

## **Developing Character-Based Assessment in Teaching English for the Tenth Grade Students of SMKN 3 Singaraja**

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### **Abstract**

This study was conducted by following the design of research and development model (R&D). The purposes of the study were: The data of the study were collected through questionnaire, observation, documentation, expert judgment sheet and test. The results of the study show that: The design of the instruments were developed based on the character values that should be integrated in teaching English stated on the guideline of character education issued by the curriculum center, the language skills and the materials that should be covered based on the syllabus; Based on the content validity analysis and empirical validity analysis that have been conducted, it can be concluded that the developed instruments were valid; The reliability analysis of the instruments showed that the instruments were reliable; Some problems were identified during the implementation of the developed instruments: time consuming, the difficulty in recognizing the students, and the requirement of high concentration.

Key words: research and development, character-based, assessment.

### **Introduction**

The new regulation from the Indonesian Minister of Education requires all of the subjects which are taught at school to be integrated with character values. This regulation is due to the moral problems faced by the nation and the government believes that education can be a way to prevent the growth of those problems.

An education process generally can be divided into three main activities, namely: planning, implementation, and evaluation. The integration of the character values within the education process should be done in those three activities. So far, teachers have

inserted character values within their lesson plans. In addition, many studies also have been conducted to develop learning materials which inserts character values. However, no study was conducted to develop assessment instruments for assessing the students' characters.

Teachers used to assess the students' characters using their subjective evaluation without any specific criteria or instruments. Considering that condition, the researcher conducted a research which aimed at developing assessment instruments for assessing the students' characters. This study was limited on developing assessments instruments

for assessing students' characters during teaching and learning process of English subject, especially for the tenth grade students of SMKN 3 Singaraja.

This study covered about (1) the problems faced by the English teachers in assessing students characters in SMKN 3 Singaraja; (2) the development of characters-based assessments designs which were needed for assessing the characters of tenth grade students of SMKN 3 Singaraja in studying English; (3) the content validity of the developed characters-based assessments; (4) the reliability of the developed characters-based assessments; (5) the problems in implementing the developed characters-based assessments.

## **Theoretical Review**

### **Character Education**

Suyanto (2009) stated that character is the way of thinking and behaving that is characteristic of each individual to live and work, both within the family, community, nation and state. Individuals who are the good characteristics of individuals who can make decisions and be ready to account for any Consequences of the decisions he made. The formation of character is one of the national education goals. Education is a vital business that will determine the direction of advancement of a nation. However, education is also a process that cannot be enjoyed by the results directly, but requires time to be able to find success.

Character is a personality that is formed from the internalization of virtues which he believed and used as the basis for the perspective, think and act (Balitbang Ministry of National Education, 2010). Characters can be regarded as the values of human

behavior associated with the Almighty God, self, neighbor, neighborhood, and nationality embodied in the thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs all the values that would reflect the character of a person. Someone who has a lack of good character must be directed to the less good it was also vice versa.

Character is a heart the composite of an individual's qualities. A character quality is a habit, a usual pattern or way of thinking, speaking or acting. Positive character habits include being enthusiastic, punctual, dependable, benevolent. Like any other habit, a good character quality can be developed (and an undesirable character quality eliminated) by repeatedly making decisions and taking actions that reinforce the pattern of good character qualities. Each person is responsible for his or her thoughts, words and behavior. While there may be many hereditary, environmental and training factors that have impacted a person's development, he or she is still responsible for his or her own responses to these factors. And new habits can be developed by this individual to do to remain his or her responsibility.

Sudrajat (2010) also stated that character education is a growing system of character values to the citizens of the school which includes the components of knowledge, awareness or volition, and action to implement these values, both to the Almighty God (Almighty), ourselves, others, the environment, and nationality to become a whole human being. In character education in schools, all the components (stakeholders) should be involved, including the components of education itself, namely the content of curriculum, learning and assessment,

quality relationships, handling or management subjects, school management, the implementation of the activity or co-curricular activities, empowerment infrastructure, financing, and all citizens working ethos and the school environment.

### **The Importance of Character Education**

As Stated by Tantra (2012) there are five important reasons why education should be based on the character education: first, education is a process of acculturation of the most effective character education. Second, education has a very long time span. Third, education can be believed to be able to overcome negative tendencies and behave badly. Forth, the ministry of education and culture of republic Indonesia intends to create and develop the potential of human learners to become Indonesian which has a character education. Fifth, character education is an investment system values to educators, learners, and education both formal, non formal and informal.

### **The Character-Based Insertion in Teaching English for Vocational School**

Language has a central role in the development of the intellectual, social, and emotional students and is supporting the success of the study all subjects. Learning a language is expected to help learners to know themselves, their culture, and the culture of others. In addition, language learning is also help the learner to be able to express ideas and feelings, participate in the community, and even find and use analytical and imaginative abilities that exist within him.

Language is a tool to communicate orally and in writing, to understand and express information, thoughts, feelings, and as a means of development of science, technology, art and culture. The ability to communicate is the ability of discourse, ie, the ability to understand or produce spoken and written sentences. Language skills covers listening, speaking, reading and writing that can be used to respond to or create a discourse in public life. English subjects are subjects adaptive, which aims to equip the learner the ability to communicate in English in the context of communications materials needed for the program skills, both oral and written. In addition, English language courses equip learners the ability to communicate in their daily lives in accordance with the global demands, and equip learners to develop communication to improve the high standard.

The definition of character education is integrated in the learning process is the introduction of values, awareness of the importance of facilitation obtained values, and the values insertion into the behavior of everyday learners through the learning process that takes place both inside and outside the classroom in all subjects. Basically learning activities, in addition to making students master the competencies (material) were targeted, well designed and conducted to make the students know, realize/care, and the values and behaviors.

The integration of character education in the teaching learning process carried out starting from the planning, implementation, and evaluation of learning of the subject. English subjects intended that students have the ability as follows.

- a. Master the basic knowledge and skills to support the achievement of

English language competency skills program.

- b. Applying the mastery of English language skills and the ability to communicate both verbally and in writing at the intermediate level.
- c. Master the character value that students should be able to have in the teaching learning process.

There are 8 characters values should be integrated in teaching English at vocational high schools inserted from 18 characters stated by the government regulation for high school student. Actually, in teaching characters for students in a subject, it cannot be limited by only integrating certain characters value for every subject lesson. All lesson should be integrated with all character values, but the teacher can choose what characters that he/she will focus on his/her teaching process. So, it will make easier for the teacher in assessing their student characters.

Learning activities of each stage of pre-activities, whilst activities, and post activities selected and implemented. Learners practice the values characters are targeted. As mentioned before, the principles of contextual teaching and learning suggested applied at all stages learning as learning principles at the same time will be facilitate insertion character values to students. In addition, teacher behavior during the learning process should be a model implementation of values for learners. In English lesson, the teacher must devise measures facilitate the learning of students active in the process ranging from pre-activities, whilst activities, and post activities. Teachers are required to master a variety of models or active learning strategies so that the learning steps easily prepared and can be practiced properly.

Teachers also could make observations and conduct assessment of the process that takes place, especially assessing the character of the students.

### **Assessment**

Assessment is a very important part in the educational process. In character education, the assessment should be done well and correctly. Assessment is not just about achieving students cognitive, but also the achievement of affective and psychomotor. Assessment more characters concerned with the achievement of affective and psychomotor learners compared cognitive achievement. In order for the judging of the teachers could be true and objective, teachers need to understand the principles of correct judgments in accordance with the assessment standards that have been established by assessment experts (Permendiknas No. 20 of 2007).

Sudrajat (2008) stated that assessment is the application of a variety of ways and use various assessment tools to obtain information about the extent to which student learning outcomes or the achievement of competence (the ability of the circuit) learners. Assessment to answer questions about how well the learning outcomes or achievement of a participant can be a value the students assessment. Assessment is a series of activities to acquire, analyze and interpret the process and learning outcomes of students who carried out systematically and continuously so that it becomes meaningful information in decision-making to determine the level of successful achievement of specified competencies.

There are several techniques that can be done within the framework of this assessment, which can be

broadly categorized as technical and engineering tests non test. Test technique is a way to obtain information through the questions that need answers right or wrong, whereas non test technique is a way to obtain information through a question that does not require an answer right or wrong.

### **Research Method**

This research was a research and development (R&D) since the aim of this research was to design a new product of character assessment for the tenth grade student in SMKN 3 Singaraja. Gay, Mills, and Airasian (2009: p18) stated that Research and Development is a process of researching consumer needs and then developing products to fulfill those needs. Sugiyono (2011) stated that methods of research and development are the research methods used to produce a particular product, and test the effectiveness of the product and to be able to produce a specific product to use longitudinal studies.

Gay, Mills, and Airasian (2009: p18), furthermore, stated that the purpose of R&D efforts in education is not formulates or test theory but to develop effective products for use in school. Such product teacher training materials, learning materials, set of behavioral objectives, media materials, and management systems. R&D research efforts are generally quite extensive in terms of objectives, personnel, and time to completion. Products are develops according to detailed specification. Once completed, products are field-tested and revised until level of effectiveness is achieved. Although the R&D cycle is expensive, it results in quality product s designed to meet specific educational need. School personnel who are consumers of R&D

endeavors may for the first time really see the value of educational research.

This study followed the R&D model as proposed by Sugiyono (2011). This model consisted of nine steps, namely: analyzing problem and potency, collecting data, developing design, validating design, revising design, evaluating product, revising product, field testing, and revising product. The data of the study were collected through various instruments. Those instruments were: questionnaire, interview guide, expert judgment sheet, observation sheet, and the developed assessment instruments.

The collected data were analyzed qualitatively and quantitatively. The data which were collected through questionnaire, interview and observation sheet were analyzed qualitatively, but the data which were collected from the expert judgment sheet and the developed assessment instruments were analyzed quantitatively.

### **Discussion**

#### **Problems in Assessing the Students' Character during the Teaching and Learning Process of English Subject at SMK N 3 Singaraja**

According to Sugiyono (2011), the first thing that should be identified in doing research and development study is the problems that are being encountered. From those problems, the researcher can decide what is going to be developed. Based on the result of the questionnaire and the interview that had been conducted, the researcher found that there were three major problems in assessing students' character faced by the English teachers at SMK N 3 Singaraja. The first problem was some English teachers at SMK N 3

Singaraja did not assess their students' character. They stated that to assess the students' character was not an easy job because there was no specific criterion that they can use to do the assessment. The second problem was most of the English teachers at SMK N 3 Singaraja did not use any scoring rubric for assessing their students' characters. They stated that they assessed the students' characters based on their subjective evaluation during teaching the students. It was because there was no instrument that they can use to assess the students' character. The third problem was most the English teachers at SMK N 3 Singaraja did not develop any instrument for assessing the students' characters. They stated that they did not know how to develop the instruments for assessing the students' characters.

From the result of the questionnaire and the interview, the researcher decided to develop the instruments for assessing the students' characters. Since the Indonesian Minister of Education, through the curriculum center has issued the guide line for conducting character education, the instruments were developed based on that guide line. By developing the instruments the researcher expected that the English teachers at SMK N 3 Singaraja could assess their students' characters objectively.

### **The Design of the Instruments for Assessing the Students' Character**

Table 1 List of Instruments for Assessing the Tenth Grade Students' Character of SMK N 3 Singaraja

No	Character Values	Language Skills	Number of Item
1.	Friendly	Listening	3 items
		Speaking	4 items
		Reading	6 items

### **Values during the Teaching and Learning Process of English Subject at SMK N 3 Singaraja**

The design of the instruments was developed based on the result of the problems analysis and the guideline from the curriculum center. According to Sugiyono (2011), the design of the product should be in the form of picture, tables or chart. Therefore, in this study, the researcher made the design in the form of table, which contains character values, language skills, and number of items. Based on the guideline in conducting character education, there were 8 character values that should be integrated in teaching English at Senior Vocational School. Those eight character values were friendly, democratic, discipline, love to read, hard work, independent, social care, and curiosity.

The researcher developed 137 items to assess those eight characters values. 17 items were developed for assessing friendly value, 21 items were designed for assessing democratic value, 32 items were developed for assessing discipline value, 3 items were developed for assessing love to read values, 22 items were developed for assessing independent value, 8 items were designed for assessing social care, and 23 items were developed for assessing curiosity value. Those designs were discussed with the English teachers at SMK N 3 Singaraja before they were developed into the instruments for assessing the students' characters.

		Writing	4 items
2.	Democratic	Listening	6 items
		Speaking	3 items
		Reading	6 items
		Writing	6 items
3.	Discipline	Listening	5 items
		Speaking	7 items
		Reading	5 items
		Writing a	6 items
		Writing b	4 items
		Writing c	5 items
4.	Love to Read	Listening	0 items
		Speaking	0 items
		Reading	3 items
		Writing	0 items
5.	Hard work	Listening	4 items
		Speaking	4 items
		Reading	4 items
		Writing a	5 items
		Writing b	3 items
		Writing c	2 items
6.	Independent	Listening	3 items
		Speaking	3 items
		Reading	3 items
		Writing	2 items
7.	Social care	Listening	2 items
		Speaking	2 items
		Reading	2 items
		Writing	2 items
8.	Curiosity	Listening	5 items
		Speaking	6 items
		Reading	6 items
		Writing	6 items
<b>Total</b>			<b>137 items</b>

**The Validity of the Developed Instruments for Assessing the Students' Character Values during the Teaching and Learning Process of English Subject at SMK N 3 Singaraja**

The validity of the instruments was evaluated in terms of their content

validity and the empirical validity. The content validity was evaluated by involving two experts. The researcher used expert judgment sheet as the instrument for checking the content validity of the instrument. The result of the expert judgment sheet was quantified and analyzed using interrater

agreement model as proposed by Gregory.

While for evaluating the empirical validity, the researcher implemented the instruments in the real teaching and learning process and asked the English teachers at SMK N 3 Singaraja to assess their students using the developed instruments. The Result

of the content validity and the empirical validity show that the instruments were valid. It means that the instruments that were developed have assessed the students' character as what they were intended.

Table 2 The Content validity of the Developed Instruments

No	Character Values	Coefficient based on Gregory Formula	Category
1.	Friendly	1.0	Valid
2.	Democratic	1.0	Valid
3.	Discipline	1.0	Valid
4.	Love to Read	1.0	Valid
5.	Hard work	1.0	Valid
6.	Independent	1.0	Valid
7.	Social care	1.0	Valid
8.	Curiosity	1.0	Valid

Table 3 Criteria for Categorizing the Coefficient of the Gregory Formula

Criteria	Interval	Category
$MI + 1.5 SDI \leq \text{max score}$	$0.76 \leq x \leq 1.00$	Very high validity
$MI + 0.5 SDI \leq x < MI + 1.5 SDI$	$0.59 \leq x < 0.76$	High validity
$MI - 0.5 SDI \leq x < MI + 0.5 SDI$	$0.42 \leq x < 0.59$	Average validity
$MI - 1.5 SDI \leq x < MI - 0.5 SDI$	$0.20 \leq x < 0.42$	Low validity
$\text{Min score} < MI - 1.5 SDI$	$0 \leq x < 0.20$	Poor validity

### The Reliability of the Developed Character-based Instruments

As what was suggested by Sugiyono (2012) an instruments should be valid and reliable. Therefore, after evaluating the validity of the instruments which covered their content and empirical validity, the researcher also checked the reliability of the instruments. According to Sugiyono (2012), the reliability of non dichotomous instruments should be evaluated using Alpha Cronbach. He tested that an instrument is categorized

as a valid instrument if the  $\alpha > 0.6$ . To analyze the reliability of instrument, the researcher used SPSS 16.0. The result of the analysis showed that all of the instruments were reliable. It can be seen from the  $\alpha$  coefficient which were  $> 0.6$ . In other words, it can be said that the score obtained using the instruments were consistent. Since the instruments have been proven to be valid and reliable, it means that the instruments are ready to be used by the English teacher to assess the students' characters.

Table 4 The Reliability of the Character-based Instruments

No	Character Values	$\alpha$ value	Category
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1.	Friendly	0.90	Reliable
2.	Democratic	0.89	Reliable
3.	Discipline	0.95	Reliable
4.	Love to Read	0.86	Reliable
5.	Hard work	0.89	Reliable
6.	Independent	0.85	Reliable
7.	Social Care	0.91	Reliable
8.	Curiosity	0.86	Reliable

### **The Problems in Implementing the Developed Character-based Instruments**

Based on the steps in doing research and development as proposed by Sugiyono (2011), after validating the product the researcher should evaluating the product. The aim of this evaluation is to find out the problems in implementing the product. Since the product that was developed in this study was the instruments for assessing the students' character, the researcher implemented the instruments in real teaching and learning process. Then, the researcher observed and interviewed the English teachers who were asked to apply the instruments for assessing the students' characters. In implementing the instruments, some problems were identified. Those problems were time consuming, the difficulty in recognizing the students, and the requirement of high concentration. Those problems were the source of information for revising the instruments. The researcher will try to find the solutions to overcome of those problems on a further study.

### **Conclusion**

From the result of the study, there were some points that can be concluded in this study. Those points were:

- a. The problems in assessing the students' characters that were faced by the English teachers at

SMK N 3 Singaraja were: the difficulty in assessing the students' characters objectively, the difficulty in developing the assessment instrument the absence of instruments to evaluate the students' characters.

- b. The design of the instruments were developed based on the character values that should be integrated in teaching English for Vocational High School students as what are stated on the guideline of character education issued by the curriculum center, and the language skills and the materials that should be covered based on the syllabus.
- c. Based on the content validity analysis and empirical validity analysis that have been conducted, it can be concluded that the developed instruments were valid.
- d. The reliability analysis of the instruments showed that the instruments were reliable.
- e. Some problems were identified during the implementation of the developed instruments, those problems were: time consuming, the difficulty in recognizing the students, and the requirement of high concentration.

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