The Dynamics of Affective Assessment in MI Schools: Challenges and Solutions

Diana Monita[1], Moh. Ferdi Hasan[2]
UIN Sunan Kalijaga Yogyakarta, Sleman, Daerah Istimewa Yogyakarta [1,2]
monitadiana18@gmail.com

Abstract: In this modern education era, affective assessment has become extremely important. This is because affective assessment not only focuses on students' knowledge and skills, but also on their emotional aspects and attitudes. The reality in the field shows that there are still challenges and obstacles in the implementation of affective assessment. Therefore, this research needs to be conducted. The purpose of this research is to understand the dynamics of affective assessment in MI Schools and to seek solutions for challenges in its implementation. The research method used is qualitative research with a Classroom Action Research (CAR) approach, which involves observation, interviews, and document analysis. The results of the research show that affective assessment is generally carried out through observation and recording of student behavior by teachers, as well as input from parents. However, there are still challenges in the implementation of affective assessment, especially related to objectivity and interpretation of results. Several strategies and solutions have been used and proposed, such as training and workshops on affective assessment, the use of more systematic and efficient assessment tools, and collaboration with students' parents. From this research, it can be concluded that improving the quality of affective assessment in MI Schools requires efforts from various parties, not only teachers but also parents and the school community. For further research, it is suggested to conduct experimental research to test the effectiveness of the solutions proposed in this research and the development of more systematic and efficient affective assessment tools..
Keywords: Assessment; Affective; Madrasah Ibtidaiyah.

Dinamika Asesmen Afektif di Sekolah MI: Tantangan dan Solusi

Abstrak: Pada era pendidikan modern ini, penilaian afektif menjadi hal yang sangat penting., hal ini dikarenakan penilaian afektif tidak hanya fokus pada pengetahuan dan keterampilan siswa, tetapi juga pada aspek emosional dan sikap, realitas di lapangan menunjukkan bahwa masih ada tantangan dan hambatan dalam implementasi penilaian afektif, oleh karena itu penelitian ini perlu untuk dilakukan. Tujuan penelitian ini adalah untuk memahami dinamika asesmen afektif di Sekolah MI dan mencari solusi untuk tantangan dalam implementasinya. Metode penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan Penelitian Tindakan Kelas (PTK), yang melibatkan observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa asesmen afektif umumnya dilakukan melalui observasi dan catatan perilaku siswa oleh guru, serta masukan dari orang tua. Namun, tantangan dalam implementasi asesmen afektif masih ada, terutama terkait dengan objektivitas dan interpretasi hasil. Beberapa strategi dan solusi telah digunakan dan diusulkan, seperti pelatihan dan workshop tentang asesmen afektif, penggunaan alat asesmen yang lebih sistematis dan efisien, serta kolaborasi dengan orang tua siswa. Dari penelitian ini, dapat disimpulkan bahwa peningkatan kualitas asesmen afektif di Sekolah MI memerlukan upaya dari berbagai pihak, tidak hanya guru tetapi juga orang tua dan komunitas sekolah. Untuk penelitian lanjutan, disarankan untuk melakukan penelitian eksperimental untuk menguji efektivitas solusi yang telah diusulkan dalam penelitian ini dan pengembangan alat asesmen afektif yang lebih sistematis dan efisien.
Kata Kunci: Asesment; Afektif; Madrasah Ibtidaiyah.

1. Introduction

In this modern era of education, characterized by technological advancements and increasingly complex learning needs, affective assessment in Madrasah Ibtidaiyah (MI) Schools is garnering increasing attention (Kristiawan et al., 2016). The role of affective assessment in education cannot be ignored. According to Fadli, affective assessment plays a crucial role in the learning process as it helps

measure students' attitudes, values, and feelings (Fadli & Salempa, 2022a). All of these aspects are vital components in shaping students' character and holistic learning.

Affective assessment aids teachers in understanding and evaluating students' attitudes and values, which cannot be measured solely through written tests or exams (Nurul et al., 2023). Nurul emphasizes that affective assessment is a critical instrument for assessing students' attitudes and behaviors, which are integral parts of the learning process. Hence, affective assessment contributes significantly to holistic education that encompasses cognitive, affective, and psychomotor aspects of students.

Furthermore, Fadli also indicates that affective assessment plays a vital role in encouraging students to learn and develop a positive attitude towards the learning process (Fadli & Salempa, 2022). According to Fadli, affective assessment can assist students in understanding and improving their attitudes and behaviors, which in turn can enhance their motivation and learning outcomes.

Therefore, affective assessment is a crucial component of modern education and needs to receive more attention in educational research and practice. By understanding and effectively implementing affective assessment, schools can assist students in developing the character and skills they need to succeed in this modern era (Tia et al., 2022).

Despite the recognized importance of affective assessment by many parties, its implementation in the field still faces various challenges. One of the main challenges is how to maintain objectivity in the assessment process and how to interpret assessment results appropriately(Muslich & Di Gresik, 2014). These challenges can affect the quality and effectiveness of the conducted affective assessment.

Over the past few years, various research and initiatives have been undertaken to address challenges in implementing affective assessment. One of the main focuses of these research and initiatives is teacher training. According to Suharjanti, teacher training can play a crucial role in enhancing their understanding and skills in conducting affective assessment(Suharjanti et al., 2021). Suharjanti notes that teachers who understand affective assessment concepts and techniques well tend to be more capable of conducting objective and accurate assessments. Therefore, teacher training is key in efforts to improve affective assessment quality.

Additionally, research and initiatives also focus on improving and refining the assessment tools used. Widyaningsih shows that using appropriate and efficient assessment tools can assist teachers in conducting affective assessment better (Widyaningsih et al., 2022.). For example, using specific applications or software for affective assessment can facilitate teachers in the process of observing, recording, and interpreting student behavior.

However, research by Nugraheni indicates that although teacher training and improvement of assessment tools are crucial, collaboration with parents also needs to receive more attention (Nugraheni et al., 2021). Nugraheni argues that parents can provide valuable insights into their children's behavior, which can support the affective assessment process. Therefore, research and initiatives aimed at enhancing the quality of affective assessment should consider a more holistic approach, involving various parties, including teachers, parents, and the school community.

Nevertheless, despite various efforts, there still exists a knowledge gap regarding how these challenges in implementing affective assessment specifically impact MI Schools. Moreover, the most effective solutions to overcome these challenges are not fully known, particularly those that are most relevant and effective in the context of MI Schools.

To address this knowledge gap, further research and exploration are needed to gain a deeper understanding of how these challenges affect MI Schools and to identify the most effective strategies for overcoming them. This ongoing research and experimentation will provide valuable insights and guidance for educators and practitioners in implementing affective assessment in MI Schools more effectively. It is important to recognize that finding solutions tailored to the context of MI Schools requires collaboration, both at the national and international level. By fostering partnerships and receiving support from various stakeholders, we can enhance the implementation of affective assessment in MI Schools and contribute to the overall improvement of education.

The novelty or uniqueness of this research lies in its more specific focus on Madrasah

Ibtidaiyah (MI) Schools and the search for solutions that not only focus on teachers but also involve parents and the broader school community more extensively. This is important considering that education in MI Schools has unique contexts and challenges different from other schools, thus requiring specific and tailored handling and solutions. Additionally, this research also tries to connect affective assessment theory with field practice. Hence, this research is expected to provide new insights into the dynamics of affective assessment in MI Schools, how existing challenges can be overcome, and how theory can be applied and modified to meet the needs and conditions in the field.

This research aims to explore how affective assessment is applied in MI Schools, evaluate the challenges faced in its implementation, and search for potential and effective solutions. This process involves various research methods, such as observation, interviews, and document analysis, all conducted with the aim of understanding and improving affective assessment practices in MI Schools. The benefits of this research are immense, especially for teachers, parents, and the school community. The results of this research are expected to assist teachers in understanding and overcoming challenges in implementing affective assessment, as well as in enhancing the quality of affective assessment they conduct. For parents and the school community, this research can provide a better understanding of the importance of affective assessment and how they can participate in the process. Moreover, this research is expected to assist in improving the overall quality of student learning in MI Schools.

2. Research Method

This is a qualitative research in the form of Classroom Action Research (CAR), a research method designed to create positive changes in educational practices (Creswell & Poth, 2017) The research was conducted at a Madrasah Ibtidaiyah in Jember, an area with specific characteristics in the context of Indonesian education, in Oktober 2023. The subjects of this research were fourth grade teachers and students, chosen based on the consideration that at this learning stage, students begin to exhibit more complex character and behavior. Samples were taken through census technique, which involves all individuals in the population as research subjects (Sugiyono, 2017).

This research was conducted by observing and documenting the affective assessment process carried out by the teacher in the classroom, as well as the students' interactions and responses to the process. This process involved in-depth and systematic observation of behavior and interactions in the classroom, as well as checking and recording every relevant detail. Data were obtained through various methods, including direct observation, in-depth interviews with teachers and students, and document analysis such as assessment records and student learning outcome reports.

This research was designed in one cycle, involving planning, implementation, observation, and reflection (Bryman, 2016) The cycle material was chosen based on its relevance to the MI School curriculum and its relevance to affective assessment. The variable indicators in this study are student behaviors that reflect values and attitudes, such as cooperation, honesty, and responsibility.

Scores were obtained from the teacher's assessment of student behavior, with criteria predetermined. This process involved objective and consistent assessment of student behavior, based on clear and transparent assessment criteria. The success indicators in this research were improvements in the implementation of affective assessment and improvements in student behavior in accordance with the variable indicators.

Data were analyzed with qualitative data analysis techniques, which involved data reduction, data display, and conclusion drawing (De Vaus, 2014). This process involved the interpretation and synthesis of the collected data, to produce in-depth and meaningful understanding of the phenomenon being studied.

3. Result and Discussion

The practice of affective assessment in Madrasah Ibtidaiyah (MI) Schools in Jember has specific and unique characteristics. Generally, this process is conducted through observation and recording of student behavior by teachers. Teachers pay attention to various aspects of student behavior, including how they interact with peers, their attitudes towards teachers, and how they handle and complete assigned tasks. These observations are carried out systematically and consistently, with teachers collecting and recording data on student behavior over time. This data is then used as the basis for affective

assessment, which aims to measure and evaluate students' attitudes, values, and work ethic.

However, the assessment process does not stop in the classroom. To get a more comprehensive picture of student behavior, teachers also often ask for input from students' parents. This input usually includes parents' observations and experiences about their children's behavior at home and outside the school environment. This information is extremely useful to provide additional context and help teachers understand student behavior in various situations and environments. Thus, the practice of affective assessment in MI Schools in Jember is a process that involves many parties and various data sources, all striving to gain a deeper and more comprehensive understanding of student behavior and values.

While affective assessment plays a crucial role in education, its implementation often encounters several challenges. One of the main challenges in implementing affective assessment is the issue of objectivity and interpretation of results. In practice, student behavior has many dimensions and complexities, which can make the assessment process subjective and potentially biased. In addition, interpreting the results of affective assessment can also be challenging, given that student behavior and attitudes can fluctuate and be influenced by various factors. Therefore, these challenges require in-depth and systematic solutions.

According to some teachers, one of the challenges they face is the difficulty in objectively assessing and interpreting student behavior. In situations where teachers need to make quick and accurate decisions about student behavior, personal biases and prejudices can influence their assessments. In addition, interpreting behavior can also be challenging, especially if the behavior is ambiguous or inconsistent. Therefore, teachers need appropriate training and support to help them make accurate and objective assessments and interpretations.

Moreover, another challenge teachers face in implementing affective assessment is the limitation of time and resources. For teachers who teach more than one class, conducting regular and consistent observation and recording of student behavior can be a time-consuming and resource-intensive task. This can increase the teachers' workload and reduce the effectiveness of affective assessment. Therefore, efficient and effective solutions are needed to overcome this challenge, such as the use of more systematic and efficient assessment tools, and collaboration with

parents and the school community. Strategies and

To address the challenges in implementing affective assessment, some teachers have taken proactive steps. One way they have tried is by conducting training and workshops on affective assessment. These trainings and workshops aim to help teachers better understand the concepts and techniques of affective assessment, as well as how to apply them in daily practice. Through this training, teachers can acquire the necessary knowledge and skills to make objective and accurate assessments and interpretations. This is an important step in overcoming the challenges of objectivity and interpretation in affective assessment.

In addition, the use of more systematic and efficient assessment tools has also been proposed as a solution to the challenges in implementing affective assessment. For example, the use of applications or software specifically designed for affective assessment. These tools can help teachers observe and record student behavior more easily and efficiently. Moreover, these tools can also assist teachers in the interpretation process, by providing analysis and reports that can help teachers better understand student behavior. The use of more systematic and efficient assessment tools can be an effective solution to overcome the challenges of time and resources in implementing affective assessment.

Another challenge in implementing affective assessment is the involvement of students' parents. There has been a proposal to collaborate more intensively with students' parents in the affective assessment process. This collaboration could take the form of more intensive communication about student behavior, or involving parents in the observation and assessment of student behavior. With this collaboration, teachers can obtain a more complete and holistic picture of student behavior, which can assist them in the assessment and interpretation process. In addition, this collaboration can also help strengthen the relationship between the school and parents, which can contribute to improving the overall quality of education.

This research is in line with previous research conducted by Muhasanah, which showed that observation and behavior records are commonly used methods of affective assessment in MI Schools (Muhassanah & Listya Kartika, 2021). These observations and records cover various aspects, from students' interaction with peers, their attitudes towards teachers, to how they complete tasks and take responsibility

for their duties. This research shows that this method is still relevant and effective in the practice of affective assessment in MI Schools.

However, the implementation of affective assessment is not without challenges. The main challenge faced is the objectivity and interpretation of assessment results. This is in line with previous research by Devi that showed that the objectivity and interpretation of affective assessment results often pose a challenge for teachers (Devi & Purnomo, 2021). Assessing student behavior requires expertise to see objectively and interpret accurately. This becomes a challenge as student behavior has many dimensions and can be influenced by various factors (Hasan & Rahmawati, 2023). This challenge indicates that although affective assessment is very important in education, it is not an easy process and requires specific knowledge and skills from teachers (Rahmayani & Istiyono, 2022).

In addition to the previously mentioned challenges, research also highlights the substantial time and resource requirements associated with affective assessment, particularly for teachers who are responsible for multiple classes. This presents a unique challenge as teachers must carefully observe and document each student's behavior while simultaneously fulfilling other teaching responsibilities. Consequently, there is a pressing need for effective and efficient solutions to address these challenges in implementing affective assessment.

One potential solution is the provision of comprehensive training and workshops for teachers. These programs can equip educators with the necessary knowledge and skills to effectively implement affective assessment strategies within their classrooms. By enhancing teachers' understanding of the assessment process and providing them with practical tools and techniques, they can more efficiently collect and analyze affective data, minimizing the burden on their time and resources.

Another avenue to explore is the utilization of more systematic and efficient assessment tools. The development of standardized frameworks and assessment protocols can streamline the data collection and analysis process, reducing the time and effort required from teachers. By employing reliable and validated assessment tools, teachers can obtain accurate and consistent results, enabling them to make informed decisions about students' emotional and social development.

Additionally, fostering intensive collaboration with parents can contribute to overcoming the challenges of implementing affective assessment. By involving parents in the assessment process, educators can gain valuable insights into students' behaviors and emotions outside of the classroom. This collaboration can provide a more holistic understanding of students' affective development and enable educators to tailor their instructional strategies accordingly.

In an ongoing endeavor to overcome the challenges associated with implementing affective assessment, various strategies and solutions have been utilized and proposed. Among these approaches, training and workshops focused on affective assessment have emerged as valuable tools. By engaging in such training and workshops, teachers can enhance their understanding of affective assessment, learn new techniques and methodologies for conducting assessments, and refine their skills in this domain.

The training and workshops provide a platform for teachers to delve deeper into the intricacies of affective assessment, equipping them with the knowledge and competencies necessary to effectively implement assessment practices. Through these opportunities, teachers can gain insights into best practices, explore innovative approaches, and exchange experiences with their peers. This collaborative environment fosters professional growth and facilitates the development of a collective expertise in affective assessment.

Moreover, these training and workshop initiatives not only empower individual teachers but also cultivate a culture of continuous improvement within educational institutions. As teachers engage in professional development activities, they bring back their newly acquired knowledge and skills to their respective schools, sharing their insights and experiences with colleagues. This cross-pollination of ideas and practices nurtures a collaborative learning environment, wherein teachers collectively work towards refining the quality of affective assessment.

Furthermore, ongoing training and workshops serve as a platform for educators to address emerging challenges and adapt to evolving educational contexts. As the field of affective assessment advances, new research findings and innovative strategies are continuously being introduced. Engaging in regular professional development opportunities enables teachers to stay abreast of these developments, ensuring that their assessment practices remain relevant and effective.

In addition to training and workshops, the utilization of systematic and efficient assessment

tools has emerged as a promising solution to address the challenges associated with implementing affective assessment. Specifically, the development and implementation of applications or software explicitly designed for affective assessment purposes have gained attention.

These specialized tools offer a range of benefits for teachers engaged in affective assessment practices. Firstly, they provide a streamlined and standardized approach to data collection. By utilizing these tools, teachers can easily and consistently observe and record student behavior, ensuring accurate and reliable data collection. This eliminates the potential for human error and enhances the overall quality of the assessment process.

Furthermore, these assessment tools often include features that facilitate data analysis and interpretation. They may employ algorithms or frameworks to analyze the collected data, providing teachers with valuable insights and actionable information. This automated analysis can save significant time and effort for teachers, enabling them to focus more on interpreting the results and translating them into effective instructional strategies.

Moreover, these tools often offer user-friendly interfaces and intuitive functionalities, making them accessible and easy to use for educators. They may incorporate interactive elements, visualizations, or customizable options, allowing teachers to tailor the assessment process to their specific needs and preferences. This adaptability enhances the user experience and promotes the effective implementation of affective assessment practices.

Additionally, the use of assessment tools can support the documentation and tracking of students' affective development over time. By maintaining a digital record of assessment results, teachers can monitor students' progress, identify patterns or trends, and make informed decisions regarding instructional interventions. This longitudinal view of students' affective development can contribute to a more comprehensive understanding of their emotional and social growth.

However, it is important to note that the successful implementation of these assessment tools requires adequate training and support for teachers. As with any technology integration, educators need guidance and professional development to effectively utilize these tools, maximize their benefits, and ensure ethical and responsible use of student data.

In addition to training, workshops, and the use of assessment tools, fostering collaboration with parents is a crucial solution that can significantly enhance the quality of affective assessment. Parents possess a unique and intimate understanding of their children's behavior, emotions, and development, making their involvement invaluable in the assessment process.

Collaboration with parents can take various forms, all of which aim to establish a strong partnership between teachers and parents. One approach is to promote more intensive communication channels between teachers and parents. Regular parent-teacher meetings, progress reports, and open lines of communication can facilitate the exchange of information regarding students' emotional and social development. This ongoing dialogue allows teachers to gain insights into students' behavior outside of the classroom, enabling a more holistic understanding of their affective development.

Furthermore, involving parents in the process of observing and assessing student behavior can be highly beneficial. Teachers can provide parents with guidance on how to observe and document specific behaviors or emotional responses in different contexts. This collaborative approach empowers parents to actively contribute to the assessment process and share their observations with teachers. By leveraging the collective expertise of both educators and parents, a more comprehensive and accurate understanding of students' affective development can be achieved.

In the context of MI Schools in Jember, this research highlights the potential for enhancing the quality of affective assessment through intensive collaboration with parents. Recognizing parents as valuable partners in the education process, MI Schools can implement strategies to actively involve parents in the assessment journey. This can include workshops or training sessions for parents to enhance their understanding of affective assessment and equip them with the necessary skills to observe and assess their children's behavior effectively.

Moreover, MI Schools can create platforms or opportunities for parents to share their insights and experiences with one another. This could involve establishing parent support groups or hosting events that promote dialogue and collaboration among parents. By fostering a sense of community and shared responsibility, MI Schools can harness the collective wisdom and

experiences of parents to enhance the effectiveness of affective assessment practices.

However, further research is needed to test the effectiveness of these strategies and solutions, as well as to find and develop other solutions that may be more effective. This research shows that improving the quality of affective assessment is a complex process that requires effort from various parties, including teachers, parents, and the school community. Therefore, further research and closer cooperation between all parties involved is greatly needed.

4. Conclusion and Suggestions

From this research, it can be concluded that affective assessment in Madrasah Ibtidaiyah (MI) Schools in Jember is generally implemented through the observation and recording of student behavior by teachers, as well as through the solicitation of input from parents. However, there are still challenges in implementing affective assessment, particularly in relation to objectivity and the interpretation of results. Various strategies and solutions have been employed and proposed, such as training and workshops on affective assessment, the use of more systematic and efficient assessment tools, and collaboration with parents.

The practical implications of this research suggest the need for training and workshops on affective assessment for MI School teachers, as well as the use of more systematic and efficient assessment tools. Collaboration with parents also needs to be enhanced. In terms of theoretical development, this research indicates that affective assessment theory needs to pay greater attention to the challenges in its implementation, especially in the context of MI Schools. Therefore, further research is needed to develop more relevant and effective theories and models of affective assessment for MI Schools.

For future research, it is suggested to conduct experimental studies to test the effectiveness of the solutions proposed in this research. Future research could also focus on the development and testing of more systematic and efficient affective assessment tools. This would involve analyzing the current tools used in these schools, identifying potential areas for improvement, and implementing and testing these improvements. This could lead to the development of a more comprehensive and effective model of affective assessment, which could be beneficial for not only MI Schools in Jember but also for other similar educational institutions.

Moreover, the collaboration with parents, which is already present but needs to be enhanced, could be further studied. Understanding the role and influence of parents in the affective assessment process could provide valuable insights for teachers and schools. This could lead to the development of strategies to increase parent involvement, which could in turn improve the effectiveness of affective assessments.

Overall, this research contributes to the understanding of affective assessment in MI Schools in Jember and provides valuable insights and suggestions for improving its implementation. However, much work remains to be done, and it is hoped that this research will stimulate further exploration in this important area.

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