

# The Development of Attitude Assessment in Dance Education

by: Rumi W

Dance Departement

Faculty of Languages and Arts



# ESENSI of CURRICULUM 2013: ...1/4

**TO ACT:**

**ATTITUDE**

**TO GUIDE**

**KNOWLEDGE**

**SKILL**

**USE TO EVERYDAY  
TO OBSERVED AND ASSESMENT**

**BUILD PROCESS :**

**KNOWLEDGE**

**SKILL**

**BEFORE  
(INTEGRATED IN KNOWLEDGE  
AND SKILL)**

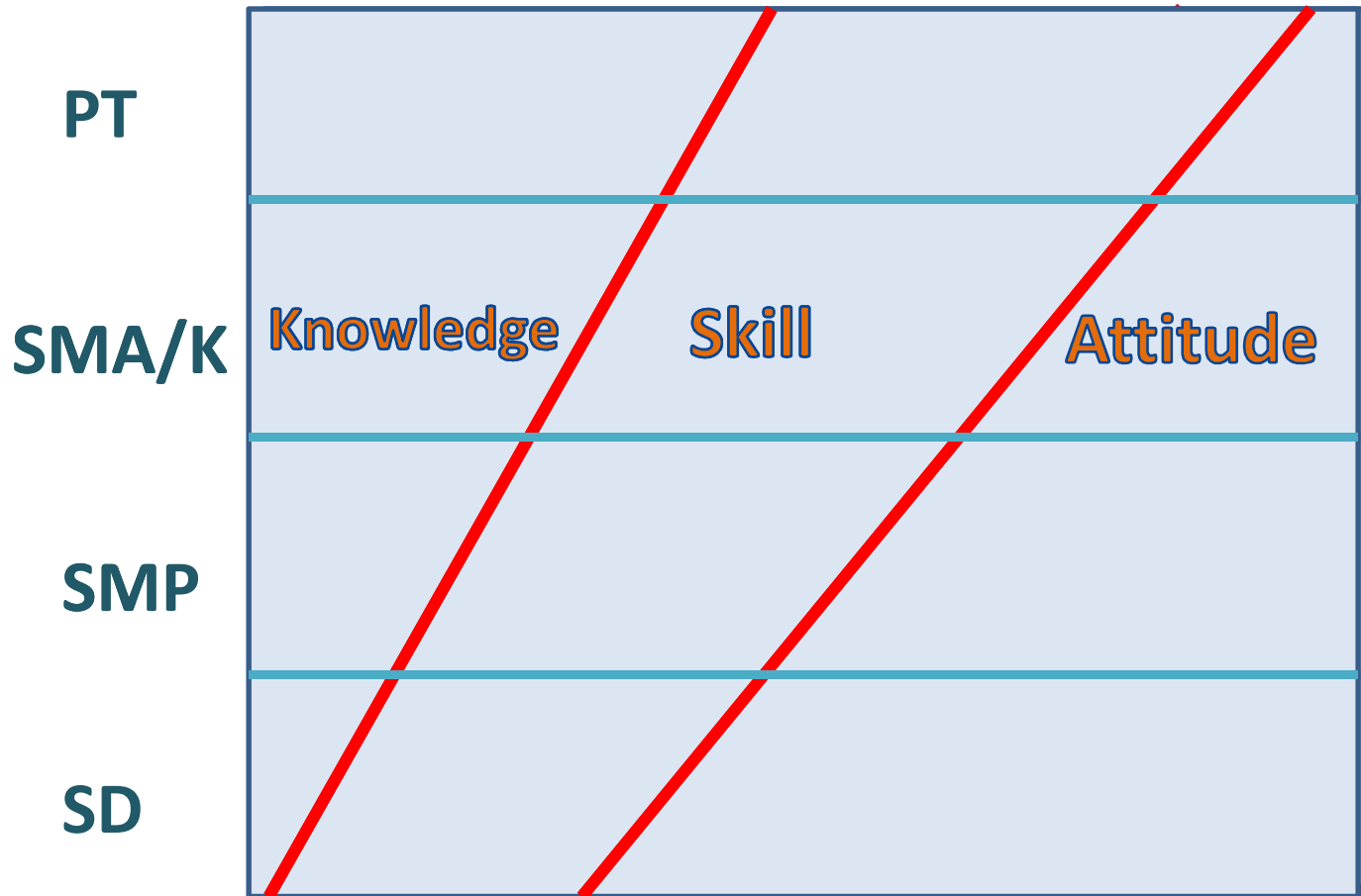
**attitude**

**DESAIN AND TO DO**



# Balance of attitude, skill and knowledge to build *soft skills and hard skills*<sup>1</sup> .... 4/4

## CURRICULUM 2013



Source: Marzano (1985), Bruner (1960).

# Assesment of attitude

- attitude observation
- Direct Questions
- Personal report
- Attitude scale

# Example

- Attitude observations

No.	Day/date	Name	Occasion
1.			
2.			

- Beside we use of check lists: insist of expectation of students.

# Direct Questions

- Teacher will ask something to the student, example: about, “discipline-improvement”, so the question is, “What do you think about the new rule, dance education hold at extra curriculum?”
- Based on the student’s answer and the reactions, responses, teacher can determine of their attitude.

# Personal Report

- Student are asked to make naration about something, example, opinions of problem of occured, (student's cheating).
- This tehnic is difficult in the attitude-measurement, because teacher needs so much time to ditermine the student's attitude.

# Attitude scale

- Two models in the attitude scale, are: 1) Semantic Differential Techniques, 2) Likert Scale. This model is simple and easy.
- Ex. Attitude respons for dance subject matters.

interesting						boring
usefull						Not usefull
Comprehensive						Not comprehension
Easy						difficult



# Rating scale

No.	Statement	item				
		a	s	n	ts	d a
1.	Nice effort					
2.	Dance is usefull					
3.	Support is urgent					
4.	Make colaboration					

Thank you