

The Development of Authentic Assessment Instrument to Expand the Character Values of Citizenship Education at Primary School No 104202 and No 106811 Bandar Setia, Medan, Indonesia

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Abstract : *This developmental research aims to produce an authentic assessment instrument in the domain of skills to develop the character values of citizenship. The subjects of this research are: (1) Primary School teachers; (2) Primary School students; (3) Eight experts for validation of assessment instruments that is the validation experts of mathematics for Primary Schools, Natural Science for Primary School, Social Sciences for Primary School, Bahasa Indonesia, Civics for Primary School, Assessment, Psychology, and Character Education. The method used in this research is a developmental research method of formative research type which in its development is focused on 2 stages that is preliminary stage and formative evaluation stage. The data were collected through questionnaires and field tests. The results of field tests (small and large scale) show that the developed authentic assessment instruments have excellent validity and high reliability. Thus, based on the results of validation expert and field tests, it can be concluded that the authentic assessment instruments have been valid and have a category of reliability which is very high, so the instrument is worthy to develop the character values of citizenship.*

Keywords : *authentic assessment; character of citizenship; primary school*

I. Introduction

A developed nation is characterized by the good quality of the society's character. Therefore, the cultivating of the character is very necessary at this time for Indonesia nation to be advanced. According to Hasan (2010: 3) character is a character, morality, or personality formed from the internalization of various virtues that are believed and used as the basis for the worldview, thinking, acting and acting. The virtue consists of a number of values, morals, and norms, such as honest, courageous, trustworthy, and respectful to others. The interaction of a person with others grows the character of society and the character of the nation.

Lickona (2000) argues that the character of a citizen includes several aspects which involvemoral knowing, moral feeling, and moral acting. According Muhtadi (2013) a citizen is required to have a character and apply it in accordance with its role. The characters are:(a) the individual character that is unique and good values that are embedded within and ingrained in one's behavior; (b) the private character that is respecting the human dignity of each individual; and (c) the public character that is the awareness of citizenship, politeness, heeding rules, critical thinking, willingness to hear, negotiate, and compromise.

Education is considered to play an important role in shaping the nature and the character of citizenship as described in Article 1 Paragraph 1 of Law Number 20 Year 2003 about National Education System, "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that student actively developthe self potential to have a spiritual strength, self-control, personality, intelligence, noble character, as well as the skills he the nation and the state need". The regulation is intended to make education in Indonesia not only to form smart Indonesian human beings, but also the personality or the character that will give birth to a developing and characterized nation generation.

The importance of character building in primary school age children needs to be supported by learning instrument that can support the strengthening of the students' character. One such learning instrument is an authentic assessment that is specifically to develop the character values of the citizenship. According to Majid (2014: 273), to achieve the value of character besides indirectly through various learning activities undertaken, the teachers are expected to conduct a directly achievement assessment of certain character values in the students. But the facts on the field, not all teachers understand the concept and implementation of character-oriented authentic assessment.

The government has been very incentive to hold the educational programs in shaping the character of citizenship by repositioning Pancasila. One of the government programs in education is the application of Curriculum 2013. At Curriculum 2013, the competence required includes the knowledge, attitude, and skills so that the students are expected to obtain the three domains in accordance with the goals set in the theme of the lessons. In other words, the implementation of the Curriculum 2013 is properly considered to foster the character of the students in accordance with the knowledge they acquire every day. To know that the character of citizenship has been fostered or appeared on the students then the assessment is performed based on the Curriculum 2013 that is an authentic assessment.

The authentic assessment on the skill domain is developed specifically to develop the character values of citizenship. In order the results of the assessment conducted by the teacher to be true and objective, the teacher must understand the principles of correct assessment in accordance with the assessment standards set by the assessment experts. The government (Kemendiknas/Kemendikbud) has set the Education Assessment Standards that can be guided by teachers in conducting school appraisal, namely Permendiknas RI Number 20 Year 2007 on Education Appraisal Standards. The assessment standards in the Curriculum 2013 are applied by teachers in the form of authentic assessment instruments.

Authentic assessment instruments based on the character of citizenship are indispensable for the teachers to support the government programs that try to improve the nation's depletion through character education. However, there is no sample of authentic assessment instruments found in the character-based skills domain of citizenship that can be used as the guidance in the assessment of primary schools. Therefore, in this research, the developed authentic assessment instrument in the skill domain is to develop the character values of citizenship which aims to make the students to be skilled and active in learning, and have good character of citizenship. With the authentic assessment instrument, it is expected to facilitate the teachers in conducting the assessment and guidance of the character citizenship, especially in the skill domain.

Hosnan (2014: 387) argues that authentic assessment is a significant meaningful assessment of the learners' learning outcomes for the sphere of attitude, skills, and knowledge. In everyday academic life, the phrases of authentic assessment and authentic assessment are often exchanged. Muslich (2009: 47) says, the authentic assessment is the process of collecting various data that can provide a picture or information about the development of student learning experience. According to Hibart in Hosnan (2014: 388) various types of authentic assessment are; 1) performance assessment, 2) observation and questions, 3) presentations and discussions, 4) projects and investigations, 5) portfolios and journals. Authentic assessment assesses the knowledge and skills (performance) obtained by the students. The assessors are not only the teachers, but can be other friends or others.

The assessment value is conducted through observation, self-assessment, colleague assessment and the journal of teacher. The skills assessment is conducted through

performance assessment that is an assessment that requires students to be skilled in demonstrating a particular competency by using practice tests (performance assessment), project assessment, and portfolio assessment. The instrument used is a check list or rating scale with a rubric.

The Government has set Educational Assessment Standards that can be as guidance for the teachers in conducting assessments in schools, namely Permendiknas RI Number 20 Year 2007 on Education Appraisal Standards. In this standard there are many techniques and forms of assessment offered for the assessment, including in character assessment. In the character assessment, the teacher should develop an assessment instrument with a rating rubric to avoid the subjective judgment in the form of an observation assessment instrument (observation sheet) as well as an assessment instrument of attitude scale (e.g. Likert scale).

The character values serve as the main values derived from the grain of competency standards and subjects to be internalized within the students. According to Hasan (2013: 9-10) the character that must a citizen (character of citizenship) have are: (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) self-efficacy; (8) democratic; (9) curiosity; (10) the spirit of nationality; (11) love the country; (12) appreciating achievement; (13) friendly/communicative; (14) love the peace; (15) likes to read; (16) care about the environment; (17) social concerns; And (18) responsibility.

The character values of citizenship that will be developed in this research are focused on: (1) religious; (2) honest; (3) discipline; (4) persevering; (5) creative; (6) self-effacacy; (7) confident; (8) curiosity; (9) love the country; (10) meticulous; (11) care about the environment; and (12) responsibility. It is developed from authentic assessment instrument in skill domain at primary school hoping that the students have an excellent skill.

II. Research Method

This research was conducted at SD Negeri 104202 Bandar Setia and SD Negeri 106811 Bandar Setia, which are located at Jl. V Hamlet of Bandar Setia, Percut Sei Tuan Subdistrict, Deli Serdang District. The research is conducted as a second year research. It is the continuation research in 2017. The subjects of this study are: 1) Primary school teachers; (2) Primary school students; (3) Eight experts for the validation of assessment instruments are expert validation: elementary mathematics, elementary science, elementary school, Indonesian language, elementary school, assessment, psychology, and character education. The subjects of this research are: (1) Primary School teachers; (2) Primary School students; (3) Eight experts for validation of assessment instruments that is the validation experts of mathematics for Primary Schools, Natural Science for Primary School, Social Sciences for Primary School, Bahasa Indonesia, Civics for Primary School, Assessment, Psychology, and Character Education.

The method used in this research is the developmental research method of formative research type (Tessmer, 1998: 122). According to Tessmer, developmental research focuses on two stages, namely preliminary stage and formative evaluation stage. The instruments used in this study are: (1) expert validation sheet and (2) skill assessment instrument sheet. Character-based authentication validation instruments are questionnaires using Likert scale modified by the researcher to scale 4. The assessment criteria are classified into four levels with the following assessment: (1) Not good, (2) Good enough, (3) Good, (4) Very good, Sudjana (2007: 106).

The analysis of assessment results given by the experts on quality and eligibility of product uses descriptive analysis with the Mean Percentage formula (PRS) presented by Sudjana (2007) and the internal Reliability of all instruments proposed by Guilford in Suherman & Sukjaya (1990).

III. Results and Discussion

3.1 The Development of Authentic Assessment Instruments

The development of an authentic assessment instrument is carried out to meet the completeness of the assessment that is missing from the teacher's book or the student's book. The development of an authentic assessment instrument is only conducted on all the themes contained in the fourth grade of primary school, especially in the skill domain that aims to develop the character values of the citizenship. The development of this assessment instrument is also based on the types of authentic assessment of the skill domains found in the Curriculum 2013 that covers performance, project and portfolio assessments, and tailored to the skills competencies and citizenship character to be developed. An example of the learning scope that will be developed for Class IV SD on theme 1 subtheme 1 is presented in Table 1:

Table 1: Learning Scope of Theme 1, Subtheme1

Meeting	Learning Activity	Type of Authentic Assessment	Competence Skills	Character Values of Citizenship
1	<ul style="list-style-type: none"> • Knowing the diversity of Indonesian culture • Understanding the diversity of culture • Expressing with song 	<ul style="list-style-type: none"> • Performance • Portfolio 	Communicating	Skillfully communicate about cultural diversity with confidence
2	<ul style="list-style-type: none"> • Exploring about the corner with the traditional house • Understanding the cultural diversity of traditional houses • Understanding the diversity of traditional dances 	<ul style="list-style-type: none"> • Projects • Portfolio 	Scientific work (measuring).	<ul style="list-style-type: none"> • Willing to explore the traditional houses based on curiosity • Being skilled at doing the scientific work carefully
3	<ul style="list-style-type: none"> • Playing a traditional game • Implementing the values of Pancasila • Writing the interacting experiences with others • Creating posters on diversity 	<ul style="list-style-type: none"> • Performance • Portfolio 	Make a poster.	<ul style="list-style-type: none"> • Being skilled at making a poster of diversity keenly • Being skilled at making poster of diversity thoroughly
4	<ul style="list-style-type: none"> • Knowing the traditional musical instruments 	<ul style="list-style-type: none"> • Projects • Portfolio 	Scientific work (producing sound)	<ul style="list-style-type: none"> • Willing to explore with a musical instrument based on curiosity

	<ul style="list-style-type: none"> • Exploring the source of sound • Be creative with sounds • Telling about the values of Pancasila 			<ul style="list-style-type: none"> • Being skilled at doing scientific work • Skillfully tells about Pancasila values with confidence
5	<ul style="list-style-type: none"> • Exploring about the sound propagation media • Writing a report • Creating a custom home of dreams 	<ul style="list-style-type: none"> • Performance • Project 	Portfolio of Scientific work (propagation of voice) and making a collage of traditional house	<ul style="list-style-type: none"> • Skillfully exploring with the media of sound propagation based on curiosity • Skillful writing report carefully
6	<ul style="list-style-type: none"> • Exploring in many ways • Analyzing a story text 	<ul style="list-style-type: none"> • Performance • Portfolio 	Creating a story text.	Being skilled at making the story text diligently

3.2 The Expert Validation

Based on the validation achievement of experts score, it can be presented in Table 2:

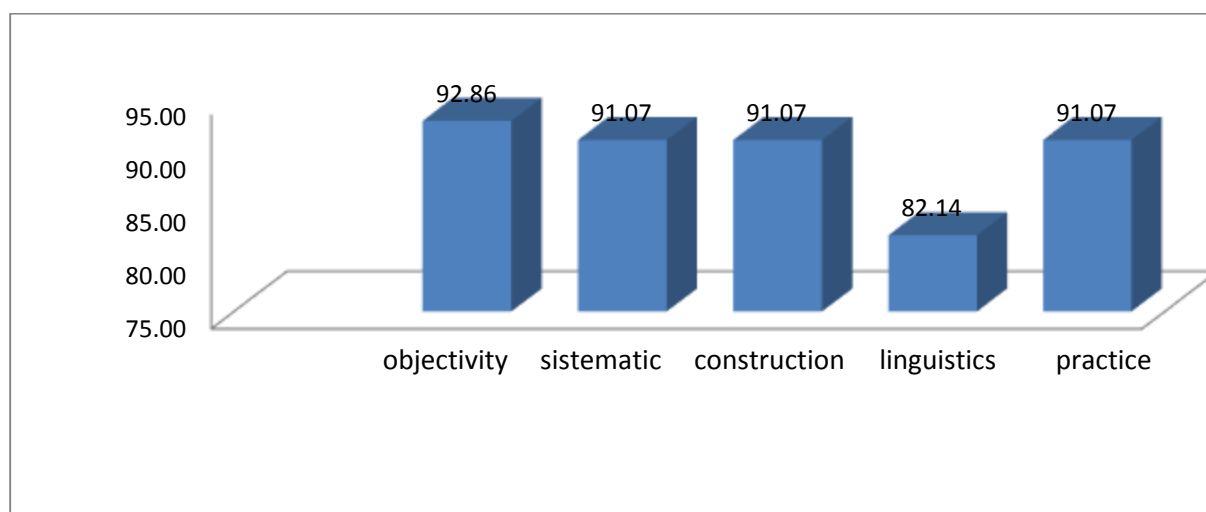
Table.2 Expert Validation Results

Component	Sub-Component	Score	%	Criteria
Objectivity	1. Instrumental ability to measure the students' ability	26	92,86	Very Good
	2. The ability of the instrument to measure the students according to the actual situation	26	92,86	Very Good
Objectivity Average			92,86	Very Good
Systematic	1. Instrument compatibility with learning indicators	25	89,29	Good
	2. Assessment instruments are arranged systematically and coherently	26	92,86	Very Good
Systematic Average			91,07	Very Good
Construction	1. The correct of the sentence arrangement on the developed assessment instrument	24	85,71	Good
	2. The sentence structure writing on the developed instrument has no double meaning	27	96,43	Very Good
Construction Average			91,07	Very Good
Language	The use of correct Indonesian rules on writing the developed instruments	23	82,14	Good
Language Average			82,14	Good
Practicality	1. The ease of implementation of the developed assessment instruments	27	96,43	Very Good

Component	Sub-Component	Score	%	Criteria
	2. The ease of developed assessment instruments for general use	24	85,71	Good
Practicality Average			91,07	Very Good
Overall Average			90,47	Very Good

The achievement of an average score on each developed authentic assessment component on the basis of expert validity is presented in Graph 1:

Graph. 1 The assessment Results of Validation Expert



Based on the Graph 1 then it can be concluded that each component has a varied category, that is *Good* and *Very Good*. Overall, the average value of 5 components and 9 sub-components obtained an average score of 90.47 or *Very Good* category. Thus it can be stated by the validator that the validation result of the authentic assessment instrument in the skill domain is *Good* and feasible to be used to develop the character values of citizenship without any revision note on certain sub component. Primm (1998) examined the effects of character education on behavior of elementary students in two rural school districts in Missouri. The study included a control group comprised of 26 teachers with no character education program in 1 school district and an experimental group with 29 teachers who had implemented a character education program in the other district. All 55 teachers completed a pretest and posttest survey concerning the behavioral characteristics of the students. The statistical analysis revealed no significant difference between the two groups on how teachers perceived the character-related behaviors of the students.

3.3 Field Test

The authentic assessment instruments are next validated at the field test stage. The purpose of field tests is to satisfy the element of appropriateness of the authentic assessment instrument in the skill domain for Class IV of primary school students. The implementation of field tests is divided into two scales, namely small-scale test and large-scale test which is

conducted on the students and the teachers of Class IV in SD Negeri 104202 Bandar Setia and SD Negeri 106811 Bandar Setia.

The small-scale tests are conducted in Class IV with 1 theme: The Beauty of Togetherness, and has 3 sub themes: *The Cultural Diversity of My Country*; *Togetherness in Diversity*; and *Gratitude for Diversity*. The small-scale tests are conducted in the first three weeks of the 2017/2018 academic Year on July 17 - August 5, 2017 by applying 1 sub theme each week.

Based on the small-scale tests, it is found that the teachers or the students do not experience obstacles in using the authentic assessment instruments in the skills domain for theme 1, *The Beauty of Togetherness*. However, the character of citizenship in the students is not yet fully developed. This is because the students are focused on the completion of the tasks cognitively and neglect the judgment of citizenship character, perhaps it is also because of the character cultivation takes a short time so that three weeks of learning is still lacking to instill and nurture the character of citizenship in the students. However, every week or every sub theme is seen to increase the skills and the characters of citizenship begin to appear in the students. This is derived from the increased score of performance assessment, project assessment, and portfolio assessment. Thus the small-scale test results indicate that there is no need for revision or amendment of the assessment instrument, but only the improvement of the instrument's instruction manual is required.

Furthermore, the large-scale tests are conducted in Class IV with two themes, namely: Always Conserve The Energy; and Care for Living Things. Each of these themes has a description of 3 sub themes. The sub themes on the theme always save energy, namely: *Various Sources of Energy*; *Energy Usage*; and *Motion and Action*. The sub themes on the theme of *Care for The Living Things* are: *Animals and Plants in My Home Environment*; *The diversity of Living Things in My Environment*; and *Come On, Love the Environment*. The large-scale tests are conducted on the fifth week until the tenth week of the 2017/2018 Academic Year, precisely on August 14 - September 23, 2017 by applying 1 sub theme to each week.

The results of large-scale trials have found that the teachers or the students experience no obstacles in using authentic assessment instruments in skills on the second theme (*Always Save The Energy*) as well as on the third theme (*Care For Living Things*). Even the students gained an increasing skill score for each sub theme. This is because the students begin to be skilled and active in learning and skilled at making projects, even the character of citizenship to be achieved has emerged and built well in students. Thus, the large-scale test results indicate that there is no need for revision of the assessment instrument or the instruction manual for use of the instrument.

The results of the field tests of authentic assessment instrument products in the developed skill domain in three types of assessment (performance, project, and portfolio) produced in the average of adjacent scores as presented in Table 3 and Graph 2:

Table. 3 Score Average of Assessment for Each SubTheme

Theme	Subtheme	Score Average	Category
1	1	84,43	High
	2	88,21	High
	3	90,19	Very High
2	1	90,39	Very High

Theme	Subtheme	Score Average	Category
	2	89,60	High
	3	91,43	Very High
	3	91,65	Very High
3	1	91,65	Very High
	2	92,39	Very High
	3	93,10	Very High
Total Average		90,15	Very High

Graph. 2 Score Average of the Students' Skill Assessment



Based on Table 3 and Graph 2, it is found that from the authentic assessment instrument in the skill domain to develop the character values of citizenship on the theme 1 subtheme 1 to theme 3 subtheme 3 experienced a significant increase score, so that a score on the average total score obtained 90.15 and has a *very high* category.

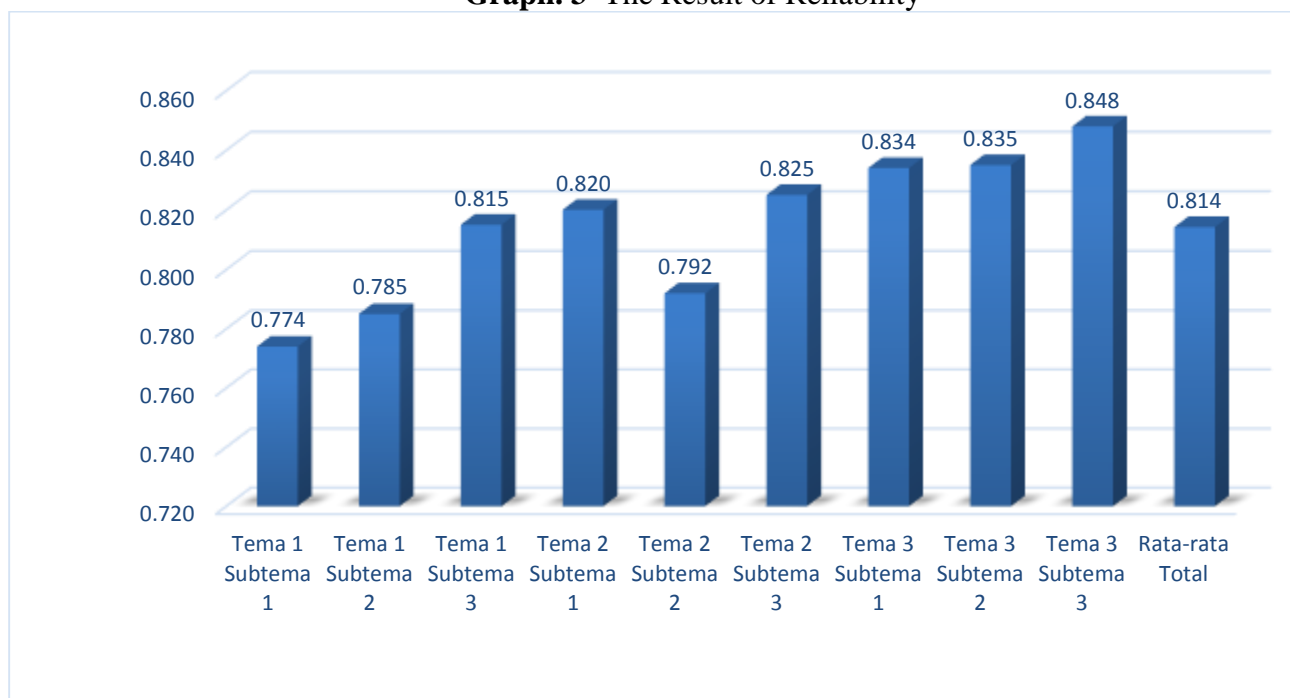
The results of field tests also show that the overall authentic assessment instruments in the skill domain to develop the characters values of citizenship have a *very high* degree of reliability as presented in Table 4 and Graph 3:

Table. 4 Reliability of Instruments for Each SubTheme

Theme	Subtheme	Score Average	Category
1	1	0,774	High
	2	0,785	High
	3	0,815	Very High
2	1	0,820	Very High
	2	0,792	High
	3	0,825	Very High
3	1	0,834	Very High
	2	0,835	Very High

Theme	Subtheme	Score Average	Category
	3	0,848	Very High
Rata-rata Total		0,814	Very High

Graph. 3 The Result of Reliability



Based on the validation expert and the field tests, it can be concluded that the authentic assessment instrument in the developed skillsdomain in Primary School in this research meets the criteria of *very high* reliability with 0.814 score so it is worthy to be used as a measuring tool and develop the students' character values of citizenship.

IV. Discussion

The results of this research are not merely developing the authentic assessment instruments in the skills domain but also developing the character values of citizenship that are compatible with each learning and skills competence to be achieved. The authentic assessment instruments in the skill domain are developed in the form of three types of assessment, namely: performance assessment, project assessment, and portfolio assessment.

The developed character of citizenship in this research are: (1) religious; (2) honest; (3) discipline; (4) persevering; (5) creative; (6) self-efficacy; (7) confident; (8) curiosity; (9) love the country; (10) meticulous; (11) care about the environment; and (12) responsibility. It is also adapted to the teacher's handbook of fourth grade primary school teachers for the Curriculum 2013 and the skills competence to be achieved.

The validation expert results indicate that the entire developed assessment instrument is valid or feasible to be used without any revised records from the validator. Thus, the developed assessment instrument then conducted the subjected tests or field tests.

One similarity between citizenship education and character education is that, both are related to “a perception of a crisis in society” (Davies et al, 2005). In other words, the origin of these approaches is alike. Both emerged because of the needs of society. Davies et al explain that crisis was a key feature of the status of citizenship education in the early 1990s. Likewise, they point out that some important personalities in the improvement of character education draw attention to problems in society. Among other similarities which they mention are their relationship with moral issues, the fact that both are broadly characterized, and some common ideas about styles of learning and teaching.

Based on the results of the small-scale and large-scale field tests on each sub theme, it is known that the performance assessment, project assessment and portfolio assessment indicate an increase in scores, or in other words that the characters values of citizenship are well established, so that the developed assessment instruments as a whole is declared *valid* and deserves to be used as an instrument of skills assessment to develop the character values of the of citizenship. It is based on the average score of the students' skills obtained from the authentic assessment instrument in the skills domain for themes 1 sub-theme 1 to theme 3 subtheme 3 has a significant increase score, so that a score on the average total score obtained 90.15 or has a *very high* category. Even the results of reliability test on the field tests results also showed an increase in the reliability scores so that on average reliability test it is obtained a score of 0.814 with the *very high* category of reliability. The results of field tests show that the overall authentic assessment instruments in the developed skill domain have a *very high* category of reliability.

Based on the results of the research, it can be concluded that the character values of citizenship is the identity of every citizen so that it is very important to be fostered and grown in the students through the world of education. It can even be said that every nation will have a national character if the person has a character of citizenship. This is in accordance with Lickona's theory and the results of previous research published in international journals by Ma'zumi (2012) which shows that the development of the nation's character is to form a strong, competitive, moral, tolerant, cooperative, patriotic, dynamic, cultural, science and technology-oriented and based on Pancasila and driven by faith and piety to God Almighty.

Lickona (2000) argues that the character of a citizen includes several aspects involving moral knowing, moral feeling, and moral acting. Other international journals also support Lickona's remarks: the research conducted by Silay (2014) revising the meaning of citizenship and remembering the quality of an ideal citizen is essential before moving on to the next step. A good citizen is a requirement as an individual who has value, morals and acts for society. Civic education can be defined as a conscious effort to increase students' political and legal knowledge and also to encourage them to act in their own societies. The teaching of values and morals is an integral part of character of citizenship character of education. The students need to learn to be constructive in everyday life, politics and taking part in this aspect of life should be regarded as a natural way of life.

The importance of this research on the development of authentic assessment instruments to develop the character values, especially citizenship, is supported by other research results published in the national journal by Sitompul (2014: 8) that "the character values of education are not only applied by teachers Civics and religion, but also all subjects teachers".

Thus it has been proved that the character of nationality is reflected through a strong, competitive, moral, tolerant, cultured person will be established if there has been internalization of the value of moral knowing, moral feeling, and moral acting in a person and

of course always related to the world of education. It indicates that the student will have a national character if the student has a character of citizenship. This means that the character of citizenship is very important to be developed and nurtured in the students through the world of education so that it creates the Unitary State of the Republic of Indonesia that upholds the values of Pancasila.

An additional likeness is that both programs intend “to encourage children to appreciate, and sympathize with, a common approach to values” (Revell, 2002). Revell also mentions that both of them are able to exert influence on children. Moreover, the author argues that children’s understanding of the content of citizenship education or character education lies within the context of pre-existing beliefs about citizenship or character. In her opinion, “the values children are taught or see modelled at school are mediated with the values and beliefs they have assimilated through contact with their parents, peers or other groups” (Revell, 2002). Therefore, it is understood that both educational currents are related to values and both are influential on students.

McLaughlin expresses the three elements of citizenship as “social and moral responsibility, community involvement, and political literacy” (McLaughlin, 2000). It is understood that both authors seem to agree on the qualities of citizenship. They stress the importance of feeling responsible, being active, and taking part in serving the community voluntarily. It is vital that a good citizen is not somebody who knows a lot about politics and stays passive. In order to be regarded as a really “good” citizen, one has to play an active role in society by becoming a “doer” instead of a “watcher”.

Based on the findings of this study and also the findings of some previous research, it can be concluded that the development of this authentic research instrument becomes very important because it can be used to develop the students’ character values of citizenship. This is based on the research results which indicates that the authentic assessment instrument in the developed skill domain in this study meets the criteria of validity and reliability is *very high* so it is worthy of being used as a measuring instrument of the character of citizenship that internalized in the students through skill. Thus it can be concluded that the development of authentic assessment instruments in the developed skill area has been feasible to be used for grade 4 primary school students and can foster the students’ character values of citizenship.

V. Conclusion

The initial observation results about the existence of the assessment instrument indicates that the authentic assessment instruments in the skill domain which is specifically developed to improve the character values of civic have not been applied in primary school. The validation expert results indicate that the authentic assessment instruments in the skill domain are good and worthy to be used to develop the character values of citizenship without any revision notes on certain sub-components.

The results of field tests show that the authentic assessment instrument in the skill domain to develop the character values of citizenship on theme 1 subtheme 1 to theme 3 subtheme 3 experienced a significant increase in the score, so that the scores obtained on the average total score is 90.15 and has a *very high* category. The results of fieldtests also show that overall authentic assessment instruments in the skills domain to develop the characters values of citizenship have a *very high* degree of reliability. Thus, from the results of validation

expert and the field tests, it can be concluded that the authentic assessment instrument in the developed skill domain has been *valid* and reliable with a *very high* category, so the instrument is worthy to be used in measuring the students' character values of citizenship.

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