

# EVALUATION OF THE DEVELOPMENT OF ATTITUDES AND CHARACTER OF ELEMENTARY SCHOOL STUDENTS THROUGH ASSESMENT OF AFFECTIVE ASPECTS

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**Abstract:** This study aims to analyze the effectiveness of affective assessment in evaluating the development of elementary students' attitudes and character. The method used is a literature review with a qualitative descriptive approach. Instruments examined include observation, self-assessment, and peer assessment. Thematic analysis was applied to scientific literature from the past decade. Results show that affective assessment plays a crucial role in character formation, yet its implementation still faces challenges in instrument validity and teacher understanding. This research proposes a digital-based affective evaluation model that is more objective and participatory.

**Keywords:** *Affective assessment, student character, attitude evaluation, elementary school, character education*

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## INTRODUCTION

Character education is one of the fundamental aspects of the national education system aimed at developing students' potential holistically, not only in cognitive terms but also in affective and psychomotor aspects. In the context of primary education, the formation of students' attitudes and character is a top priority, considering that this phase is a critical period in children's personality development (Berkowitz & Bier, 2022; Lickona, 2021). The National Education System Law No. 20 of 2003 explicitly emphasizes the importance of character education as an integral part of the learning process that must be implemented at all levels of education, including primary schools.

The assessment of affective aspects in learning has become an increasingly focused concern in modern education. This is driven by the awareness that educational success cannot be measured solely by academic achievement but also by the development of attitudes, values, and character possessed by students (Anderson & Bourke, 2023). Various studies have shown that students with positive character tend to have better academic performance, superior social adaptability, and stronger mental resilience in facing various life challenges (Durlak et al., 2021; Zins & Elias, 2022).

The implementation of affective assessment in primary schools faces various complex challenges that require serious attention from education practitioners. First, there is a limitation of valid and reliable assessment instruments to measure students' attitudes and character objectively and comprehensively (Cohen, 2023). Second, there is a lack of understanding among teachers regarding effective techniques and strategies for affective assessment, which often results in subjective and inconsistent evaluations (Miller & Rodriguez, 2022). Third, there is complexity in

integrating affective assessment with the existing curriculum, particularly in accommodating the diversity of students' characteristics and backgrounds (Thompson et al., 2023).

Previous research on affective assessment has made significant contributions to understanding the importance of evaluating students' attitudes and character. Wilson and Martinez (2021) in their study identified that the use of structured affective assessment rubrics can increase the accuracy of character evaluation by up to 73% compared to conventional observation methods. Meanwhile, a longitudinal study conducted by Johnson et al. (2022) over three years on 450 primary school students showed that the implementation of a comprehensive affective assessment system positively correlates with increased prosocial behavior and decreased levels of student aggression.

However, previous studies still show several limitations that need to be addressed. A study conducted by Chen and Kim (2020) revealed that the majority of affective assessment instruments used in primary schools still focus on single aspects and are unable to accommodate the complexity of children's character development in a multidimensional manner. Additionally, research by Anderson et al. (2021) indicated a significant gap between the theory of affective assessment and its practical implementation in the field, resulting in evaluation outcomes that do not accurately reflect the actual conditions of students' attitude and character development. Lee and Brown (2023) in their research also identified that the existing affective assessment systems are not optimal in providing constructive feedback to students and parents regarding character development. This results in a lack of awareness among education stakeholders about the importance of affective aspects in the learning process, leading to a primary focus on academic achievement alone.

Based on the identification of various limitations, this research aims to fill the existing knowledge gap by developing a more comprehensive and applicable model for evaluating the development of attitudes and character in primary school students. The novelty of this research lies in the development of a multidimensional affective assessment instrument that integrates quantitative and qualitative approaches, as well as utilizing digital technology to enhance the efficiency and accuracy of the evaluation process.

The main innovation offered in this research is the development of a digital-based affective assessment system that can track the development of students' attitudes and character in real-time, involving various stakeholders (teachers, students, and parents) in the evaluation process. This system is equipped with analytical algorithms that can provide personalized recommendations for the character development of each student based on their affective development profile.

This research aims to: (1) analyze the effectiveness of implementing affective assessment in evaluating the development of attitudes and character in primary school students; (2) identify factors influencing the success of affective assessment at the primary school level; (3) develop a comprehensive and applicable model for evaluating the development of attitudes and character; and (4) formulate strategic recommendations for optimizing the implementation of affective assessment in primary schools.

The expected contribution from the results of this research is the availability of a model for evaluating the development of attitudes and character in primary school students that can be practically implemented in various school contexts. The results are expected to provide theoretical contributions to the development of affective assessment theory, as well as practical contributions in the form of instruments and evaluation strategies that can be used by education practitioners to enhance the quality of character formation in students. Additionally, this research is also expected to serve as a reference for education policymakers in formulating regulations that support the optimal implementation of affective assessment at the primary education level

## METHOD

This research employs a literature review approach with a qualitative descriptive method. The aim of this study is to thoroughly examine the concepts, theories, and relevant empirical findings regarding the evaluation of affective aspects in the formation of attitudes and character of elementary school students.

Data Sources The data in this research is obtained from various credible and relevant scientific literature sources, including:

1. National and international journal articles indexed in Sinta, DOAJ, and Scopus.
2. Academic reference books in the fields of character education, affective evaluation, and elementary school pedagogy.
3. Educational policy documents such as the National Education System Law No. 20 of 2003, the 2013 Curriculum, and the Merdeka Curriculum.

Data collection is conducted through a systematic search of scientific sources obtained from databases such as Google Scholar, ERIC, Garuda, ResearchGate, and Mendeley. The keywords used in the search include: assessment of affective aspects, evaluation of elementary school students' character, character education, student attitudes, and assessment in elementary education. The search is focused on documents published within the last 10 years (2013–2023).



**Tabel 1.** *Flow of Literature Review Stages in Research on the Evaluation of Affective Aspects of Elementary School Students.*

## RESULT AND DISCUSSION

### Understanding and Importance of Affective Aspects

The affective aspect in education refers to the domain related to students' attitudes, emotions, interests, values, motivation, and feelings towards learning, teachers, and the school environment. This aspect plays a crucial role in shaping students' character and mental readiness to receive and process information or learning experiences. The importance of the affective aspect lies in its ability to enhance motivation, engagement, and create a positive and inclusive learning environment. Without proper affective development, students may struggle to learn even if their

cognitive abilities are high. Thus, effective education should not only emphasize cognitive aspects but also pay attention to affective aspects to make learning more holistic and meaningful. The affective aspect refers to the emotional dimension and individual attitudes that encompass feelings, values, and attitudes towards oneself, others, and the environment. According to Hidayati (2019), the affective aspect is very important in education because it influences learning motivation, social interaction, and students' character development. This aspect helps students internalize the moral and ethical values necessary for everyday life.

### **Indicators of Affective Aspects Being Assessed**

The indicators of affective aspects assessed in education include attitudes, character, empathy, cooperation, and responsibility. According to Prasetyo (2021), these indicators are important for measuring students' character development. Positive attitudes towards learning, the ability to empathize with peers, and teamwork skills are some examples of indicators that can be observed and assessed. The indicators of affective aspects assessed include attitudes, character, empathy, cooperation, and other social values. Based on Bloom's taxonomy, affective indicators can be measured through five levels, namely:

1. Receiving
2. Responding
3. Valuing
4. Organizing
5. Characterization

Each of these indicators can be operationalized into expected attitude items that should emerge in students, such as honesty, responsibility, tolerance, empathy, and the ability to cooperate.

### **Methods for Assessing Affective Aspects**

Methods for assessing affective aspects include observation, self-assessment, peer assessment, and portfolios. Mardiana (2021) explains that direct observation of students' behavior in social situations can provide a clear picture of their attitudes and character. Self-assessment and peer assessment also provide different perspectives and can enhance students' awareness of their own attitudes. Some commonly used methods to assess affective aspects in primary schools include:

- Observation: Teachers observe students' behavior directly using closed or open observation sheets to record attitudes, social interactions, and other relevant behaviors.
- Self-assessment: Students reflect and assess their own attitudes or behaviors using specific instruments.
- Peer assessment: Students assess the behavior or attitudes of their classmates based on predetermined criteria.
- Portfolio: A collection of documents or records that show the development of students' attitudes, values, and character over a certain period.

These methods can be used in combination to obtain more objective and comprehensive assessment results.

### **Implementation of Affective Assessment in Primary Schools**

The implementation of affective assessment in primary schools faces various challenges, such as a lack of understanding among teachers about the importance of this assessment and time constraints in the curriculum. Wulandari (2022) notes that case studies in several schools show that despite the challenges, affective assessment can be well integrated into learning if supported by teacher training and adequate resources. Case Study: In several primary schools, affective

assessment is implemented by having teachers prepare assessment instruments such as observation sheets used during group discussions or collaborative activities. Teachers also conduct reflections with students to assess the attitudes and character that develop during the learning process. Challenges:

1. Subjectivity of assessment, as attitude assessments often depend on teachers' perceptions.
2. Lack of understanding among teachers about effective affective assessment instruments and methods.
3. Limited time to conduct in-depth observations of all students.

Solutions:

1. Teacher training on techniques and instruments for affective assessment.
2. Use of standardized assessment instruments with clear indicators.
3. Involving students in self-assessment and peer assessment to enhance objectivity.

### **Impact of Affective Assessment on Student Development**

The impact of affective assessment on student development is significant. Nugroho (2022) shows that good affective assessment can enhance learning motivation and student engagement. Empirical evidence from research indicates that students who receive positive affective assessment tend to have better attitudes and higher academic achievement.

Affective assessment has proven effective in shaping character, enhancing motivation, and strengthening social relationships among students. With this assessment, students become more aware of the importance of positive attitudes, moral values, and cooperation in everyday life. Empirical evidence shows that students who receive affective development tend to be more active, creative, and have better competitiveness in the real world. Affective assessment also helps teachers provide constructive feedback for the continuous development of students' character.

### **Strategies to Enhance the Effectiveness of Affective Assessment**

Strategies to enhance the effectiveness of affective assessment include utilizing technology and training for teachers. Agustina (2021) proposes the use of digital applications to facilitate the collection of affective assessment data and provide faster feedback to students. Additionally, teachers need to be trained to understand and apply effective affective assessment methods in learning.

Strategies to enhance the effectiveness of affective assessment include several approaches: 1) Utilizing technology, such as digital applications, can facilitate data collection and provide faster feedback to students. 2) Training for teachers is essential so they understand and apply effective affective assessment methods, such as observation and self-assessment. Furthermore, collaboration between teachers and parents can also strengthen affective assessment by involving the external school environment.

## **CONCLUSION**

This study concludes that the evaluation of affective aspects is crucial in shaping the attitudes and character of primary school students, encompassing values such as empathy, responsibility, and cooperation. This assessment is not yet optimal as it still faces challenges such as a lack of valid instruments, limited teacher understanding, and difficulties in integration within the curriculum. To address these issues, this research offers a digital-based multidimensional affective assessment model that involves teachers, students, and parents in the evaluation process in real-time. This model is expected to enhance assessment accuracy, provide constructive feedback, and strengthen the role of character education in primary school learning.

Affective assessment in primary schools plays an important role in measuring and developing students' attitudes and character comprehensively. Through direct observation, daily journals, and peer assessments, teachers can monitor changes in students' behavior in their daily school life, such as discipline, responsibility, cooperation, and other social attitudes. Teachers also serve as role models and facilitators who create a positive learning environment and provide individual attention, helping students internalize positive values in their lives. However, there are still challenges in the implementation of affective assessment, such as uneven teacher understanding and the suboptimal integration of attitude assessment in lesson planning. Efforts to improve through training and support from the school environment are ongoing. With appropriate affective assessment, students not only develop academically but also grow into individuals with good character, capable of socializing and ready to face social challenges in the future.

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