Teacher Challenges in Implementing Educational Evaluation Assessment Standards in the Affective Domain at Pondok Mutiara Quran Putri Wonogiri

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1. Introduction

Education is part of one of the indicators in measuring the progress of a nation. Education itself aims to develop the ability of students so that they can form people who believe and fear God, have noble character, knowledge, healthy, creative, independent, capable, and can become democratic and responsible citizens. The success of education can be seen from the realization of the goals of education itself. Therefore, the importance of assessing learning outcomes in evaluating the effectiveness of a curriculum also ensures the achievement of educational goals[1].

Assessment of learning outcomes has several aspects, one important aspect is the application of assessment instruments which include 3 domains, namely cognitive, affective, and psychomotor domains. Assessment of the emotional aspects and attitudes of a student in the learning process related to the affective realm [2].
Many facts reveal about conflicts and riots in Indonesia that are caused by SARA (Tribe, Custom, Race, and Religion). This proves that Indonesian education has not fully created and developed awareness and action towards pluralism and multiculturalism[3].

This is what makes the affective aspect one of the crucial aspects of learning, especially for religious education. In understanding religious education, it is important to know that religious education is not limited to concepts and doctrines, but also about moral development and attitudes, as well as the values that exist in the religion[4]. The affective realm is related to attitudes, which is meant by acceptance or assumption or assessment of an object, concept, situation, other people and even oneself which is the result of the evaluation of the learning process and experience in the field, from which it causes feelings of pleasure (positive / very positive) or unhappy (negative / not negative) [5].

The word affective according to language has the meaning of feelings and attitudes. Affective aspects in education itself according to the term means learning activities that emphasize more on how students behave towards subjects which are also known as "learning by feeling". In the context of evaluating learning outcomes in Cottage Education, the affective realm means an evaluation carried out by teachers to find out and measure student achievements starting in terms of requests, motivation, and ways of behaving both spiritually and socially[6].

Affective domain measurement consists of several kinds of scales that can be implemented, namely multiple choice scale, Likert scale, Guttman scale, Thurstone scale, differential scale, and interest measurement. Affective indicators for each subject vary in the learning outcomes curriculum[7].

A teacher in the affective realm has the task of being able to measure also measure students' attitudes, motivations and interests regarding the learning that has been taught. It is expected that the results of the assessment provide an overview of students’ affective measures so that teachers are able to analyze and then provide advice to students about improving attitudes, interests and motivation in learning[8].

Teachers identify happiness, relationships, work and self-actualization as the most important content of their aspirations. All categories of content can be understood as potential goals because the benefits extend beyond the teacher himself. However, almost half of student teachers (46%) and more than half of teachers (55%) only expressed self-orientation. Less than half of them (43%, 36%, respectively) showed an outward orientation, which is indicative of a purposeful teacher. Among practicing teachers, teaching seems to be primarily a mediating factor in realizing their goals or aspirations[9].

One of the common obstacles that is also experienced in addition to time control is also in terms of measuring attitude evaluation which is sometimes still not objective, which is not in accordance with various theories of teacher professionalism and attitude assessment guidelines[10].

To overcome these challenges, Education for Sustainable Development (ESD) needs to emphasize knowledge that considers multiple perspectives. Optimizing teacher education requires knowledge of student teacher prerequisites. Apart from situational and conceptual knowledge, procedural knowledge (containing solution strategies) is of particular interest, but much more difficult to measure[11].

According to Raja Hulan (2022), teachers experience obstacles in the form of lack of knowledge and understanding of attitude assessment, one of which is the lack of socialization or seminars on this matter. In applying attitude assessment, teachers better understand in student character and can then determine criteria in every aspect of affective/attitude assessment. Teachers provide punishment for students who disobey the rules. In addition, efforts to implement attitude assessment are also carried out by the principal by evaluating teacher performance which is carried out regularly, and will provide solutions such as conducting seminars if there are shortcomings in the teacher [12].
In addition to the lack of knowledge/understanding of attitude assessment, in Jerome’s research Awkward (2022), it was stated that the obstacles experienced were in the form of allocating time, both support from students and teachers. The implementation or practice of authentic assessment by teachers in this study has not been well implemented. It is a problem in implementing attitude assessment if there is a lack of teacher readiness in assessment instruments, types, and procedures. In addition, the main obstacles to the assessment given by teachers are student time and ability. Although not all teachers in implementing attitude assessment experience, these two things will have an influence on learning activities in the classroom and can even be an obstacle in learning outcomes[13].

There is research found by Winarni (2018) that there are difficulties in evaluating between affective, cognitive, and psychomotor because each of these assessments in their application has various methods so that teachers have difficulty dividing time between the delivery of learning material and assessment through observation. Therefore, the need for the readiness of facilities and infrastructure in supporting students to learn independently and work together with other students as a balancer[14].

Siti Hajaroh (2018) in research revealed that the difficulties experienced by teachers in MIN 1 Central Lombok are: in determining assessment criteria, giving scores, utilizing time, and difficulties due to differences in character owned by students. From the difficulties raised, the solution carried out by teachers is in the form of attending various kinds of training, discussing with fellow teachers, and learning independently[15].

There needs to be an effort made in order to improve the quality of learning so that meaningful learning is achieved. As the forefront of education, teachers must certainly develop the ability to achieve the goals of learning, because in determining the success of learning begins with the selection of techniques, methods, and models applied by teachers[16].

The purpose of this study is to determine the application and obstacles / challenges experienced by teachers in applying affective domain assessment standards in Pondok Mutiara Quran Wonogiri. In addition to the challenges experienced, this study also aims to determine the attitudes and strategies of teachers in facing these challenges.

2. Method

This research uses qualitative descriptive analysis method with phenomenological approach. Literature study research is also used from relevant books and journals, and phenomenological approaches are used to support this field research. Phenomenology sees and views all phenomena that arise, especially in consciousness.

This study conducted direct observations at Pondok Mutiara Quran Putri Wonogiri. Phenomenology sees and views all phenomena that arise, especially in consciousness. A specific and flaming problem is the "now and now" phenomenon in every human consciousness. The term "phenomenology" has been used so widely that scholars have different interpretations.

Therefore, in this section, we first explain the conceptual framework of phenomenology as a methodological or philosophical view[17]. Phenomenological research is a qualitative strategy in which researchers can identify the essence of human experience about phenomena expressed by participants in a study[18].

Data collection techniques are carried out in several ways, including in-depth interviews, observations, and documentation reviews since December 17, 2023. In-depth interviews are used to obtain data from predetermined research subjects. Interviews are conducted in depth to obtain detailed data on the issues studied. Meanwhile, the documentation review is used to obtain complete and comprehensive information about what are the challenges of teachers in implementing the evaluation assessment standards for affective education at Pondok Mutiara Quran Putri Wonogiri.
3. Hasil dan Pembahasan

One of the challenges faced by teachers at Pondok Mutiara Quran Putri Wonogiri is the difficulty with adapting the behaviors of students with different backgrounds. Pondok Mutiara Quran Putri is very concerned about the attitude of its students by always conducting evaluations in the affective realm for the realization of good attitudes in accordance with assessment standards.

Evaluation is an important part of the learning process, because by applying learning evaluation in the learning that has been done, a teacher can find out the weaknesses and strengths of the learning process. Evaluation can also be used in monitoring the progress of learners. Especially in Pesantren Education is something that is needed in future life in society, because with Cottage Education can foster and guide students to become religious, moral, and capable people.

Assessment in education is a process of processing and collecting information that is useful for measuring the achievement of student learning outcomes, which includes assessment of cognitive, affective, and psychomotor domains. Assessment in the provision of education is also an important component[19]. In the 2013 curriculum, assessment prioritizes competency learning by strengthening the learning process and authentic assessment to achieve competence in attitudes, knowledge, and skills[20].

Assessment of learning outcomes is divided into three domains, namely cognitive (knowledge), affective (attitude) and psychomotor (creativity). In the realm of knowledge assessment seen from the abilities or knowledge possessed by students before and after following the learning process, then in the affective realm looking at students' abilities in attitudes or responses to the learning process, while in the psychomotor realm, looking at abilities related to the skills or skills possessed by students in applying the material that has been obtained[21].

This research focuses on the affective realm in Pondok Mutiara Quran Putri Wonogiri. The affective realm has five levels of learning starting from the simple level to the most complex stage and briefly, the details of which are as follows:

1. Acceptance (receiving), is the willingness to follow a certain event, examples of activities in class, textbooks, music and others.
2. Responding, is showing active participation in order to provide a reaction of readiness in giving a response, or interest.
3. Determination of attitude (value), related to the value attached to students towards an event or behavior.
4. Organization, is combining several different values and building an internally consistent system.
5. Pattern formation (characterization by value or a complex), indicates the process of affection that each individual has his own value system that controls his behavior for a long time and shapes his lifestyle[22].
The measurement of affective domain assessment implemented at Pondok Mutiara Quran Putri Wonogiri uses multiple choice scale, interest measurement, and Guttman scale. This Multiple Choice scale is in the form of a multiple-choice form question, which is a statement followed by a number of alternative opinions. To find out / measure student interest in subjects, determine indicators in advance, for example: attendance, active in asking, accuracy in collecting assignments, neatness. Note, rehearse, repeat lessons and visit the library etc..

Based on the results of an interview at Pondok Mutiara Quran Putri Wonogiri, the challenges of teachers in implementing the evaluation assessment of affective domain education are:

a) Lack of understanding of assessment standards: Teachers have differences in understanding assessment standards for affective education evaluation, so increased awareness and understanding of assessment standards is needed.

b) Teacher limitations: Teachers have limited ability to implement authentic assessment, so it is necessary to develop skills and awareness about authentic assessment.

c) Difficulty in directing students: Teachers who have difficulty directing students to be able to listen well to explanations, identify problems, and engage in discussion.

Efforts to improve the implementation of affective education evaluation assessment standards include comprehensive approaches, such as teacher skill development, awareness raising about authentic assessment, and training on data collection techniques. In addition, it is important to pay attention to differences in teachers’ understanding and ability to implement affective education evaluation assessment standards, as well as find effective strategies to be able to overcome the difficulties faced by teachers in the learning process.

4. Conclusion

This research highlights some of the main challenges faced by Pondok Mutiara Quran Putri Wonogiri teachers in implementing affective domain education evaluation assessment standards. First, awareness of the importance of affective dimensions in the learning process may still be limited among teachers. This can be an obstacle in designing and implementing assessment methods that are appropriate to affective aspects.

Pondok Mutiara Quran Putri Wonogiri has implemented an evaluation assessment of Education in the affective realm using multiple choice scale, interest measurement, and Guttman scale. Pondok Mutiara Quran Putri Wonogiri teachers always conduct assessment evaluations and are ready to face challenges that come from various students.
Recommendations for improvement include ongoing coaching and training for teachers, increased awareness of affective domains, and investment in supporting resources. Thus, these steps are expected to increase teacher effectiveness in integrating affective domain evaluation assessments into daily learning practices.

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