

ASSESSMENT AND EVALUATION IN CHARACTER EDUCATION

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ABSTRACT

It has been generally an accepted view that education nowadays is lacking behind in integrating character education into the curriculum. More than ever the critics of general education have criticized as if we did nothing in school toward character building as one fundamental aspects of education for life. While some of the critics are right, we ought to think that for those who did integrate character education into the curriculum has a moral implication, and that is they have to provide ways to evaluate and assess the character education and present the result in an acceptable ways. So this paper outlines the many ways we can evaluate and assess the kind of character education in our schools and to choose among the many ways to communicate the results.

The integration of character education into general curriculum may result in cognitive, manipulative skills or affective behavior, which needs to be assessed or evaluated using tests or nontests instruments. These instruments need to be developed early enough in an instructional process, well before instruction is delivered. As many instructors would know how the character education is being "taught in their schools", they also have to come up with the development of performance objectives and determine the evaluation criteria and methods in addition to the development of instructional materials. Then the instructors have to plan the implementation of the instructional design and later on evaluate student performance using the appropriate instruments (tests, nontests, observation sheet, interview guides). In the mean time teachers or instructors too have to be evaluated on their effectiveness in the classroom by seeking students evaluative feedback and peer observation. Students' learning outcomes in character education such as attitude, hygiene dependability, initiative, appearance, and teamwork behavior are difficult to measure, but they can be measured using teacher-made written, oral, and performance tests, assignments (individual and in workgroups). This paper also has specific section on the quality of a good evaluation method, i.e. validity, reliability, objectivity, discriminating power, comprehensiveness, and practicality.

Finally, assessment of students' changing behavior in the affective domain such as character education is generally more difficult to accomplish reliably than in other domains. One method that can be used to assess the achievement of an affective domain objective is the interview technique, both structured and unstructured. In addition to this, there are many types of attitude scales to be developed to assess student achievement in affective domain The students can be asked to rate how strongly they feel about certain topics, or they might be asked to rate two opposing ideas according to how they feel about them. Needless to say that no single method would be capable of depicting all aspects of students performance, but instead a comprehensive assessment system would likely include written tests, performance tests, observation (self-observation or observation by teachers or other experts), portfolio, individual or group assignments This is of course neither a simple measures nor it be cheap or easy to develop, yet the quality of such an assessment will be high, it will be valid and reliable, and most importantly, it will be effective to improve student performance in character education.

Keyword: Assessment, Evaluation, Character Education

INTRODUCTION

Human is one of the important resources as well as a determinant in building a nation. Not only qualified, creative, full of initiatives, and innovative, people who are hoped to be this resource should also be morally good, faithful, and pious. That is why every individual needs skills and abilities to accommodate new values selectively. To adapt to his/her integrity power of identity values, personality, and character, he/she needs a standard as a normative reference of value system, as a behavioral rule.

As stated in the national education system in *UU RI Nomor 20 Tahun 2003*, education is objected to develop the students' potency to be faithful and pious men as well as having noble character, healthy, clever, creative, learned, autonomous, and becoming democratic and responsible citizens. In the implementation of formal education, the optimizing of this objective is formulated with basic competences packed in "the Curriculum of Competence Based" which is popularly known as *KBK (Kurikulum Berbasis Kompetensi)*.

Character is equally meant to be the way of thinking and of behaving that becomes specific characteristic of an individual related to the value of right and wrong, and the value of good and bad. Therefore, character will emerge and become a habit which is manifested in behavior and attitude to continually do the good things in every field of life. Because character is closely related to the value of goodness, character education is a step by step effort to implant good habits in students' mind to always think and behave based on the value of goodness. Implanting the value of life can be done by integrating character education in the curriculum or in the lesson material, both explicitly and separately. The achievement of the objective of character education is reflected in the knowledge, behavior, and attitude of students based on the value of goodness included in the lesson material taught. To know how the improvement of students' knowledge, behavior, and attitude based on the value of goodness, we need an assessment and an evaluation. These assessment and evaluation are needed to measure such improvement. Good assessment and evaluation need accurate instruments. It is because accurate instruments will give right information about the improvement of students' character. Thus, the result can be used as a base of its developing effort at schools or universities. Assessment is a process to gain information in any form such as knowledge, behavior, attitude, the difficulty of needs, etc. that can be used as a base of decision making on students, based on the assessment result done by teachers or parents which is reflected continually on the character developing. Assessment can also be used to design a certain learning program.

DISCUSSION

The Importance of Assessment and Evaluation in Character Education

Assessment is a series of activities in implementing the learning in basic, intermediate, and advanced educations. Basically, learning is an activity to make changes in students. Thus, the result should be known. To know how big and how good those changes happened, we need to do an assessment. The assessment can be seen in teachers' and lecturers' activities in doing the learning which is always reflected in three stages. Those stages are preparation stage, implementation stage, and assessment stage. In learning context, assessment is an activity of collecting information about the learning process and the learning

result of students in order to determine decisions needed to do in learning (Anderson, 2003: xi-4). Furthermore, the implementation of assessment presupposes the understanding between those who are in concerned. It includes the understanding about why the assessment is done, what information is needed, when the information is needed, and how to collect the information. About this, Johnson & Johnson (2002: 2) state that an assessment is an activity of collecting information about the quality or quantity of changes in students, groups, teachers, or administrators. Both the collecting activity and its interpretation involve decisions to decide what facts are needed to collect, how to plan and to do the collecting activity systematically, how to interpret to get the decision, and how to communicate the decision made. Oftentimes, an assessment is be keyed to evaluation activity, especially in the decision making so that an assessment is a base of an evaluation activity. That is why some people say that an assessment focuses on the individuals, while an evaluation focuses on groups or classes.

Related to assessment, Suyanto (2005: 195) gives his opinion that an assessment is not to be used to measure the success of a program. Instead, it is used to know the learning development or the learning improvement of students. Accordingly, assessment is an important thing in doing the learning process. It is not astonishing that people always search for various alternative methods of assessment to know someone's actual ability in a series of dimensions. An assessment is not done only in the end of a year or in the end of a program but it is also done step by step and continuously through the whole year or the whole program. The main objective of an assessment is to gain information that can be used as a consideration in planning and developing the learning program. An assessment can be done by using a test or non-test technique whose results can be in the form of quantitative information such as numbers or in the form of qualitative data.

An evaluation is one of a series of activities in upgrading the quality and the productivity of an institution in doing its programs. Through evaluation, we will get information on how good the achievement is. Then, the information can be used to improve the program. Based on Griffin & Nix (1991), an evaluation is a judgment on value or the implication of the measuring result. Based on that definition, the activity of evaluation is always done after the activity of measuring and assessing. Tyler (1950) gives other opinion that evaluation is a process of determining how far the objective of education has been achieved. Other than the former, there are still many other definitions of evaluation. Those definitions all always include information and policy, i.e. information about the implementation and the achievement of a program which is used then to determine the next policy. The success of an education program is always seen from the result achieved. To know it, an evaluation of the education program is needed to do.

Oftentimes, character is defined as morals. It is the way of thinking and of behaving that becomes specific characteristic of an individual related to the value of right and wrong, and the value of good and bad. Therefore, character will emerge and become a habit which is manifested in behavior and attitude to continually do the good things in every field of life. Because character is related to the value of goodness, character education is a step by step effort to implant good habits in students' mind to always think and behave based on the value of goodness. This is the reason of why character education is always connected to the value education. Thus, the attainment of the objective of character education

is reflected in children's knowledge, behavior, and attitude based on the value of goodness, i.e. universal moral values in the form of values accepted anywhere. To know how the improvement of children's knowledge, behavior, and attitude based on the value of goodness, assessment and evaluation with a series of instruments are needed to be done. Accurate instruments of assessment will give the right information about the children development so that the result can be used as a base of the developing efforts through the learning activity at schools or universities.

Character education, from kindergarten stage to higher education stage, should be given in a continuous system. A school that does not develop a character education program can replace it with the creating of good condition and environment of school in accordance with certain moral values in the form of hidden curriculum. The implementation of character education at school can be done in the form of formal lesson material which is explicitly involved in the formal curriculum and includes various class activities which are well planned. It can also be involved in the hidden curriculum which can be described as side product of education, inside or outside school, especially the product which is learned but not written as an objective.

The hidden curriculum can be in the form of explicitly unplanned and unorganized norms (not stated in written form). The norms are also untaught through the process of formal learning. The delivery of the norms is not systematically programmed in the written form. Instead, it is given secretly within the lesson presentation or before coming in the main material of the lesson.

The Integration of Character Education Program and Its Evaluation

Any education institution is surely hoped to produce qualified graduates, to the needs of job demand. The today needed graduates should not only be clever in knowledge, but should also be cultured, have high moral standards, and have noble characters. Thus, the success of an institution is not only measured from its scientific intelligences but also from spiritual and emotional intelligences. Scientific intelligence without moral intelligence is incomplete. Scientific intelligence without good character, behavior, and attitude will tend to destroy any thing.

The effort to produce such condition in any education needs to be strengthened with character education. Character education needs to be developed as soon as possible in the interactive process, i.e. by developing the objective performance in character education. To bring the character education into reality, let's give the confirmed meaning of character education as stated by the ministry of national education (2010: 12). Character education is a system of implanting behavioral values (character) in all school members which includes some components such as knowledge, awareness or will, and action to implement those values, both to God, to his/her own self, to fellow beings, to environment, and to nationality. For that reason, character education is needed though not in the form of certain lesson.

Character education can be done through certain conditions so that it can be used to undergo someone's severe mental, character, and faith in facing difficult situations and challenges. Therefore, one's character will be seen from his/her attitude in communicating with other people. Related to the implant of values through character education, Thomas Lickona (1992) stresses the importance of three stages of character components. Those stages are (1) moral

knowing, (2) moral feeling, and (3) moral action. Generally integrated in the curriculum, those three stages will produce cognitive skills, affective attitudes, and manipulative skills. For example, when character education is implemented in dressmaking, students need to be guided and motivated in the learning of dressmaking about the moral knowing, moral feeling, and moral action. Teachers should always make efforts to integrate the program of character education in the curriculum or in the lesson material so that their students have soft skills. Those contents can be brought into reality in the form of theoretical and practical learning. The following is an example of character education program which is integrated in the education of dressmaking.

The value of character education which is moral knowing will relate to the knowledge of moral value, the awareness of moral, the reason of certain decision making, and to the reason of choosing certain moral action. To implant the value of moral knowing, we can do through theoretical learning in the education of dressmaking, such as the knowledge of dressmaking, the choosing of fashion goods, etc. Through that basic theory, students can decide or choose the design of fashion mode which is matching with the wearer and is in accordance with the moral values of Indonesian culture. Moral feeling can be done through a learning that produces good behavior of students to have awareness, self respect, empathy, love of goodness, and self control. The learning of dressmaking can be integrated in the theoretical materials such as the ethics and aesthetic of wearing cloths, basic of arts and designs, textile, history of fashion mode, the practice of fashion making, and the practice of fashion business management. In those theoretical materials, the lecturers can implant the value of self control in choosing and designing modern fashion based on the traditional character and the pride on domestic traditional fashion.

In the practice of dressmaking business management and the making of the final project, students will be trained about the perseverance of running a business with the awareness of goodness, responsibility, respect for work, group work, and self respect which all are the implementation of moral action. In the learning of dressmaking, both theoretical and practical, the choosing of learning method in the form of discussion, simulation, and field trip will emerge the traits of character such as great care, awareness of community life, fair, willing to forgive, honest, and so on.

To know the changes of character happened in the interactive process, an assessment needs to be done using test and non test which is generally in the form of performance assessment. This performance assessment presupposes students to demonstrate the knowledge and the skill they have. This kind of assessment focuses on what is done, which is possibly differ from what is known (*National Research Council, 2000: 5*). The technique of performance assessment is able to collect information about the real ability of students and not about the supposition of study result achieved by students in certain period of time. It is because this assessment does not only reveal the cognitive ability of students, but also reveals the understanding of students to demonstrate good attitudes which can not be seen in the written form. Performance assessment is based on the daily activity done (attitude) by the students so that the result can describe the students' ability generally and comprehensively.

The assessment techniques that can be done in performance assessment are observation guide, anecdotal notes, the work giving, inventory, and interview. The assessment instruments that can be used to know the development of

students' ability and attitudes are assignment, performance, work, and portfolio. The aim of assessment can include two aspects, the assessment of process and the assessment of result. The assessment of process is the assessment of the way the students do the assignment given by the teachers or the way the students learn. Related to this, the department of nation education (2007: 10) uses the term of "performance assessment" which means the assessment of the work or performance shown by students in studying or in doing the assignment given by the teachers. The most appropriate method to evaluate the students' work is observation. To do good observation, we need an observation guide. One of the forms of the observation guides is a check list. Generally, the non test instrument is in the form of the monitoring of attitude changes related to what is done and what is known.

The steps to a performance assessment based on Roeber's opinion (1996: 2-4) include:

- a. The activity before assessment. This activity is done to stabilize the contents which involve (1) the developing assessment frame and design, (2) the determining of resources, and (3) the making of blueprint. All of them are used to guide the activity.
- b. The assessment stage. In this stage, the followings are the questions that should be focused on. (1) What assessment is like that would be given, (2) what stimulus material that would be needed, (3) how should students respond to, (4) what criteria is used to assess the students' response, (5) how to determine the scoring numbers for every response, and (6) what are the examples of every stage of response.

One of the difficulties in performance assessment is administrating the result of the assessment especially in grouping into the certain criteria for the obscure responses. *Council of Chief State School Officers*, (1991) mentions some important problems about the test standardization to measure students' ability. Those are the intelligibility of questions and the education which is referring to. Thus, it is suggested to always look at the special notes and at the simple response to the substance.

An example of developing objective performance in the field of dressmaking is by giving the students an assignment to create fashion from designing the model and the material, making the fashion plate, to the finishing of the product. The instrument of non test evaluation in the form of observation sheet completed with the assessment scale and the rubric of assessment criteria is used to measure the students' ability in the designing process. The evaluation instrument used to measure the reason of choosing the design and the material is test evaluation instrument. Meanwhile, an evaluation interview guide is used to measure the affective ability of the attitude in choosing the fashion, making the fashion design, and making the fashion. The quality of evaluation instrument that is used as the data collecting instrument should be kept by implementing the expert validity so that the instrument is really valid and reliable.

Character education that can be integrated in lesson material of dressmaking in the form of final project of making a monumental fashion through performance assessment reveals the values of responsibility, work respect, self esteem to perform, and collaborative work.

Students' Assessment of Character Education

The assessment of character education in respect of the attitude changes in the affective domain is very difficult to do. It needs to develop instruments to assess the achievement of the affective domain. One of those instruments is the interview technique such as the interview which is in respect of the fashion field in choosing the fashion mode. This instrument can be connected to the aesthetic and the ethic of wearing. The interview technique in the form of structured questions should be prepared in the form of guide while the unstructured questions are adjusted to the condition in the time of the interview. There are many behavioral scales which are developed to assess the students' achievement in the affective domain. For example, the students are questioned about how strength their feeling of a certain topic is or about the contradictory idea.

There is no single method that can sort all aspects of students' performance in character education. Thus, we need to merge some methods of assessment such as the written test, performance test, observation (both personally observation and by teachers or experts), portfolio, and individual work or group work. Surely, this is not a simple, easy, or cheap way to develop but is needed to improve the students' performance on character education.

CONCLUSION

From the above discussion, it is clearly seen that actually, every lesson has a chance to give contributions to the development of character education. Developing character education can be done by integrating the values of goodness in every lesson material. One of the lesson materials that can be integrated in is dressmaking. It is because the materials in dressmaking are closely related to our daily needs. Thus, the way students do their works is an effective training for them to implement character education in their daily stuffs.

In order to supply the students with cognitive, affective, and psychometric competence aspects, we need to choose an appropriate model and strategy of learning completed with the appropriate evaluation system and assessment technique. This is meant to direct students in achieving character values, step by step, to have the character of moral knowing, moral feeling, and moral action. Assessment technique to evaluate a character education program which is integrated in lesson material needs to be combined with some other assessment methods such as written test, performance test, observation (personally observation or observation done by teachers or experts), portfolio, or individual and group work. This is done for the fact that there is no single method that can sort all performance aspects of students in character education.

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