

METHODS AND INSTRUMENTS FOR ATTITUDE ASSESSMENT IN LEARNING EVALUATION

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Article Information

Article History:

Received November 16, 2024

Revised December 30, 2024

Published December 24,
2024

DOI:

<https://doi.org/10.58557/eduinsights.v2i2.87>

Keyword:

Attitude Assessment Islamic
Religious Education
Affective-Cognitive-
Conative Components

ABSTRACT

This research aims to examine attitude assessment in the learning context, with a focus on Islamic Religious Education. Attitude is defined as a person's feelings, views, or tendencies in responding to objects or situations, which include three main components: affective, cognitive, and conative. These components shape attitudes towards subject matter, teachers, and the learning process as a whole. Attitude assessments are carried out to understand students' behavioral tendencies in learning, including positive attitudes towards material, teachers and a supportive learning environment. The research used a qualitative approach with a case study design, involving classroom observations, interviews with teachers and students, as well as analysis of related documents. The research results show that students' attitudes can be influenced by affective (emotion), cognitive (understanding) and conative (behavior) aspects. This research also developed an instrument to measure attitudes, which was designed to reflect objective and systematic assessment standards. These findings provide practical insight for educators in evaluating and forming students' attitudes in a comprehensive and accountable manner, supporting successful learning and the development of students' character.

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1. INTRODUCTION

Attitude is a form of a person's evaluation of a particular object, situation, or concept, which is psychologically rooted in their experiences, feelings, and beliefs. According to research in social psychology, attitude not only reflects a person's feelings (like or dislike) towards something but also becomes an indicator of the values, norms, and outlook on life that they adhere to. Thus, attitude becomes the basis for understanding how individuals respond emotionally and behaviorally to an

object or situation (Kaka, 2022). The conative component is the tendency to behave or act in certain ways regarding the presence of the attitude object.

In general, the objects of attitude that need to be assessed in the learning process of various subjects include: Attitude towards the subject matter. Students need to have a positive attitude towards the subject matter. With a positive attitude in students, their interest in learning will grow and develop, they will be more easily motivated, and they will more easily absorb the subject matter being taught. 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 being taught. Thus, students who have a negative attitude towards teachers/instructors will find it difficult to absorb the subject matter taught by the teacher.

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, methodologies, and learning techniques used (Miftha Huljannah, 2021). An interesting, comfortable and enjoyable learning process can increase students' learning motivation, so that they can achieve maximum learning outcomes.

Students' attitudes in learning are often associated with values and norms that are relevant to the subject matter. Literature and research show that attitudes not only reflect students' emotional preferences, but also serve as indicators of their understanding of social values, ethics, and responsibilities. These attitudes can be developed through contextual and issue-based learning approaches, especially in materials that have direct relevance to everyday life, such as the environment.

For example, in Biology or Geography learning, environmental issues such as ecosystem preservation or the impact of environmental damage are effective contexts for instilling attitudes based on positive values. Students who understand the importance of environmental preservation, for example, tend to have positive attitudes towards wildlife protection programs. This attitude can be supported through discussions, case studies, or collaborative activities that allow them to internalize environmental preservation values.

Conversely, these values also serve as a reference for assessing actions that are contrary to environmental sustainability. In the case of log exports that damage forest ecosystems, students can be invited to analyze their negative ecological and social impacts, thereby building a critical attitude that rejects the practice.

The study also emphasized the importance of the value-based learning approach in building student attitudes. This approach places values and norms at the core of the learning experience, so that students not only understand the material cognitively but also develop moral awareness and social responsibility.

2. METHOD

This study uses a qualitative approach with a case study design, which was chosen to explore the phenomenon of attitude assessment in the context of Islamic Religious Education learning. A qualitative approach is suitable because it focuses on an in-depth understanding of individual behavior, interactions, and experiences in certain situations (Black & Wiliam, 2009). Data were collected through three main instruments: observation, interviews, and document analysis.

Observations were conducted in several classes to observe student behavior and interactions between students and teachers during the learning process. The observation instrument involved a guide based on certain attitude indicators that had been prepared previously, such as student activity, respect for teachers, and cooperation between students (Dull & Reinhardt, 2014). In-depth interviews were conducted with teachers and students to obtain their perspectives on the attitude assessment process. The interview instrument was a semi-structured questionnaire to ensure flexibility in exploring themes that emerged during the interviews (et al., 2023). In addition, documents such as attitude assessment sheets, observation notes, and learning reports were analyzed to complete the data. Document analysis instruments include evaluation guidelines that ensure the relevance of documents to the research objectives.

The data analysis process was carried out thematically, where the data were grouped based on relevant categories using open, axial, and selective coding techniques. This analysis method refers to the Strauss and Corbin (1998) procedure, which allows the identification of main themes and

subthemes from the data obtained. The results of the study are expected to provide insight into the effectiveness of attitude assessment methods applied in schools, as well as provide recommendations for improving more objective and accountable attitude assessment practices.

Thus, this study does not only focus on the final results, but also on the assessment process that has the potential to influence the development of students' attitudes in learning. This process is in line with the view that assessment is not only an evaluation tool, but also a learning strategy that supports the formation of students' character (Black & Wiliam, 2009).

3. RESULT AND DISCUSSION

3.1. Attitude Assessment

According to the conceptual definition, attitude is an action based on a position, belief (Hapsari & Mawardi, 2024). Attitude is a tendency to respond consistently about liking or disliking an object. Attitude is also an expression of values or outlook on life that someone has. Attitude according to Secord and who stated that attitude is a certain regularity in terms of implementation (affection), thinking (cognition), and predisposition of action (conation) of a person towards an aspect. Attitude as the degree of positive or negative affect associated with some psychological object (Emisasmita, 2016).

Attitude changes can be observed in the learning process, determination, and consistency towards something. Attitude assessment is an assessment carried out to find out the attitudes of students towards subjects, learning conditions, educators and so on (Warsah, 2022) Assessment of attitude competency in learning is a series of activities designed to measure students' attitudes as a result of a learning program (Safitri & Harjono, 2021) The main use in assessing attitudes as part of learning is the reflection of understanding and progress of individual learners' attitudes. A person's attitude towards something can be influenced by the knowledge that a person has about that something. Thus, there are three components of attitude according to George L. Mouly in Majid, namely: (Nurhasanah et al., 2023).

1. Affective component (individual emotional life), namely certain feelings (positive or negative) that influence the acceptance or rejection of the attitude object, so that feelings of pleasure, displeasure, fear, and unafraid arise.
2. Cognitive component is an intellectual aspect related to beliefs, ideas or concepts towards the attitude object.
3. Behavioral component is an individual's tendency to behave in a certain way towards the attitude object.

In general, the objects of attitude that need to be assessed in the learning process of various subjects are as follows:

1. Attitude towards subject matter.

Students need to have a positive attitude towards the subject matter. With a positive attitude in students, their interest in learning will grow and develop, they will be more easily motivated, and they will more easily absorb the subject matter being taught.

2. Attitude towards teachers/lecturers.

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 that are taught. Thus, students who have a negative attitude towards teachers/instructors will find it difficult to absorb the subject matter 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, methodologies, and learning techniques used. An interesting, comfortable and enjoyable learning process can foster students' learning motivation, so that they can achieve maximum learning outcomes.

4. Attitudes are related to values or norms related to a subject matter.

For example, environmental cases or problems, related to Biology or Geography materials. Students also need to have the right attitude, which is based on positive values towards certain environmental cases (environmental conservation activities/destruction cases). For example, students have a positive attitude towards wildlife protection programs. In other cases, students have a negative attitude towards exporting logs abroad.

From the explanation of the meaning of attitude, it can be explained that attitude assessment is an assessment carried out by teachers to measure the level of achievement of students' attitude competencies which include aspects of receiving or attending, responding or responding, assessing or appreciating, organizing or managing, and characterization (Kaka, 2022).

In the 2013 curriculum, attitudes are divided into two, namely spiritual attitudes related to the formation of students who are faithful and pious, and social attitudes related to the formation of students who have noble, independent, democratic, and responsible morals (Nuriyah, 2014) Spiritual attitudes are a manifestation of strengthening vertical interaction with God Almighty, while social attitudes are a manifestation of the existence of awareness in an effort to realize harmony in life.

3.2. Attitude Assessment Instrument

Instruments are tools to help researchers in using data collection methods. Instruments are research tools (in the form of a set of tests and so on) to obtain data as processing material. (Kurniawati & Mawardi, 2021). Assessment is a systematic and continuous process or activity to collect information about students' learning processes and outcomes in order to make decisions based on certain criteria and considerations (Kuntoro & Wardani, 2020). Meanwhile, attitude is a behavioral tendency to do something in a certain way, method, technique and pattern towards the surrounding world, whether in the form of people or certain objects.

So the attitude assessment instrument is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is a reflection of students' understanding and progress in attitudes individually (Saidah, 2018).

Attitude starts from feelings related to a person's tendency to respond to something/object. Attitude is also an expression of the values or outlook on life that a person has. Attitude can be formed, so that the desired behavior or action occurs. The attitude competency referred to in this guide is an expression of the values or outlook on life that a person has and is manifested in behavior (Kaka, 2022). Assessment of attitude competency in learning is a series of activities designed to measure students' attitudes as a result of a learning program. Attitude assessment is also the application of a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is a reflection of students' understanding and progress in individual attitudes.

3.3. Attitude Assessment Scale

In the processing of assessment scale data or attitude scale, the processing is almost the same as the processing of observation data that uses scores or values in its observations. Thus, for each student who is measured using an assessment scale or attitude scale, the score obtained from all questions can be determined, the average score of each question by dividing the total score by the number of questions, and the interpretation of which questions are positive or good and which questions or aspects are negative or less good (Ulfa, 2019). The assessment result data and attitude scale actually resemble test result data. Thus, it can be processed like processing test result data. The following are things related to processing assessment scale or attitude scale data:

Standard Value Conversions that are often used in assessing learning outcomes can be divided into several categories, namely:

- a. Standard hundred (0-100)
- b. Standard ten (0-10)
- c. Standard four (1-4) or with letters (A-B-C-D)

1. Item Compilation Procedure for Attitude Scales The steps for compiling items for attitude scales are as follows:
 - a. Determine the object
 - b. Formulate behavior that refers to the attitude towards the object
 - c. Formulate the characteristics of the attitude behavior Further detailing each characteristic into a number of more specific attributes
 - d. Determine the assessment indicators for each attribute
 - e. Compile a set of items according to the indicators that have been formulated
 - f. A scale consists of between 20 and 30 items
 - g. Compile the items, consisting of half in the form of positive statements and half in the form of negative questions
 - h. Determine the number of scales: five or seven or eleven alternatives Determine the weight of the value for each scale. For example 4,3,2,1,0 for five scale values, as the basis for quantitative calculations.

3.4. Macam-macam Skala Sikap

1. Likert scale

The main principle of the Likert scale is to determine the location of a person's position on a continuum of attitudes towards the object of attitude, ranging from very negative to very positive. Determining the location is done by quantifying a person's statement against the statement items provided. For Likert, a five-point scale is used, a scale of 1 (one) means very negative and a scale of 5 (five) means very positive. This scale is arranged in the form of a statement and followed by response options that indicate the level of (Suranata et al., 2023).

Example response options:

SS = strongly agree

S = agree

TB/R = no opinion or unsure

TS = disagree STS strongly disagree

2. Thurstone scale

It is a scale similar to the descriptive graphic rating scale because it is an instrument whose response is to give a certain mark on a continuum of lines. The difference lies in the number of scales. In the descriptive graphic rating, the scale consists of 5 levels, while in the Thurstone scale the number of scales used ranges from 7-11 (Mawardi, 2019).

3. Guttman scale

This scale is a series of opinion statements about an object in sequence. Respondents are asked to state their opinion about the statement (agree or disagree). If they agree with the statement at a certain serial number, then it is assumed that they also agree with the previous statement and disagree with the statement after it (Natanael & Ramdani, 2021),

4. Semantic differential Instrument compiled by Osgood and his friends measures concepts for three dimensions. The dimensions are measured in categories: fun-boring, difficult-easy, good-bad, strong-weak, useful-useless, and so on (Mawardi, 2019).

3.5. Types of Attitude Assessment Methods

Types of attitude assessment consist of two, namely spiritual and social attitude assessment. This attitude assessment can be done with 5 methods, namely:

1. Observation Technique

Observation techniques are a technique for the process of systematic observation and recording of student behavior in the learning process of participants. (Lestari & Setyarsih, 2020). Observation must first determine the aspects of behavior to be observed, then guidelines are made to facilitate observation. Observation guidelines consist of;

2. Self-assessment

Self-assessment is an assessment technique that involves asking students to make a review of themselves, both regarding their achievements or their strengths and weaknesses in the context of achieving competency (Lestari & Setyarsih, 2020).

There are several techniques that can be used for this self-implementation, namely: self-report, attitude scale, interest scale, and biography. But those used in the assessment by the Teacher are only self-report, attitude scale and interest scale.

a. Self-Report

Self-report is a report on students' activities carried out in everyday life. The report sheet carried out by Islamic Religious Education teachers, for example, is a report sheet on the habit of reading the Qur'an.

b. Attitude Scale

There are several scales that can be used to measure a person's attitude, including the Likert attitude scale and the Semantic Differential Scale. The Likert scale is a simple measurement technique that is most often found in affective measurement, especially for measuring attitudes. The Likert scale has a principle where the Likert scale presents statements that must be responded to between 5 alternatives: strongly agree, agree, doubtful, disagree, and strongly disagree (Rizqa et al., 2023).

Differential Semantic Scale is a measurement technique that displays statements with objects in the form of concepts or behavior. This semantic difference scale uses a continuum line with very positive answers located to the left of the line, and very negative answers located to the right of the line (Rizqa et al., 2023).

c. Interest Scale

The aspect of student interest that needs to be measured by teachers is student interest in certain subjects. One way to measure this interest is using an interest scale (Mamkua & Irawan, 2023).

3. Peer Assessment

Assessment techniques by asking students to assess each other regarding their strengths and weaknesses and the achievement of formulated competencies (Mamkua & Irawan, 2023). The instrument that can be used for inter-student assessment is a checklist. This checklist can be used to measure peer assessment because the checklist is a list of behaviors for observation in checking whether the behavior listed appears on the list (yes or yes) or does not appear (no or no) (Putri et al., 2023).

4. Interview

It is a technique for collecting and recording data, information and/or opinions which is carried out through conversation and questions and answers, either directly or indirectly, with data sources (Putri et al., 2023)).

As an assessment technique, interviews can be used to assess the process and results of learning. Assessing the learning process, for example, assessing the effectiveness of the use of methods, learning media, or assessment systems applied by teachers. Assessing learning outcomes, for example, assessing attitudes, interests, and habits of students after the learning process such as the habit of performing prayers, the habit of being honest, fair, or avoiding bad behavior.

5. Journal

Related to journal recording, teachers need to know and pay attention to student behavior both in and outside the classroom. Aspects of observation are determined in advance by the teacher according to the characteristics of the subjects being taught. The determined aspects of observation are then communicated in advance with students at the beginning of the semester.

3.6. Advantages and Disadvantages of Attitude Assessment

As a new paradigm, attitude assessment has advantages in its implementation during the teaching and learning process. The advantages of attitude assessment include:

- a. Fostering self-confidence, because students are asked to assess themselves.
- b. Students can know their own strengths and weaknesses, because this method is a method for self-introspection.
- c. Students can be motivated to be honest and objective in responding to something.

- d. Motivated to always do good to anyone, for example telling the truth, not being arrogant, forgiving, not committing adultery and keeping trust and promises.

Besides its advantages, attitude assessment also has disadvantages, namely:

- a. It is difficult to formulate the instrument.
- b. In its implementation, it is susceptible to teacher subjectivity.
- c. Requires a long time.

4. CONCLUSION

This study emphasizes the importance of attitude assessment in the learning process as a crucial aspect that supports the achievement of student competencies. By covering affective, cognitive, and conative components, attitudes play an important role in shaping students' responses to materials, teachers, and learning atmosphere. This assessment is carried out through various methods, such as observation, self-assessment, and peer assessment, and utilizing a systematic assessment scale. Although there are challenges in overcoming subjectivity, appropriate attitude assessment can provide a comprehensive picture of student development and support the formation of positive, constructive attitudes in the learning process.

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