

## Implementation of Affective Assessment in History Learning 2013 Curriculum for Class XI IPS at SMA Negeri 3 Temanggung

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### Abstract

The research problems in this study are exploring the history teacher in SMA Negeri 3 Temanggung understanding of affective assessment, examining the implementation of affective assessment by History teacher in SMA Negeri 3 Temanggung, studying problems in the implementation of affective assessment in SMA Negeri 3 Temanggung for History subject. The research employed a descriptive qualitative research method. The interviewees are a History teacher for XI social science class, the vice principal for curriculum, and some XI social sciences graders from SMA Negeri 3 Temanggung—the data collection technique employed observation, interview, and documental study. The validity test is done through source and technique triangulation. Based on the study, it is understood that history teachers' understanding of authentic assessment could be higher. This is proven by the dissents in understanding the definition of authentic assessment, the characteristics, assessment forms, assessment techniques and instruments, and the objective of the authentic assessment. The authentic assessment implementation has yet to be adjusted with the lesson plan, for some practical assessment forms, such as peer assessment, have yet to be implemented. The obstacle in assessing history teachers in SMA Negeri 3 Temanggung is that the 2013 curriculum affective assessment needs to be simplified.

**Keywords:** *Affective assessment, History Learning, 2013 curriculum*

### Introduction

The ability of graduates of a certain level of education by the demands of implementing a competency-based curriculum covers three domains, namely thinking abilities, work skills, and behavior. Affective abilities relate to interests and attitudes, which can take responsibility, cooperation, discipline, commitment, self-confidence, honesty, respect for other people's opinions, and the ability to control oneself. Everyone feels that Effective issues are essential, but implementation still needs to be improved. This is because designing to achieve affective learning goals is more challenging than cognitive and psychomotor learning. Education units must design appropriate learning activities to attain practical learning objectives. Every subject

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Should demand all three domains. History is no exception. History subjects that study events that occurred in the past. History is a story about human life in the past, which is arranged systematically, chronologically, and objectively based on credible evidence. History is not only a story related to what, who, when, and where but also a story that tries to explain how and why events happened (Pramono, 2014; Yunita, 2017). According to Suryadi (2012), there are many problems related to learning history in this country, such as the label of being boring, unpopular, inferior, confusing, marginalized, and not promising for the future.

Most students still consider learning history tedious, monotonous, less enjoyable, and for various other reasons. It is not uncommon for students to prefer sleeping rather than listening to the teacher present the material. This happens because teachers still dominate students and encourage students to be passive. However, it is not uncommon for teachers to complain about low student interest. The problems students and teachers face show that both learning actors experience problems whose source stems from the interaction process. Studying history is the door to learning and finding wisdom in what has happened. Thus, the history learning process in schools must also be encouraged to create situations that can foster historical awareness (Sayono, 2013). According to (Utomo, 2010; Wildan, 2017), quality history learning is one of the hopes and targets that teachers, students, and schools as educational institutions always pursue, in addition to quality learning in other fields of study. Quality as a target requires systematic management in learning, starting from the planning, implementation, and evaluation stages, which we know better as educational management. Therefore, improving quality education can be seen through evaluation or assessment.

The National Education System Law number 20 of 2003 explains that evaluation is carried out to control the quality of education nationally as a form of accountability of education providers to interested parties. With assessment, teachers can reflect and evaluate the quality of the learning that has been carried out and, at the same time, obtain information about the level of competency achievement of students. The level of achievement of student learning outcomes must be assessed or measured using appropriate and accurate instruments or measuring tools. Appropriate means that the instrument or measuring tool used to assess student learning outcomes is by what is to be measured or assessed, namely by the characteristics of the material or the demands of specific competencies. One of the characteristics of the material is the affective aspect (Kunandar, 2015). In learning, evaluation is critical. Besides being a benchmark for students in achieving learning goals, evaluation is also used to measure the teaching program's success. In the 2013 curriculum, assessment standards must be met;

according to the Ministry of Education and Culture's Regulation, educational assessment standards are criteria regarding mechanisms, procedures, and instruments for assessing student learning outcomes. Minister of Education and Culture Regulation Number 23 of 2016 explains that there are several assessment criteria. However, one of the emphases of the 2013 curriculum is authentic assessment. According to (Kunandar, 2015 Abdi, 2020), the affective domain is related to attitudes and values. There is an assumption that a person's attitude towards something can be influenced by the knowledge a person has about that something. Thus, attitudes and knowledge have a very close relationship and influence each other. The affective domain cannot be measured at any time (in the sense of formal measurement) because changes in behavior cannot change at any time. Changing a person's attitude takes a relatively long time (Tausih, T. U, 2021; Saftari et al., N, 2019)

(Zaenal Arifin in Sukanti, 2011; Riscaputantri et al., S, 2018; Imtihan et al. N, 2017) Explains that two aspects of affective assessment must be assessed. First, the affective competence to be achieved in learning includes the levels of response, appreciation, assessment, and internalization. Second, students' attitudes and interests towards subjects and the learning process. In the learning process, there are four critical affective characteristics: attitudes, interests, self-concept, and values (Nugraheni et al., D, 2021). Several components must be considered in an evaluation, including the evaluation objectives, evaluation models and types, evaluation objects, evaluation instruments, and data sources, all of which have been prepared at the evaluation planning stage. A teacher must conduct evaluations correctly so that educational administration can be fulfilled. So far, obstacles have been encountered in implementing evaluations, especially seen from the mechanism for preparing attitude assessment instruments for students, developing assessment instrument items, implementing assessment techniques, and determining the type of assessment (Anis et al., F, 2021). Then, regarding the attitude assessment mechanism, teachers still experience obstacles. According to research by Tati Fauziah and Tuti Alawiyah (2016), the problem with implementing the 2013 Curriculum is that many types of assessment make teachers less than optimal in assessing the student learning process. Teachers consider this authentic assessment complicated and difficult, especially in the affective domain, which requires a relatively long time and is carried out simultaneously with the learning process (Imtihan et al., 2017). This change in the learning paradigm in the 2013 Curriculum has created problems for teachers. Many teachers practice assessment only to assess knowledge, whereas, in the 2013 Curriculum, teachers must carry out assessments on aspects of knowledge, attitudes, and skills (Setiadi, 2016).

Educators' assessment of learning outcomes is intended to measure specific competencies or abilities regarding activities carried out in learning activities. The obstacles teachers face in the 2013 curriculum are that the 2013 curriculum is new, so teachers have not mastered it well, especially in assessing student attitudes (Calista, 2019; Kusumawati, 2014). The 2013 curriculum emphasizes activity and field material, so teachers must have high skills in assessing student attitudes so that teachers face various obstacles in its implementation (Efendi et al., H, 2021).

The results of the initial interview with the history teacher at SMA Negeri 3 Temanggung admitted that he still had difficulty understanding the 2013 education curriculum and was still used to the previous curriculum system, especially in terms of assessing students. The large number of assessments makes teachers less than optimal in assessing students' learning processes, especially as this is accompanied by demands from teachers to change learning models. From these problems, it can be seen that authentic assessment in the 2013 Curriculum is not yet optimal. Hence, the author examines (1) How history teachers at SMA Negeri 3 Temanggung understand practical assessment in the 2013 Curriculum and (2) How effective history teachers assess SMA Negeri 3 Temanggung. 3 Temanggung (3) Why is the implementation of authentic assessment at SMA Negeri 3 Temanggung in History Subjects not yet running optimally?

### **Method**

This research aims to describe and analyze in-depth data regarding implementing practical assessments. Therefore, this research uses a qualitative approach with a descriptive method design. According to Kirk and Miller in Moleong (2002), qualitative research is a tradition in social science that relies on observing people and their regions and relating to these people in their language and terminology. With this approach, it is hoped that the analysis of affective assessment in history learning at SMA Negeri 3 Temanggung can be described carefully. Qualitative methods are used for several considerations. Firstly, adapting qualitative methods is more accessible when dealing with the realities faced by researchers in the field; second, this method presents directly the nature of the relationship between researchers and informants; third, this method is more sensitive and more adaptable to the many sharpening influences together and to the value patterns encountered (Moleong, 2002).

In this research, researchers will use ethnographic and phenomenological approaches. Ethnography is used because the researcher needs to describe how a group operates and explore

the behavior and problems they face. The core understanding of ethnography is culture. To understand a developing culture, ethnographers specifically spend time interviewing and collecting documents about the group being studied and collecting various types of information that are usually needed in ethnography by visiting research sites, observing the daily lives of individuals who live there, and collecting various kinds of materials (Creswell, 2014).

Ethnography describes culture and its aspects. Researchers use ethnographic methods to provide a portrait of school culture and the changes in behavior that occur. The research results are presented ethnographically so readers can feel themselves amid the school life. The ethnographic method is research that describes culture by studying and understanding views of life and cultural patterns in detail through people's ways of thinking, speaking, and behaving over time and space. This research took place at SMA Negeri 3 Temanggung. The informants in this research were history teachers, curriculum assistants, and students at SMA Negeri 3 Temanggung. Data collection techniques in this research used several methods, namely interviews with resource persons, observations of the implementation of learning, and document studies of planning, learning, and teacher assessment tools. Data validity uses source triangulation and technique triangulation. Data analysis uses interactive analysis with three stages: data reduction, data presentation, and conclusion.

### **Results and Discussion**

According to Fadlillah (2014), learning is a process of interaction between educators and students and students with students to obtain new desired knowledge using various media, methods, and learning resources that suit your needs. Through this process, it is hoped that students will be able to obtain various new information that will support their lives in the future. The practice in teaching at all levels of education is that children are given one set of assessments. Assessment is a form of teachers' sense of responsibility in their learning process (internal). It is held to monitor the success of the learning process, both for students and teachers (external). The assessment system applied in assessing children's learning outcomes in teaching history differs significantly from other lessons (Kasmadi, 1996).

Assessment is a series of systematic and continuous activities to obtain data and information about student learning processes and outcomes. Assessment is also used to collect data and information about strengths and weaknesses in the learning process as a basis for decision-making and improving the learning process. The aim of authentic assessment at SMA Negeri 3 Temanggung is to obtain an assessment of students who are who they are, and with what they are, teachers can ultimately assess their performance. If students are still unsuccessful, they

return to the teacher to change the method implemented so that authentic assessment can benefit teachers and students. The learning principles in the 2013 curriculum are not very different from those in the previous curriculum. The 2013 curriculum is a development of the old curriculum. It is just that what makes the difference is the emphasis on learning and the scope of material given to students. The 2013 curriculum seeks to combine attitudes, skills, and knowledge. Attitudes and skills are more of a priority than knowledge. The hope is that these three abilities can work in balance and tandem so that learning achievement can be maximally successful. Several indicators can be used as a reference for assessing attitudes. Indicators are the most crucial thing because indicators are the results to be achieved in learning.

Affective assessment indicators at SMA Negeri 3 Temanggung are handed to each teacher. Students must fulfill these indicators so that their scores can also be above the KKM because not only knowledge is assessed, but attitude assessment is also essential for students; if the attitude score does not reach the KKM, even though their knowledge reaches the KKM, the child may not be promoted to class. Apart from that, the indicators are also related to students' daily behavior and actions, including honesty, discipline, and politeness in their actions. Students must achieve these indicators to get grades and advance to class; apart from that, the main aim of this practical assessment is to change their thought patterns, act wisely and wisely, and be helpful to themselves, the school, and society. Assessments are carried out in all subjects, including history. History is a branch of science that examines society's origins, development, and role in the past based on specific methods and methodologies. This knowledge of the past contains wisdom values that can be used to train intelligence and shape students' attitudes, character, and personality. History subjects have strategic meaning in forming a dignified national character and civilization and forming Indonesian people with pride and love for their homeland (Aman, 2011).

The aim of the history learning at SMA Negeri 3 Temanggung is that students here hope to know their nation's history. Know that events in the past are interconnected and there is a cause-and-effect relationship from an event. An event will be a lesson for all of us, especially for the younger generation who must protect their nation from threats; they must be aware of history so that events in the past do not repeat themselves. Teacher professionalism and the need for quality education are increasingly demanded over time. In that context, teachers are one of the most essential things in improving education quality. This is because teachers are at the forefront and directly interact with students in class. Therefore, teachers are required to master and be skilled in matters related to the primary duties and functions of teachers. One of the

most essential duties of a teacher is the skill of assessing student learning outcomes. With assessment, teachers can reflect and evaluate the quality of learning that has been carried out and, at the same time, get information about the level of competency achievement of students, one of which is attitude assessment.

However, teachers must be prepared before conducting assessments in the 2013 curriculum, especially effective assessments. So far, teachers have received information and training from the District MGMP. Learning tools such as lesson plans and syllabi have also been adapted to the provisions of the 2013 Curriculum. The school has also provided information regarding implementing the 2013 curriculum to all teachers, including history. In carrying out a practical assessment, the teacher must first know the core of implementing the assessment, especially the attitude aspect; the teacher must understand how to carry it out. At SMA Negeri 3 Temanggung, history teachers still did not understand and comprehend the five stages or levels in the assessment. Affective. The Class XI History Specialization teacher has only just heard the five levels of the affective domain. Apart from the five levels or levels, the affective aspect assessment also has five characteristics: attitudes, interests, self-concept, values, and morals. These five characteristics are no less critical in implementing and assessing affective aspects because they are also a reference for teachers who conduct practical assessments in schools. However, in its implementation, teachers do not understand the characteristics of practical assessment.

Attitude assessment is an activity to determine students' behavior during and outside of learning, which is carried out to develop behavior according to character in the context of building students' character. Efforts to improve and foster the expected attitudes by KI-1 and KI-2 teachers must provide continuous habituation and guidance both in learning and outside of learning. The teacher must assess to determine the teacher's progress. In the attitude assessment, it is assumed that each student has good behavior. According to the expected indicators, the student's attitude value is good if no good or bad behavior is found. Very good or lousy behavior encountered during the learning process is entered into the teacher's journal or notes. Attitude assessment aims to determine students' spiritual and social behavior in daily life inside and outside the classroom as a result of education. Attitude assessment has different characteristics from knowledge and skills assessment, so the assessment techniques used are also different. Attitude assessments can be carried out during learning activities; for example, when discussing in a group, politeness can be assessed; when working in a group, responsibility can be assessed; and during presentations, self-confidence can be assessed. Apart from that, attitude assessments can also be carried out outside of learning activities; for example,

discipline can be assessed by observing students' presence and honest, polite, and caring attitudes, which can be observed when students play with friends. When carrying out practical assessments at SMA Negeri 3 Temanggung, teachers need to prepare everything that will be used in carrying out the assessment.

For example, materials, instruments, and so on. Teaching preparation is a part of the teaching program that contains discussion units to be presented in several face-to-face meetings. So far, affective or attitudinal values are still taken by observation in the classroom. Evaluating and assessing the affective aspects in the classroom is carried out using observation, observation, and direct assessment. For example, when learning starts, several students arrive late; the teacher will record the names of these students. The aspect assessed when evaluating the affective domain is attitude. The attitude of students in the school environment is not always paid attention to by History teachers at all times when they are at school but is paid attention to when students encounter teachers either in the classroom when participating in the teaching and learning process or when teachers see students who violate school rules. The attitudes that teachers pay attention to in the classroom are students' attitudes toward history subjects, teachers, and the teaching and learning process itself. Attitudes towards history subjects can be seen from students' preparation when participating in the teaching and learning process in class, namely by bringing history textbooks and notebooks. At SMA Negeri 3 Temanggung, the history specialization class does not yet have a guidebook, so students only prepare notebooks to take notes.

Students' attitudes towards the teacher can be seen when students pay attention to what the teacher says and are willing to carry out the teacher's orders when students make noise in class, which can disturb other students. Meanwhile, those interested in learning history want the teaching and learning process to run well. Apart from that, respect for the teacher and the teacher explaining the material in front of the class is also one of the attitudes assessed in the affective aspect. Researchers observed that several students in class XI IPS still lacked respect for their teachers. Some students do not listen to what the teacher tells them and are busy chatting with their friends. There were also those playing on cellphones, but some students diligently took notes on the teacher's explanations.

Attitudes toward the teaching and learning process can be seen from when the learning activity begins until it is finished; students who have a great interest in history lessons will look enthusiastic and actively participate in the learning process, while students who are not so interested will look passive or not even pay attention to the learning by making a fuss of



themselves, with his friend. At SMA Negeri 3 Temanggung, some students are still late for class; some are still talking to their friends alone.

Students who actively participate in learning ask and answer questions from the teacher. Some students are also willing to explain the answers to questions given by the teacher. Two students want to come forward to write down the teacher's answers. Two types of affective evaluation are carried out at SMA Negeri 3 Temanggung: process evaluation and learning outcomes evaluation. Process evaluation is carried out in classroom learning. The first process evaluation is the suitability of the clothes. The uniform worn must comply with school regulations. If there are students who are still wearing sports uniforms or other uniforms while studying, they will get points. Based on research that has been conducted, some students are still not very obedient in dressing. Their clothes were still out, and they did not wear ties.

The second evaluation process is student interest. For students whose positive interest in history lessons will be seen from the way they sit and their preparation when taking part in the lesson. Students interested in learning history will reflect those receiving lessons, for example, being calm and listening to the material presented by the teacher. Apart from that, preparation can be seen in students who will immediately prepare textbooks, notebooks, and stationery when learning begins. Research has shown that some students do not bring textbooks and do not bring the assignments that have been given. Apart from that, some students were caught sleeping while learning took place. Attendance in class will add value for students. Student attendance is one of the requirements for being able to take semester exams, and even if students are not present in class, they must provide a letter of permission from their parents as to why the student is not leaving. Apart from that, student attendance is not only seen from their arrival at school, but their arrival when taking part in learning is also assessed. From the research that has been carried out, some students are still late for class. They go to the canteen or toilet without permission from the class leader. Implementation of history learning carried out by history teachers at SMA Negeri 3 Temanggung.

### **Initial or opening activities**

The teacher always opens the lesson by greeting and asking the students how they are, then continues by attending to the students. This attendance activity is intended to check student attendance. It also aims to instill disciplined character, namely, attending class on time. The teacher always conditions the class so students are ready to receive history lessons. Next, the teacher conveys the main topics discussed at the meeting. Previously, teachers usually

reviewed or reviewed the material at the previous meeting. The teacher continues to link the material with students' knowledge as apperception in learning.

### **Core activities**

History learning is carried out using lecture and question-and-answer methods. After the teacher conducts an apperception, the teacher relates the material to the student's knowledge. The teacher relates what the students already know to the existence of temples in the Temanggung area. The material is delivered clearly, and the teacher's voice can be heard from the back of the class so that students sitting at the back can hear the teacher's explanation. Explaining the material is sometimes interspersed with jokes to attract students' attention. Students who lack focus in following history lessons are usually asked questions so that these students can be conducive and refocused in taking history lessons.

Learning history using the lecture method is accompanied by a question-and-answer method, so there is good interaction between the teacher and students. Apart from that, in between delivering the material, the teacher also inserts practical assessments and instills character values in students taken from the material. At the next meeting, the teacher divides the students into several groups. Each group gets a different topic. After the discussion is finished, each group is required to present the results of their group discussion. History learning using the discussion method can be used to assess student attitudes, such as their attitude of responsibility and cooperation towards students. Teachers can directly observe the attitudes shown by students while working together in teams/groups. The question-and-answer method teaches students to have democratic character values and accept other people's opinions. The question-and-answer method aims to train student activity and provide equal opportunities for passive students. Likewise, presentation methods can train students to have democratic, communicative, and creative characters. This is needed when carrying out practical assessments.

### **Closing activities**

The closing activity in history learning carried out by the history teacher at SMA Negeri 3 Temanggung is that the teacher reflects on the lesson material with the students, followed by the teacher and students together concluding the material that has been studied; the teacher also motivates the students always to be enthusiastic about learning. The teacher asks the students about things that need to be asked; if there are no questions, the teacher closes the teaching and

learning activity by saying a closing greeting. Based on interviews, learning history is not just material; cultivating character and values is also essential because if learning history is just material, history will be dead and useless. We must be able to learn the lessons that occur in an event as a reflection for us to live our lives in the future so as not to repeat the mistakes that occurred in the past. Apart from that, learning history can also foster a sense of nationalism so that students can appreciate the services of heroes, respect history, respect other people, and respect themselves. Learning activities are not only the process of delivering material from teachers to students, but in learning activities, there are several supporting factors to ensure a smooth teaching and learning process. These factors include learning resources, learning aids, and appropriate learning methods. These supporting factors are related and significant for the smooth learning process. Apart from being necessary for the learning process, supporting factors are also significant for the smoothness of the assessment or evaluation process for students.

Every process that goes through in life must have problems or obstacles. The history learning process also has obstacles experienced by teachers. The existence of these obstacles can hinder the progress of the learning process. Teachers experience various obstacles, including students' attitudes and responses to learning, availability of facilities and infrastructure, completeness of learning resources, etc. From one school to another, each school has its obstacles in the learning process and evaluation of history learning. Teachers experience various obstacles, including students' attitudes and responses to learning, availability of facilities and infrastructure, completeness of learning resources, etc. The obstacle in carrying out practical assessments at SMA Negeri 3 Temanggung is that sometimes, students do not show their true nature.

When in class, students may be busy joking with their friends, but it is not necessarily the case that the child makes noise in class. Meanwhile, for History Learning itself, the obstacle that occurs is the lack of information regarding the 2013 Curriculum, so implementation has not run optimally. The obstacles encountered are the students themselves. Many students have a wide social circle and are difficult to assess one by one. Moreover, the number of students is significant, and it is impossible to monitor all students 1x24 hours. The current situation of students is diverse and cannot be homogenized. The teacher also said that practical assessment in the 2013 Curriculum was very complicated and took a very long time and process to prepare observation sheets; besides, each teacher had to observe too many students, so the observations did not run effectively. Thus, it can be concluded that the obstacles experienced by history teachers at SMA Negeri 3 Temanggung are limited to students, namely that students' social interactions are widespread and cannot be prevented. It is also difficult for students to be given

adequate understanding so that their attitudes change. Apart from that, schools only have three years to form the character of students with different family backgrounds. It cannot be denied that the family is very influential in forming a student's character. So, people from different backgrounds will give different responses. Each class has a different difficulty level in carrying out practical student assessments.

The characteristics of different students influence this, so history teachers can only teach students in general and cannot supervise students at all times due to the limited time available at school. Teachers are only able to supervise students within the scope of the school. However, teachers still have to instill values so students can have good morals and behavior to respect others and respect themselves in living life now and in the future. Another obstacle in implementing practical assessment is the difficulty of teachers developing effective assessment instruments, determining assessment criteria, and the lack of teacher readiness to utilize questionnaires and assessment rubrics. The efforts made by the history teacher at SMA Negeri 3 Temanggung in overcoming the factors inhibiting the assessment of the affective aspect are to prepare everything as much as possible, such as assessing the affective aspect seriously, minimizing student cheating in carrying out the assessment, and giving direction to students so that do not cheat. Apart from teachers, schools also provide facilities needed by teachers; schools also constantly monitor teachers to evaluate teacher performance so that it gets better and makes teachers active and motivated in teaching. In addition, schools also play an essential role in implementing assessments in the 2013 curriculum.

The facilities provided by the school are also adequate so that the learning process runs smoothly; the facilities include various kinds of labs and comfortable classrooms, and each class is equipped with a projector and speakers to make the learning process easier. In implementing the practical assessment, the school also consults with other teachers, including subject teachers, homeroom teachers, and guidance and counseling teachers. If another teacher sees a student having problems, they will usually tell the other teachers to follow up if it has exceeded the limits. The school also implements a strict point system for students to control student behavior. The school also participates in the District History MGMP to give teachers insight into carrying out practical assessments.

### **Conclusion**

Based on research regarding implementing practical assessments in history learning in the 2013 Curriculum for class, The class XI specialization history teacher at SMA Negeri 3 Temanggung

does not yet understand the meaning and tools of practical assessment. The person concerned had just heard about the five adequate levels. In authentic assessment, the teacher should assess the final result and the assessment from the beginning, the process, to the end, or the final result. Apart from that, the lack of information teachers obtain makes it challenging to carry out practical assessments with all the provisions.

The implementation of the affective aspect assessment in History Learning Specialization for class Apart from that, each teacher has to observe too many students so that the observations do not run effectively. For example, in the RPP, the teacher has completed the RPP with guidelines for practical assessment in the form of peer assessment, observation, and direct observation. However, the teacher only conducts a practical assessment in class through observation, observation, and direct assessment of students. Assessment of affective aspects at SMA Negeri 3 Temanggung by observing students individually and assessing teachers.

The obstacles in assessing that history teachers at SMA Negeri 3 Temanggung encounter are that practical assessment in the 2013 Curriculum is very complicated and takes a very long time and process because it involves the behavior of each individual, each teacher has to observe too many students so that the observation does not work. Effectively. Another obstacle encountered is within the students because the students are still unstable and do not yet have a mature mindset. Teachers have not been able to implement practical assessments according to the provisions. For example, teachers have not been able to conduct peer assessments because assessing attitudes requires a long time and thorough preparation.

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