The Effectivity of Authentic Assessment Based Character Education Evaluation Model

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Abstract – The research is aimed at finding out how effective the use of authentic assessment based character education evaluation model is when conducted and carried out in Model Elementary School PAM, Makassar. Besides, this research particularly studies some basic characters such as accountability and responsibility, honesty, togetherness, and discipline especially in the fourth grade of any elementary school in the city of Makassar. The type of the research is Research and Development (R&D) referring to 10 (ten) model steps. However, the implementation, in reality, does not always go the way it is supposed to be as a result of limited time and ability as well as the budget availability. The ten steps have been modified into three simple steps, namely: (1) introductory and preliminary research, (2) model design, (3) and the development of the model. The concept used, developed, applied within the essence is what research and development (R &D) is really about. The result of data analysis showed that the evaluation model of character building based on authentic assessment using behaviour approach meets the criteria of effectivity.

Keywords – Effectivity, Evaluation Model, Education, Character, Authentic Assessment

1. Introduction

Assessment plays major role and becomes paramount important thing to identify the level of effectiveness of a process and the result of the learning itself. "However, the result of learning itself, whether it is good or not, is largely determined and depended on how effective and accurate the assessment developed" [1]. The rapid change and development of science and technology happening nowadays which is obviously unstoppable, brings about more negative impacts and influences to the development of the students' character. Furthermore, the Indonesia's education system applied here hasn't yet maximized and optimized the development of the students' character. Indonesia's education system mentioned in PERC (Political and Economic Risk Consultancy) was considered the worst among other twelve countries in Asia (twelve countries surveyed by PERC) meaning that Indonesia is placed at the bottom of those twelve countries just one level below Vietnam. The countries with the best education system were South Korea, Singapore, Japan, Taiwan, India, China, and Malaysia.

The condition occurs because of the implementation of character education in schools today is still a fulfillment of the completeness of learning. Its assessment is only anecdotal record, which is the assessment based on teacher's momentary observation, from the physical appearance of the students. It means that this assessment is performed only as a school task to give material, without any serious meaning"[2]. On the other hand, the teacher has not been able to make the assessment as the basis for improving the character education in the learning process. The assessment carried out so far is only used as a means of data collection and learning achievement tool without having the meaning of data collected. It is not as a tool to be directed to study in improving the character of students.

In a lecture at the Harvard University [7] stated that the character is higher than intelligence. In addition, success will be useless without character

qualities like honesty, sense of responsibility, kindness, and perseverance in the face of adversity.

The principle of professional assessment is the basis of the assessment and, therefore, it is necessary to understand and use all aspects of the assessment correctly. Understanding this principle helps teachers and administrators recognize the importance of their own judgment and the judgment of others in evaluating the quality of the assessment and its meaning [9].

Education is a conscious and systematic effort in developing the potential of the learners [14]. Therefore, character education should start early from the level of elementary school education [12]. At this elementary level, its portion reaches 60 percent compared with other education levels. It is because the easiest character coaching is when the children are still in elementary school.

Character education is, "A national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share " [5]. Furthermore, there are three important components of behavioral change, namely behavior which occurs, the behavior itself, and the consequences of behavior [8].

One way to find out the progress of student character behavior in accordance with the purpose of learning is by conducting an evaluation that can capture data and provide information that is able to describe and predict the character of both the present and the future. One assessment that contributes to character education is authentic assessment. The authentic assessment is a form of assessment in which students are required to perform real-world tasks that demonstrate application of meaningful knowledge and skills [10]. Assessment is authentic when measuring products or performances that "have meaning or value beyond success in school"[11].

Authentic assessment refers to an assessment process based on reflection in the teaching, learning, achievement, motivation, and attitudes of both teachers and students during the teaching and learning process [13]. Correspondingly, authentic assessment includes four specific criteria. First, it is about teacher competence, performance, and disposition in the learning process. Second, it requires integration of various aspects of competence and performance. Third, it depends on the various sources and evidence gathered in a period or context. Fourth, it operates with standard, structural, and professional rubrics [4].

Authentic learning and assessment are two components that cannot be separated in achieving educational goals. The learning process is an effort to achieve the learning objectives based on the basic competencies that have been determined. Meanwhile, authentic assessment is used to determine the results of learning activities significantly during and after the learning process. Therefore, it can be the basis for decision making, and improve the next learning process. As an alternative, authentic assessment is based on the belief that students need to learn how to perform the meaningful tasks that they will face as citizens, workers, and others. In other words, they are acquiring insufficient knowledge and skills. Authentic learning and assessment emphasize the need for students to learn and then demonstrate the ability to apply knowledge and skills in the real world or authentic context " [10].

Authentic assessment provides an opportunity for students to perform authentic tasks that are interesting, useful, and relevant to student life [6]. This task can make students innovative and creative because they have the opportunity to develop themselves, foster a more positive attitude towards school and learning activities. A positive attitude will affect the student's thinking patterns, so that it can improve the positive achievement.

In assessing the character of the students, teachers should make the assessment instrument along with the assessment rubric in order to avoid some subjective assessment or judgment, either in the form of assessment instrument (observing paper) or other attitude assessment instrument in certain scale (such as Likert scale) .

The reality of conducting and carrying out the education evaluation in building the students' character based on the early survey result conducted in three elementary schools on 22nd October 2014, and they are: State Elementary School Layang I, *Inpres Bertingkat Layang* State Elementary School, and 39 Inpres State Elementary School Allu. The respondents from the teachers of the schools and the principal show that in building the students' character still are used the traditional ways such as giving direct and spontaneous warning which is commonly useless and meaningless, in other words, they didn't do the process of evaluating especially in making the decision. When using the model, it can be identified that the effectiveness of the evaluation model for character building based on authentic assessment is done effectively in elementary schools in the city of Makassar.

2. Research Method

The method used in this research is development based research aiming at producing and creating the effectiveness of the evaluation model in character building based on authentic assessment in elementary schools around the city of Makassar. Such model is expected to be used to ease the teachers in giving appropriate and proper assessment for them

particularly in terms of conducting and carrying out more effective authentic assessment with regard to the character building education.

The trial or experiment in this research was conducted in the elementary schools at grade 4 state model elementary school PAM in the city of Makassar. There were 15 students as the research sample. The researchers used 10 (ten) models of the research and development (R&D) that has been previously stated [3]. The steps in the development research proposed by Gall and Borg were considerably complete. However, the implementation in reality still needs to be adjusted to the ability and availability of time as well as budgeting itself. The ten steps proposed and developed by Gall and Borg, were then modified into three steps, namely: (1) introductory or preliminary research, (2) model design, (3) and the development of the model. Such concept is used without neglecting the essence of the research and development (R &D) itself.

This research is conducted into three big steps. Firstly, introductory or preliminary research, i.e. theoretical study and preliminary survey in order to analyze the needs related to the process of evaluating the character building based on authentic assessment conducted in several elementary schools. Secondly, it is designing steps, i.e. designing the model components of ASKAR. Thirdly, it is the development steps, i.e. doing the trial and experiments as well as revision from the implementation of the evaluation model in character building based on authentic assessment, tools and research instruments. Thus, there is integration between theory and practice.

In order to measure the effectiveness of the ASKAR model, the research instruments are developed and improved and the tools or instruments used in this research consisted of: validating paper of the assisting tool for the authentic assessing process, observation paper of evaluation model in character building based on authentic assessment, questionnaires of the students and teachers' response, learning outcome evaluation paper, and observation paper for attitude and behavior for character building.

Expert validation is to obtain data validation performed by experts. The experts assessed and provided feedback in the form of valuation suggestions by using validation sheets.

The data of the students' behavior and character is collected in order to acquire, know and identify how many university students show positive progress in terms of students' character,

The data of learning outcome and result particularly with regard to the education basics or foundation is measured with the average classical scores using classical learning accomplishment.

The Students' Response toward the Model Which Is Being Developed

The data were analyzed through an analysis of data validation; the data being analyzed using suggestions from the judge or assessor. The effectiveness of data analysis is the analysis of the tools or instruments effectiveness of the process of authentic assessment which is supported by the three components. The ability for the teachers to observe the students' behavior and character, results in the students learning and the responses of the students with the teachers.

Table 1. Instrument paper of observation process of authentic assessment for the students' character and their character

No	Aspect and the indicators being observed
1.	Responsibility a) The students finish their task or homework given on time. b) The students show serious attitude particularly in doing their homework and in the learning process. c) The students clean up the classroom and take a good care of any learning instruments have been used. d) The students are happy to get the homework from the teachers.
2.	Honesty a) The students familiarize themselves with honesty and get themselves used to talk or tell the truth regarding to anything that they do. b) The students familiarize themselves returning other people's stuff. c) The students familiarize themselves reporting other people findings. d) The students admit their mistakes either when doing their assignment or anything that they do.
3.	Cooperation (working together) a) The students working together with their friends in any group work or activities. b) The students help and assist other people particularly their friends in any group work or activities. c) The students explain the lesson or what they have understood to their friends. d) The students possess emphaty to other people.
4.	Discipline a) The students or the learners come on time b) The students or the learners complete the task given based on the time that has been scheduled. c) The students or the learners obey the rules or regulations that have been approved of. d) The students or the learners return the things to their place before.

3. Results and Discussion

In this section, we are going to learn more of the process and analysis of the model development result of ASKAR. It has been stated previously that this research is aimed at developing and testing the evaluation model of character building based on effective authentic assessment.

The effectiveness of the ASKAR Model is measured from three aspects, namely: (a) the process of giving authentic assessment toward the students' character, (b) the learning result of the character building, and (c) the students' responses and teachers' components and activities of giving authentic assessment in the process of building the character. The results of the effectiveness test experiments can be seen in the following table using ASKAR model.

The result of validation analysis and reliability of the availability of instrument paper observation process in giving the authentic assessment toward the character building of the students in the trial and experiments can be seen in the following Table 2. as follows.

Table 2. The analysis result of validation and reliability instrument of observation process for authentic assessment of the students

No	Aspects being observed	Analysis Result	
		V	R
1.	Responsibility	3,6	93,75%
2.	Honesty	3,7	78,13%
3.	Cooperation	3,7	90,63%
4.	Discipline	3,7	84,38
Averagely: Val and *Percentage of Agreement (PA)*		3,68	87%

Based on the compatibility calculation of observation result between the first observer and the second observer toward the instruments being observed in the process in giving the authentic assessment about the students' character education, reliability coefficient is obtained in which the average is R = 87%. Referring to (R≥75%), it then can be concluded that the instrument paper of the observation process of the authentic assessment of the students' character building possesses high degree of applicability. Therefore, the observation data result on the similar subject with different observer will yield consistent result of observation. Meanwhile, the result of validation is 3, 68; where it can be concluded that the score is incorporated and included in the category "very valid" ($3,5 \leq \overline{V} \leq 4$). Therefore, when viewed from all the aspects, the instruments of students' character building authentic assessment are met and fulfill the validity category.

The analysis result of the observation process of students' character building authentic assessment

The data taken from the result of the observation process of students' character building authentic assessment for eight meetings for each character scoring system, and the average result of the total result of students' character building authentic assessment observation process is shown in the following Table 3.
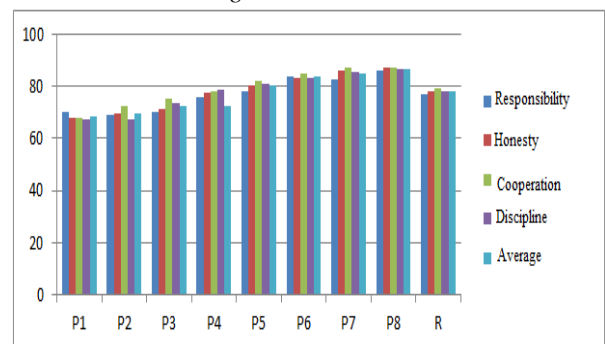
Table 3. The average result of students' character building authentic assessment observation process

Character	P1	P2	P3	P4	P5	P6	P7	P8	R
Responsibility	70	68,96	70,21	75,63	78,33	83,96	82,71	86,25	77,01
Honesty	67,92	69,58	71,25	77,5	80,42	83,33	85,83	87,29	77,89
Cooperation	67,71	72,29	75,21	77,92	81,88	84,79	86,88	86,88	79,20
Discipline	67,29	67,29	73,54	78,54	80,63	83,33	85,21	86,54	77,80
Average	68,23	69,53	72,55	77,40	80,32	83,85	85,16	86,74	77,98

The average result of students' character building authentic assessment observation process in the table 4.3 shows that (a) the average result of the observation process of students' character building authentic assessment in the category of responsibility or responsibility is 77,01%, (b) the average result of the observation process of students' character building authentic assessment in the category of honesty is 77,89%, (c) the average result of the observation process of students' character building authentic assessment in the category of cooperation is 79,20%, and (d) the average result of the observation process of students' character building authentic assessment in the category of discipline is 77,80%. So, the average result of the observation process of students' character building authentic assessment in those four categories (responsibility, honesty, cooperation, and discipline) is 77, 98%.

In order to explain, identify and clarify the description of the students' character building growth process and development using authentic assessment in the learning activities using ASKAR model can be seen in the following Figure 1.

Figure 1. The average observation result and the position of the students during the activities process of building students' character using authentic assessment

From the result of such data processing, it can be concluded that the effectiveness of ASKAR model in the aspects of students' character building authentic assessment process has been fulfilled. This conclusion indicates that there is no need of fixing or repairing things prior to implementing it.

b). the analysis of character building learning result. The data of the learning result of the students' character building in the grade four of elementary school in the process of authentic assessment before (pretest) and after (posttest), can be shown in Table 4. and Table 5. as follows.

Table 4. The average result of the students' pretest in the process of building the character during learning before trial and experiments

No	Students' name (Initial)	Students' Learning Result				Rer	Notes
		Tgj	Kjj	Kjs	Kdl		
1	M.I	50	50	50	31,25	45,31	MB
2	E.ri	50	43,75	43,75	37,5	43.75	MB
3	S.A	43,75	50	43,75	50	46,88	MB
4	A.S	50	37,5	37,5	43,75	42,19	MB
5	K	43,75	43,75	37,5	43,75	42,19	MB
6	M.A.T	50	56,25	37,5	50	48,44	MB
7	M.H.A	43,75	50	37,5	43,75	43,75	MB
8	T	43,75	43,75	50	43,75	45,31	MB
9	L.K	43,75	56,25	43,75	50	48,44	MB
10	S.A	43,75	50	56,25	56,25	51,56	MB
11	A.R	56,25	56,25	43,75	62,5	54,69	MB
12	R.A	68,75	75	50	68,75	65,63	SB
13	Z.R	62,5	68,75	43,75	62,5	59,38	MB
14	St.R	62,5	56,25	56,25	56,25	57,81	MB
15	M.A	62,5	68,75	56,25	56,25	60,94	SB
	Total Average	51,67	53,75	45,83	50,42	50,42	MB
Minimal Accomplishment Criteria (KKM) Class Character =≥ 75%							

Remark :   Tgj = Responsibility
                Kjj = Honesty
                Kjs = Cooperation
                Kdl = Discipline

The result of data analysis about total average of the students' pretest result in the process of character building before doing the experiment and trial for the grade four in the elementary school shows that classically it was based on the Convection Result Score (NHK) is 50,42% with the level of Minimal Accomplishment Criteria (KKM) Character is below 75%. Thus, it can be concluded that the learning result of character building for the students in the fourth grade of elementary school in the city of Makassar requires serious attention or may require in depth treatment, since it is in the position of behavioral character starts to grow or developed (MB) with the score value of observation result 40> Score value ≤60. However, there are also students which are categorized into those who possess character learning result "already developed" (SB), namely in the position of 60> Score value ≤80.

Table 5. The average result of the students' posttest in the process of building the character during learning before trial and experiments

No	Students' Name (Initial)	Students' Learning Result				Rer	Notes
		Tgj	Kjj	Kjs	Kdl		
1	M.I	87,5	81,25	87,5	87,5	85,94	MK
2	E.ri	81,25	75	81,25	81,25	79,69	MK
3	S.A	87,5	81,25	93,75	87,5	87,5	MK
4	A.S	87,5	87,5	81,25	81,25	84,38	MK
5	K	87,5	81,25	75	75	79,69	MK
6	M.A.T	93,75	81,25	81,25	81,25	84,38	MK
7	M.H.A	87,5	81,25	81,25	75	81,25	MK
8	T	87,5	87,5	75	81,25	82,81	MK
9	L.K	93,75	93,75	87,5	87,5	90,63	MK
10	S.A	87,5	87,5	87,5	87,5	85,94	MK
11	A.R	93,75	81,25	87,5	81,25	85,94	MK
12	R.A	75	81,25	81,25	81,25	79,69	MK
13	Z.R	81,25	87,5	81,25	81,25	82,81	MK
14	St.R	93,75	81,25	81,25	81,25	84,38	MK
15	M.A	87,5	81,25	87,5	81,25	84,38	MK
	Class Average	87,5	83,33	82,92	82,08	83,96	MK
Minimal Accomplishment Criteria (KKM) Classical Character (Class) =≥ 75%							

Remark :   Tgj = Responsibility
                Kjj = Honesty
                Kjs = Cooperation
                Kdl = Discipline

The result of data analysis about average total result of students' pretest in the process of building their character prior to do some trials or components in the fourth grade of elementary school shows that classically it is based on Convection Result Score (NHK) is 83,96% with the level of Minimal Accomplishment Criteria (KKM) Character is above 75%. Thus, it can be concluded that the learning result of character building for the students of fourth grade of elementary schools in Makassar has been a habit and familiarization in every daily activities and experience some improvement in the position of character behavior "Becoming a habit" (MK) with the score value of the observation result 80>Score Value≤100.

The analysis response for the students and the teacher toward ASKAR model

The students and teachers' response data toward trials and experiments of the authentic assessment using ASKAR Model was attached in the following table which shows that 93, 94% out of 15 students said that they would response to the ASKAR model in the process of character building in order to do some authentic assessment. Therefore, it can be concluded that it is referred to the criteria given, namely more than 50% of the students give positive response toward ASKAR model in the process building the students' character, and then ASKAR model is considered effective when viewed from the students' response aspects.

While the data of the respondents form the teachers especially within the table shows that around 92% of the teachers stated that they show positive response to the ASKAR model which is used in the process of evaluation on character building which based on the authentic assessment and experience the impact toward familiarization of the positive character that is in line with the goal or objective we are all aiming for. Thus, it can be concluded that by referring to the criteria that has been set and determined before, i.e. over 50% of the teachers showed positive response toward the activities of building strong character using authentic assessment in the learning process, the ASKAR model is considered to be effective when viewed from the teachers' response.

4. Conclusion

In this research, the ASKAR model is considered effective since the learning result has met and fulfilled three main aspects such as: a) already met and fulfilled the requirement of the learning process namely the behavior and the character has met or achieved the range score for minimally MB (Start to Grow), b) classical improvement in the learning result already reached 92%, c) positive response of the students and the teachers toward the authentic assessment of character buildings is exceeding, i.e. over 50% of them said that the students are more likely to get motivated to behave properly and to have strong character after they learn the evaluation model of the ASKAR model authentic based education.

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