

Development of Tolerance and Peace Loving Character Assessment Instrument for Vocational High School Students

Komang Niti Widianti^{1*}, I Ketut Gading², Ni Ketut Suarni³

^{1,2,3}Universitas Pendidikan Ganesaha

*Corresponding author, e-mail: komangniti859@gmail.com

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Abstract: This study aims to describe the tolerance and peace-loving character assessment instruments for vocational high school students. This research uses the Research & Development (R&D) method using the Borg and Gall method which has been adapted by Sugiyono. However, this study only used seven stages, namely: potentials and problems, data collection, product design, design validation, design revision, product testing, product revision. Instrument validity analysis was assisted with the help of Microsoft Excel. Reliability test using Alpha Cronbach formula. Based on the analysis, it is known that the reliability test results for the tolerance character instrument are 0.88 which indicates that the instrument used is reliable, as well as the peace-loving character assessment instrument. So it is recommended for teachers to use a peace-loving character assessment instrument for vocational high school students.

Keywords: tolerance; peace loving; character

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Introduction

Character can be described as a trait or characteristic that only exists in an individual so that it makes one individual different from another (Thielmann, 2020). There is a variety of characters that exist in each individual because the formation of a person's character is influenced by various factors, such as how the parenting pattern is and how the scope of friendship (Elder, 2020). In addition, the formation of one's character cannot be far from the role of education, both from the family and school spheres (Intania, 2020). This is reinforced by the opinion of Sukardjo in (Triwiyanto, 2021) which explains that humans can be said to be animal educandum and animal educandus which means that humans are creatures who are given education and provide education, where humans have been predestined since birth as social beings and individual creatures who always struggle with education (Spanning, 2019).

In the process of developing the capacity of students who are obedient and pious to God, have noble personalities, conducive spiritual and physical conditions, are smart, imaginative, professional, have democratic characteristics and are able to carry out their obligations well, a Character Education Strengthening (PPK) was formed which written in Presidential Regulation (Perpres) Number 87 of 2017. Strengthening Character Education (PPK) is carried out based on the norms that exist in Pancasila which include faith, frankness, tolerance, discipline, hard work, imaginative, independent, democratic, curiosity, national spirit, love for the homeland, appreciate achievements, friendly / communicative, love peace, love to read, care about social and responsible (Mohtar Kamisi, 2022).

Although in every area of Education Strengthening of Character Education has been applied, the fact is that the Indonesian nation has recently experienced a decline in moral and ethical aspects which is quite severe, especially among teenagers, which indicates that there is a shift in an uncertain direction in the identity and character of the nation (Dewantara, 2020). Starting from the rampant cases of bullying, brawls, promiscuity to cases of drug abuse (Dasmana, 2022). There are several data on cases carried out by teenagers, one of which is data from the Indonesian Child Protection Commission (KPAI) which states that from 2010 to 2012 there were 301 cases of student brawls that occurred in areas in Jakarta, Bogor, Depok, Tangerang, and Bekasi. and left 46 students dead. The data from the KPAI can indicate that the peace-loving character possessed by students in their teens is still lacking, even though in 2010 the Government through the Ministry of National Education has echoed the program for developing the nation's culture and character (Taufik, 2021). Not only that, there are several other cases such as intolerance behavior that occurs among teenagers at school (Zickgraf, 2020). As happened in Sragen, East Java in 2020. In this case, a student was bullied or bullied by an Islamic Spirituality (Rohis) activist from SMA 1 Gemolong just because the victim was not wearing a headscarf or hijab. The end of this bullying case is the victim who decides to move to a school in another city (Wójcik, 2022). This is of course very concerning because the bullying occurs in schools which should be a very influential area in the process of development, formation, and strengthening the character of tolerance and diversity in students (Utomo, 2020).

The low sense of tolerance and love of peace in a student, of course, will make the character of the student less tolerant of others and his love of peace becomes less, causing a lot of bullying and fights in the future (Amin, 2022). Apart from that, a number of important aspects of tolerance and love of peace in students' daily activities are the creation of peace, increasing a sense of brotherhood and nationalism, uniting differences that are increasingly rarely seen by teachers, as evidenced by the increasing prevalence of bullying, Sara and brawls between students (Rustan, 2018). In addition to the school area, the attitude of tolerance and love of peace also needs to be applied by students wherever they stand (Husna, 2020). This is because Indonesia is a multicultural country so that students who are the next generation of the nation have a responsibility to always maintain the integrity of Indonesia in order to avoid the word division (Safitri, 2022).

Ihsan in 2009 in (Digdoyo, 2018) explains that tolerance is a human behavior or attitude that does not deviate from the rules, where someone respects and appreciates every action taken by others. Meanwhile, according to Tillman (2004), tolerance is an act of mutual respect, through a view that aims at the word peace. Tolerance is a way to achieve peace. Tolerance is an attitude of respect and appreciation and not interfering in other people's affairs against people who have views, attitudes, ethnicity, religion, citizenship, and so on that are different from ours by maintaining attitudes and words (Casmana, 2021).

Peace-loving according to Yaumi in (Apriani et al., 2020) are those who stay away from a problem or quarrel. Without doing behavior that can cause loss personally or socially and prioritizing politeness, mutual respect and maintaining relationships between individuals and groups. According to (Zubaedi, 2011) peace-loving is attitudes, words, and actions that encourage him to produce something useful for society, and recognize, and respect success. Peace-loving is an attitude, word and action that causes others to feel happy and secure in their presence.

So important is the character of tolerance and love of peace incorporated in character education that since 2010 the government has released an integrated character education movement through learning in secondary schools, one of which is in Vocational High Schools (SMK). This is because Vocational High Schools are expected to be able to build the character of students who have many creative ideas, are ethical, and have good manners in dealing with the community so that students who have graduated are ready to compete without cheating when entering the industrial world full of competition.

Basically, education does not only aim to create smart students, but also students who have good manners and ethics. Considering how influential character education is in developing good student character, it is necessary to carry out structured character education and have a clear program. The establishment of a program for character education is not only the obligation of the principal, but the obligation of the BK teacher as well. In accordance with what is stated in the Minister of Education and Culture Number 111 of 2014, in addition to Presidential Decree Number 87 of 2017 Article 1 concerning PPK, BK teachers also take part in uniting feelings, hearts, minds and bodies to create students who are characterized and virtuous. Based on this, BK teachers are required to be more productive and more concerned in the guidance and counseling framework, such as: types of counseling guidance services, service areas, supporting activities, assessment instruments, and counseling guidance media. So that in its implementation, BK teachers can be more precise and faster in providing counseling and guidance to students.

There are various stages that need to be carried out by BK teachers before providing guidance and counseling to students, and one of them is the use of instruments to obtain or collect data which is the first step in the implementation of the guidance and counseling process. The instrument is the most important part before guidance is carried out, because with the instrument the BK teacher can precisely determine what counseling or guidance should be given to a student. However, the facts on the ground state that many schools do not yet have the right instrument to assess student character. One of them is at the Vocational High School (SMK) in Denpasar, from the results of observations and interviews with local BK teachers, it was found that the handling of students was still very less effective. This is because in providing guidance or counseling, BK teachers use data obtained from observations only or only see things that stand out in students, without looking deeper into the origin of the problem or the reasons why a student can perform deviant behavior. As in the case of the lack of tolerance and love of peace that students have, BK teachers only obtain data from looking at the behavior of students who like to bully and fight without looking deeper into the character of tolerance and peace-loving character they have, this is because the school does not have a special instrument to assess the character of tolerance and love of peace in students according to the needs of students at this time. Based on the various problems described above, the researcher considers that it is necessary to develop an instrument for assessing the character of tolerance and love of peace with the aim of making the Counseling Guidance service process in schools more effective.

Method

This research uses an online cross-sectional study design. This online study aims to make filling in the This study uses the Research and Development method. The method used in this study uses the Borg and Gall model which has been adapted by Sugiyono (Sugiyono, 2017) with the following research steps: 1) potential and problems, 2) data collection, 3) product design, 4) valid design validation. carried out by experts, 5) design revisions, 6) product trials, and 7) product revisions.

The variables in this study were the instrument for assessing the character of tolerance and the character of peace-loving. The indicators used in the tolerance character instrument are respect, respect, maintain attitude, keep words, not to interfere in other people's affairs. Indicators of peace-loving instruments are attitudes that cause other people to feel happy and safe in their presence, words that cause others to feel happy and safe in their presence, and actions that cause others to feel happy and secure in their presence.

The instrument developed in this study is an instrument for assessing the character of tolerance and peace-loving. In the tolerance assessment instrument there are 5 indicators that have 30 statement items. The peace-loving character assessment instrument has 3 indicators and has 18 statements. The instrument in this study used a Likert scale. The Likert scale is a measure used in evaluating a person's opinions, activities and perceptions about an event that occurs in a community (Sugiyono, 2017). This instrument uses five answer options, namely, 1) Very Appropriate, 2) Appropriate, 3) Less Appropriate, 4) Not Appropriate, 5) Very Disagree.

In this study, there were two tests, namely the design test conducted by 4 experts who were lecturers of the UNDIKSHA Guidance and Counseling Masters Study Program to determine the validity of the content, and the second feasibility test to seek empirical validity and instrument reliability by distributing the instrument to small groups or groups of people. called a limited trial, in this study 50 students of SMK N 1 Kubutambahan were selected randomly.

In the design test by experts to find content validity, the researcher used (Lawshe, 1975) formula using the CVR and CVI formulas. The results of the test using the formula, obtained several items on the tolerance character assessment instrument and the peace-loving character assessment instrument need to be revised.

After revision and re-guidance was carried out with the supervisor, the instrument was distributed to small groups for re-analysis of the limited product test in order to obtain the value of empirical validity and reliability of the instrument. Empirical validity was obtained using the *Pearson Correlation formula* and instrument reliability using the *Alpha Cronbach technique*, which data processing was assisted by using the *Microsoft Excel for Windows application*.

Results and Discussion

This research is a research and development (R&D) type with the instruments developed are the tolerance character scale and the peace-loving character scale for vocational high school students. The research model used in this research is the development of the Borg and Gall model which has been adapted by Sugiyono which consists of 10 stages, but in this study only uses 7 stages, namely: 1) potential and problems where everything that has the potential to be empowered so that be added value, 2) information collection, which is a process of collecting data needed for a study, 3) product design, namely a description of the product to be developed by researchers so that it can be used as a guide in assessing and making products, 4) design validation, which is a process activities to assess whether the products developed will be more effective than those previously used and tested by experts, 5) Product revision is a process where after the product is validated by experts, improvements are made from known weaknesses then these weaknesses are tried to be reduced by revising product, 6) product trial, namely an activity to test products that have been designed, validated and repaired to be tested for use with students, 7) product revision, which is an activity where products that have been tested are then repaired to minimize the weaknesses that exist in the product. In an instrument in the form of developing an instrument for assessing the character of tolerance and peace-loving for Vocational High School students. The resulting instrument is in the form of a scale and the data obtained is in the form of a polytomy that moves from numbers 1 to 5 with answer choices of Very Appropriate (SS), Appropriate (S), Less Appropriate (KS), Not Appropriate (TS), and Very Incompatible (STS).). The tolerance character assessment instrument contains 30 items (15 items (+) and 15 items (-)), while the peace-loving character assessment instrument contains 18 items (9 items (+) and 9 items (-)).

UNDIKSHA Guidance and Counseling Masters Study Program it is known that there are several items that need to be revised, namely: 6 items on the tolerance character assessment instrument (items number 1, 3, 13, 14, 23, 26) and 3 items on the peace-loving character assessment instrument (items number 2, 5, 10).

Empirical validation test were obtained from the distribution of the instrument in a small group with 50 subjects who were obtained randomly. Then it was processed using the Pearson correlation formula with the help of *Microsoft Excel for Windows* and showed that all items were declared valid. This is because $r_{xy} > r_{table}$ with a significant level of 1% and $df = N-2 = 48$.

The results of the product reliability test of the instrument for measuring the character of tolerance and love of peace in vocational students based on the results of a limited trial conducted in a small group consisting of 50 students of SMK N 1 Kubutambahan selected at random show that the instrument for assessing the character of tolerance is declared reliable with instrument reliability $> r_{table}$. ($0.88 > 0.361$) and the peace-loving character assessment instrument was also declared reliable with instrument reliability $> r_{table}$ ($0.85 > 0.361$).

Conclusion

Based on the results of research and discussions that have been carried out, the following conclusions can be drawn; First, this research and development resulted in an instrument in the form of developing an instrument for assessing the character of tolerance and peace-loving for Vocational High School students. This research model uses the model from Borg and Gall which has been adapted by Sugiyono. The resulting instrument is in the form of a questionnaire with the data obtained in the form of a polytomi that moves from

numbers 1 to 5. In the tolerance character assessment instrument there are 30 items (15 items (+) and 15 items (-)), while the peace-loving character assessment instrument contains 18 items. (9 items (+) and 9 items (-)). Second, the results of the content validation test conducted by 4 experts who are lecturers of the UNDIKSHA Guidance and Counseling Masters Study Program it is known that there are several items that need to be revised, namely: 6 items on the tolerance character assessment instrument (items number 1, 3, 13, 14, 23, 26) and 3 items on the peace-loving character assessment instrument (items number 2, 5, 10). Third, the results of the empirical validation test were obtained from the distribution of the instrument in a small group with 50 subjects who were obtained randomly. Then it was processed using the Pearson correlation formula with the help of *Microsoft Excel for Windows* and showed that all items were declared valid. This is because $r_{xy} > r_{table}$ with a significant level of 1% and $df = N-2 = 48$. Fourth, the results of the product reliability test of the instrument for measuring the character of tolerance and peace-loving in SMK students are based on the results of a limited trial conducted in a small group. consisting of 50 students of SMK N 1 Kubutambahan who were randomly selected showed that the tolerance character assessment instrument was declared reliable with instrument reliability $> r_{table}$ ($0.88 > 0.361$) and the peace-loving character assessment instrument was also declared reliable with instrument reliability $> r_{table}$ ($0.85 > 0.361$). So it is recommended for teachers to use a peace-loving character assessment instrument for vocational high school students.

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