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The development of an attidude measurement instrument of responsibility for primary school students

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Abstract: The purposes of this study were (1) to determine the measurement of students' responsibility attitudes, (2) to produce a standardized instrument for measuring students' responsibility attitudes, and (3) to determine the tendency of students' responsibility attitudes at the research site. It was a non-test instrument development research based on Sugiyono's model. 20 items of the instrument were tested on 100 students to know the content validity of the test; the result was 20 items were valid and reliable. The 20 valid items were tested on 100 students of SDN 1 Kalibawang, SDN 3 Sapuran, and SDN 1 Sawangan; the construct validity was tested using factor analysis with the SPSS program. The result of the construct validity test using factor analysis showed 20 items of the responsibility attitude measurement instrument were valid. Then using factor analysis, the KMO score was 0.676 and reliability with Cronbach Alpha was 0.799. Based on these results, it can be concluded that all indicators had valid and reliable items so that content validity was fulfilled. Finally, the results of the questionnaire trial showed that the attitude of students' responsibility of SDN 1 Kalibawang, SDN 3 Sapuran and SDN 1 Sawangan was in a high category.
Keywords: instrument development, measurement instrument, responsibility attitude.

INTRODUCTION

The National Education System Law No. 20/2003 Article 3 states that national education is intended to educate the people and develop the whole Indonesian human beings, i.e. those who are faithful and devoted to Almighty God in the sense of having noble character, knowledge, skills, and good health physically and spiritually. The Indonesian people should have strong and independent personality and own community and national responsibility. Article 3 of the National Education System Law states, "National education functions to develop and shape the character and civilization of a dignified nation in order to educate the nation's life, and aims to grow the potential of students becoming human beings who are faithful and devoted to Almighty God, noble, healthy, knowledgeable, capable, creative, independent, and leads them to be democratic and responsible citizens" (President of the Republic of Indonesia, 2013; Zubaedi, 2013, p. 74). Article 25 (4) of Government Regulation No. 19 of 2005 on National Education Standards explains that graduate competency covers attitudes, knowledge, and skills. This means that learning and assessment must be targeted to develop learners' competencies related to the domain of affective (attitude), cognitive (knowledge), and psychomotor (skills). National education goals are the basis for educational development since learning outcomes according to Andersen (Mardapi, 2012, p. 143) include cognitive, psychomotor, and affective domains. These three domains become the basis for students' learning process and the assessment system. Moreover, curriculum 2013 emphasizes character and competency-based education aiming to improve the quality of educational processes and outcomes that lead to the formation of character and noble character of learners as a whole. Character education that must be achieved by students is found in the core competencies of

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social attitudes or the affective domain. Educators must design the learning process in the classroom by integrating character education into it.

In addition to teacher understanding and their readiness for teaching, educational goals can be reached using an assessment instrument that is really appropriate to measure students' ability in understanding learning materials. A good instrument is an instrument that has feasibility and validity by which it is able to provide information about students' abilities in all domains precisely. In line with Tuckman's statement that test devices or test instruments are necessary to be accountable in terms of appropriateness, validity, reliability, interpretability, and usability (Nurgiyantoro, 2014, p. 128).

In general, the assessments that have been carried out mostly by teachers usually emphasize the assessment of the cognitive domain. This is most likely due to teachers' lack of understanding of affective and psychomotor assessments. Therefore, it is crucial to have guidelines for developing affective assessment tools. Besides, measurement, assessment, and evaluation are three terms that are interrelated in assessing the process and success of a program, including learning programs. Some are often confused by the term measuring, assessing, and evaluating; it is likely identical to measuring by giving tests or scoring on cognitive aspects. However, in principle, measuring, assessing, and evaluating are much different, so that all three domains of learning, namely cognitive, affective, and psychomotor must be applied. Some teachers believe that what must be measured is the only cognitive aspect of students. They might think it is easy to do for just giving tests and scoring. However, one thing to consider is that if teachers conduct assessments only in the cognitive domain, then the learning process and results cannot be achieved thoroughly and comprehensively. Ideally, all three aspects of cognitive, affective, and psychomotor domain of students should be measured. So, it can be inferred that students are being successful or less successful in learning depending on those three aspects or domains.

For those reasons, valid and appropriate instruments are required for collecting data, because good research instruments must have validity and reliability (Widoyoko, 2017, p.141). The instrument is valid if the instrument can be used to measure what should be measured (Sugiyono, 2014, p.348).

METHODS

The research method used here is a research and development, for it is used for measuring the responsibility of primary school students. According to Sugiyono (2015:407), the research method that is used to produce certain products and to test the effectiveness of these products belongs to research and development. Therefore, this type of research is different from other educational research since the aim is to develop a product based on trials and then it is revised to produce a product that is suitable for use. Furthermore, this research is aimed to produce an assessment instrument to facilitate teachers for using a feasible and qualified assessment instrument.

According to Arikunto, research subjects can be objects, things, people or places as data of research variables (Arikunto, 2010). The research subjects here are fourth-grade students of SDN 1 Kalibawang, SDN 3 Sapuran, and SDN 1 Sawangan, totaling 100 students.

The object of research used is an instrument for measuring the responsibility of primary school students. The research took place at SDN 1 Kalibawang, SDN 3 Sapuran and SDN 1 Sawangan and was carried out in November 2020 odd semester of the 2020/2021 academic year. The data collection techniques used are: (1) The questionnaire that was given to a validator to make the questionnaire valid and standardized. According to Sugiyono, a questionnaire is a data collection technique that is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2010). (2) Data collection technique is by using Google form.

After collecting data, all the data are analysed using the SPSS version 26.00 application program; testing the instrument reliability was carried out on valid statement items only. After

analyzing the data using the Cronbach Alpha formula using the SPSS version 26.00 application program, the result is 0.799. Based on Cronbach's alpha> 0.60, so the instrument is reliable.

RESULTS AND DISCUSSION

Affective Assessment of Responsibilities during a Pandemic

All learning series lead to achieving goals to obtain maximum results. Therefore, learning objectives must be paramount in carrying out learning designs. Theoretically, learning objectives include cognitive, psychomotor, and affective goals. These three learning objectives are the most important considerations for teachers in planning and managing learning. Learning from an affective perspective leads to the formation of empathy, which involves feelings or emotions that form the basis for students to grow into human beings who respect or respect other people in their environment. Bloom (Winkel, 1987: 152) divides the affective domain into several levels, namely; 1) acceptance, related to the sensitivity of students to accept the teacher's explanation; 2) participation, related to willingness or willingness to actively participate in an activity; 3) assessment and determination of attitudes, related to the ability to evaluate something and determine attitudes on the results of the assessment of something; 4) organization, related to the ability to form life guiding values that can become a guide in life; and 5) the formation of a lifestyle, related to the ability to appreciate the value of life which is then absorbed into the personal property to manage one's own life.

Based on this explanation, it can be concluded that learning objectives effectively shape the empathic power of students so that they become individuals who are sensitive to the life around them. Students with good affective skills can organize various positive values in society and differentiate negative ones in their social environment. The positive values they understand will be absorbed as a system for taking attitudes and shaping their lives in society. The enactment of Indonesian Minister of Education and Culture Regulation No. 4 of 2020 concerning distance learning to prevent the spread of Covid-19 implies learning that collaborates the roles of teachers, students, and parents in the learning process. In addition, during the current Covid-19 pandemic, government policies in implementing social distancing for all people have caused all activities outside the home to be reduced and work to be done from home (work from home). Of course, this makes more time with family at home and must be used well. From an educational perspective, a pandemic like today is an excellent opportunity for parents to be directly involved in their child's learning process. The role of parents in learning has a very strategic role in achieving the learning objectives. Implementing distance learning that involves parents in the learning process is expected to emphasize the formation of character values for students.

Development of an Affective Assessment Instrument for Responsibilities in a Pandemic Period

In building or cultivating character in schools, three pillars need to be used as a basis. The three pillars combine the essential potential of children. The pillars used to create a character school include three things. First, build character, personality, or morals. Second, develop multiple intelligences. Third, the meaningfulness of learning. For the three pillars to remain on a solid foundation, there is continuous control, evaluation, and improvement. The development of character, personality, and morals, such as sincerity (Sidiq) which means truthfulness/honesty and compassion, can be elaborated by providing indicators for easier monitoring. The development of multiple intelligences refers to the principle that every child is intelligent. The intelligence that every child has is different. Therefore, it is necessary to develop intelligence in each individual. The meaningfulness of learning refers to a process. Meaningful learning is essential to develop multiple intelligences and instill behavior or the development of character, personality, and morals. Learning can provide valuable benefits to prepare children's independence. To achieve all expectations of becoming a school with character, control,

evaluation, and continuous improvement are needed. Establishing indicators is essential to facilitate monitoring and assessing character development.

At school, strengthening character education has been carried out well by incorporating these character values into each learning activity (Dalyono & Lestariningsih, 2016). However, this will not run optimally because character education should involve all aspects of the environment, namely schools, families, and communities (Supranoto, 2015). In society, this pattern of character education has been carried out through local norms and wisdom rules that apply to society so that each individual will be limited and straightened out by these local norms and wisdom rules so that they become accustomed to appropriate character attitudes and are accepted in society itself (Ruyadi, 2010). Meanwhile, character education in the family environment is the best character education that can be done. However, efforts to optimize character education in the family environment have not been optimal or properly conceptualized (Syarbini, 2014). Due to parents' lack of awareness of character education for their children, parents are busy, and parents don't know how to shape good children's character (Muslikhin, 2019).

During this pandemic, this is good momentum for all parties, teachers and parents, to develop children's character education. For 24 hours, children are at home, so it is very appropriate for teachers and parents to collaborate in designing good character education patterns during distance learning. Better communication between parents and children will increase children's trust in their parents. This is where parents should take on the role of being competent character educators. Character education in the family environment must be optimized in this condition. Don't let it pass by unnoticed. This is an excellent opportunity to sow the seeds of character. The container or seedbed is already in good condition; it's just how to sow the seeds. Of course, not all parents understand how to do that. Apart from that, the help of teachers in schools is urgently needed to continue synergizing with parents during this pandemic.

During learning activities at home, parents stated that their children were accustomed to doing simple things independently, from waking up to making the bed, bathing by themselves, and getting food. At the beginning of the implementation of distance learning, the tasks given by the teacher at home could not be carried out entirely independently by children and often required the help of their parents. This is inseparable from learning in schools, which tends to rely on conventional learning, which cannot help develop children's independence. However, after several weeks of this pandemic, children began to learn independently to do the tasks assigned to them. This can be seen from the ability of the children to make a video whose theme is determined by the teacher. The children were so enthusiastic and creative in editing the video, so that they produced works according to their wishes. Asmani (2011) argues that the purpose of independent character education is to instill the values of independence in students and renew the order of life together which respects individual freedom more. In line with this opinion, in addition, Hasan (Zubaedi, 2013:18) states that independent character education has five objectives in detail. First, developing the heart/conscience/affective potential of students as human beings and citizens who have national character values. Second, developing habits and behaviors of students that are commendable and in line with universal values and cultural traditions of the nation which have the right to self-regulate with the aim of maintaining public order. Third, instill the spirit of leadership and Responsibility in students as the nation's next generation. Fourth, developing students' abilities to become responsible, creative, and national-minded human beings. Fifth, developing a school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a high sense of nationality and full of dignity.

Development of an Affective Assessment Instrument for Responsibilities

The instrument to be developed is a valid and reliable observation sheet of Responsibility. The designed observation sheet uses a Likert scale with 4 (four) assessment criteria. The assessment criteria used are in the form of a score from number 1 to number 4. A score of 1 if the student has never done it (TD). The score is worth two if students sometimes (KD) do. The

score is worth three if students often (SR) do. The score is worth four if students often do. The indicators designed are 6 (six) indicators. Then in each indicator developed, there are 4 (four) statement items and 3 statement items, so a total of 20 (twenty) statement items.

The development of assessment indicators in affective assessment instruments is organized into a grid of instruments by the guidelines from Permendiknas (2014) and KI.2, namely: K.I.2. : Developing behavior (honest, discipline, responsibility, caring, polite, environmentally friendly, cooperation, cooperation, peace-loving, responsive and proactive) and showing attitudes as part of the solution to various problems of the nation in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in the association of the world. According to Djemari and Setiawan (2018), ten steps must be followed in developing a practical instrument, which is as follows: (1) Determine instrument specifications. (2) Write instruments. (3) Determine the scale of the instrument. (4) Determine the scoring system. (5) Reviewing the instrument. (6) Conduct trials. (7) Analyze the instrument. (8) Assemble the instruments. (9) Carry out measurements. (10) Interpret measurement results.

After determining the objectives of measuring the affective responsibilities established, the next activity is compiling the instrument grid. This grid contains the conceptual definition to be measured, then the operational definition is determined and then broken down into several indicators. Indicators are a reference for writing instruments. For more details, see the following table:

Assessment instrument for responsibility attitude

Definition of Responsibility: (1) According to KBBI, Responsibility is the attitude and behavior of students to carry out their duties and obligations in the school environment, community, state, and God Almighty; (2) According to Burhanudin (2000), Responsibility is the ability to determine an attitude towards an action/task that is carried out and the ability to assume the risk of an action being carried out.

Table 1. Assessment Instrument for Affective Attitude of Responsibility

Operational Definition	Indicator	Statement Point
1. Responsibility is the attitude and behavior of students to carry out their duties and obligations in the school environment	1. Completing assigned tasks 2. Acknowledging mistakes 3. Performing school duties 4. Adhering to school rules 5. Completing homework/assignments effectively 6. Returning borrowed items	1. I completed the task on time. 2. I submitted the assignment on time. 3. I completed the task when requested by the teacher. 4. I completed the task without being told. 5. I acknowledge the mistakes I made. 6. I rectify the mistakes, even if they are minor. 7. I don't blame others for my mistakes. 8. I fulfill my duty in scheduled duties. 9. I perform my role as a flag bearer well. 10. I contribute to group assignments according to the agreed terms. 11. I wear the school uniform according to the regulations. 12. I return library books on time. 13. I arrive at school before the bell rings for the start of class. 14. I don't litter.

	15.I follow the school rules and regulations. 16.I complete my homework on time. 17.I don't do homework during school hours. 18.I do homework without being asked by the teacher. 19.I returned borrowed items from friends in good condition. 20.I ask for permission when borrowing someone else's belongings.

Based on the Table 1, the developed responsibility attitude assessment instrument. The stages of developing an instrument for measuring the attitude of Responsibility of elementary school students begin with theoretical studies and relevant research results. Next, make a student discipline questionnaire at school, which starts with compiling a grid based on theories from several experts on Responsibility which consist of 6 indicators and is developed into 20 statement items. Furthermore, an instrument feasibility test was carried out, which consisted of an expert validity test and a content validity test.

Instrument Validity and Reliability

Validity refers to the extent to which a measurement instrument accurately and precisely measures what it is intended to measure. It assesses the degree to which the instrument fulfills its intended purpose. A test or measuring instrument can be said to have high validity if the tool performs its measuring function or provides measuring results by carrying out the measurement. Tests that produce data irrelevant to the measurement objectives are said to be tests with low validity (Azwar, 2011). Azwar (2011) explains that content validity is estimated by testing the feasibility or relevance of the test content through rational analysis by the panel. The competent person or through expert judgment. The results of the scale validity test using the Aiken Formula are:

The validity test used in the emotional intelligence and academic stress scales is a content validity test. Test the validity of the content on a scale using expert judgment conducted by a panel of experts, including three professional lecturers, to determine whether the sentences used in the item can be understood and whether they represent aspects of emotional intelligence and academic stress. The validity test calculation uses the Aiken formula with a minimum score of 0.666666667 which is rounded off to 0.66 to a maximum score of 1 so the item is declared valid.

Expert Validity

The results of the validity test on student worksheets based on Expert I obtained ten items with very relevant criteria and ten questions with relevant criteria. Based on these results, all item items were declared valid. So expert validation (validation by expert I) is only conducted once. Student worksheets are said to be practical and feasible to use.

The validity test results on student worksheets based on Expert II will be tested on students. Obtaining 15 items whose criteria are very relevant and five items whose criteria are relevant, based on these results, all item items are declared valid. So expert validation II is only done once. Student worksheets are said to be practical and feasible to use. After the validity testing, the subject matter Expert I provided suggestions for using the instrument according to its intended purpose.

The validity test results on student worksheets based on Expert III will be tested on students. Obtain 15 items whose criteria are very relevant and five questions whose criteria are relevant and declared valid. So expert validation III is only done once. Student worksheets are said to be

practical and feasible, and there are no suggestions for improvement so that student worksheets can be directly used as research instruments. After all, have been recapitulated, the validity of each item is sought based on the Expert, and the validity is obtained in the Table 2.

Table 2. Results of Aiken Validation for Expert Judgment

Number	Range	S	V	description
1	1-100	8	0,888889	VALID
2	1-100	8	0,888889	VALID
3	1-100	6	0,666667	VALID
4	1-100	9	1	VALID
5	1-100	8	0,888889	VALID
6	1-100	7	0,777778	VALID
7	1-100	7	0,777778	VALID
8	1-100	9	1	VALID
9	1-100	8	0,888889	VALID
10	1-100	8	0,888889	VALID
11	1-100	9	1	VALID
12	1-100	7	0,777778	VALID
13	1-100	8	0,888889	VALID
14	1-100	7	0,777778	VALID
15	1-100	9	1	VALID
16	1-100	8	0,888889	VALID
17	1-100	7	0,777778	VALID
18	1-100	9	1	VALID
19	1-100	9	1	VALID
20	1-100	9	1	VALID

Content Validity

Based on the results of the Aiken index in Table 2, the values for all items are > 0.60. With a minimum score of 0.666667 and a maximum score of 1. Therefore, it can be concluded that the 20 items of the responsibility questionnaire are declared valid and can be used for research.

Reliability

The following criterion that must be met to obtain a suitable research instrument is the fulfillment of research instrument reliability. According to Nana Sudjana (2010: 120-121), the reliability of a measuring instrument is the determination or constancy of the tool in measuring what it measures. Whenever the measuring instrument is used, it will give the exact measurement results. So, the reliability test tests the determination or constancy to give the exact measurement results. To test the reliability of the instruments in this study, the Cronbach Alpha formula was used as follows:

The results of the Cronbach Alpha Reliability Test were 0.799. The instrument is said to have a high level of reliability if the value of r11 > 0.6.

Table 3. Instrument Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.799	20

From Table 3, it can be seen that there are 20 items with a Cronbach's alpha value of 0.799. Because the value of Croncbach's alpha is 0.799 > 0.60, it can be concluded that the 20 question items or all the questionnaire question items for the variable "affective assessment of the aspects of elementary school students' responsibilities" are reliable or consistent.

The next step is to see Cronbach's alpha value using the SPSS application program. 26 that each question item has a Cronbach's alpha value > 0.60. This proves that each question item from the instrument is reliable or trusted as a data collection tool for assessing the practical aspects of student responsibility in elementary schools.

Data analysis

The technique used is factor analysis. Factor analysis is a technique used to find factors that can explain the relationship or correlation between various independent indicators observed. Because the indicators used come from existing theoretical foundations, this factor analysis is confirmatory, namely an analysis that aims to test a theory or confirm the existing factor structure empirically.

Table 4. KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.676
	Approx. Chi-Square	646.082
	Df	190
Bartlett's Test of Sphericity	Sig.	.000

From Table 4, it can be seen that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) value is 0.676. This shows that the KMO value is more significant than 0.50 (0.676 > 0.50), so the factor analysis can be continued because it meets the first requirement.

The next step is using the help of the SPSS.26 application program is to find out the Total Variance Explained, which shows that six factors formed from the 20 statement items entered. Each factor has an eigenvalue > 1. Factor 1 has an eigenvalue of 4,668 with a variance (23.338%), Factor 2 has an eigenvalue of 2,063 with a variance (10.316%), Factor 3 has an eigenvalue of 1,764 with a variance (8.820%), Factor 4 has an eigenvalue of 1,648 with variance (8.241%), Factor 5 eigenvalue of 1.331 with variance (6.654%), Factor 6 eigenvalue of 1.235 with variance (6.177%).

The eigenvalue describes the relative importance of each factor in calculating the variance of the 20 statement items analyzed. If all the variables are added up, the value is 20 (same as the number of item variables). The variance explained by the new factors formed is 63.546%, while the remaining 36.454% is explained by other factors not examined.

The Rotated Component matrix results are each variable's factor loading values. The loading factor is the magnitude of the correlation between the factors formed with these variables. For variable item 1, the correlation between variable item 1 and factor 1 (0.680), factor 2 (-0.257), factor 3 (-0.032), factor 4 (-0.135), factor 5 (-0.351), factor 6 (-0.013). It can be said that variable item 1 is included in Factor 1 because the correlation is the highest among the other factors. Similarly, factor loading was calculated for the other variables.

The results of the Component Transformation matrix show the results of the varimax rotation. The variables have been distributed to each factor, namely the six factors formed.

After the rotation and the factors are formed, give the name of the factor. The naming of this factor depends on the researcher and can represent the variables. Factor 1 consists of variable items 1, 2, 4, 5, 6, 8, 10, 12, 13, 15, 16, 20. Factor 2 consists of variable items 7, 9, 14, 18. Factor 3 consists of variable item 3. Factor 4 consists of variable item 19. Factor 5 consists of variable item 11. Factor 6 consists of variable item 17.

CONCLUSION

Based on the results of the study, it can be concluded that: (1) The design and development of the instrument of students' learning responsibility in this study was carried out using a theoretical development model with the following steps: (a) mapping indicators, (b) preparing instrument items. (2) From the results of content validity testing using expert judgment, it was found that the responsibility instrument that has been prepared has good validity. In other words, the validity test based on expert validation 1, 2 and 3 showed that all questions are very relevant; so it is said valid. Student worksheets are also considered effective and feasible, and there are no suggestions for improvement from validators so that student worksheets can be directly used as research instruments. From the Croncbach's alpha value of 0.799> 0.60, it can be concluded that the 20 statement items in the questionnaire for the variable affective

assessment of responsibility aspects in SD Negeri 1 Kalibawang, SD Negeri 3 Sapuran and SD Negeri 1 Sawangan" are reliable or consistent. So that the instrument can be used as an instrument in research.

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