

Assessment of the social attitude of primary school students

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Abstract

The implementation of Curriculum 2013 at primary school level brings about its own problems to teachers. A serious problem emerges in the assessment, especially the assessment of core competence for the social attitude aspect. This problem arises because social attitude has many dimensions and requires judgments in diverse forms. In addition, the assessment of social attitude is focused on the affective sphere. The objective of this research is to assess the social attitude of grade IV and/or V students of primary school using three integrated instrument models: self-assessment (SA), peer assessment (PA), and observational assessment (OA). This research employed qualitative approach. The respondents were 58 students chosen by using cluster random sampling and purposive sampling techniques. The data were collected through direct disclosure questionnaire and observation, and analyzed descriptive quantitatively. The results of the research are as follows: (1) the component of honesty attitude is in category A (entrusted); (2) the component of discipline is in category A (entrusted); (3) the responsibility component is in category B (developing); (4) the politeness component is in category B (developing); (5) caring component is in category B (developing); (6) confidence component is category A (entrusted); and (7) students' social attitude is mainly in category B (good) which indicates that most students have good social attitude.

Keywords: *assessment, social attitude, primary school*

Introduction

There are three domains of learning outcomes that a student achieves in a learning process, namely: cognitive, affective, and psychomotor domains (Krathwohl, Bloom, & Masia, 1973, pp. 6–7). Cognitive domain is the result of learning that has something to do with memory, ability to think, or intelligence. In addition, affective domain refers to learning outcomes in the form of sensitivity and emotion that deals with attitude, values, and interests, meanwhile, psychomotor domain is related to a certain skill or ability of motion (Kurniawan, 2014, pp. 10–12). As a result of learning, these three domains require assessment, including integrated thematic approach model. A successful learning is defined by

behavior (affective) as well as environment (Retnawati, 2016).

One aspect that requires assessment is affective domain. The characteristics of the affective domain are attitude, values and interests (McCoach, Gable, & Madura, 2013, pp. 7–24). The attitude referred to in this study is the social attitude of elementary school students. Social attitude is an affective domain that needs to be assessed using an appropriate instrument.

Social attitude can be seen as something associated to the attitude which is related to social conditions. It is an acquired tendency to evaluate social things in a specific way. It is characterized by positive or negative beliefs in, feelings of, and behaviors on a particular entity. It has three main components: emo-

tional, cognitive, and behavioral components. The emotional component is the feeling experienced in evaluating a particular entity. The cognitive component implies thoughts and beliefs adopted towards the subject, while the behavioral component is the action that results from a social attitude (Bernann, 2015, p. 13).

LaPierre in Azwar (2015, p. 5) contends his idea that social situation is an anticipatory pattern of behavior, tendency or readiness, predisposition to conformity in social situations, or simply social attitude is a response to conditioned social stimuli. In other words, social attitude is a pattern of behavior regarding conditioned social situations.

Ahmadi (2002, p. 163) writes that social attitude is the consciousness of an individual who determines the real, repetitive actions of the social object. Thus, social attitude represents a person's response to social objects. In line with this idea, Gerungan (2004, p. 161) proposes that social attitude is the same and repeated ways of responding to social objects. It leads to the repeated ways of behaving toward a social object. As stated by Soekanto (Supardan, 2011), social objects relate to interpersonal behavior or social processes. It involves relationships between people or groups in social situations.

Social attitude is a tendency to evaluate social things in a certain way. It plays an important role in children's development, because it shapes children's perceptions of the social environment and has a significant effect on behavior (Crano & Prislín, 2011, p. 19). Children who start interacting with the social environment will begin to have social attitude, and this also occurs in primary school-aged children.

Considering the various understandings above, the writer concludes that social attitude is the awareness of a person in acting repetitively in real life to determine the response to social objects in his or her relation with others. Social attitude encourages a person to do things in a certain way as a form of his or her reaction to social objects.

The evidence of children's behaviors these days is quite concerning. Primary school students are now generally less disciplined

than they used to, and they have low care and responsibility. It is not in accordance with the ideal affective development of primary students. Ekowarni (2009) contends that there are some values related to social condition that should be instilled in primary school students, including: politeness, caring, cooperativeness, discipline, humility, even-tempereness, tolerance, independence, honesty, confidence, toughness, positivity, fairness, peacefulness, perseverance, creativity, citizenship, responsibility, and sincerity.

In today's education practice, where social attitude actually becomes the core of education, the assessment has not yet been conducted. This is due to the teachers' limitations, especially in the assessment process. Teachers are more likely to spend their time on teaching regardless of the importance of making appropriate assessment. Stiggins's study shows that teachers should spend a third to a half of their available time to engage in assessment activities (Stiggins, 1999, p. 3). They are constantly making decisions about how to interact with their students, and decisions that are based on part of information that they collect about their students through classroom appraisals. In fact, they do not spend much time on assessment.

The results of a study conducted by Zuchdi, Prasetyo, and Masruri (2012, p. 68) show that the practice of assessing the learning outcomes especially in elementary schools, so far, is mainly focused on the cognitive assessment. The students' appreciation is shown by the rank and score in their examination. Although all educators know that the realm of education is cognitive, affective, and psychomotor (behavioral) aspects, in practice, the affective and psychomotor aspects are not given adequate attention, especially in assessing students (Khilmiyah, Sumarno, & Zuchdi, 2015). Teachers are not accustomed to assessing changes in the social attitude (affective spheres) of students of primary schools. This happens not because of the unwillingness of the educator, but because of the lack of educators' ability to describe the affective field of achievement indicators. As a consequence, the assessment does not reflect the students' overall abilities.

It is clear that the assessment of social attitude cannot be done in the same way as that of the cognitive domain (such as by giving questions). Assessment of social attitude is more directed to recording physical activities related to social interaction, not merely the ability to answer a number of questions given.

In the primary school education system which applies thematic approach, the social attitude aspect that is part of the affective domain must be assessed. This refers to the content standards in elementary schools that contain competence in social attitude reflected by the students showing honesty, discipline, responsibility, politeness, care, and confidence in interacting with family, friends, teachers, and neighbors and showing love to their own nation.

The existing assessment system is simple without sufficient indicators. The teachers have put more focus on the assessment of the cognitive aspect which has clearer construct and criteria, while the affective aspect has more complicated construct and the teachers have insufficient competence in designing the instruments of the assessment. Another obstacle is the fact that designing learning objectives in terms of affective aspects is more difficult than designing the cognitive and psychomotor aspects (Mardapi, 2012). In other words, the affective domain is difficult to define and assess because it is latent.

Based on the data collected by the researchers related to the assessment employed to assess the existing social attitudes, the models include observation methods (Syamsudin, 2015, p. 109; Waryadi, 2013, pp. 1–5), self-assessment of social attitude at the end of learning, and assessment developed by the teacher by referring to the technical guidance. These three assessments focus only on one method and tend to assess the apparent aspect of the student based on one point of view (teacher or student). This assessment also does not cover all of the aspects suggested in the core competencies of the social attitudes that the curriculum suggests. In addition, assessment which uses only one method will produce inaccurate conclusions on the social attitudes assessed.

Assessment of social attitude is often done at the end of an instruction, regardless of the process. This is done by the teacher as a routine and an attempt to execute the obligation. This kind of assessment produces only a visible social attitude at the end of learning. This will result in insufficient information, in which the results obtained are only viewed from one section of the lesson. Assessment should be done during the teaching-learning process, from the start to the end based on real or authentic condition.

In addition, an assessment applying three assessment methods (integrated) has not been conducted. Thus, this research is very important to do because by doing the assessment integrating self-assessment, peer assessment, and observational assessment, the results will be more adequate.

Method

This research is explorative descriptive research that describes the social attitude of elementary school students using three forms of self-assessment (SA), peer assessment (PA), and observational assessment (OA) instruments. The instrument validity was done using the confirmatory factor analysis (CFA), seen from the estimated loading factor per item. The result of the grain loading factor is between 0.31-0.99 (> 0.30) which means that the item in social attitude instrument (SA, PA, and OA) is valid. The use of validity criteria was seen at the loading factor of at least 0.30 as the consideration referring to Azwar (2015, p. 143). The Alpha Cronbach approach was used to estimate the reliability of the instrument, obtaining the reliability value between 0.788 and 0.886 (> 0.70). This requirement refers to Nunally (1981), Sunyoto (2012), and Mardapi (2017) who state that an instrument is said to be reliable when the combined coefficient of grains (alpha reliability) is 0.70 or more.

The population in this research was the students of elementary schools in Yogyakarta which have been implementing Curriculum 2013 for two years. A sample of 58 students of Kaliagung Elementary School in Sentolo, Kulonprogo Regency and Pakel Elementary School was established using the cluster

random sampling technique. The two schools were chosen because they have been implementing Curriculum 2013 based on thematic learning and conducting affective assessment.

The data were collected using questionnaires for SA and PA, and observation sheets for OA. The questionnaire and observation data were complementary and integrated. The data obtained were analyzed to describe the students' achievement in social attitude. The achievement in social attitude was divided into two parts: (1) achievement based on honesty, discipline, responsibility, politeness, care, and confidence components, and (2) the achievement of social attitude as the combination of all social attitude components, referring to the results of the social attitude of elementary students. There is also a categorization of social attitude as a whole by combining all of the three forms of assessment used in this research.

The data analysis was done through categorization of assessment results using score, average, and standard deviation. The data

were derived from overall scores obtained by the respondents. The data obtained were analyzed using the categorization suggested by Mardapi (2012) as stated in Table 1.

This categorization was used to assess the social attitude in detail based on the honesty, discipline, responsibility, politeness, care, and confidence components. This categorization also helps the teacher in monitoring the students' ability to absorb thematic learning outcomes especially in the affective aspect. The assessment result of each component was then continued with the assessment of the students' social attitude, which was the integration of all components.

To understand and interpret the assessment results of the social attitude using the three models in this research, the researcher made a description to get the understanding of the social attitude components performed by the students. The description helped the teacher to reveal the achievement of social attitude, as stated in Table 2.

Table 1. Categorization of components of students' social attitude

No.	Student's Score	Categorization of students' social attitude
1.	$X \geq \bar{x} + 1.SBx$	Entrust (A)
2.	$\bar{x} + 1.SBx > X \geq \bar{x}$	Developing (B)
3.	$\bar{x} > X \geq \bar{x} - 1.SBx$	Seen (C)
4.	$X < \bar{x} - 1.SBx$	Not yet seen (D)

Notes:

\bar{x} : the average score of all students in a class

SBx: standard deviation of the overall score of students in one class

X: score achieved by students

Table 2. Description of students' social attitude achievement

No	Assessed Aspect	Achievement	Description
1.		Entrust	Students consistently show social attitude (honesty, discipline, responsibility, politeness, care and confidence*) in daily life and interaction at school.
2.	Social attitude components (honesty, discipline, responsibility, politeness, care, and confidence)	Developing	Students often show social attitude (honesty, discipline, responsibility, politeness, care and confidence*) in daily life and interaction at school.
3.		Seen	Students start to show social attitude (honesty, discipline, responsibility, politeness, care and confidence*) in daily life and interaction at school.
4.		Not yet seen	Students have not yet shown show social attitude (honesty, discipline, responsibility, politeness, care and confidence*) in daily life and interaction at school.

*choose one based on the component being assessed.

Table 3. Categorization of students' social attitude

No.	Student's Score	Category of Social Attitude Achievement
1.	$X \geq X + 1.SBx$	SB (<i>Sangat Baik/ Very Good</i>)
2.	$X + 1. SBx > X \geq X$	B (<i>Baik/ Good</i>)
3.	$X > X \geq X - 1. SBx$	CB (<i>cukup baik/ Fair</i>)
4.	$X < X - 1. SBx$	KB (<i>kurang baik/ Poor</i>)

Notes:

\bar{x} : the average score of all students in a class

SBx: standard deviation of the overall score of students in one class

X: score achieved by students

Table 4. Description of the achievement of students' social attitude

No.	Assessed Aspect	Achievement	Description
1.		SB (very good)	Students are always honest during the learning process and social interaction, disciplined in daily life, show responsibility for the tasks and duties. The students are also polite to the teachers and friends, show care to others and environment, and also show high confidence in the class. All of those aspects are entrusted.
2.		B (good)	Students are often honest during the learning process and social interaction, disciplined in daily life, show responsibility for the tasks and duties. The students often show polite behavior to the teachers and friends, show care to others and environment, and also show high confidence in the class. All of those aspects are developed.
3.	Social Attitude	CB (fair)	Students sometimes show honesty during the learning process and social interaction, discipline in daily life, and responsibility for the tasks and duties. The students are sometimes polite to the teachers and friends, show care to others and environment, and also show high confidence in the class. All of those aspects start to emerge and be seen.
4.		KB (poor)	Students have not shown honesty during the learning process and social interaction, have not been disciplined in daily life, and have not shown responsibility for the tasks and duties. The students are less polite to the teachers and friends. They also have not given care to others and environment or performed high confidence in the class. All of those aspects are not yet seen or observed.

Students' social attitude (honesty, discipline, responsibility, politeness, care, and confidence) was derived from the categorization presented in Table 3. To figure out the meaning of the results of the social attitude assessment, Table 4 presents the description of each achievement.

The next assessment was a test to know the effectiveness of the assessment done. The effectiveness is based on the criteria suggested by four experts at psychometrics, assessment, thematic learning of primary education, and psychological counselor. The consultation also involved three primary teachers. The data

obtained were categorized and presented in Table 5 (Mardapi, 2012).

Table 5. Categorization of the instruments effectiveness

No.	Respondent's Score	Effectiveness Categorization
1.	$X \geq \bar{x} + 1.SBx$	Very Effective
2.	$\bar{x} + 1. SBx > X \geq \bar{x}$	Effective
3.	$\bar{x} > X \geq X - 1. SBx$	Fairly Effective
4.	$X < \bar{x} - 1. SBx$	Less Effective

Notes:

\bar{x} : the average score of respondents

SBx : standard deviation of the overall score of respondents

X : score achieved by the respondents

Findings and Discussion

The assessments were conducted in two qualified primary schools; they were Pakel Elementary School and Kaliagung Elementary School, involving 58 students. The data obtained were analyzed using the descriptive method and categorization. The assessment of these values was done using SA, PA, and OA instrument models. The results were analyzed to know the description of the assessment.

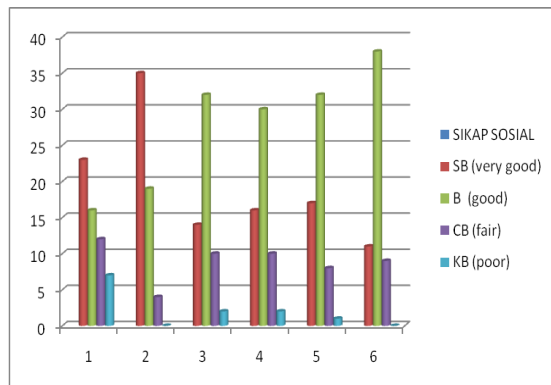


Figure 1. Social attitude viewed from six components

The results of the assessment were analyzed in two phases. The first phase presents each component. The *honesty* component or value of the primary school students is presented in Table 6.

Table 6. Social attitude value: Honesty

No.	Value	Number of Student	Percentage
1.	A (entrust)	23	39.66%
2.	B (developing)	16	27.59%
3.	C (seen)	12	20.68%
4.	D (not yet seen)	7	12.07%
Total		58	100%

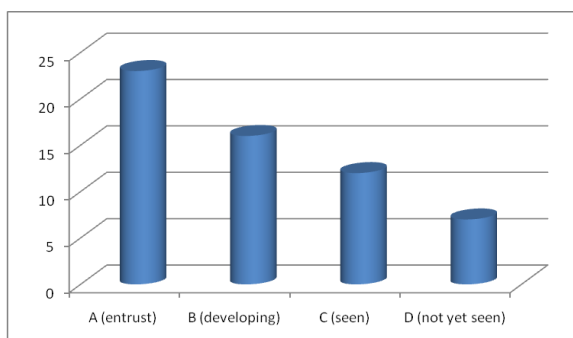


Figure 2. Histogram of results of the students' honesty assessment

Table 6 and Figure 2 show that generally the value of honesty in thematic learning from the sample of 58 students is as follows: there are 23 students (39.66%) who are in category A or entrust, 16 students (27.58%) who are in category B or honesty is developing, 12 students (20.68%) in category C or honesty starts to be observed, and seven students (12.07%) in category D which means that their honesty has not been shown.

The next value is discipline. The detailed results can be seen in Table 7.

Table 7. Social attitude value: Discipline

No.	Value	Number of Student	Percentage
1	A (entrust)	35	60.34%
2	B (developing)	19	32.76%
3	C (seen)	4	6.90%
4	D (not yet seen)	0	0%
Total		58	100%

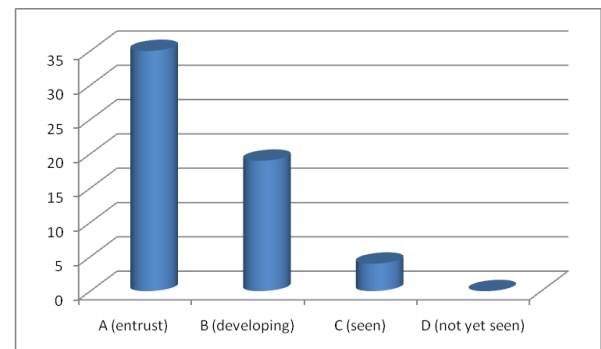


Figure 3. Histogram of results of the student's discipline assessment

Table 7 and Figure 3 indicate that from the sample students, their discipline in thematic learning is categorized as follows: there are 35 students (60.34%) who are in category A or entrust, 19 students (32.76%) who are in category B or developing, four students (6.90%) who are in category C, and no student in category D.

Table 8. Social attitude value: Responsibility

No	Value	Number of Student	Percentage
1	A (entrust)	14	24.14%
2	B (developing)	32	55.17%
3	C (seen)	10	17.25%
4	D (not yet seen)	2	3.44%
Total		58	100%

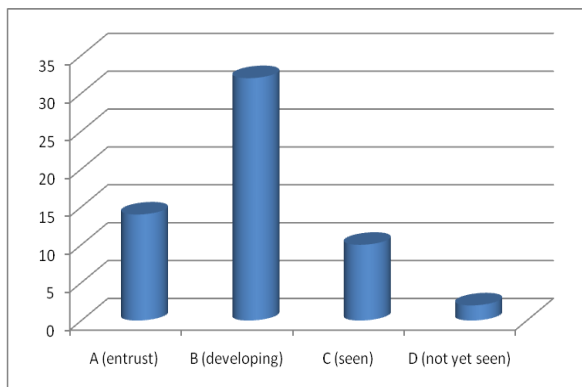


Figure 4. Histogram of results of the students' responsibility assessment

Table 8 and Figure 4 indicate that generally from the sample students, it can be seen that there are: 32 students (55.17%) in category B (responsibility is developing), 14 students (24.14%) in category A which means that responsibility is entrusted, 10 students (17.25%) in category C where responsibility starts to emerge, and two students (3.44%) in category D.

Table 9. Social attitude value: Politeness

No	Value	Number of student	Percentage
1	A (entrust)	16	27.58%
2	B (developing)	30	51.73%
3	C (seen)	10	17.24%
4	D (not yet seen)	2	3.45%
Total		58	100%

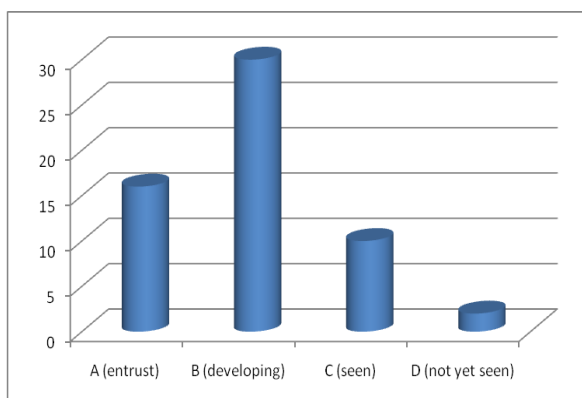


Figure 5. Histogram of the results of students' politeness assessment

Table 9 and Figure 5 indicate that from the sample students involved, it can be seen that there are 30 students (51.73%) who are in category B or developing, 16 students (27.58%) who are in category A which means that po-

liteness is already instilled. In addition, there are 10 students (17.25%) who are in category C, and two students (3.44%) who are in category D, which means that the students have not shown polite behavior in thematic learning.

Table 10. Social attitude value: Care

No	Value	Number of student	Percentage
1	A (entrust)	17	29,31%
2	B (developing)	32	55,17%
3	C (seen)	8	13,79%
4	D (not yet seen)	1	1,73%
Total		58	100%

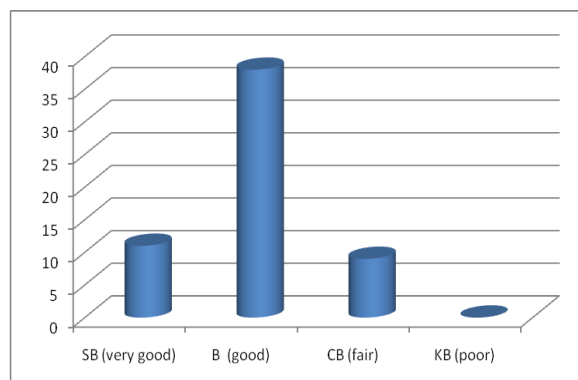


Figure 6. Histogram of the results of students' care assessment

Table 10 and Figure 6 show that the results of the assessment of students' care are as follows: 32 students (55.17%) are in category B, 17 students (29.31%) are in category A, eight students (13.79%) are in category C, and one student (1.73%) is in category D. In addition, Table 11 and Figure 7 indicate that from the sample students involved, the results of the confidence assessment are as follows: 46 students (79.31%) are in category A or instilled, nine students (53%) are in category B or developing, one student (1.72%) is in category C, and two students (3.44%) are in category D or not showing self-confidence.

Table 11. Social attitude value: Confidence

No	Value	Number of student	Percentage
1	A (entrust)	46	79.31%
2	B (developing)	9	15.53%
3	C (seen)	1	1.72%
4	D (not yet seen)	2	3.44%
Total		58	100%

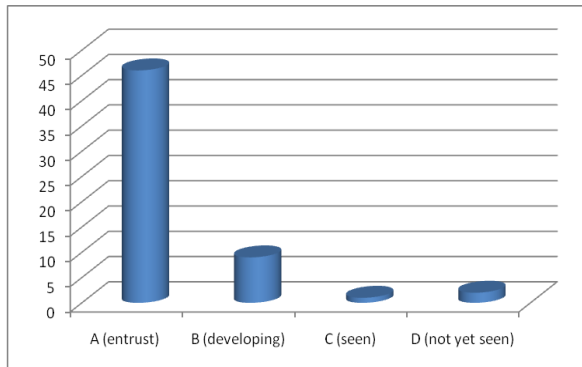


Figure 7. Histogram of the results of the students' confidence assessment

The second phase of analysis in this research dealt with the description of the assessment results of students' social attitude in the thematic learning. The results are the integration of the three assessment models employed in this research (SA, PA and OA). The results are presented in Table 12.

Table 12. Description of the students' social attitude assessment

No	Value	Number of student	Percentage
1	SB (very good)	11	18,96%
2	B (good)	38	65,52%
3	CB (fair)	9	15,52%
4	KB (poor)	0	0
Total		58	100%

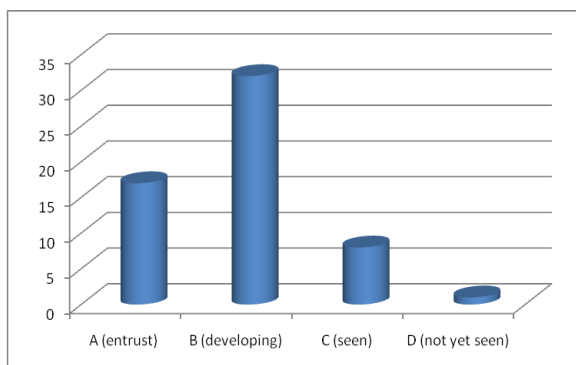


Figure 8. Histogram of the results of students' social attitude assessment

From Table 12 and Figure 8, it can be seen that the students' social attitude in thematic learning is as follows. Eleven students (18.96%) are categorized as SB or very good. There are 38 students (65.52%) included in category B or good. There are nine students (15.52%) considered as CB or fair in terms of

their social attitude. There is no student categorized in category D or poor. An example of SB (very good) category is when the students are able to show honesty during a teaching-learning process and social interaction, they are disciplined in daily activities at school, they show responsibility for their tasks and duties, they show polite behavior to their teachers and peers, they care about others and environment, and they show confidence in class. All those aspects have already entrusted and instilled in students' daily life.

As previously mentioned, the results of this research are divided into two parts. The first result is the assessment based on the social attitude components, covering honesty, discipline, responsibility, politeness, care, and confidence. The second result deals with the social attitude value along with the description which can be used to fill out the report of the learning outcome. Based on the components of assessment results, it can be generally said that confidence is included in category A or *entrust* (46 out of 58 students or 79.31%). In addition, 35 students show discipline as how it is described in category A, while honesty is reflected by 23 students and is considered as being instilled. There are 32 students showing responsibility, 30 students showing care, and 32 students reflecting politeness. These three values are in category B (developing).

Another interesting result is that there are seven students (12.06%) who are categorized in category D. They have not shown honesty in their daily life and social interaction at school. The dishonesty is shown when they copied other students' work. It is in line with the idea of Koellhoffer (2009, p. 27) that honesty deals with avoiding plagiarism, including taking others' idea or answers without permission during the learning process, test, etc.

The results also present that the social attitude assessment is integrated components developing the attitudes such as honesty, discipline, responsibility, politeness, care, and also confidence. From the sample of 58 students, 11 (18.96%) are included in SB, or, in other words, their social attitude is very good. In addition, 38 students (65.52%) are considered to be good. The social attitude is the

result of responses to the social stimuli contained in thematic learning. This is supported by LaPierre in Azwar (2015, p. 5) who proposes that social situation is a pattern of behavior, anticipative tendency or readiness, predisposition to adapt to social situation, or, simply social attitude is a response towards conditioned social stimulus.

From the assessment results of the students' social attitude, it can also be inferred that their social attitude turns out to be varied. There are 36 (65.52%) students in SB (very good) category and 11 students (18.96%) in B (good) category. From that result, SB (very good) category has deep meaning.

The results can also be used in the report of the learning outcomes of core competence in social attitude aspect or *Kompetensi Inti* (KI)-2 (Core-Competence 2) and become the evaluation material for thematic learning. The assessment results obtained are also used by teachers to fill out the report of the learning outcomes in the mid semester and the end of the semester.

This research also yields effectiveness from the assessment conducted. There are 79% of the teachers who claim that the assessment involving three different models in this research is effective. This indicates that more varied and integrated methods can result in more accurate assessment results. This shows that this instrument is useful in helping teachers to assess social attitude as an affective component of integrated thematic learning outcomes in primary school.

Conclusion and Suggestion

Conclusion

The results of this research are divided into two parts. The first result is the assessment based on the components of social attitude covering honesty, discipline, responsiveness, politeness, care, and confidence. The second result deals with the social attitude value along with the description which can be used to fill out the report of the learning outcome.

For teachers, this assessment can be used to fill in the report of students' learning outcomes in the affective domain or KI 2

(Core-Competence 2). For parents and students, the assessment results are helpful in finding out the description of social attitude that has been achieved by students. This description can be used as an introspection and improvement of students' social attitude.

Suggestion

The comprehensive results of this research may become a guidance for the teachers to assess students' social attitude. The existing assessment can also become an evaluation towards the learning practice. The future research should reveal other components of social attitude as the results of learning process.

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