

DEVELOPMENT OF INSTRUMENTS FOR ASSESSING STUDENT POLITENESS

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Abstract. The purpose of this study was to create and develop an instrument for assessing student politeness that was appropriate and tested for validity and reliability. The method used in this research was Research and Development (R&D). This research was conducted at SMA Negeri 1 Gambut, Banjar Regency, South Kalimantan, with a random sample of 200 people. The data collection technique was in the form of a questionnaire using the Google Form application. To produce an instrument for assessing the politeness of quality students, a validation test was first carried out which was carried out by three experts, namely one linguist, and two education practitioners, namely the Civics teacher and the Counseling Guidance teacher. Data analysis used the SPSS version 23 program. Through the Product Moment test, 18 valid instruments were obtained (r_{count} value was $0.138 > r_{\text{table}}$) with very high reliability value category (with cronbach's alpha $0.96 \geq \alpha$ (0.6)). Thus, the 18 items of the instrument

had the eligibility to assess the polite attitude of students, especially at Peat State High School, Banjar Regency, South Kalimantan.

INTRODUCTION

Education is one of the assets that can support the progress of the nation (Meylani, 2022). Through good education, good generations will also be born (Tiara & Sari, 2019). With education, humans can develop their potential through the learning process (Fitri, 2021). The implementation of the learning process cannot be separated from the assessment of learning outcomes. In the 2013 curriculum, learning does not only focus on knowledge but also on attitudes and skills (Safitri & Harjono, 2021) and assessment must be carried out thoroughly, in order to describe the condition of students as a whole (Astuti & Darsinah, 2019).

Referring to the 2013 curriculum, there are four core competencies that must be assessed by a teacher, and one of them is the competence of social attitudes. One indicator to measure social attitudes is politeness. Politeness can be interpreted as an orderly attitude and behaviour with the customs, rules and norms that apply in society (Kuntoro & Wardani, 2020). Embodiment of polite attitude through individual behaviour respects others through communication using polite language and not demeaning others (Faizah et al., 2021). Politeness can also be interpreted as the manners of someone who respects and has good

manners (Putri et al., 2021). Meanwhile, according to Chazawi (Kholifah & Naimah, 2017). Courtesy is a simple word that has many meanings and contains positive values which are reflected in positive behaviour and actions. The character of good manners can be interpreted as an attitude of respect for someone who is equal, older, or below him who has good manners or can be said to be a reflection that is instilled in the student through speech or behaviour. Politeness is an attitude of obedience, respect and civility (Pustikasari, 2020).

In today's era, many students are critical but less polite and more emotional. Forms of negative student behaviour that often occur include mocking friends, behaving impolitely, bullying, cursing, being emotional, fighting, and so on (Sumandya et al., 2022). The reality that is happening now, manners are starting to erode little by little along with the times, children have left the culture of courtesy a little (Lestari, 2022). To determine student competence in the attitude aspect, an assessment must be carried out, as in the cognitive and psychomotor domains. However, in fact, some teachers do not carry out the assessment of aspects of attitude as they should because they experience difficulty in giving an assessment (Sanjaya Putra & Renda, 2022). Assessment and learning are two things that cannot be separated, but currently teachers are still having difficulties in compiling instruments and carrying out authentic assessments, especially in the realm of attitude (Ramadan & Hastuti, 2021). The implementation of the attitude assessment is not maximized because the teacher only observes student attitudes without referring to standard instruments (Wulandari & Radia, 2021). Attitude assessment is a complex activity, because it is related to values that are difficult to measure (Kusaeri, 2019).

The results of attitude assessment must be understood as a process not as a result of an instant learning process assessed by educators every time they complete the learning process. Therefore, attitude assessment is an accumulative process of student behaviour over a certain period of time (Mawardi, 2019). Goleman (Iwan, 2020) stated that the quality of character is important in determining a person's success while intellectual qualities only contribute about 20% of a person's success. Attitude can be called a determinant of success in learning in the classroom (Muhardjito & Harsiati, 2016). The implementation of attitudes in schools can be one of the problem solving human resources (Siregar et al., 2021). Therefore, in carrying out teaching and learning activities, student competency in the attitude aspect cannot be ignored.

Based on the results of observations and initial interviews that were conducted by one of the Counseling Guidance teachers at 1 Gambut State Senior High School, it was stated that attitude assessment had been carried out since then until now. However, currently the assessment is left to each subject teacher to assess students' attitudes which is generally done through observation during the teaching and learning process, but not using the instrument as it should. The assessment of the attitude domain is not maximized because the teacher only observes students' attitudes without referring to standard instruments (Wulandari & Radia, 2021). A similar statement was made by the teacher in the field of Pancasila and Citizenship Education that so far he has always carried out attitude assessments, one of which is student politeness which is part of social attitudes (Widana et al., 2023). However, he stated that in carrying out attitude assessments, they did not use certain instruments, but only through cursory observations during classroom learning activities.

From the statement above, it can be said that teachers still do not have proper attitude assessment instruments, namely valid and reliable instruments. Even though schools implement the 2013 curriculum which should have valid and reliable assessment instruments

as tools used to assess student attitudes. Therefore developing a polite attitude assessment instrument is very important to do.

METHOD

This research was conducted at 1 Gambut State Senior High School, Banjar Regency, South Kalimantan. This study used a quantitative approach and the type of research used was research and development. The research and development procedure referred to the model developed by Borg and Gall with the following steps: (1) analysing potentials and problems; (2) collecting data; (3) designing products; (4) validating products; (5) making revisions; (6) conducting limited scale product trials; (7) revising products; (8) carrying out large-scale product trials; (9) revising the final product. The population of this study was all students of SMA Negeri 1 Gambut in the academic year 2022/2023, totaling 737 people. Of these, a sample of 200 people was selected randomly.

This study used an assessment instrument in the form of self-assessment sheets with a Likert scale with 4 alternative possible answers: Strongly agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS). Self-assessment statement items included positive and negative statements. Scores for positive statements were Strongly agree=4, agree=3, disagree=2, strongly disagree=1. Data collection was carried out using a questionnaire assisted by the Google form application.

Data processing used the SPSS version 23 program. To determine the validity of the instrument, the analysis used was Product Moment correlation by comparing the r-count value with the r-table value. If the r-count is greater than the r-table value, the results are declared valid (Puspasari & Puspita, 2022). While the reliability test uses Alpha Cronbach analysis. If the Alpha Cronbach value shows a number > 0.60 , it can be concluded that this variable can be said to be reliable.

RESULTS AND DISCUSSION

This research activity began with designing a product in the form of an instrument for assessing students' polite attitudes based on the results of problem and potential analysis which was carried out through interviews and preliminary observations in August 2022. The results of interviews with Civics teachers indicated that so far attitude assessment was carried out only through observation during the teaching and learning process, but did not use the attitude assessment instrument as it should, including in assessing student courtesy. Even though the assessment of any aspect should use appropriate instruments (tested for validity and reliability), so that the results of the assessment are more objective.

The attitude assessment carried out by the teacher on students' polite character values has not used proper or valid and reliable instruments, so it is necessary to develop appropriate instruments and test their validity and reliability so that they can be used to measure students' polite attitudes (Juliawan et al., 2020). Politeness contains 8 indicators which consist of: respecting elders, not saying rude and arrogant words, not spitting improperly, not interrupting conversations at inappropriate times, saying thank you when receiving help from others, smiling and greeting, asking for permission when entering other people's rooms or using other people's belongings, and treating other people as you want to be treated yourself.

To produce an instrument for assessing the politeness of quality students, a validation test was first carried out which was carried out by three experts, namely one linguist, and two education practitioners, namely the Civics teacher and the Counseling Guidance teacher.

Several improvements were made based on the results of the content validation test, including improvements to existing writing to suit the enhanced spelling and the sentence structure must match the correct structure. After revision according to expert input, a limited trial was carried out using the Google form application with the following link <https://forms.gle/aT1jdbfMc4arYT9d6>.

In a limited trial, samples set as many as 32 students. From the results of limited trials, it is known that out of 30 instruments, there are 12 instruments which are declared invalid, because it has a total r of 0.349 (5% significance level). Of the 18 valid instruments, an extensive trial was then carried out with a sample of 200 students via the Google form link <https://forms.gle/SAAhPRHbvgCbf55A>. The determination of the sample refers to Nunnally's opinion (Alwi, 2015) who stated that the size of the respondents in the trial was ten times the number of items in the measuring instrument.

Based on the results of the analysis of 18 items, using the product moment test it was found that all instruments were declared valid because all of them had r -counts > 0.138 as shown in table 1 below.

Table 1. Results of Testing the Validity of Broad-scale Instruments

No	Pearson correlation	Sig. Value (2-tailed)	No	Pearson correlation	Sig. Value (2-tailed)
1	0.673	0.000	10	0.759	0.000
2	0.843	0.000	11	0.863	0.000
3	0.731	0.000	12	0.749	0.000
4	0.678	0.000	13	0.859	0.000
5	0.887	0.000	14	0.831	0.000
6	0.795	0.000	15	0.779	0.000
7	0.748	0.000	16	0.783	0.000
8	0.630	0.000	17	0.892	0.000
9	0.679	0.000	18	0.797	0.000

All the 18 valid instruments are tested for reliability. Item reliability is expressed in Cronbach alpha reliability coefficient from 0 to 1.00. Items are declared reliable if the cronbach alpha numbers are ≥ 0.6 and $\text{sig} \leq 0.5$. The reliability test results show a Cronbach alpha value of 0.961 which is shown in table 2 below.

Table 2. Wide Scale Reliability Test
Reliability Statistics

Cronbach's Alpha	N of Items
.961	18

The benefit of a reliable attitude assessment instrument is a measuring tool that can provide constant results, this instrument is able to show constant results in measuring the same event at different times (Kuntoro & Wardani, 2020).

Based on the results of the validity and reliability tests, 18 items of assessment instruments are appropriate to be used to measure the politeness of students at SMAN 1 Gambut. Descriptions of the 18 items can be seen in table 3 below.

Table 3. Politeness Assessment Instrument

No	Statement
1	I use polite language when expressing my opinion.
2	I use polite language when criticising friends when I make mistakes.
3	I listen when parents are giving advice.
4	I bow when I pass in front of a teacher/older person.
5	I pay attention when the teacher explains the lesson.
6	I express gratitude when I receive help from others.
7	I say hello when I meet the teacher.
8	I said hello when I enter the house.
9	I greet my parents when I leave for school.
10	I smile when meeting with friends.
11	I appreciate guests in the house.
12	I apologise if I do something wrong.
13	I say hello as I enter the teacher's room.
14	I hand over everything to others with the right hand.
15	I accept other people's gifts with my right hand.
16	I raise my right hand first if I want to ask the teacher during lessons.
17	I raise my hand first if I want to answer a teacher's question during class.
18	I treat other people well.

Based on the table above, 18 instrument items meet the requirements to be regarded as valid and reliable instruments for measuring the politeness of students at SMAN 1 Gambut. Being valid and reliable is the main requirement of an instrument suitable for assessment (Sudarsana et al., 2020). Referring to this opinion, the 18 items of the instrument politeness assessment are stated appropriate to be used to measure the politeness of SMAN 1 Gambut students which have been proven valid and trusted.

This study produces an instrument to assess students' politeness at the high school/equivalent level. The assessment instrument is designed in the form of a questionnaire with the aim of avoiding teacher subjectivity as an assessor and making it more practical to use. In addition, the assessment instrument is also developed with reference to the results of the needs analysis in the field, so that it can be a solution in overcoming the problem of assessing attitudes, especially in assessing students' politeness.

CONCLUSION

The product produced in this study is an assessment instrument to measure the politeness of students at school with a type of self-assessment and in the form of a Likert Scale. After going through a series of stages, through the Product Moment test, 18 valid instruments are obtained (r -count value is $0.138 > r$ -table) with very high reliability value category (with α $0.96 \geq \alpha$ (0,6). Thus, the 18 items of the instrument have the eligibility to assess the polite attitude of students, especially at Peat State High School, Banjar Regency, South Kalimantan.

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