Character-Based Affective Assessment Concept in Modern Learning in Elementary School

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ABSTRACT

Character formation in fostering attitudes and values in modern learning contexts has become a very central topic in research or discussions focusing on the use of affective assessment as a tool to measure and also describe these aspects in education. The research purpose is to determine the concept of character-based affective assessment to foster attitudes and values in modern learning and integrate affective assessment approaches in curriculum and teaching methods to effectively enhance positive character formation and the development of desired values in the context of modern era-oriented education. This research uses the literature study method, as well as analyzing existing data. The research results provide valuable insights into how the concept of character-based affective assessment can play a role in fostering attitudes and values in modern learning. It aims to create individuals who are not only academically intelligent but also have positive values and good attitudes to contribute positively to society. This research has important implications for enhancing students' character development through affective assessment, improving positive attitudes, contributing to the improvement of educational values, developing character teaching guidelines, and supporting the development of students' leadership skills.

Keywords: *affective assessment, character, modern learning*

INTRODUCTION

Character education is a very basic need among the community. Cultivating the character of the nation takes a very long time and must also be sustainable in that regard (Muchtar & Suryani, 2019). Our government, represented by the Ministry of National Education, is constantly issuing policies to improve the quality of education in Indonesia, but sometimes there are some challenges faced, especially in creating human character, especially in Indonesia (Fatmah, 2018).

Recently, in some educational institutions, there have been a lot of complaints about character education, especially in formal schools (Ainissyifa, 2017). They demand not without reason, it is true that there is deviant behavior among children now, especially there are so many incidents in big cities and villages, and this behavior occurs on average in children and adolescents. The problems we encounter are fights, bullying, lack of respect for parents and many other deviant cases (Rosnaeni, 2021). Therefore, with the current situation, formal educational institutions can be used for one of the solutions that can be taken and become a form of personality development in students so that they can become a young generation with character and dignity through the key role of affective assessment in improving attitudes and values in modern learning today (Imamah et al., 2021).

Education is a very important need for everyone to develop their potential, intelligence, skills and can also shape a personality, with education it is hoped that someone can reach information or knowledge, as well as train each of their talents so that they can be more skilled and develop a person's personal character, skill abilities supported by a good behavior will create good human resource products and be competitive in the future (opan arifudin, 2022).

The role of education is very strategic to develop quality generations or students, Indonesia is in dire need of human resources in very adequate quantity and quality as one of the supporters of development, to fulfill these resources (Anwar, 2017). Education has a very important role, because in this era, Indonesia is required to create superior resources to be able to compete, so it is necessary to optimize various potentials because competition will be very tight if this nation lacks quality and it is very difficult to become a competitive and quality nation (Irwansyah et al., 2021).

A successful implementation in the education process will create highly qualified human resources. To achieve the process of organizing education in an institution, it is very necessary to carry out an assessment. Assessment not only displays results, but also shows evaluation material for the learning process, especially in the attitude section (Nurul et al., 2023). In general, assessment is a procedure that aims to collect various types of data that are used as a basis for making decisions about students. These decisions include aspects of the student's personality, the curriculum applied, the learning program developed, the school environment, and school policies (Akbar et al., 2023). Student-related decisions involve aspects such as how the teacher organizes the learning process in the classroom, placement of students in diverse learning programs, adjustment of the level of difficulty of tasks according to individual abilities and needs, provision of guidance and advice for student development, and recommendations for further study (Noviansah, 2020).

Affective assessment is an evaluation method used to measure a person's affective or emotional domain. It includes aspects such as attitudes, values, motivations, and emotional responses. This assessment aims to understand how individuals feel, understand, and respond to specific situations, content, or experiences (Simarmata et al., 2019). Affective assessment can be conducted in a variety of contexts, including education, psychology, and work environments. The methods can involve qualitative or quantitative assessments, such as self-assessments, interviews, observations, questionnaires, or rating scales. The purpose of affective assessment is to gain insight into the emotional and motivational aspects of individuals, which can aid in decision-making, lesson planning, or improvement in a variety of contexts (Saftari & Fajriah, 2019).

Cultivating attitudes and values in modern learning is essential to forming morally and ethically qualified individuals (Alifah, 2019). There are several ways in which this goal can be achieved. First, the integration of character education in schools and educational institutions is a key step. By including an integrated character education program in the curriculum, students can learn moral values, ethics, empathy, and social responsibility in a structured way, and one of the ways we can see the process improvement of students' attitudes and values is by using the role of assessment development. In addition, teachers play a major role in shaping students' attitudes and values. They should model desirable behaviors and values, striving to practice those values in their daily interactions with students (Adha & Ulpa, 2021).

In previous studies related to this research, there are similarities and differences in the research "Development of Affective Assessment Instruments Based on Problem Based Learning as a Preventive Effort for Drug Emergency in Students of SMA Negeri 15 Semarang" and "Optimizing Character Building in Efforts to Improve Attitudes and Values in Modern Learning Through Affective Assessment" have similarities in focusing on affective aspects in education, but have different goals, learning methods, research targets, and results. The first study attempted to prevent drug problems by using Problem Based Learning (PBL) at SMA Negeri 15 Semarang, while the second study was more oriented towards strengthening student character and values in modern learning through broader affective assessments (Simarmata et al., 2019).

In other studies also related to this research, the similarities and differences between the two studies, "Development of Affective Assessment Instruments for Grade IV Primary School Students in Klaten Regency" and "Optimizing Character Building in Efforts to Improve Attitudes and Values in Modern Learning Through Affective Assessment," can be concluded as follows. Both focus on the development and assessment of students' affective aspects and recognize the role of affective assessment in learning. The first study sought to develop an affective assessment instrument for grade IV students in Klaten District, while the second study aimed to achieve broader results in optimizing character building and improving attitudes

and values in the context of modern learning without specific geographical or class limitations. In terms of methods and approaches, the first study focused more on instrument development, while the second study focused on the role of affective assessment in modern, more comprehensive learning (Riscaputantri & Wening, 2018).

This study aims to determine the concept of character-based affective assessment in modern learning in primary schools, as well as to identify and demonstrate the key role of affective assessment in modern learning with a focus on character building and fostering students' attitudes and values. In addition, this research is to integrate affective assessment approaches in the curriculum and teaching methods so as to effectively foster positive character formation and the development of desired values in the context of modern era-oriented education.

METHOD

This research uses the literature study method by analyzing relevant literature, namely books, articles, and journals. Literature study is a research activity by collecting data and information through library materials, namely; reference books, notes, articles, journals and relevant previous research results related to the problem to be solved (Sundari & Fauziati, 2021). The literature research method or literature review is often widely used to refer to efforts to review and compile relevant literature or sources on a particular topic. Literature review involves the process of reading, understanding, and organizing existing literature. It may focus on theoretical frameworks, comparisons between previous studies, or the reorganization of certain concepts (Zakariyah et al., 2022).

This research uses the Systematic Literature Review (SLR) method, which is a structured and objective research approach to collect, evaluate, and synthesize relevant evidence from various previously published literature (Suciati et al., 2022). The literature sources were selected in accordance with the keywords needed in this study and then reviewed and the selected journals were systematically identified in accordance with the stages set out in the systematic literature review (SLR) method (Triandini et al., 2019). This research went through three stages of systematic literature review (SLR) according to (Choifah et al., 2022). In the initial planning stage, a research protocol was developed using a systematic literature review model. This step included determining the research topic, Character-Based Affective Assessment Concepts in Modern Learning in Elementary Schools. Article search criteria were set based on sources such as from Google Scholar from the period 2017 to 2024. The keywords used include affective assessment, character-based, modern learning in elementary schools.

Implementation

The implementation stage involved searching for articles according to the criteria and relevance to the specified keywords. A total of several articles that met the keyword criteria were selected as the study population. After selection based on inclusion and exclusion criteria, relevant articles were selected. Inclusion criteria included journals with clear SINTA, academic proceedings, journal publications in the last 10 years, experimental, qualitative, PTK, and developmental research types for elementary school education. Exclusion criteria included irrelevant titles, unavailable full text, irrelevant abstracts, and unclear conclusions. After selection, the data were analyzed and evaluated through a synthesis presented narratively.

Reporting

The reporting stage is the last stage in the SLR method, where the researcher compiles the results of the analysis and evaluation of the journal reviews into a writing that is in accordance with the predetermined format.

RESULTS AND DISCUSSION

Character building in cultivating attitudes and values in modern learning contexts has become a very central topic in research or discussions that focus on the use of affective assessment as a tool to measure and also describe these aspects in education. All of these are very important concepts in the effort to create an education that is more relevant to today's conditions.

1. Concept of Character-Based Affective Assessment in Modern Learning

The concept of character-based affective assessment in modern learning in primary schools has several interests that need to be understood. First, this concept is able to foster the quality of education by integrating student character development as an integral part of learning. This is important because good character is an important component in forming quality students (Noviansah, 2020). In addition, this character-based affective assessment concept also helps direct learning to the emotional aspects of students. In modern learning, not only knowledge and skills are emphasized, but also affective aspects such as motivation, empathy, responsibility, and cooperation (Imtihan, 2017). By using character-based affective assessment, teachers can pay attention to and measure students' affective development systematically (Fadli & Hidayati, 2020). Furthermore, this concept also helps prepare students to become empathetic and responsible individuals in society. With a focus on character development, such as integration, discipline, and honesty, students will be equipped with values that are important in everyday life (Setiawan & Tumardi, 2019). This is to encourage students to become caring individuals who contribute positively to their surrounding environment.

2. Implementation of Character-Based Affective Assessment in Primary School Learning

In implementing character-based affective assessment in modern learning at primary schools, there are several methods that can be used. First, observation is an affective method to observe and record students' affective development. Teachers can observe students' interactions with classmates, responses to challenges, and participation in group activities.

Furthermore, interviews are one method that involves direct interaction between teachers and students. In interviews, teachers can ask questions related to students' attitudes, values, or social skills (Widiawati, 2022). This provides an opportunity for students to talk about their understanding of character and how they apply it in their daily lives. Project assignments can also be used as a method of character-based affective assessment. In this assignment, students are given tasks that require cooperation, responsibility, or empathy. Teachers can assess students' ability to apply character values in the completion of the task.

3. Benefits and Challenges of Using Character-Based Affective Assessment in Primary School Learning

Benefits of Using Character-Based Affective Assessment in Primary School Learning; a). Good Character Building: The use of character-based affective assessments helps in shaping students' good character. By focusing on values such as integrity, discipline, empathy, and responsibility, students are directed to become qualified individuals with positive attitudes. b). Development of Positive Emotions: Through affective assessment, students are taught to better recognize and control their emotions. They learn to manage stress, accept failure, and communicate well. This helps students to have more positive emotions and build mental well-being. c). Improving Learning Motivation: Character-based affective assessments can also increase students' learning motivation (Wijayanti, 2017).

By recognizing their efforts in developing character, students feel valued and motivated to continue learning and developing themselves. In addition, the benefits that we can see from the concept of affective assessment in character building are that students become more aware of their behavior and strive to improve themselves. They also learn to work in teams better, understand others' perspectives, and are better able to deal with conflict. Furthermore, students' academic scores tend to improve because a good attitude can support learning motivation.

Challenges of Using Character-Based Affective Assessment in Primary School Learning; a). Subjective Evaluation: One of the challenges in using affective assessment is the subjective nature of evaluation. Measuring student character is not always as objective as measuring knowledge and skills. This requires a clear and objective assessment framework to ensure fairness and consistency in evaluating student character. b). Limited Resources: The implementation of character-based affective assessment requires sufficient time and resources. Teachers need to allocate adequate time and have access to relevant assessment instruments and supporting materials. Limited resources can be a challenge in effectively implementing affective assessment in primary schools. c). Teacher Skills: Teachers need to have sufficient knowledge and skills in implementing affective assessment. They should be able to observe, observe, and analyze students' characters well. Teachers' lack of understanding and skills in conducting affective assessments can be a challenge that needs to be addressed through proper training and mentoring (Pertiwi et al., 2019).

Although there are challenges in using character-based affective assessment in primary school learning, its significant benefits in shaping students' good character, developing positive emotions, and increasing learning motivation make it an important and relevant approach in the modern educational context. From the description above, the core of the concept of affective assessment is not only related to the provision of academic knowledge, but also about how to form individuals who have positive values, ethics, and good attitudes. Character building is considered as the foundation that helps students become responsible, empathetic, and positively contributing individuals in society. Then, how to integrate character building in affective assessment in the learning environment. Character building should be an integral part of all aspects of learning (Akbar et al., 2023). In this affective assessment, significant weight is given to the evaluation of students' attitudes, values, and behaviors. This includes assessments such as cooperation, work ethic, and empathy. In addition, the resource person provides projects and assignments that give students the opportunity to apply these values in real-world situations.

In the context of modern learning, the approach to character building is changing. With greater access to technology and information, modern education opens the door to project-based learning, simulations, and discussions that support character building. All of this makes it clear that what character building means is seeing it as learning to be a good individual, which includes traits such as kindness, honesty, and empathy. For them, character building means being a polite child who is ready to help their friends (Santika, 2020). Furthermore, the importance of character building in schools is that education is not only about academic subjects, but also about learning to be a good friend, listening to teachers and doing the right actions. They see character building as the key to making schools a better environment.

The limitations of the research on the concept of character-based affective assessment in modern learning at primary schools include several things. Firstly, the study may have been conducted in only a few specific primary schools, so the generalizability of the research findings is limited to the population and context studied. Secondly, character-based affective assessment involves subjective judgment of students' character development, which may lead to variations in judgment between different evaluators. Third, the development of valid and reliable affective assessment instruments can be challenging, as character evaluation involves complex aspects that are difficult to measure objectively. In addition, external factors such as family environment and out-of-school experiences may also influence students' character development, making it difficult to isolate the influence of the character learning program in this study. Lastly, this study may require significant time and resources to involve various parties, such as students, teachers and parents, which may affect the number of samples that can be studied or the depth of analysis that can be conducted.

CONCLUSIONS AND RECOMMENDATION

The use of affective assessment, which focuses on students' emotions, attitudes and values, can serve as a useful tool in designing more effective learning experiences. This not only has an impact on improving students' knowledge and skills, but also on their character development. Therefore, efforts to incorporate this approach in modern education are expected to positively benefit by preparing students to become more ethical,

empathetic individuals who are able to make positive contributions in society. Thus, affective assessment approaches have the potential to assist in achieving more holistic educational goals review related literature to gain a comprehensive understanding of the concept of character-based affective assessment. Then, design and implement a modern learning program that focuses on student character development in primary schools. Next, implement suitable affective assessment methods to measure students' character development and collect data from students, teachers and parents through prepared research instruments. After that, analyze the collected data using appropriate analysis methods. Present the research findings clearly and systematically in the research report and provide recommendations for the development of affective assessment-based character learning programs in primary schools.

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