The Development of attitude assessment in dance education

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Attitudeasthe affective domain, in art education, habituationis the resultofa blendof everydaycognitivedomainandpsychomotordomain, togetherand balanced. Anastasia(1982) defineattitudeaskeenderungantoactlike or dislikeof an object. For example: a groupof people, customs, state, orparticularinstitutions

Development ofattitudeassessment, developedbyteachersin performingtheir duties as educators. This is in accordance with the guidelines refer to the judging ofassessmentin the classroom(Classroom BasedAssessment). But inCurriculum2013, thedevelopment of assessment emphasizes authentic assessment (authentic assessment). Developingassessment, teacher a willmenhacutheprocess approachandthe approachresults. If theassessmentis doneattitudewill certainly approach, because the attitude or behavior can not be done using the test. If anyone is using the test, take a fewinstrumentspeilaianconductedtrials withproper analysis, which dikontruk of the ories of education and psychology and so cial theory.

Arteducator(teacher of art) orteachers of Artsand Culture, has the task to trainstudents to becreative, expressive, aesthetic, and sensitive. (Herbert Read, 1980). Stated that the Education Through Artare preferred for arts subjects at primary and secondary level general (ECD /Bustanul Agfal, SD/Madrasah, SMP/Madrasah Tsanafiyah, high school/Madrasah Aliyah), where as vocational education or college art High Art, noted that more promoting Art Education.

Twomain ideasuponwhichthere 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

curriculumofSBCCurriculum2013, theaffectivedomainare translatedintoKI-1 andKI-2 (-1 = spiritualcore competencies and core competencies - 2 = affective), then KI-KI-3 and 4, ieknowledge (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. DjemariMardapi (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 sentitif students , honed and trained .

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

Attitudemeasurementscan bedone in several ways. TRamliZakaria(2010) mentionsseveralways, among others:

- a. observation of behavior
- b. directquestions
- c. personalreport
- d. attitude scale

Observationsof behavioratschoolcan bedone using special notebookof eventsrelated tostudentsduring the school day.

example:

(a kind of record of thestudentbook, containing: Subject, Teacher, namestudent, events(positive andnegative). bookscan recordthe behavior ofstudents, it can also bean ingredient inthe overallassessmentof studentsperkembanagn. In addition, theobservationof behaviorcanalsousethe 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 heldin

the afternoon. Based on the responsesandreactions from students in amanner understandable answers members about the attitude object. Teachers can also use this technique in assessing attitudes and fosterings is water tangaproblem, situation, or thing which is the object attitude.

Personal report, for example:students are askedtomake arevieworresponsethat contains a viewofanattitudeobject. Teacherscan also usethis techniquein assessing attitudes and fostering siswa. tentang aproblem, situation, orthing 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 areseveralmodels developedby expertstomeasurethat is oftenusedissikap.ModelScaleSemanticDifferentiation(diferentialSemanticTechniques) andLikertscale(LikertScales). Two modelshave beeneasyand rewardingtobe implementedbythe teacherin the learning processin theclassroom.

D.Conclusion

Development of attitude assessment indance 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 affective grating instrument with indicators and criteria that have been determined, then see the trend, positive, or negative.

- **A.** AssessmentattitudeinDanceEducationconsistsof: 1) Step-by-step development,
 - 2) Pensekoranandinterpretation. The tools usedtoassessthe attitudeisasfollows:
 - a). Semanticdifferentiationscale, b) LikertScale(LikertScale). ImplementationAssessmentAttitudesinDanceEducation, can not

bedoneinstantly, but continuously through the process approach and the approach of the results

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