The development of a character education evaluation model based on authentic assessment

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Abstract This research aims to understand the development of an authentic assessment-based character education evaluation model to shape students' character that is integrated through learning at the PAM Pilot Elementary School in Makassar. Through R&D (Research and Depelopment) research as developed by Gall and Borg (1983), this research concludes that the steps in development research as stated by Gall and Borg are indeed very complete, but it cannot be avoided that their application in the field must be adjusted to the capabilities and time and funding limitations. The ten steps developed by Gall & Borg were modified into three steps, namely: (1) introduction, (2) model design, and (3) model development. This concept is used without negating the essence of Research and Development (R&D). After data processing, it can be concluded that the authentic-based character education evaluation model with a behavioral approach meets the effectiveness criteria.

Keywords: Authentic Based Evaluation, Model, Character

Abstrak Penelitian ini bertujuan untuk memahami pengembangan model evaluasi pendidikan karakter berbasis penilaian autentik untuk membentuk karakter peserta didik yang diintegrasikan melalui pembelajaran di Sekolah Dasar Percontohan PAM di Makassar. Melalui penelitian R&D (*Research and Depelopment*) seperti yang dikembangkan Gall dan Borg (1983), penelitian ini menyimpulkan bahwa langkah-langkah dalam penelitian pengembangan seperti dikemukakan Gall dan Borg tersebut memang sangat lengkap, namun tidak dapat dihindari penerapannya di lapangan harus menyesuaikan dengan kemampuan dan keterbatasan waktu dan pendanaan. Kesepuluh langkah yang dikembangkan Gall & Borg, dimodifikasi menjadi tiga langkah, yaitu: (1) pendahuluan, (2) rancangan model, dan (3) pengembangan model. Konsep tersebut digunakan tanpa meniadakan hakekat *Research and Development* (R&D). Setelah dilakukan pengolahan data dapat disimpulkan bahwa model evaluasi pendidikan karakter berbasis autentik dengan pendekatan perilaku memenuhi kriteria efektivitas.

Kata Kunci: Authentic Based Evaluation, Model, Karakter

Introduction

In order to determine the degree of learning achievement, evaluation is vital. The quality of learning is determined in part by how appropriate the evaluation that was established is. In assessing students, educators must be imaginative and adaptable while upholding the inclusive teaching and learning tenets (Shinde 2022). By highlighting areas for development and gaining insight into students' strengths and limitations, evaluation supports educators and learners in enhancing instruction (Rahmadia and Handican 2023; Siti Marti'ah and Berta Dian Theodora 2023). Teachers can improve their ability to manage the classroom and inspire pupils to learn through proper evaluation (Magdalena et al. 2023). Evaluation is crucial in the context of inclusive education to ascertain the suitability and caliber of the instruction given (Baniaturrohmah et al. 2023). Thus, in order to guarantee proper assessment of students' learning progress, educators must possess knowledge and comprehension of evaluation ideas, roles, and procedures.

Evaluation has a very important role in understanding the level of learning achievement. Bad learning really depends on whether or not the assessment developed is appropriate (Tutuk 2015). Based on the increase in science and technology at 5.0, efforts are made to be able to compete and selections are held so that competitiveness becomes higher in terms of the character of students. What's more, education in Indonesia has not yet maximized student character development. According to Masnur Muslich education in Indonesia, as stated by PERC (Political and Economic Risk Consultancy), is in a very worrying position in Asia based on the results of the t survey (12 countries surveyed by PERC) Indonesia is in 12th place, one level below Vietnam. The country that has the best education system is South Korea, followed by Japan, Taiwan, Singapore, India, China and Malaysia. Therefore, education in Indonesia needs a lot of comprehensive improvements in improving the quality and quality of education (Masnur 2011).

On the one hand, the condition of the Indonesian education system is because assessments do not prioritize "critical thinking skills, creative thinking skills, collaboration and communication skills, as well as the ability to master information and communication technology media" (Angga, Abidin, and Iskandar 2022), on the other hand teachers are not yet able to making evaluation a basic reference in improving character education learning. And the assessments carried out so far have only been used as a data collection tool and a means of achieving learning outcomes without having any meaning in the data collected. Not as a tool to be directed at studying to improve student character. "Assessment is no longer seen as an effort made to justify students' failure or success in learning, but must be further seen as an effort to justify the effectiveness of the learning program being implemented," (Angga et al. 2022).

Education in Indonesia aims to produce people who are intelligent and have noble character (character) as Mary (2003) said. According to Muhammad Nuh (2014), character education must start from a young age or from an early age since elementary school. Character education must really be instilled in children as much as 60% must be achieved compared to higher levels. Because, in elementary schools, children are generally docile and obedient, submissive to the government, teachers and parents.

The way to determine the progress of students' disposition and character based on learning objectives is basically to carry out an evaluation that can see students' abilities and can provide information that is able to show students' character both now and in the future. Therefore, Riswan Jaenudin stated that evaluation should be carried out continuously, not just for a moment during the implementation of learning carried out by teachers on an ongoing basis, because evaluation must understand the results of the learning process, and know the learning outcomes better (Jaenudin 2014).

The implementation of evaluation and assessment is a component that cannot be excluded from achieving and improving the quality of education in general. The learning process is an effort to achieve learning based on previously determined competencies. Evaluation is used to find out the results of learning implementation during the learning process, so that can be used as a basis for decision making, improving and enhancing the subsequent learning process (Jaenudin 2014).

Assessment that is no less important in learning is the process. This is in line with the national education system of Ministry of Education and Culture (2013: 1) that "the assessment process is essentially an activity to determine the extent of the level of learning success that students have achieved after learning has taken place. Through assessment, information can be obtained about students' learning methods and progress. The indicators used as benchmarks to determine the extent of student learning success are determined by whether or not the predetermined learning objectives have been achieved."

Furthermore, Yunus Abidin stated that assessment as a learning measuring tool must be transformed into a learning development tool. By placing assessment in a higher position, teachers should be increasingly aware that preparing assessments is not just during and after the learning process but is a major obligation that must be carried out before designing the entire learning program (Angga et al. 2022).

In addition, according to Riswan Jaenudin (2014: 4) the assessment process must be carried out in an integrated manner throughout the learning process. In this way, the assessment results can describe students' progress or learning achievements as a whole and truly. True assessment is essentially assessing learning progress from the process, not through results and in various ways. The progress of students' character in a positive direction cannot only be described from learning outcomes obtained through cognitive assessment but is implemented through authentic assessment.

This research examines the use of an authentic assessment-based character education evaluation model to shape students' character at the PAM Pilot Elementary School in Makassar. The use of character-based learning models can determine the effectiveness of authentic learning models as seen at the PAM Pilot Elementary School in Makassar.

Methods

The type of research is R&D development research. It aims to produce an evaluation model for authentic-based character education in PAM pilot elementary schools in Makassar. It is hoped that this learning model can make it easier for teachers to carry out creative, innovative learning tasks, and can attract students' interest in learning according to the concept of character education.

The trials in this research were students from a pilot elementary school with a limited implementation of a widespread trial at the Baraya 11 state elementary school. The students consisted of 30 people from two schools and the implementation class consisted of 15 students.

In this research, the 10 (ten) step research and development model proposed by Gall & Borg (1984, 1989) was used. The ten steps are: 1) preliminary study (literature review and initial survey), 2) design (planning); 3) initial product development; 4) limited field testing; (5) major product revisions; (6) broader trials (main field); (7) revision of operational products; (8) operational field tests (feasibility); (9) revision of final production; (10) dissemination and implementation. The ten steps developed by Gall and Borg were modified into 3 stages, namely: (1) introduction, (2) model design, (3 model development. This concept is used without negating the essence of (R&D) research and development.

The research was carried out in 3 stages. First, the preliminary research stage is the initial activity before continuing with the next stages. The activities carried out at this stage revolve

around needs analysis related to the conditions of the authentic-based character education assessment process carried out in elementary schools. The third is the development stage, namely by carrying out various trials and revisions of the application of the character education assessment model, authentic-based character education evaluation, research instrument tools, so that there is integration between theory and practice.

To regulate the effectiveness of the AABCE model, the research instruments used in this research were prepared and developed, consisting of validation sheets for learning aids, observation sheets for student activities, student and teacher response questionnaires, learning outcome assessment sheets, character behavior observation sheets.

Expert validation is to obtain data validation carried out by experts in the distribution that has been designed. Several experts have assessed and provided feedback in the form of assessment suggestions for the validation sheet used.

   a. Student character behavior data is to obtain how many students show positive development in character behavior.
   b. Data on learning outcomes for the basics of education as measured by the average classical score with classical learning completion.
   c. Student responses to the development of the model developed.

The data was analyzed through a validation data analysis, the data was analyzed by considering input from the assessors. Effectiveness data analysis is an analysis of the effectiveness of learning tools which is supported by three components of effectiveness. The teacher's ability to observe character behavior, student learning outcomes and student participant responses with the teacher.

Results and Discussion

As explained in the previous chapter, the research aims to develop and test an effective Authentic Assessment-Based Character Education (AABCE) evaluation model. This goal is to pursue a systematic, effective development process in selecting Gall & Borg development steps through modification into three stages: 1) introduction, 2) model design, and 3) model development. Below are presented the process steps and development and analysis of data on the effectiveness of the AABCE model.

The development of the AABCE Model consists of 3 aspects, namely: (1) the authentic assessment process of student character education, (2) character education learning outcomes (3) student and teacher responses to the components and activities of authentic assessment of the character education process. The following are the results of the effectiveness test of the AABCE model.

a) Authentic assessment process of student character education. Results of the reliability analysis of the implementation of the observation instrument sheet for the authentic assessment process of student character education. The observation instrument sheet for the authentic assessment process of student character education is an instrument used to instill the growth of students' character values and can be used as a habit for everyday life. This observation instrument sheet for the authentic assessment process of student character education is the guideline for evaluating student character using authentic assessment in the learning process. The implementation of the observation instrument sheet for the authentic assessment process of student character education is measured and observed during the assessment process in learning. Data from observations by Observer-I and Observer II regarding the implementation of the observation instrument sheet for the authentic assessment process of student character education can be shown:

Table 1. Determining the Reliability of the Observation Instrument
for the Authentic Assessment of Student Character Education

No	Rated aspect	F	
		A	*D*
1	*2*	*3*	*4*
1.	Responsibility		
	1. Students complete assignments on time	7	1
	2. Students have a serious attitude in completing tasks in the learning process	8	0
	3. Students tidy up and maintain textbooks or learning tools/media that have been used	8	0
	4. Students are happy to receive assignments from the teacher	7	1
2.	Honesty		
	1. Students get used to speaking honestly according to their activities		
	2. Students get used to returning other people's objects.	6	2
	3. Students get used to reporting other people's findings		
	4. Students admit mistakes both in carrying out their assignments and in the actions they carry out	6	2
		7	1
		6	2
3.	Cooperation		
	1. Students work together with friends in group activities		
	2. Students help or assist friends in group activities	8	0
	3. Students explain the material to their group friends		
	4. Students have a sense of empathy for others	8	0
		6	2
		7	1
4.	Discipline		
	1. Students are disciplined and punctual	7	1
	2. Students complete the assigned tasks based on the specified time		
	3. Students obey the agreed rules	7	1
	4. Students return objects to their place	7	1
		6	2
	Amount	111	17
	Percentage of Agreement	87%	

In accordance with the data Based on Observer-1 and Observer-2, the level of confidence in students' character was determined, the observation instrument sheet for the authentic assessment process of student character education with an average of R= 87%, as in the table above.

Based on the confidence level criteria determined (R≥75%), it can be concluded that the instrument sheet for the authentic assessment process of student character education has a high degree of implementation. Thus, data from observations of the implementation of the AABCE model using implementation instruments on the same subject with different observers will provide consistent observation results.

b). Analysis of the results of observations of the authentic assessment process of student character education. Data during eight meetings are presented in Appendix 10 for each-each character value, and the total average results of observations of the authentic assessment process of student character education are presented in Table 4 below.

Table 2. Average results of observations of
the authentic assessment process of student character education

Character	P1	P2	P3	P4	P5	P6	P7	P8	R
Trustworthy	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 results of observations of the authentic assessment process of student character education in the table show that (a) the average results of observations of the authentic assessment process of student character education with the sense of responsibility aspect are 77.01%, (b) the average of the observation results of the authentic assessment process of student character education with the honesty aspect is 77.89%, (c) the average of the observation results of the authentic assessment process of student character education with the cooperation aspect is79.20%, and (d) the average of the observation results of the authentic assessment process of student character education with disciplinary aspects is 77.80%.

The average observation result of the authentic assessment process of student character education for these four aspects (responsibility, honesty, cooperation and discipline) was 77.98%. To clarify the picture of the development of the student character education process using authentic assessment in learning using the AABCE model, it can be seen in diagram 1.

Diagram 1. Average observations and student positions during character education process activities using authentic assessment in learning in fourth grade elementary school trials
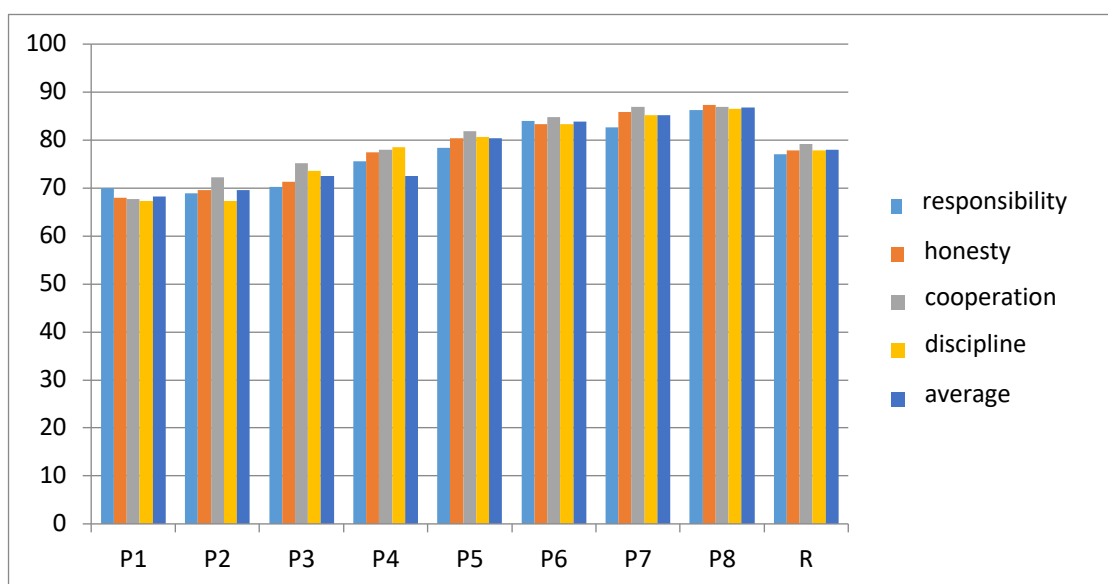
From the results of the data analysis, it can be concluded that the effectiveness of the AABCE model can be seen from the authentic assessment process of student character education that has been achieved. It is hoped that this conclusion will not need to be corrected prior to implementation.

b). Analysis of character education learning outcomes. Data on learning outcomes of class IV elementary school students in the process of authentic assessment of student character education in learning with theme 7 (seven), namely the Beauty of the Diversity of My Country which consists of sub-theme 2 The Beauty of the Cultural Differences of My Country 2 times and sub-theme 3 The Beauty of the Unity and Unity of My Country 6 times. . The authentic assessment process of student character education in the learning process was carried out in 8 (eight) meetings. Before the authentic assessment process of student character education was carried out, a pre-test was carried out to assess student character in the learning process using observations of student character behavior. The results of the pre-test and post-test of the limited field trial are presented in.

Table 3. Average Student Pre-Test Results in the Character Education Process
During Learning Before Limited Field Trials for Class IV Elementary School

No	Student's name	Student learning outcomes				R	Position
		Tgj	Kjj	Kjs	Kdl		
1	2	3	4	5	6	7	8
1	Muh. inspiration	50	50	50	31.25	45.31	MB
2	Erniwati	50	43.75	43.75	37.5	43.75	MB
3	Syarifuddin Amir	43.75	50	43.75	50	46.88	MB
4	Amrinawati Sahra	50	37.5	37.5	43.75	42.19	MB
5	Kurni	43.75	43.75	37.5	43.75	42.19	MB
6	Muh. Ali Tahsin	50	56.25	37.5	50	48.44	MB
7	Muh. Hidayat A	43.75	50	37.5	43.75	43.75	MB
8	Thamrin	43.75	43.75	50	43.75	45.31	MB
9	Laylatul Kadir	43.75	56.25	43.75	50	48.44	MB
10	Sabrina Amir	43.75	50	56.25	56.25	51.56	MB
11	Andi Rezkinur	56.25	56.25	43.75	62.5	54.69	MB
12	Rahmaniar Amir	68.75	75	50	68.75	65.63	SB
13	Zikrul Rahmadhan	62.5	68.75	43.75	62.5	59.38	MB
14	St. Ramlah	62.5	56.25	56.25	56.25	57.81	MB
15	Muh. Arham	62.5	68.75	56.25	56.25	60.94	SB
	Total Average	51.67	53.75	45.83	50.42	50.42	MB

Information: Tgj = Responsibility

Kjj = Honesty

Kjs = Cooperation

Kdl = Discipline

The results of data analysis in the table regarding the total average of students' pre-test results in the character education process during learning before carrying out limited field trials for class IV elementary school show that classically based on the Convertion Value Results (Hasil Nilai Konversi, HNK) it is 50.42% with the level of Minimum Completeness Criteria (Kriteria Ketuntasan Minimal, KKM) for Character is below 80%.

If this data is referred to the criteria for completeness that have been established in Chapter III, it can be concluded that the learning outcomes of character education in class IV students at Makassar City Elementary School require serious attention or require in-depth treatment because they are in a position where character behavior begins to develop (Mulai Berkembang, MB) with a score value. observation results 40>Score Value≤60. However, there are also students who have a character education learning outcome of "Already Developed" (Sudah Berkembang, SB), namely in position 60>Score ≤80.

Table 4. Average Post Test Results of Students in the Character Education Process During Learning in Class IV Elementary School Limited Field Trials

No	Student's name	Student learning outcomes				R	Position
		Tgj	Kjj	Kjs	Kdl		
1	Muh. Ilham	87.5	81.25	87.5	87.5	85.94	MK
2	Erniwati	81.25	75	81.25	81.25	79.69	MK
3	Syarifuddin Amir	87.5	81.25	93.75	87.5	87.5	MK
4	Amrinawati Sahra	87.5	87.5	81.25	81.25	84.38	MK
5	Kurni	87.5	81.25	75	75	79.69	MK
6	Muh. Ali Tahsin	93.75	81.25	81.25	81.25	84.38	MK
7	Muh. Hidayat A	87.5	81.25	81.25	75	81.25	MK
8	Thamrin	87.5	87.5	75	81.25	82.81	MK
9	Laylatul Kadir	93.75	93.75	87.5	87.5	90.63	MK
10	Sabrina Amir	87.5	87.5	81.25	87.5	85.94	MK
11	Andi Rezkinur	93.75	81.25	87.5	81.25	85.94	MK
12	Rahmaniar Amir	75	81.25	81.25	81.25	79.69	MK
13	Zikrul Rahmadhan	81.25	87.5	81.25	81.25	82.81	MK
14	St. Ramlah	93.75	81.25	81.25	81.25	84.38	MK
15	Muh. Arham	87.5	81.25	87.5	81.25	84.38	MK
	Class Average	87.5	83.33	82.92	82.08	83.96	MK
Minimum Completeness Criteria (MCC) Classical character (class) =≥ 75%							

Information :   Tgj = Trust

Kjj = Honesty

Kjs = Cooperation

Kdl = Discipline

The results of data analysis in the table regarding the total average of students' post test results in the character education process during learning after conducting limited field trials for class IV elementary school show that classically based on the Convertion Value Results (Hasil Nilai Konversi, HNK) it is 83.96% with the Minimum Completeness Criteria (Kriteria Ketuntasan Minimal, KKM) level. Character is above 75%.

If this data is referred to the completeness criteria established in Chapter III, it can be concluded that the results of character education learning for fourth grade students at Makassar City Elementary School have become a habit in every activity of daily life and have increased in the position of character behavior "Becoming a Habit" (Menjadi Kebiasaan, MK) with an observed score value of 80>Score value ≤100.

c). Analysis of student and teacher responses to the AABCE model. Data on student and teacher responses to authentic assessment trials using the AABCE Model are listed below.

Table 5. Student and Teacher Responses to the AABCE Model

No	Statement	Evaluation	
1	*2*	*3*	*4*
	Statement	Like	Not happy
1	1. How do you feel about the components:		
	a. Subject matter	100%	0%
	b. Student book	86.67%	13.33%
	c. Learning atmosphere in class	100%	0
	d. The way teachers teach	93.33%	6.67%
	Average Value		
	2. The reason in brief: student books need examples accompanied by everyday life. And the way teachers teach must be accompanied by visual aids and language that is difficult to understand.		
	Statement	New	Not new
2	1. What do you think about the components:		
	a. Subject matter	86.67%	13.33%
	b. Student book	93.33%	6.67%
	c. Learning atmosphere in class	100%	0
	d. The way teachers teach	86.67%	13.33%
	Average Value		
	2. The reason in brief: all of these components are still newly obtained		
	Statement	Interested	Not interested
3	1. Are you interested in taking part in authentic assessment process activities in the next lesson like the one you are taking part in now?	93.33%	6.67%
	The reason in short is that he is very interested in the authentic assessment process of character in learning.		

	Statement	Understand	Do not understand
4	1. Can you understand the language used in student books?	100%	0%
	2. Give reasons briefly		
	Statement	Interested	Not interested
5	1. Are you interested in the appearance (writing, illustrations, pictures and the location of the pictures in the student's book?	93.33%	6.67%
	The reason in short is that they are interested because they show behavior in life.		
	The average student response was 93.94% and those who did not respond to the AABCE model were 6.06%		

The data shows that as many as 93.94% of the 15 students stated that they responded to the AABCE model used in the character education process to carry out assessment education. Meanwhile, students who responded to the AABCE model in the character education process to carry out assessment education were 6.06% out of 15 students. Can be determined and can be referred to as a conclusion. If the conclusion is based on the criteria set out in Chapter III, namely that more than 60% of students give a positive response to the AABCE model in the

character education process, then the AABCE model is declared effective from the aspect of student responses.

Table 6. Teacher Responses to the AABCE Model

No.	Aspect/Statement	Mark	
1	*2*	*3*	*4*
	KBPA model		
1	1. The AABCE model is very helpful in the data collection process in character education activities using authentic assessments	1	0
	2. The AABCE model is very good for developing student character	1	0
	3. The AABCE model is necessary and feasible to develop on Core Competencies and other Basic Competencies.	1	0
	4. The AABCE model can be used as a guide for authentic-based character education assessments in the future	1	0
	5. The AABCE model is easy to understand and implement	0	1
	Amount	4	1
	Percentage (%)	80%	
	Lesson plan		
2	1. Lesson plan is very helpful in authentic assessment process activities	1	0
	2. Lesson plan is very good to use to obtain data about students' developed character	1	0
	3. Lesson plan needs and deserves to be developed in other Basic Competencies.	1	0
	4. Lesson plan can be used as a learning implementation plan in a character education evaluation model based on authentic assessment in the future.	1	0
	5. Lesson plan is very easy to understand and implement	0	1
	Amount	4	1
	Percentage (%)	80%	
	Teacher's Book		
3	1. The teacher's book helps in authentic assessment process activities	1	0
	2. Teacher's books are very good to use to obtain data about students' developed character	1	0
	3. Teacher books need and deserve to be developed in other Basic Competencies.	1	0
	4. The teacher's book can be used as a learning implementation plan in the character education evaluation model based on authentic assessment in the future.	1	0
	5. The teacher's book is very easy to understand.	1	0
	Amount	5	0
	Percentage (%)	100%	

		Student Book		
4	1. Student books help in authentic assessment process activities		1	0
	2. Student books are very good for obtaining data about students' developed character.		1	0
	3. This student book is necessary and worthy of being developed into other Basic Competencies.		1	0
	4. Student books can be used as a model for character education evaluation based on authentic assessment in the future.		1	0
	5. The student book is very easy to understand.		1	0
	Amount		5	0
	Percentage (%)		100%	
	Authentic Assessment Observation Sheet (AAOS)			

5.	1. AAOS can help provide authentic assessment results.	1	0
	2. AAOS is very good to use to obtain data about students' developed character	1	0
	3. AAOS needs and deserves to be developed into other Basic Competencies.	1	0
	4. AAOS can be used as a learning implementation plan in the authentic assessment-based character education evaluation model in the future.	1	0
	5. AAOS is very easy to understand.	1	0
	Amount	5	0
	Percentage (%)	100%	
	Total percentage (%) of teacher responses to the AABCE model was 92%		
	Obstacle		
6	What obstacles might be encountered in carrying out authentic-based assessment activities during the learning process using the observation sheet instrument and the AABCE model?		
	Answer		
	The obstacle encountered is that it is still difficult to understand this model, so training in developing authentic assessments is needed to make it easier to control student character.		
	Profit		
7	In your opinion, what benefits can be gained from implementing the AABCE model?		
	Answer		
	The advantage gained is being able to see and control students in character according to the form of learning activities		

The data in the table shows that as many as 92% of teachers stated that they responded to the AABCE model used in the character education evaluation process based on authentic assessment and felt the impact on character formation in accordance with the goals to be achieved. Meanwhile, 18% did not respond to the AABCE model, namely the AABCE and Lesson plan models which were not properly understood in their implementation.

It can be determined based on the criteria that have been determined. The conclusion is that more than 60% of teachers gave positive answers to the character education process activities in learning. The AABCE learning model resulted in effective results with teacher responses.

Conclusion

In this research, the AABCE model is said to be effective, because the learning outcomes have fulfilled 3 aspects, namely: a) the desired learning progress has been achieved, namely character behavior has reached a minimum of starting to develop (Mulai Berkembang, MB). b) classical completeness of learning outcomes has reached 92%. c) 100% positive responses from students and teachers towards character-based authentic learning stated that students were more motivated to behave with character after learning using the AABCE authentic-based education evaluation model.

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