

Developing a culture-based assessment instrument to assess second-graders' cultural attitudes: A case study in a private elementary school in Bandar Lampung City

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ABSTRACT

The purpose of this research was to develop a culturally charged assessment instrument that is appropriate and practicable for measuring cultural attitudes at SD Al Kautsar Bandar Lampung. This is a development research approach that used the Borg & Gall design with a one-group posttest-only design. This study's population was SD Al Kautsar Raja Basa Bandar Lampung in class II SD, which included 9 teachers and 225 students. The research was conducted in class II SD Al Kautsar Bandar Lampung with a sample consisting of 10 students and 2 class II teachers. The large group trial consisted of 32 students and 3 class II teachers. The results of this study indicate that the developed culturally charged assessment instrument is feasible based on the results of expert validation with an average of 85.8%. Furthermore, significant differences in the findings of observations of respect and obedience to teachers were discovered. The results of small and large group practitioners yielded an average score of 85.8% for student practitioner responses and 80.5% for educator practitioner responses, indicating the practicability of culturally charged assessment instrument products. Thus, it can be concluded that the assessment instrument for measuring school culture in class II SD Al Kautsar Bandar Lampung Theme 4 sub-theme 4 developed using the Borg and Gall R&D steps of thematic learning in class II SD Al Kautsar Bandar Lampung Theme 4 sub-theme 4 is feasible and practicable for use in research.

KEYWORDS

Instruments; Cultural Attitudes; Al Kautsar Elementary School

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Introduction

Assessment is a critical stage in the learning process that is linked to earlier learning processes. Learning success will be difficult to determine in the absence of an assessment. According to Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 23 of 2016, assessment is the process of gathering and analyzing data to assess student learning outcomes. According to Minister of Education and Culture Regulation No. 54 of 2013, the competency of graduating elementary school students covers domains of knowledge, attitudes, and abilities. The world of attitude is a critical component of learning achievement. The success of learning in the fields of knowledge and skills is heavily influenced by the student's attitude.

Students that have a good attitude toward learning will enjoy the learning process, resulting in excellent learning outcomes (Suryanto, 2014). This attitude domain, like other domains, must be developed so that all of the potentials in students can be realized. A teacher can conduct an attitude evaluation to gather information about a student's behavior. Attitude assessment can be done both during and after the learning process. According to the Core Competencies in the 2013 Curriculum, two types of attitudes can be assessed: spiritual attitudes and social attitudes. The social attitude alluded to in this study is the school's cultural social attitude.

The teaching and learning process necessitates a school-wide culture of values and attitude instillation. The ingrained school-cultured attitude is the habit of arriving and leaving on time, respecting and obeying the teacher, performing the task effectively, embracing the risks of what is done, apologizing for mistakes made, overcoming difficulties, and coping independently. Students must also have a school-cultured mentality that leads to positive behavior or habits at school. According to (Zamroni, 2011), school culture is a pattern of values, principles, traditions, and habits that are formed in the school's long journey, developed by the school over a long period, and become a guide and are believed by all the school community so that it encourages the emergence of attitudes and behavior of school members. According to UU RI No. 20 Tahun 2003 regulating the national education system, the school

community comprises students, teachers, principals, teaching staff, and school committees. Teachers and students are one of the issues included in this school culture study.

Researchers conducted a preliminary study using the Google Form link from November 9 to November 13, 2021, with a target of 8 instructors in class II at Al Kautsar Elementary School. evaluation. Half of the respondents who conducted an attitude evaluation (8 teachers) employed an assessment instrument. Nonetheless, only 12.5% (1 instructor) created their attitude assessment tests, while the rest relied on government-provided instruments. Making the attitude evaluation instrument was challenging for 87.5% of the instructors, and 100% of the teachers did not utilize a grid, while the assessment instrument relating to school culture was not completed by all respondents. The findings of the preceding research indicate that it is critical to creating an assessment tool to quantify the school culture that has been instilled through school culture.

The school's cultured attitude that will be developed as an instrument is attitude (adab towards teachers). According to the researchers, this adab is the most significant and easiest to see in its implementation at school. Respect and obedience to instructors are encouraged in class II Al Kautsar Elementary School, as are speaking and being nice to teachers, glorifying teachers, and empathizing with teachers (*Assessment Guideline for Elementary School*, n.d.). This research will be limited to the development of instruments on the first etiquette for teachers, namely respect and obedience to teachers due to time and budget constraints.

Methods

Type of Research

This research is a development research that uses the Research and Development (R&D) research or development method from Borg & Gall (2003) which consists of 10 steps. These steps are (1) research and information collecting, (2) planning, (3) developing a preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field, (9) final product revision, and (10) dissemination and implementation. Following the ten steps of the R & D method, this research only carries out steps one to the seventh step, namely product revision. Steps eight, nine, and ten were not carried out because of the considerable time and cost.

The research design employed a pre-experimental design with a one-shot case study or what is now known as the one-group posttest only design, which is research with a single experimental group and data collecting at the end of the course. This study's population was SD Al Kautsar Raja Basa Bandar Lampung in class II SD, which included 9 teachers and 225 pupils. The small group trial sample included 10 students and two class II teachers, whereas the large group trial sample included 32 students and three class II teachers. Techniques for collecting data include questionnaires and observation. Needs analysis instruments, expert validation instruments, teacher response instruments, and assessment measures of respect and obedience to teachers were used in this study.

This study's data analysis technique is a theoretical and practical feasibility test, as well as an efficacy test. The instrument is theoretically possible if it meets good instrument standards based on theory, such as the importance of expert validation. Analysis of the instrument's validity and reliability to determine whether or not the instrument is valid before testing. Furthermore, practicality implies that the produced instrument fits the requirements of attractiveness, convenience, and legibility when tested for practicality. Furthermore, the efficacy test is used to assess the instrument's impact on student learning outcomes.

Theoretical Feasibility Test

Expert validation was used to determine the theoretical feasibility of instrument products. The expert validation analysis was performed using a percentage descriptive analysis with the following formula:

$$P = \frac{n}{N} \times 100\%$$

where:

P = Aspect percentage level

n = Number of aspect scores obtained

N = Max amount

Table 1. Expert Validation Assessment Criteria

| Level of Aspect Percentage | Criteria |
|----------------------------|---------------|
| 82% - 100% | Very Feasible |
| 63% - 81% | Feasible |
| 44% - 62% | Less Feasible |

| Level of Aspect Percentage | Criteria |
|----------------------------|--------------|
| 25% - 43% | Not Feasible |

Practical Feasibility Test

The teacher response questionnaire was used to determine the usefulness of the developed assessment instrument product. The percentage description of the results of the teacher response questionnaire was analyzed using the formula: [F2]

$$P = \frac{n}{N} \times 100\%$$

where:

P = Aspect percentage level

n = Number of aspect scores obtained

N = Max amount

Table 2. Practicality Criteria

| Level of Aspect Percentage | Criteria |
|----------------------------|---------------|
| 82% - 100% | Very Feasible |
| 63% - 81% | Feasible |
| 44% - 62% | Less Feasible |
| 25% - 43% | Not Feasible |

A validity test is also performed to identify valid observation or observation instrument items. According to (Suryanto, 2014), the reliability test of measuring instruments is performed both outwardly and inside. External testing is done via test-retest, equivalent, and a mix of the two. While the measuring equipment's internal reliability is checked by evaluating the items in the instrument using certain methodologies. The Alpha Cronbach method was utilized with SPSS 20 to perform the reliability test in this study.

Results

Based on the research and development of an assessment instrument containing school culture problems in Theme 4 Sub-theme 4 "Clean and Healthy Living in Public Places" to measure the school cultured attitude of grade II elementary school students with development procedures referring to the (Borg & Gall, 2003) the results of development research were obtained as follows:

1. Research and Information Collecting

The initial stage of the research was a preliminary study through field studies and literature studies. Field studies are carried out by conducting a needs analysis. While the literature study is carried out by reviewing books and sources that are relevant to the research to be carried out. The results of observations, interviews, questionnaires in the field, and literature studies have been specifically explained in the background of the problem in Chapter 1.

2. Planning

The product is an assessment instrument containing school culture problems in Theme 4 Sub-theme 4 "Clean and Healthy Living in Public Places" to measure the cultured attitude of class II students. So that the product is made according to the characteristics of grade II elementary school children.

3. Develop a Preliminary form of the Product

The thematic assessments were prepared based on previously planned goals and objectives. Product development was carried out following the instrument framework that has been prepared with the initial product draft.

4. Preliminary Field Testing

Table 3. Expert/Source Validation Results: Research Results

| No. | Validator | Value (%) |
|-----|-----------|-----------|
| 1. | Material | 77,5% |

| No. Validator | Value (%) |
|-----------------|------------------|
| 2. Evaluation | 95% |
| 3. Language | 85% |
| Average | 85,8% |
| Criteria | Excellent |

Table 4. Student Response Results/Sources: Primary data processing results

| No. | Assessed Aspect | Percentage per aspect | Criteria |
|---------------------------|-----------------|-----------------------|-----------------|
| 1. | Attractiveness | 90% | Very Attractive |
| 2. | Benefit | 88% | Very Beneficial |
| 3. | Ease | 82% | Very Easy |
| Average Percentage | | 87% | |
| Criteria | | Very Practical | |

Table 5. Teacher/Source Response Results: Primary processing data

| No | Assessed Aspect | Teacher 1 | Teacher 2 |
|---------------------------|-----------------|------------|------------|
| 1 | Attractiveness | 14 | 13 |
| 2 | Ease | 12 | 12 |
| 3 | Benefit | 11 | 9 |
| Total Score | | 37 | 34 |
| Maximal Score | | 44 | 44 |
| Score Percentage | | 85% | 77% |
| Average Percentage | | 81% | |

5. Main Product Revision

Product revision occurs after the product has been evaluated by teachers and students in small group trials. The updated aspects were based on suggestions and feedback from test subjects; nevertheless, because there were no suggestions or input from practitioners, the field trials were resumed. The instrument was originally examined before the major field experiment for validity and reliability.

Validity test

This cultured attitude data validity test consisted of 10 items which were tested on 32 grade II students of SD Al Kautsar Bandar Lampung in large classes.

Table 6. Olkin Major Kaitser Values (KMO)

| KMO and Bartlett's Test | | |
|--|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .633 |
| | Approx. Chi-Square | 146.693 |
| Bartlett's Test of Sphericity | df | 45 |
| | Sig. | .000 |

Source: Prime Data Processing Results

Table 7. Olkin Major Kaitser Values (KMO)

| Component | Total Variance Explained | | |
|-----------|---------------------------------|---------------|--------------|
| | Initial Eigenvalues | | |
| | Total | % of Variance | Cumulative % |
| 1 | 4.977 | 49.765 | 49.765 |
| 2 | 1.653 | 16.528 | 66.293 |
| 3 | 1.209 | 12.090 | 78.383 |
| 4 | .983 | 9.830 | 88.213 |
| 5 | .509 | 5.088 | 93.301 |
| 6 | .240 | 2.405 | 95.706 |
| 7 | .192 | 1.922 | 97.628 |
| 8 | .164 | 1.638 | 99.266 |
| 9 | .038 | .377 | 99.643 |
| 10 | .036 | .357 | 100.000 |

Extraction Method: Principal Component Analysis.

Source: Primary Data Processing Results

Reliability Test

Data were analyzed by Cronbach's alpha. The data reliability test on the cultured attitude instrument is in the following table:

Table 8. Reliability Test Results

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .878 | 10 |

Source: Primary Data Processing Results

6. Main Field Testing

The main field trial (large group) was carried out at Al Kautsar Elementary School, with 2 teachers, and all grade II students. This main field trial was given treatment to determine the feasibility and practicality of student worksheets and practicality to be tested by measuring students' cultural attitudes.

Feasibility test

The validation sheets of material experts, evaluation experts, and linguists, as well as teachers as users, were used to conduct a theoretical feasibility test for the construction of assessment instruments to measure the cultural attitudes of grade II students. The data was collected using a Likert scale. Material expert validation received 77.5%, assessment experts received 95%, and linguists received 85%, for an overall average of 85.8% in the appropriate category.

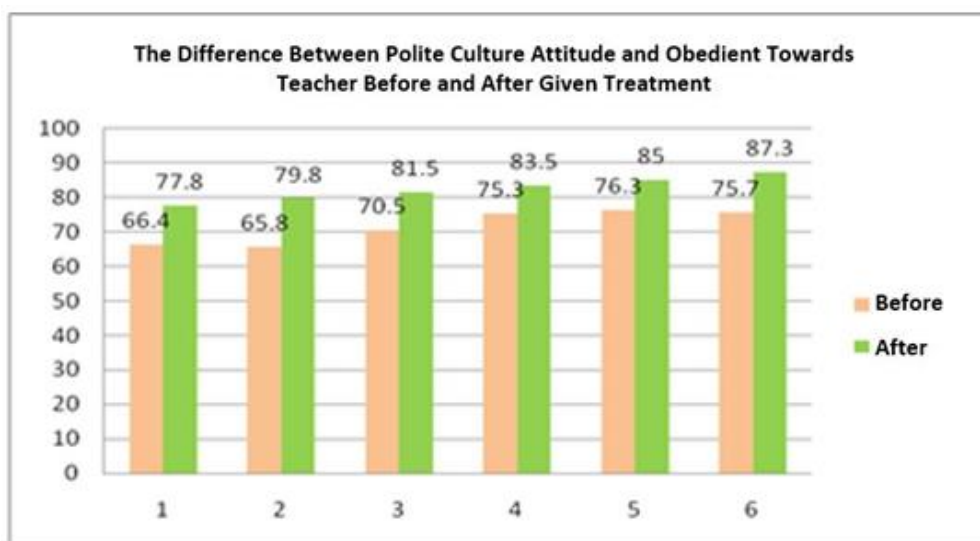


Figure 1. Differences in cultural attitudes toward respect and obedience to teachers before and after treatment

Practicality Test

Large group trials to find out practicality can be seen from aspects assessed by teachers and students, namely aspects of attractiveness, convenience, and usefulness.

Table 9. Results of Student Responses to Large Group Trials

| No. | Assessed Aspect | Percentage per aspect | Criteria |
|---------------------------|-----------------|-----------------------|-----------------|
| 1. | Attractiveness | 85% | Very attractive |
| 2. | Benefit | 88% | Very beneficial |
| 3. | Ease | 81% | Very Easy |
| Average Percentage | | 84,6% | |
| Criteria | | Very Practical | |

Source: Primary data processing results

Table 10. Results of Large Group Trial Teacher Responses

| No | Assessed aspect | Teacher 1 | Teacher 2 | Teacher 3 |
|---------------------------|-----------------|------------|-----------|-----------|
| 1 | Attractiveness | 14 | 13 | 14 |
| 2 | Ease | 11 | 12 | 12 |
| 3 | Benefit | 11 | 9 | 10 |
| Total Score | | 36 | 34 | 36 |
| Maximal Score | | 44 | 44 | 44 |
| Score Percentage | | 81% | 77% | 81% |
| Average Percentage | | 80% | | |

Source: Primary processing data

7. Product Improvement (Operational Product Revision)

The final product was improved based on the results of testing an assessment instrument filled with cultural attitudes to measure compliance and respect for teachers. The test findings demonstrated that the assessment instrument containing cultural attitudes was capable of measuring compliance and respect for student teachers. So the assessment instrument product incorporates cultural attitudes to test the attitude of obedience and respect for student teachers that was established, is not subject to amendment, and is feasible to implement.

Discussion

Feasible In Theory

The findings of the evaluation of three experts, namely evaluation experts, materials experts, and language experts, demonstrated the feasibility of the theory of school culture-laden instruments for assessing the cultured attitudes of second-grade students at SD Al Kautsar Bandar Lampung. Based on the results of the three experts' evaluations, this assessment instrument is theoretically possible because it receives a 95% evaluation expert score, a 77.5% material expert score, and an 85% language expert score. In extremely good criteria, the entire expert score average is 85.8%. The research presented above is consistent with the theory of (Fithriyani, 2017; Wahyuni & Ibrahim, 2012), which states that when compiling instruments, construction/evaluation aspects, material aspects, and language aspects must be considered. Based on research findings (Santika et al., 2022), this instrument is theoretically feasible, with a validation value by evaluation experts of 89.77%, validation by material experts of 91.34%, and validation by linguists of 89.76%, and an average total validation score by experts of 90.29% with very good criteria. Similar to the opinion (Awanda et al., 2021) that the assessment of this instrument is theoretically feasible based on the evaluation of four experts, the average expert score as a whole is 85.25 in highly feasible criteria.

Experts in evaluation analyzed the instrument construction in this research and development. Furthermore, material specialists analyze substance or material analysis in the form of research connected to scientific substance, particularly project material, whereas linguists assess language analysis in the form of studies linked to the usage of excellent and proper Indonesian. The purpose of expert validation of assessment tools based on validation questionnaires is to offer assessments and recommendations. This research is related to (Arozullah et al., 2001) research, which states that a successful assessment instrument must have an instrument grid, assessment sheets, rubrics, and assessment guidelines. This research collaboration skills indicator is based on (Wahyuningtyas, 2020), which states that greeting when meeting him, speaking and being polite when dealing with him, listening, listening, and paying attention to all his words or explanations when they teach or talk to us, doing all assignments given by them properly, on time, and seriously, asking questions or discussing problems that have not been understood in a good and polite manner, and applying the knowledge.

The description of the indicators of teacher respect and obedience is very appropriate or appropriate for learning in which students are responsible for their roles. Furthermore, there is good contact between students, the surroundings, parents, and teachers. According to (Zamroni, 2011) theory, school culture is a pattern of values, principles, traditions, and habits that are formed in the school's long journey, developed by the school over a long period, and become a guide and are believed by all members of the school community so that it encourages the attitudes and behavior of school members to emerge. The observations revealed a significant difference in which the results after treatment were higher than before treatment with a total average of 71.7 82.5, implying that the assessment instrument contains school culture to measure students' school cultured attitudes class II SD Al Kautsar Bandar Lampung is practical and suitable for use in research.

An assessment of the viability of the assessment instruments developed is produced based on the previous explanation in the form of expert test findings. Furthermore, the validity and reliability tests of the assessment instruments were performed following the study's findings, which indicated that the instruments were valid and reliable. The construction of an assessment instrument containing school culture to test the cultural attitudes of Grade II students at Al Kautsar Elementary School Bandar Lampung supports the theory and outcomes of prior research, making the assessment instrument theoretically feasible.

Practicality

The results of small-group trials and large-group trials demonstrated the utility of the school culture-laden assessment instrument for measuring the cultural attitudes of Grade II students at SD Al Kautsar Bandar Lampung. Teachers and students complete a practical response questionnaire for this assessment. The findings of 5 small and large group teachers' practicality responses with an average percentage of 80.5% in the very practical category. Meanwhile, the findings of 42 student practicality responses in small and large groups were in the extremely practical category with an average percentage of 85.8%. Agree with the findings of the study (Santika et al., 2022) that the practicality of educators' answer sheets with the replies of nine educators in the first trials and main trials obtained an average proportion of 87% with extremely practical qualities. Similarly, according to the study's findings (Awanda et al., 2021) the results of the practical response of educators by five educators, in the small group of educators who carried out two educators received an average score of 88.75, and the leading group of educators who gathered three people received a score of 88.33, and the calculation of the leading group and get a small average proportion of 88.54% and meet the efficiency criteria. Meanwhile, the results of student practice responses in small groups of 10 people on average meet the efficiency criteria, with a value of 90.83.

According to the comments of teachers and students to the questionnaire, the evaluation tool devised had benefits, particularly the cultural attitudes that students could measure. These findings are consistent with the findings of Story (2010), Florida. According to the findings of his study, school culture and its relationship to student conduct must be carefully investigated, and action must be done to impact change. Such changes should include expanding efforts to provide fair and respectful treatment and opportunities for students of all socioeconomic backgrounds as well as lobbying for changes to federal and state regulations, such as some of IDEA's provisions, which have promoted a lack of student accountability for behavior.

Conclusion

Based on the findings of the research and discussion, the following conclusions can be drawn:

The assessment instrument containing school culture to measure respect and obedience developed using Borg and Gall R&D steps thematic learning for class II SD Al Kautsar Bandar Lampung Theme 4 sub-theme 4 is categorized as feasible and practicable for research use. This is supported by expert validation results, which indicate an average score of 85.8% in the category very appropriate for use in learning, as well as observations that show significant variations in respect and obedience to teachers before and after treatment. Practitioner exam results from small and large group practitioners were 80.5%, with students responding at 85.8%.

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