

Needs Analysis Development of Character Value-Oriented Online Learning Evaluation Instruments

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ABSTRACT

The rapid development of technology, especially related to online evaluation applications, provides several alternatives in making it easier for teachers to evaluate learning to their students. Preliminary data obtained from participants related to experiences related to evaluation during online learning. The response related to online learning readiness show that the average readiness of participants in planning and implementing online learning is in the good criteria. Moreover, almost 70% of the participants doubted the results of the online learning evaluation. The doubt is related to the process of completing the evaluation, to the results of student evaluations during online learning. The teacher's challenge in instilling the character education cannot be absolute responsibility of the teacher, but must be realized as a form of shared responsibility between school, parents and the home environment as school partners.

Keywords: *Character Education, Online Learning, Evaluation Instrument.*

1. INTRODUCTION

The Covid-19 pandemic has had a tremendous impact on economies and education around the world. Around 91.3%, or about 1.5 billion students worldwide are unable to carry out activities at school due to the Covid-19 pandemic (UNESCO, 2020). This is also felt by students in Indonesia. Around 45 million students in Indonesia or about three percent of the worldwide student population are affected (Unicef, 2020). Various efforts have been made to ensure that learning continues even though there is no face-to-face meeting at school. Technology, especially the internet, smartphones, and laptops, is now widely used to support distance learning.

Character education is a shared responsibility (Mulyatiningsih, 2009). The development of character education not only needs to be done for students but also for educators. Even character education for educators is the main requirement for the success of character education for students. Unfortunately, not all educators have a positive character in this effort. Several cases that have emerged in public recently show indications of the negative character possessed by educators. For example, teachers sell UN answer keys (Kompas, 10/04/2017). This portrait shows that character education should be

owned by all parties from the basic education level to higher education.

The development of character education has been implemented in Indonesia on a national scale. Implementation of character education in the field of study, self-development activities, culture developed by schools, as well as local content is carried out thoroughly through a piloting activity in 125 schools spread across 16 provinces in Indonesia (Judiani, 2010). In piloting activities, character education is integrated into existing activities without adding special competencies. This is done because the actual values in character education already exist in the curriculum but do not appear directly in learning.

The paradigm shift in the 2013 curriculum in elementary schools also made significant changes to the learning process. Character education, which is used as the main pillar of learning in elementary schools, becomes a challenge as well as an opportunity for educators to build the character of students. Several problems that arise later are how to integrate values in character education into thematic learning and fields of study in elementary schools.

Technological developments, especially in the use of the internet, social media, and supporting devices, are increasingly being used in online learning. The pandemic condition has indeed changed the world of education, especially in the implementation of learning. A fundamental change occurred from face-to-face learning to online learning rapidly. Online learning utilizes an internet connection in the learning process. This connection allows students to have the flexibility of time and place to study (Dewi, 2020).

It is also very necessary to increase the capacity of teachers in the online learning process. The need for high motivation to provide positive reinforcement for teachers in increasing creativity to learn the required technology. The results of previous studies show that mastery of teacher information and communication technology in Indonesia is quite evenly distributed in various parts of the country (Widodo & Riandi, 2013 cited in Koh et al, 2018). However, the problem that is always faced is the diversification of the quality of education in all regions of Indonesia. This difference is caused by one of the supporting conditions, such as socio-economic between one region and another, for example between Java and regions outside Java (Muttaqin et.al, 2018). Not to mention the unequal internet access in all areas. The greatest hope in the development of the use of technology in learning today is the rapid and effective dissemination of information, so that an increase in the quality of teachers in all regions is immediately achieved.

Optimal distance learning can be done by accepting learning changes using technology. This can provide a reason for online learning, namely by maximizing the function of online learning as an alternative solution. Students can learn anytime and anywhere, thus developing new skills in a process that leads to lifelong learning. However, the advantages of online learning also need to be balanced with an emphasis on character education in its implementation.

The shift from face-to-face methods to distance learning which is commonly called learning from home also indicates the need to increase teacher capacity. This has a positive value, namely teachers are motivated to learn new things and hone creativity to learn technology according to current needs. The results of Rigianti's research (2020) show that one of the obstacles experienced by teachers during online learning is in the aspect of assessment and supervision.

The results of a survey on elementary school teachers in one of the sub-districts, namely Klojen Sub-district in Malang City, showed that the problems faced related to assessment during online learning included (a) preparation of HOTS questions, (b) preparation of indicators and scoring, (c) determining the level of cognitive aspects of the test questions, (d) determine the assessment according to the learning objectives, and (e) the level of confidence in the results of the assessment

during online learning. This last point was also conveyed by teachers in Sawojajar Village, Malang City, Ali Mashudi, S.Pd and Budi Susiyanto, S.Pd. Both revealed that during online learning it is increasingly difficult to supervise and ensure students do assignments or tests independently, honestly, and responsibly. This is because the evaluation technique given is often by giving tests directly through the WhatsApp (WA) group or Google Form, then students send their answers via WA without any supervision from the teacher during the process.

The use of Google Forms has been shown to get a positive response as an alternative evaluation of online learning, both from teachers and students (Kartono, 2020). The reasons that underlie teachers' interest in this application, among others, are mostly related to the practicality and efficiency of Google Forms (Mardiana & Purnanto, 2017). The rapid development of technology, especially related to online evaluation applications, provides several alternatives in making it easier for teachers to evaluate learning to their students.

2. METHOD

This research was conducted in a preliminary study of the development of character value-oriented online learning evaluation instrument development training. The training participants consisted of 29 elementary school teachers spread across Malang city, Malang district and several other areas in East Java. In the data presented in this study, data were obtained from a questionnaire given to participants before the training began. Questionnaires are given via Google Form and will review the use of supporting applications, mastery of information technology, ability to communicate with colleagues, infrastructure, and evaluation during online learning.

3. RESULT AND DISCUSSION

Preliminary data obtained from participants related to experiences related to online learning that have been carried out are presented as follows. In the questionnaire given to the participants, participants were asked to name the learning applications they used or supported their online learning. The applications that are commonly used by most participants based on the results of filling out the questionnaire are WhatsApp and YouTube. An interesting thing appears in the fields related to the use of the Learning Management System or virtual classes during online learning. Of the 29 participants, 10 participants (34.5%) stated that they had never used virtual classes during online learning. Meanwhile, most of the participants have used Google Classroom.

In addition to data related to the use of online learning support applications, participants were also asked to state their readiness in implementing online learning. In the response related to online learning readiness, it can be

Table 1. Response of Teacher Readiness in Online Learning

No	Indicators	Average	Criteria
1	Mastery of Information Technology	3.7	Good
2	Communication with Colleagues	4	Good
3	Supporting Facilities and Infrastructure	4	Good

seen that the average readiness of participants in preparing/planning and implementing online learning is in the Good criteria. In Table 1 it can be seen that the average readiness of participants, especially in the aspect of communication and supporting infrastructure, is in good criteria. These results support the fact that in online learning, teachers not only need to prepare lesson plans, such as learning tools, but also need to collaborate with peers, have access to supporting facilities and infrastructure in order to maximize the implementation of online learning.

In data related to the evaluation of online learning, 12 participants stated that they were able to evaluate the character of students during online learning, while more than 50% of participants stated that they had not been able to maximize character evaluation during online learning. This is illustrated in Figure 1. When explored further, it turned out that almost 70% of the participants doubted the results of the online learning evaluation. This doubt is related to the process of completing the evaluation, to the results of student evaluations during online learning.

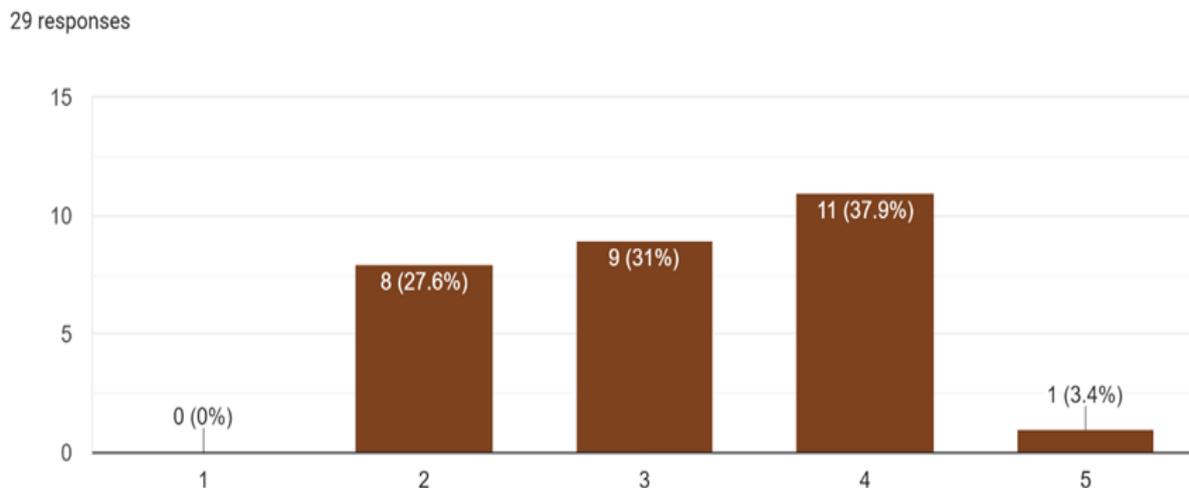


Figure 1. Participants' responses regarding the implementation of student character evaluation during online learning

Character education will always be urgent and interesting to always be discussed in the world of education, especially during the Covid-19 pandemic. Implementation of character education through distance learning is not an easy matter to practice (Suasthi & Suadnyana, 2020). The reason is, the assessments that are usually carried out face-to-face, direct observation and journal assessments for students have all changed. Online learning makes teachers unable to see students directly and there is no emotional bond between the two parties (Atmazaki et. al., 2020). So, during this pandemic, the character education of students has been more or less neglected.

The current condition of the Covid-19 pandemic is a challenge for the world of education, especially formal education in an effort to educate the nation's character. Dominant learning is not done face-to-face, so it becomes a challenge for teachers in the character education

process. On the other hand, it will provide opportunities for students to actualize character values in the community in an effort to participate in prevention and control during the online learning process during the pandemic.

Teachers in this condition are required to be able to provide an understanding of techniques and strategies in character education in online learning (Intania & Sutarna, 2020). Teachers are also expected to be more creative in exploring information and characteristics of students in determining learning models with the expected learning outcomes in online learning (Atmazaki et. al., 2020). These demands, of course, are not easy to realize, so that many challenges in implementing character education in the pandemic era have become a dilemma for teachers.

Problems that often arise are related to the provision of assessments which usually must be accustomed to

being done online without seeing the students directly. In addition, online-based learning makes students lose their role models and role models (Intania & Utama, 2020). Students will easily develop their character by imitating or witnessing the behavior of teachers at school. Teachers with character will be able to show attitudes and behaviors that are in accordance with the norms and values that apply in society in their daily lives so that they can be imitated by students.

Other problems faced include the implementation of learning with e-learning which is automatically connected to internet services, it does not always guarantee that students are safe from the negative influences of the digital world. Digital media presents students with various information, both positive and negative, which of course requires filtering before it is absorbed by students. Students who are not ready with abundant information, will actually have the potential to be exposed to negative content that results in moral problems and character crises (Santi & Widyasari, 2021). Another negative influence due to internet addiction also makes students lazy to think, which ultimately makes students less responsible so that they are not optimal in completing assignments.

The teacher's challenge in instilling the character education mentioned above, does not have to be the absolute responsibility of the teacher, but must be realized as a form of shared responsibility (Komariyah, 2021). The success of national character education during online learning during the pandemic requires the main role of parents and the home environment as school partners in efforts to instill character from an early age.

4. CONCLUSION

The study obtained data from participants related to experiences related to evaluation during online learning. The response related to online learning readiness show that the average readiness of participants in planning and implementing online learning is in the good criteria. Moreover, almost 70% of the participants doubted the results of the online learning evaluation. The doubt is related to the process of completing the evaluation, to the results of student evaluations during online learning. The result shows the needs of character-oriented evaluation during online learning.

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