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DEVELOPMENT OF ASSESSMENT INSTRUMENTS FOR SELF-CONFIDENCE, DISCIPLINE, MANNERS, AND RESPONSIBILITY IN SOCIAL STUDIES LEARNING FOR BLENDED LEARNING IN JUNIOR HIGH SCHOOLS.

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ABSTRACT

Attitude assessment is oriented towards the urgency of measuring behavioural change, character development, and self-awareness. This study aims to develop an attitude assessment instrument for blended learning in junior high school social studies. The ADDIE development method was employed, utilizing both qualitative and quantitative data sources. Qualitative data were obtained from interviews and observations, while quantitative data were obtained from the distribution of scores and the validity and reliability tests of the instrument. The study results indicate that the developed assessment instrument has undergone a series of feasibility tests, resulting in changes and refinements until it is ready for implementation as an attitude assessment instrument. Ultimately, the attitude assessment instrument has met the criteria for validity and reliability. Reliability calculations also indicate that the developed instrument exhibits a high level of reliability, with Cronbach's alpha values of 0.964 for attitude assessment in offline learning and 0.953 for attitude assessment in online learning. Additionally, the attitude assessment instrument for blended learning is included in the practical category during its implementation. It can be concluded that the attitude assessment instrument developed for blended learning is applicable because its validity and reliability have been established.

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INTRODUCTION

Assessment is a decision-making process related to measures of good or bad, appropriate or inappropriate, intelligent or stupid, high or low, and so on (Supardi, 2016; Kusuma et al., 2024). In education, learning assessment is an activity to obtain comprehensive and continuous information regarding the learning outcomes and processes that have been achieved (Haryanto, 2020; Suyatni et al., 2025). This assessment aims to evaluate the level of learning success, which serves as the basis for measuring the effectiveness of the process (Arikunto, 2018).

Fundamentally, assessment in education is a subset of evaluation. While both serve to determine the value of something, evaluation has a broader scope than assessment, which focuses more on the success of the learning process through tests or measurements (Binkley et al., 2019). Learning assessment encompasses three domains: affective,

cognitive, and psychomotor. These three domains play a crucial role in reflecting the outcomes of students' learning processes. However, in social studies learning, attitude assessment becomes an essential aspect. In general, attitudes that need to be assessed in social studies learning include: attitudes toward the subject matter, attitudes toward the teacher, attitudes toward the learning process, and attitudes related to specific values or norms (Rojik, 2015).

Attitude assessment falls within the affective domain, where attitude is a response to an object that reflects a person's positive and negative preferences. Rahman & Nasryah (2019) emphasize that attitude expresses an individual's values and outlook. Attitude has three components: affective, cognitive, and conative. The mental component reflects an individual's beliefs, the affective component relates to emotional factors, and the conative component indicates a tendency to act (Zuchdi, 2011). These three aspects are interrelated and inseparable in the overall assessment of attitude, contributing to how a person behaves and makes decisions.

However, objective attitude assessment is often neglected in the learning assessment process. It is the case at a junior high school in Bandung City, where research (Sutisna et al., 2025a). Shows that not all social studies teachers can conduct comprehensive attitude assessments using observation instruments. Some teachers rely more on personal interpretation and prejudice than on valid assessment instruments. If some do use instruments, they are often not developed by the learning model being implemented; for example, using attitude assessment instruments from conventional learning for assessment in blended learning (Sutisna et al., 2025b). It indicates that attitude assessment in social studies learning in Bandung is not yet ideal.

Addressing this problem, this study aims to analyse and find solutions for implementing attitude assessment in social studies learning. This study focuses on developing an assessment model, specifically an attitude assessment instrument for the blended learning model, an innovation in social studies learning. It is due to teachers' difficulties in developing assessment instruments for blended learning. Previously, many studies have discussed attitude assessment at the junior high school level, such as Manalu (2022) A study on developing tolerance in discovery learning (Munadi & Subhani, 2024), a study analysing the instillation of responsibility in schools, and Dayanti's (2015) Study on developing tolerance. There is also research by Nandawati et al. (2025) on instilling cooperation, and research by Mohammad Miftahusya'ian (2020) on the formation of students' social attitudes, and Rachmawati Fanan & Soraya (2024) with a research focus on the application of character values , such as discipline and responsibility, in social studies learning. However, these studies have explored the development of attitude assessment instruments for blended learning. Therefore, this study is expected to fill the gap in research focused on developing attitude assessment instruments for blended learning at the junior high school level.

RESEARCH METHOD

This research was conducted between December 2024 and March 2025 in junior high schools in Bandung City. This developmental research used the ADDIE model (Molenda, 2007). This model comprises five basic phases: analysis, design, development, implementation, and evaluation (Maydiantoro, 2021). The research began with an initial analysis phase to identify needs. The second phase, design, included the development of assessment designs and attitude assessment instruments, starting with the creation of a grid and user instructions. The third phase, development, involved creating an attitude assessment instrument for blended learning that covered aspects of responsibility, discipline, politeness, and self-confidence. Each indicator was developed into a statement or measurement item. Next, feasibility testing was conducted through focus group discussions (FGDs) and expert evaluation. In the implementation phase, the developed assessment instrument was piloted. Finally, an evaluation was conducted to refine the product by addressing any weaknesses during implementation.

The research subjects came from diverse backgrounds. Four teachers participated in the pilot study. The focus group discussion (FGD) involved two learning evaluation experts, two learning model experts, and four teachers. For expert validity, this study employed two learning evaluation experts. The pilot study was conducted at SMPN 21 Bandung City, involving 32 students and one social studies teacher as participants. Data analysis was conducted according to the type of data obtained. Quantitative data derived from the scientific validity test results were analysed using a quantitative descriptive approach. The pilot study data were also quantitative and analysed by comparing the calculated r and the table r. With 32 respondents, the table r value at the 5% significance level was 0.355. If the computed r is greater than the table r, the instrument is considered valid; otherwise, the instrument is invalid. Validity and reliability calculations were performed using SPSS 27.

Next, a practicality test was conducted to assess the product's effectiveness and ease of use. The practicality test used student questionnaires, observation sheets, and teacher interview guides to strengthen the research findings. Data analysis employed qualitative analysis techniques. According to Creswell, (2009), there are several steps in analysis, including: 1) Preparing information, including transcribing interviews; 2) Reading all data to gain a basic understanding; 3) Coding by labeling relevant parts of the data; 4) Presenting and conveying interpretations by creating themes and descriptions; 5) Presenting descriptions and themes in the form of a narrative report; and 6) Concluding the overall data analysis.

RESULTS AND DISCUSSION

Several stages were involved in the data collection process. First, the preliminary stage aimed to identify the current state of attitude assessment in blended learning in schools, as well as its development and implementation. The research findings are described below.

First, regarding the process of implementing attitude assessments in schools. Based on interviews, respondents stated that they rarely conduct observations. One respondent noted, "Maybe when we take attendance, we look at their attitude, whether they arrive on time. If they are late, we ask why." Another respondent added, "We assess attitudes based on student behaviour." The researcher then asked about the use of attitude assessment instruments. The respondent replied, "We do, but we rarely use them. It is not very easy, and there is not enough time. However, we already know the students' characters so that we can do it after class."

Table 1. Illustration of interview excerpts

Respondent 1	There are already attitude assessment instruments and other assessments in the teaching module, such as those for presentations or assignment assessments; however, I prefer to assess students directly.
Respondents 2	We created our attitude assessment format and typically use it to assess attitudes.
Respondents 3	There are instruments, but sometimes we judge them directly to keep them simple.
Respondents 4	Now, assessments are direct. Report cards do not include assessments of attitude. So, if we assess something like that, we just factor it into the final grade.

Interview data show that not all teachers use the assessment formats and instruments provided in the teaching modules. Furthermore, some teachers prefer test-based assessment instruments, despite not conducting validity tests. These findings encourage researchers to develop online and offline attitude assessment instruments suitable for blended learning models.

2nd development. As is known, this research adopted the ADDIE model as a development framework. For educational development purposes, this process can be summarised into three main stages: 1) Design development, 2) Product development, and 3) Model or prototype development (Sukmadinata, 2015). The first stage involves determining the product design, which is adjusted to the findings of the preliminary study. It is known that the implementation of attitude assessment in junior high schools in Bandung City, particularly in those that employ the blended learning model, is still not running optimally. It is based on the findings of the study which indicate that: 1) teachers have not fully implemented the ideal attitude assessment by using student attitude observation instruments; 2) The attitude assessment process is only carried out by teachers without involving students in self-assessment or peer assessment; 3) The assessment instruments used are not appropriate for learning that implements the blended learning model or online learning; and 4) If any attitude assessment instruments are used, they have not gone through the validity and reliability testing stages. Therefore, the developed design is focused on solving these problems by providing an attitude assessment instrument that can be applied in the blended learning model for social studies

subjects.

The initial design of the attitude assessment was determined based on urgent needs in the field. The development needs analysis focused on: 1) an attitude assessment instrument covering discipline, responsibility, politeness, and self-confidence. Our initial design framework is described below:

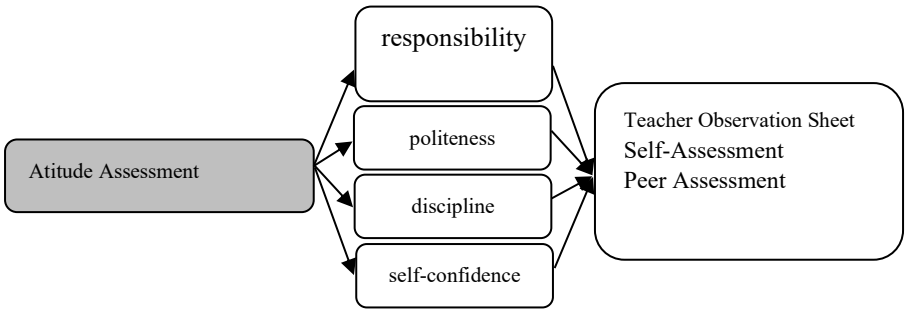

Figure 1: Initial Design for Developing Attitude Assessment for *Blended Learning*

After the design draft is developed, the next stage is developing the assessment instrument. The assessment instrument development process begins with creating a framework that includes assessment indicators, sub-indicators, and the number of statement points for measurement. The developed framework is presented in the table below.

Table 2: Development of Attitude Assessment Grid in *Blended Learning*

Attitude Assessment Aspects	Indicator	Sub Indicators
Discipline	Students' ability to manage time	Demonstrate an attitude of respecting time.
		Complete and collect assignments according to the specified time.
	Students' ability to follow rules and regulations	Demonstrate an attitude of obedience and compliance with regulations
Responsibility	Awareness to develop oneself and learn better	Demonstrate an active attitude in the learning process
Polite	Students' awareness of mutual respect and appreciation	Be aware of the importance of learning tools, including both digital and non-digital resources, such as textbooks and websites.
	Awareness of sympathy and empathy	Showing sympathy and empathy
	Student awareness of accepting differences	Raising students' awareness of accepting differences
Self-confident	Students' ability in terms of independence	Demonstrate an attitude of independence in the learning process
	Students' ability to	Able to make quick and correct decisions

	make decisions and actualize themselves	Can actualize oneself by daring to appear in front of the class
	Remaining ability to adapt and a never-give-up attitude	Demonstrates adapting to new media, models, or learning techniques.
		Show a never-give-up attitude.

Source: Research and development results 2025

Afterward, the assessment or measurement instrument statements are compiled based on the established framework. Each assessment instrument is designed in a consistent format, encompassing essential elements such as the assessment instrument's identity, the student's identity, instructions for use, scoring criteria, and the method for calculating the final grade. All indicators developed in this instrument are intended for blended learning, meaning they can be applied online and offline.

Once the draft is complete, the next step is to conduct a feasibility study. This process involves several stages, including focus group discussions, expert testing, and validity and reliability testing. Each stage is explained in detail below. First, a Focus Group Discussion (FGD) involved various parties, including two learning evaluation experts, two instructional media experts, and four social studies teachers. Given the challenge of finding a time that suited all participants, the FGD was conducted online. Approximately 3-4 days before the FGD, the developed product and the attitude assessment user manual were sent to the participants. It was intended to allow them to review the Material in advance so that during the FGD, they would have Material to discuss and provide input on.

The FGD results yielded a variety of valuable suggestions and input for refining the product being developed. A summary of the FGD results can be seen below:

Table 3: Summary of FGD Suggestions and Input

Participants	**Notes**
Dr. D. S. L, M.Pd	1. Hopefully, the instruments developed will focus on a particular curriculum and be used more widely. 2. *For blended* learning, which includes both *online* and *offline learning*, the rubrics must be different for *online* and *offline learning. It is because offline* and *online* activities are different. 3. Perhaps some operational verbs need to be readjusted between *online* and *offline participation.* 4. The operational assessment indicators are pretty straightforward, but is there a need to differentiate between attitude and psychomotor assessment?

Dr. Y. K, M.Pd	1. The aspects have been determined from the attitude assessment, but try to link them to the Pancasila student profile if it will be used in the independent curriculum. 2. You can add more assessment rubrics for other products.
I. T. M.Pd	1. The assessment instrument developed is fundamentally sound, but I agree with the woman above that *online* and *offline learning activities* differ. So, perhaps it is worth reconsidering.
R., M.Pd	1. Please consider the profile of Pancasila students. 2. This instrument can help us because it seems easier to understand, but if one instrument is used to assess one student, we will have trouble preparing many instruments.

Source: Results of the 2025 Focus Group Discussion (FGD)

The results of the FGD activities serve as a reference for improving product quality. After the FGD, the developed instrument underwent a format change. Initially, one instrument was designed for both offline and online learning, but the format was modified based on the findings from the FGD discussion. Each assessment rubric was reviewed and restructured, resulting in two separate instrument units: online learning assessment and offline learning assessment. These changes automatically aligned with the existing grid. The modifications were located in the attitude assessment aspect for the grid, where discipline and responsibility were separated, although the indicators remained consistent. There were only minor adjustments; some sections were reworked to provide more specificity between the assessment instruments for online and offline learning. The changes in the assessment design after the FGD are illustrated in the image below.

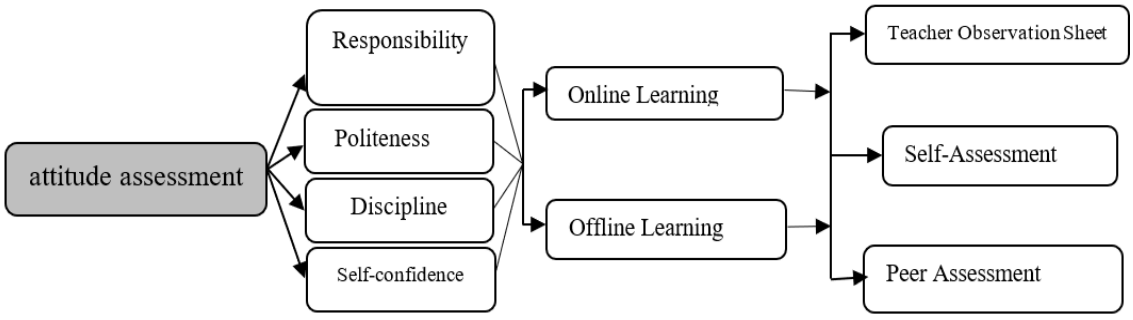

Figure 2. Changes in Attitude Assessment Design Post-FGD

Changes to the design or assessment scheme automatically impact changes to the statement items in the assessment instrument being developed.

Next, the expert validity test was conducted. The test involved two experts in model development and learning assessment. These experts were Dr. Y. K., S.Pd., M.Pd., and Dr. D. D. L., S.Pd., M.Pd. The summary of the validation results from these two experts is presented in the table below.

Table 4: Recapitulation of calculations between validator one and validator 2

Assessment instruments	Assessment Aspects	Validator 1	Validator 2	Average	Category
Attitude	Language and writing	3.25	4	3,625	Very Suitable
	Format	3.6	3.4	3.5	Very Suitable
	Content	3.25	3.5	3,375	In accordance
Final Validation Value				3.598889	Very Suitable

Source: Research and Development Results 2025

After experts had conducted the validity testing phase, the next step was implementation. The instrument was piloted on a predetermined sample of 32 students and one representative from SMP 21 in Bandung City. This process aimed to evaluate the effectiveness of the developed attitude assessment instrument in the context of blended learning, focusing on practicality, reliability, and validity. The attitude assessment instruments consisted of teacher observation sheets, self-assessment, and peer assessment. Although the assessment indicators remained the same, the differences lay in the wording, which was structured to be more easily understood by students. Therefore, the attitude assessment instrument was validated using the student observation sheets, and its reliability was measured. Meanwhile, the self-evaluation and peer assessment instruments only required expert validation to assess feasibility and readability. Furthermore, the attitude instruments were differentiated between online and offline learning.

Validity testing compared the calculated r-value with the table r-value. The calculation results for 30 respondents are presented in the product-moment table, with a significance level of 5%, yielding a figure of 0.355. If the calculated r is greater than the table r, the instrument is categorized as valid; conversely, if the computed r is smaller, the instrument is considered invalid. Validity and reliability testing for attitude assessment instruments were conducted separately for online and offline learning assessments. Overall, the reliability test results showed that the assessment instrument for offline learning had relatively high reliability with a Cronbach's alpha value of 0.964. In contrast, the assessment instrument for online learning reached a Cronbach's alpha of 0.965.

On the other hand, the validity test results indicate several invalid statements, caused by the calculated r value being smaller than the table r. An analysis of the valid and invalid statements is presented in the table below.

Table 4 Analysis of *Offline Instrument Validity Results*

Statement		Category
Discipline	Enter Class on Time	Valid
	Doing the Assigned Tasks	Valid
	Collecting Assignments on Time	Valid
	Wearing Uniforms According to the Rules	Valid
	Do not leave the classroom until asked to do so.	Valid

	Following Class Rules Following the teacher's instructions Bring study equipment Bring textbooks	Valid Invalid Invalid Invalid
Responsibility	Actively Ask, Answer, or Respond Arrange notes/summaries of the Material neatly Complete tasks as best as possible Have Textbooks Reading material related to learning outside of class hours	Valid Valid Valid Valid Invalid
Polite	Respecting Others Speak Politely Do not Interrupt Others Speak When Allowed Respect Other People's Opinions Accepting Differences in All Aspects Attention to Friends	Valid Valid Valid Valid Valid Valid Valid
Self-confident	Participate in Independent Learning Can Complete Tasks Without Supervision Able to make decisions Dare to Present in Front of the Class Dare to Speak Your Opinion, Ask Questions, or Answer Questions Do not Give Up Easily/Never Give Up Easily Adaptable to Media Models, Media, and Learning Techniques	Valid Valid Invalid Valid Valid Valid Valid

Source: Research and Development Results 2025

The table shows that not all statements in the assessment instrument meet validity criteria. Several invalid statements include statements 7, 8, and 9, which measure students' discipline. Furthermore, statement 14, designed to assess responsibility, and statement 24, which relates to self-confidence, also fall into this category.

We have reanalysed and identified all invalid statements. Through an in-depth review, we decided to delete these three statements, as this deletion does not affect the substance of the measurement of student discipline. For example, statement 7, which states "following teacher instructions," is essentially covered by statement 6, which states "following class rules." Despite the differences in language usage, the more profound meaning suggests that a student will behave in an orderly and disciplined manner when following the rules agreed upon by the student and teacher. Therefore, reducing points from this statement will not affect the measurement indicator of student discipline.

Furthermore, in discussions with teachers regarding statements Numbers 8 and 9, which read "bringing learning supplies" and "bringing learning textbooks" respectively, we found that both statements were more appropriately included in the responsibility aspect rather than the discipline aspect. However, we did not immediately move these points to the responsibility attitude assessment instrument, because the existing statements were sufficient to map students' responsibility attitudes, although there was one invalid statement, namely Number 14. After re-examining, we found that the statement "Reading Material related to learning outside of class hours" was challenging for teachers to measure objectively, so it would be better if this statement were transferred to the student self-assessment instrument. Regarding invalid statement Number 24 relating to self-confidence, which reads "able to make decisions", we have revised this statement to "able to make decisions quickly and on target".

After adjusting and improving the attitude assessment instrument, we returned it to the teachers for retesting, particularly on the revised aspects of discipline, responsibility, and self-confidence. After recalculation, all statements were now categorized as valid. Furthermore, during reliability testing, the instrument demonstrated a high level of reliability, with a Cronbach's alpha value of 0.965.

Next, validity and reliability tests were conducted for the online learning assessment instruments. A summary of the validity test results is presented in the table below.

Table 4.23 Analysis of *Online Instrument Validity Results*

Statement		Category
Discipline	1. Enter *Online Classes* on Time	Valid
	2. Doing the Assigned Tasks	Valid
	3. Collect Assignments on Time in the Agreed Learning Application	Valid
	4. Wearing Uniforms According to the Rules	Valid
	5. Be orderly in participating in learning (turn on *the microphone* according to instructions, always turn on the video if in *online learning,* based on the video conference)	Valid
	6. Following Class Rules	Valid
	7. Following the teacher's instructions	Invalid
	8. Bring study equipment	Invalid
	9. Bring textbooks	Invalid

Responsibility	10. Actively Ask, Answer, or Respond Directly or in the *Chat Column*	Valid
	11. Using the *Raise Hand Feature* or Similar Features to Indicate You Want to Ask, Answer, or Respond	Invalid
	12. Taking Notes, Recording, or Documenting *Online Learning*	Valid
	13. Reviewing Material Discussed in *Online* or *Offline Classes*	Valid
	14. Have Textbooks	Valid
	15. Reading Material Related to Subjects (Ordinary Books, *E-Books, Online* Journals, Blog Spots, etc.)	Invalid
Polite	16. Respecting Others	Valid
	17. Speak Politely	Valid
	18. Do not Interrupt Others	Valid
	19. Speak When Invited (You can use the *raise hand feature* and similar features before being invited to speak if you are in a *video conference-based learning session*)	Valid
	20. Use the *Rise Hand* and similar features before being invited to speak if you use *video conference-based learning.*	Invalid
	21. Respect Other People's Opinions	Valid
	22. Can Accept Differences in Various Aspects	Valid
Self-confident	23. Participate in Independent Learning	Valid
	24. Can Complete Tasks Without Supervision	Valid
	25. Dare to Present in *Online Classes*	Valid
	26. Dare to express your opinion, ask, or answer questions directly or in the *chat column.*	Valid Valid
	27. Able to show initiative	
	28. Do not Give Up Easily/Never Give Up	Invalid
	29. Inform if your teacher or friend is having problems with *online learning.*	Valid Valid
	30. Easy to Adapt to Learning and Assessment Media or Applications	Valid

Source: Research and Development Results 2025

For the online assessment instrument, statements deemed invalid included items 7, 8, and 9, which measure discipline; items 11 and 15, which measure responsibility; item 20, which measures politeness; and item 27, which measures student self-confidence. All invalid statements were removed and recalculated.

A similar situation applies to the offline assessment instrument, where statements 7, 8, and 9 were removed. Statement 7 can be replaced by statements 5 and 6, while statements 8 and 9 are now included in the responsibility aspect. Although removed from the discipline aspect, this removal does not reduce the existing indicators. Additionally, invalid statements from the responsibility aspect (11) and the courtesy aspect (20) were removed. The wording of these statements was: "using the raise hand feature or similar to indicate wanting to ask, answer, or respond." After analysis, it was found that these statements were already covered in the courtesy assessment aspect number 19. Therefore, the invalid statements can be removed because other statements already represent them.

Meanwhile, statement 27 of the self-confidence aspect, which originally read "able to make decisions quickly and accurately," was revised to "able to show initiative." An interesting finding was made regarding statement number 24, "able to complete tasks without supervision," which was also reviewed. Although this statement was considered valid, it was removed because its meaning was already contained in the discipline assessment aspects numbers 2 and 3. Thus, the self-confidence aspect now has seven valid statements.

After adjustments and changes to the instrument statements, retesting was conducted, showing that all statements were valid. Furthermore, reliability testing results indicated that the instrument met the criteria for reliability, with a Cronbach's alpha value of 0.953.

After the validity and reliability tests were conducted, the next step was to conduct a practicality test. The results of the practicality test conducted on students indicated that the developed attitude assessment instrument fell into the practical category, with an average score of 3.056. The conclusions from this data analysis are as follows.

Table 4.35 Results of the Practicality Test of the Attitude Assessment Instrument

		Frequency	Percent %
Valid	**Very practical**	**6**	**18.75**
	Practical	**22**	**68.75**
	Quite practical	**4**	**12.5**
	Not practical	**0**	**0**
Amount		**32**	**100**

The table above shows that over 68% of students considered the developed attitude assessment instrument practical. Furthermore, approximately 18% of students said the instrument was efficient. 87.5% of students responded positively to the implemented attitude assessment instrument, while only 12.5% felt that the attitude assessment was not practical enough. This data is supported by teacher statements during interviews, where they assessed the developed instrument as easy to use, straightforward, and practical. Observations also revealed that teachers did not encounter difficulties in implementing the attitude assessment using the developed instrument. Therefore, we conclude that the developed attitude assessment instrument for online learning meets the criteria of practicality.

Evaluation involves describing, collecting, and presenting useful information to formulate alternative decisions (Rahman & Nasryah, 2019). Although teachers can choose learning assessment models and methods, they still strive to find the best techniques, processes, and strategies to carry out assessments ideally. It is in line with the view of Sangle et al., (2020) who stated, "Because assessment is a complex process, teachers need to design it systematically and measurably, so that the assessment results can be objective and aligned with the objectives of the assessment, namely to determine the development and success of the student learning process as well as the achievement of competencies and learning objectives." Thus, social studies teachers in Bandung City conduct learning assessments focusing on student learning development and their interests, ultimately improving student competency.

Learning assessment aims to evaluate student work results, both individually and in groups (Wang et al., 2020). It is also applied by social studies teachers in Bandung City, who realize that assessment not only serves to measure the success of teachers in Teaching or students in learning, but also to provide a comprehensive picture of the implementation of social studies education and learning. It is in line with the objectives of social studies learning assessment, which include: 1) Describing students' abilities, weaknesses, and strengths in learning social studies subjects; 2) Assessing the level of teaching success and the accountability of teachers and schools to parents(Supardi, 2016). Despite rapid technological developments, not all teachers utilize modern technology in their assessments. This has resulted in differences in the implementation of assessment among social studies teachers in Bandung. A small percentage still use paper-based methods, while most have switched to online methods. There is no right or wrong in using technology, as it should only function as a supporting tool to make human work easier (Skinner, 1967; McCarthy & Wright, 2004)

In the context of learning, the effective use of digital technology can enhance the quality of learning and foster a positive learning environment. (Raja & Nagasubramani, 2018; Putra & Mufidah, 2022; Sutisna et al., 2025a). Furthermore, digital technology can increase learning effectiveness (Lin et al., 2017), facilitate teachers in the teaching process, and increase student learning interest (Mu'ayyadah & Fatmawati, 2020; Robbins, 2023; Madarcos et al., 2024). Learning methods utilizing digital technology have been proven more effective than traditional methods (Cheung & E.Slavin, 2012). Therefore, technology can be used as a tool to improve educational and learning success and develop students' life skills in accordance with the demands of the times (Burbules et al., 2020).

Teachers need expertise in designing assessment programs, selecting assessment methods, and implementing online assessment techniques (Madsen et al., 2018). Teachers must possess advanced digital skills (Schmidt, L. J., & DeSchryver, 2021). With these competencies, the study's social evaluation principles can be implemented in online learning assessments, encompassing meaningfulness, clarity, and fairness (Anderson & Elloumi, 2004). They should be oriented toward student competency achievement, validity, fairness, objectivity, continuity, comprehensiveness, and openness (Rahman &

Nasryah, 2019). With these competencies, teachers will realize that online-based social studies learning assessments can increase student interest due to faster feedback compared to conventional methods (Ogange et al., 2018; Almusharraf & Khahro, 2020), and can provide effectiveness and develop new skills for (Kundu & Bej, 2021; Kim & Hwa, 2022), as well as improve student learning achievement (Petrović et al., 2017). Of course, this must be supported by strategically determining appropriate online assessments (Conrad & Openo, 2018). Therefore, teachers must strive to improve their digital technology skills and expertise through training or courses.

Developing attitude assessments in blended learning was carried out in response to field problems that indicated the assessment methods used were underdeveloped. Current assessment instruments are designed for conventional learning, whereas preliminary data indicate that teachers frequently employ blended learning models. The assessment instruments used were not explicitly designed for learning that combines face-to-face learning with internet-based learning. Furthermore, student psychology differs between online and face-to-face classroom learning. It is due to various aspects that influence student learning psychology, including motivation, comfort, stress, interaction, learning styles, and available resources (Syarifan Nurjan, 2015). It is related to Vygotsky's social learning theory, which emphasizes that interactions with others can influence students' learning process and psychological state (Barnett, 2019). Furthermore, this is also in line with Abraham Maslow's motivational theory, which emphasizes that feelings of comfort, safety, and social validity or recognition influence students' motivational state (Reid-Cunningham, 2008). Therefore, this serves as the basis for developing different assessment instruments for online and offline learning assessments.

Each aspect of the developed attitude assessment has measurement indicators created based on logical reasoning, considering the impact and objectives of the evaluation. Indicators for attitude assessment include responsibility, politeness, discipline, and self-confidence. These indicators are derived from social attitudes referenced in the Minister of Education and Culture Regulation No. 23 of 2016 regarding Educational Assessment Standards. The three attitude assessment indicators, namely responsibility, politeness, discipline, and self-confidence, also refer to the development of character education values (Lichona, 1991), which aim to help individuals understand, foster concern for, and implement good core ethical values objectively, both for themselves and society. The attitude of politeness is also closely related to morals. Implicitly, politeness is contained in Lickona's character values, which focus on the main components of character formation, namely moral knowing, feeling, and behaviour.

CONCLUSION

Several essential points can be concluded from this study. First, the attitude assessment instrument was successfully compiled by applying the principles of compiling assessment instruments, ensuring that the resulting product can be scientifically accounted for. Second is the assessment instrument is included in the valid and reliable

category, because it has gone through validity and reliability testing so that it can be used for learning assessment in the blended learning model; 3) The instrument developed is included in the criteria of being reasonably practical, this is based on the teacher's point of view in applying the instruments that have been developed. Based on this, the attitude assessment instrument developed for blended learning is now ready for use. It is suitable for use because it has undergone a series of instrument feasibility testing processes per the principles of developing assessment instruments.

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