

**Research Article**

# Developing an Assessment Instrument for Character Education Reinforcement (PPK) of Upper-class Students of Elementary School

An-Nisa Apriani<sup>1</sup>, Indah Perdana Sari<sup>2</sup>, Ahmad Salim<sup>3</sup>, Harun<sup>4</sup>, Wuri Wuryandani<sup>5</sup>

<sup>1</sup>Department of Primary School Education, Alma Ata University, Indonesia

<sup>2</sup>Department of Primary School Education, Alma Ata University, Indonesia

<sup>3</sup>Department of Islamic Education, Alma Ata University, Indonesia

<sup>4</sup>Department of Early Childhood Education, Yogyakarta State University, Indonesia

<sup>5</sup>Department of Primary School Education, Yogyakarta State University, Indonesia

**Abstract.**

This research aims to develop a valid and reliable PPK assessment instrument for the upper-class students of elementary school. The assessment instrument developed was a questionnaire for the upper elementary students, covering the value of religiosity, nationalism, integrity, independence, and mutual cooperation. The research and development (RnD) method with a 4-D development model which includes the stages of defining, designing, developing, and disseminating was employed. However, this research was only carried out until the third stage (development). The data analysis technique used was quantitative descriptive analysis. The instrument validity was tested using the Lawshe's Formula (1975) involving three experts and two character education practitioners for statements referring to the instrument grid. Meanwhile, the reliability test was conducted using the Alpha Cronbach technique. The results of this research showed that (1) the PPK assessment instrument was declared valid with a coefficient value ranging from 0.75-1.00, and (2) the PPK assessment instrument was declared reliable with a reliability coefficient of 0.705 (high category). According to the results, it can be concluded that the PPK assessment instrument for the upper-class student of elementary school had met the validity and reliability requirements so that it was feasible to use.

**Keywords:** assessment instrument, character education reinforcement, upper-class students of elementary school

## 1. INTRODUCTION

The Act of the Republic of Indonesia Number 20, Year 2003 on National Education System, Chapter III, Article 3 states:

The functions of National Education to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners' potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess morals and noble character; who

Corresponding Author: An-Nisa Apriani; email: annisa.apriani@almaata.ac.id

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are healthy, knowledgeable, competent, creative, independent; and as citizens who are democratic and responsible.

The statement indicate that education must have a spiritual attitude related to belief and godliness to God Almighty; the social attitude related to noble character, health, independence, democracy, and responsibility; the knowledge related to intellectualism; and the skills related to proficiency and creativity. In line with this, [2] Suyanto explains that education is a systematic activity to improve human dignity holistically covering cognitive, affective (nature, character, superior personality), and psychomotor aspects. Furthermore, [2] Suyanto states that character is the basic capital in the development of a high-level civilization that is currently needed. It is obvious that the function and goal of national education require the formation of students who develop their full potential, not only reasoning potential and skills, but also noble character as the foundation for the formation of a higher civilization.

Character education reinforcement is also highly emphasized in the current era that called Industrial Revolution 4.0 era. This current era demands the quality of human resources, who not only are intelligent but also have character. Indonesian human resources now and in the future are required to have (1) characters such as faith and piety, humility, honesty, and morality; (2) competence; and (3) literacy skills in a globalized world [3]. Building the noble character of the nation's young generation must be done to respond the challenges of education in the era of Industrial Revolution 4.0. This challenge is in the form of many problems of moral decadence which is a picture of the increasingly fragile character of the younger generation. Lack of understanding of character education will have implications for the erosion of the culture and morals of the nation's children, such as acts of radicalism, brawls among students, and the emergence of attitudes that do not reflect the nation's children [3].

Realizing the importance of this problem, the government seeks to establish an education system that focuses on inculcating character values with the producing of state regulation Number 87 of 2017 concerning Character Education Reinforcement (CER). CER is an educational program under the school's responsibility to reinforce the student's character by mean of the harmonization of the management of the heart, taste, thought, and body with involving and cooperating among school, families, and the community as part of the National Movement of Mental Revolution (NMMR). ) [4]. The management of the heart relates to individuals who have inside spirituality, faith, and piety. The management of taste means that the individual has moral integrity, a sense of art, and culture. The management of thought means individuals have academic excellence as a result of lifelong learning, while the management of body means

individuals who are healthy and able to participate actively as citizens. As a follow-up to this policy, the government has formulated five main character values that are interconnected to form a value network and need to be developed as a priority for the CER movement. The five core values of the nation's character are: (1) religiosity, (2) nationalism, (3) independence, (4) mutual cooperation, and (5) integrity [5]. Wuryandani, W., Maftuh, B., & Budimansyah, D. [6] Wuryandani, et al added that character education reinforcement in the current era is an important thing to do considering the many events that indicate a moral crisis among children, teenagers, and parents. Therefore, character education reinforcement needs to be carried out as early as possible by starting from the family environment and school, and extending into the community.

The aim of character education reinforcement programs is to develop the ability to decide what is good and bad, as well as to become an example in solving problems in society. Furthermore, the character itself talks about not only the personality of oneself or others, but also the form of a good personality that makes oneself or others give each other goodness and happiness [7]. According to Jaedun, A., & Manaf, A. character is related to the behavior, morals, and character inherent in everyone [8]. Meanwhile, Nucci L explains that character is relevant to moral characteristics [9]. Ugurlu adds that character education is designed to instill social attitudes and positive behavior in a person, in order to develop social competence [10]. Thus, character education aims to build and develop positive personality and social attitudes in oneself and others by giving each other kindness and happiness.

Character education programs are planned and implemented to strengthen moral values which include aspects of knowledge, feelings, and morality. The implementation of CER cannot be separated from the involvement and cooperation among schools, families, and the community. Inculcating, building, and strengthening character values for students in the CER program is the main goal in order to improve the implementation of a more civilized national education [11]. Character education is obliged to be carried out sustainably in the family, school, and community. Manaf & Kartowagiran write that the aim of character education carried out in schools, homes, and community environments is to create or shape children's good behavior, skills, attitudes, and social competence [12].

To reveal the success in inculcating character values requires an assessment instrument that is in accordance with its objectives, by comparing the child's behavior with the established character indicators. According to Kesuma et.al, the objectives of evaluating student character education are to reveal: (1) the progress of learning outcomes in the form of ownership of certain character indicators in children within a certain period of

time, (2) the strengths and weaknesses of the instructional design made by the teacher, and (3) the level of effectiveness of the teaching-learning process experienced by children in class, school, and home settings [13]. Although CER has long been proclaimed in schools, it has problems that occur in the field, that the development of CER is not accompanied by measuring tools. The elements that have been formulated by the Education and Culture Ministry in the implementation of character education still revolve around (1) descriptions, (2) school indicators, and (3) general class indicators. In addition, a specific evaluation of the achievement of character values has not been carried out [14]. In the field, adequate, valid, reliable, and usable character education assessment instruments are very rare, especially CER for upper-class students of elementary school. In practice, teachers use an assessment instrument that is in the teacher's book and they tend to follow the existing assessment instrument to assess the student's character even though it does not cover all aspects of attitudes that exist in the character of CER [15].

Based on the argument above, this research developed an instrument for assessing character education for upper-class elementary school students. The assessment of character education in question is the main value of the nation's character which is a priority value in CER, namely (1) religiosity, (2) nationalism, (3) independence, (4) mutual cooperation, and (5) integrity. It is expected that the developed character education assessment instrument can be used as a teacher reference in assessing the character of elementary school students.

## 2. METHOD

This studies is research and development using the 4D development model consisting of four main stages, namely *define*, *design*, *develop*, and *disseminate* [16]. In this research, the stages carried out are up to the *develop* stage. The development steps or procedure is shown in Figure 1.

The instrument developed in this study is a character questionnaire validation sheet for students of elementary school. The preparation of the elementary student character questionnaire is based on the grid in Table 1.

The validity testing was carried out by involving three experts/lecturers of elementary school education program and two elementary school teachers. Validity is the level of an instrument's effectiveness. An instrument can be said to be valid if it is able to measure what is supposed to be measured. The validity testing used in this study is content validity [17]. Content validity shows the extent to which an instrument describes

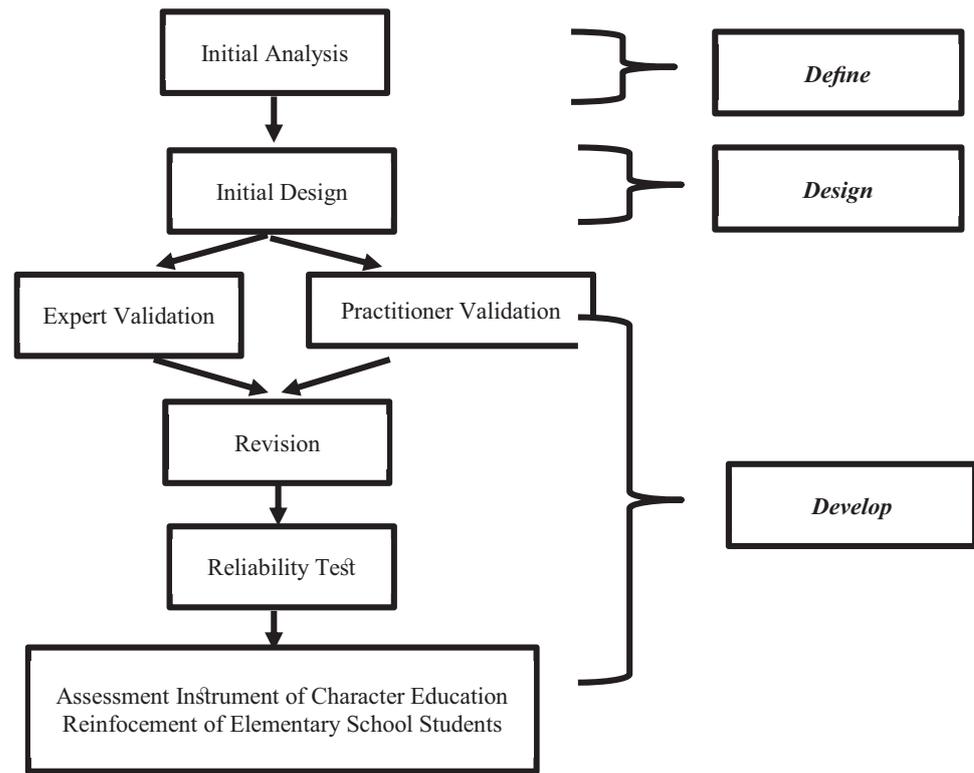


Figure 1: Research Design.

the desired content. In this research, testing the validity of the content used the Formula Lawshe test (1975) on the content validity ratio or CVR involving five experts. The criteria for the validity of the items of the instrument used the rule that the item content is declared valid if it has a CVR of 0.75 [18]. The formula for testing the validity of the Formula Lawshe test is as follows:

$$CVR = \left( \frac{n_{e-\frac{N}{2}}}{\frac{N}{2}} \right)$$

Notes:

CVR = Content validity ratio

N = Total number of validators

ne = Number of expert lecturers who provide relevant (valid) assessments

The reliability test aims to determine the consistency of the using research instruments.

According to Arikunto, measurements in the form of a questionnaire or a rating scale are tested using the Alpha Cronbach technique. Thus, in this research, Alpha Cronbach formula was used to find the reliability of the instrument [19]. Cronbach's Alpha formula is as follows:

TABLE 1: Grid of Elementary School Student Character Questionnaire.

No	Character Values	Indicators	Questionnaire Item No	
			Positive	Negative
1	Religiosity	Carrying out God's commands (individual vertical relationship with God)	1, 3	2
		Carrying out God's commands (Inter-human relationships)	4, 5, 6, 7, 8	
		Carrying out God's commands (Individual relationship with environment)	9, 10, 12	11
2	Nationalism	Having a sense of great pride in the culture of one's own nation	13, 14,	
		Accepting religious/cultural/ethnic/national diversity	15,	16
		Prioritizing common interests	17, 20	18, 19
3	Integrity	Responsibility as a school community Member	21, 22	
		Respecting the dignity of individuals, especially persons with disabilities	24	23, 25
		Being honest/trustworthy in words and behavior	28	26, 27
4	Independence	Having the behavior of not depending on others	30, 31	29
		Being responsible for every activity	32, 33	34
		Being persistent and not easily giving up	36, 37	35
5	Collaboration	Having the spirit of cooperation in solving problems	38, 39	
		Being helpful to friends in need	40, 41	42
		Being negotiable	43	44, 45

$$r_{11} = \left[ \frac{k}{(k-1)} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_1^2} \right]$$

Where:

$r_{11}$  = Instrument reliability

$k$  = Number of items

$\sum \sigma_b^2$  = Number of item variants

$\sigma_1^2$  = Total number of variants

According to Ardani, for the results of instrument data generated from the calculation using the Cronbach Alpha formula using the SPSS program, if the reliability coefficient ( $r_{11}$ ) is 0.7, the instrument is declared reliable [18].

### 3. FINDINGS AND DISCUSSION

#### 3.1. Characteristics of Character Evaluation Instrument

The product developed in this study is a character assessment instrument in the form of a questionnaire for upper-class students of elementary school. The preparation of the questionnaire grid refers to the Guide to Character Education Reinforcement (CER) from the Education and Culture Ministry, which includes five values, namely religiosity, nationalism, integrity, independence, and mutual cooperation. After the grid was made, the next step was the preparation of statements on the questionnaire according to the developed indicators. Developing the assessment instrument for character education reinforcement was carried out using the 4D development model consisting of four stages, namely *define*, *design*, *develop*, and *desseminate*. In this research, the stages carried out are up to the *develop* stage. The *define* stage is a needs analysis in the form of theoretical analysis to find the grand theory of character education reinforcement and characteristics of upper-class students of elementary school. The *design* stage is to design a character assessment instrument in the form of a questionnaire based on the grid that has been described. The character assessment that is used in the instrument includes the values of religiosity, nationalism, integrity, independence, and mutual cooperation. The *develop* stage is the stage of testing the designed instrument to seek instrument validity. Instrument validation includes content validity with judges and reliability.

#### 3.2. Validity and Reliability Testing of the Developed Instrument

The validity testing of the developed instrument was carried out using the formula [18]. It was conducted to determine the level of the instrument validity. It involved three lecturers of the elementary school teacher education program and two elementary school teachers. The assessment given produced a category in the form of relevant (valid) and irrelevant (invalid) instrument. Furthermore, the experts gave their opinions and suggestions to the instrument with the aim of perfecting the contents of the instrument.

Based on the data resulted from the assessment of the three lecturers and two teachers, the next step was to calculate the validity of the instrument by finding the CVR of 59 items on the developed instrument. The calculation using the CVR formula obtained results of 1, 0.6, and 0.2, so that there were 45 items categorized as valid because they had a coefficient of 0.75-1.00. The criteria for the validity of the contents of the instrument used the rule that the contents of the items were declared valid if they had a CVR 0.75

After the validity testing of the item, the next step was to do the reliability testing. The reliability testing was conducted to determine whether or not the instrument was reliable. To test the reliability of the character questionnaire, the researcher used the Alpha Cronbach formula because the research instrument was in the form of a questionnaire, with the help of SPSS 25.0 for Windows. The data obtained by :

TABLE 2: Reliability Statistics.

Cronbach's Alpha	N of Items
.705	45

Resource: SPSS 25.0 For Window

Based on the table above, the reliability coefficient of the developed questionnaire for upper-class students of elementary school is 0.705 with N = 45 (number of items). Thus, the questionnaire with all its questions is consistent to measure the student's characters, which include the values of religiosity, nationalism, integrity, independence, and mutual cooperation.

### 3.3. Discussion

Educational institutions play a major role in inculcating student character. The core of character education in the context of education in Indonesia is the teaching of noble values originating from the culture of the Indonesian nation. The implementation of character education reinforcement in schools includes, classroom teaching and learning, integration in all subject matter, integration in co-curricular and extra-curricular activities, empowerment and culture, and reinforcement [20]. This statement is accordent with the research result which states that the educational environment that is quite instrumental in instilling the values of life in students is the school [7]. Schools as social control are concerned with improving students' bad habits through character education programs.

Character education programs are designed to shape, develop, and strengthen life values including the aspects of knowledge, feelings, and morality. The result is the

formation of personal qualities of individuals who are intelligent, good, and useful for themselves, others, and society. This statement is also in line with the results of Anshori's research that character education reinforcement programs are a process of forming, transmitting, transforming, and developing students' abilities to think and behave according to the values of Pancasila[21]. Character education reinforcement (CER) in the school environment has the function of sorting out and selecting Indonesian culture and foreign culture, which is more civilized. Religiosity, nationalism, independence, mutual cooperation, and integrity are the five main values that must be instilled through the national education system, with the hope that all students know, understand, and apply these values in all walks of life.

Teachers have a big responsibility to produce a generation of the nation with character, culture, and morals. The teacher's responsibility in character education reinforcement programs is conducting the assessment process. This statement is relevant to the findings of a study saying that to measure the character of students in a certain period of time, an assessment is needed [22]. Character education assessment aims to detect the character built in children. Assessment is used not only to measure the success of a program, but also to monitor the progress and development of children's learning. Character education aims to provide education that leads to the achievement of character formation, development of national character values, and noble character of students. Therefore, an assessment of character education is needed to determine the success of student character education.

Teachers have difficulty in assessing student character because the process of observing student behavior takes a long time, even teachers must also assess students' cognitive and skill development. This statement is supported by research findings that explain that teachers have difficulty in developing character assessment instruments. The assessment instrument used is based on the teacher so the evaluation process carried out by the teacher must be maximized so that the integration of character education reinforcement is carried out properly and achieves the desired goals [23]. Thus, the development of a character questionnaire for students is very useful and beneficial to teachers in measuring and conducting character assessments for elementary school students.

## 4. CONCLUSION

Based on the findings and discussion have been stated previously, it can be said and concluded that the developed assessment instrument for character education reinforcement in the shaping of a questionnaire for the upper-class students of elementary school has met the criteria and is proven to have a good level of content validity and reliability. The results of the content validity testing by experts with the CVR formula are categorized as valid because they have a coefficient of 0.75-1.00. While the result of the reliability testing is the reliability coefficient of 0.705 with the number of  $N = 45$  (number of items). Thus, the character questionnaire with all of its questions is consistent to measure the student's character, which includes the values of religiosity, nationalism, integrity, independence, and mutual cooperation.

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