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TEACHERS' UNDERSTANDING OF UPPER CLASS ATTITUDE ASSESSMENT AT SDN 2 TAKERANKLATING

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ABSTRACT

Analysis of teacher understanding in collecting guidance and counseling data in elementary schools is very important for teachers to know the character and needs of students. This research aims to determine teachers' understanding of high-class counseling guidance data collection techniques at SDN 2 Takeranklating. The research method uses descriptive qualitative methods. The subject of this research was the 5th grade teacher at SDN 2 Takeranklating. The instruments used were interviews and observations. The results of this research are (1) upper class teachers understand guidance and counseling data collection techniques, (2) the data collection technique used is non-cognitive diagnostic assessment, (3) teachers get data from various sources, (4) teachers have not carried out tests for data retrieval. Suggestions for future researchers are that the research object is expected to be expanded and not limited to just one source.

Keywords: Teacher Understanding, Attitude Assessment

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INTRODUCTION

Counseling is the application of mental health, psychological, or human development principles through systemic, cognitive, affective, or behavioral interventions, and strategies that

help people health, thrive, or progress in their careers, as well as eliminate pathology. This definition was created to meet the needs of the various styles and types of counseling used by ACA members. Therefore, guidance counseling is a teacher's effort to help their students. Instrument application, data collection, case conferences, home visits, and case transfers are supporting activities needed in the implementation of counseling guidance in schools (Prayitno, 2004:2). Data can be defined as information or a description of records about the existence of data, according to Prayitno in Andri (Prayitno, 2004:1).

In the Law on the Education System no. 20 of 2003, it is said that education is "a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills needed by themselves and society".

Elementary school or what we often hear as "SD" is the basic level of formal education in Indonesia. At the elementary school level, students are generally aged 7 - 13 years. In fact, this basic level is not much different from other education unit levels such as SMP (Junior Middle School) and SMA (Senior High School).

Changes in behavior in each person are influenced by developments in the era that are increasingly developing rapidly. Providing guidance in the world of education must be wise and direct students to be more active and creative (Kharisma, 2021). In the concept of education at any time, it is not a fixed price, but essentially education develops aspects of knowledge, attitudes, norms and skills (Samaratungga et al., 2021).

Attitude is a mental and emotional state of being ready to take certain actions in certain situations. Not actual action, attitude shows a person's state of being ready to do something. Everyone views stimulants in different ways. This can be caused by various variables that exist in each person, such as differences in talents, interests, experiences, knowledge, intensity, feelings, and environmental conditions (Riwahyudin, 2015).

Social attitudes are very important for a child. Social attitudes will develop along with the child's condition and the interactions they experience. Social attitudes are a person's perception of their social environment. This perception is usually shown by the sense of care and concern that a person shows towards their environment (Utami et al, 2019).

According to Nopan, (2015) character education has the aim of developing The student's affective potential as a citizen who has cultural values and national character, fosters a spirit of leadership and responsibility and also fosters good habits and behavior in accordance with the nation's values and traditions. Character education also makes students become independent, creative and national-minded individuals. Character education has the function of: (1) cultivating the basic potential to be virtuous, think positively and behave positively. (2) strengthening and building multicultural national behavior. (3) increasing the nation's competitive civilization in international relations. The character of loving peace has several indicators according to those proposed by Barizi & Riko, (2021), namely: speaking politely to fellow humans, not using physical force when solving problems, and loving and caring for each other.

In the education system there are guidance and counseling services. Guidance and counseling are translations of the English "guidance" and "counselling". Hikmawati (2016), said that guidance and counseling are services for students, both individually and in groups, so that they are able to be independent and develop optimally, in the areas of personal and social life development. According to Evi (2020) guidance and counseling is an assistance service provided by a counselor to clients or students, so that clients can understand themselves, make decisions, understand their potential, know how to develop their potential and always be responsible for everything they do. the decision he took.

At the elementary school level, the guidance and counseling teacher is the class teacher or homeroom teacher. Elementary schools are divided into lower classes and upper classes. The low classes are class I, II and III. Meanwhile, the high classes are classes IV, V and VI. The characteristics

of upper class students also require a teacher to direct learning that is not only monotonous but also provides stimulus to students. The stimulus chosen should be contextual, interesting, and preferably contemporary so that it stimulates students' curiosity (Tyas et al., 2018).

Minister of Education and Culture Regulation Number 23 of 2016, explains that education assessment standards are criteria regarding the scope, objectives, benefits, principles, mechanisms, procedures and instruments for assessing student learning outcomes which are used as a basis for assessing student learning outcomes in primary and secondary education (Permendikbud, 2016). Assessment is an inseparable part of the learning process, because assessment can determine the quality of a learning activity. In connection with curriculum implementation, assessment is an important part of the curriculum tool which is carried out to measure and assess the level of competency achievement. Assessment can also be used to determine the strengths and weaknesses of the learning process, as well as to diagnose and improve the learning process. A meaningful learning process certainly requires a good, planned and continuous assessment system.

Marhaeni, et al (2017) explain in general that authentic assessment has seven characteristics, including: (1) competency-based, which means the assessment can be used to monitor a person's competency; (2) individual, namely the assessment applies to individuals, cannot be generalized to all individuals; (3) student-centered, because its implementation involves students optimally, even though the planning, implementation and assessment are carried out by the teacher; (4) unstructured and open ended, which means that completing each individual's tasks is not uniform and classical; (5) contextual means in accordance with what students experience in everyday life; (6) integrated with the learning process; (7) on going or ongoing.

One of the main challenges in implementing diagnostic assessments is teacher readiness. There are differences in teachers' levels of understanding and experience of the concept. Some teachers may have fully understood the concept, while others may need additional provision. Therefore, a thorough analysis of teacher readiness to cope with these changes is needed. As educational leaders, teachers have a very strategic role in carrying out diagnostic assessments. (Eka Wahyuningsih et al, 2023).

To understand the attitudes and characteristics of students, teachers use instrument applications, namely non-cognitive diagnostic tests which started in the independent curriculum. Diagnosis is the selection of decisions regarding individuals or groups regarding learning objectives, paying attention to factors that hinder students in the learning process and diagnosis is a guidance effort in the learning process in order to understand and master what is being learned (Ardiansyah et al, 2023). This can be seen when some teachers only use conventional learning methods by relying solely on existing handbooks without using media or models that are appropriate to the material being presented (Humairah et al., 2022).

Technique is a method, procedure, or approach used to achieve a goal. Guidance includes direction, guidance and management, or also called assistance. Counseling, on the other hand, is a private, open-ended meeting where the counselor provides opportunities for clients and shows a positive attitude (Mulvariani et al., 2021). In counseling practice, utilizing data is an important step. The use of data is related to two different things in guidance and counseling practice. The first is related to efforts to maximize the counseling service process and the second is related to the processing and utilization of client assessment results through the instrumentation process (Mulvariani et al., 2021).

Non-cognitive diagnostic assessments are carried out to determine students' psychological readiness, students' social emotions, students' family conditions, students' social backgrounds and students' learning styles and talents interests (Budiono et al, 2023).

Assessment in the 2022 prototype curriculum prioritizes the diagnostic assessment process for cognitive and non-cognitive aspects. Cognitive diagnostic assessments will focus on structural measurements (Sun & Suzuki, 2014). Cognitive diagnostic assessment refers to a set of cognitively

grounded diagnostic procedures that attempt to pinpoint students' strengths and weaknesses in relation to their knowledge structure and processing skills (Lee & Sawaki, 2019).

METHODS

This research uses a qualitative descriptive method to obtain an overview of teachers' understanding in attitude assessment at SDN 2 Takeranklating. This research was conducted on Monday, December 11 2023 at SDN 2 Takeranklating. The research subject is aimed at class teachers as guidance and counseling teachers. Data collection instruments are interviews and observations. The data obtained is the result of collection from interviews, field observations regarding comprehension techniques. Data analysis in this study used descriptive analysis techniques.

RESULTS

Teachers at SDN 2 Takeranklating understand the techniques for collecting guidance and counseling data in the upper classes. They have carried out an analysis of student needs first before providing services to students. And to find out all the data analysis needs that students need, the teacher at SDN 2 Take Ranking carried out data collection first using several techniques.

Social emotional learning is the process by which children and adults understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, build and maintain positive relationships, and make responsible decisions (Casel, 2019).

Casel has discovered five main components of social emotional learning: self-awareness, self-management, self-awareness, relationship building skills, and responsible decision making. Through conventional games applied at the research location, children are able to develop social emotional development such as self-awareness, self-management, social awareness, relationship building skills, and responsible decision making.

Games designed intentionally to teach also help children become independent, teach them to make decisions and think creatively, and understand the importance of acting independently and freely. Well-designed games help children understand how important it is to be assertive and open to new ideas. Games can be created in a way that encourages children to be more generous and helpful rather than competitive. Well thought out play can teach children moral values and fulfill needs.

Social emotion learning (PSE) is used to determine students' characteristics and children's psychological problems in the learning process which has been implemented in the current independent curriculum. The counseling guidance data collection technique uses non-cognitive diagnostic assessments or can be called pre-learning tests which aim to determine students' talents and interests, students' learning styles. Then, after a non-cognitive diagnostic assessment is carried out, the teacher can group students according to their respective learning styles.

Teachers may forget to consider students' cognitive and non-cognitive readiness before and during online learning in emergency situations. This has a major impact on students, including their ability to learn and develop, and reduces their psychological and emotional well-being if they are unable to gain knowledge (Harmadji, 2021).

Assessment is divided into two, namely non-cognitive assessment and cognitive assessment. Non-cognitive assessment is an assessment carried out with the aim of assessing students' psychological and social well-being, looking at their study habits at home and the conditions of the students' families. Meanwhile, cognitive assessment is an assessment carried out to identify student competency achievements, adjust class learning to average competency, and to provide remedial classes or additional lessons to students who need it.

Non-cognitive diagnostic assessments can be by asking colleagues, complaints from friends, or information from previous teachers about the student's character. An assessment or analysis of counseling needs needs to be carried out to find out the student's psychology related to the student's interests and talents so that teachers can facilitate students to develop their individual talents and interests in learning. The counseling guidance evaluation activity at SDN 2 Takeranklating was only carried out this year because the BK program in elementary schools does not yet exist and those carrying out counseling guidance duties are class teachers so it depends on their respective understanding and abilities and is still in the development process.

According to Dodi & Nofri (2016) education and psychology are very closely related, educational psychology means that not only upper class students have the right to learn, but every individual has it, every school is obliged to understand educational psychology and make it a teacher's plan before teaching.

An assessment or analysis of counseling needs needs to be carried out to find out the student's psychology related to the student's interests and talents so that teachers can facilitate students to develop their individual talents and interests in learning.

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DISCUSSION

Based on the results of the data collection instrument by means of interviews and observations with the research subject, namely the class teacher as the guidance and counseling teacher. The findings of this research will be analyzed using descriptive qualitative research.

Based on the results of research conducted at SDN 2 Takeranklating, the following data was obtained: Teachers' Understanding of Upper Class Attitude Assessment at SDN 2 Takeranklating.

Researchers collected data through interviews and observations from the class teacher. The results of the interview will be described as follows:

Social emotion learning (PSE), is used to find out students' characters, children's psychological problems in the learning process which has been implemented in the current independent curriculum. The counseling guidance data collection technique uses non-cognitive diagnostic assessments or can be called pre-learning tests which aim to determine students' talents and interests, students' learning styles. Then, after a non-cognitive diagnostic assessment is carried out, the teacher can group students according to their respective learning styles.

Steps for collecting data other than using non-cognitive diagnostic assessments can be by asking colleagues, complaints from friends, or information from previous teachers about the student's character. The information obtained can be used as reference material for teachers personally to find out the character of each student.

CONCLUSION

Upper class teachers at SDN 2 Takeranklating already understand the techniques for collecting data on counseling guidance, which can be seen from the results of interviews where the teachers were able to provide explanations regarding the methods or techniques for collecting data on counseling guidance to achieve learning objectives. The technique for collecting guidance and counseling data by upper class teachers at SDN 2 Takeranklating uses non-cognitive diagnostic

assessments. Teachers get data from various sources such as students' peers, complaints from friends, information from previous teachers and students' parents. At SDN 2 Takeranklating, teachers have not carried out tests in collecting counseling guidance data.

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