# Development of The Character Education Evaluation Model In Schools

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## Abstract

*The research aims to examine the development of a character education evaluation model in schools and madrasahs. This research adopts a qualitative descriptive method using literature review. The study concludes that character education focuses on the affective and psychomotor domains, which are evaluated through questionnaires, inventories, portfolios, and observations. The implementation involves intracurricular, extracurricular, and school cultural activities. The evaluation methods include observation, self-assessment, teacher observation, tests, quizzes, discussions, and reflections. The evaluation criteria encompass caring, cooperation, commitment, courage, change, relationships, coherence, consensus, communication, culture, and criticality. Character education holds significant meaning as it shapes positive habits in cognitive, affective, and behavioral domains. The evaluation also involves assessing the performance of educators, educational staff, and students.*

***Keywords****: Evaluation, Education, Character.*

## Introduction

The role of The development and cultivation of character as an effort to realize the mandate of Pancasila (the foundational philosophical theory of the Indonesian state) and the Preamble of the 1945 Constitution are driven by current national issues. These include disorientation towards Pancasila values, limited integrated policy instruments in implementing Pancasila values, shifts in ethical values, decreasing awareness of national cultural values, threats to national disintegration, and the weakening of national independence.

The development of a Character Education Evaluation Model is an important topic in the current educational context. Character education has become an increasingly important focus, recognizing the importance of developing moral and ethical values in the learning process. To ensure the effectiveness and success of character education, there is a need for systematic and comprehensive evaluation of the implemented programs.

In this context, the study of developing a character education evaluation model becomes highly relevant. Character education evaluation plays a crucial role in measuring the success of implementing character values in the curriculum and school activities.

In the introduction, the urgency of developing a character education evaluation model and the importance of having a structured and effective approach to evaluating the formation of students' character will be discussed. With a good evaluation model, character education can be developed in a more targeted manner, providing valuable feedback and giving an overview of students' achievements and developments in terms of character.

The study of developing a character education evaluation model has broad implications, not only for formal education in schools but also for non-formal and

informal education. Therefore, this research has significant relevance in the context of comprehensive and sustainable character education development.

Character education evaluation in schools and madrasahs is important to measure students' progress, monitor program success, enhance accountability, provide feedback to students and educators, identify needs and challenges, and strengthen the integration of character values in the curriculum. Through this evaluation, individuals with integrity and good character can be nurtured.

**Methods**

The author of this research utilized literature as the method and qualitative approach as the reference to explore and understand the meanings attributed by individuals or groups to social or humanitarian issues, as explained by Creswell (2015:4).

According to Zed (as cited in Fadli, 2021), there are four necessary processes in the literature method, which are reviewing, reading, and taking notes on the study sources used as research materials. Therefore, the analysis used in this study is content analysis. The analysis involves preparing articles, reviewing, reading, and taking notes in accordance with the study sources.

**Results and Discussion**

**The Concept of Character Education Evaluation**

Evaluation is a planned activity aimed at obtaining information about the condition of an object using measurable instruments and comparing it to established standards to reach conclusions (Sanjaya, 2006). In the context of character education, evaluation is an assessment conducted to understand the education process and its components using measurable instruments, with the goal of measuring the extent to which the desired character has been achieved.

Another opinion is presented by Kappa (1971) who states that "evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives."

Furthermore, Griffin and Nix (Adawiah, 2020) state that: Measurement, assessment, and evaluation are hierarchical. The comparison of observation with criteria is measurement, the interpretation and description of the evidence is assessment, and the judgment of the value or implication of behavior is evaluation.

**The Purpose of Character Education Evaluation**

Character education evaluation involves observing students' behaviors, including verbal expressions, actions, facial expressions, body language, and other aspects related to their thoughts and attitudes. Its purpose is to measure whether students have internalized the character traits implemented in school over a specific period of time.

This evaluation compares students' behaviors with the established character indicators, including both school-wide and classroom indicators used by the school principal, teachers, and administrative staff, as well as subject-specific indicators that reflect students' affective behaviors toward certain subjects. Character education evaluation assists schools in monitoring students' character development and ensuring the integration of character education into daily school activities (Zuriani, 2016).

Evaluation in character education is conducted to measure whether a child has acquired a set of predetermined personality traits within a specific time frame determined by the school. Therefore, the essence of assessment in the context of character education is to compare a child's behavior with the established standards (personality indices) set by teachers and/or the school.

The process of comparing a child's behavior with personality indicators is carried out through the measurement process. Measurement can be conducted through specific tests or without tests.

**Steps of Character Education Evaluation**

The steps of evaluation explained by Suharsimi in the context of character education allow for the systematic measurement of student achievement in character development. In each evaluation step, whether it is setting objectives, limiting evaluation materials, formulating instructional goals, sequencing competency standards, developing a specification table, or writing test items, character aspects can also be considered (Zuriani, 2016).

For example, in formulating specific instructional objectives, those objectives can include character aspects to be developed in students, such as moral values, empathy, or leadership. Additionally, when developing a specification table, it can be considered to include thinking aspects related to character, such as critical thinking, reflective thinking, or analytical thinking.

By using appropriate evaluation steps, character education evaluation can become more targeted and measurable. The evaluation data obtained from each step can provide information about students' character development and the extent to which they have achieved the desired character development goals. Thus, implementing character education-focused evaluation can help enhance the effectiveness of character education in the educational environment.

Character education evaluation in schools and madrasahs involves the following steps:

1. First, determine the evaluation objectives to be achieved, both in terms of student development and the effectiveness of the character education program.
2. Second, identify the character values to be evaluated according to the implemented curriculum or program.
3. Third, select suitable evaluation methods, such as observation, self-assessment, teacher observation, questionnaires, inventories, portfolios, tests, quizzes, group discussions, and reflections.
4. Fourth, plan a regular and organized evaluation schedule to obtain accurate data.
5. Fifth, conduct evaluations according to the selected methods, such as observing student behaviors, encouraging self-assessment, or collecting evidence of the application of character values.
6. Sixth, analyze the evaluation results to identify students' strengths, weaknesses, and developments in character.
7. Seventh, provide feedback to students, parents, and other relevant parties, and formulate improvement actions or further development in the character education program.
8. Finally, conduct periodic program evaluations overall to ensure alignment with character education goals and identify necessary changes.

With these steps, character education evaluation can be an effective tool for monitoring and developing students' character in schools and madrasahs.

**Forms of Character Education Evaluation**

Character education places greater emphasis on the affective and psychomotor domains than the cognitive domain. Therefore, character education evaluation primarily involves evaluating the affective and psychomotor domains. Evaluation techniques that can be used include questionnaires, inventories, portfolios, and observations (Jaelani & Hasanah, 2020).

Mayasari et al. (2022) state that character education evaluation is conducted through suitable evaluation techniques to measure the affective and psychomotor domains, such as questionnaires, inventories, portfolios, and direct observation.

Character education evaluation can take various forms to measure students' development and achievement in terms of character and the values being developed. One common form of evaluation is observation, where student behaviors are observed through verbal expressions, actions, facial expressions, body language, and attitudes that demonstrate the application of character values.

Additionally, self-assessment can be employed, where students reflect on the

application of character values in their daily lives. Teachers can also assess students' character through observation, notes, or direct assessment of their behaviors and attitudes in the classroom.

Students can create portfolios containing evidence of the application of character values and participate in tests or quizzes that assess their understanding of character. Group discussions and reflections can also be used as forms of evaluation, where students share experiences and thoughts related to the application of character values.

A combination of these evaluation forms can provide a more comprehensive picture of students' character development in character education. Mixed methods evaluation is often recommended, and the involvement of experts in the selection of methods and assessment processes should be maintained. Some quantitative evaluation techniques can be applied in character education evaluation, while qualitative techniques can also be used by conducting deeper observation and providing richer descriptions of what is happening in the school (Mayasari et al., 2022).

In schools and madrasahs, character education evaluation can be conducted through various means. Some common forms of evaluation include observing student behaviors in the classroom, students' self-assessment of the application of character values, teacher observations of student attitudes and behaviors, as well as the use of questionnaires or inventories to measure students' character development.

Furthermore, portfolios containing evidence of the application of character values, tests or quizzes assessing students' understanding of character, group discussions for sharing experiences and thoughts, as well as reflections on the application of character values, are also forms of evaluation that can be implemented. By using these various forms of evaluation, schools and madrasahs can monitor and measure students' development

and achievement in terms of character and the desired values.

**System of Character Education Evaluation**

Mulyasa (2014:191) states that character education assessment (authentic assessment in the 2013 curriculum) includes program assessment, process assessment, and character education outcomes assessment.

Program assessment is conducted to evaluate the effectiveness and suitability of the designed program, ensuring that relevant character values have been integrated and aligned with the needs of students and the school environment. There are various ways to assess the character education program, particularly in relation to the aspects evaluated, data collection methods and procedures, criteria considered, and the use of understanding to make decisions. Two approaches to character education program assessment are the mainstream approach and the transformative approach (Mulyasa, 2014).

Process assessment focuses on the implementation of the character education program, including teacher-student interactions, teaching methods used, and educators' efforts in developing students' character. In conducting process assessment of character education, various data collection methods can be used to understand students' personalities, thinking, and actions. In this regard, evaluators can gather and analyze data through observation, interviews, checklists, and other means (Mulyasa, 2014).

On the other hand, outcome evaluation aims to measure students' achievements in character development by assessing their behaviors, attitudes, and understanding of the desired character values. By conducting this comprehensive evaluation, schools can assess the effectiveness of the character education program and identify areas for improvement, thereby enhancing holistic character development of students.

Kesuma (2011) states that evaluation for character education means a planned,

systematic, systemic, and goal-oriented process to assess the possession of character traits by children.

Therefore, the evaluation of character education involves assessing the program, the process of implementation, and the outcomes achieved by students. This comprehensive evaluation ensures that the character education program is effective, that the implementation aligns with the desired objectives, and that students develop the desired character traits.

**Model of Character Education Evaluation Development**

To enhance character education, a developmental assessment process is needed that aligns with the cultural values and practices in the school environment. Character education fundamentally encompasses the full potential of human individuals, including cognitive, affective, conative, and psychomotor aspects, as well as social and cultural aspects in interactions with families, educational institutions, and communities. The main function of character education in schools and society is to achieve consensus on democratic values.

This Character Education Evaluation Model (EPENKAR) is a specific form of a set of components and sequential procedures to realize a character education evaluation process. The set of procedures here refers to several procedures that are integrated into a unity.

The EPENKAR model consists of two major components: 1) the implementation of character education, which consists of a) intracurricular activities, b) extracurricular activities, and c) school culture; and 2) the actualization of character education values, which consists of a) cognitive exercises, b) affective exercises, c) physical exercises, and d) spiritual exercises. The implementation of character education has a strong influence on the character education values (Sugiharto & Wijono, 2016).



**Figure 1: Scope of Character Education Assessment**

Mertasari in (Masruroh et al., 2021) states that in evaluating character education, criteria are standards believed to have certainty, so that decisions can be made based on these criteria. There are eleven criteria selected as standards that will guide character education efforts, namely caring, cooperation, commitment, courage, change, relationships, coherence, consensus, communication, culture, and criticality.

Character education has a higher meaning than moral education because it is not just about teaching what is right and wrong. More than that, character education instills habits (habituation) of doing good things so that students understand (cognitive domain) what is right and wrong, feel (affective domain) the value of goodness, and regularly practice it (behavioral domain). Therefore, character education is closely related to habits that are continuously practiced or performed.

Basically, assessment of character education can be done for the performance of educators, education personnel, and students. The performance of educators or education personnel can be seen from various aspects related to the rules inherent in employees, including: (1) work results: work quality, work quantity, timeliness of task completion, compliance with procedures; (2) work commitment: initiative, attendance quality, contribution to job success, willingness to perform tasks assigned by superiors; (3) work relationships: cooperation, integrity, self-control, ability to guide and inspire others.

## Conclusion

Character education focuses on the affective and psychomotor domains and is evaluated through questionnaires, inventories, portfolios, and observations. Its implementation involves intracurricular, extracurricular, and school culture activities. Evaluation includes observation, self-assessment, teacher observations, tests, quizzes, discussions, and reflections. Evaluation criteria encompass caring, cooperation, commitment, courage, change, relationships, coherence, consensus, communication, culture, and criticality. Character education has a significant meaning, shaping good habits in cognitive, affective, and behavioral aspects. Evaluation also involves assessing the performance of educators, education personnel, and students.

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