

Assessment Instrument of Student Character Observation

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ABSTRACT

Behavior is an action that describes the human character in socializing with the community environment. Human good and bad actions have an impact on the comfort of others. This depends on the behavior that exists in each individual. The character of students can be formed through the learning process at school by directing the behavior in accordance with universally applicable norms. Formation of character by directing positive behavior needs to be done from an early age, especially when getting education at the level of primary education (primary school). Student behavior can be assessed by using an observation assessment instrument to obtain accurate data about student behavior or behavior during the learning process. Based on these assessments the teacher can provide guidance to direct the behavior so that the character of students is formed in accordance with applicable norms. This instrument model is to make it easier for teachers to observe student behavior at school so that later remedies are documented.

Keywords: Character Observation Assessment, Elementary School Students.

INTRODUCTION

Human behavior tends to be different from one another. Behavior is anything or action that is in accordance with the values of procedures / methods that exist in a group. Based on the above understanding of the behavior are the actions carried out by students in accordance with the values of norms or values that exist in society that already existed in a social group. According to (Albarracín, Zanna, Johnson, & Kumkale, 2005) a person's behavior is grouped into reasonable behavior, acceptable behavior, strange behavior and deviant behavior.

Human behavior can be assessed using observation assessment instruments. The instrument is a tool used to record the information collected (Tayibnapis, 2000). According to (Sugiyono, 2010) an instrument is a tool used to measure natural and social phenomena. Based on these explanations it can be said that the instrument is a measuring tool to obtain information about natural and social phenomena. Assessment is a comprehensive assessment and involves team members to find out the weaknesses and strengths that the results of the decision can be used for educational services needed by children as a basis for developing a learning plan (Smith, Robert, 1982). According to (Lidz, 2002) assessment is the process of gathering information to obtain a psychological profile of a child which includes symptoms of intensity, constraints experienced by strengths and weaknesses, and the important role that children need.

(Arend, 2008) states that assessment is the process of gathering information about students and classes for instructional decision-making purposes.

Based on the explanation above, the observation assessment instrument is a tool for obtaining information and a collection of psychological profile data through observation (observation) for educational services that children need as a basis for instructional decision making or learning design. To assess human behavior an instrument is needed as a measurement tool, one of the measuring tools to assess human behavior is an observation instrument. This instrument was developed based on behavioral indicators as a reference for designing instrument points. Human behavior is all human activities or activities, both are directly observed, or those that cannot be observed by outsiders (Notoatmodjo, 2003). According to (Notoatmodjo, 2007) said behavior is an action or deed of an organism that can be observed and can even be learned. Thus, the behavior can be studied and can be observed by using an observation instrument which is one way to assess the behavior.

According to (Tambunan, 2002) explains several ways that can be done in the context of developing the moral behavior of children are as follows: (i) introduce moral values that apply in society. As a source of values that can be used as guidelines in behavior in social life are religion, national outlook on life and customs; (ii) reinforcing altruistic behavior. Altruistic behavior can be said as behavior that is helpful, distributes one's own property to others, and puts the interests of many people ahead of one's own interests; (iii) evokes feelings of guilt. Psycho-psychologists state that moral feelings must be nurtured, that is, feelings of satisfaction and pleasure when doing bad behavior or breaking rules, guilt causes the child to feel responsible in curbing bad impulses; (iv) strengthen conscience. Conscience is a set of moral values that have belonged to children which are used by children to understand good and bad, true or false; (v) accompany the model. Parents and teachers are role models or examples that are very important in children's moral development. Children will imitate or imitate the behavior of adults, especially parents and teachers, through the behavior shown by PPKn teachers students have a response to understand the moral values contained in Pancasila; and (vi) immerse and apply discipline. Some disciplinary techniques that can be done are by searching for the causes of behavior to behave, the teacher tends to tell the right ways to behave rather than punish in correcting behavior, discipline techniques by induction, namely by explaining why the alphabet is prohibited or allowed to do certain actions, disciplinary techniques by evoking feelings of affection (affection) for people who enforce discipline, and disciplinary techniques with the light of love, for example the teacher says "I do not love you with your behavior like that".

Based on these explanations, in developing student behavior teachers need to introduce moral values that apply in society, strengthen altruistic behavior, arouse feelings of guilt, strengthen conscience, give a model, and apply discipline. Understanding observation is a data collection technique, where researchers make observations directly to the object of research (Nurkancana Wayan, 1983) (Jogiyanto, 2008). Observation is one method for collecting research data. Through observation can be known a person's behavior (Sugiyono, 2010) (Marshall & Rossman, 1995) (Sudjana, 2011). Assessment is a comprehensive assessment and involves team members to find out weaknesses and strengths and the results of decisions can be used for educational services needed by children as a basis for developing a learning plan (Smith, Robert, 1982). According to (Soekadji, 1983) behavior modification in general can be interpreted as actions aimed at changing behavior. More precisely behavioral modification is an attempt to apply the

principles of learning as well as the psychological principles of other experimental results to behavior.

Based on the explanation of the education experts, the behavioral observation assessment instrument is a tool to measure and assess the behavior of children or students. The results of assessment (assessment) through this observation can be modified behavior of students. To modify the behavior, a functional assessment approach is used, which is an assessment used to identify the antecedents and consequences of a particular behavior. This involves systematic manipulation of a situation to test its role as antecedents who control a certain behavior or as a consequence that reinforces the formation of certain behaviors.

In educational activities, they need to know the character of students. The character of students can be known by using certain instruments. So, the teacher needs an instrument that meets the requirements of empirical scientific work.

Statement of The Problem

Character is very important for the younger generation because character determines their behavior in socializing with the community. Characters can be formed through the education process. Character building needs to be done starting from elementary school students. The character of students can be known through the assessment instrument.

Based on preliminary observations in the province of North Sulawesi specifically the city of Manado, elementary school teachers do not yet have instruments for evaluating student character. This is a problem for evaluating the character of students. If the student's character can be known, the teacher can do remedial and then can shape their character through learning activities.

Research Purposes

This study aims to develop an instrument for evaluating the character of elementary school students in accordance with the scientific rules that meet the scientific rules requirements. In this case a valid and practical instrument for teachers to use in learning activities in the classroom and outside the classroom.

Research Questions

How is the model of character assessment instruments for elementary school students who meet academic requirements in accordance with scientific principles? To fulfill these requirements, it is necessary to conduct research into the development of character instruments for elementary school students.

Review of Literature

Character has become a phenomenon for human life. Character is a way of thinking and behaving someone who is the hallmark of each individual to live and work together, both in the family, community and country (Suyanto & Muslich, 2011). According to (Saunders, 1977) said the character is a real and different nature that is shown by individuals, a number of attributes that can be observed in individuals. Character is defined as a set of positive traits that are reflected in thoughts, feelings, and behavior. Individuals who have a strong character are able to be rational and not easily tossed around wrong about the value of something that exists outside of themselves. Character traits are (1) having concern for others and being open to outside experience (2) consistently being aware of social responsibility and accepting it selflessly (4) doing the

right thing even though no one else sees (5) having internal forces to seek harmony with the environment, and (6) develop appropriate personal standards and behave consistent with these standards (Koehler & Royer, 2001). In the world of education, especially learning activities, character is part of the affective domain which includes academic morals (Ponto, 2020) (Ponto, 2016) (Ponto, Tasiam, & Wonggo, 2018)

Character needs to be shaped through education. (Burhanuddin, 2015) said in an effort to educate the child's character, it must be adapted to the child's world. It also must be adjusted to the growth and development of the child. Through family education, school and social environment the child can know and develop the character he has. So, in this case the third environment must be a good and positive environment.

The explanation emphasizes that school is one of the environments that can shape the character of children as stated, namely the school environment has an important influence in the formation of human character because school is a complement to the family environment. In the school environment, humans begin to interact with other humans of the same age or the same age, at that time a child has started to have friends who feel very close to him. Friends are indeed needed as a channeling of various aspirations that strengthen the elements of personality obtained from home (family). Friends tend to have a great opportunity to have a good and right influence. The group of friends developed more broadly, partly because of the increased scope of the association both at school and outside of school.

A child can be said to have a strong character if he is not easily influenced by the environment and able to uphold the moral values they have. Firmness in holding moral values can occur if the child is able to function the mechanism of self-sanction in regulating moral behavior. If the child has been accustomed to functioning as a self-sanctioning mechanism since childhood, he hopes that the child will grow to be a person of strong character and integrity when he is an adult. The model of moral behavior regulation through the growth of self-sanctions is appropriate to be applied in Indonesia, given the rampant behavior that shows the weak character of the perpetrators such as corruption, drug abuse, to free sex. To prevent young people from doing the same thing in the future, it is time to establish moral behavior by cultivating self-sanctions. Self-regulation is not achieved through perseverance, but through the development of existing sub-functions so as to achieve changes in self-directed. The sub-function carries out the following process: First, the self-monitoring sub-function is tasked with providing important information to establish realistic performance standards and to evaluate behavior that is being carried out. take place. In order for monitoring to take place properly, it is necessary to focus attention on relevant aspects of behavior, so that actors can realize if there are inconsistencies between beliefs and actions (Bandura, 1986)

From the explanation above it is emphasized that character building starts from forming moral regulation. This is due to the observed behaviors showing individual character.

According to (Hidayatullah & Rohmadi, 2010), character education requires the process of internalizing values. Character values such as respect for others, discipline, honesty, trustworthiness, patience, etc. can be integrated into all student activities and the implementation of teaching and learning activities. The steps in integrating character into subjects are: (i) describe the basic competencies of each subject; (ii) identify aspects or material education materials that will be integrated into all subjects; (iii) integrating points of character education into basic competencies (subject matter) that are considered

relevant or related; (iv) implementing learning; (v) determine the evaluation of learning; and (vi) determine learning resources.

Thus, when teachers carry out teaching and learning activities, as well as forming the character of students. For example, when explaining the subject matter then students do things that are contrary to moral ethics, at that time the teacher provides guidance to the students' pesrta. With the guidance of the students towards a good direction it will have a positive impact on other students.

Research conducted (Nasution, 2013) proves that there is a significant relationship between aspects of behavior and aspects of work outcomes with achievement through work motivation. Although the behavioral aspects are greater than the aspects of work results, both aspects must be carried out simultaneously in assessing lecturers' achievements. In the behavioral aspect, habit variables can be said to be a function of the knowledge, skills and attitudes of lecturers, while the aspects of the work of lecturers prioritize quality of work rather than quantity of work. The results of data analysis also show that work motivation acts as an intermediate variable or media process that connects behavioral aspects with aspects of work performance towards work performance. This research produces a model framework that shows the factors of evaluating the achievement of lecturers on achieving university quality.

According to (Lestari, 2009) in his research stated that a child can be said to have a strong character if he is not easily influenced by the environment and able to uphold the moral values they have. Firmness in holding moral values can occur if the child is able to function the mechanism of self-sanction in regulating moral behavior. If the child has been accustomed to functioning as a self-sanctioning mechanism since childhood, he hopes that the child will grow up to be a person of strong character and integrity when he grows up in the future.

RESEARCH METHOD

Population and Sample

The research population is all elementary schools and their equivalents in the city of Manado, North Sulawesi province, Indonesia, amounting to 276 schools consisting of 135 public schools and 141 private schools. The research sample is 200 6th grade students taken from 10 public and 12 private schools.

Research Methods

According to (Haryati, 2012) research in education can use the Research and Development (R&D) model method. The R&D design is a research model that produces a product (Sugiyono, 2010). The resulting product is the Elementary School student character assessment instrument.

Research Design and Procedures

The stages of the study were designed using the model (Borg & Gall, 1983) as follows.

- 1) Research and information collecting. In the initial stages, research and data collection on needs are conducted, literature study research, small scale research (observation / observation of research locations) and consider aspects of value;
- 2) Planning. Prepare a research plan including the design (design), stages, formulation of objectives to be achieved;
- 3) Develop preliminary forms of product. Develop product models in draft form;

- 4) Preliminary field testing. At this stage, a limited scale field trial of 3 schools was conducted. During the trial, observations, interviews or distribution of questionnaires are carried out;
- 5) Main product revision. Revise the results of the trial;
- 6) Main field testing. This stage is a field trial activity involving a wider audience of 10 schools;
- 7) Operational product revision. At this stage the product of the field trial results is perfected;
- 8) Operational field testing. At this stage a validation test of the model and the content of the instruments produced for operationalization will be carried out in primary schools but the sample of research is wider, namely 22 schools. The purpose of this stage is to determine whether the model and content of the assessment instrument are ready for use without being accompanied by the researcher;
- 9) Final product revision. This stage will be done the final improvement (finishing) of the model and the resulting instrument content so that it can truly measure and assess behavior in the context of shaping the character of elementary school students. At this stage a summit of research articles will be prepared to be accessed in indexed international research journals; and
- 10) Pre dissemination and implementation. The final stage in the implementation of this research is preparation for disseminating products to stakeholders.

Data Collection Technique

Research data obtained through questionnaires and interviews with teachers and observing student behavior. For observations of student behavior will be conducted by teachers in learning activities using instruments that have been developed.

Data Analysis Technique

Research data were analyzed by quantitative and qualitative methods. The quantitative method uses a likert scale, while the qualitative method is a method to explain the phenomenon of student character.

RESULTS AND DISCUSSION

Descriptions of aspects assessed about student characters, including:

1. Discipline, i.e. students come and go home from school on time and ask permission from the teacher if leaving the classroom accompanied by rational reasons.
2. Pray, students sincerely pray with the teacher and friends when lessons begin and finish.
3. Self-socialization, students can make friends with other students regardless of social status.
4. Polite / polite. Students behave politely and politely in or out of class in accordance with Indonesian culture and universally applicable. This courtesy and courtesy include (i) how to sit; (ii) speaking words such as greeting anyone, asking questions, answering questions from teachers, friends and other school communities.
5. Following the learning process, which is paying attention to the subject matter in class, does not interfere with friends and helps friends who have learning difficulties.
6. Doing assignments, including: doing tasks given by the school or teacher, for example, working on questions and discussion with friends.
7. Honesty, i.e. students spell exam questions with their own thoughts (not to cheat), speak according to reality and return belongings from school and friends.

8. Cleanliness, i.e. behaves to maintain the cleanliness of the school which includes taking trash that is in the school environment and then placing it in the place of available waste.

Student character assessment of the results of development in this study is presented in Table 1 below.

Table 1. Student Character Assessment

No.	Rated Aspects	Assessment					Score
		1	2	3	4	5	
1	Discipline						
2	Pray						
3	Self-socialization						
4	Politeness						
5	Attitudes towards the learning process						
6	Doing task						
7	Honesty						
8	Cleanliness						
Total score							
Average score							

Note: 1 = not very good; 2 = not good; 3 = good enough; 4 = good; 5 = very good.

The validation of the development of the instrument for evaluating the character of elementary school students is carried out by 3 people who are experienced in their respective fields, namely lecturers in psychology, measurement and evaluation of education, and elementary school teachers who have experienced teaching for 30 years. The instrument validation assessment uses a Likert scale, which is 1 = very low; 2 = low; 3 = enough; 4 = strong; and 5 = very strong. The instrument validity criteria are explained in Table 2.

Table 2. Instrument Validation Criteria

No.	Range	Notes
1	4.60 – 5.00	Very strong
2	3.60 – 4.50	Strong
3	2.60 – 3.50	Enough
4	1.60 – 2.50	Low
5	≤ 1.5	Very low

Table 3. Instrument Validation Results

No.	Rated Aspects	Expert Assessment			Average	Decision
		E1	E2	E3		
1	Discipline	5	5	4	4.67	Very strong

2	Pray	4	4	5	4.33	Strong
3	Self-socialization	5	5	5	5.00	Very strong
4	Politeness	4	3	4	3.67	Strong
5	Attitudes towards the learning process	3	4	5	4.00	Strong
6	Doing task	5	5	4	4.67	Very strong
7	Honesty	4	5	4	4.33	Strong
8	Cleanliness	5	4	5	4.67	Very strong
Total Average					4.42	Strong

Based on the validation results presented in Table 2 shows that all aspect of the validated indicators is valid. The average validation coefficient lies at a strong level. Thus, the development of instruments to assess the character of elementary school students meets the validation requirements.

The development of an assessment instrument that will be used by teachers to assess students' mentality in learning activities should be done practical testing. The use is to find out whether the instrument is practically used by teachers (Ponto et al., 2018). To conduct practicality testing, the teacher is given a questionnaire and answers the statement items. The instrument assessment uses a Likert scale, namely: 1 = strongly disagree; 2 = disagree; 3 = enough; 4 = agree; and 5 = totally agree. The subjects involved in this test were teachers with more than 30 years of experience teaching in primary schools. To determine the practicality of the instrument, the criteria in Table 4 below are stated.

Table 4. Practical Testing Criteria

No.	Range	Note
1	4.60 – 5.00	Very practical
2	3.60 – 4.50	Practical
3	2.60 – 3.50	Partical enough
4	1.60 – 2.50	Less pratical
5	≤ 1.5	Not pratical

The results of practicality testing instruments for evaluating elementary school students' characters are shown in Table 5.

Table 5. Practicality Test

No.	Statements	Teacher					Average
		I	II	III	IV	V	
1	The rubric content of the student character assessment instrument is easy to understand	5	4	5	5	4	4.60
2	The instrument rubric is easy to use when teaching	4	3	4	5	3	3.80
3	This instrument is easy underneath at any time	4	4	3	4	3	3.60

4	The results of student character assessment using this instrument are easy to document	5	3	4	5	4	4.20
5	This instrument can be used as a reference to evaluate the character of students	4	4	5	4	5	4.40
Total		22	18	22	23	19	-
Total average							4.12

The results of data analysis on practicality testing shown in Table 5 obtained a total average of 4.12. Based on Table 4 shows that the value of 4.12 that it is in the practical category. Thus, the instrument of development results in this study is practically used by teachers to assess the character of elementary school students.

CONCLUSIONS

Based on the results of the research, the instrument of student character assessment developed can be categorized as valid. The results of this validation consisted of three people namely psychologists, education measurement and evaluation experts, and senior elementary school teachers. This character assessment instrument is categorized as practical for the teacher to assess the character of elementary school students. The results of this study need to be done in the future to find out the character of elementary school students through learning activities. The results of the student character evaluation can be used as a reference for teachers to change the character of students who are universally applicable, especially in shaping the character of students in accordance with Indonesian culture.

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