

Development of Character Assessment Instruments for Student

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Abstract: This study aims to develop instruments for evaluating the character of Vocational High School students as well as knowing the validity of the instrument items, and the instrument reliability of the experts and practitioners. The type of research used is research and development (R&D), the research model used is Four-D (4D). The 4D model consists of four stages of research namely define, design, develop, and disseminate. Analysis of the data used is to test the validity of manual book product content with the Lawshe CVR and CVI formulas. Tests carried out by 5 experts or experts who are competent in the field of Counseling and Psychological Guidance. The results of the study based on content validity analysis are the CVR values per item obtained between +1 to 0 (CVR > 0). Furthermore, the results of the Lawshe CVI analysis obtained a score of 0.97 greater than 0 (0.97 > 0). Based on the analysis of these data means the value of the validity of the instrument content is high and for the reliability results obtained at 0.78 > 0.60 thus all items of the questionnaire are declared reliable.

Keywords: Instrument Development, Character Assessment, Research and Development



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Introduction

Referring to the educational process contained in Law number 20 article 3 which explains national education has a function as the development of abilities and shape the character of students and can form a nation of civilization that has dignity whose aim is to educate the life of the nation. The next goal of national education is to develop the potentials of students to become someone who has faith and is devoted to God, has noble character, is healthy, has high creativity, is independent and is a citizen who has a democratic attitude and can be responsible. From the explanation of the objectives of national education, we can observe that every level of education including Vocational High Schools (SMK) must be carried out systematically with the aim that educational goals can be achieved optimally. The purpose of national education is very

closely related to the formation of learners' character including having good ethics in social interaction, and having good manners in interacting with the community.

Character education is not a new thing Lickona, Davidson, and Khmelkov (2007: 1) argue "Throughout history, and in cultures all over the world, education rightly conceived has had two great goals: to help students become smart and to help them become good ". Character education becomes a full attention by the government, in line with a speech delivered by the president of the Republic of Indonesia, Mr. Joko Widodo who said that strengthening the character of the nation is a very important thing to do. The government policy on character education is already in place by publishing the Education Development Handbook. However, things that happen in the field of character education are very neglected, teachers and counselors at school continue to insist with their assumptions about the task of developing students' character development only by religious teachers and citizenship education teachers. Even though if we look closely at the KTSP curriculum, as well as the 2013 curriculum it is stated that the character development of students can be done through learning processes in schools, in the sense that the curriculum requires all teachers to have responsibility in developing the character of students. Character education programs can be implemented optimally if carried out in a comprehensive and collaborative manner which is carried out by principals, counseling teachers and also parents, because character education is not only the responsibility of the school but must be a collaboration between the school and the parents or the community.

The Latin character is "kharsein", "kharsein", "kharax" if in English it is called: "character" and if translated into Indonesian means "character" which means to make sharp, make deep. In the *poerwardarminta* dictionary, characters are defined as character, character, moral mentality that can be blasted individual with one another. According to Abdul (2011: 11) which says that character is all personal traits which include unity between habits, behavior, pleasure, abilities or potentials possessed and the mindset of an individual.

Scerenco in Muclas samani (2012: 2) explains the notion of character as traits found in individuals that can distinguish individuals from one another, where the features of which dimagsud include personal characteristics, ethical characteristics and mental complexity of a person.

Herman Kertajaya in Jamal (2012: 28) also describes his opinion about character, where according to him character is a characteristic that is possessed by someone who has been embedded in a person and is an individual driver in doing something.

Winnie in Herry (2012: 28) states that character has two meanings, the first is that character is a way for someone to show behavior such as dishonest behavior or lying, greedy behavior where the behavior shown is bad behavior. The second understanding of character is very closely related to personality, where Winnie explained that someone will be called to have character if someone is behaving morally. According to Zubaedi (2012: 12) said that the character has a very close relationship with personality, where someone can be said to have a good character if the behavior shown is in accordance with applicable rules.

According to Ramayulis (2012: 540) mentions the character as a character that underlies the nature of someone who will be eternal and serve as a feature in identifying someone personally.

From the explanation above that explains the definition of character, then we can synthesize that character is a characteristic that is owned by someone who is formed through individual habits that lead to tendencies in displaying behavior.

The aspects of character mentioned in the Education Minister No 111 of 2014 are: religious character, honest character, tolerance character, discipline character, hard work character, creative character, independent character, democratic character, curiosity character, national spirit character, love character homeland, Character appreciates achievement, Character friendly / communicative, Character of peace-loving, Character likes to read, Character of social care and Character responsible. Where the 18 aspects of character are manifested into 5 main values as stated in presidential regulation number 87 of 2017 which include (a) religious aspects, which are attitudes and behaviors that are obedient in implementing religious teachings, are tolerant of the implementation of other religious worship, and living in harmony with followers of other religions, (b) aspects of nationalism are attitudes that show a sense of love for the motherland, have

a sense of nationalism, respect diversity and be obedient to applicable laws, (c) aspects of independence are attitudes that show a work ethic that high, creative, disciplined and resistant to all obstacles that occur, (d) aspects of mutual cooperation is an attitude that shows a high sense of cooperation, solidarity and always poses a family attitude, (e) and the aspect of integrity is an attitude of honesty, exemplary in doing all work, and a high sense of responsibility. Because character education is also integrated into the tasks of the Guidance and Counseling teacher listed in Education Minister No. 111 of 2014, BK teachers are required to be creative and understand the scope of guidance and counseling, such as; types of guidance and counseling services, service areas, support activities, BK instruments, and media counseling guidance. So that BK teachers can provide guidance to students effectively and efficiently. The initial step that must be understood by BK teachers is the data collection instruments both test and non-test instruments, in order to have accurate data about the state of learners' character, the researcher considers the importance of developing character assessment instruments, so that BK teachers can collect data to plan service programs which will be given to students.

Based on the problems that have been described above, the development of character assessment instruments is very important to be carried out to support the process of counseling guidance services in schools, and several studies also see the importance of developing character assessment instruments carried out, such as research conducted by Hasan Makhfud, Lies Lestari, and Chumdari with the title "Development of Integrated Character Education Assessment Instruments" The purpose of this study was to: (1) find prototypes of integrated character education assessment instruments and (2) test the validity of character education assessment instruments and their reliability. The second research conducted by Mohammad Zaimul Umam entitled "Development of Attitude and Instrument Character Assessment Instruments for Mathematics Subjects" The purpose of this research and development is to describe the conditions and potential of the existing attitude assessment instruments and are used today, producing attitude assessment instruments, testing the level of validity, and test the level of reliability of attitude assessment instruments on mathematics learning. The third research conducted by Feniareny, Miftha Indasari, Imelda Ratih Ayu, Adrianus Dedi, Pranita Yuliana entitled "Training on Development of Instrument for Evaluating Character Education in 2013 Curriculum" Community service activities aim to provide elementary school teachers about the development of instruments evaluation of character education in the 2013 curriculum so that teachers can apply it in their respective classes.

The reality in the field that we can see there are still many teachers who have difficulty in assessing the character of students, besides that before making an assessment instrument the counselor does not make a lattice instrument first, because the teacher does not understand about how to make a character assessment instrument, the existing assessment instruments it has not been made in accordance with the steps of making instruments, so that the existing assessment instruments are not yet standard to be used again in assessing specifically assessing the character of students. To overcome these things, it is necessary to develop an assessment instrument.

From the background and issues related to the importance of developing character assessment instruments, the researcher is interested in examining this matter and taking the title "Development of Character Assessment Instruments for Vocational Students".

Method

This type of research is a research development or also called research and development (R&D). This development research uses a 4D research model consisting of 1) Define, 2) Design, 3) Develop and 4) Disseminate. This method and model was chosen because it aims to produce a product in the form of a character assessment instrument.

The instrument developed in this study will be tested for eligibility with content validity using Lawshe data analysis, which aims to determine whether the instrument produced in this study is suitable for use in assessing the self-efficacy scale of Vocational High School (SMK) students. This validity test will be carried out by 5 experts, including 3 professors in the Department of Counseling Guidance and 2 counseling guidance teachers in the Vocational High School (SMK). The technique used in analyzing data is the Lawshe CVR and CVI formulas, with the formula:

$$\text{CVR} = \frac{n_s - N/2}{N/2}$$

source: (Lawshe, 1975)

The formula above will produce a value with a range of numbers from +1 to -1, where a positive value will indicate that the item rated as important / essential, so if the greater the CVR value produced, the more important and the higher the validity of the instrument. (Hendryadi, 2017).

The second data analysis used the formula CVI (content validity index) which aims to assess the relevance of each item statement in the instrument, where the formula of CVI is

$$\text{CVI} = \frac{\sum \text{CVR}}{k}$$

The third analysis conducted is an analysis to measure the level of consistency of the items presented in the instrument, where in measuring the consistency a reliability test is needed. Reliability in the instrument will be expressed numerically in the form of a coefficient. If the resulting coefficient is high, the reliability in the instrument items will also be high. One way that can be used to measure the reliability of an instrument is by using the Cronbach Alpha or Alpha Coefficient. The Cronbach alpha reliability formula is as follows

$$r_{ii} = \frac{k}{k-1} \left(1 - \frac{\sum \sigma^2}{\sigma^2_1} \right)$$
$$\sigma^2 = \frac{\sum \sigma^2 - \frac{\sum X^2}{N}}{N}$$

source (Juliansyah Noor, 2012 : 165)

Results and Discussion

Based on the analysis carried out using the CVR formula, the items totaling 35 items are said to be valid or essential, but there are 3 items that get a CVR value <1, which means the need for deeper scrutiny. The second analysis is the content validity index of the instrument as a whole using the CVI formulation (Lawshe, 1975).

Based on the calculation it is known that $\sum \text{CVR} = 38.80$ The CVI calculation results from the self-efficacy scale instrument based on the assessment of 5 experts is 0.96 (special). This result means that based on the assessment of experts using an assessment instrument consisting of 30 statements, the developed instrument has a special content validity index (CVI).

Based on the results of the instrument assessment by the judges, there are several assessment items related to the instrument that still have a CVR index <1 which indicates the need for improvements to the instrument associated with the item. For this reason, improvements were made to the contents of the instrument by taking into account the effective use of language as well as improvements to the writing system regarding the neatness and suitability of the writing on the instrument. A variable is said to be reliable or reliable if the answers to questions are always consistent. So the results of the reliability coefficient items character assessment points of 0.7, it turns out to have a value of "Alpha Cronbach" greater than 0.600, which means that all items are declared reliable instruments or meet the requirements. In this research, there are some limitations that need to be studied further, namely the fourth step in the 4D disseminated research design, which is a revised research instrument disseminated to other subjects to obtain implications from the research product. In this study it could not be carried out due to the limitations of the situation and conditions of the Covid-19 outbreak.

Conclusion

Based on the results of this development research, the character assessment instrument is recommended to be used as an instrument by BK teachers in schools to develop student character. Further research and development on character assessment instruments needs to be carried out to develop other psychological aspects so that they can complement the counseling guidance instrument in schools. The results of this research and development are intended to be disseminated so that they can be used more widely.

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