
Problems of Teachers in Providing Assessments of Students' Attitudes in the Learning Process

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Abstract

This study aims to find out how teachers assess student attitudes, teacher difficulties in assessing student attitudes, and the efforts made by teachers in overcoming difficulties in assigning values to students' attitudes in the learning process based on the 2013 curriculum in elementary school. Research subjects as six teachers were selected using the purposive sampling technique. The approach used in this research is a qualitative approach with a descriptive type of research. Data collection techniques use observation and interviews. The data were analyzed using inductive logic, namely from specific to general. The conclusions of this study indicate that the teacher provides an assessment of student attitudes in the learning process based on the 2013 curriculum in elementary school by observing or making direct observations of students' attitudes during the learning process. The difficulty of teachers in assessing student attitudes in the learning process based on the 2013 curriculum in elementary schools in the limited time, the large number of students in one class, and the difficulty in directing students to instill good attitudes following learning objectives. Efforts made by teachers in overcoming difficulties in assigning grades to students' attitudes in the learning process based on the 2013 curriculum in elementary schools are by discussing with parents of students, coordinating with other teachers, and asking other students to get detailed information.

Keywords: students, school, curriculum

Introduction

The change and development of the 2013 Curriculum were driven by several international survey results on the ability of Indonesian students in the international arena. From the survey results, it was concluded that the achievements of Indonesian students were lagging and underdeveloped [10]. Implementation of the 2013 curriculum aims to produce Indonesian people who are productive, creative, innovative, effective through strengthening attitudes, including religion, honesty, discipline, cleanliness, courage, responsibility, likes to help, respect for others, courtesy, independence, and cooperation and have skills, and integrated knowledge and noble character [9]. Elements of the 2013 curriculum change include changes to graduate competency

standards, process standards, content standards, and assessment standards. Significant differences between the 2006 KTSP and the 2013 curriculum occur mainly in the learning process, including planning, implementation, and assessment [11].

To improve the quality of education, the government has tried and tried to continue to take corrective steps such as: improving the quality of teachers, changing and improving the curriculum, and providing educational facilities and infrastructure[12]. However, it is unfortunate that there is a gap between expectations and the reality in elementary schools that these efforts and measures are still general and global, have not touched the problems faced in the classroom, such as trying to overcome students' learning difficulties in the classroom [18]. It must be realized that no

matter how good the curriculum is designed or how complete the facilities and infrastructure are if it is not implemented or appropriately implemented by teachers and students in the classroom, it is inevitable that learning will not get maximum results [13].

The observations and interviews with school principals and teachers at SD Negeri 1 Enrekang obtained information that teachers implemented the 2013 curriculum in the new curriculum so that teachers have not mastered it well, especially in assessing student attitudes [17]. The 2013 curriculum emphasizes activities and field materials, so teachers are required to have high skills in assessing student attitudes so that teachers face various obstacles in their implementation [25], [16]. To find out the obstacles teachers face, an in-depth research is needed. As is known, the task of the teacher while in class is not only teaching but also directing students to do assignments, supervising students, and conducting evaluations [15]. Thus, teachers experience limited time in assessing student attitudes [1]. The schools are not optimally; the obstacles for teachers at SD Negeri 1 Enrekang include obstacles in attitude assessment, obstacles in preparing questions, and obstacles in conducting assessments attitude [14].

Research Method

This research uses a qualitative approach with a descriptive type of research. This research was conducted at SD Negeri 1 Enrekang. Research subjects as six teachers were selected using the purposive sampling technique. Data collection techniques use observation and interviews. The data were analyzed using inductive logic, namely from specific to general.

Result and Discussion

Based on the research analysis results, it can be seen that teachers face various obstacles in assessing student attitudes at school thematic learning based on the 2013 curriculum. Observation results show that teachers have difficulty cultivating an independent attitude and a love of reading in students. When the teacher directs students to study independently, some students do not read or study but tell their friends beside them. This is because the teacher

no longer pays attention to his activities. So, the assessment given by the teacher is not following the attitude of the students [19].

Another obstacle in assessing student attitudes is developing environmental awareness and cooperation [24]. Teachers cannot observe student attitudes related to students' concern for the environment properly; this is because teachers must observe this attitude outside the classroom [20]. This is an obstacle for teachers because the number of students is more and takes a long time [26].

Respect and honesty are also difficult to define precisely. This is because honesty cannot be observed directly and only in a few observations [21]. However, teachers must do it regularly and consistently. The teacher had problems in directing students to listen to the explanation well; some students did not seem to pay attention to the teacher's explanation [22]. Teachers also have problems directing students to identify problems; students have not been able to identify the problems in the subject matter. In addition, teachers are also constrained in directing students to be actively involved in discussions [23].

The interviews showed that teachers faced different difficulties in assessing students' attitudes in learning. When the teacher directs students to develop a polite attitude. Students who are still classified as children are still not able to have a polite attitude, even sometimes students still often make noise in class [27]. Teachers are also tricky in directing a cooperative attitude to students. Students seem less able to cooperate [2]. Even though the teacher has directed and demonstrated how to work together while studying, students can still not develop it.

In addition, the most difficult attitudes to judge are honesty and respect for others [3]. This is because when students learn and are observed by the teacher. However, if the teacher does not observe, the students will behave differently and ignore other friends. Furthermore, the teacher has difficulty assessing the attitude of discipline and responsibility. This is not easy to observe. Moreover, the observation process is carried out individually [5]. Teachers are constrained incorrectly determining students who have high discipline and students who do not have high

discipline. The results of interviews with teachers indicate that several factors cause teachers to have difficulty analyzing student learning outcomes related to attitudes [6]. The first factor is the limited time that the teacher has. The teacher must divide the time between the delivery of material, assignment, and evaluation process at the teaching time. This makes it difficult for teachers to assess student attitudes as it is known that student attitudes must be done individually and face to face [7]. Thus, the limited time they have becomes an obstacle for teachers. A second factor is the large number of students in one class. The teacher must observe 30 students in one meeting. So, the teacher must divide his time. There is only one teacher who has to observe 30 students simultaneously. The third factor is that the teacher is brutal to direct students who do not have a good attitude [9]. Students who have not achieved a good attitude are more indifferent in learning during the learning process. Thus, teachers must work harder in motivating these students.

To overcome the obstacles faced by the teacher, he took several actions. Namely, the teacher consulted with other teachers (teachers in the previous class) who already knew a lot about students [8]. Thus, teachers get detailed information about students' attitudes. In addition, teachers also collaborate with parents. Especially students who have attitudes that are not following the learning objectives. Students who are more introverted and less active.

Conclusion

The teacher provides an assessment of student attitudes in the learning process based on the 2013 curriculum at SD Negeri 1 Enrekang by observing or making direct observations of students' attitudes during the learning process. The teacher's difficulty in assessing student attitudes in the learning process based on the 2013 curriculum at SD Negeri 1 Enrekang is limited time, the large number of students in one class, and the difficulty in directing students to instill good attitudes following learning

objectives. Efforts made by the teacher in overcoming the difficulty of assigning grades to students' attitudes in the learning process based on the 2013 curriculum at SD Negeri 1 Enrekang are to conduct discussions with parents of students, coordinate with other teachers and ask other students to get detailed information.

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