

**Teachers' Efforts to Overcome Barriers to Students' Affective Assessment in History Learning at SMA Negeri 2 Batang**Lisa Rismawati<sup>1</sup>, R. Suharso<sup>2</sup>**Abstract**

The objectives of this study: (1) Knowing the implementation of the assessment of the affective aspects of students in teaching history in the classroom. (2) Knowing the barriers the teacher faces in assessing students' affective aspects at SMA N 2 Batang. (3) Analyzing the teacher's efforts to overcome history learning barriers in assessing the affective aspects of students at SMA N 2 Batang. The results of this study indicate that in the process of applying the student's attitude values, the teacher found several barriers that occurred in the process of learning history. In accordance with the objectives of the 2013 curriculum, which focuses on student affective assessment, this assessment is still experiencing barriers in the assessment process, which is based on the background of the teacher and students. The assessment of the affective aspects of students is carried out by means of observations, journals, self-assessment, or among friends. To overcome these barriers, the teacher made several efforts, including that every teacher had tried their best to give the best to students. In addition, teachers conduct evaluations to continue improving their performance in conducting effective assessments; everything is prepared optimally to run smoothly.

**Keywords:** *Teacher Effort, Barriers, Affective, History Learning*

**Introduction**

A teacher is someone whom all students should admire and imitate. Digugu means that everything he conveys is always trusted and believed to be true by all students. All knowledge that comes from the teacher is used as truth that does not need to be proven or researched again. Apart from that, a teacher must also be imitated, which means that the teacher is a role model for all students, starting from how they think and speak to their daily behavior. So, in this case, the teacher has an extraordinarily dominant role for the students in his school. In professional development, teachers are required to have four competencies. These competencies are pedagogical, personality, social, and competence (Ahmad, Sodik, & Suryadi, 2014; Sodik, Suryadi, & Ahmad, 2014). In an education process, teachers are a very important component, apart from other components such as objectives, curriculum, methods, facilities and infrastructure, environment, and evaluation (Usman, 2007). Teachers are considered the most important component because they can understand, deepen, implement, and ultimately achieve educational goals. Teachers also play an important role in relation to the curriculum, where

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teachers are the ones who directly relate to students in teaching and learning activities in the classroom. Apart from that, teachers play an important role in terms of facilities, environment, and evaluation, where teachers can use them as educational media directly for their students (Musfiquon, 2012). Throughout history, teachers have always had a unique relationship with their students. These relationships can be categorized into instructional, emotional, and spiritual. These three relationships have different implications for one relationship and another. These relationships are eternal, temporal, and only a moment in time. Each form has inherent advantages and disadvantages.

It cannot be separated from the relationship between teachers and students in the teaching and learning process in the classroom. Learning should be a priority, especially learning to look forward and anticipate reality. As a process, learning almost always has a large place in various scientific disciplines related to educational efforts, such as educational psychology and learning. Therefore, it has an important role and the largest part of research efforts and learning psychology experiments, which are directed at achieving a broader and deeper understanding of the process of human change. This is becoming increasingly important for children and teenagers who live in an era of globalization, which demands openness and flexibility in thinking as well as the ability to solve non-routine problems critically and creatively. Certain skills are required to prepare students to be able to compete at national and international levels in the development of science. The essence of education is to provide an environment that allows each student to develop their talents, interests, and abilities optimally and completely, including cognitive, affective, and psychomotor.

Every subject should require these three aspects, including history subjects. History subjects are subjects that study events that occurred in the past. History is a story that tells about human life in the past, which is arranged systematically, chronologically, and objectively based on credible evidence. History is not just a story related to what, who, when, and where, but rather a story that tries to explain how and why events happened (Pramono, 2014).

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 (Utomo, 2010, 2015). There are many problems related to studying history in this country which we often see, namely that studying history is boring, there is only memorization in it, it is not liked, it is confusing, and it always talks about the past. Learning history is considered

by most students to be just a boring lesson and watching in practice, so it is less fun when learning in the classroom. In fact, not infrequently, we can find students choosing to sleep rather than having to listen to the teacher delivering material in front of the class. This is what encourages students to be passive, so it is not uncommon for some teachers to complain about this problem where students' lack of interest in studying history is low. The problems teachers and students face show that both learning actors experience problems that originate in the interaction process. Teachers who only use monotonous lecture learning strategies that are repeated repeatedly make students feel bored when learning history (I. Widja, 1989; I. G. Widja, 1989).

A benchmark to determine the extent of student success in the learning process is assessment. With the assessment, teachers can reflect on the quality of learning that has been implemented and obtain information about the level of student competency achievement. Student assessment aims to see the extent of the student's learning process and progress and increase the effectiveness of learning activities in the classroom. Therefore, assessment of student learning outcomes is carried out continuously, covering all aspects of the student's self, both from cognitive, affective and psychomotor aspects according to the subject's characteristics. In fact, most previous research only discussed cognitive aspects, even though if we observe that these three aspects are related to each other. Students must equally have these three aspects within themselves, so they can achieve better learning outcomes. After these three aspects have been fulfilled, as a teacher, you can find out to what extent students have achieved learning outcomes through a comprehensive evaluation, which includes the learning process and outcomes and insight into the students' knowledge, attitudes, and social skills. For this reason, students are expected to not only master cognitive aspects but also be able to develop affective aspects and psychomotor aspects.

However, the assessment of learning outcomes that is carried out makes teachers experience difficulties in carrying it out even though the procedures are correct. This condition occurs because the lack of socialization they receive has not been fully studied. As a teacher, you must pay attention to and understand the character of each student during the learning process regarding these three aspects. In practice, this affective aspect has not received full attention from the teacher compared to the cognitive and psychomotor aspects, which were first implemented by the teacher. Affective measurements cannot be carried out at any time because changes in a person's attitude can change and require a relatively long time. Likewise, the development of interests appreciation, and values (Arikunto, 2009).

The implementation of the 2013 curriculum aims to produce students who are productive, creative, innovative, and effective through strengthening attitudes, including religiousness, honesty, discipline, courage, responsibility, helpfulness, respect for others, good manners, independence, and cooperation as well as having the right skills and knowledge. integrated and of noble character. Elements of changes to the 2013 curriculum include changes to graduate competency standards, process standards, content standards, and assessment standards. Significant differences between the 2006 KTSP and the 2013 curriculum occur mainly in the learning process, which includes planning, implementation, and assessment (Setiadi, 2016). Assessment in the 2013 curriculum is more complicated than the previous curriculum, and the methods used to convey what is taught are not effective or even inappropriate to what is taught (Muhtar, 2014; Rianti, 2016; Slameto, 2015).

Moreover, with the 2013 curriculum implemented so far, teachers have not been able to implement it well, especially in assessing student attitudes. This curriculum emphasizes students' activeness in solving problems they face independently. For this reason, teachers must have high skills in assessing student attitudes, which is one of the obstacle factors faced by teachers in carrying out these assessments. Apart from that, the implementation of the assessment must also be carried out correctly and authentically by the teacher so that educational administration can be fulfilled. The obstacles felt by teachers in assessing student attitudes can be seen from the mechanism for preparing attitude assessment instruments for students, the development of assessment instrument items and the techniques applied in the assessment. These many obstacles make teachers less than optimal in assessing students' learning processes.

In fact, the government has overcome education problems through several things, such as improving the quality of teachers, changing and improving the curriculum and providing educational facilities and infrastructure. But in reality, we still encounter problems faced by teachers and students. The teacher himself makes every effort to explain the material he is teaching to students so that they can understand the material presented by the teacher. In this case, students still experience learning difficulties, which has an impact on the implementation of assessments carried out by teachers. Therefore, teachers implementing the 2013 curriculum in schools have not been optimal; there are still obstacles, including obstacles in assessing attitudes, obstacles in preparing questions, and obstacles in applying attitude values. This is because the 2013 curriculum focuses on assessing attitudes, but with online learning, teachers cannot see directly the behavior of each student. From these problems, the assessment regarding the affective aspects of students is not yet optimal because there are still many

obstacles that teachers experience but teachers have not been able to find the right efforts to overcome these problems.

Thesis research conducted by Fuad Hasan which examines assessing affective aspects in history learning with the aim of finding out indicators of affective assessment in history learning, teachers assessing affective aspects in history learning, knowing the obstacles faced by history teachers in assessing affective aspects in students, knowing efforts history teachers in overcoming obstacles to assessing affective aspects (Hasan, 2015). Next is research from Hudiyatman which examines the obstacles experienced by teachers in formulating affective assessments, determining assessment specifications, writing affective domain assessments, determining the affective domain assessment scale, determining the scoring system, reviewing affective domain assessments. In this aspect, students are assessed to what extent they can internalize learning values within themselves (Nurmasyitah & Hudiyatma, 2016).

The next study from Ninit Indah Sari discusses the assessment of affective and psychomotor aspects in history learning. This research was conducted because seeing how important assessment is in history learning, especially assessing attitudes and skills for history subjects, the role of teachers in carrying out assessments is also very important (Sari, 2016). Previous studies have apparently not fully discussed teachers' efforts to overcome obstacles that occur in students' affective assessments. Therefore, it is very necessary to conduct a study on how teachers overcome the obstacles that occur in assessing students' affective aspects. Serious attention is needed in the process of instilling attitudinal values in students so that students have good behavior as a provision for life in society. Apart from that, in the process of instilling and assessing students' attitude values in history learning carried out by the teacher, several obstacles were found so that the process did not go well. By finding these obstacles, teachers must maximize their performance by trying several ways to overcome these obstacles so that they can be overcome, and the learning process can run smoothly without any further obstacles. The offer to solve this research problem is that there are not many studies on teachers' efforts to overcome barriers to students' affective assessment in history learning. This also happened at SMA Negeri 2 Batang, the process of implementing the affective assessment still found several obstacles in its implementation. The learning conditions at SMA Negeri 2 Batang found many problems, one of which was that some students still lacked self-awareness. Hence, their attitudes were still difficult to regulate and did not comply with school regulations.

SMA Negeri 2 Batang was chosen as the research location because, at that school, there had yet to be research on teachers' efforts to overcome obstacles that occurred in assessing students' affective aspects because most of them were studied from cognitive and psychomotor aspects.

History teachers at SMA Negeri 2 Batang still lack understanding regarding practical assessment, so every teacher experiences obstacles in the implementation process.

The purpose of this research is to determine the implementation of assessing students' affective aspects in learning history in the classroom, to find out the obstacles faced by teachers in evaluating students' affective aspects at SMA N 2 Batang, and to analyze teachers' efforts to overcome the barriers to learning history in assessing students' affective aspects at SMA N 2 Batang.

### **Method**

In studying teachers' efforts to overcome barriers to students' affective assessment in history learning at SMA Negeri 2 Batang, researchers in this study used qualitative research methods with a case study approach. The choice of case study here emphasizes understanding the problem being studied (Moleong, 2013; Sugiyono, 2013). Therefore, the case study method is carried out intensively, in detail, and in-depth regarding a particular symptom or phenomenon with a narrow scope. Even though the scope is narrow, the dimensions explored must be broad, covering various aspects so that not a single aspect is left behind. A case is a special phenomenon that exists in a bounded context, even though the boundaries between phenomenon and context are not completely clear. The case can be an individual, a role, a small group, an organization, a community, or even a nation. Cases can also be in the form of decisions, policies, processes, or certain special events. Several types of units can be researched in the form of case studies: individuals, characteristics or attributes of individuals, actions and interactions, legacy or artifacts of behavior, settings, and specific events or incidents.

This research uses 3 data sources, namely (1) informants, (2) documents, and (3) observations (Miles & Huberman, 2007). The informants used in this research were (a) History subject teachers at SMA Negeri 2 Batang, namely Nurrochim, Sri Widiastuti, and Wikky Zandagi. (b) Representative for Curriculum, namely Hanjar Giri A. (c) Representative for SMA Negeri 2 Batang students, namely Rakhmaannisa Ajeng A, Nabila Amalia, M. Hendrianto, Khoirul Reza Al Haris, Cindy Triwidowati, Dita Astriyani, Liling Puspitasari, Aditya Putra Permana, Rendi Amalia, and Wayan Putra. The technique used in this research is triangulation of sources and techniques. The facts observed in this research include teachers' efforts to overcome barriers to students' affective assessment in history learning at SMA N 2 Batang.

## **Results and Discussion**

### **Evaluation and Implementation of Affective Aspect Assessment**

Evaluation is the process of making decisions based on the assessment results (Widoyoko, 2010). In an effort to modify, innovate, and improvise effective history lesson materials, an appropriate evaluation model is needed for the effectiveness of history lesson materials. Evaluation in learning is carried out by teachers to determine students' abilities (Arikunto, 2009; Sudijono, 2016; Sudjana, 2007). So teachers must be able to carry out various evaluations to assess student attitudes and determine the extent of the student's abilities. Based on the results of observations and interviews with three history teachers at SMA Negeri 2 Batang, evaluations are always carried out on the use of the 2013 curriculum in their learning. Apart from evaluations, students are also given assignments in the form of project, practical, and portfolio assignments.

This affective assessment gets a larger portion than the cognitive and psychomotor assessments. With the implementation of the 2013 curriculum, the emphasis is more on assessing attitudes in accordance with the aim, namely instilling character and attitude education in students to become well-behaved individuals who are useful in social life. Implementing the affective aspect assessment at SMA Negeri 2 Batang is carried out through several methods: observation, direct observation and assessment, journals, and personal and peer-to-peer instruments based on the 2013 curriculum assessment guidelines. Usually, teachers first prepare questionnaires and observation guides to observe students' behavior. school environment, as expressed by Mr Nurrochim in an interview. For this reason, teachers must pay attention and really understand the following things:

#### **a. Stages of Affective Assessment**

Before carrying out an assessment, teachers must first go through several stages. The stages of affective assessment are:

##### **1. Planning**

The teacher carries out the planning process by compiling several attitude assessment instruments. These instruments include observation, journals, peer-to-peer, and self-assessment. Attitude assessment planning is carried out based on K1 and K2, where the teacher plans the attitudes that will be assessed in learning according to learning activities both during the learning process and outside the learning process. Next, the teacher determines attitude indicators and prepares an assessment format.

##### **2. Implementation**

After the teacher has planned, the teacher uses the instrument to carry out an attitude assessment, which will later be used as material to be processed in the data processing process, including:

- a) Observation: Used by teachers to observe or observe how students behave during the learning process, which includes responsibility, honesty, caring, cooperation, politeness, self-confidence, and discipline. The instrument used is an observation assessment.
- b) Journal: Teachers record student behavior that arises naturally, whether positive or negative, in journal notes for one semester, and the instrument used is a journal assessment.
- c) Between friends: The teacher asks students to assess other friends regarding competency achievement, and the instrument used is an assessment between friends.
- d) Self-assessment: The teacher asks students to assess themselves by stating their own strengths and weaknesses in the context of competence and the instrument used is self-assessment.

### 3. Processing

The results of the attitude assessment are summarized by the teacher at least twice a semester in the form of a description of the student's attitude scores as a report on the learning outcomes of the student's attitude scores for one semester.

#### b. Affective Assessment Indicators

Assessment indicators are the results you want to achieve in learning. Through the indicators applied by teachers to student participants, the aim is that students are expected to be able to achieve learning outcomes with good final grades. In the affective aspect, teachers use several indicators to assess students, including honesty, discipline, tolerance, activeness, cooperation, religiousness, nationalism, responsibility, politeness, self-confidence, thoroughness, perseverance, and so on. This is in accordance with what was conveyed by Mr Nurrochim.

#### c. Affective levels or levels

According to David Krathwol in Suryani, there are five levels of affective assessment aspects that are important for assessment (Suryani, 2012). The five levels include the following:

1. Receiving (receiving or attending). It is a person's ability to receive a stimulus correctly. This ability is related to the student's ability to accept things in the form of problems,



situations, symptoms, or others. Students will be guided by their teachers to be willing to accept the values taught and integrate themselves into those values.

2. Responding (responding). The abilities students possess in participating and having an interest in certain material. Students who are interested will participate actively in the learning process and have the motivation to provide responses during the learning process.
  3. Assess or appreciate (value). In this case, the ability is to apply values to something, such as expressing an opinion directly when it feels inappropriate. Then, carry out positive activities during the learning process. So here, students receive grades and are taught to judge what is good and bad for themselves.
  4. Organize or organize (organization). The ability to understand the differences in their environment because each child has a different understanding of the other is likely to cause conflict so that it can be resolved together.
  5. Characterization. The highest ability is because students have received learning that is lived out in everyday life. Everything that arises has formed a characteristic or pattern of life whose behavior is permanent and consistent. These values are reflected in the form of behavior.
- d. Affective Characteristics

In assessing the affective aspect, there are five characteristics: attitudes, interests, self-concept, values, and morals. These five characteristics are very important in carrying out effective aspect assessments, namely:

1. Attitude. Attitude is a tendency to act like or dislike an object. Attitudes can be formed by observing and imitating something positive, then through reinforcement and receiving verbal information. Changes in attitude can be observed in the learning process, goals to be achieved, firmness, and consistency towards something. For example, whether a student's attitude towards a subject is liked or not will be different; therefore, the teacher must make a learning plan including the student's learning experience, which makes the student's attitude towards the subject positive.
2. Interest. Interest is a high inclination towards something, where its intensity is the most important thing in interest. In general, interest includes affective characteristics that have high intensity.
3. Self-Concept. Self-concept is an individual's assessment of one's own abilities and strengths. This determination is very important because determining a student's career is by knowing one's abilities and weaknesses so that the chosen career is appropriate to

one's abilities. Besides, self-concept information is important for schools to provide students with appropriate learning motivation.

4. Value. Values are beliefs about actions, actions, or behaviors considered good or bad. For this reason, teachers must help students find and strengthen meaningful and significant values to gain personal happiness and make positive contributions to society.
5. Morals. Morals are something related to feelings of wrong or right regarding the happiness of other people or feelings regarding actions carried out by oneself. For example, deceiving other people, lying to others, or hurting others both physically and emotionally.

In accordance with the interviews conducted in assessing the affective aspects, some students thought that their teachers already understood the assessment of the affective aspects that were applied when learning history took place. After carrying out the teaching and learning process, the teacher assesses learning outcomes. Assessment is carried out to measure the success of learning carried out by the teacher as well as measuring the success of students in mastering the competencies that have been carried out. This student assessment is carried out in stages, not directly at one time, so it takes a long time.

In assessing the affective aspect, the benchmark for assessing the affective aspect lies in the indicators. If the indicators are appropriate and achieved, then the student has completed the learning process and can also be promoted to class, but if the student's score does not reach the KKM with the indicators not being met, then the student cannot be promoted to the next grade. Affective assessment or attitude assessment does not stand alone; it is basically integrated with the assessment of knowledge and skills. To carry out an affective assessment, it can be carried out anywhere. The most important assessment of the affective assessment is that it lies in applying affective values to society and is carried out on an ongoing basis.

In assessing the affective aspect, teachers at SMA Negeri 2 Batang do not have a special method for assessing the affective aspect, the same as other history teachers. In contrast to Mr. Nurrochim, he entered a kind of contract at the beginning of the meeting with his students in assessing the affective aspect. So if students have objections to the contract, they can discuss it together and take a middle point. Based on interviews, learning history is not just material but is also important in instilling attitudinal values in students. If you study history only with material, it will not be useful and will just look monotonous. As history teachers we must be able to teach and give good examples to students to take lessons from an event as a reflection for us to live our lives in the present and future so that we become individuals who can learn

from mistakes in the past without repeating them. Studying history is very exciting if we can imagine it as if we were experiencing it. Students will be interested in studying the history that occurred in the past if it is taught using appropriate learning methods. Apart from that, learning history can also foster students' sense of nationalism towards the country and appreciation of the services of the heroes who died defending the country at that time.

To achieve learning activities that can attract students' attention, teachers are supported by several supporting factors so that the teaching and learning process runs smoothly. These factors are learning resources, learning aids, and appropriate learning methods. These factors are related and very important for the smoothness of the learning process as well as the effective aspect of the assessment process. Apart from that, according to Mrs. Sri Widiastuti, there are also supporting factors that are equally important, namely that the teacher himself must be able to really understand affective assessment and must be able to understand the factors of the students themselves. Because basically, one student's attitude is different from another's.

### **Barriers Faced by Teachers in Assessing Students' Affective Aspects**

Every learning process will encounter obstacles that occur that hinder the learning process. Likewise, in history learning there are also obstacles experienced by teachers which hinder the progress of the history learning process. Various kinds of obstacles experienced by teachers usually occur in students' attitudes and responses in learning, availability of facilities and infrastructure, completeness of learning resources and so on. Each school has different obstacles to each other in the learning process and evaluation of history learning. With the 2013 curriculum implemented, teachers must maximize students' affective assessments in addition to looking at them from a cognitive and psychomotor perspective. Every teacher has almost the same problems experienced during the history learning process. With the online learning system, teachers experience difficulties because they cannot directly see the behavior of the students themselves.

Based on the results of the interview, there are obstacles experienced by teachers in the affective assessment process. Mr. Wikky Zandagi said that the obstacles faced during offline learning regarding the affective aspect are, first, the large number of classes obtained. Second, effective assessment requires continuous time. Meanwhile, online, teachers cannot directly see student behavior during the learning process. Like what Mr. Wikky Zandagi said, Mrs. Sri Widiastuti also stated that the obstacles faced in terms of student discipline in participating in learning both online and offline are still low. One-third of the students are not disciplined, such as skipping classes because they forgot, overslept, and helped their parents. Maybe this happens

because of the students' lack of interest in learning history, which is sometimes boring and requires a lot of memorizations. During online time, the teacher usually gives an estimated time to enter the offline or online class of 15 minutes if more is considered absent. The awareness of the students themselves is also lacking, which has an impact on less activeness in learning. Apart from that, it is still difficult to understand the character of the students themselves, as each student has a different character, especially with the large number of students. Secondly, affective attitudes are related to the child's behavior and actions in everyday life; for example, whether he is honest or likes to lie and whether he has good manners in behaving, I don't know for sure, especially when students are outside of class hours and at home.

Mr. Nurrochim's addition regarding the obstacles in affective assessment lies in teachers' lack of understanding in exploring affective assessment, especially for new teachers so their preparation and planning are not optimal. From the results of interviews obtained with the three teachers, it can be concluded that every assessment must have obstacles to be faced, but teachers must be able to overcome these obstacles so that it does not become a protracted problem.

Apart from that, in cultivating attitudinal values, students also experience many obstacles due to their social interactions outside the school environment. Such associations are sometimes brought into the school environment so that they spread and impact other students. As stated by Mrs. Sri Widiastuti, students who are in the wrong company are quite difficult to manage. Sometimes, they don't respond to reprimands or whatever. The school has also asked for help from homeroom teachers and guidance counselors and even parents, but still. Even so, teachers still must teach and practice instilling attitude values in their students by always giving good examples to their students. So that gradually students' thoughts can change to become better individuals (N & Sofyan, 2016).

### **Teachers' Efforts to Overcome Barriers to Affective Aspect Assessment**

In every process that is undertaken, the path is always not easy, there will be obstacles, whether from within oneself or from other people. However, we must overcome and find a way out to resolve the obstacles that occur which hinder us in carrying out a process. As is the case when assessing affective aspects, teachers will experience obstacles that occur during the learning process. For this reason, teachers must be able to make various efforts to overcome obstacles in assessing these affective aspects. Teachers' efforts to overcome obstacles are very important at SMA Negeri 2 Batang, and they have ways to overcome these obstacles, as said by the three history teachers here.

According to Mrs. Sri Widiastuti, to overcome obstacles, every teacher has tried well to give the best to his students. Always remind students to speak directly to their students. While online via chat or telephone, sometimes, if a student is very difficult to manage, the teacher usually asks for help from the guidance counselor or homeroom teacher to give advice or a warning. Apart from history teachers who assess themselves, they are also assisted by guidance and counseling teachers and homeroom teachers in the process of assessing students' affectivity. To overcome obstacles, support from the school is also very necessary in the affective assessment process. Because the support and role of schools are really needed, it can be useful for teachers in simplifying and expediting the learning process and the assessment process for students.

Based on an interview with the Curriculum Representative, Mrs. Hanjar Giri A, she stated that the school's support for success in instilling attitudinal (affective) values in school learning is very supportive. The environmental conditions around the school also support the learning process and the assessment of affective aspects or attitudinal values. We support the environment around the school for calm learning. Because the school always makes learning efficient both offline and online to ensure the learning process runs smoothly. As Mr. Nurrochim said, he said the same thing, that there is a lot of support from schools. Apart from providing strengthened coordination with guidance and counseling teachers, homeroom teachers, and parents for students who do not comply with school regulations, schools carry out a kind of monitoring of teachers to evaluate the performance of the teachers themselves. Are there any obstacles so that learning runs smoothly and there are no more obstacles? Schools also provide facilities in the form of rules or regulations that must be obeyed by students so that students are able to remember the rules and foster a disciplined attitude. The efforts made by the history teacher at SMA Negeri 2 Batang to overcome factors inhibiting the assessment of the affective aspect are by making the best possible efforts from preparation to implementation, taking a continuous approach to students in groups and individually by providing advice and motivation so that students Have thoughts about changing to be a better person.

### **Conclusion**

Based on the results of research regarding teachers' efforts to overcome obstacles to learning history at SMA Negeri 2 Batang, a conclusion can be drawn: the process of implementing effective assessment at SMA Negeri 2 Batang is based on the 2013 curriculum guidelines. Assessment is carried out through several methods, namely observation, journals, and personal and interpersonal instruments. Friend. Affective assessment is an assessment of student

attitudes, which, in its application, is based on societal values. Through affective assessment, teachers can see students who are better, good, adequate and less good so that later they can understand the character of each student.

The obstacles faced by teachers in assessing affective aspects are still difficult for both teachers and students. Teachers' understanding of affective assessment in accordance with the 2013 curriculum still experiences several obstacles, namely preparation for assessment instruments takes a long time, the large number of classes taken, affective assessment requires continuous time, teachers' limitations in seeing student behavior, awareness of students' attitudes and discipline is still low, and student interactions which have an impact on other students, students' attitudes and discipline are still low.

Teachers' efforts to overcome obstacles in assessing affective aspects are that every teacher has tried well to provide the best for students. Always remind yourself continuously to provide advice and motivation to become a better person in the future. Apart from that, teachers carry out evaluations to continue to improve their performance in carrying out effective assessments; everything is prepared optimally so that it runs smoothly. Teachers also provide special treatment by approaching students who do not comply with the rules with students who obey the rules. There is also support from various parties, such as guidance and counseling teachers, homeroom teachers, and parents. Usually, the school strengthens coordination with these parties to hold meetings.

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