

Implementation of Assessment Based Character For Enhancing Social Value Student Class X at Swadhipa High School Natar, South Lampung

Sovia Mas Ayu¹,
UIN Raden Intan Lampung

Putri Permata Sari²
UIN Raden Intan Lampung

ABSTRACT

Demands education 21st century emphasizes importance strengthening character besides achievements academic , but practice assessment at school Still dominant oriented cognitive so that internalization mark character not optimal. Research This aim optimizing assessment based on character in learning Sociology through Classroom Action Research (CAR) that was implemented in two cycles against 30 students class X of Swadhipa High School Natar , South Lampung. Every cycle covering stage planning , action , observation , and reflection with intervention in the form of learning collaborative and projects based issue social assessors indicator Work same , responsibility responsibility , empathy , honesty , and caring social . Data collected through observation sheet evaluation characters , and documentation , then analyzed in a way descriptive quantitative and qualitative . Research results show improvement significant internalization character student from 60.7% in Cycle I to 82.0% in Cycle II, exceeding criteria success ($\geq 75\%$), with Work The same as aspect highest (86.7%). Findings This confirm that assessment is based on character effective in strengthen strengthening character student in learning Sociology . Implications study This show that application of assessment based on character can become an assessment strategy integrative alternative for teachers in evaluate at a time grow values social student through learning contextual and reflective in the classroom.

Keywords: Character Assessment , Reflective PTK , Sociology , Character Education

Address for Correspondence:

1. Universitas Islam Negeri Raden Intan Lampung

Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung 35131, Indonesia

Email: sovia.masayu@radenintan.ac.id.

2. Universitas Islam Negeri Raden Intan Lampung

Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung 35131, Indonesia

Email: putriips672@gmail.com

INTRODUCTION

Development the 21st century demands system education For produce source Power human beings who do not only superior in aspect academic , but also has character strong , ethical social , as well as ability adapt to change ongoing social fast (Trilling, 2009). In global perspective , education positioned as means strategic in form thinking individual critical , responsible answer , and be able to play a role active in life socializing (OECD, 2018). Because of that that , education character understood as a systematic and continuous process that integrates planting value , formation attitude , and habituation behavior in overall activity learning (Lickona, 2013).

In a way theoretical , educational character is effort aware For develop potential students to have moral integrity , responsibility answer social , and complete personality (Amin,

2022). (UNESCO, 2021) confirm that strengthening character is foundation main in development man in a way comprehensive . In line with That , (Berkowitz, 2015) state that education character play a role significant in form not quite enough answer social and moral integrity of students . Although Thus , its implementation in schools Still face various constraint (Rahmah, 2019). Various phenomenon moral degradation in adolescents show that education Not yet fully optimized in operate function formation character (Budiningsih, 2008). Therefore that , internalization mark through the learning process become need urge in respond complexity social (Nucci, 2014)life .

In Indonesia, the policy strengthening education character has integrated to in curriculum national as response to global (Kemendikbud., 2017)dynamics . School viewed as room strategic For implant mark character through contextual and continuous learning (Suyanto, 2021). Beside That (Ryan, 2020) emphasize that education character No only implemented through material learning , but also through interaction class , culture schools and systems evaluation used . In context evaluation education , assessment own role important in ensure development character student ongoing in a way measurable and sustainable (Mardapi, 2022). Integration between learning and assessment become factor key in success education character (Zubaedi, 2019). Learning Sociology own position strategic in support education character Because study values , norms, interactions social , as well as dynamics community (Banks, 2015)life (Ballantine, 2016) Through reflective learning , students can develop empathy , tolerance , and ability Work The same in understand social (Johnson, 2017)reality . In context education national , learning Sociology expected No only emphasize mastery concept , but also encourage formation character citizenship and responsibility answer social (Hidayatullah, 2020).

However Thus , the practice evaluation at school Still dominated by assessment cognitive based test written (Brookhart, 2018) (Nitko, 2019) Evaluation to aspect attitude and character often of a nature administrative and not yet integrated in a way authentic in the learning process (Wiyani, 2020); (Arifin, 2021). As a result , the development character student Not yet can measured in a way comprehensive (Mardapi, 2022). Assessment- based approach character or authentic offer alternative with assessing the process, participation active , and implementation mark in context real learning (Gulikers, 2014) (Brown, 2012) (Mueller, 2018) (Darling-Hammond, 2020) (Wiggins, 2019).

Although various study has discussing assessment based on character , application of reflective model through Classroom Action Research (CAR) in learning Sociology at the high school level is still relatively limited (Susanti, 2021); (Pratiwi, 2022);(Rahman, 2023) In fact , PTK allows teachers to do repair practice learning in a way systematic through stages planning , action , observation , and repeated reflection .

Based on description said , research This aim For optimize *assessment* implementation based character in learning Sociology through the Classroom Action Research (CAR) model for students class X of Swadhipa High School Natar , South Lampung. Focus study directed at improvement practice learning and systems integrated assessment with values cooperation , responsibility responsibility , empathy , honesty , and caring social research This expected can give contribution empirical in assessment model development systematic and sustainable character at all levels education medium .

METHOD

Study This use Classroom Action Research (CAR) uses two cycles For increase *assessment* implementation based character in learning Sociology in class X of Swadhipa High School Natar, South Lampung. Every cycle covers stage planning , implementation action , observation , and reflection (Kemmis & McTaggart, 1988). Subject study consists of on Sociology teacher and 30 students Class X. Actions taken through learning collaborative and projects based issue integrated social with evaluation characters , including Work same , responsibility responsibility , empathy , honesty , and caring social . Data collected through observation , documentation , and reflection students , then analyzed in a way descriptive quantitative and qualitative research stated succeed if at least 75% of students reach category good on indicators defined and existing characters improvement results between cycle .

Figure 1.1 PTK Method Flow



RESULTS AND DISCUSSION

As many as three thirty (30) students class X is made subject in study action class this . All student follow the learning and observation process at each cycle action so that level participation respondents reached 100%. Condition This show that all over subject study involved in a way active in implementation actions in cycle I and cycle II. The height level participation student become factor important in study action class Because success implementation actions are greatly influenced by involvement direct participant educate in every stage learning , starting from discussion , work group , up to reflection to behavior emerging social during the learning process .

Characteristics Subject Study

Table 1. Distribution Respondents Based on Type Sex

Type sex	Amount	Percentage (%)
Man	16	53.3
Woman	14	46.7
Total	30	100.0

Table 1 shows that composition respondents relatively balanced between student men and women . Conditions This reflect environment heterogeneous learning so that allows interaction more social dynamic in activity learning . In context learning based character , gender diversity can enrich the interaction process social student Because they Study For value difference view , build Work the same , and develop attitude tolerance in group learn . With Thus , diversity characteristics student This give relevant context For observe development mark emerging social during the learning process ongoing .

Table 2. Distribution Respondents Based on Age

Age	Amount	Percentage (%)
15 years	12	40.0
16 years	14	46.7
17 years	4	13.3
Total	30	100.0

Based on Table 2, majority student aged 16 years (46.7%), which is range age development teenager middle . At the stage development this , students start show improvement ability think abstract and consciousness more social ripe . They No only capable understand draft academic , but also starting develop understanding to applicable moral and social values in life society . Therefore that , the application of assessment based on characters at the stage This become very relevant Because student has own ability reflection the self that allows they evaluate behavior social they in the learning process .

Results of Cycle I

The results of observations in cycle I show that achievement indicator character student Still be under criteria established success ($\geq 80\%$). Achievement data indicator character presented in Table 3.

Table 3. Character Value Achievement Students in Cycle I

Character indicator	Amount student complete	Percentage (%)
Cooperation	19	63.3
Responsibility	18	60.0
Empathy	17	56.7
Honesty	19	63.3
Concern social	18	60.0
Average	-	60.7

Table 3 shows that the average achievement mark character in cycle I was 60.7%, which is still is in the category in progress and not yet fulfil criteria success research . Highest value seen in the aspect Work equality and honesty with percentage of 63.3%, while indicator empathy become aspect lowest with percentage 56.7%.

This result show that at this stage beginning application of assessment based on character , students Still is at in the process of adjustment to system assessment that emphasizes dimensions attitudes and behavior social . During This part big practice the assessment they make experienced at school more focused on achievement cognitive , so that indicator like empathy , caring social and responsibility answer group Not yet fully become attention in activity learning . Conditions the cause part student Still show limited involvement in activity discussion and work group .

Besides that , the result observations in cycle I also showed that distribution role in group Not yet walk optimally . Some student tend more dominant in convey opinion , while member group other Still behave passive . This is impact on low achievement indicator empathy and responsibility answer group , because interaction social events that occur Not yet fully reflect Work equal equal between member group .

Results of Cycle II

Based on results reflection on cycle I, the teacher carried out a number of improvement of learning strategies in cycle II. Improvement the covering more explanation details about rubric evaluation character , division clear roles in groups , as well as giving bait come back to behavior social student during the learning process . In addition that , the teacher also strengthens activity reflection at the end learning so that students can evaluate attitude and contribution they in Work group . Improvement results action the show existence improvement achievement indicator characters in cycle II as presented in Table 4.

Table 4. Character Value Achievement Students in Cycle II

Character indicator	Amount student complete	Percentage (%)
Cooperation	26	86.7
Responsibility	24	80.0
Empathy	23	76.7
Honesty	25	83.3
Concern social	25	83.3
Average	-	82.0

Table 4 shows existence significant improvement with average achievement indicator character reached 82.0%, so that has beyond criteria success research . Aspects Work The same become indicator with percentage highest namely 86.7%, whereas indicator empathy also experienced quite an improvement significant compared to with cycle previously . Improvement This show that student start understand that behavior social like Work same , responsibility responsibility and concern social is part important from the learning process . When the indicators character entered in system assessment , students become more aware to attitudes and interactions they during activity Study ongoing .

Analysis Improvement between cycle

Table 5. Comparison Cycle I and Cycle II

Indicator	Cycle I	Cycle II	Percentage (%)
Cooperation	63.3	86.7	23.4
Responsibility	60.0	80.0	20.0
Empathy	56.7	76.7	20.0
Honesty	63.3	83.3	20.0
Social concern	60.0	83.3	23.3
Average	60.7	82.0	100.0

Table 5 shows that all over indicator character experience improvement with an average increase by 21.3%. Increase highest occurs in the indicator Work same and caring social . This is show that activity learning that involves discussion groups and projects based issue social capable push student For more active interact as well as build connection positive social in environment Study .

DISCUSSION

Research result show that application of assessment based on character in learning Sociology capable increase internalization mark social student in a way significant . Increase This seen from the average achievement indicator improved character from 60.7% in cycle I to 82.0% in cycle II. Changes This show that integration evaluation character in the learning process No only functioning as tool evaluation results learning , but also as a pedagogical strategy that is capable of form behavior social student during activity Study ongoing . Improvement mark characters in cycle II can explained through change approach more assessment emphasize on aspects reflective and participatory . In context education character , Lickona explain that formation character No Enough only through delivery mark in a way cognitive , but must supported by experience learning that allows student practice values the in interaction social everyday . Therefore that , when indicator character like Work same , empathy , responsibility responsibility and concern social entered to in system assessment , students become more aware that behavior social they is part important from the learning process .

Besides that , the increase results research is also related with implementation the principle of assessment for learning, namely assessment that is not only functioning measure results learn , but also help student improve the learning process them . According to Black and Wiliam , the assessment that provides bait come back constructive can increase involvement student in the learning process as well as push they For develop more effective learning strategies effective . In study this , giving bait come back to behavior social student during discussion and work group help they understand aspect necessary characters repaired , so that happen improvement achievement indicator characters in the cycle next . Other factors come into play support improvement mark social student is use learning collaborative and projects based issue social activities learning the give chance for student For interact in a way direct with Friend a group of them in finish task together . The process of discussion , negotiation , and decision-making decision in group push student For develop skills social like Work same , empathy , and ability value difference opinion . This is in line with Brookhart's stated view that integrated assessment in activity learning can help student understand standard expected behavior as well as push they For show appropriate attitude with values the .

Improvement the biggest in study This occurs in the indicator Work same and caring social , each of which increases more from 23%. This is show that activity learning that involves Work groups and projects social capable create environment supportive learning development values social . Through intensive interaction in group , students Study For share not quite enough answer , each other help , and understand other people's perspectives . Experience Study kind of this is very important in build competence social that is not can obtained through individual learning . In addition that , approach Classroom Action Research (CAR) which is of a reflective and cyclical give contribution important in success study this . Through stage reflection on each cycle , teachers can identify various obstacles that arise during the learning process as well as design more improvement strategies effective on the cycle next . With Thus , the increase results from cycle I to cycle II no only show success actions taken , but also affirmed that the process of systematic reflection in PTK capable increase quality practice learning in a way sustainable .

In a way overall , findings study This show that assessment is based on integrated characters in the learning process can become a strategy in grow mark social student in a way contextual and sustainable . Assessment that is not only focus on aspects cognitive , but also on dimensions attitudes and behavior social , enabling the learning process functioning as means formation character at a time development competence social students . Therefore that , the application of assessment based on character can become alternative approach relevant assessment For support implementation education character at school medium .

CONCLUSION

Based on findings research that has been described , can concluded that implementation *assessment* based character through the Classroom Action Research model give significant influence to improvement internalization mark character students , especially in the aspects of (1) cooperation , (2) responsibility responsibility , (3) empathy , (4) honesty , and (5) concern social . Increase in average achievement indicator character from 60.7% in cycle I to 82.0% in cycle II shows that actions taken effective in repair quality of the learning process at a time strengthen formation character students . Remembering importance strengthening character in form readiness social and academic students , required planned and sustainable efforts in integrate evaluation character to in activity learning everyday . In connection with matter mentioned , it is recommended that :

1. Teachers need to in a way consistent apply *assessment* based equipped characters with rubric clear assessment as well as bait come back reflective so that the internalization process mark ongoing in a way systematic .
2. Party school need support implementation education character through policy academic , supervision learning , as well as training sustainable for teachers in development instrument evaluation character .
3. Department of Education and stakeholders policies at the level area should promote strengthening programs education integrated characters in curriculum as well as provide support source adequate power use create environment conducive and formation - oriented learning character student in a way sustainable .

With Thus , integration *assessment* based character in learning No only increase achievements attitude student in a way quantitative , but also strengthens quality development - oriented education character as foundation main learning at school .

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