Research Paper

Design of Affective Assessment on Civic Education Subject

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ABSTRACT
This research aims to design affective assessment tool on Civic Education subject in junior high school. This type of research is the research and development, with two phase, i.e preliminary stages in order to analyze needs and stage of development for the design of affective assessment tool. Data collected through observation, interview and FGD. The findings showed that teachers ignore the affective assessment due to many factors, including the difficult in developing instrument and not enough time to observe the development of students' attitudes. It was designed assessment tool that can be used by teachers in order to overcome adversity they experienced.
KEYWORDS
Affective, Assessment, Civic Education Subject

I. INTRODUCTION

Civic education is carried out using a value-based education corridor where the curriculum of Civics is designed to develop the potential of individuals to become citizens of Indonesia who are morally human, intelligent, participative and responsible. Theoretically design as a learning subject containing cognitive, affective and psychomotor dimensions that are interdependent in the context of Pancasila ideas, values and morals. In addition, Civic Education Pragmatic is designed as the subject of learning that carries the values (content embedding values) and learning experiences (learning experiences) in the form of various behaviors that need to be realized in everyday life (Winatapura & Budimansyah, 2007).

As a learning that carries values that are considered noble by the Indonesian nation, the main objective is to shape the attitude, character and behavior of citizens to be in accordance with the values of Pancasila. Attitudes and behavior are in the affective dimension associated with emotions, feelings and so on. Beane (1990) says that affection is an aspect of the human mind and behavior that has several elements: emotions, joys, preferences and feelings that are based on beliefs, aspirations and rewards in relation to what is desired or desirable in relation to personal development and social relationships.

Thus it can be said that the affective dimension is the most important part in Civic Education learning. To develop this affective dimension requires another dimension that is cognitive and psychomotor. A balanced configuration between these three dimensions will make the values internalized in the students further into characters and characters that will color each behavior in life.

Achieving these goals requires the implementation of quality learning in developing each dimension proportionately. In other words the cognitive, affective and psychomotor dimensions are facilitated according to need, including in the execution of assessment as an integral part of learning. Therefore, judgments that can illustrate the achievement of civic education learning are comprehensive assessments in terms of materials or materials as well as in terms of dimensions to be known (Hopfenbeck & Stobart, 2015).

Affective assessment is an assessment conducted by the teacher to determine the level of development achieved by students regarding attitudes and behavior in accordance with the expected values (Popham, 1995). Pancasila and citizenship education is a field of study where each subject contains positive values that students want to instill, and then the desired affective assessment is the assessment of student affection on the issue or topic being discussed. If the topic discussed is the Existence of the Unitary State, then the necessary affective judgments are about the development of students' attitudes and behavior toward the concept of a unitary state in

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its practical form. Thus the affective assessment of students in the field of Civic Education not only includes the attitude and behavior of students to the subjects or learning process as it happens today.

Based on research on learning Civic Education conducted by teachers at Junior High School in Padang shows that in general Civic Education teachers have not implemented Civic Education lesson in accordance with the characteristics possessed by this field of study. This is evident from the implementation of learning that focuses on the cognitive aspect and ignores the affective dimension (Montessori, 2012).

The neglect of the affective dimension in the assessment of the Civic Education learning by the teacher is seen from the form of the assessment that is done in the form of a test, either objective or essay with the main target on the knowledge of Civic Education material. This neglect is further exacerbated by the fact that the students' affective value in the report card in the content of the teacher is based on his or her assessment of students' attitudes and behaviors that tend to be subjective. The results of interviews with students from one school about the value of their attitudes reported by criterion C explain that one class they all got the value of attitude C because there was a commotion when the teacher was teaching.

The fact above shows that the intent and purpose of affective assessment in learning Civic Education is not understood and implemented by the teacher as it should. Many possible causes of them are difficult to develop an affective assessment instrument in the field of Civic Education, and there is no simple reference (simple) that can be used Civic Education teachers in schools. The purpose of this study is to reveal the phenomenon of the implementation of students' affective judgments on Pancasila education and citizenship learning, in order to develop appropriate affective assessment methods and instruments for this field of educational study.

II.   LITERATURE REVIEW

Assessment

The objective of the assessment in education follows the educational goals that want to be realized that is developing a triad of aspects or domains important in human beings. The three domains are cognitive, affective and psychomotor domains. The perfect human being is the man who is able to develop these three domains in him in a balanced way, so that he is able to live a normal and useful life not only for himself but for other human beings (Baird, Andrich, Hopfenbeck, & Stobart, 2017).

Cognitive is the best known and most used domain in education. Benjamin S, Bloom (1965) proposed a taxonomy or grouping of human capabilities over 6 hierarchical levels of ability, ranging from the simplest: (1) Recall or knowledge that requires the ability to repeat what has been heard or learned, (2) Comprehension or understanding is the ability to understand, (3) Application or application that is the ability to apply an idea or concept in other situations, (4) Analysis or analysis ability to describe or see something from various elements that exist, (5) Syntesis or synthesis is the ability to produce something new by combining the various factors that exist, and (6) Evaluation or evaluation which is the highest ability to assess a situation. All these abilities are said to be hierarchical because the first ability is a prerequisite for other abilities.

David R Krathwohl and Lisa Anderson (2001) then revised Bloom's work by stating that the learning taxonomy consists of 6 categories: (1) Remember is the ability to recover knowledge derived from long-term memory. (2) Understand, which is the ability to build understanding or meaning of messages received in learning, (3) Apply is the ability to use certain procedures in the given circumstances, (4) Analize, ie the ability to break up the problem based on its elements and see (5) Evaluate, ie the ability to judge or consider something based on existing criteria and standards, and (6) Create, which is the highest ability to construct something new based on the elements that exist.

By guiding the hierarchy proposed by Bloom or Kratwhohl the cognitive learning field is easier to implement and measure. Therefore, teachers and educators implementing learning in schools generally struggle in this realm only and tend to ignore the more difficult affective domain to do. Actual affective learning relates to feelings, attitudes and values that can be identified, explored and modified in various ways through the learning experience.

Affective domain is the most complex aspect because it exists in the student's psychological life and reflects on students' beliefs, attitudes, impressions, desires, feelings and interests. Neuman and Friedman (2010) say that people generally ignore this affective domain because affective domains have not been clearly conceptualized are highly individualized and difficult to assess. In addition, the application of standardized tests and their application throughout the field of study cause the attention to this domain becomes increasingly less.

On the other hand Popham (1995) and Beane (1990) argue that affective domain is a very important domain in education. The students' success in learning the knowledge residing in the cognitive domain is largely determined by the student's development in the affective domain. In addition, much evidence suggests that many people are not so smart in academics but who become successful in their lives, because of the good affection shown in their attitudes and behaviors. Therefore, they argue that the development of the affective sphere in education is necessary and should not be ignored.

Affective spheres are learning targets generated through learning experiences. This aspect includes goals that involve attitudes, rewards, values, and emotions, enjoy, nourish, and respect. Krathwohl et al (2001) arranged affective domain in 5 levels, namely: a. Receiving (receiving), ie the willingness to pay attention to an event or activity. Examples: listening, being aware, observing, and being cautious, sensitive to, and tolerant of other religions. b. Responding (responding), which is willing to react to an event by participating. Example: answer, respond, follow, approve, obey orders, and is interested in. c. Judging (valuing), willing to accept or reject an event through the disclosure of a positive or negative attitude. Example: obtaining, supposing, supporting, participating, forwarding, devoting. d. Organizing, when students are dealing with situations involving more than one value, gladly organizing those values, determining the relationship between these values, and accepting that there is a value higher than the other in terms of importance to the individual student. Example: consider, decide, plan, and consider alternatives. e. The formation of character by value or value complex, students consistently follows the prevailing values and regards this behavior as part of its nature. Example: believe in, practice, and continue to do, do, act according to its own values.

These five categories of affective domains above are also hierarchical in that the first level is the earliest level and becomes a prerequisite as well for someone to enter the next level. A person who has reached the level of characterization is able to follow the inquiry process systematically, assess the lifetime of lifelong learning, strive to improve his understanding and tends to be a leader because he understands the contribution of other things in life (Neuman and Friedman, 2010).

Furthermore Neuman proposed another alternative for affective taxonomy. Because according to him put forward by Krathwohl rather confusing, especially concerning movement between one level to another. Therefore, Krathwohl suggests a simpler taxonomy that is (1) identification is the ability that requires the student to identify the beliefs, the values he embraces. (2) Clarification ie students begin to clarify their feelings and values and consider the source of these values. (3) Eksploration is an opportunity for students to find and recognize the various values that exist then choose and determine which will be in the confidence. (4) Modification is the student's ability to modify the values that will be part of his beliefs, perhaps extending or replacing them with others. (5) Characterization is the highest level where students have internalized these values in their attitudes and behaviors so that they become characters.

The last domain of learning is the psychomotor domain proposed by Simpson (1972) who says that one's behavior changes from (1) perception and observation (2) Readiness for preparation to respond (3) guided response through supervised exercises and demonstrations (4) automatic response where the behaviors are related to each other thus forming complex behaviors (5) adaptations in which the student has been able to modify his or her behavior as desired.

Affective Assessment

Affective includes feelings, values, interests, attitudes that lead to one's behavior. Because the affective domain includes the psychological difficult to measure, it is not as easy to measure the affective domain as the cognitive and psychomotor spheres. According to Fishbean and Ajzen (1973) one's behavior toward an object is determined by belief, attitude and will or intention. Belief or belief is a conceptual construct of something, formed on the basis of direct observation of an object or through an inferential process in various ways. In general, people have positive and negative beliefs about an object and this belief will be the basis for the formation of attitudes toward the object.

Attitude is a tendency learned in responding to an object can be in the form of accepting or rejecting, agree or disagree and like or dislike. Therefore attitude is an evaluative function undertaken against certain objects. Attitudes on the basics can not be observed directly but can be referred to through the behavior shown. Thereby measuring attitudes is basically a measure of one's beliefs about something. According to Fishbean and Ajzen (1973) attitudes can be measured through verbal and non verbal behaviors using various instruments.

In line with Fishbean and ajzen, Popham (1995) says that although it is difficult to measure or assess, the affective domain as one of the learning areas needs to be assessed because the attitudes and behaviors of the students will affect their future. Therefore the attitude and behavior of students presently need to know to predict behavior in the future. As for assessing attitudes and behaviors Popham students propose three kinds of models or instruments that can be used ie self-report assessment, observation, and Likert inventory.

To assess the behavior of students and their efforts in achieving the goals of Anderson (2003) suggests that there are two methods that can be used that is through an informal observation that includes reading nonferbal behavior that is shown by the students and also through the instructions of the voice used. It can also be done through the perspective of students and colleagues about the behavior desired and shown by the students. Meanwhile, formal observation is a well-documented activity involving other parties such as parents to observe students through clearly written procedures.

The most effective way to evaluate affective learning outcomes is through the observation of behaviors and expressions expressed by students in a context-oriented value (Friedman and Neuman, 2010). Thus the

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purpose of affective learning is put forward clearly and in writing, for which the possible verbs are to retain, consider, propose, argue, accept, challenge, propose, reject and avoid. The example is; after completing this learning the student will be able to spearhead a policy change that solidifies the financial mechanisms of health insurance for everyone.

Anderson and Krathwohl (2001) identified four components needed to assess affective domains. The first is the observable emotional quality of students, such as whether the voice students use in communicating shows empathy or pleasure for others. Does the student's emotional quality through verbal expression change when confronted with injustice?. The second is the willingness to address something or the sensitivity and concern for certain concepts. For example, do students quickly and consistently know and are sensitive to empathy or not? The third component is an automatic response to something. Students at this level have incorporated concepts and skills into their practice scheme and began to internalize the concept. For Kratwohl the fourth component is internalization where students consistently behave in accordance with the desired standards and this is the most important dimension in the assessment of the affective domain.

Kaplan (1986) elaborates on the category proposed by Krathwohl and then combines it with the cognitive and affective domains that Bloom proposes to develop the Taxonomy of Affective Behavior or TAB. He slightly modifies the level of affective learning and creates a set of worksheets that assess the extent to which students demonstrate changes in their behavior. For each level proposed by Krathwohl, behaviors that indicate affective learning are identified and marked when indicated. For Kaplan behavioral changes involve the cognitive and psychomotor components, as well as by looking at the frequency and intensity of behaviors those students expect and demonstrate.

Boyd, Dooley and Felton (2005) modified this approach by analyzing content based on Krathwohl ratings to assess student reflection after participating in the online simulation of poverty in the world. Based on students 'written reflections, their cognitive abilities can be known, as well as describing how their feelings, attitudes and opinions about the topic are written, and this can identify students' affective tendencies. In addition, the rubric system can also be used to assess the affective domain using the ranking system, which starts from a new minimum of visible behaviors that cool, and then has met expectations until it has exceeded expectations. In this way the affective domain can be assessed.

Another way that can be done is to implement the teaching of value based on cognitive abilities. When for example the teacher teaches empathy, then all the concepts of empathy have been given to the student, and then explored the affective side of empaty by giving students questions that will express their feelings, attitudes, tendencies and opinions and choices made in relation to the topic of empathy. From the answers given students can be described affective side it has.

Civic Education Subject

Civic Education develops and is practiced in schooling in America. This field of study focuses its study on the establishment of citizens who understand and are able to exercise their rights and obligations to become intelligent, skilled and characteristic Indonesian citizens which is mandated by Pancasila and the Constitution.
The purpose of Civic Education subjects based on the Candy is for students to have the following skills:
1.   Think critically, rationally and creatively in response to the issue of citizenship
2.   Participate actively and responsibly, and act intelligently in the activities of society, nation and state and anti-corruption.
3.   Developing in a positive and democratic way to establish them based on the characters of Indonesian society in order to live together with other nations.
4.   Interacting with other nations in the world arena directly or indirectly by utilizing information and communication technology.
From the above it can be seen clearly that civic education is basically a subject designed or designed to prepare learners to be good citizens and intelligent and participative, on the basis of various disciplines of science, with major emphasis on Political Science. Therefore, civic education is an applied and interdisciplinary science discipline. In order to achieve the above objectives, the content standard (BSNP, 2006) has been presented on the scope of civic education which includes the following aspects:
1.   Unity and unity of the nation include: Living in harmony in diversity, Love of the environment, Unity of the Unitary State of the Republic of Indonesia, Participation in the defense of the State, Positive attitude towards the Unitary State of the Republic of Indonesia, Openness and justice guarantee.
2.   Norms, laws and regulations include: Order in family life, orderly in school, norms applicable in society, local regulations, norms in the life of nation and state, national law and justice system, law and national justice.
3.   Human rights include: Rights and obligations of children, Rights and obligations of community members, National and international human rights instruments, Promotion, respect and protection of human rights.

4.   The needs of citizens include: life gotong royong, self-esteem as warrga society, freedom of organization, freedom of expression, Respect mutual decisions,, self-achievement, equality of citizenship.

5.   The Constitution of the State includes: the first Proclamation of Independence and Constitution, the Constitutions which have been used in Indonesia, the Basic Relations of the State with the Constitution.

6.   Power and politics include: Village and sub-district governance, Local government and autonomy, Central government, Democracy and political system, Political culture, Culture of democracy towards civil society, Government system, Press in democratic society.

7.   Pancasila includes: Pancasila as the basis of State and State ideology, The process of formulating Pancasila as the basis of the State, the practice of the values of Pancasila in everyday life, Pancasila as an open ideology

8.   Globalization includes: Globalization in the environment, Indonesia's foreign policy in the era of globalization, the impact of globalization, international relations and international organizations, and evaluating globalization.

This is in accordance with the foundation of the development of civic education in Indonesia, namely Undang-Undang RI No. 20 Year 2003, concerning national education system (sisdiknas). Article 3 explicitly states that "national education functions to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to the development of potential learners in order to become a man of faith and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and a responsible and democratic citizen". Further examined, forming the character and civilization of the nation to become a democratic and responsible citizen is the main task of civic education, as can be seen in the explanation of article 37 paragraph 1 that civic education is intended to form learners into humans who have a sense of nationality and love homeland. Therefore, basically civic education is the education of nationality or character of the nation.

Based on recent developments, where the purpose of civic education is the quality and responsible participation of citizens in political and community life at both local and national levels, such participation requires the acquisition of a number of citizenship competencies. Of a number of competencies required, the most important are: 1) Mastery of certain knowledge and understanding 2) Development of intellectual and participatory abilities 3) Development of certain character and mental attitude, 4) True commitment to the values and basic principles of constitutional democracy (Winatapura (2007), while Branson (1998) found that the main components that need to be studied in Civics are Civic knowledge, Civic skills and Civic disposition.

III.   METHOD

This study use Research and Development (R&D) approach with two stages, are follows: preliminary stage with qualitative descriptive approach to know affective assessment implementation reality in the school and need analysis in affective assessment implementation for teacher. While, next stage is development affective assessment tool through Focus Group Discussion (FGD) and expert validation.

This study is carried out in five Junior High Schools at Padang, are follows: SMPN 1, 7, 8, 22, and 33 that represent various school status start from school that classified in excellent school and regular school also, and school that is located in downtown with the school which far from downtown. Different of school condition is intended to obtain the various data and reach public school condition that locates in Padang.

Preliminary studies at three schools locate Civic Education teacher and headmaster as informants. The data is obtained using observation technique, interview and study toward document that corresponded in the field. Based on the first result study, next development of affective assessment tool design through Focus Group Discussion (FGD) procedure and validated by education expert. In analyzing the application validity, a formula for the validity test proposed by [19] is used:

$V = \sum s / [n(c-1)]$ ....   (1)

Where, $S = r - lo$, Lo is the lowest validity rating (for example 1), C is the highest validity rating (for example 5) and R is the rate given by the evaluator

IV.   RESULTS AND DISCUSSIONS

Affective dimension on 2013 curriculum that begins applied nationally on 2014, getting a big portion mainly on Elementary School and Junior High School. This can be understood because the students age on Elementary School are the right age to plant attitude and values that be considered necessary by young generation to live the life.

Affective dimension on Civic Education curriculum of 2013 is seen clearly in core competence for each grade, are follows: first, appreciation and living religious teaching that he embraced. Second, appreciating and living honest behavior, discipline, responsibility, caring (tolerant, mutual cooperation), well mannered, confidence to interacts effectively with social environment and nature within the reach of his association and whereabouts (PP, No. 68, 2013). Core competence is general and same for every grade and every study

program. On the other hand, any study program is expected can supply students with core competence to make it happen must be emphasized again in learning process on every study program inside and outside of the classroom.

Corresponding with Civic Education study program characteristic is study program that focus to prepare young generation be good and responsibilities citizens, so that explaining about core competence to basic competence have been colored by Civic Education study program characteristic and substantial. This can be seen from basic competence that explained in curriculum 2013. Attitude and behavior that must obtain caring from teacher to be developed and valued the advance of students are follows (Tabel.1):

Tabel.1. Some attitudes and behaviors of the students for different student grade

Aspect	Grade VII	Grade VIII	Grade IX
Religiosity	In society and school contexts	God in life of nation and state contexts	in international context
Nationalism	Patriotism and nationalism	Appreciation to Pancasila as honorable values	Patriotism and willing to sacrifice values
Society	Obedience to the norms	Cooperation and togetherness	nation problem in diversity
Human rigths	Tolerant to existing differential	Human Rights	Obedience toward law
Plurarisme	Upholding attitude the unity of nation	Attitude toward Pluralism	Appreciation attitude toward hero services

From the explaining of attitudes that wanted, this is clear that it is uniqueness which is load of Civic Education study program. On the other word, a Civic Education teacher does not only has task and responsibility in develop and guide attitudes that listed as core competence in curriculum and also be responsibility all teachers for every study program. But, Civic Education teacher also has task and responsibility to guide students attitude that corresponds closely with study program that their teaching and be a character of the study program. So that, assessment aspect that will monitor achievement and development also must obtain portion which is adequate in learning and also not as complementary activities only.

The study had been carried out showing that teacher experiences difficult in affective assessment implementation on Civic Education Subject, because that corresponds with affective characteristic which difficult to formulate indicator and instrument. All of example instruments are existed just like attitude assessment generally and do not correspond directly with Civic Education study program material. Therefore, teacher seldom carry out affective domain assessment in a planned and structured as it should be.

One of method in attitude assessment that various recommended by expert which is directly observation. But, teacher explains very difficult to carry out affective aspect assessment if it is carried out with using direct observation technique. This is caused by students are relatively large and teaching hours are also large, because it is requirements of certification. Therefore, teachers do not have an opportunity to observe students directly, also to process the result of their observation. According to teacher more want be better if affective assessment can be carried out in writing trough mind explaining is like explained under or trough questionnaire that also in writing. So that, they have time to process the result in their home or outside of the class without disturb lesson hours that have been allocated.

Teachers' opinions above are way for researcher to develop various alternatives to set up affective aspect assessment that benefit for attitude development and student personality. Various instruments which are in that designed can be explained here, are follows: (1) The attitude of taqwa toward God in society and school contexts, (2) The attitude of nationalism and nation, (3) Appreciate attitude of Pancasila honorable values, (4) The Attitude Toward Pluralism, and (5) Attitude toward patriotism values and willing to sacrifice for the nation and state, and (6) Attitude of heroes appreciation.

The attitude of taqwa toward God in society and school contexts

The attitude of taqwa and can carry out religious teachings that embraced students can be seen through students activities in the school. For that, in the school can be used rubric with statement: (1) Always saying regards every meets people, (2) Togetherness of dzuhur prayer, (3) Participation in prayer seriously, (4) Showing gratefull for anything, (5) Like to assist friends, (6) Honor to teacher, (7) Honestly in words and deeds, (8) Participation to give social donation in the school, (9) Caring with friends' condition and environment, (10) Inviting friends to doing good. Setiap butir pernyataan diberi skor are follow: 1 for have not been carried out, 2 for have carried out but have not been consistent and 3 for carrying out consistently. Add up all scores that had by students, and then it is divided with the high score and multiplied 100%. Example {23 : 30}x 100 = 76. Criteria yang digunakan: 90 – 100 Very good, 80 – 89 Good, 70 - 79 Adequate, 60 – 69 Deficient, and 60 Very deficient.

Instrument development above based on idea of the taqwa attitude that expected is taqwa in Civic Education Subject context, so different with focus on the religious object. Because, the attitudes that will be known is implementation taqwa in students life context in the school and interact with environment.

With using assessment format above, teacher can observe students attitude when the attitude appears or not and can process the value, when they have had time for that. As well as observation is carried out by teacher unlimited on the certain hours for learning process. Therefore, teacher is difficult to set up instrument and allocate time can be handled.

The attitude of nationalism and nation

The items are used to measure belief and students attitude toward nation and nationalism understanding. Students are asking to tick in the column that explain about their feeling toward statement: (1) I am not shy be Indonesian, (2) I think the nation are needed by every coutry in the world, (3) The heroes fighted for Indonesia have very large services, (4) I memorize Indonesian song very well, (5) I am happy to hear Indonesian song in international sport event, (6) Flag ceremony in the school is not needed because have been routine, (7) Protecting Indonesia just carries out by army, (8) I think the Indonesia united is a important things, (9) From the deepest heart, one day I will have service toward my country, and (10) Indonesia is my country and I love my country. Setiap butir pernyataan diberi skor are follow: Very Agree (VA) = 4, Agree (A) = 3, Not Agree (NA) = 2, and Very Not agree (VNA)   = 1

Students nationalism attitudes are a part of the Indonesia that developed based on indicator that can be seen in students of Junior High School daily live, with using questionnaire so that students can tick on the time that have been determined by teacher, and then teacher can process it on the other time. The advantages of using questionnaire that is students can explain their feelings or their opinions with some alternatives, and efficient to spent the time.

Appreciate attitude of Pancasila honorable values

The instrument explains about belief and students attitude of Pancasila honorable values as Indonesia ideology. Students must be given a sign on optional column. Student menjawab statement as follow: (1) I memorize the order of Pancasila, (2) I believe that Pancasila has good values for Indonesia, (3) According to me, some Indonesian people do not prcatice Pancasila in their life, (4) The values in Pancasila show the different of Indonesia and other country, (5) Want not fight with other school students to solve different opinion is implementation of Pancasila value, (6) I believe that the Pancasila values must be practices and maintained for Indonesia, (7) My school is always given example about how apply the democratic life, (8) I feel proud that Indonesia has philosophy and national principle from the nation of Indonesia itself, (9) Not imitate everything that come from foreign shows that Indonesia have self-esteem and identity, (10) I rensponsible to apply Pancasila in dailly life. Setiap butir pernyataan diberikan pilihan jawaban yes or no dengan skor yes =1 dan No = 0.

Attitude toward something is always determined by beliefs possessed that correspond with it. Because the attitude toward Pancasila honorable values can be explained with understand about belief that held by students about Pancasila. For the some under items can be arranged to explain students belief. Based on the answer that explained by students, teacher will be able to understand belief determination and development that had by students and next can determine the next intervention step.

The Attitude Toward Pluralism

This above instrument aim to measure and explain about belief and student attitude about pluralism that available in human life, with to choose alternative answer that is students opinion. Ada beberapa butir pernyataan yang terkait dengan the attitude toward pluralism seperti yang diperlihatkan pada tabel 2:

Tabel.2. Butir pernyataan terkait dengan sikap terhadap plurasime

Aspects	Very good respon	Good respon	Less good respon	Not good respon
Diversity is a God's will	Strongly Agree	Agree	Sometimes Agree	Don't agree
Understanding diversity between people	Strongly Agree	Agree	Sometimes Agree	Don't agree
Friendship without religious barrier	Strongly Agree	Agree	Sometimes Agree	Don't agree
Acceptance of disagreements in discussion	Always	Often	Sometimes	Never
Criteria for the determination of friends	Like and dislike	Achievement	Family background	Religion and culture
Cooperation with other people of different religions and cultures	Strongly Agree	Agree	Sometimes Agree	Don't agree
Humans have good or bad character, regardless of religion and culture	Strongly Agree	Agree	Sometimes Agree	Don't agree
The desire to associate with the same cultural background	Highly desire	Desire	Sometimes desire	Do not desire
Equality of treatment regardless of personal background	Very Important	Important	Less Important	Not Important
The desire to eliminate the diversity	Highly desire	Desire	Sometimes desire	Do not desire

Pluralism and differentiation are reality that can not be denied at Indonesia. Therefore, how belief and students opinion about differentiation that available in society and their country can be explained with noted method by some alternative answers that available. Based on answer pattern that given by students, teacher can know about tendency attitude that had by students correspond with the differentiation.

Attitude toward patriotism values and willing to sacrifice for the nation and state

Instrument to assess patriotism attitude and willing to sacrifice uses self assessment. Students are asked to write their mind: (1) Loving of nation and state in my opinion are?, (2) The something that I will carry out to show love of nation and state is, (3) My feeling toward Indonesian condition is?, (4) My expectation for future Indonesi is?, (5) My attitude toward unrest at Indonesia is?

Explaining about feeling and opinion about something through writing itself is right way to know about what they are thought and attitude that had by students. Through short essay about statement that be required will give knowledge to teacher about attitude development and student moral, so that can carry out next action so that can guide student to attitude that be required. So that students answers do not deviated from what the teacher expectation, so that teacher can add keywords that must be used by students to explain their opinion. Example, for the category of nation love on the first point, must there are object, society, Indonesia and country. Using keywords, students are asked to explain their mind about nation love.

Attitude of heroes appreciation

Instrument above is used to assess belief and student attitude toward heroes appreciation. Students are asked to choose alternative that correspond with they feel. Ada beberapa pernyataan terkait dengan attitude of heroes appreciation: (1) Hero is a people who has big service toward nation and state must be appreciated and memorized, (2) I know well history about some Indenesian heroes fight, (3) In my opinion, there are all heroes must be appreciated, (4) I sometimes imagine how the heroes fighted for nation and state, and in my opinion what they doing was great, (5) I am proud to be Indonesia that is a way to appreciate the heroes, (6) The heroes have special criteria that different with regular people, (7) Going to the heroes' grave and make moment of silence there can make our feeling touched and shivered, (8) I often read heroes experiences like Superman but never read book about Indonesian heroes, (9) I want to be hero for Indonesia, and (10) From the deepest heart I am proud and appreciate to people who can give service for Indonesia. Alternatif jawaban dari setiap pernyataan adalah: Very Agree (VA) = 4, Agree (A) = 3, Not Agree (NA) = 2, and Very Not agree (VNA) = 1

Ability to appreciate heroes services who have been service toward Indonesian nation and state are attitude must be developed to students. It uses questionnaire with some alternative answers can be used by teacher. This instrument can be used by teacher to complete affective assessment tool on historical topic that available in IXth, with using this instrument teacher also have figure about students attitude toward heroes are so far from their life generally.

The results of the validity carried out by three experts in their respective fields show that the affective assessment instrument for PPKn learning shows good results, where the average value of the three validators is above 4.5 with the highest value is 5. This validity is good in terms of constructs. , material and language can be achieved because the researcher is based on several previous studies that are relevant to the topic of study. Among them from Neuman, Allen Karen & Friedman, Bruce D (2010). These researchers state that the expression of students' attitudes is basically trying to reveal the things they actually do on a reflex, but what needs to be known is the background of the attitudes they show.

This is also in accordance with what was stated by Fishbean, Martin & Icek Ajzen. (1973) that a person's attitude is based on the beliefs and beliefs he has plus the presence of a new will or intention will become behavior. Therefore, this developed assessment instrument tries to explore the beliefs and beliefs of students to reveal the tendency of their attitudes and behaviors to be tracked first through their beliefs about something. For example, to measure the attitude of pride towards heroes, the teacher needs to first express the beliefs of students who they think can be called heroes, not just characters taught by the teacher in the classroom. Based on these theoretical guidelines, an instrument was developed with language and material and its construction adapted for junior high school aged children.

Product Trial

The Affective Assessment Instrument which has been developed based on need analysis and FGD, is then tested for validity. Test the validity of the affective assessment instrument based on expert judgment. There are 3 experts (experts) involved to provide an assessment of the affective assessment instrument that has been developed. Two experts related to the PPKN field of expertise, namely Prof. Dr. Azwar Ananda, MA, and Dr. Isnarmi, M, Pd, M.Ed and one expert related to the field of expertise in educational assessment and evaluation, namely Prof. Dr. Syafri Anwar, M.Pd. The instrument used for the validity of the affective assessment instrument consists of three indicators. The three indicators are related to content, construction, and language.

Indicators of content contain eight statements, construction indicators contain 8 statements, and language indicators contain 4 statements. Thus the affective assessment instrument contains 20 questions. The results of the expert's assessment are listed in the following table:

Table. 1: Results of Experts' Judgments on Affective Assessment Instruments

No.	Assessment Aspects	Member Rating Results		
		1	2	3
1.	Relevance to Core competencies and Basic Competencies	5	5	5
2.	Compliance with indicators	5	5	4
3.	Conformity with learning objectives	4	4	4
4.	Conformity with the development of the development of students	4	5	4
5.	The construction of the statement is able to describe the student's attitude	4	5	5
6.	The statements are contextual	5	4	5
7.	Statements relevant to students' day-to-day experiences	4	4	4
8.	The indicator you want to assess is observable	5	5	5
9.	Covers the urgent attitudes to be instilled in junior high school students	5	5	5
10	Able to reach the desired curriculum targets	5	5	5
11.	Using communicative language, suitable for junior high school students	5	5	4
12.	Have a clear scoring system	5	5	5
13.	Can be managed by students and teachers properly in its implementation	4	4	4
14.	Contains comprehensive statements to describe student attitudes	4	4	5
15.	Can be guided by the teacher and in accordance with the PPKn curriculum	5	5	4
16.	Includes substantive values and attitudes for PPKn	5	5	5
17.	Able to motivate students to develop attitudes and opinions	4	4	4
18.	Can be implemented and adjusted to the learning time	5	4	5
19.	The construction of questions / statements supports the concept of the Republic of Indonesia (NKRI)	5	5	4
20.	This type of instrument is easy for teachers to implement in school	4	5	4
	Amount	93	92	90
	Average	4,65	4,6	4,5

Based on Table 1 above, it can be seen that the assessment of 3 expert validators on the affective assessment instrument that has been developed with a score range of 90 to 93 for 20 statement items. the first validator, Prof. Dr. Azwar Ananda, MA provides an assessment of the validity of the affective assessment instrument that has been developed with a score of 93 with a mean of 4.65. The second validator, Dr. Isnarmi, M.Ed provided an assessment of the validity of the affective assessment instrument with a score of 92 with a mean of 4.5. Then the third validator, Prof. Dr. Syafri Anwar, M.Pd provided an assessment of the validity of the affective assessment instrument with a score of 92 with a mean of 4.5.
Data analysis using formulas obtained results from the validity of the instrument in terms of construct, material and language as listed in table 2.

Tabel 2. Experts Validity

Indicator	Aikens'V
Construct	0.88
Content	0.95
Languange	0.86

From the data presented, it can be seen that all the application quality variables created are categorized as valid, karena nilai V lebih besar dari 0.6.

V. CONCLUSION

Based on the under explanation can be concluded that affective assessment on Civic Education Subject is one of assignment must be carried out by teacher to reach the aim of Civic Education at Junior High School. Generally, teacher knows and understands that affective assessment is characteristic of study field that they are teach and will a right assessment for that.

Affective domain characteristic that very difficult to be explained because it is about feeling, belief and emotion, teacher feel difficult to implements at the school. There are some factors that cause, are follows:

formulating and compiling the instrument to assess indicator achievement is difficult. Teacher has limitation time for Civic Education Subject, it can be obstacle to observe and process students scoring of affective aspect. Therefore, teacher trends to ignore at school implementation and just focus to cognitive aspect assessment.

Affective dimension in Civic Education Subject at Junior High School based on curriculum of 2013 can be grouped of two parts. First, attitudes generally that be Core Competence (KI) are honestly, discipline, responsibility, care, tolerant, cooperation, well mannered and confidence. This is developed on every study field. Although, the attitudes that correspond with Special Basic Competence for Civic Education starts from grade VII until grade IX, are follows: attitude of taqwa toward God in life context at school, nation and state and international context. Unity and nationalism context, tolerant and differentiation, obey the norm and law, and appreciate to heroes. All of the attitudes are developed the instrument to assess them using different assessment method and technique, are follows: using directly observation by teacher, with questionnaire that must be ticked by students, self assessment, and other technique. The results of the validity carried out by three experts in their respective fields show that the affective assessment instrument for PPKn learning shows good results.

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