

TEACHER CHALLENGES IN AFFECTIVE ASSESSMENT AT PRIMARY SCHOOL

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Abstract

One of the teacher's tasks in affective assessment is to measure students' talents, encouragement and interest in the material being taught. It is hoped that the assessment results will provide an overview of students' affective measures, so that teachers can analyze and make recommendations on how to improve students' attitudes, encouragement and motivation for learning. However, in practice teachers in elementary schools face various challenges in carrying out affective assessments. The method used in this research is a qualitative descriptive analysis method with a phenomenological approach. A phenomenological approach is also used to support literature studies from relevant books and journals. Challenges in affective assessment include teachers' lack of understanding of assessment standards, limitations in implementing authentic assessment, and difficulties in directing and observing students as a whole. The subjectivity of assessment is also a problem, considering that assessment results are often influenced by teachers' personal perceptions and preferences, which causes inconsistent assessment results. Other obstacles include limited assessment tools and methods, lack of training for teachers, and low involvement of parents and the community in supporting affective assessment.

Keywords: Teacher Challenges, Affective Assessment, Elementary School

Abstrak

Salah satu tugas guru dalam penilaian afektif adalah untuk mengukur bakat, dorongan, dan minat siswa terhadap materi yang diajarkan. Diharapkan bahwa hasil penilaian memberikan gambaran tentang ukuran afektif siswa, sehingga guru dapat menganalisis dan membuat rekomendasi tentang cara meningkatkan sikap, dorongan, dan dorongan belajar siswa. Namun, dalam praktiknya guru di sekolah dasar menghadapi berbagai tantangan dalam melaksanakan penilaian afektif. Metode yang digunakan dalam penelitian ini yaitu metode analisis deskriptif kualitatif dengan pendekatan fenomenologis. Pendekatan fenomenologis juga digunakan untuk mendukung studi pustaka dari buku dan jurnal yang relevan. Tantangan dalam penilaian afektif tersebut mencakup kurangnya pemahaman guru tentang standar penilaian, keterbatasan dalam penerapan penilaian autentik, kelas yang besar, siswa yang beragam serta kesulitan dalam mengarahkan dan mengobservasi siswa secara menyeluruh. Subjektivitas penilaian juga menjadi masalah, mengingat hasil penilaian sering dipengaruhi persepsi dan preferensi pribadi guru, yang menyebabkan ketidak konsistenan hasil penilaian. Kendala lainnya termasuk keterbatasan alat dan metode penilaian, kurangnya pelatihan bagi guru, serta rendahnya keterlibatan orang tua dan masyarakat dalam mendukung penilaian afektif.

Kata Kunci: Tantangan Guru, Penilaian Afektif, Sekolah Dasar

INTRODUCTION

Assessment in an educational context refers to the process of collecting information about a student's learning progress, whether through observations, tests, projects, or other activities (Suryadi, D & Suparno, P, 2020). The main purpose of assessment is to evaluate students' understanding of lesson material, as well as to provide feedback that is useful in improving learning (Pramudiani, I & Indrawan, I. G. A, 2019). Evaluation functions as a tool and means to assess the level of success of the planned program. Each evaluation has different criteria, characteristics and procedures (Hanum, 2017).

There are many components involved in assessing learning outcomes; one of the most important is the application of assessment tools that cover three domains: cognitive, affective, and psychomotor. Assessment of emotional aspects and students' attitudes is related to the affective domain during the learning process (Nurdin, 2018). There are many facts that reveal conflict and unrest in Indonesia caused by SARA (Ethnicity, Customs, Race and Religion). This shows that the

education system in Indonesia has not fully created and developed awareness and action regarding pluralism and multiculturalism (M & D, 2023).

This is what makes the affective aspect a very important component of learning, especially in religious education. It should be remembered that religious education does not only teach doctrine and ideas, but also teaches a person's attitudes and morals, as well as the values adhered to in religion (Nur'alimah, M. E, & H. Basri, 2020). The affective domain is about attitudes, which include acceptance, assumptions, or assessments of things, ideas, situations, other people, or oneself. This is the result of evaluating the learning process and work experience. Attitudes can cause feelings of happiness (positive/very positive) or unhappiness (negative/not negative) (Zuhera, 2017).

Affective assessment is an important component in educational evaluation which aims to measure non-cognitive aspects of a student, such as attitudes, values, interests, motivation and feelings (Pratama, I. G. S. & Putra, A, 2018). These aspects include how students respond emotionally to the learning environment, how they interact with others, and how they internalize moral and ethical values. Affective assessment is different from cognitive assessment which focuses more on intellectual and academic abilities, as well as psychomotor assessment which measures physical skills (Handayani, T & Nurhadi, D, 2019).

In the context of elementary school education, affective assessment has a very important role. At this stage, students are in the phase of forming the basics of personality and morality (Setiawan, R & Fitriani, N, 2020). Therefore, teachers need to pay attention to students' affective development to ensure that they not only develop intellectually, but also emotionally and socially. Affective assessment helps teachers identify attitudes and behavior that are positive and that need to be improved, so that appropriate intervention can be given (Sari & Kurniawati, 2021).

The benefits of affective assessment are enormous. First of all, this assessment helps teachers to plan more holistic learning, which not only pays attention to cognitive aspects but also affective aspects of student development. By understanding students' attitudes, values and motivation, teachers can design learning strategies that are more appropriate to students' needs and interests (Setiawan & Fitriani, 2020).

Apart from that, affective assessment also helps in supporting the development of students' character and morals. By monitoring students' affective development, teachers can pay special attention to moral values and desired behavior, such as integrity, empathy, and responsibility. Through appropriate intervention, teachers can help students build strong and positive character (Sari, P & Kurniawati, D., 2021).

Affective assessment requires a careful approach and is based on several important principles that form the basis for measuring and evaluating students' affective aspects. Here are some important principles of affective assessment:

- a. Objectivity, the principle of objectivity refers to the importance of carrying out affective assessments objectively, without any subjective bias from the evaluator. This requires the use of clear criteria and consistent standards in assessing student attitudes and values.
- b. Fairness: The principle of fairness demands that each student be assessed in a fair and equitable manner. Evaluations should take into account students' individual backgrounds, needs, and abilities, and avoid discrimination based on irrelevant factors.
- c. Wholeness, the principle of wholeness requires that affective observations and assessments be carried out comprehensively and thoroughly, taking into account all relevant aspects of the student's behavior and emotional responses. This ensures that the assessment does not only focus on one particular aspect or situation.
- d. Continuity, the principle of continuity emphasizes the importance of carrying out affective observations and assessments regularly and continuously. Evaluations must be carried out regularly and thoroughly, allowing teachers to track students' affective development over time.
- e. Openness, the principle of openness pays attention to the importance of transparency in the affective assessment process. Teachers need to communicate with students and parents openly about assessment criteria, evaluation results, and recommendations for improvement.
- f. Student participation: This principle emphasizes the importance of actively involving students in the affective assessment process. Students must be given the opportunity to respond and reflect on their own assessments, as well as participate in identifying assessment objectives and standards (Sudarwan, 2020).

One of the main challenges is subjectivity in evaluation. Affective assessments are often influenced by the evaluator's personal perceptions and preferences, which can lead to inconsistent and non-objective assessments. To overcome this, it is important for teachers to develop clear and objective assessment criteria, and use appropriate assessment instruments (Mulyono, 2017).

Apart from that, limitations in tools and methods also become obstacles in affective assessment. Elementary schools may have limited resources, including the tools and methods needed to conduct affective assessments effectively. This can hinder the teacher's ability to observe and record students' affective responses appropriately (Nurdin M., 2018).

Another challenge is the difficulty in conducting direct observations of students. Observation is one of the main methods in affective assessment, but observing students' affective responses in learning situations can be difficult, especially if the class is large or if the teacher has other responsibilities besides observing students (Susanti, E & Hidayat, R, 2019).

In addition, affective assessment also requires significant time and effort from teachers. Observing, recording, and analyzing affective data requires a great deal of dedication and patience. Managing data and information obtained from affective assessments can also be a challenge, especially if there is no clear system or procedure for recording and analyzing the data. Finally, the importance of parental and community involvement in supporting affective assessment can also be a challenge. Strong collaboration between teachers, parents and the school community is needed to support the affective assessment process well (Putri, 2021).

By identifying and addressing these challenges, affective assessment in elementary schools can become an effective tool in supporting students' holistic development. This requires collaboration and commitment from various parties, including teachers, schools, parents, and communities, to create an environment that supports and facilitates an effective affective assessment process.

One of the duties of an affective teacher is to measure students' talents, encouragement and interest in the material being taught. It is hoped that the assessment results will provide an overview of students' affective measures, so that educators can analyze and make recommendations on how to improve students' attitudes, encouragement and motivation for learning (Ismail, 2021)

Teachers found that their most important goals were relationships, happiness, self-actualization, and work. Because the benefits extend beyond the teacher themselves, each content category can be considered a potential destination. However, almost half of teachers (forty-six percent) and more than half of teachers (fifty-five percent) only stated self-orientation. Less than half of them (forty-three percent and thirty-six percent) showed an outward orientation, indicating a purposeful teacher. Teaching appears to be a major factor in achieving the goals and aspirations of practicing teachers (E. Kuusisto, 2021).

Apart from controlling time, one of the common problems also faced is measuring attitude evaluation; this is sometimes not objective, which is contrary to various theories of teacher professionalism and attitude assessment guidelines (K. Handtke & S. BöGeholz, 2022). Education for Sustainable Development (ESD) must emphasize knowledge that considers various perspectives to overcome these challenges. Knowledge of student teachers' needs is essential to optimizing teacher education. Procedural knowledge (which includes solution

strategies) is more important than situational and conceptual knowledge, but is much more difficult to measure (N. Bloom & J. Van Reenen, 2013).

In Jerome Awkward's research (H. C. Darong, E. M. Niman, & F. Nendi, 2022) it was also stated that they faced problems allocating time and support from students and teachers. There were no authentic assessment practices undertaken by the teachers in this study. If teachers are not prepared with assessment instruments, types and techniques, attitude assessment will be an obstacle. In addition, the main obstacles for teachers to assess students are their time and abilities. Although some teachers may not take advantage of attitudinal assessment experiences, both will impact the learning process in the classroom and can even hinder learning outcomes.

In this study, it was found that there was a lack of detail regarding the original assessment practices carried out by teachers but it was not explained further what types of practices were expected or desired, apart from the lack of information about assessment instruments and techniques. This research tries to explore the issue of allocating time and support in attitude assessment, which is an important topic that is often overlooked. The update of this research lies in the focus on the practical obstacles teachers face in attitude assessment.

In her 2018 research, Siti Hajaroh (S. Hajaroh, U. Islam, & N. Mataram, 2018) found that teachers at MIN 1 Lombok Tengah faced problems in determining assessment standards, giving grades, utilizing time, and facing problems due to differences in character. student. Teachers overcome problems by talking to fellow teachers, taking various types of training, and learning on their own. As leaders in education, teachers must develop abilities to achieve learning goals. This is because, in determining the success of learning, the selection of approaches, methods and models used by teachers begins (Permana, 2019).

This research does not explain in detail the research standards and scoring criteria faced by teachers, there is also no effectiveness of training attended by teachers and independent learning in overcoming the problems faced and there is no clear mechanism for measuring learning success and how to choose approaches and methods. , and models that influence student learning outcomes. Updates to this research highlight various problems faced by teachers, ranging from research standards, grading, time management, to differences in student character, showing a holistic approach to challenges in education.

However, in practice, teachers in elementary schools face various challenges in carrying out affective assessments. One of them is the lack of teacher understanding and skills in developing valid and reliable assessment instruments for affective aspects. Other obstacles include high workloads, lack of support and training, minimal awareness of the importance of affective assessment, as well as cultural and value differences in each region (Setiadi & Hari, 2016). It is hoped

that by understanding these challenges, stakeholders in education can work together to develop effective strategies in affective assessment, thereby supporting students' holistic development.

This research aims to determine the challenges of teachers in affective assessment at SD Negeri 1 Rimo. Apart from the problems faced, this research also aims to find out how teachers behave and how they overcome these challenges.

METHODS

The method used in this research is a qualitative descriptive analysis method with a phenomenological approach. A phenomenological approach is also used to support literature studies from relevant books and journals. The phenomenological approach is a qualitative research method used to understand subjective experiences and individual perspectives on certain phenomena. In the context of literature analysis, a phenomenological approach can provide deep insight into how the author describes and conveys the experience or phenomenon being discussed (Creswell, 2013).

SD Negeri 1 Rimo is the chosen research site, the selection of SD Negeri 1 Rimo as the research location on teacher challenges in affective assessment in elementary schools is based on the diversity of student characters, the availability of experienced teachers, support from the school administration, strategic location, academic reputation, and commitment to the development of character education. This justification ensures that the research will obtain rich and relevant data for understanding and addressing challenges in affective assessment in elementary schools.

In-depth interviews conducted by two class teachers and documentation reviews were carried out on May 19 2024 to collect data from the specified research subjects. Currently, documentation review is used to obtain complete and comprehensive information about the challenges/problems teachers face when implementing affective assessment at SD Negeri 1 Rimo.

Data collection techniques using cell phones, or what is often referred to as the mobile data collection method. Thus, the use of mobile data collection techniques has opened up new opportunities in efficient, fast and accurate data collection, allowing researchers to gain deeper insights into the topics under study.

The use of cell phones for interviews in research presents several important ethical considerations, such as maintaining confidentiality and privacy of respondents (Wahyuni, S & Prasetyo, A, 2020). Researchers must ensure that the personal information shared remains confidential and interviews are conducted in situations that guarantee privacy (Sari, M & Hidayat, R, 2019). In addition, consent and explanation must be obtained from respondents, explaining the

purpose of the research and their right to stop the interview at any time. To ensure data accuracy, researchers can record interviews and create accurate transcripts. Data security must also be maintained through the use of encryption, secure storage and making backup copies. These steps ensure that the data collected is protected from unauthorized access and remains accurate for further analysis (Putri A., 2018).

RESULTS AND DISCUSSION

1. Affective Assessment in Elementary Schools

Affective assessment in elementary schools is an important aspect of education that aims to understand and develop students' attitudes, values and motivation. However, this assessment process faces various challenges that require special attention so that it can be implemented effectively (Suyadi, 2020). Most teachers in elementary schools use observation techniques in carrying out affective assessments. Based on the results of an interview with one of the teachers, affective assessment has been carried out by each teacher for each student. Every teacher has also taken part in education and training (training) related to the implementation of the 2013 Curriculum. However, in implementing it, teachers are still not optimal. This can be seen from the various problems that teachers have to face (Setiawati, 2020).

Primary school supervisors stated that teachers were still confused or did not understand affective assessment as expected in the 2013 Curriculum. This lack of understanding is one of the main challenges in affective assessment, which affects the effectiveness of implementing this assessment in elementary schools. In order to overcome these challenges, further efforts are needed to improve teachers' understanding and skills in affective assessment. Approaches that can be taken include intensive training, mentoring, as well as developing resources and tools that can help teachers carry out affective assessments better. In this way, affective assessments can be carried out effectively, provide accurate information regarding students' social and spiritual attitudes, and support the achievement of educational goals in elementary schools.

2. Benefits of Affective Assessment

Affective assessment helps in developing students' character from an early age. According to Susanto (Susanto, 2017) affective assessment in elementary schools plays an important role in forming moral and ethical values in children. This assessment encourages students to understand and apply positive values such as honesty, responsibility and cooperation. Through affective assessment, teachers can monitor and guide the development of students' social skills. Research by Wijayanti (Wijayanti, 2018) shows that affective assessment can help students

develop the ability to communicate, work together and resolve conflicts constructively. These social skills are important for building healthy relationships with peers and the surrounding environment.

Affective assessment can also increase student engagement in the learning process. When students feel appreciated and cared for their affective aspects, they tend to be more motivated and active in learning activities. According to research by Nurhidayati (Nurhidayati, 2019), students who receive attention to their affective aspects show an increase in class participation and learning motivation. Emotional learning is an integral part of child development. Affective assessment provides an opportunity for teachers to recognize and respond to students' emotional needs. Research conducted by Prasetyo (Prasetyo, 2020), emphasizes that understanding students' emotions through affective assessment can help in overcoming emotional problems and improving students' psychological well-being.

3. Teacher Challenges in Affective Assessment in Elementary Schools

Difficulty of adapting the behavior of students who come from different backgrounds. Elementary schools place great emphasis on assessing students' attitudes or affective domains to form good behavior in accordance with educational standards. Affective assessment is important because it not only covers cognitive and psychomotor aspects, but also measures students' attitudes towards the learning process (Lestari & Endang Titik, 2020).

In addition, teachers have difficulty observing and recording students' affective behavior objectively. Affective assessment requires continuous and detailed observation, which is often difficult to do in the midst of busy classroom activities. According to research by Saraswati (Saraswati, 2019), many teachers feel overwhelmed in recording students' affective behavior because it requires special attention and quite a long time to get accurate data.

Subjectivity in assessment is another major challenge in affective assessment. Teachers tend to have different assessments of students' affective behavior, which may affect the fairness and consistency of assessments. Research by Yulianti (Yulianti, 2020) shows that affective assessments are often influenced by teachers' personal perceptions, which makes assessment results less objective and can differ from one teacher to another.

Another challenge is the lack of training and guidance for teachers in elementary schools regarding how to carry out affective assessments. As a result, they feel less confident and do not have clear guidance in carrying out this assessment. Research by Kurniasih (Kurniasih, 2018), found that the lack of formal training on affective assessment was the main obstacle for teachers in implementing this assessment effectively.

Limited time for assessment is one of the challenges faced by teachers. Teachers often face limited time in carrying out affective assessments because they have to divide their attention between delivering academic material and evaluating students.

The results of interviews in elementary schools revealed several challenges faced by teachers in affective assessment:

1. Lack of Understanding of Assessment Standards: Teachers often have different understandings of affective assessment standards, so there is a need to increase awareness and better understanding of these assessment standards.
2. Teacher Limitations in Implementing Authentic Assessment: Teachers are still limited in their ability to implement authentic assessment, so they need to develop skills and awareness regarding authentic assessment.
3. Difficulty Directing Students: Teachers often have difficulty directing students to listen to explanations well, identify problems, and engage in discussions.
4. Limitations in Student Observation: With a large number of students, teachers face difficulties in carrying out thorough observations, which require extra time and precision.

Overall, to overcome these challenges, better training, support and collaboration is needed. In this way, affective assessments can be carried out more effectively and provide maximum benefits in student development in elementary schools. The following are several solutions that can be used to overcome these challenges:

a. Use of Standardized Assessment Instruments

To overcome difficulties in observing and recording affective behavior, teachers can use standardized assessment instruments. Instruments such as affective assessment rubrics and structured observation sheets can help teachers record student behavior more systematically and objectively. The use of this instrument can also reduce subjectivity in assessment, because the assessment criteria have been clearly determined (Wulandari, 2018).

b. Professional Training and Development

Providing comprehensive training to teachers on affective assessment is an important step to improve their competence. This training should include observation techniques, use of assessment instruments, as well as strategies for overcoming subjective bias. In this way, teachers will be more confident and skilled in carrying out affective assessments (Kusumawati, 2019).

c. Collaboration Between Teachers

Encouraging collaboration between teachers can help overcome challenges in affective assessment. Teachers can share experiences, strategies and best

practices in affective assessment through working groups or regular discussions. This collaboration can also help teachers gain different perspectives and reduce subjectivity in assessments (Pratiwi, 2020).

d. Integration of Affective Assessment in Learning

To overcome time constraints, affective assessment can be integrated into daily learning activities. For example, teachers can observe and record students' affective behavior during group discussions, collaborative projects, or extracurricular activities. In this way, affective assessment becomes a natural part of the learning process, without requiring significant additional time (Rahmawati, 2017).

e. Use of Technology in Assessment

Technology can be an effective tool to aid affective assessment. Assessment applications or software can be used to efficiently record and analyze student behavior data. This technology can also provide fast and accurate feedback to teachers, making the assessment process easier (Suryani, 2019).

f. Individual Approach to Student Character

Considering the diverse characters of students, teachers need to develop an individual approach in affective assessment. This can be done by understanding the uniqueness of each student and adjusting assessment strategies according to their needs. For example, teachers can use reflective journals or individual interviews to gather more in-depth information about students' affective behavior (Astuti, 2018).

g. Support from School Administration

Support from school administration is also critical to overcoming challenges in affective assessment. Schools can set aside dedicated time for teacher training, adopt supportive assessment policies, and provide necessary resources. With adequate support, teachers will be better able to carry out affective assessments effectively (Wijayanti, 2021).

CONCLUSION

Affective assessment in elementary schools is an important aspect of education which aims to understand and develop students' attitudes, values and motivation. Even though it has been implemented in the 2013 Curriculum since 2017, the implementation of affective assessment still faces various challenges that require special attention. These challenges include teachers' lack of understanding of assessment standards, limitations in implementing authentic assessment, and difficulties in directing and observing students as a whole. The subjectivity of assessment is also a problem, considering that assessment results are often influenced by teachers' personal perceptions and preferences, which causes inconsistencies in assessment results.

Other obstacles include limited assessment tools and methods, lack of training for teachers, and low involvement of parents and the community in supporting affective assessment. The process of observing, recording and analyzing affective data requires high dedication and is often hampered by many other administrative and academic tasks. Therefore, further efforts are needed to improve teachers' understanding and skills in affective assessment through intensive training, mentoring, and the development of adequate resources and tools. Through ongoing training and the development of more standardized assessment tools, it is hoped that teachers can carry out better and more effective affective assessments.

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