

Affective Abilities of Students in Elementary Schools in an Urban Community Environment

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Abstract

Low affective competence is the cause of student behavior in elementary school. One of the problems faced by elementary school students in the city of Magelang is their attitudes that deviate from the norm, such as difficulty being managed both in class and at school, bad speech, behavior against teachers, and behavior that deviates from the norm. Students do not have sufficient affective abilities, which results in their tiresome behavior. This research aims to learn more about student deviation and the reduction of affective competence in schools located in the urban community of Magelang City. In addition, researchers will study further the reasons why students have low levels of affective abilities. It is hoped that this research can improve the quality of education and educate a golden generation with traits. To dig deeper into students' affective competence and the reasons behind it, this research uses a mixed type of research. The research location is SD Negeri Magersari 3 in Magelang City. In the first stage of data collection, observation and documentation questionnaires were used; in the second stage, interviews, documentation and observation are used. The results show that students' affective abilities in learning are very good, and the school environment is also very good. The shortcomings include three elementary school students who are considered to have low interest, seven students who are considered to have low caring affective competence, and one student who is considered to have a very low level of self-confidence.

Keywords: affective abilities, elementary school, urban community

1. Introduction

Character education is an important means of overcoming the moral crisis that has hit Indonesia in the 21st century. In addition, Indonesia is facing technological and information developments, which means that students need experienced educators. Student competencies in the 21st century will definitely change along with developments over time (SMA Dwi Warna Boarding School: 2023). Where the development of the times will center on progress in science and technology. It is important to remember that the rapid growth of science and technology will make challenges greater than before. Not only does it have the ability and skills to master science and technology, but it is also an individual characteristic.

Character is an abstract form of humans that can be seen in their behavior and habits. Family is the first place where character is formed. A person's school and place of residence also influence their character. Guidance given to children can be given informally, such as in the community, or formally, such as at school, according to Sholichah (2018). The fact that Indonesia has the fourth highest population in the world. In 2045, Indonesia will have the largest population of productive age in the world—a demographic bonus that can be exploited. There is no doubt that we need a superior generation that can defend the dignity and worth of our country.

School is one way to shape students with character. Therefore, Republic of Indonesia Law No. 20 of 2003 stipulates policies that enable national education to educate and shape the nation's character. The target for 2045 is the golden generation who are currently attending school. For this reason, efforts need to be made to prepare the generation that will welcome a Golden Indonesia. The golden generation are people who are expected to become the nation's next generation, and they must continue to be educated to have good qualities, be productive and have character. Education, according to Ki Hajar Dewantara, is a process for developing children's minds and character (Yusuf, 2016).

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With education, a person can acquire various types of intelligence. Education has the potential to improve skills in various fields so that they can be used in the future. However, this will become a problem in the future if it is not done. Students' inability in the affective field can contribute to social problems in school, society and national and state life. Currently, many cases of child delinquency at an early age are rife. The mass media has recently broadcast about student brawls, murders and anarchism. More complex conflicts and problems can arise if problems like these are not addressed immediately.

Every person has characteristics and traits brought from their environment and acquired from it. Innate characteristics are traits that are brought from birth, both related to biological factors and social psychological factors. Characteristics related to the development of biological factors are more stable, while environmental factors influence social psychological characteristics more (Sunarto: 1995).

To better understand the situation of students, especially at the elementary school level, teachers must know the characteristics of children at elementary school age. It is very important for teachers to know the characteristics of their students in addition to other characteristics that need to be considered. "Some of the characteristics of elementary school students include: (1) like to play; (2) like to move; (3) like to work in groups; and (4) like to feel or do or demonstrate something directly," said Nursidik (2011).

Affective competence is closely related to a person's personality and character weaknesses. Chatib (2012) calls affective competence the ability of students to improve responses, attitudes, appreciation, assessment, interest and internalization. Students' learning achievements (affective, cognitive and psychomotor) are influenced by their environment. According to research conducted by Ansori et al. (2016), several factors that contribute to the decline in student learning achievement include the environment outside the school, 55.09% the school environment, and 55.67% the community environment, respectively. Students' social environment greatly influences their performance. This research aims to measure the affective abilities of students in urban communities and the factors that cause them to be lacking. According to initial analysis, SD Magersari 3 is located in an urban environment near terminals, markets and densely populated residential areas. The results of the interview with the Principal confirmed again that every child studying at SD Magersari 3 is a resident of the school area. This shows that the environment of the children at SD Magersari 3 is included in urban society. Researchers are interested in conducting research on students' emotions due to the circumstances surrounding this school.

This will be initial data to explore cases of weak student character, which will be measured by student competency. After knowing student competence, researchers will dig deeper into the causes of elementary school student competence. It is hoped that this research can contribute to educators, parents and students. Building a golden generation with character can be achieved by improving the quality of education.

2. Literature Review

2.1. Characteristics of Elementary School Children

Children go through various stages of development at elementary school age. There are three domains of development at elementary school age: affective, cognitive, and psychomotor. Children begin the concrete operational stage of their cognitive development. According to Piaget's theory of cognitive development, this is the third stage in cognitive development. In the process of studying concrete operations, students can make logical conclusions about concrete objects and group them into different groups (Santrock, 2003: 50-51). Children learn many things and experience cognitive improvements during this period. Children's thinking today is more objective than egocentric (Suparno et al., 2002: 56).

Psychosocial development develops throughout life and is influenced by a person's social environment (Sunaryo, 2004). At elementary school age, each individual has different unique qualities, where they try to take responsibility and produce something (Semiun, 2010). Children's self-confidence increases when they can complete tasks in the same way as their friends. However, a child's inability to complete tasks in the same way affects their self-confidence (Sunaryo, 2004: 51).

The moral development of children at elementary school age influences their behavior. Moral development includes a bad and sad past or physical violence that influences a child's behavior (Santrock, 2003). Moral development is the concept of rules and values that determine a person's attitude in interactions with other people. Moral development in children is important because it influences their attitudes and behavior. Moral development is synonymous with adaptability, which is an attitude or behavior demonstrated in an individual's interaction with social norms or values. It

is necessary to instill principles and ethics in elementary school age children so that they know and consider their actions.

The physical development of elementary school age children is influenced by their motor development. The health and function of body organs also influences their motor development (Mulyani & Gracinia, 2007). Children with good physical strength and stamina will find it easier to participate in activities, which will allow the development of their motor skills to develop optimally. Motor development includes gross and fine motor functions. This development can be seen directly by measuring body weight and senses. With ideal physical development, which includes growth in body weight, height and other organ functions, motor development can be said to be going well.

2.2. *Affective Competence*

Students must have cognitive, affective and psychomotor skills to develop other abilities, especially abilities in the 21st century. According to Nurbudiyani (2013), affective competence helps students develop a positive, responsible and caring attitude towards what is around them. It also provides many benefits, such as increasing gratitude and teaching students to adapt more quickly, which helps them achieve their learning goals (Purnomo & Waluyo, 2014). The affective world is about a person's attitudes and values. If someone has a high level of cognitive mastery, they can see changes in their perspective. Students who develop cognitive skills, for example, have a positive impact on the affective domain. Educators, especially teachers, must consider the affective and cognitive aspects of students when assessing them. Haryati (2008) states that the affective domain can influence learning success.

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Educators must understand the elements that can be assessed in the affective domain when building affective domain competencies. These aspects can be critical to successful learning and ensuring that students can achieve optimal self-actualization. According to Desmita (2009), in accordance with the hierarchy of needs theory created by Abraham Maslow, also known as the hierarchy of needs, this hierarchy is fulfilled based on top priorities. For example, second level needs do not have to be met before first level needs are met, and so on until fifth level needs are met. Psychological studies pay attention to needs. Maslow said that a person has a tendency to fulfill his needs so that his needs can be met. But on the other hand, if a need has been fulfilled, it will be followed by other needs that demand satisfaction throughout the human life span.

In his theory, Maslow said that humans have five needs: physiological needs, security needs, love needs, self-esteem needs, and self-actualization needs. These five needs develop in stages, with physiological needs as the basic needs, security needs as the second need, love needs as the third need, and protective needs as the fourth need.

The affective world is divided into five categories, according to Karthwohl & Anderson (2015): 1) Acceptance is a person's sensitivity to receiving external stimuli that come to him in the form of problems, situations and other symptoms; 2) Response is the ability to respond openly to a symptom; 3) Assessment is providing an assessment or belief about a symptom consistently; and 4) Organization is to reconcile differences in values so that the purpose of the symptoms can be achieved. According to the evaluation carried out in the assessment of the affective domain, the main aim of developing the affective domain in the learning process is to increase interest and encouragement to learn. In addition, it is hoped that this will also help educators in choosing appropriate learning strategies. In order to achieve maximum results to improve competence in the affective domain, educators must prepare assessment instruments using appropriate methods.

According to Chatib (2014), there are five indicators of affective assessment: a) students' attitudes towards themselves during the learning process; b) students' attitudes towards educators; c) students' attitudes towards their friends; d) students' attitudes towards their environment; and e) student responses to lesson material.

2.3. Urban Community Environment influences Individual Behavior

Urban communities have the peculiarity of being geographically located in cities and socially having a heterogeneous community composition. The condition of urban communities has advantages in terms of access to information which tends to be easier compared to rural communities. According to Istiqomah & Delfiyan (2020) urban communities have easier access to receive various information, including accommodating various cultures and values transmitted through technology. This raises concerns about changes in culture and values that affect the lives of urban communities. Changes in culture and values will have an impact on individual behavior, and will also have an influence on students. Urban communities live in semi-identities, they tend to refer to the face of change that occurs continuously. Thus, fragility will be very vulnerable to attacking identities that are not final (Antoni, 2012: 15). Urban communities live in semi-identities, they tend to refer to the face of change that occurs continuously. Thus, fragility will be very vulnerable to attacking identities that are not final (Antoni, 2012: 15). Urban society can have an influence on individual behavior in everyday life.

3. Research Method and Materials

In this study, mixed methods were used, including a sequential explanation strategy. This strategy is used when quantitative data collection and analysis begins, and the initial quantitative results are used for qualitative data collection and analysis in the second stage (Creswell, 2016). The first stage of quantitative research measured students' affective abilities in elementary schools; The second phase of qualitative research investigates students who have low affective abilities to determine the factors that cause them to fail to achieve lower levels of affective abilities. This research involved 65 students at Wates 3 Elementary School. In the first stage of research, data collection techniques used questionnaires, observation and documentation. On the other hand, the second stage research subjects were students who had low affective abilities. To collect data, observation, documentation and interviews were used. Figure 1 show the flow of research.

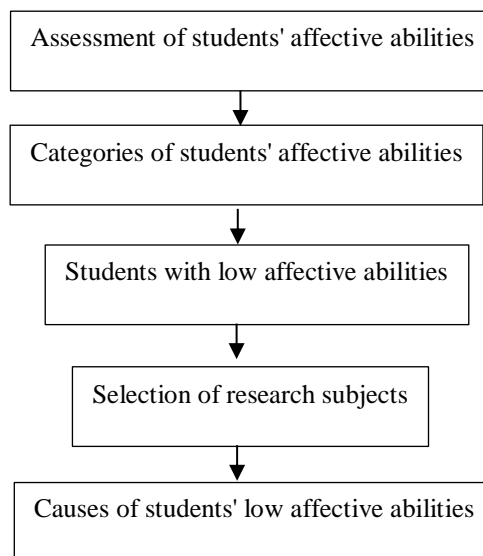


Figure 1. Research flow

4. Results and Discussion

In the first stage of the research, 78 students at SDN Magersari 3, Magelang City received an affective ability assessment. This assessment divides students' affective abilities into two categories: students' affective abilities in learning and students' affective abilities in the school environment. These two categories look at students' interests, attitudes, self-concept, values and morals during the learning process.

4.1. Students' affective competence during learning

It has the ability to measure the attitudes and behavior of teachers and students, pupils and students, and the overall learning process. There are 21 statements in the questionnaire with four indicators: attitudes, interests, self-concept, values and morals. The results resulting from assessing students' affective abilities in learning as shown in Table 1.

Table 1. Learning questionnaire results

Grades	attitude	interest	Self concept	value	moral
Very Good	47	43	34	78	78
Goog	26	22	7	0	0
Enough	5	12	37	0	0
Less	0	0	0	0	0
Very Less	0	1	0	0	0

The results of questionnaire data collection from 78 elementary school students were used to assess students' affective abilities in learning. Table 1 shows that the average distribution of students' affective abilities at school is very good, with an average score of 4.5; there were 70 students categorized as very good, and 8 students categorized as very good.

Attitude, motivation, self-concept, values, and morals are the five components used to assess students' affective abilities in learning. According to the results of assessing students' affective abilities, table 1 shows that 8 students have good affective abilities. However, based on the indicators, 47 students have very good affective abilities, 26 students have good affective abilities, 5 students have sufficient affective abilities, and 12 students have very low interest. There are 78 students in the very good category in moral competence. In the assessment of affective abilities, the attitude indicator received an average score of 4.5, which is a very good category; the interest indicator received an average value of 4.4, which is a very good category; the self-concept indicator received a mean score of 3.9, and the moral indicator received a mean score of 5.

According to the assessment of affective competence carried out by students for each indicator, there were 11 students who had very good affective competence in all affective ability indicators, 25 students had varying affective competence, very good, and 48 students had varying affective competence in the categories of very good, good, and enough.

A comprehensive study of underachieving children in terms of interest and self-concept indicators found that students interacted more with smartphones, lacked guidance at home, made the wrong friends, lacked parental attention, and had deviant behavior at school. Children who have low affectivity are usually easily aroused by their environment. This is in line with the opinion of Sunarto (1995), who states that environmental factors influence more social psychological characteristics. Based on findings from assessments and interviews, the school seeks to improve students' affective feelings by teaching them religious habits, such as reciting the Asmaul Husna and praying jam'ah. Apart from that, affective learning methods have not been found in our class. In accordance with Camras & Halberstadt (2017), one way to increase affective competence is to study social interactions. Emotional competence, especially that formed in social interactions (or affective social competence), is essential for the child's good social and psychological functioning.

4.2. Students' affective abilities in the school environment

Attitudes, behavior and interactions between students at school are known as affective abilities. In the school environment, interactions include interactions between teachers and students, as well as interactions between educators and students. Discipline, honesty, caring, self-confidence, politeness and responsibility are components of students' affective abilities. Assessment of students' affective abilities in the school environment is carried out to measure student interactions and behavior so that they can behave well. The objectives of this assessment as shown in Table 2.

To assess students' affective abilities in learning, there are six components: discipline, honesty, caring, self-confidence, politeness, and responsibility. Table 2 shows the results of an assessment of students' affective abilities in learning carried out on 78 elementary school students. The results of questionnaire data collection show that the average student has very good affective abilities in the school environment, with an average score of 4.7. There are also 76 students who have excellent affective abilities.

To assess students' affective abilities in learning, there are six components: discipline, honesty, caring, self-confidence, politeness, and responsibility. According to the results of the assessment of students' affective abilities, table 2 shows that two students have good affective abilities. However, if we look at the discipline indicators, there are 48 students who are very disciplined, 29 students who are disciplined, and 1 student who is less disciplined. If we look at the honesty indicators, there are 74 students who are very honest, 1 student who is honest, and 3 students who are less honest. On the caring indicator, there are 57 students who care very much, 6 students who care well, 8 students who care enough on the caring indicator, and 7 students who don't care enough. In the self-confidence indicator, there are 70 students who have very good self-confidence, 7 students have good self-confidence, and 1 student has very low self-confidence. In politeness competency there are 72 students in the very good category, 6 students in the good category. Meanwhile, in terms of responsibility competency, there are 68 students in the very good category and 10 students in the good category.

Table 2. Results of the affective abilities questionnaire in the school environment

Grades	Discipline	Honest	Caring	Confident	Polite	Responsible
Very Good	48	74	57	70	72	68
Good	29	1	6	7	6	10
Enough	1	3	8	0	0	0
Less	0	0	7	0	0	0
Very Less	0	0	0	1	0	0

In the assessment of affective abilities, the discipline indicator received an average score of 4.6 and was included in the very good category; honesty received an average score of 4.9 and was included in the very good category; caring received an average score of 4.4 and was included in the very good category; self-confidence received an average score of 4.9 and was included in the very good category; and politeness received an average score of 4.9 and was included in the very good category.

As shown by the assessment of students' affective competence carried out on each indicator, there are 7 students who have very good affective competence in all affective ability indicators, 20 students have very good varying affective competence and good affective indicators, 41 students have very good varying affective competence and sufficient, and 5 students have sufficient affective competence. This assessment found that four elementary school students had poor self-concept abilities.

An in-depth study of children with poor competence in terms of interest and self-concept indicators found that students interacted more with smartphones, did not receive good guidance at home, made the wrong friends, and behaved deviantly at school. Students must be provided with a school environment or school culture that is able to foster a responsible and caring attitude towards everything they have around them (Nurbudiyani, 2013). It is hoped that a school environment and culture that supports the development of students' affective competence can improve the quality of learning and achieve learning goals. Because affective competence influences the quality of school education (Purnomo & Waluyo, 2014).

5. Conclusion

The results show that students' affective abilities in learning are very good, and the school environment is also very good. The shortcomings include three elementary school students who are considered to have low interest, seven students who are considered to have low caring affective competence, and one student who is considered to have a very low level of self-confidence.

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