



Character Survey Assessment Instruments for Fifth Grade Elementary School Students

I Wayan Raka Wardana^{1*}, Ndara Tanggu Renda², Ni Wayan Rati³ 

^{1,2,3} Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Ganesha, Singaraja, Indonesia

ARTICLE INFO

Article history:

Received May 21, 2022

Accepted July 12, 2022

Available online July 25, 2022

Kata Kunci:

Instrumen, Penilaian, Survei Karakter

Keywords:

Instrument, Assessment, Character Survey



This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2022 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Penilaian karakter siswa yang dilakukan guru hanya melalui pengamatan langsung kepada siswa tanpa menggunakan instrumen penilaian. Selain itu perilakunya siswa jarang mencerminkan karakter yang baik dan benar. Tujuan penelitian ini yaitu mengembangkan Instrumen penilaian survei karakter siswa kelas V Sekolah Dasar. Jenis penelitian ini yaitu pengembangan dengan model RDR. Subjek penelitian yaitu 2 ahli instrument dan 2 praktisi. Subjek uji coba produk terdiri dari 30 siswa. Metode yang digunakan untuk mengumpulkan data yaitu kuesioner, wawancara, studi dokumentasi dan observasi. Instrumen yang digunakan untuk mengumpulkan data yaitu kuesioner. Teknik yang digunakan menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil analisis yaitu validitas isi instrumen penilaian survei karakter dari para ahli sebesar 1,00 (sangat tinggi). Hasil analisis validitas isi dari guru sebesar 1,00 (sangat tinggi). Hasil uji reliabilitas dari para ahli yaitu sebesar 1,00 (reliabel), guru yaitu sebesar 1,00 (reliabel). hasil analisis respon dari uji coba instrumen penilaian survei karakter sebesar 95%. Berdasarkan hasil uji tersebut kriteria instrumen penilaian survei karakter yang dikembangkan sangat baik, sehingga dapat disimpulkan bahwa Instrumen survey karakter layak digunakan oleh guru.

ABSTRACT

The teacher's assessment of student character is only through direct observation of students without using an assessment instrument. In addition, students' behavior rarely reflects good and trustworthy character. This research aims to develop a character survey assessment instrument for fifth-grade elementary school students. This type of research is the development of the RDR model. The research subjects were two instrument experts and two practitioners. The product trial subjects consisted of 30 students. The methods used to collect data are questionnaires, interviews, documentation studies, and observations. The instrument used to collect data is a questionnaire. The data analysis techniques are descriptive, qualitative, and quantitative. The analysis results show that the experts' content validity of the character survey assessment instrument is 1.00 (very high). The teacher's content validity analysis results are 1.00 (very high). The experts' reliability test results are 1.00 (reliable), and the teacher is 1.00 (reliable). The results of the response analysis from the trial of the character survey assessment instrument were 95%. The character survey assessment instrument's criteria were very good based on the test results. It is concluded that the character survey instrument is suitable for use by teachers.

1. INTRODUCTION

Education is a process of maturing humans through teaching and training and improving one's abilities. Quality education will create human beings with the ability and capable skills (Nurmanita et al., 2019; Perawansa et al., 2019). Education has a goal: to form a person to be creative and innovative, have a noble character, and increase knowledge (Barragán-Sánchez et al., 2020; Rusydiyah et al., 2021). In knowing the abilities possessed by students, it is done using evaluation in the form of a national exam (Permana et al., 2017; Sunarti & Anggraini, 2013). The national examination system has changed to a national assessment (Deviana & Aini, 2022; Kharismawati, 2022). The national assessment is based on the assessment model conducted by PISA and TIMSS. This national assessment was carried out to change the paradigm of Indonesian education evaluation in evaluating and mapping the education system. National assessments are usually carried out at the mid-school level, such as the fifth grade of elementary school, the eighth grade of junior high school, and the eleventh grade

of high school (Rokhim et al., 2021; Winata et al., 2021). It causes teachers and principals to improve the quality of learning well. This policy is expected to provide an opportunity to improve learning in the following year.

The national assessment is an assessment program for the quality of education. The quality of the education unit that will be assessed is based on basic student learning outcomes (literacy, numeracy, and character) and the quality of the learning process that supports learning activities (Kharismawati, 2022; Rokhim et al., 2021). One of the assessments emphasized in the national assessment is the character survey (Hakim, 2020; Kamar et al., 2020; Lasmita, 2020). The character survey is a survey to determine students' understanding of cooperation, tolerance, Pancasila, and justice (Hulukati & Rahmi, 2020). The character survey is an instrument that can be used to determine students' character in schools and implement tolerance and cooperation in schools (Ayuningsih, 2020; Mustikaningrum et al., 2020). It is because, in addition to knowing the character of good students, it is also very necessary in everyday life. Character is a student's personality brought from birth and affects students' lives. The character of these students can be influenced by the environment (Amaruddin et al., 2020; Mukholifah et al., 2020). Every human being has a unique character and is different from one another. Students are expected to have good character through character education.

Character education is a learning activity that influences students' good character (Kamar et al., 2020; Safitri et al., 2020). The character becomes a form of personality characteristic of a person, where along with the education obtained, the character can develop with heart, taste, and intention, which refers to behavior and feelings so that it becomes a habit that is carried out by students in everyday life (Prabowo et al., 2020; Wayan, 2020). It is in line with the efforts made by the government to improve the quality of education by continuing to make improvements and evaluations related to the curriculum used (Wulandari & Suparno, 2020; Yani & Jazariyah, 2020). Currently, the curriculum used in Indonesia is the 2013 curriculum which strengthens character education. The 2013 curriculum contains the educational process carried out by students, and students have the freedom to think in understanding, solve problems, and submit ideas using their abilities (Fitri et al., 2017; Haqiqi, 2019; Maryani & Martaningsih, 2017). It causes students to be required to have good abilities and character.

It's just that the reality on the ground shows that there are still many students who have poor character. One of the bad characteristics of students in learning is playing truant and not listening to the teacher (Ramadhanti, 2017). In addition, many students are still disorganized in learning activities, such as cheating on tests and not obeying the rules given at school (Paramita, 2019). The results of observations and interviews conducted at SD Cluster IX, Kintamani District, found several problems related to assessing the affective domain concerning students' character. First, in their behavior, students rarely reflect good and true character. Second, some students disturb their friends while praying or at Tri Sandhya. Third, during online learning, the teacher only prioritizes knowledge transfer without inculcating noble moral values. Fourth, the assessment carried out by the teacher is still more focused on the cognitive domain, while the assessment on the affective domain is often ignored. Fifth, the teacher's assessment of student character is only through direct observation of students without using an assessment instrument. Sixth, there is no valid and reliable character survey assessment instrument. The teacher's character assessment is limited to direct observation without using guidelines or assessment measuring tools. This is because there is no character assessment instrument used by the teacher when conducting an assessment. So that the resulting assessment is less than optimal. The results of interviews with fifth-grade teachers at SDN Gugus IX, Kecamatan Kintamani, also found that the assessment of the affective domain had never used an assessment instrument, teachers usually carried out assessments by observing in general, and students rarely had an awareness of the importance of practicing the six profiles of Pancasila students. Of course, if this condition is allowed to occur, it will have an adverse effect on students, affecting the quality of learning.

The solution that can be done to overcome these problems is by using an assessment instrument in the affective domain so that teachers can conduct an objective assessment. According to the 2013 curriculum, character education is emphasized in schools. Character education teachers in schools can provide good character influences to students to apply them in everyday life (Juanda, 2019; Nurgiyantoro & Anwar, 2013; Utami & Mustadi, 2017). The six characteristics of Pancasila learning are independent, critical, global diversity, creative cooperation, faith, and noble character (Dalyono & Lestariningsih, 2017; Hulukati & Rahmi, 2020). These six characteristics are important for every student to have in their implementation. It causes the implementation of character assessment very important (Mustikaningrum et al., 2020; Paramita et al., 2019). Teachers need instruments that can value character in learning. The instruments needed are practical and easy for teachers to understand, so they are easy to implement (Hulukati & Rahmi, 2020; Lestari & Harjono, 2021). An assessment instrument is a tool that teachers can use in collecting student data to determine student achievement. Instruments can also provide information related to students' abilities and interests in participating in learning (Ndiung & Jediut, 2020; Srirahayu & Arty, 2018). With this assessment instrument, the teacher can assess the student's character. The instrument will be developed in the form of a questionnaire. The questionnaire is a method used to measure student character in the form of questions that students must fill out (Sari, 2014).

Previous research also states that instruments are needed to measure students' abilities (Candra et al., 2018; Dessiane & Kristin, 2021; Novitasari & Wardani, 2020). Other research also reveals that the character

assessment instrument, especially in the aspect of independence, is suitable for use by teachers (Lestari & Harjono, 2021). Subsequent research also revealed that the student character research instrument tends to have a high level of reliability, so it is very feasible to be used in the student character assessment process (Supriati, 2018). Based on some of the results of these studies, it can be said that the character education assessment instrument is very effectively used to assess the character possessed by students. In previous research, there has been no study on developing a character survey assessment instrument for fifth-grade elementary school students. So this research is focused on this study to develop a character survey assessment instrument for fifth-grade elementary school students. The character attitude assessment instrument's advantages are the character indicators that will be assessed according to the teacher's 2013 curriculum. So that the character instrument developed can assist teachers in carrying out effective assessments to determine the character of elementary school students so that the results can be maximal and objective.

2. METHOD

This type of research is the development of the RDR model, which includes research, development, and research. The research subjects were two instrument experts and two practitioners. The product trial subjects consisted of 30 students. The methods used to collect data are questionnaires, interviews, documentation studies, and observations. Interviews and observations were conducted to collect data on existing problems. Questionnaires are used to collect assessments given by experts. This document study serves as evidence to strengthen the results of interviews and observations conducted at SD Negeri Cluster IX, Kintamani District. The instrument used to collect data is a questionnaire. The student response instrument grid is presented in Table 1.

Table 1. Student Response Instruments

Variable	No	Assessment Aspect	Indicator	No Item
Character	1	Fill in the Statement Items	Withdrawal of the questionnaire statement.	1
			Ease of the questionnaire statement to understand.	2
			Helping students to show character	3
			Helping students to improve character	4
	2	Assessment Instrument Display	The form of the questionnaire is ideal for elementary school students.	5
			There is an identity on the questionnaire.	6
			Availability of instructions for filling out the questionnaire and easy to understand.	7
			Types of writing and font models are easy for students to read and understand.	8

The data analysis technique used is descriptive qualitative and quantitative analysis. This research uses a content validity test (expert/expert test). Content validity is carried out to determine the rational validity of the questionnaire that has been made. In this study, the content validity used was a character survey scoring instrument grid. The reliability calculation between experts and practitioners uses the Percentage of Agreement level. The character survey assessment instrument is declared reliable if the reliability coefficient (R) is 0.75 and declared unreliable if the reliability coefficient (R) <0.75. The results of the percentage calculation will be compared with the conventional level of achievement on a scale of five.

3. RESULT AND DISCUSSION

Result

The research procedure for developing a character survey assessment instrument for fifth-grade elementary school students uses the RDR model. The results of each research stage are as follows: the results in the first development stage are related to the results of interviews, observations, and documentation in elementary schools that have been carried out with teachers, that teachers have not paid attention to the affective aspects of students to the maximum, especially the character of students. Knowing students' character is very important to know what kind of character students have so that the development of the instrument can be adjusted to the character possessed by students. Furthermore, the results of observations of SD Negeri Gugus IX, Kecamatan Kintamani, showed that students were able to understand sentences and vocabulary so that students could express ideas in written form that would be made and used questions or statements with sentences that could be understood by students in the form of an assessment instrument.

The second stage is the development stage. In this development stage (development study), what was done was the preparation of grids and assessment instruments for the fifth-grade character survey of elementary school, which was adjusted to the research stage (preliminary study) that had been carried out previously. The

grid was made in the form of a questionnaire on student character attitudes contained in the six learning profiles of Pancasila. The purpose of the grid is to determine the scope and be used as a guide for preparing the questionnaire. This instrument grid is designed using six aspects of student character: faith, piety to God Almighty, noble character, critical reasoning, independent, creative, cooperation, and global diversity. The student character survey questionnaire sheet consists of 30 statement items that include positive and negative statements. Students answer choices using a Likert scale: always, often, sometimes, rarely, and never. The instrument grid is presented in [Table 2](#).

Table 2. Character Survey Assessment Instruments

Dimension	Indicator	Number of Items	Statement Items and Question Numbers	
			Positive (+)	Negative (-)
Faithful, fearful of God Almighty, and have a noble character.	Obedient to worship according to their religion.	2	1 (1)	1 (2)
	Fostering tolerance among religious people.	3	2 (3,4)	1(5)
Critical thinking	Fostering curiosity about something.	3	2 (7,8)	1 (6)
	Have an open mind.	2	1 (9)	1 (10)
Independent	Not dependent on other people.	2	1 (11)	1 (12)
	Have confidence.	3	2 (13,15)	1 (14)
	Can manage something to be more valuable.	2	1 (16)	1 (17)
Creative	Build an active and interesting classroom atmosphere.	3	2 (19,20)	1 (18)
	Have an attitude of mutual help and cooperation.	5	3 (21,23,24)	2 (22,25)
Cooperation	Recognize and appreciate cultural differences.	5	3 (26, 27, 29)	2 (28,30)

The third stage is the research stage. At this stage, the instrument validation test is carried out. The data analysis results obtained the coefficient of content validity of the character survey assessment instrument from the experts of 1.00 with very high validity criteria. The results of the content validity analysis of the teacher's character survey instrument were 1.00, with very high validity criteria. The results of the reliability test from the experts are 1.00, so the instrument is said to be reliable. The teacher's reliability test result is 1.00, so the instrument is said to be reliable. The results of the response analysis from the trial of the character survey assessment instrument were 95%. The character survey assessment instrument's criteria were very good based on the test results. It was concluded that the character survey instrument was suitable for use by teachers.

Discussion

The character survey assessment instrument for fifth-grade elementary school students is appropriate to use in learning because the instrument developed is valid and reliable. The data analysis results show that the character survey assessment instrument is valid and reliable, so it is feasible to use. Previous research also states that a valid instrument can assess students' abilities ([Abbas & Sagsan, 2020](#); [Sumarni et al., 2018](#); [Taherdoost, 2016](#)). Reliable instruments can also be used by teachers in assessing ([Desstya et al., 2019](#); [Irwanto et al., 2017](#)). In addition, student responses also stated that the character survey assessment instrument developed was very good. Teachers need instruments that can value character in learning. The instruments needed are practical and easy for teachers to understand, so they are easy to implement ([Hulukati & Rahmi, 2020](#)). Assessment in education is very important to do. It is because the assessment will provide information to the teacher about the success of learning ([Kusuma et al., 2017](#); [Setiawan & Wilujeng, 2016](#)). In addition, students also know their achievements during learning. If students have not achieved the expected goals, the teacher can replace better learning methods so that students can achieve the desired goals ([Hidayat et al., 2018](#); [Segers et al., 2018](#)). This assessment is one of the determinants of the quality of existing education. The assessment that has been carried out will positively contribute to students. In addition, assessment can also provide feedback and motivation to students in learning ([Kruit et al., 2018](#)). Instruments can also provide information on student interest in participating in learning ([Ndiung & Jediut, 2020](#); [Srirahayu & Arty, 2018](#)). With this assessment instrument, the teacher can assess the student's character.

Second, the character survey assessment instrument is appropriate because it makes it easier for teachers to assess students' character. The character assessment instrument is feasible because it can help teachers know the character possessed by each student. The instrument can be used as a tool for teachers to measure student character. The character survey is a survey to determine students' understanding of cooperation, tolerance, Pancasila, and justice ([Hulukati & Rahmi, 2020](#); [Kurniawan et al., 2019](#)). The character survey is an instrument that can be used to determine students' character in schools and implement tolerance and cooperation in schools ([Ayuningsih, 2020](#); [Mustikaningrum et al., 2020](#)). It is because, in addition to knowing

the character of a good student, it is also very necessary in everyday life (Buchori Muslim, 2020; Haniah et al., 2020; Hayati et al., 2020). With the character survey assessment instrument, the teacher will get information on student character that can be used to improve student character (Hulukati & Rahmi, 2020; Zain & Gunawan, 2019). This instrument is the first step to developing student character based on the six principles of learning Pancasila. This instrument can assess students objectively. The teacher can improve students with poor character by providing examples of good character in everyday life (Lestari & Harjono, 2021). Using instruments can make students know their character and the importance of having a good character.

The results obtained in this study are in line with the results of previous studies, which also revealed that instruments are needed to measure students' abilities (Candra et al., 2018; Dessiane & Kristin, 2021; Novitasari & Wardani, 2020). Other research also reveals that the character assessment instrument, especially in the aspect of independence, is suitable for use by teachers (Lestari & Harjono, 2021). Subsequent research also revealed that the student character research instrument tends to have a high level of reliability, so it is very feasible to be used in the student character assessment process (Supriati, 2018). Based on some of the results of these studies, it can be said that the character education assessment instrument is very effectively used to assess the character possessed by students. The character attitude assessment instrument's advantages are the character indicators that will be assessed according to the teacher's 2013 curriculum. This research implies that the character instrument developed can assist teachers in carrying out effective assessments to determine the character of elementary school students so that the results can be maximal and objective.

4. CONCLUSION

The character survey assessment instrument obtained very high valid and reliable qualifications from experts, practitioners, and students so that it can be concluded that the character survey assessment instrument for fifth-grade elementary school students is feasible to use in learning. The character survey assessment instrument can make it easier for teachers to assess the character of fifth-grade elementary school students.

5. REFERENCES

- Abbas, J., & Sagsan, M. (2020). Identification of key employability attributes and evaluation of university graduates' performance: Instrument development and validation. *Higher Education, Skills and Work-Based Learning*, 10(3), 449–466. <https://doi.org/10.1108/HESWBL-06-2019-0075>.
- Amaruddin, H., Atmaja, H. T., & Khafid, M. (2020). Peran Keluarga Dan Media Sosial Dalam Pembentukan Karakter Santun Siswa Di Sekolah Dasar. *Jurnal Pendidikan Karakter*, 10(1). <https://doi.org/10.21831/jpk.v10i1.30588>.
- Ayuningsih, N. P. M. (2020). Validitas Isi Media Pembelajaran Interaktif Berorientasi Model Problem Based Learning dan Pendidikan Karakter. *Jurnal Mathematics Paedagogic*, V(1). <https://doi.org/10.36294/jmp/vxix.xxx>.
- Barragán-Sánchez, R., Corujo-Vélez, M. C., Palacios-Rodríguez, A., & Román-Graván, P. (2020). Teaching digital competence and eco-responsible use of technologies: Development and validation of a scale. *Sustainability (Switzerland)*, 12(18), 1–13. <https://doi.org/10.3390/su12187721>.
- Buchori Muslim, A. (2020). Character Education Curriculum in the Government of Indonesia Strengthening Character Education Program. *JIEBAR: Journal of Islamic Education: Basic and Applied Research*, 1(2), 137–153. <https://doi.org/10.33853/jiebar.v1i1.101>.
- Candra, I., Sulistya, N., & Prasetyo, T. (2018). Pengembangan Instrumen Sikap Sosial Tematik Siswa SD Kelas IV. *Jurnal Ilmiah Sekolah Dasar Undiksha*, 2(4). <https://doi.org/10.23887/jisd.v2i4.16167>.
- Dalyono, B., & Lestariningsih, E. D. (2017). Implementasi Penguatan Pendidikan Karakter Di Sekolah. *Jurnal Bangun Rekaprima*, 3(2). <https://doi.org/10.32497/bangunrekaprima.v3i2,%20Oktober.865>.
- Dessiane, S. T., & Kristin, F. (2021). Pengembangan Instrumen Penilaian Sikap Sosial pembelajaran Tematik Kelas 4 SD. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 6(1), 21–26. <https://doi.org/10.26737/jpippsi.v6i1.2310>.
- Desstya, A., Prasetyo, Z. K., Suyanta, Susila, I., & Irwanto. (2019). Developing an instrument to detect science misconception of an elementary school teacher. *International Journal of Instruction*, 12(3), 201–218. <https://doi.org/10.29333/iji.2019.12313a>.
- Deviana, T., & Aini, D. F. N. (2022). Learning Progression Guru Sekolah Dasar dalam Pengembangan Konten Soal Asesmen Kompetensi Minimum (AKM). *Jurnal Basicedu*, 6(1). <https://doi.org/10.31004/basicedu.v6i1.2095>.
- Fitri, Saparahayuningsih, & Agustriana. (2017). Perencanaan Pembelajaran Kurikulum 2013 Pendidikan Anak Usia Dini. *Jurnal Ilmiah Potensia*, 2(1). <https://doi.org/10.33369/jip.2.1.1-13>.
- Hakim, A. R. (2020). Analisis Perbandingan Karakter Menghargai Prestasi Siswa Sekolah Menengah Atas. *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan*, 13(1), 57. <https://doi.org/10.31332/atdbwv13i1.1563>.
- Haniah, A. R., Aman, A., & Setiawan, R. (2020). Integration of strengthening of character education and higher

- order thinking skills in history learning. *Journal of Education and Learning (EduLearn)*, 14(2), 183. <https://doi.org/10.11591/edulearn.v14i2.15010>.
- Haqiqi. (2019). Telaah Implementasi Kurikulum 2013: Tinjauan Pada Rencana Pelaksanaan Pembelajaran (RPP) Mata Pelajaran Ilmu Pengetahuan Alam. *JNSI: Journal of Natural Science and Integration*, 2(1). <https://doi.org/10.24014/jnsi.v2i1.7110>.
- Hayati, F. N., Suyatno, S., & Susatya, E. (2020). Strengthening of Religious Character Education Based on School Culture in the Indonesian Secondary School. *The European Educational Researcher*, 3(3), 87–100. <https://doi.org/10.31757/euer.331>.
- Hidayat, T., Susilaningih, E., & Kurniawan, C. (2018). The Effectiveness of Enrichment Test Instruments Design to Measure Students' Creative Thinking Skills and Problem-Solving. *Thinking Skills and Creativity*, 29, 161–169. <https://doi.org/10.1016/j.tsc.2018.02.011>.
- Hulawa, D. E. (2019). Al-Zarnuji's Character Concept in Strengthening Character Education in Indonesia. *Jurnal Pendidikan Islam*, 4(2), 25–40. <https://doi.org/10.15575/jpi.v4i2.2395>.
- Hulukati, W., & Rahmi, M. (2020). Instrumen Evaluasi Karakter Mahasiswa Program Pendidikan Guru Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2), 851. <https://doi.org/10.31004/obsesi.v4i2.468>.
- Irwanto, Rohaeti, E., Lfx, E. W., & Suyanta. (2017). Development of an Integrated Assessment Instrument for Measuring Analytical Thinking and Science Process Skills. *AIP Conference Proceedings*, 1847(050005), 1–6. <https://doi.org/10.1063/1.4983907>.
- Juanda, J. (2019). Pendidikan Karakter Anak Usia Dini melalui Sastra Klasik Fabel Versi Daring. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(1). <https://doi.org/10.31004/obsesi.v3i1.126>.
- Kamar, K., Asbari, M., Purwanto, A., Nurhayati, W., & Sudiyono, R. N. (2020). Membangun Karakter Siswa Sekolah Dasar Melalui Prakter Pola Asuh Orang Tua Berdasarkan Genetic Personality. *Jurnal Inovasi Pembelajaran*, 6(c), 75–86. <https://doi.org/10.22219/jinop.v6i1.10196>.
- Kharismawati, S. A. (2022). Evaluasi Pelaksanaan Asesmen Nasional Berbasis Komputer di Sekolah Dasar Terpencil. *Ideguru: Jurnal Karya Ilmiah Guru*, 7(2). <https://doi.org/10.51169/ideguru.v7i2.372>.
- Kruit, P. M., Oostdam, R. J., van den Berg, E., & Schuitema, J. A. (2018). Assessing students' ability in performing scientific inquiry: instruments for measuring science skills in primary education. *Research in Science and Technological Education*, 36(4). <https://doi.org/10.1080/02635143.2017.1421530>.
- Kurniawan, D. A., Astalini, A., Kurniawan, N., & Pathoni, H. (2019). Analisis korelasi sikap siswa dan disiplin siswa terhadap IPA pada Siswa SMP Provinsi Jambi. *Jurnal Pendidikan Fisika Dan Keilmuan (JPFK)*. <https://doi.org/10.25273/jpfk.v5i2.5014>.
- Kusuma, M. D., Abdurrahman, Rosidin, U., & Suyatna, A. (2017). The Development of Higher Order Thinking Skill (HOTS) Instrument Assessment in Physics Study. *Journal of Research & Method in Education*, 7. <https://doi.org/10.9790/7388-0701052632>.
- Lasmita, L. (2020). Identifikasi Karakter Kerja Keras dalam Mata Pelajaran IPA di SMPN 3 Batanghari. *Integrated Science Education Journal*, 1(1), 07–15. <https://doi.org/10.37251/isej.v1i1.14>.
- Lestari, N., & Harjono, N. (2021). Pengembangan Instrumen Penilaian Karakter PPK Aspek Kemandirian Pembelajaran Tematik Terpadu Siswa SD Kelas 4. *MIMBAR PGSD Undiksha*, 9(1), 19. <https://doi.org/10.23887/jjpgsd.v9i1.33379>.
- Maryani, I., & Martaningsih, S. T. (2017). Persepsi Guru Sekolah Dasar Terhadap Sistem Penilaian Pada Kurikulum 2013. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 7(2), 153–164. <https://doi.org/10.24246/j.scholaria.2017.v7.i2.p153-164>.
- Mukholifah, M., Tisngati, U., & Ardhyantama, V. (2020). Mengembangkan Media Pembelajaran Wayang Karakter Pada Pembelajaran Tematik. *Jurnal Inovasi Penelitian*, 1(4), 673–682. <https://doi.org/10.47492/jip.v1i4.152>.
- Mustikaningrum, G., Pramusinta, L., Ayu, S., & Umar, M. (2020). Implementasi Pendidikan Karakter Terintegrasi Kurikulum Dan Metode Pembelajaran Pada Masa Pandemi Covid-19. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 7(2), 154–164. <https://doi.org/10.24252/auladuna.v7i2a5.2020>.
- Ndiung, S., & Jediut, M. (2020). Pengembangan instrumen tes hasil belajar matematika peserta didik sekolah dasar berorientasi pada berpikir tingkat tinggi. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 10(1), 94. <https://doi.org/10.25273/pe.v10i1.6274>.
- Novitasari, L., & Wardani, N. S. (2020). Pengembangan Instrumen Sikap Toleransi Dalam Pembelajaran Tematik Kelas 5 SD. *Jurnal Penelitian Tindakan Kelas Dan Pengembangan Pembelajaran*, 3(1). <https://doi.org/10.31604/ptk.v3i1.41-52>.
- Nurgiyantoro, B., & Anwar, E. (2013). Prioritas Penentuan Nilai Pendidikan Karakter dalam Pembelajaran Sastra Remaja. *Cakrawala Pendidikan*, 3. <https://doi.org/10.21831/cp.v3i3.1626>.
- Nurmanita, N., Siagian, P., & Sitompul, P. (2019). Development of Learning Device through Problem Based Learning Model Assisted by Geogebra to Improve Students' Critical Mathematical Thinking Ability. *Journal of Mathematical Sciences and Applications*, 7(1), 1–9. <https://doi.org/10.12691/JMSA-7-1-1>.
- Paramita, N. M. A. S. (2019). Pengaruh Model Pembelajaran Picture and Picture Berorientasi Pendidikan Karakter Terhadap Motivasi Belajar IPS Siswa kelas V. *Journal of Education Technology*, 3(1), 1.

- <https://doi.org/10.23887/jet.v3i1.17957>.
- Paramita, N. M. A. S., Rati, N. W., & Trisiantari, N. K. D. (2019). Pengaruh Model Pembelajaran Picture and Picture Berorientasi Pendidikan Karakter terhadap Motivasi Belajar IPS Siswa kelas V. *Journal of Education Technology*, 3(1), 1–8. <https://doi.org/10.23887/jet.v3i1.17957>.
- Perawansa, F. I., Minarni, A., & Surya, E. (2019). Developing Learning Devices Based on GeoGebra Assisted Discovery Learning with SAVI Approach to Improve Motivation and Mathematical Communication of Senior High School Students MTs Aisyiyah. *American Journal of Educational Research*, 7(12), 893–900. <https://doi.org/10.12691/education-7-12-1>.
- Permana, H., Harahap, F., & Astuti, B. (2017). Hubungan Antara Efikasi Diri Dengan Kecemasan Dalam Menghadapi Ujian Pada Siswa Kelas Ix Di Mts Al Hikmah Brebes. *Hisbah*, 13(2), 51–68. <https://doi.org/10.14421/hisbah.2016.132-04>.
- Prabowo, S. H., Fakhruddin, A., & Rohman, M. (2020). Peran Orang Tua Dalam Pembentukan Karakter Anak Di Masa Pandemi Covid-19 Perspektif Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 11(2), 191–207. <https://doi.org/10.24042>.
- Prasetyo, G., Hidayatullah, M. F., Akhyar, M., Wiranto, & Perdana, R. (2020). Strengthening Students' Character Through Multimedia Learning In Primary Schools Education: Systematic Literatur. *Humanities & Social Sciences Reviews*, 8(3), 268–277. <https://doi.org/10.18510/hssr.2020.8328>.
- Pratama, F. I. P., Kristiyanto, A., & Widyastono, H. (2021). Character Values of Third Grade Slow Learner in Character Education at the Inclusive Elementary School. *JPI*, 10(2), 345–352. <https://doi.org/10.23887/jpi-undiksha.v10i2.28838>.
- Putrayasa, I. B. (2017). Literature as Media Education Nation Character Values. *International Journal of Linguistics, Literature, and Culture*, 3(3), 1–9. <https://doi.org/10.21744/ijllc.v3i3.443>.
- Ramadhanti, D. (2017). Pembentukan Karakter Melalui Ungkapan Kepercayaan Rakyat Dalam Masyarakat Minangkabau. *BASINDO: Jurnal Kajian Bahasa, Sastra Indonesia, Dan Pembelajarannya*, 1(2), 72–78. <https://doi.org/10.17977/um007v1i22017p072>.
- Rokhim, D. A., Rahayu, B. N., Alfiah, L. N., Peni, R., Wahyudi, B., Wahyudi, A., Sutomo, S., & Widarti, H. R. (2021). Analisis Kesiapan Peserta Didik Dan Guru Pada Asesmen Nasional (Asesmen Kompetensi Minimum, Survey Karakter, Dan Survey Lingkungan Belajar. *Jurnal Administrasi Dan Manajemen Pendidikan*, 4(1), 61. <https://doi.org/10.17977/um027v4i12021p61>.
- Rusdiyati, E. F., Indrawati, D., Jazil, S., Susilawati, & Gusniwati. (2021). Stem learning environment: Perceptions and implementation skills in prospective science teachers. *Jurnal Pendidikan IPA Indonesia*, 10(1), 138–148. <https://doi.org/10.15294/jpii.v10i1.28303>.
- Safitri, Y. A., Baedowi, S., & Setianingsih, E. S. (2020). Pola Asuh Orang Tua di Era Digital Berpengaruh Dalam Membentuk Karakter Kedisiplinan Belajar Siswa Kelas IV. *Mimbar PGSD Undiksha*, 8(3). <https://doi.org/https://doi.org/10.23887/jjsgsd.v8i3.28554>.
- Sari, A. K. (2014). Analisis Karakteristik Gaya Belajar VAK (Visual, Auditorial, Kinestetik) Mahasiswa Pendidikan Informatika Angkatan 2014. *Jurnal Ilmiah Edutic*, 1(1), 1–12. <https://doi.org/10.21107/edutic.v1i1.395>.
- Segers, M., Martens, R., & Bossche, P. Van den. (2018). Understanding how a case-based assessment instrument influences student teachers' learning approaches. *Teaching and Teacher Education*, 24(7). <https://doi.org/10.1016/j.tate.2008.02.022>.
- Setiawan, D., & Wilujeng, I. (2016). The Development Of Scientific-Approach-Based Learning Instrumentsintegrated With Red Onion Farming Potency 1 In Brebes Indonesia. *Jurnal Pendidikan IPA Indonesia*, 5(1), 22–23. <https://doi.org/10.15294/jpii.v5i1.5785>.
- Sitorus, D. S., Suwandari, & Kristiani. (2019). The Effectiveness of Accounting E-Module Integrated with Character Value to Improve Students Learning Outcomes and Honesty. *Cakrawala Pendidikan*, 38(1120–129). <https://doi.org/10.21831/cp.v38i1.20878>.
- Srirahayu, R. R. Y., & Arty, I. S. (2018). Validitas dan reliabilitas instrumen asesmen kinerja literasi sains pelajaran Fisika berbasis STEM. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 22(2), 168–181. <https://doi.org/10.21831/pep.v22i2.20270>.
- Sumarni, W., Supardi, K. I., & Widiarti, N. (2018). Development of assessment instruments to measure critical thinking skills. *IOP Conf. Series: Materials Science and Engineering*, 349(1–11). <https://doi.org/10.1088/1757-899X/349/1/012066>.
- Sunarti, & Anggraini, D. (2013). Pengembangan Bank Soal Dan Pembahasan Ujian Nasional Berbasis Multimedia Pembelajaran Interaktif Dengan Macromedia Authorware 7.0. *Jurnal Cakrawala Pendidikan*, 3, 394–408. <https://doi.org/10.21831/cp.v0i3.1138>.
- Supriati, P. (2018). Pengembangan instrumen pengukuran toleransi pada mahasiswa sekolah menengah pertama. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, 6(2), 117. <https://doi.org/10.30738/wd.v6i2.3390>.
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *International Journal of Academic Research in Management (IJARM)*, 5(3), 28–36. <https://doi.org/10.2139/ssrn.3205040>.
- Utami, K. N., & Mustadi, A. (2017). Pengembangan Perangkat Pembelajaran Tematik Dalam Peningkatan

- Karakter, Motivasi, Dan Prestasi Belajar Siswa Sekolah Dasar. *Jurnal Pendidikan Karakter*, 7(1), 14–25. <https://doi.org/10.21831/jpk.v7i1.15492>.
- Wayan, I. (2020). Pendidikan Karakter pada Pembelajaran Daring. *Indonesian Values and Character Education Journal*, 3(1). <https://doi.org/10.23887/ivcej.v3i1.27830>.
- Winata, A., Widiyanti, I. S. R., & Cacik, S. (2021). Analisis Kemampuan Numerasi dalam Pengembangan Soal Asesmen Kemampuan Minimal pada Siswa Kelas XI SMA untuk Menyelesaikan Permasalahan Science. *Jurnal Educatio FKIP UNMA*, 7(2). <https://doi.org/10.31949/educatio.v7i2.1090>.
- Wulandari, A., & Suparno, S. (2020). Pengaruh Model Problem Based Learning terhadap Kemampuan Karakter Kerjasama Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(2). <https://doi.org/10.31004/obsesi.v4i2.448>.
- Yani, A., & Jazariyah, J. (2020). Penyelenggaraan PAUD Berbasis Karakter Kebhinekaan sebagai Upaya Pencegahan Radikalisme Sejak Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 1. <https://doi.org/10.31004/obsesi.v5i1.503>.
- Zain, M. S., & Gunawan, G. (2019). Karakter Peduli Lingkungan Terhadap Pembelajaran Fisika. *MAGISTRA: Jurnal Keguruan Dan Ilmu Pendidikan*, 6(2), 90–100. <https://doi.org/10.35724/magistra.v6i2.1429>.