

Integration of Gotong Royong Indonesian Culture in Assessing Students' Social Attitudes

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ABSTRACT

The culture of gotong royong needs to be integrated in learning and assessment in schools. Gotong royong culture includes social attitude of respect, cooperation, inclusiveness, commitment to joint decisions, deliberations of consensus, helpful, solidarity, empathy, anti-discrimination, anti-violence, and attitude of volunteerism. In the implementation, many teachers in Indonesia have encountered difficulties in assessment, especially in the attitude domain. To assess social attitudes including gotong royong, researchers developed a model of attitude assessment. This study uses the R & D design (Research and Development) with ADDIE model. First, the researchers created a design in the form of a matrix containing components: determined measurement objectives, described general measurement questions, described required data, determined data resources, determined types of instruments, and determined measurement scale techniques. Second, researchers have developed gotong royong social attitudes assessment which includes self-assessment, peer-assessment, observation guide, interview guide, and journal. The assessment used Likert scale, Guttman scale, differential semantic scale, rating scale, and Thurstone scale for the technique.

Keywords: *Indonesian Culture, Gotong Royong, Assessment, Social Attitude*

1. INTRODUCTION

Indonesia is a country which is rich in culture. One of the cultures in Indonesian society is gotong royong. Gotong royong is working together to achieve a desired outcome. Nowadays, the culture of gotong royong in Indonesia, especially in big cities has been diminished. Unfortunately, the culture of gotong royong has been influenced by foreign culture that is more concerned with individuals. Indeed the culture of gotong royong is a great cultural force of society that needs to be developed continuously in Indonesia.

The culture of gotong royong should be integrated in learning and assessment in school. Moreover, the scope of assessment is very broad. Assessment is not only used to describe the achievements of knowledge and skills, but also the attitudes and beliefs of students, which are mostly caused by their learning[1]. According to Isaacs et al. this assessment is a success criterion of the final results of a unit or program[2].

In practice, the assessment which is often difficult to examine is attitude assessment. This happens because attitudes cover things that are broad and quite difficult to measure. It is not as visible as assessing knowledge or skills. This study examines how to develop attitude assessment especially gotong royong social attitudes through the development of assessment

instruments. There are three things studied in this study, those are 1) what is the learning assessment problem in Indonesia?, 2) how is the design of the development of gotong royong social attitudes assessment in learning?, 3) how is the development of gotong royong social attitudes assessment instruments in learning?

2. METHOD

This study uses the R & D design (Research and Development). R & D is a process used to develop and validate educational products that can be used to overcome practical problems. The R & D model used in this study is the ADDIE model. ADDIE is an acronym that refers to the main processes in the development of learning systems, which include: Analysis, Design, Development, Implementation, and Evaluation [3]. The product of this research is intended to be used in high school level. The research subjects were 30 high school teachers in Malang. This article discusses the research process up to the Development stage. The products developed are assessment instruments for *gotong royong* social attitudes, for high school students.

3. RESULT and DISCUSSION

3.1 The Learning Assessment Problem in Indonesia

The 2013 curriculum applied in Indonesia, which includes assessment activities, among others, has not been comprehensively understood and practiced by the teachers. The government and private institutions have actually conducted Curriculum 2013 trainings, but in fact there are still many teachers who face difficulties in its implementation. Some teachers feel that the demands for assessment in the 2013 curriculum are too high and difficult. As a result, each school or teacher has different ways in implementing the assessment.

The results of the study [3], [4], [5], [6] generally concluded that many teachers still tended to assess only the cognitive domain, whereas the 2013 curriculum required that attitude, knowledge and skills be assessed holistically. This happens because the teachers have difficulties in developing instrument for assessing attitudinal domain. The result of the present study are not much different from the findings of previous research. Teachers have encountered many obstacles in the implementation of the 2013 curriculum especially in attitude assessment. Figure 1 shows that 100% high school teachers in Malang reported that they have problems in developing assessment of attitudes [7].

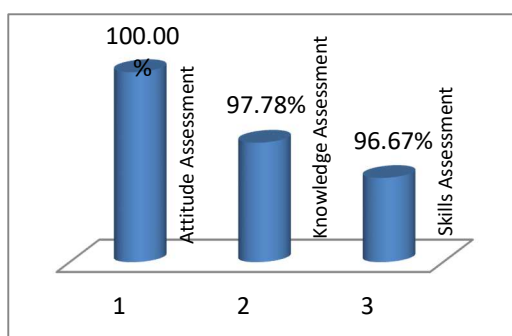


Figure 1. Type of Teachers' Needs Assessment [8]

This is understandable because attitudes cover things that are broad and quite difficult to measure. According to Krosnick attitudes are complex problems that cannot be fully explained by single number. An attitude is an individual's mental process that determines both the actual and potential responses of everyone in the social world[8]. An attitude is always directed at several objects; therefore, attitude is an individual's state of mind towards a value[9]. Thus, an attitude is an expression of values or views of life that someone owns. However, attitudes can be instructionally shaped, so that specific behaviors and actions are expected to emerge.

3.2 Design for Developing Social Attitude Assessment

Attitude assessment is an assessment of students' behavioral tendencies as educational outcomes, both in the classroom and outside the classroom. Attitude assessment has different characteristics with the assessment of knowledge and skills, so the assessment techniques used are also different. In this case, attitude assessment is aimed at finding out the achievements and fostering the behavior and character of students[10], [11].

The 2013 curriculum used in Indonesia divides attitude competencies into two, namely spiritual attitudes and social attitudes. Spiritual attitude is as an embodiment of strengthening vertical interaction with God Almighty, while social attitudes are efforts to live in harmony with other people[10]. This study examined the development of instruments for assessing social attitudes, including the behavior of *gotong royong*. *Gotong royong* is an Indonesian term for working together to achieve a desired outcome. This term comes from *gotong* meaning "work", and *royong* means "together"[12]. *Gotong royong* attitude include respect, cooperation, inclusiveness, commitment to joint decisions, deliberations of consensus, helpful, solidarity, empathy, anti-discrimination, anti-violence, and attitude of volunteerism.

Before drawing up instruments of social attitudes, a matrix of instrument development plans was designed. The design of assessment activity in one learning unit can include assessment techniques, description of assessment purpose, activity, and follow-up action (use) [13]. Instrument development matrix can also contain 1) Purpose of Evaluation, 2) Question of Evaluation, 3) Required data, 4) Source of data, and 5) Determination of Instrument Type [14]. Table 1 presents a matrix of the design of *gotong royong* social attitude assessment developed by researchers.

Table 1. Examples of Design Matrix for the Development of Gotong royong Social Attitude Assessment Instruments in Learning

Measurement Goal	General questions of measurement	Required Data	Sources of Data	Instrument type	Measurement Scale
Measuring students' helpful attitude	Are you willing to help friends who have difficulty in completing the task of writing the procedure text?	The students' helpful attitude in completing the task	Grade XI students in semester 1	Self-Assessment	Gutmann Scale
Measuring students' respect attitude	Does your friend respect the opinions of other friends in the group discussion	The students' respect attitude in the group discussion	Grade X students in semester 2	Peer-Assessment	Likert Scale

Measurement Goal	General questions of measurement	Required Data	Sources of Data	Instrument type	Measurement Scale
	when analyzing the Habibi character described in the biography?				
Measuring solidarity attitudes of students	Make a note that summarizes your feelings about the natural disasters described in the above reading!	The level of solidarity of students to an event of natural disasters	Grade X students in semester 1	Journal	Semantic Scale

3.3 The Development of Gotong Royong Social Attitudes Assessment Instruments in Learning

Before developing social attitude assessment instruments, it is necessary to determine the types or forms of instruments used. The form of assessment ranges from formative to summative assessment [15]. For formative purposes, the assessment can take the forms of discussions, self-assessment, peer assessment, oral examination/questioning, and portfolio. For summative ones, the forms of the instrument can include observation, essay, quiz, open answer examination, test, and external assessment. Specifically for social attitudes assessment, the types of instruments developed by researchers include 1) questionnaires which include self-assessment and peer-assessment, 2) observation sheets, 3) interview guides, and 4) journals (daily reports).

After the types of instrument were determined, then the grading scale technique was designed. Scale theorists have developed a number of scales that can be used to measure attitudes, such as the Likert Scale, Guttman Scale, Rating Scale, Semantic Differential (Semantic Difference), Thurstone Scale, and Scale Bogardus Social Distance [14]. In this step, a statement/question was formulated to measure attributes on the instrument. Formulations can vary depending on the scale model used, the samples of which are presented in Tables 2 and 3.

Table 2. An example of Self-Assessment Instrument with Guttman Scale for Measuring Respect, Cooperation, and Helpful Attitudes

Instruction: Select explicitly one of the following two alternative answers based on what you show in the following context!

No.	Statement / Question	Answer	
		Yes	No
1	When discussing the intrinsic elements of a novel, are you careful in expressing your opinion so that your opinion is not considered the most correct?		
2	When discussing the intrinsic elements of a novel, are you careful in expressing your opinion so that your opinion is not considered the most correct?		
3	Do you always maintain togetherness and good cooperation with your group?		

-
- 4 If there is a friend in one group offending you but then apologizing, are you willing to apologize?
-
- 5 If there are friends in your group asking for help in completing the task of analyzing the intrinsic elements of the novel, will you help them?
-

Notes:

Yes = Score 1, No = Score 0

Table 3. An example of Observation Guideline with Rating Scale to Determine Changes in Gotong Royong Social Attitudes

Teacher circled a number indicating the quality of attitude before and after learning to write reports through project-based learning. The instrument used is as follows!

Attitude before learning					Statement	Attitude after learning				
0	1	2	3	4	Showing respect of others	0	1	2	3	4
0	1	2	3	4	Willingness to cooperate	0	1	2	3	4
0	1	2	3	4	Being committed to joint decisions	0	1	2	3	4
0	1	2	3	4	Showing solidarity with others	0	1	2	3	4
0	1	2	3	4	Willingness to help others	0	1	2	3	4

Notes:

0 = very poor, 1 = poor, 2 = fair, 3 = good, 4 = excellent

Based on the process of developing *gotong royong* social attitude assessment above, assessment activities in learning are not simple. An assessment is a systematic approach to gather information about learners and learners' performance. It is usually based on various sources of evidence [17]. This is supported by Wahyuni and Ibrahim's opinion, which states that assessment is the process of gathering information about students with various sources of evidence, regarding what they feel, know, and do [16]. This information is used as a basis for decision making. Especially in authentic assessments, assessment is a process that involves various forms of performance measurement that reflect student learning, achievement, motivation, and attitude. Hill explicates that classroom-based assessment is a broad and evolving conceptualization of the processes used by teachers and students in collecting, evaluating, and using evidence of student learning for various purposes, including diagnosing strength and student weaknesses, monitoring student progress in meeting the desired level of proficiency, setting values, and providing feedback to parents[17]. Thus, assessment is an ongoing process and covers a broad domain. Therefore, good teachers never stop doing assessments, both programmed and incidental.

4. CONCLUSION

Many teachers in Indonesia have difficulties in carrying out assessments, especially those related to attitude assessment. This problem can be overcome by helping them develop assessment instruments. As such, the researchers developed samples of instruments for assessing *gotong-rooyong* social attitudes by following steps of 1) determining measurement objectives, 2) describing general measurement questions, 3) describing required data, 4)

determining data sources, 5) determine instrument types, and 6) determining the measurement scale technique. The types of instruments that can be used to measure *gotong-rooyong* social attitudes are 1) questionnaire: self-assessment, 2) questionnaire: peer- assessment, 3) observation guide, 4) interview guide, and 5) journal. Measuring scale techniques used include 1) Likert scale, 2) Guttman scale, 3) differential semantic scale, 4) rating scale, and 5) Thurstone scale.

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