

Model of Integrated Character Education Assessment based on Balinese Culture

1st Ni Made Sri Mertasari
*Educational Research and Evaluation
Department*
Universitas Pendidikan Ganesha
Singaraja, Indonesia
srimertasari@undiksha.ac.id

2nd I Made Yudana
*Educational Administration
Department*
Universitas Pendidikan Ganesha
Singaraja, Indonesia
made.yudana@undiksha.ac.id

3rd I Nyoman Gita
*Educational Research and Evaluation
Department*
Universitas Pendidikan Ganesha
Singaraja, Indonesia
nyoman.gita@undiksha.ac.id

Abstract—Integrated character education assessment model in schools was tried to be developed by adopting an assessment model in Balinese culture-based learning. Through qualitative methods with the Miles and Huberman techniques, this study tries to explore the assessment model. It is found that the assessment takes place in an integrated manner including the components of performance, attitude and behavior. The assessment is accompanied by giving feedback in the form of instructions, examples, or advice. The assessment model was tried to be implemented in schools in the form of inventory. Inventory contains components of the assessment of processes, results, attitudes, and behavior. Inventory can not only be used by teachers in the classroom, but can also be used for assessments in various activities outside the classroom. Even the inventory can also be used by principals or parents to assess students' character in various activities. Thus, inventory can assess academic and characters simultaneously.

Keywords— *character, education, assessment, Balinese, cultural*

I. INTRODUCTION

The development of academic competence and character building are two main goals of children's education in schools. Both of these goals cannot be separated in an effort to prepare children to enter the workforce, for further education, for lifelong education, and to be good and responsible citizens. The development of academic knowledge contributes to the improvement of children's intellectual abilities and skills. Character formation helps to shape attitudes and behaviors, such as honesty, integrity, respect, responsibility, self-discipline, and self-resilience. Character education creates an environment that is expected to increase the effectiveness of learning activities. It is expected that there are no students who finish school by mastering academic knowledge but lacking in character. Benninga et al. found that schools with the quality of implementing good character education tend to produce graduates who have higher academic abilities [1].

Academic education and character education are carried out in an integrated manner in the school environment, whether in curriculum, learning strategies, or co-curricular programs and extra curricular activities. Collaboration between families and communities can identify and teach character values to students by setting an example or examples while encouraging them to implement it. Lickona said that schools, families, churches and other communities that are responsible for character education must be involved in evaluating character education for the stated goals [2]. In recent years, efforts have been made so that schools have the capacity to be able to carry out properly and properly

character education. Teachers in schools act as people who help students to shape themselves to be better, not just helping students to improve their abilities, competencies, skills, or techniques.

Students are endeavored to be more appreciative of the good experiences gained from school and avoid bad experiences gained from their groups or the mass media. Habits of groups and mass media often have a negative influence on the character of students. Today, groups that tend to be destructive are developing a lot. Likewise the mass media, such as television, films, magazines, newspapers, cell phones or the internet often present violence, drug use, deviations in sexual behavior, theft and academic fraud. Internet and cellular telephone collaboration even now has opened opportunities for everyone to become a reporter. As a result, news on pornography, terrorism, narcotics and so on is very easy to spread through Facebook, Twitter, Instagram, WhatsApp, and other features. Therefore, the role of teachers in schools is not limited to the application of various models to help transfer information and skills to students, but to help the development of students as a whole.

Emotional, ethical, and academic education is a human right that all students are entitled to, and that argument ignores these amounts to a social injustice [3]. Lifelong learning is essential for gaining self-esteem and ability to take control of one's own life [4]. It means that character education is integrated in the school environment, whether in curriculum, teaching strategies, or co-curricular programs. Teachers from all fields of study must make teaching preparations that include character education. The implementation of learning, whether in class, in the laboratory, or outside the classroom must contain character education. School staff other than teachers, such as administrative staff or librarians are also required to be involved in character education in serving students. Therefore, character education requires a standard program, standard implementation, standard curriculum, standard work partners, and a standard evaluation process.

One of the difficulties experienced by teachers in implementing character education in an integrated manner in all subjects in schools is the implementation of evaluation, especially formative evaluation. Formative evaluation is intended to improve the learning process. The teacher performs formative evaluations during the learning process to find out what competencies students have achieved and identifies the gaps between the competencies of students with standard competencies that must be achieved. The information is used by the teacher to provide feedback to students so that students know the progress of their learning.

In addition to giving feedback, the teacher gives instructions to where students must step in to improve their learning process. If the student's response is correct, then feedback becomes reinforcement for students. Conversely, if the student's response is wrong, then feedback becomes remedial learning for students. The information obtained from formative assessment is then used as a reference for planning the next learning plan so that the learning process is more meaningful. In carrying out formative evaluations, teachers are like cooks who taste dishes, the results are used as a reference to make things more delicious [5].

The problem that is quite difficult in the implementation of formative evaluation is to obtain information on the progress of learning outcomes concerning the character of students. The results of learning character education is more concerning the affective domain (attitude) and psychomotor (behavior), such as honesty, responsibility, courage to express opinions, readiness to work hard, independence, and so on. Therefore, the form and process of evaluation chosen must be able to measure the affective and psychomotor domains well, as material for further decision making. On this occasion, a performance-based character education evaluation model was adopted that was adopted from Balinese cultural activities.

Balinese cultural activities, both religious activities and social activities always contain the learning process. The learning process that occurs also includes an assessment process. This happens because cultural activities involve community members that vary greatly in terms of age, experience, profession and so on. Therefore, in the process of learning process occurs from community members who are already proficient to the newly involved community members. The learning process also involves an assessment process. The performance of the new community members is assessed by the senior. Assessment includes the process of work, work products, attitudes, and behavior.

Character has much to do with the essential traits exhibited by a person [6]. Indeed, character education is focused on the affective and psychomotor domains, so that exemplary factors become important components in learning and the observation factor becomes an important component in the assessment. If the teacher must observe all students who are their students in school, the teacher will experience difficulties due to time and energy limitations. Therefore, it is necessary to develop an integrated character education assessment model that is able to overcome the limitations of time and energy by involving all elements of the school.

II. METHOD

This study uses a qualitative approach. The sample is determined by snowball technique by selecting one initial respondent and then moving to the next respondent based on the data needs and the consideration of the respondent at that time [7]. Respondents are community leaders who are accustomed to being involved in events with mutual cooperation and have even been leaders in these events. Data was collected using in-depth interview techniques in natural settings. The data collected includes assessment components, qualification levels, recording techniques, decision making techniques, decision delivery techniques, and feedback techniques. The data were analyzed using the qualitative data

analysis model of Miles and Huberman consisting of three three activity paths, namely data reduction, data presentation, and verification [8].

III. RESULTS AND DISCUSSION

The study found that assessment of integrated character education based on Balinese culture included components of the work process, product performance, commitment, honesty, cooperation, caring, responsibility, tolerance, appreciation, speech, communication ethics, and behavior. This finding is almost the same as the eleven criteria for character education formulated by DeRoche & Williams, caring, cooperation, commitment, courage, change, relationships, coherence, consensus, communication, culture, and criticality [9]. The difference occurred because the assessment of Balinese culture-based character education was carried out in an integrated manner with a performance assessment, while the DeRoche & Williams formula only contained criteria for character education.

In general, formative assessment of character education is carried out by teachers towards students. A different thing happened in the integrated character education assessment process based on Balinese culture, in which the assessment was carried out on new participants or junior by senior participants and some people around. Assessment is carried out spontaneously by using more qualitative measures. Assessment is done in writing. Feedback is done by or through behavior. Feedback can be in the form of suggestions, instructions, or examples of behavior. Assessment results in one event are associated with assessments in subsequent events, so that they become portfolios. Portfolio assessments are shown as alternative assessments, authentic assessments, or performance assessments [10] [11].

The character education assessment model above was adopted to schools in the form of performance assessments, both in class and outside the classroom. During classroom learning activities, assessments can be carried out by teachers or peers. As for activities outside the classroom, aside from teachers or peers, assessments can also be carried out by other school staff involved, such as employees, technicians, laboratory staff, librarians, and even principals.

In order for a standard assessment process to occur, it is necessary to develop relevant instruments. The most relevant assessment instrument to support the assessment of integrated character education above is inventory. Inventory is an evaluation instrument in the form of a number of statements accompanied by a range of scoring to be chosen. The range of shovels in the inventory moves from the lowest to the highest, for example an inventory which contains statements about responsibilities. The range of available funds is for example 1 to 5, of which 1 shows low responsibility while 5 shows high responsibility. The assessor will provide a check according to the results of the observations made.

In line with the integrated character education component that has been found, inventories for integrated character education assessments can be formulated as follows. The reviewer gives a score by marking the alternative score chosen.

Components	Score Range				
	1	2	3	4	5
Work Process	----	----	----	----	----
Performance	----	----	----	----	----
Commitment	----	----	----	----	----
Honesty	----	----	----	----	----
Cooperation	----	----	----	----	----
Concern	----	----	----	----	----
Responsibility	----	----	----	----	----
Tolerance	----	----	----	----	----
Appreciation	----	----	----	----	----
Speech	----	----	----	----	----
Communication Ethics	----	----	----	----	----
Behavior	----	----	----	----	----

Inventories developed can assess academic competence and character of students simultaneously. Students are divided into small groups of 3-5 people. Then they are given assignments in the form of performance tests. Each group was asked to collaborate in the cooperative learning setting to complete the task. Performance tests are used for consideration that in a performance test students are required to demonstrate their ability to organize material in their own way [12][13]. The work processes, performance, attitudes, and behavior of each group are observed and assessed using developed inventory because they work in groups, in addition to performance, attitudes and individual behavior, their ability to communicate, cooperate, and their responsibilities will appear, so that they can be assessed.

Inventories can be used by teachers to assess activities in the classroom or in the laboratory. All assignments given by the teacher, both in class and in the laboratory can be assessed using the inventory. In addition, teachers can also use the inventory to assess other curricular activities, such as scouts, community service, or other activities. Thus, the results of the character assessment obtained by the teacher will be more integrated. Assessment from one activity to another can be collected into a student portfolio that reflects students' competencies and character in a more holistic manner. It will support Cotta & Da Costa suggestions that competency-based education that focuses on competencies that provide opportunities for students to work actively, responsibly, and creatively in forming personal, social and professional life skills must be done holistically and integrated [14].

This inventory also provides a solution to time constraints in character evaluation. An important issue to date in character education assessment is in terms of assessment time. More characters need assessment in the form of observation. Even though, the time for students to be in school is very limited. This inventory is a solution because it is very easy to implement, so it can be used by librarians, administrative staff, or other school staff. The

teacher assessment results are combined with the results of other school staff evaluations, so that the assessment of students' character is more holistic and integrated. The integrity of the assessment results can be guaranteed because the assessment in one activity is recorded properly, so that it can be accumulated with the results of the assessment on other activities.

IV. CONCLUSION

The assessment of integrated character education adopted from the assessment of Balinese culture-based character education has been tried to be developed. The assessment consists of twelve components, namely the work process, performance, commitment, honesty, cooperation, caring, responsibility, tolerance, appreciation, speech, communication ethics, and behavior. The cognitive, affective, and psychomotor components are included in the assessment. The assessment was developed in the form of inventory to facilitate its operations because those involved as assessors were not only teachers but also other school staff and students themselves. Because it is in the form of inventory, the work process and performance components cannot provide a detailed and complete picture of performance or achievement that should be measured by a test. Nevertheless, the presence of work process assessment and performance components can complement the assessment component that represents the affective and psychomotor domains, so that the assessment results are more integrated.

The integration of assessment results will be obtained if the assessment in one activity is accumulated with the results of assessment on other activities. This policy also guarantees the integrity of the assessment results. Limitations of time and energy sometimes result in the assessment that an activity cannot be carried out for everyone but only a few people. Therefore, the assessment of the next activity will be complementary. Accumulation of assessment results can be included in the portfolio, so that everyone's track record is more complete. The track record can be used as a self-evaluation material for further self-development.

REFERENCES

- [1] Benninga, et. al., "The Relationship of Character Education and Academic Achievement in Elementary School", *Journal of Research in Character Education*, 1(1), pp. 19–32, 2003.
- [2] T. Lickona, *The Teacher's Role in Character Education*. Boston: Boston University, 2001.
- [3] J. Cohen, "Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being", *Harvard Educational Review*, vol. 76 No. 2 Summer 2006.
- [4] J. Delors, "The treasure within: Learning to know, learning to do, learning to live together and learning to be. What is the value of that treasure 15 years after its publication", *IRE*, 59(3), 319–330, 2013.
- [5] P. Black, and D. Wiliam, "Assessment and Classroom Learning", *Assessment in Education: Principles, Policy & Practice*, vol. 5 (1), pp. 7-74, 1998.
- [6] L. C. Spears, "Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders", *The Journal of Virtues and Leadership*, vol. 1 Iss. 1, 2010.
- [7] J. W. Cresswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Pearson Education International, 2008.

- [8] M. B. Miles, and A. M. Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.) Thousand Oaks: Sage, 1994.
- [9] E. F. DeRoche, and M. M. Williams, *Educating Heart and Minds: A Comprehensive Character Education Framework*, London: Kogan Page Limited, 1999.
- [10] J. Salvia, and J. E. Ysseldyke. *Assessment*. NJ: Houghton Mifflin Company, 1995.
- [11] J. M. O'Malley, and V. Pierce, *Authentic Assessment for English Language Learners*. NY: Addison-Wesley Publishing Company, 1996.
- [12] O. W. Anderson, and D. R. Krathwohl, *A Taxonomy for Learning Teaching and Assessing*. NY: Addison Wesley Longman Inc., 2001.
- [13] D. C. Orlich, R. J. Harder, R. C. Callahan, and M. S. T. Brown, *Teaching Strategies: A Guide to Effective Instruction*, Singapore: Wadsworth Cengage Learning, 2010.
- [14] R. M. M. Cotta, and G. D. da Costa, "Assessment Instruments and Self Evaluation of Reflective Portfolios: a Theoretical-conceptual Construction", *Comunicaçao Saude Educaçao*, 20(56), 171-83, 2016.