



Developing an Attitude Assessments Instrument and *Pancasila* student profiles in Islamic Religious Education Subject

Muhammad Salman Arrosyid^{1✉}, Fakhruddin Fakhruddin², Zaim Elmubarak³

^{1,2,3}Universitas Negeri Semarang, Indonesia

Article Info

History Articles

Received:

14 May 2022

Accepted:

16 June 2022

Published:

30 August 2022

Keywords:

Instrument development, attitude assessment, Pancasila student profiles, Islamic religious education.

Abstract

The development of an attitude assessments instrument and Pancasila student profiles or Pancasila student profiles in Islamic Religious Education subject was a kind of Research and Development (R&D) with the objectives of: types of assessments, characteristics, validity, and reliability of the attitude assessments instrument and Pancasila student profiles in Islamic Religious Education subject at SMA Negeri 1 Buay Madang with 165 respondents. It used a Borg and Gall model modified using a Djemari Mardapi model with 8 steps, namely determining instrument specifications, creating instruments, defining instrument scales, deciding assessment systems, analyzing the instrument, instrument revision, conducting the assessments, and interpreting the results of the assessment. Here, the instrument validity and reliability were analyzed using the formula of Aiken V and Hyot. For the construct validity, Exploratory Factor Analysis (EFA) was used, while for estimated reliability, Cronbach's alpha was employed. Based on the field tests, this instrument has been valid and reliable. In terms of data analysis of 165 respondents, 12.7% obtained low score, 80% obtained medium score, and 7.3% obtained high score. In addition, the instrument validity got the average of 0.80%, while the estimated reliability calculation using Ebel formulae gained the value of R_{xx} coefficient of 0.97. Moreover, the instrument reliability gained 0.80 based on the Cronbach alpha. In conclusion, the development of an attitude assessments instrument and Pancasila student profiles can provide fruitful benefits and contributions to students to be long-life learners who have global competencies and act based on Pancasila values.

✉Correspondence Address :

Postgraduate, Universitas Negeri Semarang

Jalan Kelud Utara III, Kel. Petompon, Kec. Gajah Mungkur

Kota Semarang 50237

E-mail : m.salmanarrosyid@gmail.com

p-ISSN 2252-6420

e-ISSN 2503-1732

INTRODUCTION

Education is a process of progressing towards maturity influenced by environmental factors. Its fundamental goal is to optimize individual's skills and potential through directed and systematic ways Kistoro et al., (2021). For more, education directs people to improve their intelligence, skills, personality, and characters as a means of preparing future resources Hermino & Arifin, (2020). Basically attitudes can inspire one's behavior Uge et al., (2019), so every single human being has rights to study at school to gain advantages from education Halis et al., (2020). Character education in social attitudes must be prepared and taught as early as possible Rachman & Budi, (2020). Because this kind of education is an intended effort to instill noble virtues as a basis to achieve virtuous values in life and build better nation Jeynes, (2019).

The revival of a nation from COVID-19 pandemic needs cooperation from all elements of societies Zhong et al., (2020). As many people now, during that era face-to-face meeting was not allowed and substituted by online learning due to the importance of learning for the quality of education Luthfi & Hamdi, (2020). After some investigations, however, online learning somehow contradicts the utilization of learning media and harm students' morality van Twillert et al., (2020) because students tend to close and reduce socialization from environments causing them lacking of attention, anxiety, and depression Kamaşak et al., (2022) in fact social interactions give benefits to one's life Azis et al., (2022). This phenomenon causes educational gap, loose of character education, and decline of education quality Hevia et al., (2022). Hence, there is a need for reinforcement as a fundamental basis to realize Pancasila student profiles-based character education Rafi & Mewar, (2021).

Pancasila student profiles or Pancasila student profiles is a strategic plan by the ministry of education and culture in 2020-

2024 issued in the regulation of the minister of education and culture number 22 of 2020 whose main objective is to realize students as lifelong students who have global competence and behave in accordance with the values contained in Pancasila Irawati et al., (2022). It becomes the major part of developing a nation that has good characters to realize the mandate of the 1945 Constitution, namely educating the nation's life through Education Rohana, (2019). Character education will make a person to have good moral towards the laws in this country Handayana et al., (2021). Character education is not materials to note and memorize, nor evaluate in a short period because education truly has a very broad concept McGrath et al., (2021).

Character education is learning applied in all students' activities and requires teacher's motivation to encourage the growth and development of students at school, in society, and at home through the process of adaptation and modeling done continuously Vučković et al., (2020). Attitude is an important element in learning and affects the quality of education and social Ruiz-Jiménez et al., (2022). Therefore, the success of character education is a shared responsibility between schools, community and parents in building an affective process in character education Muhtar & Dallyono, (2020).

Islamic religious education lessons have the goal of improving the quality of students which has psychological impact to form the identity of students with character and foster a moral attitude Ajib Shofwanthoni et al., (2019). Adolescence is a transition period for high school level students towards adulthood marked by changes and developments in terms of physical, psychological and social. Social support from the surrounding environment is a source of support that makes a positive contribution for the improvement of students' self-quality Riany & Ihsana, (2021). Thus, family should contribute to choosing the right environment for growth and development and avoid disgraceful traits Jannah et al., (2022).

Unfortunately, most of adolescents lack of social attitudes that reflect Pancasila student profiles, so they need some assistance by doing cultural values habituation. This issue becomes the concern of Zuliani et al., (2017), namely there are difficulties experienced by teachers in designing a character education assessments instrument. In this way, all educational elements hold social responsibility to improve character education quality Symaco & Tee, (2019).

To support and assess social attitudes as a means of achieving Pancasila student profiles, there was a need for an instrument to support teachers in assessing students' social attitudes. It is urge because if the instrument is not proper, the results will not be reliable. Based on the previously mentioned background, the researchers attempted to develop a social attitudes instrument in form of questionnaire complete with assessment table of specifications and indicators for Islamic religious education subject oriented towards Pancasila student profiles. It was developed to equip teachers with guides to assess social attitudes specifically that are valid and reliable.

The present study aimed to 1) analyze the needs for an instrument to measure social attitudes and Pancasila student profiles in Islamic religious education subject; 2) develop an instrument to measure social attitudes and Pancasila student profiles in Islamic religious education subject; 3) prove the validity and reliability of an instrument to measure social attitudes and Pancasila student profiles in Islamic religious education subject.

METHODS

This study used a Research and Development model by Borg and Gall modified using 8 steps developed by Djemari Mardapi, namely 1) determining instrument specifications, 2) creating instruments, 3) defining instrument scales, 4) deciding assessment systems, 5) analyzing the

instrument, 6) instrument revision, 7) conducting the assessments, and 8) interpreting the results of the assessment. The development of this instrument was done at SMA Negeri 1 Buay Madang, East Ogan Komering Ulu Regency in the academic year of 2022/2023 with 165 respondents covering students in grades ten, eleven, and twelve. In terms of validation, this instrument was validated by 3 experts using Ebel formula and an Anova approach using SPSS 26. This software was used to analyze the field tests as well. To calculate the content validity of the developed instrument, it was based on expert judgment uses the Aiken's V formulae. The Aiken's V formula is as follows:

$$V = \sum S/[n(c - 1)]$$

Notes:

S = r-lo

Lo = lowest validity rating score (1)

C = the highest validity number (4)

R = number given by expert judgment

The construct validity of the instrument in this study was analyzed using Explanatory Factor Analysis (EFA). EFA is used to discover whether a construct can be explained by its indicators. If the indicators are able to form a factor, the loading factor value will be > 0.3, meaning that the measurement is in accordance with the data, and the Kaiser Mayer Olkin (KMO) value is > 0.5. Construct validity can be met if the correlation value is > 0.5, Eigenvalue 1 and factor loading > 0.3. More over the estimated reliability of the instrument was measured using Cronbach's alpha formulae which is based on an instrument reliability index, namely it is good if the value is >0.7.

RESULTS AND DISCUSSION

The development of an attitudes assessment instrument and Pancasila student profiles was started with a content validity test conducted by an expert which consisted of 15 statement items addressed in table 1.

Table 1. Aiken's V for expert validator

Item	Validator			S1	S2	S3	Ss	n(c-1)	V	Information	
	I	II	III								
1	3	4	3	2	3	2	7	9	0.78	Valid	
2	4	4	2	3	3	1	7	9	0.78	Valid	
3	4	4	3	3	3	2	8	9	0.89	Valid	
4	3	4	3	2	3	2	7	9	0.78	Valid	
5	3	4	3	2	3	2	7	9	0.78	Valid	
6	4	4	3	3	3	2	8	9	0.89	Valid	
7	3	4	3	2	3	2	7	9	0.78	Valid	
8	4	4	2	3	3	1	7	9	0.78	Valid	
9	4	4	3	3	3	2	8	9	0.89	Valid	
10	3	4	3	2	3	2	7	9	0.78	Valid	
11	3	4	2	2	3	1	6	9	0.67	Valid	
12	4	4	3	3	3	2	8	9	0.89	Valid	
13	4	4	2	3	3	1	7	9	0.78	Valid	
14	3	4	3	2	3	2	7	9	0.78	Valid	
15	4	4	2	3	3	1	7	9	0.78	Valid	
Average								108		0.80	Valid

The validity of the instrument was based on the assessments given by three experts, namely 2 lecturers in the field of Islamic religious education and 1 Islamic religious education teacher on 15 indicators measuring 35 statement items. In short, all data given by the experts have reached >0.3 or valid. Based on the results of Aike's V in table 1, the results of instrument validity was V1 = 0.78, V2 = 0.78, V3 = 0.89, V4 = 0.78, V5 =

0.78, V6 = 0.89, V7 = 0.78, V8 = 0.78, V9 = 1.89, V10 = 0.78, V11 = 0.67, V12 = 0.89, V13= 0.78, V14= 0.78, V15=. 0.78 with an average of 0.80. Here, the assessments made for the 15 indicators were declared valid.

The next step after validation was calculating estimated reliability or experts' agreement level for the instrument. The contents are in table 2.

Table 2. Reliability of the attitude assessment instruments

Reliability Of The Attitude Assessment Instruments						
Source	Type III Sum of Squares	Df	Mean Square	f	Sig.	
Corrected Model	13.733 ^a	2	6.867	40.811	.000	
Intercept	520.200	1	520.200	3091.755	.000	
AHLI	13.733	2	6.867	40.811	.000	
Error	7.067	42	.168			
Total	541.000	45				
Corrected Total	20.800	44				

Based on the calculation of estimated reliability using Ebel formulae, the researchers obtained the coefficient $R_{xx} = 0.97$, meaning that all experts agreed with the viability of these instrument contents. Then, the level of reliability was classified as very high. In the

construct validity test analyzed using SPSS 26, 13 components gained the correlation value of > 0.3 from 32 statement items. The final results of the Explanatory Factor Analysis (EFA) analysis in the form of a Rotated

component matrix and factor naming can be seen in table 3.

Table 3. The results of rotated component matrix and factor naming

Indicator	Factor	Value	Types of factor	Construct Validity Coefficient
Look for points of agreement to overcome differences of opinion/thoughts in deliberations	1	0.651	Self-integrity	0.57
Admitting faults		0.621		
Submitting assignments based on the deadlines		0.621		
Respond to teacher's questions		0.523		
Actively participate in group	2	0.645	Social coordination	0.536
Contribute community service activities in schools		0.559		
Appreciate differences in beliefs with other people at school		0.534		
Be able to accept shortcomings and forgive the mistakes of others		0.406		
Behave 3S (greet, smile, greet)	3	0.653	Take care of yourself physically, mentally and spiritually	0.589
Not cheat on exams		0.59		
Accept the consequences of the actions taken		0.574		
Arrive on time		0.540		
Social environment empathy	4	0.89	Feeling of empathy	0.624
Quickly respond when a friend needs help		0.578		
Ask permission when entering someone else's space or using someone else's belongings		0.405		
Religious morals	5	0.683	Worship	0.565
Willing to help others without expecting anything in return		0.565		
Appreciate differences of opinion with others		0.447		
Willingness to perform tasks as agreed	6	0.676	Prioritizing togetherness and respect to variety	0.618
Not impose opinions or self-beliefs on others		0.634		
State morals		0.545		
Help friends/teachers who are having trouble	7	0.775	Cooperative	0.775
Hand over to the authorities found items	8	0.749	Erasing stetrotype and prejudivce	0.488
Respect for others		0.442		

Appreciate differences of opinion with others		0.407		
Sensitive to the comfort of the school environment		0.357		
Not prioritize personal interests	9	0.826	Harmonizing differences	0.826
Awareness of yourself and the situation at hand	10	0.775	Participating in the common agreement	0.509
Take part in school activities		0.476		
Generate original ideas		0.408		
Return borrowed items		0.380		
Carry out individual tasks properly	11	0.836	Adaptive	0.836
Morals to nature	12	0.845	Positive dependence	0.62
Actively ask when learning		0.395		
Obey school rules	13	0.745	Self-control	0.745

The above results showed that the rotated component matrix^s of 35 instrument items were clearly distributed.

Furthermore, the data analysis done to 165 students indicated 12.7% of students gained low score, 80% gained medium score, and 7.3% students gained high score.

Based on the field test, the estimated reliability of the 35 instrument items was calculated using Cronbach's alpha and resulted the following results in table 4.

Table 4. Cronbach's Alpha Reliability

Reliability Statistics	Instrumen
Attitude Assessment	
Cronbach's Alpha	N of Items
.807	35

Regarding table 4, the cronbach's alpha of the items showed 0.807. According to Andrade & Heritage, (2017), whenever the coefficient shows >0.8, the variable can be declared reliable and consistent, while if the reliability coefficient is <0.6, the coefficient is said low.

With regard to the results of validity and reliability of the instrument, it can be said that the product is usable and able to assess students' attitudes in Islamic religious education subject.

These results are supported by a study by Safitri & Harjono, (2021) which resulted a

product that gained 80% percentage in the expert validation and 0.756 for the reliability, so the instrument is said to be feasible. Another result is from Winaya et al., (2021) which argues that the instrument of attitude assessments can be continuously developed by teachers based on needs to improve students' morality.

Other studies that supports this study comes from Muhardjito & Harsiati, (2016) that with 80% validity, 92% practicality, and 0.741 reliability, their instrument product is feasible to use. Accordingly, a study by Zuliani et al., (2017) gained validity percentage of 0.45% and reliability of 0.70 making their instrument viable to use.

CONCLUSION

In accordance with the findings, some conclusions are drawn. First, in terms of need analysis, the researchers have successfully created a social attitude assessments instrument and Pancasila student profiles in Islamic religious education subject in form of non-test instrument with the liker scale of 5, 4, 3, 2, 1. This product has 35 statement items covering social attitudes indicators and Pancasila student profiles and has 13 main factors based on the formation of the character of students in Islamic Religious Education subject which gained the validity of 0.80% and

the estimated reliability of 0.97 based on Ebel formulae. In terms of reliability in the field test with Cronbach's alpha, this instrument obtained 0.807.

Based on the validity and reliability analyses of the social attitudes assessments instrument and Pancasila student profiles in Islamic religious education subject for students in class X, XI, and XII at SMA Negeri 1 Buay Madang, the instrument is declared valid and reliable, so it can be used to assess students' social attitudes and Pancasila student profiles. Further researchers are suggested to develop various social attitudes assessments instrument and Pancasila student profiles to perfect the present instrument to have better quality and be a reference for teachers.

REFERENCES

- Ajib Shofwanthoni, M., Ridlo, S., & Elmubarok, Z. (2019). The Development of Authentic Assessment Instrument of Hajj Manasik Practices of IX Grade of SMP PGRI 10 Candi in Sidoarjo Regency. *Journal of Educational Research and Evaluation*, 8(1), 14–21.
- Andrade, H. L., & Heritage, M. (2017). Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation. In *Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation*.
- Azis, I. V., Pusporini, W., Ermawati, C. D., Triyana, A., & Dewi, N. E. R. (2022). Validitas Pada Pengembangan Instrumen Penilaian Sikap Kreatif Menjaga Lingkungan Sekitar Model Self-Assessment Pada Siswa Sekolah Menengah Pertama. *SOSIOHUMANIORA: Jurnal Ilmiah Ilmu Sosial Dan Humaniora*, 8(2), 233–237.
- Halis, S., Ekinci, A., & Baş, G. (2020). Inclusive Education for Religious Minorities: The Syrians in Turkey (pp. 296–306).
- Handayana, I. D. G. K. D., Juniarta, P. A. K., & Mahendrayana, G. (2021). Character Education Values of The Main Character in The Suzanne Collins' "The Hunger Games (2008)." *Indonesian Values and Character Education Journal*, 4(1), 37.
- Hermiono, A., & Arifin, I. (2020). Contextual character education for students in the senior high school. *European Journal of Educational Research*, 9(3), 1009–1023.
- Hevia, F. J., Vergara-Lope, S., Velásquez-Durán, A., & Calderón, D. (2022). Estimation of the fundamental learning loss and learning poverty related to COVID-19 pandemic in Mexico. *International Journal of Educational Development*, 88.
- Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Pancasila student profiles Sebagai Upaya Mewujudkan Karakter Bangsa. *Edumaspul: Jurnal Pendidikan*, 6(1), 1224–1238.
- Jannah, K., Hastuti, D., & Riany, Y. E. (2022). Parenting style and depression among students: The mediating role of self-esteem. *Psikohumaniora*, 7(1), 39–50.
- Jeynes, W. H. (2019). A Meta-Analysis on the Relationship Between Character Education and Student Achievement and Behavioral Outcomes. *Education and Urban Society*, 51(1), 33–71.
- Kamaşak, T., Topbaş, M., Ozen, N., Esenülkü, G., Yıldız, N., Şahin, S., Acar Arslan, E., Çil, E., Kart, P. Ö., & Cansu, A. (2022). An Investigation of Changing Attitudes and Behaviors and Problematic Internet Use in Children Aged 8 to 17 Years During the COVID-19 Pandemic. *Clinical Pediatrics*, 61(2), 194–205.
- Kistoro, H. C. A., Setiawan, C., Latipah, E., & Putranta, H. (2021). Teacher's experiences in character education for autistic children. *International Journal of Evaluation and Research in Education*, 10(1), 65–77.
- Luthfi, N. F., & Hamdi, S. (2020). Evaluation of online learning in Natural Science for junior high school. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 24(2), 218–227.
- McGrath, R. E., Han, H., Brown, M., & Meindl, P. (2021). What does character education mean to character education experts? A prototype analysis of expert opinions. *Journal of Moral Education*, November.
- Muhardjito, T. P. W., & Harsiati, T. (2016). Pengembangan Penilaian Sikap Dengan Assessment Pada Pembelajaran Tematik Kelas V Sdn Arjowinangun 02 Malang. *Jurnal Pendidikan*; 1(1), 45–51.

- Muhtar, T., & Dallyono, R. (2020). Character education from the perspectives of elementary school physical education teachers. *Cakrawala Pendidikan*, 39(2), 395–408.
- Rachman, M., & Budi, C. (2020). *Urgensi Pendidikan Karakter Pada Masa Pandemi Covid 19*.
- Rafi, M., & Mewar, A. (2021). Krisis Moralitas Pada Remaja Di Tengah Pandemi Covid-19. 132–142.
- Riany, Y. E., & Ihsana, A. (2021). Parenting stress, social support, self-compassion, and parenting practices among mothers of children with ASD and ADHD. *Psikohumaniora: Jurnal Penelitian Psikologi*, 6(1), 47–60.
- Rohana, E. (2019). Character Education Relation with Spiritual Intelligence in Islamic Education Perspective. *International Journal of Nusantara Islam*, 6(2), 165–174.
- Ruiz-Jiménez, M. C., Martínez-Jiménez, R., Licerán-Gutiérrez, A., & García-Martí, E. (2022). Students' attitude: Key to understanding the improvement of their academic RESULTS in a flipped classroom environment. *International Journal of Management Education*, 20(2).
- Safitri, K., & Harjono, N. (2021). Pengembangan Instrumen Penilaian Sikap Sosial Aspek Tanggung Jawab Pembelajaran Tematik Terpadu Siswa Kelas 4 SD. *Jurnal Pedagogi Dan Pembelajaran*, 4(1), 111.
- Symaco, L. P., & Tee, M. Y. (2019). Social responsibility and engagement in higher education: Case of the ASEAN. *International Journal of Educational Development*, 66(August 2018), 184–192.
- Uge, S., Neolaka, A., & Yasin, M. (2019). Development of social studies learning model based on local wisdom in improving students' knowledge and social attitude. *International Journal of Instruction*, 12(3), 375–388.
- van Twillert, A., Kreijns, K., Vermeulen, M., & Evers, A. (2020). Teachers' beliefs to integrate Web 2.0 technology in their pedagogy and their influence on attitude, perceived norms, and perceived behavior control. *International Journal of Educational Research Open*, 1(September), 100014.
- Vučković, D., Peković, S., Blečić, M., & Đoković, R. (2020). Attitudes towards cheating behavior during assessing students' performance: student and teacher perspectives. *International Journal for Educational Integrity*, 16(1), 1–28.
- Winaya, I. M. A., Mahendra, P. R. A., & Suastika, I. N. (2021). Pengembangan Instrumen Penilaian Sikap Sosial Siswa Berbasis Google Form Pada Kegiatan Belajar Dari Rumah Siswa Sekolah Dasar Di Masa Pandemi. *Jurnal Komunitas Yustisia*, 4(2), 626-634.
- Zhong, B. L., Luo, W., Li, H. M., Zhang, Q. Q., Liu, X. G., Li, W. T., & Li, Y. (2020). Knowledge, attitudes, and practices towards COVID-19 among chinese residents during the rapid rise period of the COVID-19 outbreak: A quick online cross-sectional survey. *International Journal of Biological Sciences*, 16(10), 1745–1752.
- Zuliani, D., Florentinus, T. S., & Ridlo, S. (2017). Pengembangan Instrumen Penilaian Karakter pada Siswa Kelas IV Sekolah Dasar. *Journal of Research and Educational Research Evaluation*, 6(1), 46–54.