

## **ANALYSIS ON TEACHERS' DIFFICULTIES IN ASSESSING STUDENTS' ATTITUDES IN ONLINE CLASS**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui penilaian sikap apa saja yang dilakukan guru mata pelajaran Bahasa Inggris di SMA Swasta Pontianak barat dan untuk mengetahui kesulitan apa saja yang dihadapi guru mata pelajaran Bahasa Inggris dalam mengembangkan penilaian sikap di SMA Swasta Pontianak barat. Metode penelitian ini menggunakan pendekatan deskriptif kualitatif. Adapun subjek penelitian adalah guru mata pelajaran Bahasa Inggris, dengan wali kelas X dan guru Bimbingan Konseling sebagai penunjang. Teknik pengumpulan data ialah menggunakan wawancara dan dokumentasi. Hasil dari penelitian ini menunjukkan bahwa 12 guru menggunakan teknik observasi yang meliputi penilaian sikap spiritual dan penilaian sikap sosial dalam melaksanakan penilaian sikap siswa pada masa pembelajaran daring. Terdapat 3 kesulitan yang dialami guru yaitu (1) Tidak adanya interaksi secara langsung (tatap muka) antara pendidik dan peserta didik (2) Tidak semua siswa memiliki handphone android guna menunjang keberhasilan dalam menilai sikap siswa pada saat proses pembelajaran (3) Kesulitan mengembangkan kriteria penilaian sikap, yakni tanggungjawab peserta didik terhadap tugas yang diberikan guru, disiplin akan mengumpulkan tugas tepat waktu dan taat peraturan sekolah yaitu dengan tidak meninggalkan kelas (absen).

**Kata kunci:** kesulitan guru, penilaian sikap, kelas online.

### **Abstract**

This study aimed to find out attitude assessments carried out by English subject teachers at West Pontianak Private Senior High Schools and to find out difficulties faced by English language teachers in developing attitude assessments at West Pontianak Private Senior High Schools. This research method used a qualitative descriptive approach. The research subjects were English Subject Teachers, with Classroom Teachers of class X and Counseling Guidance Teachers as support. Data collection techniques were interviews and documentation. The results of this study indicated that 12 teacher used observation techniques which include the assessment of spiritual attitudes and assessment of social attitudes in carrying out the assessment of student attitudes during the online learning period. There were 3 difficulties experienced by the teachers (1) There is no direct interaction (face to face) between educators and students (2) Not all students have android phones as a means of supporting the continuity of online learning (3) Difficulty in developing attitude assessment criteria, namely the responsibility of students to the tasks given by the teacher, discipline will collect assignments on time and obey school rules, namely by not leaving class (absence).

**Keywords:** teacher difficulties, attitude assessment, online class.

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## **1. INTRODUCTION**

In the world of education, teacher plays the main role to make teaching learning process running. A person who teaches or trains students with the aim of supporting their professional abilities is a teacher (Lunenberg, Dengerink & Korthagen 2014). Teachers must be able to develop cognitive, affective and psychomotor aspects (developing assessments) so that in addition to gaining good knowledge they also have commendable morals. Teachers must also be able to evaluate student learning outcomes.

Attitude assessment is aimed at knowing the achievements and fostering the behavior and character of students. Assessment is one component of teaching and activities. By doing assessment, teachers can hopefully gain information about every aspects of their students especially their achievement (Brown, 2004). Assessment of attitudes according to the 2013 curriculum is an assessment of the behavioral tendencies of students as a result of education, during class hours and outside class hours. Through attitude assessment, it is expected that students can get used to doing positive attitudes towards teachers, peers and parents of students.

The current pandemic situation for the world of education is a challenge in developing creative use of technology and also how to ensure learning is conveyed properly. One way in education so that the transmission of covid 19 does not spread is by conducting online classes, because online class is

essentially learning that is carried out without direct interaction (Fitrah & Ruslan, 2021). Online learning is one type of new teaching method that uses electronic devices, especially the internet. Online learning, is completely dependent on internet access (Rigianti, 2020). According to Ahmad (2020), “with the rapid development and advancement of technology today, the application of online assessment is very possible and facilitated, especially with the internet network to conduct online assessment and evaluations of learning outcomes” (p.200).

Even though learning continues to run smoothly by learning online, teaching and learning activities or processes still experience limited facilities and personal competencies owned by each region. This makes researchers interested in knowing more deeply the difficulties faced by teachers.

## **1. METHOD**

This study used a qualitative method through a descriptive approach. The participants in this study were 12 teachers, namely 4 English Teachers, 4 Classroom teachers of class X and, 4 Counseling Guidance Teachers where the researchers took samples from 4 private senior high schools with 3 teachers in each school. While the subject of this study includes some teachers from 4 private senior high schools in West Pontianak. Data collection techniques used interviews and documentation. This technique was carried out to obtain an explanation of the information and data needed related to the difficulties of teachers in assessing student attitudes during online class. The data obtained from the results of interviews and documentation, then analyzed using the concept of through condensation, data display, and conclusion drawing/verification (Miles, Huberman & Saldana, 2014).

## **2. RESULT AND DISCUSSION**

This study aimed to find out attitude assessments carried out by English subject teachers at West Pontianak Private Senior High Schools and to find out difficulties faced by English language teachers in developing attitude assessments at West Pontianak Private Senior High Schools during the implementation of online classes. Based on the research data, the researcher divided the data into 2 themes, what attitude assessment was used and the teacher's difficulties in carrying out the attitude assessment.

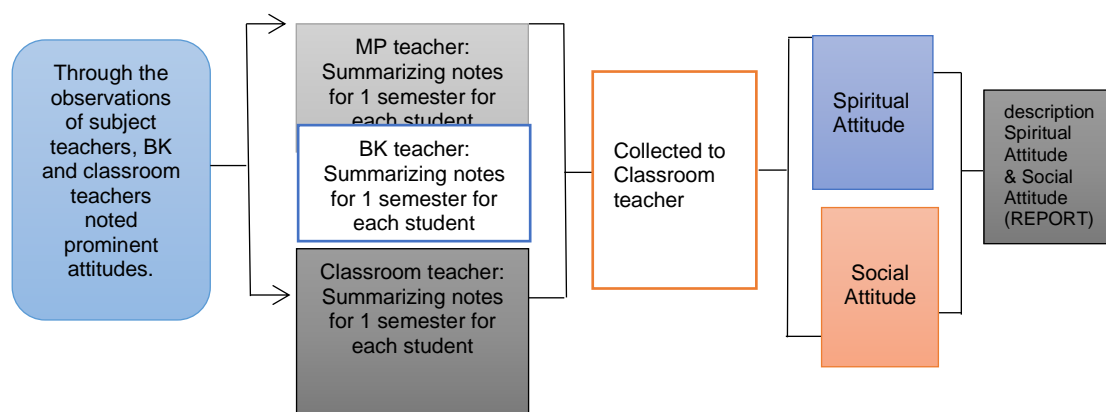
### **1. The attitude assessment**

Although the implementation of learning is carried out online due to the Covid-19 virus, attitude assessment must still be carried out. In addition to cognitive and psychomotor values, affective values are also one aspect that will be included in the student's final semester score (report).

Attitude assessment aims to understand student achievement and foster student behavior based on the attitudes and values of KD and KI (Baidhowi, 2018). Assessment of student attitudes is one aspect that will be evaluated in learning. Assessments related to student attitudes towards subject matter, attitudes towards teachers, attitudes towards the learning process and values or norms related to learning material (mania, 2012).

Based on the results of research using the interview method, private senior high school teachers in West Pontianak have carried out attitude assessments during online learning. The teacher used an observation technique consisting of two competencies, namely an assessment of spiritual attitudes and an assessment of social attitudes.

The teacher develops several criteria or indicators during the implementation of the attitude assessment during online learning, namely the responsibility of students to the tasks given by the teacher, discipline will collect assignments on time and obey school rules, namely by not leaving class (absence).



**Figure 1.** Attitude Value Assessment Scheme (ministry of education and culture, 2015)

Attitude assessment during online learning is considered underdeveloped, this is because the attitude value is still limited to the teacher seeing student responses in terms of doing assignments (Ramdhayani et al, 2020). It can be concluded that the teacher only focuses on the attitude of the students to the lesson, while the attitude of the students towards the teacher and classmates is still not paid attention to. According to Ulumudin and Fujianita (2019), “the implementation of attitude assessment had not been done optimally because of teachers’ lack of understanding. Besides, too many techniques of attitude assessment cause teachers to need a lot of time to learn and conduct the assessment” (p.46).

Based on the 2013 curriculum, the technique in attitude assessment consists of 3 assessment techniques which include observation, self-assessment and peer-assessment. From the results of interviews and also from the results of initial observations, 12 teachers from the West Pontianak Private Senior High School both used observation techniques. This can be proven from the statements of all teachers that conduct attitude assessments every day or during teaching hours. The teachers were directed to choose leastways one of the techniques in performing their judgement Any of the teachers distinct to use observation as the method was advised as the most pragmatic method (Retnawati et al, 2016).

## 2. Teacher’s difficulties

The current pandemic situation has made the transition from *offline* to *online* teaching and learning, such situation has caused obstacles for teachers because this happened suddenly without any prior preparation. There are 3 dominant difficulties regarding what difficulties teachers face regarding attitude assessment during online learning.

### 2.1 There is no direct interaction (face to face).

Teachers find it difficult to carry out attitude assessments, this is because teachers find it difficult to assess student attitudes if they do not see directly or directly observe students because learning is carried out online.

### 2.2 There are some students who do not have an Android cellphone to support success during online learning

In the 4.0 era there are still students who do not have a technological tool, namely an Android cellphone, this is due to the different economic factors of parents or the absence of assistance from the government. This factor is certainly a challenge for teachers to come up with solutions so that online learning continues and is conveyed properly. Technology such as Android is a tool for communication (observation) during online classes so that if there are still students who do not have these facilities, it will certainly hinder the attitude assessment that will be carried out by educators.

### 2.3 Teachers have difficulty in developing attitude assessment criteria during online learning.

The last difficulty that teachers have experienced during the implementation of online class is the difficulty in developing attitude assessment criteria. Concluded that developing student attitude

assessment criteria was easier to apply during offline learning because it was easier to observe student behavior in everyday life at school.

This made teachers use criteria or benchmarks for attitude assessment according to their own wishes. The most important thing is that they have fulfilled the attitude assessment aspect, the attitude value is still fulfilled and the criteria or method they use does not come out of the attitude assessment aspect because the attitude value is not as complicated as the knowledge assessment and skills assessment.

### 3. CONCLUSION

Although the implementation of online classes is going well, there are still some obstacles faced by teachers, especially in the attitude assessment process. Attitude assessments carried out during online classes based on research results are less accurate because teachers cannot directly assess student attitudes such as face-to-face classes. The creativity of a teacher is very much needed in the smooth running of online classes, including the attitudes of students because attitudes are not only for lessons, but students' attitudes towards teachers and friends must also be considered.

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