ASSESSMENT OF CHARACTER EDUCATION IN DARING LEARNING

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Abstract: The success of the education process is inseparable from how the planning, implementation and assessment or evaluation processes are. Especially at this time during the Covid-19 pandemic where the Government issued a policy on the implementation of online learning, so it needed new and appropriate concepts in the implementation of teaching and learning activities especially in character education assessment as the theme of this paper. The method in this research is descriptive qualitative by collecting data from various references relevant to the observed symptoms, namely the assessment of character education in online learning. This study discusses how the concept of character education assessment in online learning from planning, implementation and management. Character education is a system of naming character values which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality. Online learning, or online, is the translation of the term online which means being connected to a computer network. In conducting affective assessments (attitudes or characters) in online learning apart from educators through observation techniques also through other supporting techniques, namely assessment of parents, individual and peer-to-peer assessments. Other supporting assessments are intended to complement the main assessment, namely observations from educators as additional reference material for the evaluation results process notes, because those who know the shape of a person's original character are the individual himself and his close surroundings, where in this online learning the parents are the most close to students.

Keywords: *Assessment; Character Education; Daring Learning*

A. INTRODUCTION

The success of the education process is inseparable from how the planning, implementation and supporting policies are carried out continuously. Since education is the basic capital of development, every country naturally places it on its main goal. This is also in accordance with the purpose of forming the Unitary State of the Republic of Indonesia which was finally stated in the preamble to the 1945 Constitution of the fourth paragraph, among which is "To educate the nation's life". Because the founding fathers realized that education was the main means of changing the nation's civilization for the better. According to Law no. 20 of 2003 explained that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation, and country.

Therefore the success of a learning process is determined by the factors of the teacher, infrastructure, environment and of course the students themselves, have the willingness or motivation to be able to actively develop their potential. So that the purpose of education in

order to prepare a generation that is superior with competitiveness and has a national personality or character can be optimally achieved in accordance with the mandate of this law.

The purpose of education is how to form a generation that completely means to have intellectual intelligence, good attitudes and with the skills needed to live life in society. This is the task of the teacher in carrying out the learning process as part of the educational process to be able to produce learning whose output is a balance of cognitive, affective or attitude and psychomotor achievements. Therefore, in the learning process the obligations and roles of the teacher are very vital, the teacher must be able to act as a facilitator and identify all the advantages and disadvantages of the learning models that will be applied so that they actually create an effective learning, because the teacher "teaches is basically an effort. to create conditions or environmental systems that support and allow the learning process to take place. During the Covid-19 pandemic, the Government issued a policy on how to implement online and offline learning. In the Big Indonesian Dictionary it means network, connected via computer networks, the internet, and so on. During learning is carried out as an appropriate step to prevent and suppress the transmission of the Covid-19 virus, even students will not miss lessons as planned in the curriculum for one academic year. Even though the government has issued the New Normal policy which aims to revive the economic sector which has been paralyzed for about 3 months due to the impact of Covid-19, the education sector, especially learning in schools, has not yet been fully dared to be opened by the government. This is because school-age children are children who tend to be unstable and are happy to hang out with their friends so as to allow the spread of the virus.

Therefore, the learning that is currently being carried out is during long distances. Of course, it is a challenge for teachers in order to achieve learning outcomes, especially in the effort of children's character education. Character education is the creation of a school environment that helps students develop ethics, responsibility through models, and teaching good character through universal values. With learning that is carried out outside the school environment, in this case using online learning that is remote, providing extra tasks and responsibilities as well as challenges for teachers to be able to create a learning environment in an effort to develop the ethics, responsibilities and character of these students. One of the methods of assessment of character education is direct observation by the teacher, who observes new attitudes or changes in attitudes that appear in students. Then if in online learning conditions, can the teacher carry out evaluation and assessment of character education properly and how to evaluate and assess the character of students. So this study aims to provide an overview of teacher innovation in the implementation of the character education assessment of students in online learning.

B. RESEARCH METHOD

This research is descriptive with data collection techniques in the form of literature studies from various references relevant to the observed symptoms, namely the assessment of character education in online learning. The collected data were analyzed descriptively qualitatively. The goal is to see the character education strategy for children during the Covid-19 pandemic or currently New Normal. Analyze the assessment of character education in online learning which is currently an alternative so that the teaching and learning process in meeting the demands of the curriculum can be achieved.

C. RESULT AND DISCUSSION
1. Character building

Character education is a system of naming character values which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality.(Omeri, 2005)

Etymologically, when traced from the origin of the word, the word character comes from the Latin language kharakter, kharassein, kharax, which means to make sharp and make deep. In terminology, character is defined as a way of thinking and behaving that is unique to each individual to live and work together, both within the sphere of family, society, nation and state.

Character can be considered as the values of human behavior related to God Almighty, oneself, and fellow humans. Environment and nationality manifested in thoughts, words and actions based on religious, legal, etiquette, culture, customs and aesthetic norms. Character is behavior that appears in everyday life both in attitude and in action. Character is the whole natural disposition and disposition that has been controlled stably which defines an individual in his overall psychic behavior which makes him typical in his way of thinking and acting.

Some think that the same characters with personality. Personality is considered as a characteristic or characteristic or style or characteristic of a person that comes from formations received from the environment, for example family in childhood, and also a person's innate nature. Character is influenced by heredity (heredity). The behavior of a child is often not far from the behavior of the parents. Character is also influenced by the environment. Children who are in a good environment, tend to have good character, and vice versa. Character refers to a series of attitudes, behaviors, motivations, and skills.

Referring to the various definitions of character above, the character can be interpreted as a basic value that affects a person's personality, both due to the influence of heredity and environment, and is manifested in everyday attitudes and behaviors that differentiate him from others.Character education according to Zubaedi is a deliberate (conscious) effort to realize virtue, namely objectively good human qualities, not only good for individuals, but also good for society as a whole.8 Character education is interpreted as education that develops character values in students so that they have character values as their own character, apply these values in their own lives as members of a religious, nationalist, productive, and creative citizen society. (Putry, 2019) The character education goals expected by the Ministry of National Education (now: Ministry of Education and Culture) are as follows. First, developing the potential of the students' hearts / conscience / affective as human beings and citizens who have cultural values and national character. Second, to develop students' habits and behavior that are commendable and in line with universal values and religious traditions of the nation's culture. Third, instill a spirit of leadership and student responsibility as the next generation of the nation. Fourth, developing students' abilities to become independent, creative, nationalistic people. Fifth, to develop the school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality and dignity. Character education has three main functions. First, the function of forming and developing potential. Character education shapes and develops the potential of students to think good, have good hearts, and behave in accordance with the Pancasila philosophy. Second, the function of repair and strengthening. Character education improves and strengthens the role of the family, educational unit, community, and government to participate and be responsible in developing the potential of citizens and developing the nation towards an advanced, independent, and prosperous nation. Third, the filter function. Character education separates the nation's own culture and filters out the cultures of other nations that are not in accordance with the values of the nation's culture and the character of the nation with dignity. Character comes from values about something. A character will be attached to the value of one's behavior. Therefore, in the perspective of character education, there are no children's behaviors that are not free of values. The character education values developed by the Ministry of Education and Culture are eighteen characters. These values come from religion, Pancasila, culture, and the goals of national education. The eighteen values are: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, fond of reading, caring for the environment, social care, and responsibility. (Maunah, 2016)

2. The Concept of Online Learning

In accordance with the summary of the joint decisions of 4 Ministers for 2020, including the Minister of Education and Culture (Mendikbud) regarding education policies during the Covid-19 period: the health and safety of all parties are the top priority in determining learning policies. Among them include PAUD, Primary and Secondary Education, Higher Education, Islamic Boarding Schools, and Religious Education. Thus the government seeks to prioritize the

safety of all parties in the education process in overcoming and preventing Covid-19. For this reason, a learning method is needed that can accommodate this so that the learning process can continue to run in order to educate the nation's children.(Anggraini, 2020).

Based on the KB 4 of the Minister, the Secretary-General of the Ministry of Education and Culture issued circular number 15 of 2020 concerning guidelines for organizing learning from home in the emergency period of the spread of the coronavirus disease (covid-19) which aims to ensure the fulfillment of children's rights to get educational services during the Covid emergency. -19, and prevent and protect education unit residents from the impact of the Covid-19. The concept of learning from home is realized with the term online mode learning which allows for constant interaction between teachers and students in the learning process. Online learning uses advances in information technology and internet access.

Online learning, or online, is the translation of the term online which means being connected to a computer network. In other words, it is direct face-to-face learning between teachers and students, but is carried out via the internet (online) from different places. According to Astra Winaya (2020) in the PGSD National Webminar of Dwijendra University, learning is carried out via video conference, e-learning or distance learning. Furthermore, the Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture in teaching learning technical instructions for improving the competency improvement program for online mode learner teachers explains the learning approach to online mode learning teachers has the following characteristics: 1. Requires learners to build and create knowledge independent (constructivism); 2. Learners will collaborate with other learners in building their knowledge and solving problems together (social constructivism); 3. Forming an inclusive community of learners; 4. Utilizing a web page (website) that can be accessed via the internet, computer-based learning, virtual classes and / or digital classes; 5. Interactivity, independence, accessibility and enrichment. The advantages of online learning include 1. Learning does not require a classroom, because the learning process takes place from home or from a distance. Students in their respective places or environments that can create a learning atmosphere with existing internet facilities. 2. Teachers do not need to meet face to face in front of the class, because what is used is a computer facility connected to the internet. 3. Not limited to time, the meaning is that learning can be done anytime, anywhere according to the agreement as long as the environment and facilities support the implementation of the online learning process. Therefore, this online learning mode can be said to be more efficient and effective if the superstructure and infrastructure are well available.

The superstructure can be interpreted by the author as a policy that leads to the implementation of online learning, including the understanding and readiness of students and teachers in implementing online learning. The readiness of students includes 1. Skills to use technology and information and communication, this is a basic point for students in implementing online learning who must be able to use technology so that it can be maximized in the learning process. 2. Independent learning without having to be supervised by parents, 3. Attitude, which is manifested by the behavior of students in seriously following each stage in the online learning process. 4. Responsibility is the attitude and behavior to carry out the task as well as possible in the implementation of learning in accordance with teacher directions.

The role of teachers in the online learning process is also very vital, the first is to make students a learning activity because the teacher has to make the basis of a constructivist approach that makes students the subject of learners. Second, mastering ICT and updating information, third, creating an interactive, inspiring and fun learning atmosphere, fourth, providing evaluation and feedback after the learning process takes place. Broadly speaking, the components that must be prepared by the teacher as infrastructure are the availability of an internet network, preparing learning strategies, preparing learning content (effects, images, audio, videos and simulations), providing a learning management system (google classroom, zoom, jitsi, webex, etc.). Basically the success of the online learning process requires synergy between the government, education units, teachers, students, of course, the roles of parents and the environment of students, to be able to support the success of the online learning process.

3. Character Education Assessment Online Learning

Assessment techniques, according to Anderson (1980), there are two methods that can be used to measure the affective domain, namely the observation method and the self-report method. The use of the observation method is based on the assumption that affective characteristics can be seen from the behavior or actions displayed. The self-report method assumes that the one who knows the affection state of a person is himself. (Darmadji, 2014) Observation assessment techniques use observation sheet instruments or journal books. Other assessment techniques that can be used are self - assessment and peer – to - peer assessments. Self-assessment and peer-to-peer assessments can be carried out in the context of coaching and shaping the character of students, the results of which can be used as one of the confirmation data from the results of the attitude assessment by educators. In conducting affective assessments on online learning apart from educators through observation techniques also through other supporting techniques, namely assessment of parents, individual and peer – to - peer assessments. Other supporting assessments are intended to complement the main assessment, namely, observations from educators as additional reference material for records of the evaluation results process, because those who know the shape of a person's true character return to the individual and their close surroundings, which in this online learning parents is the closest to the students.

a. Assessment planning

Attitude assessment planning is carried out based on KI-1 and KI-2. Educators plan and determine the attitudes to be assessed in learning according to learning activities. In assessing attitudes outside of learning, educators can observe other attitudes that arise naturally.

The steps for planning an attitude assessment are as follows;

1) Determine the attitudes to be observed in school referring to KI-1 and KI-2. Core Competencies/ KOMPETENSI INTI (KI);

   (1) Living and practicing the teachings of Islam, (2) Live and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), courteous, responsive and pro-active and show an attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well as in placing oneself as a reflection of the nation in world relations.

2) Determine attitude indicators.

Table 3.1 Examples of attitudes on KI-1 and indicators

Attitude	Indicator
Obedience to worship	• Obedient behavior in implementing religious teachings. • Willing to invite friends of his class to worship together. • Participating in religious activities organized by the school. • Carry out worship according to religious teachings, for example prayer and fasting. • Celebrating religious holidays. • Carry out services on time.

3) Develop an attitude assessment format Educators prepare an attitude assessment format that is used to record observations. This attitude assessment format is designed in such a way that the attitude assessment process can be carried out easily and practically on the online system.

An example of an attitude assessment format is shown in the following table.

1. Jurnal

Table 3.2 Example Journal Format

No	Time	Students Name	Behavior Note	Item Attitude	Positiv/negative	Follow-up
1.						
2.						

Journal of spiritual attitude assessment of counseling teachers or guardians and parents because the learning process uses online methods, and in its implementation, the assessment form can be sent via the social media used.

2. Self-assessment

Is a form of assessment that asks students to express positive and negative attitudes and behaviors from themselves. The instrument used was a self-assessment sheet. Self-assessment is done as a confirmation tool.

Self-assessment by students is carried out through the following steps; (1) Explain to students the purpose of self-assessment. (2) Determine the indicators to be assessed. (3) Determine the assessment criteria that will be used. (4) Formulate an assessment format, in the form of a checklist or rating scale, or in the form of essays to encourage students to recognize themselves and their potential.

Table 3.3 Example of a Self-Assessment Sheet using a checklist

No.	Question	Yes	No
	During group activities, me;		
1.	Suggest ideas to the group		
2.	Busy doing my own assignment		
3.	Didn't dare to ask for fear of being laughed at		
4.	Laugh at the opinion of friends		
...	.....	...	...

Self-assessment is not only used to assess spiritual and social attitudes but can also be used to assess attitudes towards knowledge and skills and learning difficulties of students.

3. Inter-Friend Assessment

It is a form of assessment that asks students to assess each other's attitudes and daily behavior. Assessment between friends serves as a means of confirmation of the assessment made by educators. Assessment between friends is best done when students carry out group activities.

The inter-friend assessment instrument can be in the form of an inter-friend assessment sheet containing "items of expected positive attitude statements" with the column

"YES" or "NO" or with a Likert scale (the assessment scale used to measure attitudes and opinions). With this scale, respondents are asked to complete a questionnaire or questionnaire that shows agreement on a series of statements.

Table 3.4 Example of Inter-Peer Assessment Format with the "Yes" or No "

instructions: Put a check mark (√) in the "Yes" or "No" column according to the actual situation.

No.	Question	Yes	No
1.	My friend always prays before doing activities.		
2.	My friend doesn't bother that friend other religions when praying according to their religion.		
3.	My friend dared to admit his mistake.		
4.	My friend accomplishes tasks right time.		
5.	My friend values other people's opinions.		
6.	My friend apologized when he did make a mistake.		
7.	My friend came to school on time.		

b. Implementation of the assessment

The implementation of attitude assessment is adjusted to the learning approach that is carried out during learning and outside of learning. The following is the flow of Implementation, Processing, and Attitude Assessment Reporting; (1) Daily Observation, (2) Daily Journal (3) Semester Journal Recap (4) Teacher Council Meeting (5) Report Card Description Attitude (KI-1 and KI-2)

The procedure for implementing attitude assessment includes the following:

1. Observing the behavior of students during learning hours by teachers online face to face and outside learning by parents.
2. Noting the attitudes and behavior of students, which are very good, good, sufficient, and need guidance. However, to facilitate implementation, the teacher is allowed at least to record attitudes and behaviors that stand out (very good or need guidance) by using the observation sheet. At least in the middle and end of the semester, subject teachers and extracurricular coaches submit the development of spiritual attitudes and social attitudes of each student to the class teacher for further processing. The results of the assessment are gathered through the teacher council to determine the description on the report cards of students.
3. Following up on the results of observations, the results of observations of students' attitudes and behavior are discussed by educators unless there is or found spiritual / social attitudes that need priority, Educators can discuss and report at least twice a semester to be followed up. As a follow-up, students who experience an increase in attitudes and behavior are rewarded (verbal and / or non-verbal), while students who have decreased attitudes and behavior are given coaching and / or motivation programs.

c. Attitude Assessment Processing

The results of the attitude assessment are recapitulated by educators at least twice a semester. The results of this attitude assessment will be discussed and reported in the form of a description of the students' attitude values. Steps to create an attitude grade description for one semester:

1. Class teachers and subject teachers classifyor mark notes on students' attitudes written in journals, both spiritual attitudes and social attitudes.
2. The class teacher makes a recapitulation of attitudes within one semester (the time period can be adjusted according to the consideration of the educational unit).
3. The class teacher collects attitude notes in the form of brief descriptions of the subject teachers (PJOK and Religion) and school members (extracurricular teachers, librarians, cleaners and school guards).
4. The class teacher concludes and formulates a description of the spiritual and social attitudes of each student.

The following are the signs for the description formulation of attitude scores for one semester:

1. Description of attitude using motivational sentences with a choice of words/phrases that are positive in tone. Avoid phrases that have a contrasting meaning, for example: ... but still need improvement...
   or ... but still needs guidance in terms of ...
2. The attitude description states that the development of students' attitudes is very good, good, sufficient, or needs guidance.
3. If students do not have any notes in the journal, the attitudes and behavior of these students are assumed to be good.
4. Because attitudes and behaviors are developed during one semester, a description of the students' attitude scores is formulated at the end of the semester. Therefore, subject teachers and classroom teachers should check the journal as a whole until the end of the semester to analyze notes that show the development of learners' attitudes and behavior.

5. Determination of the final description of students' attitudes is carried out through a teacher council meeting at the end of the semester.

D. CONCLUSION

Character education is a system of naming character values which includes components of knowledge, awareness or willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality. Online learning, or online, is the translation of the term online which means being connected to a computer network.

In conducting affective assessments (attitudes or characters) in online learning apart from educators through observation techniques also through other supporting techniques, namely assessment of parents, individual and peer-to-peer assessments. Other supporting assessments are intended to complement the main assessment, namely observations from educators as additional reference material for records of the evaluation results process, because those who know the shape of a person's true character return to the individual and their close surroundings, which in this online learning parents is the closest to the students.

AUTHORS' CONTRIBUTIONS

Dana Rosyidal Aqli contributed to the preparation of the introduction, research methods and the search for theoretical studies. M. Ali Musyafa' contributed to data analysis, results and discussion. The two researchers contributed to each other in the editing and finishing process.

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