



DEVELOPMENT OF SOCIAL ATTITUDE ASSESSMENT INSTRUMENTS BASED ON GOOGLE FORM IN 2013 CURRICULUM AT SDN 050591 PADANG CERMIN, LANGKAT REGENCY

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Abstract

This study aims to produce a valid and effective google form-based social attitude assessment instrument used in the 2013 curriculum. This research was conducted at the State Elementary School 050591 Padang Cermin. The population in this study were high-class students at SD Negeri 050591 Padang Cermin Langkat Regency and the sample in this study were classroom teachers using a google form-based social attitude assessment instrument. This research method is a development research proposed by Rusilowati, namely: (1) instrument specifications, (2) writing instruments, (3) determining the scale of the instrument, (4) scoring system, (5) instrument review, (6) assembling the instrument, (7) instrument testing, (8) analysis of test results, (9) instrument improvement, (10) assessment implementation, and (11) instrument development. The results showed (1) Based on the results of the validity of the instrument experts 94.44%, design experts 85.42%, and linguists 94, 23%. From the results of the validation of the developed instrument, the instrument is included in the very good criteria and is declared valid and feasible to use; and (2) the google form-based social attitude assessment instrument is categorized as practical because the instruments resulting from student responses from small-scale trials and large-scale trials have increased.

Keywords: *Assessment Instruments, Social Attitudes, Google Form, Curriculum 2013.*

A. Introduction

Along with developments, the world of education is always changing, indirectly influenced by science and technology (IPTEK) (Yusrizal et al., 2017, 2019). In learning, the role of technology has been confirmed to bring changes to the field of education in which there is learning (Yusrizal & Fatmawati, 2021). Responding to the current era of technology, education must be able to adapt to the development of increasingly sophisticated technology with one of its goals, namely to facilitate activities in learning, especially in the field of evaluation/assessment. In line with this statement, Google, which has been in the world of technology for a long time, plays a very important role in the world of education. One of the features that can be used to solve assessment problems is Google Forms (Ibrahim et al., 2021). With google forms, the assessments carried out can be utilized without spending a lot of paper, and don't spend a lot of time getting data and analyzing it.

In order to implement quality education, the government has set the 2013 curriculum to be applied to schools. The implementation of this curriculum is of course carried out in stages (Fatmawati et al., 2020; Fatmawati & Yusrizal, 2020). There are many components attached to the 2013 curriculum. Permendikbud Number 66 of 2013 concerning Educational Assessment Standards explains that the functions and objectives of national education are the main parameters for formulating National Education Standards which consist of 8 (eight) standards, one of which is the Educational Assessment Standard which aims to ensure: (a)

participant assessment planning students according to the competencies to be achieved and based on the principles of assessment, (b) the implementation of student assessments in a professional, open, effective, effective, efficient manner, and in accordance with the socio-cultural context; and (c) reporting the results of student assessments in an objective, accountable, and informative manner.

In terms of learning, assessment is said to be very important because it aims to evaluate the extent to which the success of learning takes place. The competence of elementary school teachers is also the basis for carrying out learning activities at school together with students (Yusrizal et al., 2017). Authentic assessment emphasizes the assessment process that assesses the three aspects of the 2013 Curriculum consisting of Attitude Competencies, Knowledge Competencies, Skill Competencies (Winaya et al., 2021).

Self-assessment is used to assist students in developing the ability to assess and criticize the process and results of achieving learning objectives, helping students determine the criteria for assessing their learning outcomes and the requirements needed in the learning process to decide the achievement of competency indicators (Afrilia & Nurhairani, 2019). Students will be required to always be active during the learning process and when the assessment is carried out. Students will automatically understand the weaknesses and strengths they have next (Agustin Anggi et al., 2017).

The scope of self-assessment is able to provide the difference between formative assessment, self-summative assessment, self-reflection, and achievement targets. Self-reflection is the topmost part which is a more aesthetic learning reflection and focuses on emotions, feelings, and thoughts, so that in the learning process, self-assessment is

suitable to be used to see the development of students' social attitudes. The assessment process is carried out every day continuously or continuously. However, in its implementation, there are still some teachers in the implementation of authentic assessments that have not been able to run optimally (Muslimah et al., 2017). This is because there are several factors, including a large learning load so that the assessment process is carried out in a hurry, the attitude assessment of most teachers is not valid in assessing due to the number of students and not enough time.

Based on this description, teachers really need an assessment instrument that is valid, reliable, does not require a lot of time and money, and is easy to use in the assessment. Therefore, the assessment will focus on developing a social attitude assessment instrument that can assist teachers in the assessment process, thus researchers are interested in developing a google form-based social attitude assessment instrument in the 2013 curriculum.

B. Method

This type of research is Research and Development with a design developed by Rusilowati including: (1) instrument specifications, (2) writing instruments, (3) determining the scale of the instrument, (4) scoring system, (5) instrument review, (6) assembling the instrument, (7) testing the instrument, (8) analyzing the test results, (9) improving the instrument, (10) implementing the assessment, and (11) developing the instrument. This research was conducted at SD Negeri 050591 Padang Cermin, Langkat Regency. Data collection instruments in this development are in the form of questionnaires and self-assessment sheets.

C. Finding and Discussion

1. Result

a. Product Trial Result Data Description

1) Learning Design Expert Validation Result Data

The results of the design expert's overall assessment state that the level of achievement of scores on the feasibility of programming and the feasibility of technical/display quality is 85 where the range is at the level of achievement of a score of 85-100 which is categorized as "Very Good". The results of the assessment of the design of the Google Form-based social attitude assessment instrument on the developed student self-assessment received several comments, including: (a) Social attitude statements need to be corrected, (b) added statements with negative statements. The conclusions of the assessment, comments and suggestions have been corrected later by a design expert. The social attitude assessment instrument Based on the google form on self-assessment is worth testing in the field with revisions.

2) Linguistic Expert Validation Result Data

Linguists covering aspects of readability, statement clarity, sentence structure, language use, and the suitability of student development with the material as a whole, it can be concluded that the level of achievement of the score is 94.23 where the range is at the level of achievement of a score of 85-100 categorized as "Very Good" . The results of the assessment of learning design on the development of Google Form-based social attitude assessment instruments on student self-assessment received several comments, including: (a) improve the readability of the instrument, (b) statements on the instrument are clearer, (c) improve sentence structure and make language effective and

the suggestion is to revise the instrument according to the comments.
Conclusion of the assessment,

3) Instrument Expert Validation Result Data

The results of the assessment by the instrument experts which include Aspects of Instrument Content, Aspects of Instrument Construction, Aspects of Using Instruments in making the instrument as a whole can be concluded that the level of achievement of scores from instrument experts is 94.44 where the range is at the level of achievement of scores of 85-100 categorized as "Very Good ".

The results of the instrument expert's assessment of the content of the assessment instrument on the development of a google form-based social attitude assessment instrument on student self-assessment received several comments, including: (a) The language used is good, the display is also in accordance with the level of students who use it. (b) the layout of the media is not attractive, make it according to the needs of students. and the suggestion is that all data from the results of the instrument expert review are used as the basis for revising in order to improve the content of the assessment instrument before being tested on students as users of development products. The conclusion from the assessment, comments and suggestions by design experts is that the development of a google form-based social attitude assessment instrument for student self-assessment is worthy of being tested in the field with revisions.

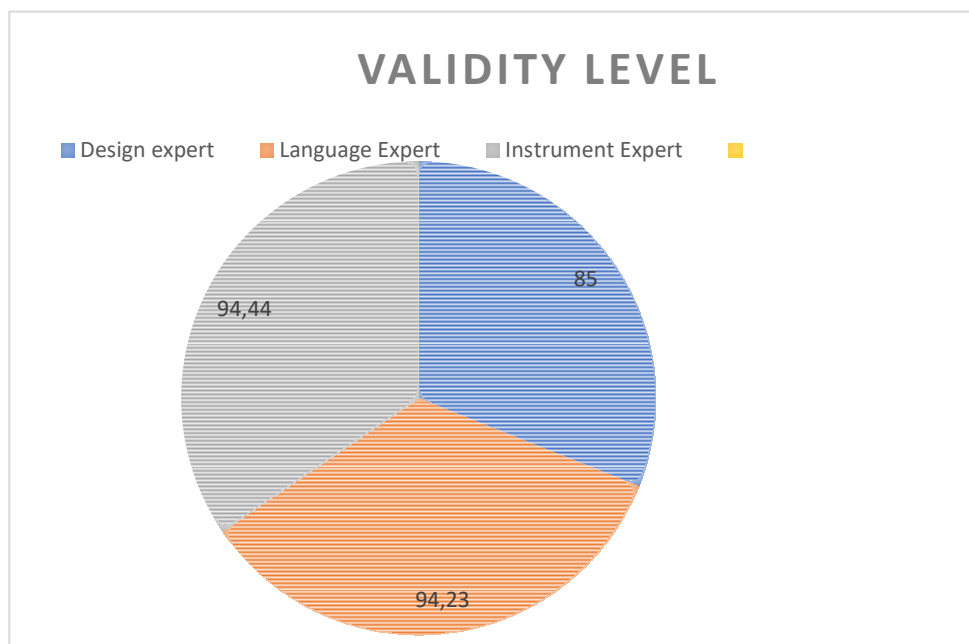


Figure 1. Instrument Validity Level Chart

4) Small-Scale Trial

Individual trials were conducted in class V of SDN 050591 Padang Cermin class B, which consisted of 13 students. The results of the first test assessment and response to the development of a google form-based social attitude assessment instrument on students' overall self-assessment were 81.67%. Based on the assessment criteria, it is stated that the Google Form-based social attitude assessment instrument on student self-assessment is in the "Very Good" category.

Based on the data from the small-scale trial results obtained based on student assessments, it can be seen that from 13 children there were 7 students who were "unfinished" and 6 students who were "completed", with an average of 68 in the invalid category. When using the instrument, they still had difficulties and gave some comments including: 1) students

did not understand the implementation of the google form-based social attitude assessment on student self-assessment, (2) there were some words in the question that had to be corrected because they tended to be difficult for students to understand.

5) Large-Scale Trial

A large trial was also conducted in class V of SDN 050591 Padang Cermin which consisted of 25 students, consisting of 10 students with high achievement, 10 students with moderate achievement, and 5 students with low achievement. Analysis of large-scale trial data which includes aspects of module display and google form-based social attitude assessment instrument material on student self-assessment as a whole achieved an increase from 88.1% to 91.9% included in the "Very Good" category. the pictures listed are very interesting and suitable for learning, the design is in accordance with the students who use it, the color selection and the shape of the module cover are quite interesting, by providing real pictures

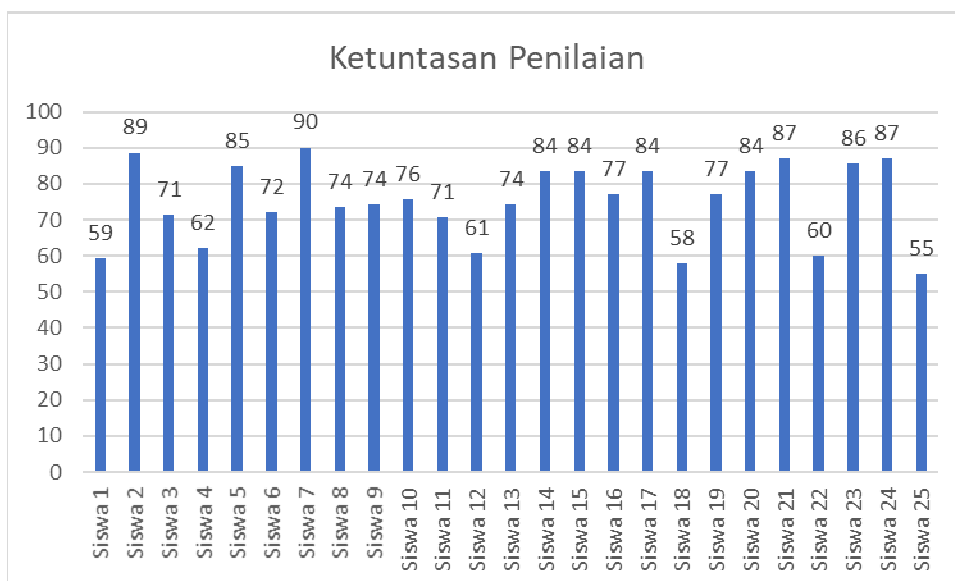


Figure 2. Large-Scale Test Completion Diagram

Based on the data on the completeness of the large-scale test assessment according to the results, it is known that there are 6 students who are "low" and 19 students are "high".

2. Discussion

The validity that is carried out at the validity test stage is theoretical validity, namely validity with experts and competent in their fields based on theoretical and logical considerations. There are 3 parts of the instrument that will be validated, namely instrument, design, and language. The developed instrument needs to be validated to obtain feasibility so that it is suitable for use. At the validation stage, the researcher conducted an assessment using a discussion technique by showing the initial design of the google form-based social attitude assessment instrument for student self-assessment, to design experts,

instrument experts and linguists. In addition, researchers also provide validation sheets to validators in order to obtain theoretical validation results. The experts gave an assessment according to the validator sheet provided by the researcher.

Based on the validation of the material experts, it is known that the validation assessment is 85.42% with valid criteria but there are still improvements from the instrument experts. Instrument experts suggest correcting simple words so that students can understand them. After being revised the percentage to 94.44% validity with very valid criteria. The validator also recommends using materials that are in accordance with the local culture of the surrounding environment. After discussing with instrument experts, the google form-based social attitude assessment instrument was revised based on the input and suggestions of the validator.

Based on the validation of learning design experts based on aspects of content, presentation, display language and content, it was assessed that 85.42% was in the good category. The validator suggested that the statement on the instrument used be more clarified, and the size of the image enlarged so that all students can see clearly. After being revised, it is suitable for use by students.

Furthermore, the feasibility test of the instrument was tested on a small scale, the percentage results were 81.67% and in the Large-Scale trial as many as 25 people, the percentage results were 88.42% with a very good category and very feasible to use. Based on the assessment given by the validator and also the assessment given by students to the developed google form-based social attitude assessment instrument as well as suggestions and input given by the experts, the google form-based social attitude assessment instrument developed is said to be valid and

feasible to use in learning.

Based on the results of large-scale trials carried out, it can be seen that it reached an average of 75 with a standard deviation of 10.8. KKM). Based on the results of the student's large-scale trial completeness, it can be seen that the average classical learning mastery data reached 75 students who had reached the $KB \geq 96\%$. After the students' completeness in the assessment was analyzed, that there was an increase from before and after using.

Based on the description of the results of the completion of the assessment above, it can be concluded that the google form-based social attitude assessment instrument in the developed student self-assessment can be said to be effective. Because it meets the criteria for completeness quality, namely the effectiveness and feasibility of the google form-based social attitude assessment instrument, it is said to be of high quality. In addition, from the research that researchers have done and based on research that has been done by previous researchers, it can be said that it is necessary to make a change in the assessment design, one of which is by developing a google form-based social attitude assessment instrument that can support the assessment process for students.

Based on the purpose of development research, namely to determine the feasibility and effectiveness of the google form-based social attitude assessment instrument, this can be said to be effective and feasible to use. Because based on the data obtained, it shows that the google form-based social attitude assessment instrument makes it easier for teachers and students to carry out assessments.

D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. Based on the results of the validity of the instrument experts 94.44%, design experts 85.42%, and linguists 94, 23%. From the results of the validation of the developed instrument, the instrument is included in the very good criteria and is declared valid and feasible to use.
2. The google form-based social attitude assessment instrument is categorized as practical because the instruments resulting from student responses from small-scale trials and large-scale trials have increased.

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