Keep Smile Book: An Instrument of Students' Affective Evaluation

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Abstract

This study aims to describe the use of "Keep Smile Book" as an instrument of students' affective evaluation and factors affecting its implementation. "Keep Smile Book" is a diary consists of students' book and teachers' column. This book combined observation and self-assessment technique of evaluation. The students actively involved to assess their-self by a cute way of putting an emoticon sticker on a diary. Descriptive qualitative design was used in this study to explore the phenomena. The research subjects are 88 students and 3 teachers of the fourth to sixth grades of SD Negeri 1 Piji Kudus. The data were gathered through documentation and interview. The result of this study showed that "Keep Smile Book" was valid and eligible to be used as students' affective evaluation shown by low-margin score between of students' and teachers' given. It also gives a choice to the teacher to adopt such kind of self-evaluation on affective domain. By understanding the criteria and having a happy activity, students respectively encouraged to perform noble behavior. The constraint laid on the time consumption in filling the book but the students' involvement contributed to the success of the implementation

Keywords: "Keep Smile Book", Evaluation, Affective Domain

Introduction

Evaluation is the one of the main component of learning purposes. It is a process to know the achievement and instructional affectivity (Putra, 2013; 76). Generally, evaluation has two vital function, those are to know (1) the students' learning achievement concerning on how the students reach the learning objectives and mastering the competencies involved and (2) the teachers' achievement as the manager of learning concerning on planning, organizing, and evaluating (Arikunto, 2002 & Sukardi. 2010).

Teaching and learning achievement closely relate to the learning goals specifically elicited from *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003* about national educational system of Indonesia (Depertemen Pendidikan Nasional, 2003). National educational system of Indonesia mandated that educational system is aimed to develop students' potential becoming godly human who are virtuous, healthy, knowledgeable, competent, creative, independent, and becoming democratic and responsible civilization. Attempting to those goals, education in Indonesia must cover three domains; cognitive, affective, and psychomotor (behavior). Cognitive domain explicitly shown by aspect of knowledgeable, then affective is represented by godly, virtuous, independent, democratic and responsible (Departemen Pendidikan Nasional, 2008) then behavior is represented by healthy, competent and creative.

Educational system should combine proportionally three domains of evaluation (Anderson & Anderson, 2006: 524). Unfortunately, affective evaluation is rather difficult since evolving non-concrete aspects (Fernandes, 1983). It is quite different with aspect of cognitive and behavior which are laid on the test result and students' worksheet. These aspect can accurately assess because of having a concrete proof. Observation is become the only tool helping teacher to assess the affective domain of students on their daily activity (Mardapi, 2012: 164). This technique is merely inaccurate to use in a large number of students in a class (Camellia & Chotimah, 2012 & Nurbudiyani, 2013).

Unfortunately in most formal schools the affective evaluation is not taken into consideration (Hall, 2011 & Kusumawati, 2015). The case has also happened in SD Negeri 1 Piji. Based on the preliminary observation, the teachers only use general observation without any documentation before stating a score in students report. Deeply, the teachers admitted that this technique is absolutely subjective but then they have no idea to use other technique. Observation will only lay on the teachers experience and give non-objective result since it only shot at one point of view (Suyanto, 2010: 159). Other laxity of this technique is when the teachers take only partial students' behavior as the main criteria (Furqon, 2007: 130).

In developing instructional system, Hopkins et.al (1990) stated that assessment technique for affective domain may consist of testing technique and non-testing technique. Testing technique can be an objective test or essay whether non-testing technique can be a questionnaire with open or closed question. Andayani (2012) said that affective domain assessment can be executed by observation and self-report. The use of observation is based on assumption that affective characteristics can be directly seen from the activity shown or psychological responses (Qomari, 2008: 90). The technique of self-assessment assumes that the affective situation of students can be

derived well and measured only by themselves (Hamalik, 2001: 150) and it will attract the students' responsibility and involvement on their learning (Ross, 2006: 7). Based on those two assumptions, the writer compiles a set of assessment tool named "Keep Smile Book". It consists of a simple diary book for students and observational column for teachers. This book contains 10 (ten) statements related to affective values in daily activities stated in *Juknis Penilaian Afektif* (Departemen Pendidikan Nasional, 2008). Especially, those ten affective values are discipline, orderliness, cleanliness, responsibility, neatness, politeness, social relationship, honesty and godly. The table 1 and table 2 are examples of "Keep Smile Book":

No	Today	Respons
1.	I come to school before 7 o'clock	
2.	I make noise when teacher is explaining	
3.	I trow rubbish into garbage	
4.	I do my homework at home	
5.	My uniform is always neat	
6.	I shake my teacher's hand when will go home	
7.	I go to canteen alone	
8.	I inform my naughty mates to teacher	
9.	I speak to others when praying	
10.	All my answers above is truth	

Table 1: Students Book Format

Students respond those question by attaching small sticker in each statements. The responses can be smile sticker for "yes" and sad sticker for "no" which represented Guttman's rating scale (Sugiyono, 2015: 139) based on their real daily situation. Regarding to reliability, the writer prepared 4 different statements and used alternately.

Students name / Question number	Student 1	Student 2	Student 3	Student 4	…
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Table 2: Teachers' Column Format

Teachers' column helps the teacher to document the students' activities regarding in affective aspects. After both forms are completed, the writer then compare the student' and the teachers' form. The teacher can conclude whether the situation stated

in students' form and teachers' form are correlated in which to get the final decision about the students affective.

Based on those conditions which the students had not involved in the process of evaluation. So that the writer proposed to observe how the implementation of "Keep Smile Book" become tool of affective evaluation in SD Negeri 1 Piji, an elementary school located in Kudus Regency, Central Java Province, Indonesia. Generally, this study aimed (1) to know the implementation of "Keep Smile Book" in case of helping the role of teachers to evaluate the affective aspect, and (2) to see factors influencing its implantation as a tool of evaluation.

Methodology and Methods

This study used a descriptive qualitative design to gain and describe the specific phenomena of implementation of "Keep Smile Book" as an instrument of affective evaluation. Moreover, by qualitative approach, this study is expected to peel the real situation and factors influencing the implementation effectively. The subjects of this research consisted of 88 students and 3 teachers of Fourth to Six Grades. This research was conducted in early March to June 2016 in SD Negeri 1 Piji

The techniques of collecting data were documentation, which are the fulfilled students' and teachers' books, and interview, to know the students and teachers perception in Keep Smile Book. The writer used unstructured interview to gain more information regarding their feeling on advantages and factors influencing the implementation (Arikunto, 2010: 151).

The analysis of data from documentation is by comparing the result of those two books and then validated by data from interview about the implementation. The data is associated and then the writer took a conclusion.

Discussion

The Implementation of Keep Smile Book

The result of implementation from students' and teachers' book are showed by table 3 below:

Grade	Upper Score		Lower Score		Mean	Margin
	Students	Teacher	Students	Teacher		
Four	9.00	10.00	5	5.2	8.01	1.14
Five	9.57	9.86	1.42	1.43	8.75	0.45
Six	8.57	8.42	3.35	3.07	7.35	0.23
Mean	9.05	9.43	3.25	3.23	**8.03**	**0.06**

Table 3: The Result of Students and Teachers' Book

The table above indicated that the teacher tended to give higher scores. Thus, students who gave the score based their own experiences, tended to give lower score. The data showed that most of affective attributes has appeared on students shown by the mean of the score is 8.03. It means that both students and teacher refers to attach the attributes of affective. The most importance part is the margin between students and

teachers score gave which is 0.06. The limit margin score represented that students and teacher had the same perspective of students affective. This fact absolutely strengthens that both observation technique by teacher is supported by active self-evaluation by students. In other hand, it also gives a choice to the teacher to adopt such kind of self-evaluation on affective aspects. So that the book gave a positive implication in using it as a tool to asses affective domain.

Factors Influencing the Implementation

After the implementation of "Keep Smile Book" for 28 days, the writer conducted some interview to the teacher and to gain their perspective on the implementation and elaborate the influencing factors which are supported or inhibited, to this instrument.

Generally all of the respondents stated that "Keep Smile Book" containing a positive and negative effect. The respondents declared that the positive effect can be seen from students' point of view where they feel happy and unconsciously were assessed. So as the result they gave a truly response or answer based on their daily condition. Beside that the students had higher motivation to fulfil the response on the book since the mechanism is simultaneously individual. In fact, the students were always questioning and waiting for the moment to fill the book enthusiastically. It may be caused by the joyful activity of attaching the interactive stickers. Those also represent that this book made the students act honestly.

According to the first respondent the most inhibited factor was limitation of the time. The teachers felt burdened to fill many observational columns on students' affective attributes while the time is limited in completing a lot of tasks. In line with the first, second and third respondents mentioned the technical view of the book which has to be filled daily. Even though they recognized that Keep Smile Book" particularly give concrete and valid data of students' affective condition.

Dealing with the method of evaluation the respondents agree that this book is more compatible than their usual method based on the observational and subjective evaluation. They admit that their conventional ways is totally laid on subjectivity of their experience. Nevertheless they are still sure to adopt this instrument in the future since its compatibility to help them in task of evaluation. The issues of time will be solved further by particular adjustment.

Conclusion

This study implies that the self-evaluation technique are more accepted than the observational technique used in evaluate affective domain. "Keep Smile Book" hopefully can be an alternative solution as the instrument of students' affective attributes since it combine those two alternative techniques. This book has more advantages compared with its limitation.

The advantages of "Keep Smile Book" are the involvement of students which gain objectivity and enthusiasm of students during the proses of evaluation and affectivity of showing the real condition of students affective attributes which they are unconsciously evaluated. Even though the book take specific time to use, good time management will fully support the implementation

Acknowledgements

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