

THE IMPLEMENTATION OF PERFORMANCE ASSESSMENT IN SOCIAL SCIENCE LEARNING

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Abstract

Purpose of the study: This study aims to determine the effect of the implementation of the performance assessment of the results of social studies with covariates social attitudes in fourth graders in District Jombang.

Methodology: The research design uses archetypal, the Posttest Only Control Group with covariates social attitudes.

Main Findings: There is a difference between students' social studies learning outcomes in learning with conventional performance appraisal and assessment, there are differences in the learning outcomes of social studies students who take conventional performance appraisal and assessment and there is a significant contribution between social attitudes towards social studies student learning outcomes of 12.9%.

Applications of this study: Social studies with covariates social attitudes in fourth graders in District Jombang.

Novelty/Originality of this study: Based on the above findings it can be concluded that the implementation of the performance assessment affects the students' Social Sciences (IPS) learning achievement both before and after control.

Keywords: Performance Assessment, the Results of Social Studies, Social Attitudes, Science learning, Jombang.

INTRODUCTION

Social Sciences (IPS) learning is an educational program that contains loads of value as one of its characteristics, as stated by (Raka et al., 2011), that: Social Sciences (IPS) and Humanities are two areas of potential study for the development of learning tasks that are rich in values, the characteristics of science that are closely related to human life and many discussions about how humans can harmonious relationships with others, the environment and God make The study is very rich in attitudes, values, morals, ethics, and behavior (Rushton, 1982).

In IPS learning there are some difficulties experienced by students, such as a) students are less able to develop values and attitudes in everyday life; B) the teaching of social studies is conducted within a limited time, so it is impossible to introduce all the values of human life to the students. This is reinforced as published by Aksit (2007) revealed that:

Students often feel bored, boredom can arise in addition to the consequences of less understood what exactly IPS, learning methodology used often not succeeded in attracting the attention of students, even educators often have no clear reference, let alone creativity to create interesting methods to use In teaching boredom can also arise due to the assessment material not in accordance with the level of development and context of student life.

This is in line with the findings of the field, which is related to the learning process of social Studies (Maxwell et al., 2001). Bergin et al (2012) stated identifiable educators still struggling with the old teaching pattern (conventional) and less responsive or even unwilling to know about learning innovations, less skilled educators in creating learning conditions that are fun and meaningful, students lose their learning spirit because they consider learning unattractive and difficult, And poorly empowered infrastructure, students are accustomed to teaching patterns of educators who are less stimulating thinking skills so that students tend to be lazy and less initiative in learning, lack of cooperation between school and community, the presentation of materials by educators is less attractive to students, the lack of positive emotional ties between Teachers and students like feeling comfortable, open, happy and so forth (Bibou-Nakou et al., 1999; Sutherland & Oswald, 2005; Wenglinisky, 2002). Guidance of social attitudes can be pursued through education in the family, school, and community (Ch, 2006). Moral values, discipline, and social attitudes can begin as early as possible in the family through the routine living and religious education. Then proceed in school through humanities education, such as Social Sciences Education, Pancasila Moral Education, Indonesian Language Education, and Religious Education.

Formal religious education in schools and informally in the family and community environment will be able to form a person's religiosity. This depends on various dimensions, including: (1) ritual involvement, (2) ideological involvement, (3) intellectual engagement, (4) spectacular experience, and (5) the practice of religion in daily life (Glock and Stark, 1963). The higher the level of religiosity of a person will be more formed personality, including self-concept, social attitude and intention to behave discipline. The concept of one's self is influenced by the family environment, school environment, and community environment. According to Hattie (2014), self-concept is central to all individual behaviors, thus self-concept will determine social attitudes and intentions to behave in the discipline.

The condition of the learning process in the school environment so far still emphasizes the aspect of knowledge and is still far from the hope of learning that is oriented to the actual contextual problems in society. Teachers are always required to instill social attitudes in the school environment, which proportionally the material has been integrated into the design of learning. While the assessment is still fixed on indoctrination assessment with lecture variation, so very little opens opportunities for students to access information more related to the material that is learned, especially the material value of students' social attitudes. From the results of IPS material analysis conducted by [Kertih \(2005\)](#) to the 2004 curriculum showed that 70% contained social knowledge about basic geography and economic concepts, 25% historical knowledge, and 5% which contained knowledge of attitude. This indicates that the cultivation of disciplinary attitude, the social attitude of the students has not been the attention of instructional activities undertaken by the teacher. The implication is that students may be smart about geographic, economic, and historical concepts, but they do not yet have adequate understanding and life skills about the awareness of values, students' social attitudes at school, in the family and society.

In the process of learning, meaningfulness lies not only in the assessment used, but also defined as the appropriateness between planning, implementation, and evaluation of learning. As expressed in relation to the teaching and learning process that the learning objectives, teaching and learning process, and evaluation procedures are related and cannot be separated ([Purwanto, 2006](#)). This means that the materials and learning methods used depend on the learning objectives, and the procedures and types of evaluation used should be linked and refer to the objectives to be achieved. It is also mentioned by [Subianto \(2013\)](#) states the learning component of objectives, assessment and evaluation (three anchor points) which is a combination or unity. Achievement of learning objectives that have been formulated contains cognitive, affective and psychomotor abilities.

As long as it is mentioned by [Gardner & Lambert \(1972\)](#) there is a weakness in schools that only assess assessing the two basic components of human logical-mathematical and verbal-linguistic, while other components are abandoned. Assessment in the form of pencil and paper tests that measures the cognitive aspect of students' learning achievement only and does not measure the learning process ([Levinson, 2005](#)). The teaching experience of the IPS assessment in high school shows that students often cannot achieve due diligence despite being remedied. The conventional appraisal system used by teachers does not contribute much to the understanding of students' IPS concepts so that the evaluation does not contribute much to the learning process so that it cannot help students in overcoming the difficulties of IPS students learning. Therefore, in the learning of IPS, it is necessary to innovate the assessment system in accordance with the demands of the quality of education today.

Assessment in Education Unit Level Curriculum (KTSP), which embraces the principle of a continuous and comprehensive assessment to support the effort of self-esteem to learn, cooperate and self-assess ([Mansur, 2007](#); [Nurhalim, 2010](#)). The appropriate assessment to achieve that goal is class-based assessment (PBK) namely the assessment carried out in an integrated manner in the learning activities ([Nahadi et al., 2018](#); [Rustaman, 2004](#)).

One form of class-based assessment (PBK) is performance assessment (Assessment Performance) which is an assessment based on the observer's observation of student activities such as discussion, problem-solving, student participation in discussions and other observable activities ([Mansur, 2007](#)). Thus, performance appraisals or performance assessments are product and process tracking. This means that the results of the work shown in the process of implementation of the program are used as a basis for monitoring the progress of achievement of the program ([Offenberg, 2004](#)).

There are three main components in the performance assessment, namely performance tasks, performance rubrics, and scoring guides. A performance task is a task that contains topics, task standards, job descriptions, and job completion conditions. A performance rubric is a rubric that contains the components of ideal performance, and a descriptor of each component. The main characteristic of the performance assessment is not only measuring student achievement but giving clearer information about the learning process. The performance assessment is suitable for learning with guided discovery assessment since the guided discovery of a series of learning activities that involve maximally the students' ability through a process to search and investigate systematically, critically, logically, analytically to formulate their findings confidently ([Gulo, 2008](#)).

In this research will be expressed empirically the effect of performance assessment implementation on IPS learning achievement with self-concept covariable in fourth-grade students of SD at Gugus Jombang.

The purpose of this research is:

1. To know the difference of IPS learning achievement among students who follow the performance assessment with students who follow the conventional assessment in fourth-grade students at SD Gugus Jombang.
2. To know the difference of IPS learning achievement between students who follow the performance assessment with students following the conventional assessment after the covariable social attitude is controlled in the fourth-grade of the elementary school in Gugus Jombang.
3. To know the covariable contribution of social attitudes toward student's IPS learning achievement among students who follow performance assessment with students following conventional assessment after covariable social attitude is controlled in the fourth grade of an elementary school in District Jombang.

METHOD

The research design used in this research is Posttest Only Control Group Design. This study used an experimental method, using an experimental group and control group. In the experimental group the learning assessment was conducted using performance assessment, while in the control group, the learning assessment was carried out by conventional assessment ([Christensen et al., 2011](#); [Dugard & Todman, 1995](#); [Morris, 2008](#)).

The population in this study was all fourth-grade students of District Jombang in the academic year 2014/2015. The sample in this study was conducted without any individual randomization, it was chosen by considering the difficulty of changing the already established class. Classes are chosen as they have formed without the intervention of the researcher. However, before the research was conducted, the researcher conducted the t-test. The choice of this way also has implications on the subject of research so that the possible effects of the subject's circumstances knowing that they are involved in the experiment can be reduced so that this study illustrates the effect of the treatment given.

Based on the characteristic of the population and cannot be done individual randomization, the sampling in this study by random sampling technique. To be able to convince the two groups to be sampled did not differ significantly, a pre-test was held. The test user has been measured the validity and reliability figures. Concerning group random sampling techniques that have been proposed, the selected sample research, the SDN Gudo as an experimental class and SDN Gudo as a control class. Overall the total sample in this study was 32 people.

The variables analyzed in this study are divided into several variables. The variables are as follows. (1) The independent variable is the variable that influences or causes the change of the dependent variable. The free variables in this study are performance assessment. (2) The dependent variable is a factor that is observed and measured to determine the effect of the independent variable. In this study, what is meant by the dependent variable is the output that occurs due to the influence of the two independent variables in this study that is learning achievement IPS. (3) The control variable (covariable) is the controlled variable. The covariate in this study is social attitudes.

The instruments prepared before being used to retrieve the research data are first tested. Instruments are made on the grid. Instruments made later consulted with experts. Furthermore, the instrument is tested for its validity. The content validity test is determined by Gregory (2000). The mechanism of calculating the validity is as follows: 1) the expert judges each instrument; 2) ratings are grouped into less relevant and highly relevant; 3) Expert judgment results are tabulated in matrix form; 4) cross-tabulating between two experts; 5) calculate the content validity. Measurement of instrument validity of each item in this study used item analysis, which is by correlating the score of each item with the total score which is the total score of each item. Determination of the validity of the items in the form of a polytomous product-moment correlation formula. The criteria used are to compare the price of proxy with the price table criticism r product moment. If the r_{xy} is greater than the r_{xy} table (at 5% significance level), then the test item is said to be valid and vice versa. To calculate the validity of the items used excel program. To calculate the validity of the dichotomous test items using the Biserail Point correlation formula, this r_{pb} value is then compared with the R -table value. If $r_{pb} > r$ table then the item is valid and if otherwise means invalid. Instrument reliability test is done internally consistency that is to try the instrument once only then the item has been declared valid based on validity test with Alpha Cronbach. Questionnaire instrument reliability and rating scale tested with Alpha Cronbach formula ([Koyan, 2011a](#)). For multiple-choice tests with score 0-1, then to find the reliability can be used KR-20 formula ([Koyan, 2011b](#)).

The difference of test is the ability of the test to distinguish between clever and clever students, meaning that if the test is given to students who are classified as more will be answered correctly, whereas if given to students who are classified as less intelligent will be more wrongly answered ([Koyan, 2011b](#)).

Before determining the different power of the test first determined upper and lower groups. The way of determining the group in this study used 27% of the upper group and 27% of the lower group. To determine the differential power of a test in the form of multiple-choice with a score of 0-1 used Johnson index. The Johnson index calculation is based on the 27% upper group (highest score) and 27% lower (lowest score) score. If "D" is negative, the problem is very bad and should be discarded. A good test if it has a D between 0.15-0.20 or more ([Koyan, 2011a](#)).

Whether or not the quality of the test result test results can be seen from the level of difficulty or degree of difficulty possessed by each of the test items. Test items are said to be good if the item is not too difficult and also not so easy that the test describes the student's ability. Since the scoring rubric is used on a scale of 0-1, the difficulty level of the IPS learning result test uses the average difficulty index. The average difficulty index is used as a tool to determine the difficulty of test items.

This average index of difficulty can be calculated by determining the ratio between the number of subjects who answered correctly on one test item and the total number of subjects who answered the test ([Dantes, 2012](#)). Descriptions of IPS learning result data and students' social attitudes based on data tendencies, including mean, median, mode, standard deviation, variance, range, maximum score, and minimum score. The distribution of IPS learning result data and students' social attitudes are presented in the form of tables and drawing diagrams for each learning model.

Qualification of IPS learning result data and students' social attitudes, also using univariant analysis. This analysis is based on an ideal mean score (M_i) and the ideal standard deviation (SD). For covariance analysis, some requirements of

analysis are normality test of data distribution, variance homogeneity test, and linearity test. Normality testing is performed to ensure that the sample comes from a normally distributed population, so hypothesis testing can be performed. The data normality test is performed on four data groups.

The first group is the result of IPS learning of students who follow the learning with realistic learning approach on the second group IPS subjects are social attitudes of students who follow the learning with realistic learning approach, the third group of IPS student learning outcomes data in IPS lessons that follow the learning with conventional learning model, And the fourth group of social attitudes data of students who follow the learning with conventional learning model.

The normality test in all four data groups used SPSS-PC 17 for Windows Kolmogorov-Smirnov statistical test at a significance of 0.05. This test was performed on posttest data, posttest score change to experiment group and control group. The homogeneity test of inter-group variance is used to ensure that the difference that occurs in the hypothesis test derived from the differences between the groups, not the result of differences that occur within the group (Candiasa, 2010). The homogeneity test of variance between groups is also intended to show that two or more groups of sample data come from populations having the same variance.

Test homogeneity of variance between groups using Levene's Test of Equality of Error Variance (Candiasa, 2010). This test can be done by using SPSS-PC 17 for Windows. Testing criteria: data have the same variance (homogeneous) if the obtained significance number is greater than 0.05 and in other cases, the sample variance is not the same (not homogeneous).

Linearity testing is intended to determine the linearity of the relationship between the free variables with the dependent variable; also the linearity test is expected to measure the significance level of deviation from the linearity of the relationship. If the deviation found is not significant, then the relationship between the independent variable and the bound variable is linear. This test can be done by utilizing SPSS- PC 17 for Windows at a 5% significance level with the following test criteria. (1) For testing the significance of regression line F-count (regression) value compared with F-table. If then the regression line means (significant) (2) For the linear test of the regression line the value of F-count (matching tuna) is compared with F-table. If then the line regression means (significant). Statistical analysis used to test the hypothesis is to use ANAVA, ANAKOVA one way, and regression analysis with the help of SPSS 17.00 for windows.

RESEARCH RESULT AND DISCUSSION

Descriptive analysis of IPS learning achievement of students who follow the learning with performance assessment shows that the average score of student achievement that follows the learning with performance assessment is 28.88 greater than the average achievement of students who follow the learning with the conventional assessment of 21, 80. Similarly with the average score of social attitudes of students who follow the learning with a performance assessment that is 178.53 greater than the average social attitudes of students who follow the learning with a conventional assessment of 164.73. Therefore, it can be concluded that the learning achievement of IPS students who follow the learning with the assessment of performance is better than the achievement of IPS learning students who follow the learning with the conventional assessment.

The results of the first hypothesis test have succeeded in rejecting the null hypothesis which states that there is no difference in learning achievement of students' IPS between students who follow the learning with realistic IPS and students who follow the learning with conventional learning assessment with FA score = 33.858, and $p < 0,05$. From the average score of IPS learning achievement of students who follow the performance assessment = 28.88 and the average score of learning, achievement IPS students who follow the assessment with conventional assessment = 21.80. So overall, the students' IPS learning achievement that follows the performance assessment is higher than the conventional assessment. From the results of hypothesis testing suggests that realistic IPS is superior in improving IPS learning achievement than conventional assessment. Performance assessment is an IPS learning assessment that has characteristics: using contextual problems, using assessments, using student contributions, interaction in the learning process, using relevant learning theories, interrelated, and integrated with other learning topics.

The results are in line with the research conducted by (Nurdin, 2011) The influence of reading interest, utilization of facilities and learning resources on the Learning Achievement IPS integrated SMP Negeri 13 Bandar Lampung. This study aims to determine the effectiveness of the use of performance assessment on teaching materials Chemical Bonding. The technique of collecting data used is by giving a test in the form of authentic tasks. The authentic tasks are Performance tasks with the effectiveness of 56,40%, homework duty with effectiveness 53,00%, reflection with effectivity 48,00%, unit of test with effectivity 40,02% and participation with effectivity 80,50%. The result obtained from the quantitative descriptive analysis is that the effectiveness of chemical bond teaching through the use of performance assessment is 67.50%.

Achievement is the result of an activity. While learning is the result obtained in the form of impressions that result in changes in the individual that changes in behavior. So learning achievement is the result obtained in the form of impressions that result in individual self-change as a result of learning activities. Learning achievement is the result or

level of ability that has been achieved by students after attending the teaching and learning process within a certain time either in the form of changes in behavior, skills, and knowledge and then will be measured and assessed which then manifested in numbers or statements.

Assessment of continuous assessment performance with a systematic method of gathering information or data on student work results in a certain period. The performance approach allows the students to be more involved, and the students themselves can easily control the extent of their capability development. So students will be able to do the self-assessment. The skill of discovering its advantages and disadvantages, as well as the ability to use these advantages in overcoming their weaknesses is important basic modalities in the learning process.

The conventional assessment is a measuring instrument assigned to the individual to obtain the expected answers either in writing or orally or in action. The test produces a number that can be used to group, rate, or something for the person taking the test. Such an assessment is considered not able to measure the true student's ability because it focuses on only a few aspects; So it does not allow students to show their abilities and advantages. The above description shows that there are differences in characteristics in the performance assessment conventionally located in the procedure/assessment step. By collecting the work of students at a certain time, the teacher will know the extent to which the developments of writing their students are authentic. So it is believed there are differences in learning achievement between students who follow the performance assessment with students who follow the conventional assessment.

Secondly, after the covariable social attitudes are controlled, there is a difference in IPS learning achievement between students who follow the performance assessment with students following the conventional assessment. The results of the second hypothesis test have successfully rejected the null hypothesis which states after the covariable social attitudes are controlled, there is no difference in learning achievement of IPS between students who follow the performance assessment with students following the conventional assessment. This is shown by looking at the price of F count of $12.817 > F_{table} = 4.00$ significance value smaller than 0.05 which is 0.000. This means that the null hypothesis (H_0) is rejected and hypothesis 1 (H_1) states that "after the covariable, social attitudes are controlled, there is a difference in the learning achievement of IPS between students who follow the performance assessment with students following the conventional assessment", accepted.

Based on the results of data analysis and the results of previous studies, it is evident that there is an interaction effect between the assessment of learning and social attitudes toward IPS learning achievement. IPS learning achievement is influenced by many factors, both internal and external factors. Internal factors are factors that come from within the self-individual, one of which is the ability of students. The student ability factor is very influential in the achievement of learning achieved. As Clark points out that student achievement in school is 70% influenced by students' ability and 30% is influenced by the environment (McClelland et al., 1976).

Djamarah & Zain (2006) state that "learning achievement is the result of an activity that has been done, created, both individually and in groups". Student achievement can be influenced by various factors that include internal factors and external factors that are interconnected with each other. External factors are more focused on the ability or way the teacher in presenting the material to students. Meanwhile, the internal factor in question is a social attitude. Social attitude is an attitude that the object is the social life of individuals both within the group and outside the group. In social life, every individual will recognize the various characteristics of social life, whether various social institutions, various rules in writing or unwritten, the social values that exist in the community as well as various types of people. This social life can be obtained from the learning process, both in schools, through the mass media, interactions within the community and the family. Through the process of recognition of social attitudes will form a process of confidence to evaluate the object of the attitude? From established beliefs and evaluated later will form a readiness to respond to other people and a wider life. Thus it can be said that social attitude is the readiness to respond, to react to social life.

Social attitudes can affect learning achievement between students who follow performance assessments with students following the conventional assessment. That is after held the control of social attitudes allegedly there are differences in learning achievement IPS between students who follow the assessment of performance with students who follow conventional assessment. Third, there is a contribution to social attitudes toward students' IPS learning achievement. The social attitudes in this study contributed positively to the students' learning achievement, although they were still influenced by other factors such as the state of the student during the test and the assessment used by the teacher. Contribution of social attitude co-variable to student learning achievement IPS, shown by seeing price R-count equal to 0,396 bigger than r table (0,215). The harmony of r^2 is 0.129 which means 12, 9% change in IPS learning achievement can be explained by social attitude. Thus, social attitudes do contribute positively to students' IPS learning achievement.

This finding is also supported by Dwipawati, Dantes, & Widiartini (2019) entitled The Effect of Learning Model Problem Based Learning (PBL) and Cooperative Jigsaw Type Towards Motivation and Learning Results of IPS Students Grade VIII SMP Negeri 2 Ubud. The results showed that: (1) The ability of writing students who attended a higher-performing learning-based learning was higher than that of students following conventional assessment-based learning, ($F\text{-count} = 10,046$; $<\alpha = 0.05$); (2) There is an interaction effect between the types of assessment and verbal talent on writing ability in students of SMP Negeri 2 Ubud, ($FAB = 58.479$; $<(\alpha = 0,05)$); (3) In students who have high verbal talent, Which follow the learning-based assessment of performance is higher than students who follow conventional

assessment-based learning, (Q -count = 10,528 $< (\alpha = 0,05)$); (4) In students who have low verbal talent, the ability to write students who follow learning-based The conventional assessment is higher than that of students following performance-based performance assessment ($Q = 389 < (\alpha = 0.05)$). Therefore, it is advisable to apply a performance assessment taking into account the verbal talents.

Many previous analyses and studies discuss the Performance Assessment In Social Science Learning, there are ([J. Gardner, 2012](#); [Glatthorn et al., 1998](#); [Mahendra, 2016](#); [Pellegrino et al., 2014](#)). Differences in learning achievement in each student are influenced by many factors, one of which is the suitability between the student's condition is this is the social attitude of students with the assessment of learning applied by the teacher. Differences in social attitudes that exist in students affect the way of learning. If the assessment of learning applied is not in accordance with the ability of students, then the learning achievement becomes low, and vice versa.

Social attitudes that are not brought from birth, but can be learned and formed during the development of one's life that takes place through social interaction both in groups and outside the group in connection with a particular object. Because social attitudes are not brought about at birth and can be learned, say that affect social attitudes are internal factors (within) and external factors (environmental factors). Internal factors are factors that affect the social attitudes of the human itself, such as interest and talent. Extensive factors are factors that affect social attitudes that come from outside the person itself, such as the influence of the family environment, community environment, and guidance from teachers. The studies related to social attitudes can be found at ([Dovidio, Gaertner, & Saguy, 2009](#); [Ferguson, 1939](#); [Robinson & Shaver, 1973](#); [Saucier, 2000](#); [Thurstone, 1931](#)).

Learning activities are done deliberately and consciously, can increase knowledge and skills and change the habits that mean the change is good and beneficial to students and in line with expectations for obtaining something new, better than ever. Thus it can be concluded that the characteristics of learning achievement are that students experience positive behavioral changes, abilities, and experience in the learning process.

Achievement is the result obtained from activity. While learning is the result obtained in the form of impressions that result in changes in the self-individual behavior changes. So the achievement of learning is the result obtained in the form of impressions that result in individual self-change as a result of activity *aktiIVtas*. Learning achievement is the result or level of ability that has been achieved by students after attending the teaching and learning process within a certain time either in the form of changes in behavior, skills, and knowledge and then will be measured and assessed which then manifested in numbers or statements. Learning achievement is influenced by factors that originate from within students as individuals in the form of efforts to achieve success in learning. In addition, the achievement is also influenced by factors that originate from outside students such as students' learning environment. Based on the above description, it is believed that social attitudes affect student achievement. This result in line with the previous research of ([Azizah et al., 2019](#); [Faizah, 2018](#); [Haridi, 2018](#); [Rahayu et al., 2018](#); [Rodli et al., 2019](#); [Wajdi, 2017](#))

CONCLUSION

Based on the results of hypothesis testing and discussion, it can be concluded as follows. Firstly, there is a difference in IPS learning achievement between students who follow the performance assessment with students following the conventional assessment. The students' IPS learning achievement that follows the performance assessment is higher than the student achievement that follows the conventional assessment. Qualification of IPS learning achievement of students who follow the performance assessment is in the very high category, while student achievement that follows conventional assessment is in the high category.

Secondly, there is a difference in IPS learning achievement between students who follow the performance assessment with students following the conventional assessment after the covariable spatial ability is controlled.

SUGGESTION

there is a contribution of spatial ability to student's IPS learning achievement. Based on the above findings it can be concluded that the implementation of the performance assessment affects the students' IPS learning achievement both before and after control.

LIMITATION AND STUDY FORWARD

This research is limited to one case that occurred in the fourth graders in District Jombang. Due There is a difference between students' social studies learning outcomes in learning with conventional performance appraisal and assessment, there are differences in the learning outcomes of social studies students who take conventional performance appraisal and assessment and there is a significant contribution between social attitudes towards social studies student learning outcomes.

IMPLICATION

Due There is a difference between students' social studies learning outcomes in learning with conventional performance appraisal and assessment, This research will contribute to the knowledge of to determine the effect of the implementation of the performance assessment of the results of social studies with covariates social attitudes.

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