

How Elementary School Teachers Assess Students' Affective Domain in the Classroom during Distance Learning?: A Phenomenological Study

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Abstract: How Elementary School Teachers Assess Students' Affective Domain in the Classroom during Distance Learning?: A Phenomenological Study. Objectives: This study aims to describe how elementary school teachers assess students' affectiveness, especially in social studies learning during distance learning. **Methods:** This research is phenomenology study, data collection techniques using interviews and document studies. Subject 5 elementary school teacher participants. The data analysis technique uses qualitative data analysis. **Findings:** The teacher conducts an affective assessment during social studies learning on student behavior, there still a problem, the teacher cannot monitor students directly so that the affective assessment in learning cannot be carried out optimally. However, affective assessment provides the benefit that the teacher can direct good attitudes and character to students. **Conclusion:** Cooperation of various parties to maximize affective assessment in the social studies learning process in the distance learning period.

Keywords: affective assessment, social studies, elementary school teachers, distance learning.

Abstrak: Bagaimana Guru Sekolah Dasar Menilai Domain Afektif Siswa di Kelas Selama Pembelajaran Jarak Jauh?: Sebuah Studi Fenomenologi. Tujuan: Penelitian ini bertujuan untuk mendeskripsikan bagaimana guru SD menilai afektif siswa khususnya pada pembelajaran IPS saat pembelajaran jarak jauh. **Metode:** Penelitian ini adalah penelitian kualitatif dengan jenis fenomenologi dengan teknik pengumpulan data menggunakan wawancara dan studi document. Terdapat 5 partisipan guru SD yang tersebar di Kalimantan Selatan. Teknik analisis data menggunakan analisis data kualitatif. **Temuan:** Guru melakukan penilaian afektif saat pembelajaran IPS pada aspek perilaku siswa, masih terdapat masalah yaitu guru tidak dapat memantau siswa secara langsung sehingga penilaian afektif pada pembelajaran IPS tidak dapat dilaksanakan secara maksimal. Namun, penilaian afektif memberikan manfaat bahwa guru dapat mengarahkan sikap dan karakter baik pada siswa. **Kesimpulan:** Kerjasama berbagai pihak untuk memaksimalkan penilaian afektif pada proses pembelajaran IPS di masa pembelajaran jarak jauh.

Kata kunci: penilaian afektif, IPS, guru sekolah dasar, pembelajaran jarak jauh.

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■ INTRODUCTION

The world is currently faced with the Covid-19 phenomenon caused by the corona virus. The Covid-19 phenomenon has created a crisis and has an impact on the world in various fields including education (Giridharan, 2020; Suda, 2021). The COVID-19 pandemic has also had an impact on the implementation of learning in Indonesia. This requires teachers to make changes to their learning system (Yulia, 2020). The changes that occur also adjust to the situation and conditions of students during the Covid-19 pandemic (Jhon et al., 2020).

Changes in the implementation of learning also have an impact on thematic learning in schools, especially at the elementary school level. Learning continues to emphasize the formation of students who are creative, think critically, have a cooperative attitude, and have the ability to be able to struggle at a global level (Azizah, 2021). The implementation of thematic learning is better done contextually integrated in thematic (Aini & Relmasira, 2018). However, what happens in the field, there are still many social problems in the community which indicate that social studies learning has not been successful because each student considers social studies material to be just rote memorization without the need to do it in real life (Purwanto, 2019). The implementation of thematic learning is still difficult to carry out optimally during the Covid-19 pandemic (Fauzi & Sastra Khusuma, 2020; Ananda et al., 2021). This is because teachers and students are not accustomed to implementing distance learning, so many aspects of education are not carried out optimally during distance learning, such as implementing assessments in the affective domain.

Assessment in the affective domain is one of the implementations of character planting in the 2013 curriculum. This is marked by the existence of a learning process that prioritizes knowledge as a benchmark for student success in learning and sees the attitude that he shows

when carrying out the learning process in class. The affective domain is an assessment related to the soul, taste, and psyche, which can also be interpreted as a process of acceptance and rejection of behavior around it. (Casey & Fernandez-Rio, 2019; Riscaputantri & Wening, 2018; Saftari & Fajriah, 2019) from the explanation, it can be concluded that the assessment of the attitudes, behavior, morals, and values shown by a student in his learning environment. Candra et al., (2018) They stated that students' success in learning could be seen by how their social attitudes will also affect the cognitive and psychomotor aspects.

There are 5 levels of affective assessment: acceptance, participation, determination, and evaluation of attitudes, organization, and character building. These five levels have a sequence from the first. Namely, approval aims to teach students to give a positive response to the stimulus provided by others. Second, participation seeks to build students' activeness in participating in the learning process, reacting well, and making decisions in a group environment. Third, the determination and assessment of attitudes aim to express reactions to action so that students are accustomed to managing emotions. Fourth, the organization seeks to regulate all behaviors that can and are issued by students towards their learning environment. Fifth, character-building aims to instill life values that develop from within so that they are permanent and consistent (Fuadi, 2018).

The assessment system in the affective domain refers to the observation technique. During the learning process, the observations were made by observing students in their learning activities. In this case, it can be said that affective assessment using a non-test assessment is in line with Hutapea (2019) emphasized that the assessment is not only a race using test techniques, but in other conditions, teachers can use non-test techniques by adjusting existing

needs such as attitude (affective) assessment. Darmiyati, Adawiyah, and Efendi (2022) explained that there are affective assessment indicators in the 2013 curriculum consisting of religious, disciplined, independent, responsible, polite, social relations, honest, caring for the environment, and nationalism. These indicators can be modified based on suitability in the field.

Based on the results of interviews with 5 teachers from grades IV, V, and VI of elementary school, information was obtained that all teachers conducted affective assessments during distance learning, but there was one teacher who did not conduct assessments on specific subjects but the assessment was carried out as a whole. Teachers have their own way of conducting affective assessments, especially in social studies subjects. One teacher said that for the social studies content on theme 7 related to heroism learning, the teacher assessed the students' affectiveness by looking at the student's discipline during learning. However, there are also teachers who conduct assessments related to student communication with friends, teachers, and the surrounding community. This is adjusted by the teacher to the situation and conditions that occur in the field during the Covid-19 pandemic.

The affective assessment carried out by the teacher is limited due to distance learning and health protocols that must be carried out during face-to-face learning. The teacher cannot see well the interaction of students with other students because of the limitations of existing situations and conditions. Likewise, when learning is carried out

online, teachers experience limitations in conducting affective assessments on students, only being able to monitor through student discipline in following the learning carried out. Therefore, based on the existing problems, this study aims to find out how elementary school teachers conduct affective assessments, especially in social studies learning during distance learning.

■ METHODS

Research Design

This study uses a qualitative approach. In this study, three sub-themes are discussed: the implementation of affective assessment in social science learning in elementary school, problems in affective assessment in social studies in elementary school, and solutions to problems in affective assessment in social studies learning in elementary school. The type of research used is a phenomenological study.

Then the data required was analyzed using a phenomenological approach to describe and explore human experience based on the occurred phenomenon through qualitative methods (Creswell, 2017).

Participants

The subjects of this study were elementary school teachers spread over several areas of South Kalimantan and those who were selected based on the research theme being studied. Five teachers participated in the study. The selection of participants was based on a purposive technique.

Table 1. Data information of participants

Participants	Gender	Age	Origin	Education Level	Working Period
IR	Male	24	Tanah Laut, Kalimantan Selatan	S1	2
FA	Male	24	Banjarmasin, Kalimantan Selatan	S1	2

EA	Female	23	Banjarmasin, Kalimantan Selatan	S1	2
IS	Female	24	Banjar, Kalimantan Selatan	S1	2
N	Female	32	Marabahan, Kalimantan Selatan	S1	8

Instrument

The research data were collected using interview and document study techniques. This

data collection was implemented by interviewing each teacher through the online zoom platform with structured interview techniques

Table 2. Explanation of the instruments

No.	Questions	Detail Questions
1.	Have you ever conducted an affective assessment in social studies learning?	This question is an initial exploration of affective assessment in social studies subjects.
2.	In assessing the affective content of social studies lessons, what activities have students done?	This Question is to find out the activities carried out by the teacher in the learning process.
3.	Have you carried out affective assessments for students during this covid-19 pandemic?	This question is to determine the implementation of the affective assessment carried out
4.	What difficulties do you experience in implementing affective assessment?	This question is to find out the obstacles experienced by the teacher during the affective assessment process.
5.	What solutions or alternatives can you use to overcome these difficulties?	This question is to explain the solutions that have been or are planned to overcome difficulties in affective assessment.

Data analysis

The data analysis technique used is interactive analysis through data collection, condensation, and concluding. Data condensation refers to selecting, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documents, and other empirical materials. The next step after data reduction is data presentation which can be done by making brief descriptions, charts, relationships between categories, flowcharts, and the like. The most used to present data in this data analysis technique model is narrative text. The initial conclusions are still temporary and will change if strong and supporting evidence is not presented

at the next stage of data collection (Miles et al., 2018). Triangulation is carried out to obtain data on the validity of any information obtained from informants. Triangulation, namely checking the validity of data by utilizing something else outside the data for comparison against the data (Moleong, 2021).

■ RESULT AND DISCUSSIONS

Implementation of Affective Assessment on Social Studies Learning in Elementary Schools

Affective assessment is part of the assessment carried out by the teacher when implementing the learning process. Affective assessment is carried out every time learning so

that teachers must carry it out, affective assessment is expected to encourage students to get used to having good attitudes such as honesty, responsibility, courtesy, discipline, carefulness, thoroughness, wisdom, respect for opinions, and tolerance. The implementation of affective assessment in social studies learning in elementary schools is described in the table 1 below.

Based on the table above, it can be concluded that the teacher assesses the learning process. The assessment carried out by the teacher, especially in social studies learning, is an affective assessment. Affective assessment is focused on assessing student attitudes. attitude assessment looks at student behavior when the learning process is carried out. Although currently learning is carried out through zoom meetings,

Table 3. Implementation of affective assessment on social studies learning in elementary schools

No	Subtheme	Correlation themes
1	The teacher carries out the overall affective assessment	The teacher conducts an affective assessment
2	The teacher conducts an assessment of social studies learning on the aspect of individual behavior	during social studies learning on aspects of student behavior during
3	The teacher assesses students' attitudes during a zoom meeting	learning or collecting assignments
4	The teacher assesses student attitudes based on student discipline in collecting assignments	

teachers still carry out affective assessments in social studies learning. The affective assessment carried out by the teacher is based on the student's behavior during the learning process. The teacher also assesses the affective aspects of students from the process of collecting assignments by students. The collection of student assignments reflects the student's attitude towards the assignments given by the teacher. This is also part of the affective aspect assessment carried out by the teacher.

In practice, affective assessment has main points that must be assessed for students, such as student learning enthusiasm, and others. Especially in social studies learning where aspects of individual behavior in the learning process are more prominent than during the learning process in other subjects. The implementation of affective assessment during this pandemic requires teacher creativity in its implementation because the

learning process is limited to network-based learning or online learning (Ambarwati et al., 2022). However, online-based learning the implementation of affective assessment can also run well (Fadli & Hidayati, 2020). The implementation of affective assessment is very important in the learning process because the affective aspect supports student success in the learning process (Azhil et al., 2018; Saftari, Maya, 2019). To support the successful implementation of affective assessment, an appropriate assessment design is needed, such as designing an assessment instrument in advance (Tausih & Marno, 2021)

In addition, in implementing affective assessment teachers can apply learning models that are in accordance with the learning that will be delivered to students. With the right learning model, teachers can carry out in-depth assessments (Seran & Cahyani, 2018). Therefore,

in implementing the social studies learning affective assessment, the teacher must be able to adapt to the conditions that occur. Utilizing the right media and learning models can maximize the implementation of affective assessment in students (Gusti et al., 2020). Because affective assessment is an important aspect of assessment that teachers must do (Mangaroska et al., 2022).

Affective Assessment Problems in Social Studies Learning in Elementary Schools

The implementation of affective assessment in social studies learning during distance learning raises several problems faced by teachers. The problem is that the affective assessment process cannot be carried out directly by the teacher. Therefore, several problems were obtained which are presented in the table 2 below.

Table 4. Affective assessment problems in social studies learning in elementary schools

No	Subtheme	Correlation themes
1	The teacher conducts an affective assessment according to the student's condition	Teachers cannot monitor students directly so that
2	The teacher assesses the student's affective from the student's discipline in collecting assignments	affective assessment in social studies learning
3	Teachers have difficulty assessing students' affectiveness, especially in terms of interactions with friends or other people	cannot be carried out optimally
4	Teachers cannot directly assess students	

Like the current pandemic, activities in affective assessment are still carried out, only limited to virtual conferences using Zoom or Google Meet. The teacher stated that during the current pandemic, it is certainly very difficult to implement affective assessment because this assessment looks at the attitude of students during the learning process. However, when learning is carried out by Learning From Home (BDR) the teacher cannot directly monitor how students in the learning process the teacher only gives directions so it is very difficult to determine the affective value given. Especially if learning is done online, what is seen on the screen can be different from the real student situation (Samara et al., 2019). However, because this assessment is also an important part of the student assessment component, the assessment is usually carried out from interactions in giving assignments. Therefore, the implementation of affective assessment is not optimal due to the limitations of observations

made by teachers to students during the learning process.

Existing problems must be balanced with the use of appropriate learning media so that teachers can still carry out affective assessments (Kaeksi, 2018). In addition, the teacher can also pay attention to the factors supporting the assessment, especially the affective assessment during social studies learning. These include assessment tools, assessment instruments, and assessment facilities provided by schools for teachers (Setiawan et al., 2019; Luqianingrum & Zulfiati, 2020; Heiberg Agerbeck et al., 2021). In addition, teachers must also consider the condition of students, because this will affect the affective aspects of students during learning (Koorankot et al., 2019). Because what has been received and experienced by students will affect students in the future (Danek & Kizilirmak, 2021), therefore in the implementation of affective assessment the teacher must make good

observations so that the assessment process can be carried out optimally.

The Benefits of Affective Assessment in Social Studies Learning in Elementary Schools

Affective assessment is very effective and useful because it can shape the inculcation of attitudes and characters expected in the 2013 curriculum and the demands of the current era so

that this assessment must always be held because it really gives plus points in education apart from only assessing students' cognitive. In this assessment also little by little it will become a habit to always be carried out by students wherever they are later so that this habituation will bring positive results for future lives. The following provides data on the usefulness of affective assessment in social studies learning.

Table 5. The benefits of affective assessment in social studies learning in elementary schools

No	Subtheme	Correlation themes
1	Teachers can form the cultivation of attitudes to students	Teachers can direct students' affectiveness
2	Teachers can instill character in students	so that they become
3	Teachers can guide students on affective aspects	good attitudes and character in students

Affective assessments carried out by students can be used by teachers in assessing children's critical thinking and creative thinking which he puts into an answer. Educators should fully understand the nature of affective assessment, the affective domain has the same important portion as other domains because it can be used to support the internalization of cognitive content. Cultivating character through affective assessment certainly brings change for students because this really needs to be instilled in elementary school age children. Because not all children are in a healthy and harmonious family environment that is able to teach the values of good attitude and good character, the role of the school is very very important for the self-development of these students. Therefore, this affective assessment is very good to always be applied and it is hoped that all teachers can really guide students in the formation of good character whose criteria have been determined.

The assessment carried out by the teacher is not only to assess student attitudes, but also the teacher's obligation to provide optimal service

in order to achieve learning objectives (Suhendra, 2021). Teachers can identify students well (Henderson-Brooks, 2021), so they can provide services that are in accordance with student characteristics (Snead & Freiberg, 2019). This indicates that there is reciprocity between teachers and students in the learning process (Ajjawi & Boud, 2018). Assessment also has a good impact on students to find out their abilities (To & Panadero, 2019), so that with the help of teachers as facilitators in the learning process they can maximize the potential of students.

Based on the results of the research above, that this research is supported by previous research from Mustika et al. (2022) Resulted that affective assessment can be carried out during distance learning as a material for evaluating the effectiveness of learning by paying attention to several aspects in its implementation, namely changing learning strategies from face to face to distance learning concepts, randomizing schedules in the learning process, taking decisive action for students. other research from Fauzani, et al. (2021) resulted that affective assessment

can be carried out in distance learning by paying attention to 6 aspects: understanding, planning, implementing, and reflecting on the assessment of attitudes and conditions of parents and student characteristics, and mastery of learning techniques and tools. Effective research can be carried out during distance learning if these six aspects can be appropriately implemented. Next research Zach and Rosenblum (2021) results that affective assessment in distance learning, students feel to experience the emotional awareness they have and a sense of empathy for others affects students' social orientation. and research Shearer et al. (2021) concluded that affective assessment requires adequate instruments and adapts to distance learning strategies in order to get the results that are expected in distance learning.

It is concluded that affective assessment in distance learning produces findings that, in practice, there are still many evaluations because affective assessment is directly related to attitudes while distance learning cannot see students' attitudes instantly therefore, an instrument that is appropriate to the situation at the time of distance learning is needed.

■ CONCLUSIONS

Based on the discussion of affective assessment in social studies learning in elementary school, it can be concluded that affective assessment is a series of assessments that involve students' attitudes and interests in the learning process. The affective assessment carried out by the teacher does not only look at the good and bad attitudes and behavior of students in general, but each item of the desired attitude must be measured using appropriate affective assessment techniques and instruments so that the results of the assessment can reflect the abilities measured. Although there are still differences in the implementation of the affective domain assessment, basically as an educator is to have a strong thought and desire to make students

personal with character for their future where the demands of the times are increasingly developing so that the formation of good attitudes and character must be instilled as early as possible in order to avoid gaps. attitude later on.

Educators must also understand that each individual has a different character and nature so it is necessary to provide psychological approaches in teaching and instilling good character values for students today. So that other assessment analyzes have the potential to be carried out so that later they can be collected and analyzed together in a more in-depth and comprehensive manner, considering how important evaluation (assessment) is in a learning process, this topic should often be discussed in teacher forums at both national and regional levels. Therefore, it needs the support of various parties such as schools, teachers, parents, and government agencies involved to maximize the implementation of education in Indonesia.

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