assessed. Second, the assessment is carried out simultaneously with the learning process, thus making the teaching and learning process less effective. Third, teachers feel burdened because they have to sum up each value obtained by all students and then describe the obtained value for every subject (Ruslan, Student Scientific Journal Elementary School Teacher Education, 1 (1), August 2016: 147-157).

Based on interviews with the Banyumas Education Board represented by the Head of the Curriculum Affair for Elementary School, Ms. Ani Widosari, S.Pd. M.Pd., it was said that in Banyumas there were 12 schools which were used as the Curriculum 2013 *Sekolah Percontohan* or in English Pilot Project Schools (Echols and Shadily, 1979: 430) for elementary level, namely: SD 2 Pabuwaran in North Purwokerto, SD 1 Karanglewas Lor in West Purwokertot, SD Negeri 4 Teluk in South Purwokerto, SD Al-Irsyad 2 Purwokerto in East Purwokerto, SD Santa Maria Purwokerto in East Purwokerto, SD 3 Banteran in Wangon District, SD 2 Tinggarjaya in Jatilawang District, SD Kebokuro in Sumpiuh District, SDN 1 Patikraja, SDN Mekangkang in Somagede District, SD 2 Sudagaran in Banyumas District, SD 3 Kaliori in Kalibagor District. None of these schools retreated to be piloting in the 2013 curriculum project, in 2016 it even increased to 99 elementary schools which implemented the 2013 curriculum and in 2017 it was planned to become 347 elementary schools. Some obstacles that were complained by the teachers in implementing the 2013 curriculum is its assessment that used

authentic assessment, especially on the affective domain (Widosari, interview, 28 February 2017).

Based on the background, the researchers conducted the study entitled "Authentic Assessment of Affective Domain in Islamic Education and Character-Building Subjects in curriculum 2013 pilot project elementary school in Banyumas Regency.

B.　Theoretical Review

At the beginning, assessments in the curriculum 2013 refers to the Decree of Minister of Education and Culture number 66 of 2013 on Educational Assessment Standards. This assessment standard aims to guarantee: (1) student assessment planning that should be in accordance with the expected competencies and based on the principles of assessment, (2) the implementation of the assessment conducted professionally, openly, educatively, effectively, efficiently and appropriately related to the social context culture; and (3) report of the results of students evaluation in an objective, accountable and informative manner (Kunandar, 2013: 35).

Supardi (2015:24) simply defines authentic assessment as an assessment of learning outcomes that requires students to show achievements and learning outcomes in the form of abilities in real life, performance or work results. In authentic assessment the students' attitudes and behavior can be assessed through observation. Broadly defines, he states that authentic assessment is a comprehensive assessment to assess the input, process and output of learning in order to measure attitude competencies, knowledge competencies and skills competencies.

Whereas Azwar (2014: 15) operationally defines attitude as an evaluative response. The response will only arise if an individual face a stimulus that requires their reaction. Evaluative response means that the reaction expressed as an attitude arises from the individual based on an evaluation process that gives conclusions to the stimulus in the form of a good-bad, positive-negative, pleasant-unpleasant, which then crystallizes as a reaction to the object.

According to Khoeriyah (in citing Bloom, 2014: 88-89) Bloom's taxonomy, the purpose of education is divided into three Domains, namely (Khoeriyah, 2014: 88-89):
1. Cognitive Domain, including behaviors which emphasize on intellectual aspects, such as knowledge, understanding, and thinking skills.
2. Affective Domain, including behaviors that emphasize on feelings and emotions, such as interests, attitudes, appreciation, and ways of adjusting.
3. Psychomotor Domain, including behaviors that emphasize on motor skills aspects such as handwriting, typing, swimming, and operating machinery.

Bloom's taxonomy is the basis of assessing the student's attitudes based on the affective domain which emphasizes on human attitudes and behavior aspect. The important aspects to understand human attitudes and behaviors are attitude assessment and measurement.

Most educators interpret the affective aspects as attitudes. The attitude values that are interpreted as such might not yet fulfill clear information. Related to affective levels Bloom's taxonomy, B.S. et. al. (1973: 81) divides the affective domain into 5 levels as follows:

"The five products of learning associated with the affective domain are (a) receiving, or paying attention to some stimulus; (b) responding, or reacting to a stimulus in some way; (c) valuing particular ideas; (d) organizing different values, comparing them, and resolving conflicts, and beginning to develop a personal value system; and (e) internalizes values (characterization): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most important characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).Commitment to a coherent, internally consistent value system."

C.　Research Method
1.　Place and Time of Research

This study was conducted in SD Negeri 1 Karanglewas and SD Negeri 2 Tinggarjaya,

Banyumas Regency. This research was conducted in the academic year 2016/2017.

2. Types and Research Approaches

The research type used in this study is field research and this research is classified as descriptive exploratory research, a study that is intended to collect information about the status of existing symptoms, namely the state of symptoms according to what they were at the time the research was conducted. For this reason, the obtained data is in the form of descriptive data, which systematically and accurately describe the characteristics of a particular field or section. This study does not use statistical formulas, both in collecting the data and in providing interpretations of the results (Azwar, vol. VI, 2005: 7).

The obtained data consists of transcripts of interviews, field notes, photographs, personal documents and other resources that illustrate how the authentic assessments of affective domain in Islamic and Character-Building Education subject was implemented the 2013 pilot school.

Meanwhile, the approach used in this study is descriptive qualitative approach (Danin, 2002: 51) so that the position of researchers was as the key instrument where sampling of the data sources was done using purpose and snowball techniques (Sugiyono, 2008: 14-15).

3. Research Data and Sources

Research data; planning, implementing, follow-up of authentic assessments of the affective domains of Islamic Education and Character-Building (PAI & BP) subjects in the research site. While the main data sources of the study were Islamic Education and Character-Building (PAI & BP) Teacher, namely Mrs. Nur Laely Fauziyah, S.Pd.I from SD Negeri 1 Karanglewas and Mr. Farid Prihantoyo from SD Negeri 2 Tinggar Jaya.

4. Data Collection Techniques

To collect the data, several techniques were used including a) Interview; in-depth interviews conducted to all informants. b) Documentation Techniques; used to obtain written data from books, transcripts, notes, or documents related to the authentic assessment of the affective domain in Islamic Education and Character-Building (PAI & BP) subjects, as well as school profiles. 3) Observation Techniques; used to observe the implementation process of the Authentic Assessment of Islamic Education and Character-Building (PAI & BP) subjects, the state of the school, and the teacher and the students' behaviors during learning process.

5. Data Analysis Techniques

The chosen data analysis technique is descriptive analysis technique using inductive and deductive thinking methods. Besides, this study followed the data analysis model of Miles and Huberman (1992). For the analysis of the instruments developed by the teachers, the researchers used the analysis of the the instrument validity and reliability.

D. Research Results

1. Planning

Affective assessment planning is something that was done first before making an assessment. The affective assessment plan was based on KI-1 and KI-2. The teachers planned and determined attitudes that would be assessed in learning process based on to learning activities. The planning of the authentic assessment of the affective domain was carried out by Islamic Education and Character-Building (PAI & BP) teachers at the beginning of semester 1. The planning for the authentic assessment of the affective domain in curriculum 2013 pilot project elementary school in Banyumas Regency was as follows:

a. Determine social and spiritual attitudes

Social and spiritual attitudes assessed by Nurlaily Fauziatun, S.Pd.I. referred to the elementary school assessment guide book 2016. The spiritual attitudes include obedience to worship, thanksgiving, praying before and after doing activities, and tolerance in worship. Whereas, social attitudes include honest, disciplined, responsible, polite, caring, and confident. While as explained by Mr. Farid Prihandoyo, S.Pd. I, the planning of authentic assessment of affective domain in SD 2 Tinggarjaya was carried out based on KI-1 and KI-2. Mr. Farid planned and determined the attitudes that would be assessed in learning based on learning activities. Affective assessment was done during

and out of the learning activities by observing attitudes that arose naturally.

b. Making Affective indicators KI-1 and KI-2

Indicators for the KI-1 and KI-2 attitudes were used to create affective assessment instruments. Indicators of affective assessment in SD 1 Karanglewas referred to the elementary school assessment guide book 2016.

Observation chosen by PAI & BP teachers at Karanglewas 1 Elementary School as the form and technique of affective assessment. The assessment was carried out in every lesson that referred to the plan that had been made. The social attitudes that were assessed were responsibility, discipline, and honesty. While the planning of other assessments was carried out using "Buku Anak Salih".

c. Designing the learning activities that can rise the predetermined attitudes.

Spiritual and social attitudes were designed in the lesson plan (RPP) on Islamic Education and Character-Building (PAI & BP) subjects which included competencies, competencies indicators, learning activities, assessment instruments, and assessment techniques so that affective assessment can go along with learning activities.

2. Implementating

The implementation of the authentic assessment of the affective domain in the curriculum 2013 pilot project elementary school in Banyumas Regency wass generally carried out through:

a. Observing the students' attitudes during and out of the learning process

The affective assessment in Islamic Education and Character-Building (PAI & BP) Subjects was conducted through observation inside and outside the classroom, identification of the standing out attitudes showed during the observation, and taking action directly so that the bad attitudes that arose were not imitated by other students.

The observation process of students' attitudes was not taken seriously inside and outside classroom. During the classroom activities, the teacher taught while observing the students' attitudes that appeared and needed to be noted. The attitudes observed were attitudes that had been predetermined in affective assessment planning.

The observation process of the students' attitudes referred to the assessment format in the RPP and Assessment Journal of students' attitudes. But PAI & BP teachers remained rigorous during the process to identify the attitudes which were included in the indicators because the attitude that appeared was sometimes unexpected and different from the indicators that had been made.

b. Recording the students' attitudes and behaviors that stand out

The Assessment of spiritual and social attitudes time by time was simplified. Until now, the recording has been done by simply writing the students' attitude that stand out (very good or need guidance) using the observation sheet. The assessment was minimally done in the middle of the semester or when the Middle Semester Assessment (PTS) is held so that it can be discussed with other teachers and corrective actions can be taken (Fauziyah, interview, 6 June 2017).

The observation results showed an attitude that stood out to a negative direction such as missing the dawn prayer. This indicates that the students' obedience to worship is still lacking and there is a need for guidance or a prayer in congregation program or emphasizing the importance of five times praying during learning. Other attitudes were also seen where some students like pay for *infaq* as a manifestation of students' social attitudes, especially when there are sick students. Students who were considered capable but did not pay for *infaq* indicate their attitude is lacking so action is needed. Thus, the teacher's notes during and out of the learning activities are very important as the consideration to develop

the students' attitudes and behaviors and also as a basis for the making the descriptions of the scores of the spiritual and social attitudes in the report book. (Document of Fauziyah, 2017).

c. Discussing the observation results and their Follow-up

The results of the observation on the students' attitudes and behaviors were discussed between the homeroom teachers, the subject teachers and the school principals. As a follow up, students who experienced an increase in attitudes and behavior were given rewards proportionally in the form of praise or other forms, while students who experienced decrease in attitude and behavior were given guiding and motivation programs by each teacher on certain occasions; for example, during classroom activities the homeroom and PAI & BP teachers always provided guidance to the students who experienced decrease in their attitude. Follow-up was also conducted by calling students personally and giving them guidance, assistance and attitudes monitoring (Fauziyah, interview, 6 June 2017).

3. Follow-up

The follow-up to the authentic assessment of the affective domain in the curriculum 2013 pilot project elementary school in Banyumas Regency is conducted by:

a. Giving Advice and Supervision for the Students

Guidance is given Islamic Education and Character-Building (PAI & BP) teachers to students who experience decrease in good attitudes to be able to show and increase good attitude. The advices were given in the classroom collectively and personally. Besides, it was also carried out classically to all students concerning the important points on attitudes that must be acted by the students (Maulim, interview, 22 August 2017).

Monitoring, guiding, and supervising for special students who have improperly attitude was done by homeroom and PAI & BP teachers in SD Negeri 2 Tinggarjaya so that the students' attitudes are controlled and little by little change.

b. Direct advice for the students

Students who showed improper attitudes and were identified by Islamic and character education teachers will immediately be followed up by giving direct admonishment with educative language and advice using religious approach so that students know the benefits and harms of the disgraceful attitudes they do. The teachers also told students to promise not to repeat the disgraceful attitudes (Prihandoyo, interview, 19 July 2017).

c. Classical and Individual Treatment

Classical treatment is an action of giving advice to the students in one class to avoid bad attitudes and to do commendable attitudes. Whereas, individual treatment is an individual approach to students carried out by calling one student and talk to them in a certain room, providing personal guidance and advises. By doing personal action, the reasons of students' disrespectful behavior could be identified and resolved.

d. Giving Motivation

Motivation was given by the Islamic and character education teachers to encourage the students to behave well and avoid bad attitudes. Islamic Education and Character-Building (PAI & BP) teachers use religious approach by telling the concept of heaven with its full of happiness for those who behave well and hell with its full of desperation for those who behave badly. Motivation was routinely given Islamic Education and Character-Building (PAI & BP) teachers in order to make the students' impetus keep stable, consistent, and increasing.

e. Rewarding

Rewards were given in the form of praises or additional scores to students showing good attitudes. Praise was done personally and also in front of the class so that it can be emulated by other students.

f. Revision of learning design in the lesson plan

The attitude assessment results could show the quality of the students' attitudes so that it can be used as a reference for Islamic Education and Character-Building (PAI & BP) teachers to design better lesson plans (RPP) that can improve the students' spiritual and social attitudes. Revisions can be applied by adding material, attitude assessment procedures, or creating activities for learning activities.

g. Making habituation programs such as the *dhuhur* prayer in congregation, said politely to the teacher and friends, reciting Al-Qur'an every Friday, *infaq* for sick students, and so on.

h. Evaluating and following up to the results of the assessment to determine the behavior and attitudes that will be assessed in the next semester.

i. Following up to the students' attitudes by the class assistants, PAI & BP teachers, Guidance and Counseling, and psychological therapy.

j. Calling the parents to find a way out and to resolve the problem in relation with the students' attitude

E. Conclusion

The planning of authentic assessment of affective domain in the Curriculum 2013 Piloting Project elementary school in Banyumas Regency was carried out by Islamic and Character Education teachers and classroom teachers using observation as the main assessment through the process of 1) planning carried out by determining the attitudes to be assessed and making the attitudes assessment format referring to KI-1 and KI-2, 2) implementation carried out through observing and recording attitudes that are seen both in or outside the classroom during school hours, 3) processing of scores carried out in collaboration with the class teachers in recapitulating the attitude scores and making the descriptions, and 4) follow-up carried out by PAI & BP Teachers and Class Teachers through providing rewards, motivation, coaching, habituation programs,

and therapy. The researchers' micro conclusions can be concluded as follows:

1. The planning of authentic assessment of affective domain in the Curriculum 2013 Piloting Project elementary school in Banyumas Regency is carried out through several stages started with determining the developed attitudes by referring to KI-1 and KI-2, making the indicators, determining the form and the techniques used in the assessment such as observation, self-assessment, peer evaluation, journals, "Aku Anak Sholeh book", and anecdotes. The teachers designed the learning activities that could elicit the expected attitudes, the assessment format, assessment instruments and assessment formulas.

2. The implementation of authentic assessment of affective domain in the Curriculum 2013 Piloting Project Elementary School in Banyumas Regency was carried out using observation. In other words, observation was as the main assessment technique. It was conducted by finding out the prominence of the attitudes shown by the student both the good and the bad. With that paradigm, the teacher observed the students' attitudes during and out of the learning activities. They then recorded and scored on the observation sheet, carried out self and peer assessment as a confirmation, and finally conducted follow up to observation results until the end of the semester

3. The procedure for processing the score of affective domain in Curriculum 2013 Piloting Project Elementary School in Banyumas Regency was conducted through several steps namely, communication between classroom teachers and Islamic Education and Character-Building (PAI & BP) teachers regarding the report book scores processing, reviewing the notes of affective assessment results for one semester, recapitulating the scores and making descriptions of the students assessment results, making the grade lists of knowledge, attitude, and skills and submitting to classroom teachers,

then class teachers input them into the assessment application or write the report book manually, and finally the class teacher printed the report book and asked for approval from the principal.

4. The follow up to the results of the authentic assessment of affective domain in the Curriculum 2013 Banyumas Regency in the Piloting Project elementary school was conducted to students by providing appropriate rewards for students who experienced improvement in terms of attitudes, while students who experienced a decrease in attitudes were, in collaboration with experts, given motivation, coaching, habituation program, mentoring, and certain therapies.

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