

## **The Development of attitude assessment in dance education**

Rumiwiharsih

Email: rumiwiharsih@uny.ac.id.

Attitude as the affective domain, in art education, habituation is the result of a blend of everyday cognitive domain and psychomotor domain, together and balanced. Anastasia (1982) defines attitude as a tendency to act like or dislike of an object. For example: a group of people, customs, state, or particular institutions

Development of attitude assessment, developed by teachers in performing their duties as educators. This is in accordance with the guidelines referred to the judging of assessment in the classroom (Classroom Based Assessment). But in Curriculum 2013, the development of assessment emphasizes authentic assessment (authentic assessment). Developing assessment, a teacher will have the process approach and the approach results. If the assessment is done, attitude will certainly use a process approach, because the attitude or behavior can not be done using the test. If anyone is using the test, take a few instruments, play and conduct trials with proper analysis, which is derived from theories of education and psychology and social theory.

Art educator (teacher of art) or teachers of Arts and Culture, has the task to train students to be creative, expressive, aesthetic, and sensitive. (Herbert Read, 1980). Stated that the Education Through Art are preferred for art subjects at primary and secondary level general (ECD / Bustanul Agfal, SD/Madrasah, SMP/Madrasah Tsanafiyah, high school/Madrasah Aliyah), whereas vocational education or college art High Art, noted that more promoting Art Education.

Two main ideas upon which there is a charge associated with the curriculum in 2013, it seems the common thread, that dance education explicitly or implicitly give priority to the formation of attitudes. Even the background changes into the

curriculum of SBCCurriculum 2013, the affective domain are translated into KI-1 and KI-2 (-1 = spiritual core competencies and core competencies-2 = affective), then KI-KI-3 and 4, i.e. knowledge (cognitive) and skills (psychomotor) ..

### **B. Development Assessment Attitudes in Dance Practice**

Teachers as a spearhead in the classroom assessment developer, is expected to implement some kind of assessment in evaluating educational learning the art of dance. Performance Test (test performance) is used by the teacher using a rubric that was created earlier. The criteria used inter-rater agreed, so good reliability. However, the assessment can be simultaneously attached to, or separate from the assessment of the dance practice. In this paper will be discussed briefly, either attached to or become one with practice, and separate. Assessment attached to the practice of dance, is the criteria in the rubric created by the teacher are indicators of "attitude".

However, it must be careful, because it could have overlapping boundaries if not agreed between the rater or inter-rater. The advantage is that the teacher can take on the attitude indicator values are created, for example: there wirama in Javanese dance.

Do / dance / dance is to demonstrate aspects of affective, cognitive, and psychomotor together, because thinking determines the motion sequence, rules must be obeyed "benchmark motion", adjusting to the rhythm, sensitivity space, and characters presented, either solo dance and dance groups.

While the assessment is a stand-alone attitude, nontes instrument. Developing assessment for the assessment of affective aspect requires precision and accuracy, as well as perseverance. Djemari Mardapi (2007), said that the nature of the affective domain includes behaviors such as feelings, interests, attitudes, emotions, or values. While Popham (1995), said that the affective domain of learning determines the

success of a person . People who do not have a particular interest in the subject is difficult to achieve optimal success of the study . Therefore, a teacher must be able to arouse the interest of all students to learn the lessons of teaching teachers . Further it is said that the emotional attachment is often necessary to build a spirit of togetherness , the spirit of unity , the spirit of nationalism , social sense , and so on . This opinion is in line with the opinion of Herbert Read , that the potential for the generation of arts education trains students to be affective aspects , namely creative , expressive , aesthetic and sensitive students , honed and trained .

### **C.Examples of the development of attitude assessment in Dance Education**

Attitude measurements can be done in several ways. TRamliZakaria(2010) mentions several ways, among others:

- a. observation of behavior
- b. direct questions
- c. personal report
- d. attitude scale

**Observation of behavior** at school can be done using a special notebook of events related to students during the school day.

example:

(a kind of record of the student book, containing: Subject, Teacher , name student, events(positive and negative). books can record the behavior of students, it can also be an ingredient in the overall assessment of students perkembangan. In addition, the observation of behavior can also use the checklist(Checklist), which contains certain behaviors expected from students in general, or in particular circumstances.

**Direct questions**, for example: How did the students about the art of dance to be held in

the afternoon. Based on the responses and reactions from students in a manner understandable answers members about the attitude object. Teachers can also use this technique in assessing attitudes and fostering students' attitude towards a problem, situation, or thing which is the object attitude.

**Personal report**, for example: students are asked to make a review or response that contains a view of an attitude object. Teachers can also use this technique in assessing attitudes and fostering students' attitude towards a problem, situation, or thing which is the object attitude. For example: on "Costume Dance". Of the student review can be read and understood its tendency attitude. This technique is somewhat difficult to use in measuring and assessing the attitudes of students in the classical style. Teachers need more time to read and understand all students

**Attitude scale.** There are several models developed by experts to measure that is often used in class. Model Scale Semantic Differentiation (differential Semantic Techniques) and Likert scale (Likert Scales). Two models have been easy and rewarding to be implemented by the teacher in the learning process in the classroom.

#### **D. Conclusion**

Development of attitude assessment in dance education, should be done by the teacher, through a process approach and the approach of the results. Assessment, the assessment included in the affective domain, so teachers need to make an effective rating instrument with indicators and criteria that have been determined, then see the trend, positive, or negative.

- A.** Assessment attitude in Dance Education consists of: 1) Step-by-step development, 2) Penilaian and interpretation. The tools used to assess the attitude are as follows:
- a). Semantic differentiation scale, b) Likert Scale (Likert Scale).

Implementation Assessment Attitudes in Dance Education, can not

bedone instantly, but continuously through the process approach and the approach of the results

#### E. **Bibliography**

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#### **Biodata**

Rumiwiharsih, S1 ISI Yogyakarta, dan S1 IKIP Yogyakarta, S2 PEP UNY, now is studying S3 PEP UNY, and lecturing at Dance Departement, Faculty of Languages and Arts, Yogyakarta State University.