

# Development of Authentic Instruments for Religious Attitudes and Social Attitudes Based on Strengthening Character Education for Grade IV Students in Jati Subdistrict

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**Abstract:** Research purposes: (1) To Analyze and describe the formulation of a hypothetical model of an authentic assessment instrument of social religious attitude based on ppk of 4th grade of Elementary school students, (2) To analyze and describe the implementation of the development of authentic assesment instruments of religious and social attitude based on PPK of 4th grade Elementary school students. (3) To analyze and describe the results of the validity of authentic assesment instruments of religious and social attitude based on PPK of 4th grade Elementary school students, and (4) to analyze and describe the effectiveness of the development of authentic assesment instruments of religious and social attitude based on PPK of 4th grade students of Ismoyo's cluster, Sub-district of Jati Elementary school. Research subjects consisted of: 4th grade students of Loram Kulon I Elementary School, Getas Pejaten I, II, and III Elementary School that carry out the authentic assesment of curriculum of 2013. This research is *Research and Development* model, designed by Borg and Gall. The data validity test of authentic assesment instruments of religious and social attitude based on PPK of 4th grade Elementary school students is using Alfa Cronbach technique of *Internal consistency* for the content validation and reliability testing. Analysis of Anova research data with SPSS program.

**Keywords:** authentic assesment, religious, social attitude

## 1. PRELIMINARY

In fact, the implementary of authentic assesment of curriculum of 2013 at the Elementary school never be easy to held. This is because teachers are used to assessing students' knowledge competence in the cognitive domain only, while the realm of students attitude and skills rarely graded. The curriculum of 2013 prioritizes all the three domains equally. Therefore, the implementation of curriculum of 2013 is less than optimal to be held by a teacher.

That fact can be strengthened by the research carried out by Utari (2014). The results show thar the implementation of an authentic assesment for the affective realm is 52,8%, Psycomotor realm is 48,4%, meanwhile, Cognitive realm is more dominant around 98,8%. It can be concluded that the implementation of authentic assesment is still less than optimal.

Consider to the importance of the implementation of authentic assesment on all affective, psycomotor and cognitive realms on students character building, Core Competency I (KI-1) of

curriculum of 2013 which is included observance of worship, grateful, and pray before and after the lesson are applied in elementary school (panduan penilaian Untuk Sekolah Dasar,2016). And also the authentic assesment of social attitude on Core Competency 2 (KI-2) of curriculum of 2013 which is included Honesty, Dicipline, Responsible, polite, Caring and Confidence (Assesment guideline for Elementary School, 2016). In fact, many religious and social attitudes are not accordance to the indicator of religious and social attitude in curriculum of 2013. For the Strengthening of the character building (PPK), according to presidential decree (peraturan presiden) no. 87 2017, there are 5 characters, including: Religious, nasionalist, Independent, Cooperative and Integrity.

Next, for the authentic assessment instruments, teachers only rely on the instruments which are stated in Revised teacher's guidelines book 2017 so it is considered not innovative and creative. So therefore, researcher made an authentic assessment instrument development of religious and social attitude based on the strengthening character Education (PPK) for 4th grade of Ismoyo's cluster, Jati's sub-district Elementary School. In fact, it shows that the implementation of Authentic assesment face up the problems. These problems arise from several factors, including teacher difficulties in applying the authentic assessment caused by the disimilarity of student's learning ability, inadequate facilities and infrastructure, also the various internal and external factor of the students.

The researcher prefer the Research and Development model, which aims to facilitate teachers in order to implementing the authentic assessment maximally and effectively, specially for the authentic assessments of Religious and social attitude. Therefore, the researcher do a development to deal with the problems as described previously which have been given the title "Development of Authentic Instruments for Religious Attitudes and Social Attitudes Based on Strengthening Character Education for Grade IV Students in Jati Subdistrict".

Majid (2014:57) said, "Autentic assessment is the process of gathering various data that can provide an overview of student development". Kunandar (2015:35), opine that " authentic assessment is the activity of evaluating students who emphasize what should be assessed, both the process and the results with various instruments that are suited to the existing competencies".

For Religious attitude in Core Competency 1 (KI-1) including observance of worship, grateful, and pray before and after the lesson, tolerance in worship, (Assessment guidelines for Elementary school, 2016). While Assesment guidelines for Elementary school (2016:23) explain that Social Attitude assesment included in the indicator of Core Competency 2 (KI2) which is including: Honesty, Dicipline, Responsible, Polite, Caring and Convidence. For the strengthen of the character Education (PPK) in Presidential Decree number 87 2017 there are 5 character including: Religious, Nationalist, Independent, Cooperative and integrity.

## **2. METHOD**

For the research design, the researcher using "Research and Development" model. This model of research was adapted from Borg and Gall development model. For the implementation of *Research and Development* model, there are 10 stages that have to be through, including : (1) Preliminary study, (2) Planning, (3) The development of a hypothetical model, (4) The hypothetical model of field test, (5) The hypothetical model revision, (6) Limited Trial, (7) Revision of trial result, (8) Wider model trial, (9) Final model revision, (10) Dissemination and Sosialization.

In the research procedure, the purpose of the research and development model is to improve a product such as the authentic assessment instruments of religious and social attitude based on the Strengthening Character Education (PPK) for 4th grade Ismoyo's cluster of Jati's sub-district Elementary school students. This research reffering to Borg and Gall's Research and Development Aproaching model (2003:271), which is including of ten stages, such as: (1) Preliminary study, (2) Planning, (3) The development of a hypothetical model, (4) The hypothetical model of field test, (5) The hypothetical model revision, (6) Limited Trial, (7) Revision of trial result, (8) Wider model trial, (9) Final model revision, (10) Dissemination and Sosialization. This was done because of time, staff and financial limitation.

On the hypothetical model, there are several components, including : Rasional, Vision and mission, model, purpose, objective, assumption, content, model component, procedure, and materialization or practice stages, model limitation, evaluation and follow-up.

In this Research and Development, the researcher using the qualitative and quantitative approaches. The qualitative data is obtained using the triangulation techniques through the observation and interview related to the research variabel. While, the quantitative data is obtained using questionnaire which are contained in Expert Judgement Validation sheet of material assessment format and questionnaire which are contained in Expert Judgement Validation Sheet of Product assessment format. Those expert judgement questionnaire filled by the expert and Student's assesment questionnaire filled by 4th grade ismoyo's cluster of Jati's sub-district Elementary School student. For the authentic assessment instrument of Religious and social attitude based on the strengthening Character Education (PPK), we need quantitative data as a product of Research and Development.

Subject of the research and development described as follows: Material expert and Product expert test will be held by Santoso, M.Pd. and Faundany Agustia, M.Pd. who competent on authentic Assessment instrument of the religious and social attitude based on the Strengthen Character Education (PPK) for 4th grade Ismoyo's cluster of Jati sub-district Elementary school student. The product test will be held by Dr. Suad as he is competent on authentic Assessment instrument of the religious and social attitude based on the Strengthening Character Education (PPK) for 4th grade Ismoyo's cluster of Jati sub-district Elementary school student.

The product trial will be held limitedly on 4th grade of Loram kulon 1 Elementary School and Getas Pejaten 2 Elementary school. The wider trial will be held on 4th grade Ismoyo's cluster of Jati sub-district Elementary school student, including Loram Kulon 1 Elementary School, Getas pejaten 1 Elementay School and Getas Pejaten 2 Elementary School.

In this Research and Development, the researcher using the qualitative and quantitative approaches. The qualitative data is obtained using the triangulation techniques through the observation and interview related to the research variabel. While, the quantitative data is obtained using questionnaire which are contained in Expert Judgement Validation sheet of material assessment format and questionnaire which are contained in Expert Judgement Validation Sheet of Product assessment format. Those expert judgement questionnaire filled by the expert and Student's assesment questionnaire filled by 4th grade ismoyo's cluster of Jati's sub-district Elementary School student. For the authentic assessment instrument of Religious and social attitude based on the strengthening Character Education (PPK), we need quantitative data as a product of Research and Development.

Data collecting technique in this research are using questionnaire, observation, interview and documentation. Questionnaire used to find out the responses and suggestion from the validator. For the observation and interview are used to find the issue, product test, and others. The documentation is used to write down the findings during the preliminary study including the observation and interview also product test. Picture or photograph documentation during the observation are used as the supporting material.

This research instrument using questionnaires, observation and interview. Observation and interview are used by the researcher to find out things related to the research variables. Questionnaires used in order to collect the data including the responses and advices from the expert for then revised as well. The questionnaires are in the form of quantitative data using Likert Scale. Likert Scale with 5 possible answer if there is a question, as example below:

Score 1, if you are strongly disagree

Score 2, If you do not agree

Score 3, If you are neutral or Sufficient

Score 4, If you are agree

Score 5, If you are strongly agree

The uses of the likert scale then continued with the sum of the score which is include in the questionnaires which are contained in Expert Judgement Validation sheet of material assessment format up on the religious and social attitude based on the Strengthening Character Education (PPK) for 4th grade Ismoyo's cluster of Jati's sub-district Elementary school student.

The data validity of the product trial using the validity and reliability test. This instrument used to measure the goal achievement or the effectiveness of the authentic assessment instruments of the religious and social attitude based on the Strengthening Character Education (PPK) for 4th grade Ismoyo's cluster of Jati's sub-district Elementary School student. This core validity testing is measured based on expert judgement and their respnse up on the instrument which has been arranged. This core validity counted based on the table below:

**Table 1.** Core Validity Assessment Qualification

| Score   | Category         | Assessment       |
|---------|------------------|------------------|
| 64 - 75 | Very Valid       | No Revision      |
| 52 - 63 | Valid            | No Revision      |
| 40 - 51 | Valid Enough     | Partial Revision |
| 28 - 39 | Not Valid Enough | Revision         |
| 16 - 27 | Strongly Invalid | Revision         |

Based on the table above, the assessment can be said to be valid if it meets the criteria of the scoring up 51 points from the whole element from the questionnaires of expert judgement of material, product expert and students. After that, the instrument revised and tested to the limited trial class that is Loram Kulon 1 Elementary School and Getas Pejaten 2 Elementary school and widely tested to four elementary schools in Ismoyo's cluster of Jati's sub-district. Then empirical validation is held. This reliability assessment held with *Internal Consistency*, also held by tested the instrument once, then the result is analyzed using *Alfa Cronbach Technique*.

$$r_i = \frac{k}{\{k - 1\}} + \left\{ 1 - \frac{\Sigma Si^2}{St^2} \right\}$$

Note :  
 K = Squared Mean (average value) between subject  
 $\Sigma Si^2$  = Failure Squared Mean (average value)  
 $St^2$  = Total Variety

This data analysis is using descriptive analysis. This Analysis held during the validity test. The data collected through the questionnaire's assessment to criticized, giving opinion and suggestion about the instrument. This descriptive analysis result used to decide the level of accuracy, effectiveness, and the attractiveness of the instrument product. To analyze the validator response, we use the formula below:

$$P = \frac{\Sigma x}{\Sigma Xi} \times 100\%$$

Note:  
 P = Percentage Of Eligibility  
 $\Sigma x$  = Validator Total Score  
 $\Sigma Xi$  = The Highest Score

The assessment of the validity score using the achievement scale conversion, because the assessment need an achievement standard and adjusted the category that had been decided. Here is the table of the assessment's qualification:

**Table 2.** Assessment Qualification

| Score   | Category         | Assessment       |
|---------|------------------|------------------|
| 64 - 75 | Very Valid       | No Revision      |
| 52 - 63 | Valid            | No Revision      |
| 40 - 51 | Valid Enough     | Partial Revision |
| 28 - 39 | Not Valid Enough | Revision         |
| 16 - 27 | Strongly Invalid | Revision         |

Based on the table above, the assessment can be categorized to be valid if it meets the criteria for score above 51 from all of the elements of material expert assessment, product

expert and student's questionnaires. Therefore, the assessment must reach valid criteria. If it invalid, the assessment has to be revised till it come to valid. Such data annalysis using Ankova wits SPSS program.

### 3. RESULT AND DISCUSSION

The result and discusson on this research will be discussed and explained after the researcher doing the research in the class. It will be discussed and explained using statistic and qualitative data.

### 4. CONCLUSSION

Here are the conclusion of the research:

1. This hypothetic model is about the authentic assessment instrument of religious and social attitude based on the Strengthening Character Education (PPK) held for 4th grade Ismoyo's cluster of Jati's sub-district Elementary Students.
2. The implementation of the developing authentic Assessment instrument of Religious and Social attitude held for 4th grade Ismoyo's Cluster of Jati's sub-district Elementary school students.
3. The validity of the authentic assessment instrument of the religious and social attitude based on the Strengthening Character Education (PPK) held until we reach the real valid instrument.
4. This research held to find out the effectiveness of the authentic assessment instrument development of the religious and social attitude held for 4th grade Ismoyo's Cluster of Jati's sub-district Elementary school students.

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