Assessment of Attitude *tetep, antep, mantep* in the Teaching: Ki Hadjar Dewantara Perspective

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ABSTRACT

Ki Hadjar Dewantara's *tetep, antep*, and *mantep* attitude assessment is the focus of this research. Descriptive qualitative research is conducted in the form of a literature review that objectively examines the process of developing Ki Hajar Dewantara's attitude evaluation instrument (*tetep, antep, mantep*). The purpose of the descriptive method is to provide sufficient background information for further analysis and conclusion drawing. Analysis and recording of studies serve as the basis for the data collection. Books and articles are gathered for research at libraries. Data collected from documentation and field data poured in a thorough and detailed report description form the basis of the interactive model analysis. A summary is created at the outset of data gathering, which is when data reduction occurs. The next step is trimming the data and field reports to the essentials, highlighting the most relevant information, and looking for recurring themes or patterns. Data is reduced in complexity by selection, classification, and abstraction. Data visualisation aids researchers in gaining a better understanding of the whole or of specific subsets of their data. Fourth, by categorising the data, researchers are able to draw meaningful conclusions. The study's findings indicated that the sensitivity index value was the most reliable predictor of Ki Hadjar Dewantara's *tetep, antep*, and *mantep* attitudes towards his students' academic progress. Contextual learning models that incorporate local expertise can be used to refine evaluations of Ki Hadjar Dewantara's *tetep, antep, mantep* attitude.

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1.   INTRODUCTION

The 2013 curriculum assessment puts a focus on overall authentic assessment, including competency attitudes, skills, and knowledge based on processes and results learning (Musfiqon and Nurdyansyah, 2015). The authentic assessment gives more attention to a balance between adjusted attitude, knowledge, and skill competency assessments and the development of the characteristics of students based on their level (Mas'udi, 2014). As a student's level of development and education goes up, their mastery of information and skills gets bigger, but their mastery of attitude competencies gets smaller (assumed that attitude competencies were taught at the previous level). So, at a low level, like high school, it should be important and focus on teaching kids how to have good attitudes, so that when they go on to a higher level of education, they already have a strong foundation. Because modelling good morals to children can eventually become second nature, and teaching youngsters to have a decent attitude early on can help set them up for success in life. A primary school educator needs more flexibility in selecting assessment strategies for their students.

Due to the fact that its parts are separate from the learning process, evaluation must be pre-planned before any learning activities are carried out. All components of a student's growth—cognitive, affective, and psychomotor—need to be measured and reported on. An authentic evaluation of learning is one that takes into account the learner's input, methodology, and the final product (Sani, 2016). Rather than focusing on technical competence, soft skills are evaluated using evaluation methods (Kunandar, 2015: 38). A few examples of observance, motivation, teamwork, discipline, friend communication, etiquette, politeness, and other character education-related soft skills that need training and assessment are included below. However, evaluating one's attitude competence is often overlooked in the real world. This is because the assessment method places too much emphasis on attitude competency and is also quite complex, necessitating a high level of expertise on the part of the instructor. In addition, the instructor has limited time to observe the pupils' attitudes in an environment with many kids who all have unique personalities and life experiences.

Attitude competence is an expression of the values or outlook on life that is owned by a person and manifested in behaviour (Asrul, Ananda, and Rosnita, 2014). Assessment of deep attitude competence learning is a series of activities designed to measure the attitudes of students as a result of a learning program. Attitude assessment also applies a standard or decision-making system to attitudes. The main use of attitude assessment as part of learning is a reflection (reflection) of understanding and progress of students' attitudes in a way individual. Assessment of skills competency achievement is an assessment carried out on students to assess the extent to which the achievement of SKL, KI, and special KD in dimensions skills (Kunandar, 2015). The scope of the skills dimension assessment includes skills in the concrete realm, including the activities of using, parsing, assembling, modifying, and making. Meanwhile, in the abstract realm, these skills include writing, reading, counting, drawing, and composing

The advancement of technology and methods of communication are presently expanding at a breakneck pace. It is essential to have educated, skilled, and honourable human resources in order to deal with the rapidly advancing technological and communication developments. In this scenario, education plays a significant role in the development of these human resources. This is due to the fact that, as stated by John Dewey in Sagala (2017), education is the process of forming fundamental basic abilities. These fundamental basic abilities include thinking power, also known as intellectual power, as well as emotional power, also known as feelings that are directed to human behaviour to each other.

Ki Hajar Dewantara defines education as a process of cultivating the natural nature of each individual with the ability to maintain life, which is aimed at achieving independence so that they can obtain safety, security, comfort, and inner and outer happiness (Mulyasa, 2018). Ki Hajar Dewantara's thoughts on education are concrete efforts to liberate human beings as a whole and are fully relevant to the Free Learning policy, which is now a government policy. Education is one of the entrances to create an independent human being. Both outward and inward human freedom, both as individual beings and as members of society and citizens of the world. This education occurs in the family environment, school

environment, and community environment, which is referred to as the tri-center of education (Nizarani et al., 2020)

Attitude assessment has different characteristics from the assessment of knowledge and skills, so the assessment techniques used are also different (Firman, 2000). Assessment of attitude competence in learning is a series of activities designed to measure students' attitudes as a result of a learning program (Kunandar, 2013). In reality, models and attitude assessments are rarely carried out by all subject teachers. Subject teachers tend to focus more on cognitive (knowledge) and psychomotor assessments. This could be due to the teacher's lack of understanding of the importance of the influence of attitudes on student behaviour. Another cause that attitude assessment is rarely done because no standardised instrument exists (Elviana, 2017). Based on this explanation, the research question is how to serve as a comprehensive basic study to clarify the theoretical and practical aspects of preparing an appropriate student attitude assessment instrument that meets standard standards for measuring persistent attitudes.

2. METHODS

The qualitative descriptive method results from a literature review that objectively analyses the preparation of the assessment instrument for Ki Hajar Dewantara's tetep, antep, mantep attitude . This method is done by describing, then analyzed then compared. Descriptive method is a technique done to explain a problem so that it can be clearly analyzed for the next drawn conclusions. Data collection is done through study analysis, and documentation. Library studies are carried out by collecting books and articles, The primary source is the book by Ki Hadjar Dewantara Section. The first is Education, besides Ki Hajar Dewantara's book, Towards Humanity. Data analysis is used in literature review (library research). This is the process of finding and compiling systematically the data obtained from the library, both primary and secondary sources, so that it can be easily understood and the findings can be informed others. Data analysis is done by organizing the data, translating it into units, synthesize, organising into patterns, choosing the important and concluding. The descriptive data were analyzed according to its content; therefore, this kind of analysis is also called content analysis. The content analysis here is meant to conduct an analysis of the book by Ki Hadjar Dewantara.

3. FINDINGS AND DISCUSSION

3.1 Principles of assessment in learning of tetep, antep, mantep attitude of Ki Hadjar Dewantara

Madrasa teachers must play an active role in the design of student learning. Its application by providing a framework that students can use to build their own knowledge (Syafril & Zen,2017). In addition, teachers must also motivate students to be confident and encourage students to make decisions about problem-solving solutions appropriately (Fakhriyah, 2014). According to Subali (2016), an investigation of the validity of a question item classically can be seen from the fulfilment of the requirements of an item on the basis of measurement objectives. Instrument assessment can use the item sensitivity index value as a criterion-referenced test. The assessment aims to identify student learning success. Ki Hadjar Dewantara also taught that in learning something preferably " *tetep, antep, mantep* " (Dewantara, 2009). "Tetep" or fixed means always staying in our work and not looking right or left to achieve what we want. We must walk orderly and progress, be faithful and obedient to all principles. We must always be "antep" or proud, so there will be no power that will hold or turn our steps. So by itself, our actions will be "mantep" or heavy (weighty), so that it is not easy for us to be detained, inhibited or resisted. More about this source text is required for additional translation information (Dewantara, 2013).

An assessment of learning outcomes is carried out as a benchmark for the achievement of a learning activity. Assessment is an activity that covers all learning processes. This means that assessment activities are not limited to student learning outcomes but also various factors, including those related to the characteristics of students, the characteristics of teaching methods, curriculum, facilities and school administration. Then, based on the learning outcomes that each student has

obtained, it can be used to assess the quality of the learning carried out and feedback for further learning activities (Carpenter, Wetherby, & Tauber, 2020).

Assessment is a process to find out (test) whether an activity, activity process, or output of a program is in accordance with predetermined goals or criteria (Ahmal et al., 2020). An appraisal is a systematic process to determine the value of something (goals, activities, decisions, performance, processes, people, objects, and others). Meanwhile, measurement is a term related to the concept of assessment. Measurement as an attempt to find out the state of something as it exists can be quantified; this can be obtained by way of a test (Krisnawati, 2013). Measurement can also be interpreted as an activity to measure something. In essence, this activity compares something with something else (Sudijono, 2012).

A good learning system will produce good learning quality. The quality of the learning can be seen from the results of the evaluation. To find out the achievement of a learning goal, it is necessary to carry out an evaluation (Arends, 2013). Learning evaluation can be interpreted as a planned activity to determine the object's state with the instrument and compare the results with benchmarks to obtain a conclusion. Evaluation of learning activities is a process in determining the results of learning activities that have been achieved with several activities that have been previously planned in order to support the achievement of the objectives of the learning process. Learning evaluation is a process of collecting, analyzing, and interpreting information systemically to determine the extent to which a learning objective has been achieved. (Chotimah, & Fathurrohman, 2018).

Assessment is a decision-making process about student learning progress carried out by educators based on information obtained through measuring students' processes and learning outcomes. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 104 of 2014 concerning Assessment of Learning Outcomes in Primary Education and Secondary Education, the objectives of the assessment are as follows: 1) Knowing the level of mastery of competencies in attitudes, knowledge, and skills that have and have not been mastered by a person/group students to be improved in remedial and enrichment learning. 2) Establish improvement or enrichment programs based on the level of competency mastery for those identified as slow or fast learners in learning and achieving learning outcomes. 3) Determining the mastery of student learning competence mastery is set daily, one semester, one year, and the study period of the education unit. 4) Improve the learning process at the next meeting and/or semester. 5) Mapping the quality of education units.

3.2 The Nature of Cognitive, Psychomotor, and Affective Assessments

In the 2013 curriculum, the assessment of student learning outcomes, including attitudes, knowledge, and skills competencies, must be carried out in a balanced manner so that it can be used to determine the relative position of each student to the standards that have been set. Authentic assessment has a strong relevance to the scientific approach to learning in accordance with the demands of the 2013 Curriculum. This is in line with Bloom's opinion, that there are three learning domains: cognitive, affective, and psychomotor. According to him, the three domains must be developed comprehensively in learning in order to achieve a learning goal (Chotimah & Fathurrohman, 2018).

Cognitive ability, as defined by Bloom, is the capacity for higher-order thought processes as learning, comprehension, application, analysis, synthesis, and evaluation. Students are expected to provide their own wording for answers to questions at the knowledge level. At the application level, learners are tasked with using previously learned theory in a novel context (Majid, 2014). Affective phenomena include sentiments, values, appreciation, motivation, and dispositions. David R. Krathwohl calls the areas of the mind that deal with feelings, emotions, and levels of approval or disapproval "affective" and "objective." Feelings, emotions, and levels of disapproval or approval are all examples of affective behaviour (Arif, 2012).

Attitudes, interests, one's sense of self, morals and values, and a sense of right and wrong are all examples of key affective qualities. One's attitude can either be like that of the thing or disdainful of

it. One's "attitude" might be defined as their state of mind just before taking action. So, that stance is really a mental preparation for future action. A positive attitude can be developed by exposure to and imitation of a role model, as well as through the reinforcement of auditory processing of information. Attitude shifts are observable signs of learning. Assessments of students' attitudes towards topics, classroom environments, instructors, and other learning-related factors are called "attitude assessments" (Steinberg & Cormier, 2013). Here, the attitude serves an evaluative purpose directed at a target of how pupils feel about specific things, like school or specific classes.

It's crucial to change these youngsters' mindsets. Secondly, interest is the enduring disposition to focus on and recall specific events or experiences. Learning is drastically affected by one's level of interest. He is not motivated to learn, so he won't do his best (Slameto, 2016) because the material isn't relevant to his interests. Concept of Self A person's self-concept is their honest assessment of their strengths and faults. Students' professional choices are heavily influenced by their self-perception, specifically, their awareness of their talents and flaws. In addition, knowing how students view themselves might help teachers inspire them to teach (Mardapi, 2012). 4) Value A belief in what constitutes good and harmful behaviour is an example of a value. Further, the difference between values and attitudes is clarified, with the latter referring to beliefs and the former to the way in which they are organised around a particular object or situation. While values are most often concepts, they can also be things like attitudes and actions (Fook, &, & Sidhu, 2010). 5) Moral, A person's sense of morality depends on whether they feel bad or good about the behaviour of others or themselves. Religious convictions, particularly those on the nature of sin and its consequences, are frequently linked with morality. According to (Sukanti, 2011), morality is a function of one's principles, values, and beliefs.

4. CONCLUSION

The assessment of student learning outcomes, including the competence of attitudes, knowledge, and skills must be carried out in a balanced manner so that it can be used to determine the relative position of each student to the standards that have been set. Attitude assessment has different characteristics from the assessment of knowledge and skills, so the assessment techniques used are also different. Assessment of attitude competence in learning is a series of activities designed to measure students' attitudes as a result of a learning program. In reality, models and attitude assessments are rarely carried out by all subject teachers. Subject teachers tend to focus more on cognitive (knowledge) and psychomotor assessments. The recommendation based on the findings of this study is that every educational institution can apply for the creation of early student development models in terms of reactions, learning processes, and behavioural aspects.

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