

TEACHERS' OBSTACLES IN ASSESSING STUDENTS' ATTITUDES DURING THE ONLINE LEARNING PROCESS BASED ON THE CURRICULUM OF 2013

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HAMBATAN GURU DALAM MELAKUKAN PENILAIAN SIKAP SISWA SELAMA PROSES PEMBELAJARAN DARING BERDASARKAN KURIKULUM 2013

ARTICLE HISTORY

Submitted:

04 November 2022

04th November 2022

Accepted:

22 Maret 2023

22th March 2023

Published:

27 April 2023

27th April 2023

ABSTRACT

Abstract: This paper discusses the teachers' obstacles in giving attitude assessments to students from home. In addition, this paper also discusses the impact that is accused regarding the obstacle in giving attitude assessment to students and knows the solution that is used by the teacher to resolve the obstacle in giving attitude assessment. The research method used is a qualitative descriptive approach. The data collection used is an interview method. The research subject is the teachers at State Elementary School of Pelas 01 who are applying K-13 in classes 1 to 6. The research finding is that the teachers had obstacles during the learning process based on K-13. The obstacles faced by the teachers at State Elementary School of Pelas 01 who use K-13 are that the students had been late in collecting the tasks, students had not allowed Zoom Meetings, and students had not responded to their teachers. The impact of obstacles implies that teachers cannot assess the attitude through discipline, honesty, responsibility, and politeness to students. Thus, the teacher takes action to overcome these issues.

Keywords: teacher obstacle, attitude assessment, online learning, curriculum of 2013

Abstrak: Artikel ini membahas kendala guru dalam memberikan penilaian sikap kepada siswa dari rumah. Selain itu, artikel ini juga membahas dampak yang ditimbulkan mengenai hambatan dalam memberikan penilaian sikap kepada siswa dan solusi yang digunakan guru untuk menyelesaikan kendala dalam memberikan penilaian sikap. Metode penelitian yang digunakan merupakan pendekatan deskriptif kualitatif. Pengumpulan data dilakukan dengan metode wawancara. Subjek dalam penelitian merupakan guru-guru di SD Negeri Pelas 01, yang menerapkan K-13 di kelas I sampai IV. Temuan penelitian adalah guru mengalami hambatan selama proses pembelajaran berbasis K-13. Kendala yang dihadapi oleh guru di SD Negeri Pelas 01 yang menggunakan K-13 adalah saat proses pembelajaran siswa terlambat mengumpulkan tugas, siswa menyalin pekerjaan temannya, siswa tidak mengikuti Zoom Meeting, dan siswa tidak merespon guru. Penyebab dari hambatan tersebut guru tidak dapat memberikan penilaian sikap disiplin, jujur, tanggung jawab, dan sopan santun kepada siswa. Maka guru melakukan tindakan untuk mengatasi permasalahan tersebut.

Kata Kunci: hambatan guru, penilaian sikap, pembelajaran daring, kurikulum 2013

CITATION

Auliya, S., Afanti, R. W., A Danu, R., & Damariwara, R. (2023). Teachers' Obstacles In Assessing Students' Attitudes During The Online Learning Process Based On The Curriculum Of 2013. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 12 (2), 378-389. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i2.9297>.

INTRODUCTION

Curriculum is the heart of education. In the future or in the future it needs to be planned and perfected to improve the quality

of education nationally and improve Indonesia's human resources (Puskur, 2007). Curriculum is a set of plans regarding content, objectives, and learning materials as well as a

guideline for organizing learning activities in order to achieve national education goals (UU No.20 of 2003). The curriculum is an educational experience provided by the school to its students which is carried out both inside and outside the school (Suryobroto 2002:13). Based on this statement, the curriculum is seen as a means of infrastructure in education that can be useful for students (Banks, 2016). Based on this statement it can be said that the curriculum is a means of infrastructure in education that is useful for students. In addition, the curriculum is a set of goals, content, teaching materials that are used as guidelines in the implementation of learning activities. Based on the information, the curriculum change from the KTSP curriculum to K-13 aims to evaluate the old curriculum and adapt the needs to the challenges of the times.

The 2013 curriculum is a curriculum that places more emphasis on character education, especially at the basic level which is used as foundation material for the next level (Mulyasa, 2013: 6). According to (Tiara & Sari, 2019) the 2013 curriculum is also referred to as character education because of the development of student knowledge. The 2013 curriculum is a curriculum that prioritizes activity and field material, so that in the 2013 curriculum teachers are required to have high skills in assessing student attitudes (Yuni, et al, 2017: 75). According to Mulyasa (2013: 6) the 2013 curriculum places more emphasis on character education, especially at the basic level which will become the foundation for the next level. The learning objectives in the 2013 curriculum include the development of attitudes, knowledge and skills which are elaborated for each educational unit (Permendikbud No.54 of 2013). 2013 curriculum also has some differences from the assessment system that was previously implemented. In the technical guidelines for assessment in elementary schools, assessment in the 2013 curriculum has the characteristics of thorough, authentic, continuous learning,

using a variety of assessment techniques, and based on reference criteria. The assessment used in the 2013 curriculum is authentic assessment. Authentic assessment is expected to be able to stimulate students to develop relevant skills and competencies in facing future challenges (Gulikers, Bastianes, Kirschner, 2006). According to Kartono (Nuh, 2013: 231) the 2013 curriculum also has targets at each level, while at the elementary level it is more prioritized on forming student attitudes. The implementation of the K-13 curriculum has the goal of forming Indonesian people who are creative, innovative, responsible, respectful of others, independent, polite, cooperative who have skills, skills and knowledge and have a noble character.

The attitude of students is one aspect that must be evaluated in the learning process. Attitudes are beliefs and feelings attached to certain objects and tendencies to act towards these objects in a certain way (Calhoun, 1978:315). According to Robert R. Gabe (in Siskandar, 2008: 440) says that attitude is the readiness of someone who directs or influences the object. Attitude as a material consideration in the assessment of elementary school education which is already contained in K-13. Second an Bacman (Elmubarok, 2009:46) attitude is divided into three components as follows: (1) Cognitive component, is a component that forms certain beliefs and opinions about attitudes. (2) the affective component, is a component that has a relationship with feelings of liking or disliking. (3) the connotative component, is a component related to the readiness of an individual to behave with the attitude object. From the understanding expressed above it can be interpreted that attitude is a response, a person's assessment of objects, concepts, situations both from himself and others.

Assessment is a systematic process and includes activities to collect, analyze, and interpret related information to determine how far students are in achieving learning objectives. According to (Tiara & Sari, 2019)

assessment is a systematic activity that is carried out to collect valid and reliable data or information so that we can know the data and process the data as an effort to make considerations for making policies on an educational program. Assessment of student attitudes is an activity carried out to determine the spiritual and social behavior of students that can be observed in everyday life. Attitude assessment can determine the form of learning activities that need to be designed by the teacher to help students develop their character so that they have a positive attitude (Givenh, 2010:5). Attitude assessment is an assessment that requires teachers to understand the characteristics possessed by students (Rimland, 2013:3). Attitude is a process that is owned by someone towards an object (Dian & Mawardi, 2021). These attitudes can be in the form of mutual cooperation, responsibility, honesty and discipline. According to (Nugroho & Mawardi, 2021) attitudes consist of two kinds, namely spiritual attitude and social attitude. Spiritual attitude is an attitude related to the formation of students who are faithful and pious, while social attitude is an attitude of forming independent, responsible and honest students. Attitude assessment is done by direct observation by the teacher. However, when assessing students' attitudes, they cannot be carried out by direct observation, because teaching and learning activities are carried out online. This is due to the Covid-19 pandemic causing all activities to be carried out at home, this makes educators face many difficulties in conducting attitude assessments. Minister Nadiem Anwar Makarim issued Circular Letter Number 3 of 2020 on Education Units and Number 36962/MPK.A/HK/2020 concerning Implementation of Education in the Emergency Period of Coronavirus Disease (COVID-19) so learning activities are carried out online in order to prevent the spread of the virus (Minister of Education, 2020). According to (Handayani, Maulana, & Iswari, 2020) current learning activities have shifted to online learning, this is due to the Covid-19

pandemic. From the statement of the minister of education, teachers experience obstacles in assessing student attitudes.

This research is motivated by several previous studies. based on previous research, according to research conducted by Mawaddah, Putri, Rambe, Siregar, & Ananda (2022) entitled "Constraints of Elementary School Teachers in Providing Assessment of Student Attitudes in the 2013 Curriculum Learning Process" on students' attitudes in the learning process, namely the teacher's difficulties in overcoming students' social and spiritual attitudes. To overcome difficulties in assessing attitudes to learning in the 2013 curriculum, teachers hold discussions with parents, coordinate with other teachers, and ask other students. further research conducted by Nuriana & Didin (2018) entitled "Teacher Obstacles in Providing Assessment of Student Attitudes in the 2013 Curriculum Learning Process at Madrasah Aliyah Subang" that the obstacles experienced by teachers in conducting attitude assessments were limited time and too many students so they experienced difficulties in instilling a good attitude towards students. while the efforts made were the teacher discussing with the parents of students and asking other teachers.

From the results of the interviews we conducted with teachers at public elementary school Pelas 01, Kediri Regency, it was found that teachers experienced obstacles in assessing students' attitudes online. To find out the teacher's obstacles in assessing students' attitudes in the learning process, it is necessary to conduct research on teacher obstacles in conducting attitude assessments during the online learning process based on C-13. The aims of this study were 1) to find out the teacher's obstacles in giving an assessment of students' attitudes at home 2) to find out the causes of the teacher's obstacles in assessing student attitudes 3) to find out solutions that teachers can make so they don't experience obstacles in assessing student attitudes.

RESEARCH METHODS

In this study using a type of qualitative descriptive approach. In the opinion of Moleog (2014: 6) qualitative research is research that understands something experienced by research subjects by means of descriptions in the form of words and language. In this method the results are not based on numbers, but based on data using the (1) observation method, to find out the teacher's obstacles in conducting attitude assessments (2) interviews, to find out the causes and solutions for overcoming teacher obstacles in assessing students' attitudes during online learning, directly by the teacher.

This research was conducted at Pelas 01 Public Elementary School, Kediri Regency, because teachers experienced obstacles in assessing student attitudes. teachers experience obstacles in assessing student attitudes because learning is carried out online through Zoom Meetings or Video Calls. The subjects in this study were six teachers at Public Elementary School Pelas 01, Kediri Regency. Three teachers from low class and three other teachers from high class. The teachers were asked for information about their experiences when assessing students' attitudes and the obstacles in assessing students' attitudes based on C-13.

The data collection technique in this study is to use interviews. Interview is a data collection technique that is carried out by direct questioning and answering between researchers and informants through face-to-face or certain media. Interview activity tools are carried out via Zoom Meeting and via WhatsApp messages. The tools and materials used in this study included working stationery to record the results of the responses from the respondents and a list of questions that the researchers would give to the respondents. The questions made are related to the experience of the subject. Before conducting interviews with respondents, the researchers prepared questions to ask the interviewees. After that the researcher will give the questions that have

been prepared. After the research gets answers, the researcher will further analyze the data obtained from the respondents.

Data analysis techniques were carried out after the research data was collected. The data analysis technique in this study uses the Hubrman Milesiden model. The Huberman Milesiden Model is a model that includes data collection, data reduction, data presentation and verification (Milesiden and Huberman, 1944). Data analysis focused on research on student attitudes as outlined in teacher interviews. Presentation of data in this study in the form of brief descriptions, sentences, or phrases.

RESULTS AND DISCUSSION

The results of this study are to describe the obstacles experienced by teachers in assessing student attitudes, the impact of obstacles to assessing student attitudes, as well as solutions to overcome various obstacles in assessing student attitudes towards online learning based on C-13.

Teacher Barriers in Providing Assessment of Students' Attitudes at Home During the Online Learning Process Based on the K-13 Curriculum

Based on the results of the research analysis, it can be seen that teachers face various obstacles in assessing student attitudes in online learning based on K-13. The results of the interviews show that teachers experience obstacles in assessing discipline, honesty, responsibility, and courtesy. Teachers experience obstacles in assessing student attitudes, this is because teachers cannot do direct learning. The results of the interviews showed that teachers experienced obstacles in assessing student attitudes that varied according to grade levels at the elementary school level. The following is some data that the author obtained from interviews regarding teacher obstacles in assessing student attitudes during the online learning process based on K-13.

Table 1. The teacher's obstacles in assessing the attitudes of low grade students

subject	Obstacle			
	Discipline Attitude	honest attitude	Responsible	Politeness
Subject 1 (Teacher 1)	"....often students late in gather task, because more often play"	"...usually me find writing students differ from processing before like not the students themselves who do but people other"	"...some children carry out a task on schedule and right deep time task collection"	"Students often Not responding the teacher when give assignments in WhatsApp Groups"
Subject 2 (Teacher 2)	"...the student is late on assignment Because that cellphone used in study online very limited"	"..., I met work results copy have friends, though task given in students have that potential different..."	"often students don't Responsible in process assignments, rather students"	"..., many reasons students don't respond to teachers because of cell phones parents use Work"
Subject 3 (teacher 3)	"..Students low level often not Do exact task even playing games"	"lots of students take an answer from his friend"	"..many kids carry out a task on time inside collection"	"..many children don't respond when Teacher inform regarding assignments learning"

Table 2. Teacher's obstacles in assessing the attitudes of high grade students

subject	Obstacle			
	Discipline Attitude	honest attitude	Responsible	Politeness
Subject 4 (teacher)	"...once entered zoom a lot	"...a lot of students copy jobs	"A lot of students don't carry out a task"	"Rarely responds the teacher when

4)	students who late"	Friend"		the teacher ask"
Subject 5 (teacher 5)	"...a lot of students Late gather task with on time"	"...a lot of students copy jobs Friend"	"A lot of students don't carry out a task"	"Rarely responds the teacher when the teacher ask"
Subject 6 (teacher 6)	"...there is one/two students who does not gather task or not follow activity	"lots of students during daily exams assisted by others though through zoom meetings"	"...a lot of students late in task collection determined"	"A lot of students don't permission when students constrained to follow learning"

Causes of Teacher Obstacles in Assessing Student Attitudes During the Online Learning Process Based on K-13

Based on the results of the interviews obtained, the impact of assessing students' attitudes towards online learning based on K-13 is: (1) Students are often late or not on time in submitting their school assignments, so that teachers have difficulty assessing disciplinary attitudes (2) In doing school assignments many students copy the results of their classmates' work, so the teacher has difficulty in assessing honesty (3) Many students in doing their school assignments ask for help from others to write. Teachers experience difficulties in dissecting the writing, especially for the high level, because the high level in writing is very neat. From this statement the teacher experienced difficulties in assessing honesty (4) There were several students who did not participate in learning activities, so these students did not understand the lesson that day. From this statement the teacher cannot carry out an assessment of the attitude of

responsibility, because the student does not participate in learning activities (5) Students do not have permission when they leave the Zoom Meeting. From these problems the teacher cannot evaluate the Parents of students.

The teacher's solution so as not to experience obstacles in assessing students' attitudes during the online learning process based on K-13

Based on the results of the interviews, solutions were obtained from assessing students' attitudes towards online learning based on K-13, namely: (1) At low levels using WhatsApp in learning activities, teachers can conduct learning using Zoom Meetings once a week so they can assess students' attitudes (2) At a low level the teacher can come to students to each student's house for material and remind them about learning. The teacher can also assess students' attitudes, because the teacher meets directly with these students (3) At a high level students once a week can submit their assignments to school and the teacher can

provide material reinforcement to them. The teacher can also assess student attitudes (4) The teacher consults with other teachers before and after so that they can find out detailed information about student attitudes. Teachers can also ask for help from students' parents.

Discussion

Every teacher at Public Elementary School Pelas 01 certainly experiences obstacles in assessing students' attitudes during the online learning process based on K-13, so teachers find it difficult to determine student attitudes at present. Even though the assessment of student attitudes should be carried out direct observation, but during a pandemic learning cannot be done directly but virtually. Virtual learning is a learning process through the internet network or occurs in virtual classrooms (Pannen, 1999). The application of virtual learning aims to overcome the problem of the separation of students from teachers in space and time. Virtual learning is conceptualized to replace face-to-face learning due to the Covid-19 pandemic. Teachers experience obstacles in assessing student attitudes due to virtual learning.

Obstacles when teachers direct students to apply discipline, teachers experience difficulties because learning is carried out independently, such as through WhattsApp groups for low-level elementary schools and Zoom Meetings for high-level ones. When the teacher directs students to study independently, there are some students who do not study, do not do assignments and do not submit assignments. Instead students play games. Apart from that, other obstacles, students are often late to take part in learning through Zoom Meetings due to limited facilities or network constraints and there are even students who forget that there are learning activities that day through Zoom Meetings. So that the assessment of the disciplinary attitude given by the teacher cannot be maximized.

Honesty is a human behavior based on efforts to make oneself a person who can be trusted through words, actions, both towards oneself and others. According to Zubaedi (2011: 79) honesty is an individual's ability to convey the truth, admit mistakes, be trusted and act respectfully. In line with Fadillah (2012: 190) honest attitude is behavior that obeys in actions, words, and work. In assessing the honest attitude of the teacher facing several obstacles. As it is known that students do not do their work independently but students copy the work of their friends who have collected it in the WhattsAp group. So that the teacher cannot know the activities of students in doing. Furthermore, for low-level students, most of the teachers see that the writing in the process is often different from the previous work. This is the obstacle for teachers in online attitude assessment. According to Elyas (2018) explains that online learning is learning that emphasizes the use of internet technology to transmit various things that can improve skills and knowledge. This is also in line with Yunianto (2015) online learning is learning that emphasizes internet use technology in providing information and learning resources as well as facilities in education such as videos used in the teaching and learning process. At low level teachers experience obstacles when carrying out daily exams through Zoom Meetings, many students are dishonest because in this case students are assisted by other people in doing the work. From there the teacher finds it difficult to judge between students who are honest and not. Because basically an honest attitude assessment can be carried out directly but during the current pandemic the assessment can only be seen from the learning process through the WhattsApp group and Zoom Meeting.

An attitude of responsibility is an attitude of awareness of the individual for actions or behavior, both intentional and unintentional, as a manifestation of awareness of obligations. According to Wiyoto (2010) responsibility is the human ability to make

effective and appropriate decisions. At a low level of responsibility, there are many students working on and submitting assignments independently according to the schedule. Students at low levels are still many who are responsible as students. Meanwhile, at a high level, many students are not responsible as students. Students often do not take part in learning activities through Zoom Meetings. So that the teacher does not know the student's activity in the learning, the teacher has difficulty in assessing student attitudes. Then at a high level there are many students who do not do their schoolwork and are late in collecting predetermined assignments. From this statement, it is difficult for the teacher to assess the attitude of being responsible. Because basically the teacher in the process of observation is done individually. Teachers experience obstacles in determining precisely students who have a high attitude of responsibility and students who do not have high responsibility.

Politeness is a gentle attitude that is owned by each individual which can be seen from the point of view of language or individual behavior in everyday life. This statement is reinforced according to Oetomo (2012: 20) politeness is an attitude of respect and behavior, polite in speech, language and good behavior in accordance with local customs. Teachers experience obstacles in assessing students' politeness in the online learning process through WhatsApp groups and Zoom Meetings. Low level students do not respond to the teacher when the teacher gives assignments to students through the WhatsApp group, because the cellphones students use for school are also used by their parents for work. Teachers also experience obstacles in assessing politeness in high class during learning activities using Zoom Meeting. The first, the students did not respond to the three teachers who were asking about the learning material. secondly, when the teacher ended the lesson, many students did not say thank you and immediately left the Zoom Meeting. Third,

when the learning process takes place, many students sometimes do not have permission from the teacher during the lesson. From there the teacher finds it difficult to assess the politeness of students. Because teachers experience a lack of time in online learning to direct students to develop an attitude of courtesy. Especially for students who are still children who have not been able to have good manners.

The results of interviews with teachers show that there are causes of teacher barriers in conducting attitude assessments during learning based on K-13. The first cause is that teachers experience difficulties in assessing students' disciplinary attitudes due to students being late in submitting their school assignments. The second impact is that the teacher will also experience difficulties in evaluating honesty as a result of students not meeting the criteria for evaluating honesty. This is because students in doing school assignments copy from their friends' work and ask for help from others to write down their assignments. The third impact, the teacher could not assess students' attitude of responsibility, because students did not participate in learning activities that day. The fourth impact, the teacher cannot assess students' politeness if students leave the Zoom Meeting without the teacher's permission.

To overcome the obstacles faced by the teacher to take several actions. the first is especially at a low level in the learning process using the WhatsApp group where in the learning process using the WhatsApp group there are many deficiencies. These deficiencies are like the teacher cannot assess students' attitudes during the learning process, because the teacher does not know whether the student is disciplined, honest, responsible, and polite. The teacher makes a solution by holding a learning process using Zoom Meetings once a week, this is done so that the teacher knows the attitude of students in carrying out learning. Learning using Zoom Meetings can determine the politeness of students in learning

activities. This polite attitude is a respectful behavior and behavior from someone such as students answering greetings from the teacher, students asking permission if they want to leave the Zoom Meeting. This statement is reinforced by Zuriah (2007: 139) that politeness is an unwritten norm that regulates behavior and behavior as it should.

Second, the teacher can carry out face-to-face learning by coming to each student's house in turn. In this way the teacher can provide learning material, besides that the teacher can also assess student attitudes. By conducting face-to-face learning carried out at students' homes, the teacher can find out the students' craftsmanship in participating in the learning process. students' craftsmanship in participating in learning is included in the assessment of students' disciplinary attitudes. This statement is strengthened (Slameto, 2010: 67) student discipline has a close relationship with student craftsmanship at school or in the learning process.

Third, once a week students can submit their assignments to school and the teacher can provide material reinforcement to them. In addition, the teacher can also assess students' honesty. According to Zuriah (2008:49) an attitude of honesty can be instilled in students from an early age which is expressed by means of expressions and actions. From the expert's opinion the teacher can see the honesty of students by correcting the results of student writing listed on the assignment sheet.

Fourth, the teacher consults with other teachers before and after, who already know a lot about students. Thus, the teacher gets detailed information about student attitudes. In addition, teachers also cooperate with parents. Especially students who have attitudes that are not in accordance with learning objectives. students who are more introverted and not active in class. Collaboration with parents is carried out so that children can get direct guidance from both parties, both teachers and parents.

CONCLUSIONS

AND

RECOMMENDATIONS

From the results of the research above, it can be concluded that teachers experience obstacles in conducting attitude assessments during the online learning process based on C-13. Teachers experience obstacles in assessing discipline, honesty, responsibility, and courtesy because they cannot observe or make direct observations of students' attitudes in the learning process.

The teacher's obstacle in assessing student attitudes during the online learning process based on K-13 at Public Elementary School Pelas 01 Kediri Regency was that many students did not submit assignments on time according to a predetermined schedule. Then many students in doing student assignments copy the results of their friends' work and ask for help from others to write them down. In addition, there are some irresponsible students who do not participate in learning activities through WhatsApp groups and Zoom Meetings. And finally, students don't respond to the teacher and don't ask permission from the teacher when they leave the Zoom Meeting.

The causes of teacher obstacles in assessing student attitudes during the online learning process are, (1) Students are often late or not on time in submitting their school assignments, so that teachers have difficulty assessing disciplinary attitudes (2) When doing school assignments, many students copy the results from the work of their classmates, so that the teacher has difficulty in assessing the attitude of honesty (3) Many students in doing their school assignments ask for help from others to write. Teachers experience difficulties in differentiating the writing, especially for the high level, because the high level in writing is very neat. From this statement the teacher experienced difficulties in assessing honesty (4) There were several students who did not participate in learning activities, so these students did not understand the lesson that day. From this statement the

teacher cannot carry out an assessment of the attitude of responsibility, because the student does not participate in learning activities (5) Students do not have permission when they leave the Zoom Meeting. From these problems the teacher cannot evaluate the politeness of students.

The teacher takes several actions to overcome this problem, namely, (1) At low levels using WhatsApp groups in learning activities, teachers can conduct learning using Zoom Meetings once a week so they can assess student attitudes (2) At low levels teachers can visit students to each student's home for materials and reminding them about learning. The teacher can also assess students' attitudes, because the teacher meets directly with these students (3) At a high level students once a week can collect their assignments at school and the teacher can provide material reinforcement to them. Teachers can also assess students' attitudes. From the results of this conclusion, one of the suggestions that can be given is that teachers must be able to assess students' attitudes during the Covid-19 pandemic even though there are obstacles in carrying out the assessment process. teachers must be able to overcome the obstacles experienced in assessing student attitudes so that they can explore the causes and solutions that must be taken in determining student attitude assessment during the Covid-19 pandemic. I hope this research does not stop here so that it can continue to be developed.

ACKNOWLEDGMENT

The researcher gives thanks to Allah SWT who has provided convenience and smoothness in completing this journal. The researcher also thanks the parents, family and close friends for their support, as well as the motivation given to the researcher so that the researcher has high enthusiasm to finish this journal as soon as possible. Thank you again, the researcher goes to the supervising lecturer, Mr. Rian Damariswara, S.Pd., M.Pd. for

providing guidance, advice, and input which is very useful for researchers.

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PRIMARY: JURNAL PENDIDIKAN GURU SEKOLAH DASAR
VOLUME 12 NOMOR 2 APRIL 2023
ISSN : 2303-1514 | E-ISSN : 2598-5949
DOI : <http://dx.doi.org/10.33578/jpfkip.v12i2.9297>
<https://primary.ejournal.unri.ac.id/index.php/JPFKIP>

Pekerti Dalam Prespektif Perubahan
Mengagas Platform Pendidikan Budi
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