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Needs Analysis of Wasaka Character Assessment Instruments (Religious&Hard Work) in Learning in Elementary Schools



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ABSTRACT: Character in education has become the focus of discussion at school and home, even in social settings. Character is the key to individual goals. Therefore, when children face competition with colleagues from various countries around the world, the quality of human resources in the future will undoubtedly require good character s. This research was conducted to determine the need for wasaka character assessment instruments (religious, hard work) during learning in elementary schools. Descriptive qualitative research was used as a method in this research. Interviews, observations, and document analysis were used to collect data. The purpose of the study was to analyze the need to develop a character assessment instrument for elementary school students. The subject of this research is the classroom teacher. Research data were collected through observation, interviews, and questionnaires/questionnaires. The data analysis technique used is triangulation. The results showed that the analysis of the need for wasaka character assessment instruments (religious, hard work) in learning in elementary schools found findings on the development of assessment instruments that were expected to make it easier for users to assess wasaka character (religious, hard work) in learning in elementary schools needed. The design of the development of the Wasaka character assessment instrument is sought to improve students' self-development and can measure the Wasaka character of the students.

KEYWORDS: Instrument, Rating, Character, WASAKA, Elementary School

I. INTRODUCTION

Problems that are rife such as vandalism, fights between students, juvenile brawls, beatings of students by teachers and vice versa, sexual harassment, alcohol, and even drugs, where the character of school students as the main subject often becomes the headline and hot topic of conversation among the public (Nisa, et al., 2021). In addition, various other problems that arise today, such as rampant violence in the streets, families, and schools, corrupt behavior, environmental destruction, thinning ethics, lack of responsibility and tolerance, have led to "lawsuits" about what things are taught in schools and universities, including the policy of the Ministry of National Education to instill life values in students (Kosasi, 2015). Character in education has become the focus of discussion at school and home in the social environment. Character is the key to individual goals (Omeri, 2015). Therefore, when children face competition with colleagues from various countries worldwide, the quality of human resources in the future will undoubtedly require good character. The embodiment of society with noble, ethical, moral, cultured, and civilized character based on the Pancasila philosophy" (DPR RI, 2021) is included in the national development priorities through the National Long-Term Development Plan (RPJP) 2005 – 2025 (UU No. 17 of 2007). Inclusion in the law is one of the efforts to realize a solid national identity and character.

The character's inclusion in the law is because this problem has a high level of urgency. After all, a prosperous country is greatly influenced by the character attitudes of peaceful, modest, orderly citizens to form a constructive or advanced pattern of behavior. Selfishness and selfishness that ends in unlawful acts show that the person does not have the character to care for the environment (Abdusshomad, 2020). Efforts to make humans follow their nature, namely using the virtue values that he has outlined as a reference, will bring progress and prosperity to the Indonesian nation by instilling character education values in early childhood (Tampubolon et al., 2021). The character values taught will impact a person's pattern of using natural resources/wealth owned. This is because the wealth of a country does not guarantee the prosperity of its citizens if character education is not taught from an early age (2021). A strong character is one of the essential keys to realizing the ideals of the Indonesian nation.

Efforts to create a generation of people who are intelligent and good or have noble character and personality can be made through character education. Character education will be successful if learning is not immediately seen from the perspective of the

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cognitive 15 main but also sees the balance of the cognitive, affective, and psychomotor domains with the whole person as the final product. A school environment that helps students develop ethics and responsibility through models and teaches good character through universal values will be a means of character education (Santika, 2020). Previous research has shown that character learning has been carried out by integrating it into religious education lessons in schools (Ilmi et al., 2021), through natural materials centers (Ningsih et al., 2022), developing digital modules that are integrated with character education (Kurniyawan et al., 2021), learning tools using *guided inquiry* models, with a contextual approach, and being able to train character from face to face. (Anissa, 2020) during learning the implementation of the pillars of character education.

In line with this, several characters strengthening activities have been carried out in the Elementary School environment, which have been sought in various forms such as the religious character in prayer activities, congregational prayers; environmental care character in cleaning activities together, collecting used bottles, disposing of garbage in its place, and daily picket; The character of responsibility in activities dares to take responsibility and apologize for the mistakes made; honesty character appears when not cheating when taking exams; disciplined character in terms of arriving on time, obeying all existing rules (Rusmana, 2019). However, even though it has been done, the character assessment has never been done. Research that has been done before is character assessment using observation sheets and interviews with teachers who focus on student activities in class instead of assessing student character (Latifah, 2017). In assessing character, a teacher needs to have a clear plan to achieve character value indicators (Nisa, et al., 2021). The research was limited to implementing character in learning, not about how to assess student character. Several other studies also show that teachers are still quite tricky in conducting attitude assessments (Hidayah, et al., 2022). This reinforces the need for character assessment instruments.

Another fact states that in order to further strengthen the implementation of character education, 18 values have been identified originating from religion, Pancasila, culture, and national education goals, namely; (1) Religious; (2) Honest, (3) Tolerance, (4) Orderly, (5) Hard Work, (6) Innovative, (7) Independent, (8) Democratic, (9) Full of Curiosity, (10) National Spirit, (11) Love for 25 Homeland, (12) Appreciating Achievements, (13) Friendly/Communicative, (14) Love for Peace, (15) Loves to Read, (16) Cares for the environment, (17) Cares for Social and (18) responsibility (Sarbaini, 2015). The Banjar tribe has morals and life values inherited into a culture of local wisdom known as WASAKA (Waja Sampai Kaputing) is a spirit of life whose conditions are based on local wisdom-based values extracted from the cultural treasures of Banjar (Fitriah & Setiawaty, 2020). The meaning of Wasaka is that it is made of steel from the beginning to the end, meaning the struggle that never stops until the last drop of blood or until the struggle (Sarbaini, 2015; Ayunda, 2014) is achieved. Is consist 12 and does not stop in the middle of the road until the desired goal is achieved. The character that is instilled is a solid and rigid 12 termination, like steel (waja) from the starting point (end) to the destination point (kaputing), and it is haram/abstinent to stop in the middle of the road (haram manyarah).

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Based on the things mentioned above, this research was conducted to determine the need for wasaka character assessment instruments (religious, hard work) in learning in elementary schools. Analysis of the need for character assessment instruments is focused on elementary school students with indicators that have been set by the Ministry 24 National Education and an indicator that will be developed into an instrument for assessing the 18 values of wasaka character. The results of this study are expected to be used to develop an assessment instrument under the needs of the Banjar tribe, the people of Kalimantan.

II. METHOD

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The research method used to examine the topics specified in this research is descriptive research with a qualitative approach. The descriptive research method (*descriptive research*), in general, aims to accurately 5 describe the research results and the research variables (Zaluchu, 2020). The research procedure method was carried out with a 4 qualitative approach, which is the approach that the researcher chose in this study which was descriptive analysis. Because by using a qualitative approach, researchers can understand 18 the phenomena that exist to collect facts in the field that researchers need related to the research focus (Pertiwi et al., 2019). Research with a qualitative approach uses data collection techniques through interviews, observation, and document analysis (Hidayah, et al., 2022). The purpose of the study was to analyze the need to develop a character assessment instrument for elementary school students. The needs analysis carried out includes an analysis of the understanding of the needs of character assessment (social character and spiritual character) and the need to 4 complement character assessment instrument development. The subject of this research is the classroom teacher. Research data were collected through observation, interviews, and questionnaires/questionnaires. List of questions given to respondents it is intended that the person given is willing to respond according to the user's request. The data analysis technique used is triangulation. Besides that (Hidayah, et al., 2022) conveyed that the qualitative data analysis technique was carried out using 21 an interactive model *analysis technique*. This technique requires three stages to be carried out in analyzing the data starting from data reduction, data presentation, and conclusion (verification).

Data collection methods, instruments, and objectives of each stage of a needs analysis are presented 27 as follows: The interview guide reveals the obstacles experienced by classroom teachers in assessing student attitudes. The observation sheet is used to observe the implementation of the class teacher's role as a student companion in class. The questionnaire/questionnaire revealed

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the classroom teacher's perception of the need to develop the Wasaka character assessment instrument. The needs analysis results are used to formulate the concept of developing an attitude assessment instrument for the Wasaka character education program for students.

III. RESULTS AND DISCUSSION

In the learning process, assessment is an activity that has an important role and provides benefits to the achievement of student learning outcomes. One of the benefits of assessment is that it is used as feedback for students and teachers. For students, the assessment functions to measure the extent of the student's abilities, while for teachers the assessment functions to improve the activities and methods used in the learning process (Syihabuddin, 2018). One of the assessments carried out is an attitude assessment or character assessment. The observed characters and discussion topics in learning refer to the character assessments in the Development of National Culture and Character Education: School Guidelines published by the Curriculum Center Research and Development Agency (Kemendiknas, 2010). Some of the characters used as references in these guidelines are honest, tolerant, disciplined, hard-working, and independent characters. Another basis used also explains that the theoretical concept of psychological attributes (including character) cannot be measured directly because this concept is an abstraction of ideas or ideas about something (Nisa, et al., 2021). Therefore, the measurement of psychological attributes, in this case, character, can only be done indirectly through *behavioral indicators*. These behavioral indicators are the basis for discussing what characters are commonly observed and assessed in science learning.

The class teacher who was the respondent told that during a teaching in science learning, what was observed in the character of science learning were the religious character, honesty, tolerance, caring for his friends, caring about his environment (social environment, nature), then students' curiosity, accuracy, and responsibility of students and more importantly in creative and critical science learning for students to find the knowledge they do not know. Different things were emphasized by the class teacher who became the second respondent where the characters commonly observed and assessed in science learning, especially in elementary schools, refer to PPK (Strengthening Character Education) (Khotimah, 2019), namely religious, nationalist, independent, cooperation, and integrity characters. Although some use a reference basis, some focus on character assessment in science learning on the character of the discipline that can be seen from the learning process whether students have complete school supplies or practical assignments. Student attitudes during learning. This is reinforced by the answers from the third respondent, namely assessing several characters such as caring, social, disciplined, hard-working, creative, independent, curious, respecting communicative differences, peace-loving, fond of reading, caring for the environment, responsible, and self-confidence.

The variety of answers shows that the references that form the basis for character assessment commonly observed and assessed in science learning are also diverse. This impacts the assessment made of the character and will give different results. Measurement of character in the affective domain can be done using the observation and self-report methods. The observation method is used because of the assumption that the character's Affective behavior will be seen through the behavior or activities shown, psychological reactions, or even both. The self-report assumes that the state of A person's affective ability is known only to himself. This self-report demands honesty in revealing one's compelling character. The student's character, both qualitatively and quantitatively, is assessed by the teacher. There are several steps teachers should take to assess character education, as expressed by Sutijan (2015); in the development of instruments for assessment, character education must follow the steps of instrument development effective as follows: (1) determine the specifications of the instrument; (2) writing instruments; (3) determine the scale of the instrument; (4) determine the scoring system; (5) reviewing instruments; (6) conduct trials; (7) analyze the instrument; (8) assemble the instrument, (9) carry out the measurement; and (10) interpret the measurement results (Heryanto, 2018).

Measurement of the character of the respondents when asked how to measure the character of students? Still using measurements that have a very high level of subjectivity. This can be seen from answers such as "In the science learning process, it is identical to the scientific strategy; there is a scientific method in it" in science learning, namely, how students solve the problems given by the teacher. Teachers as facilitators and teachers measure students' character during the learning process, measuring it can use attitude assessment, performance assessment "although there are also those who refer to the implementation of PPK, namely by instilling character values by integrating character values contained in a book. Teaching and measuring student character is done using activity-based student books. It is possible for students to complete material from various sources, and teachers can measure their character. Assessment can be done using student guidebooks in the implementation of learning activities given in the subject matter, research activities based on concepts, science activities, information, and examples of the application of science in everyday life, and the rest answer observations but do not explain what is observed and also not explained what points were observed.

Of instruments that can be used to measure character in science learning, such as student character questionnaires (Astuti, 2017; Nisa, et al., 2021), interviews, and observation sheets (Hidayah, et al., 2022), the explanations given are related to

instruments, namely performance assessment instruments, attitude assessment instruments, knowledge assessments, projects, products. From the instrument, there must be clear assessment criteria according to the learning objectives achieved and how the learning activities on the material (according to whether later in the learning process there will be a project will be produced, meaning that later it will be observed how the student process produces the project, whether the activity process is, for example, yes, it means that there is a scientific method in the process from which it is measured using the instrument, while other respondents gave answers related to the effectiveness of the existing instrument even though there were also those who answered differently, namely an instrument that looked at five aspects of the character and with an observation sheet that had been made by the guidelines. /set rating.

The effectiveness of existing instruments that can measure student character also received various answers. Some answer that character can be measured effectively if the teacher plans to the maximum, how the assessment criteria will be achieved, these criteria must also be under the goals to be achieved, whether the learning objectives are towards abilities, towards attitudes and skills of students, must be illustrated in the instrument, what students want to achieve is clearly described so that later this instrument can be used effectively. Some answered that the instruments used to measure are mainly in a student's book. An example is the 2013 revised 2017 edition of the fourth-grade elementary school student book. Theme 5 has three sub-themes with six lessons in each of these sub-themes. The instrument consists of discourse (let us discuss, let us write, let us practice, let us observe, let us read, and I love reading), activity instructions (let us read, let us try, let us practice, let us discuss, let us write, and let us sing), bill work (let us try, let us practice, and cooperate with parents), evaluation (cooperation with parents, and questions after let us read, and questions). However, some still feel doubtful and unsure about the instrument used and need to evaluate it in the hope that the instrument used will be even better.

In addition to measurement, discussion of the instruments used and the measurement procedures, the level of urgency of local potential-based character training to students is also included in the discussion carried out. All respondents' answers considered that character training based on the local potential for students was essential. Some argue that so that children are more familiar with the character of the surrounding environment, their local environment, so instilling the character of these students is to foster students' love and concern for natural conditions or local products around them, so that the process of student curiosity grows (can be shown the natural conditions of rivers and streams). Rivers in the area where students live, how are the social conditions in the environment around students, are there natural conditions such as in the environment around students, are there minor natural conditions, is there an ecosystem around students, so that students not only understand their knowledge but also understand the contextual surrounding them³² is essential to train the local potential-based character of³⁰ents. In addition to introducing local culture to school students, character education based on local cultural wisdom also aims to change the attitudes and behavior of existing human resources to increase work productivity to face various challenges in the future for the students themselves³¹er. Some consider it very important because it will have a good impact on students in the future so that they will be better able to adapt to the surrounding environment and preserve their local potential.

Discussion of the character of local potential cannot be separated from the character of Wasaka (waja to kaputing). Wasaka has become the motto of the city of Banjarmasin (Fitriah & Setiawaty, 2020; Nadilla, 2016). Therefore, it is not surprising that all respondents know this motto, and this slogan can be an effort to get to know the local character, the character of the city of Banjarmasin. However, the understanding of Wasaka (Waja to kaputing) is not very deep and is just knowing. Wasaka is the motto of the struggle for South Kalimantan, which means a struggle that does not know giving up, with a solid determination to the end.

This motto is the character of the local potential in South Kalimantan. The urgency for this character to be possessed by the younger generation raises the question²⁹ whether all materials in science learning can be instilled in the character of wasaka (Religious hard work and responsibility)? The integrati⁴ of character into science learning can be done because, in the science learning process, the character of wasaka can generally be seen in students' daily lives in learning, how in the learning process the teacher can observe religious attitudes, whether before studying, before conducting experiments, before reading whether students say a prayer or basmallah / bismillah after finishing reading Alhamdulillah, then the hard work is seen how hard the students work to solve students' curiosity, it can be by how hard the students work to test their hypotheses by experiment or by finding data to prove the experiment is done. The responsibility at the end is usually, how are the students' responsibilities in completing the tasks given by the teacher, knowledge assignments, problem-solving tasks, how students do students responsibly until they are finished, do students finish irresponsibly? The answer is only half/half-finished; did you finish perfectly? Although, of course, not all materials in science learning can be instilled in the character of wasaka itself (religious, hard work, and responsibility). The apparent reason why every learning can be integrated with the wasaka character is that in every learning, there must be hard work and responsibility in learning.

Obstacles in instilling character into students also occur and are experienced by respondents' classroom teachers. Some feel they have implanted it, reminding students how to behave in science learning (religious, honest) maybe before doing something they have guided students to read basmallah already reminded, maybe there are only a few students who follow it,

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follow it only once for the next job, some students may forget to say basmallah, so the problem is there, maybe only some students remember, maybe another obstacle is not all students have the responsibility to complete their assignments well, there are students who are desperate to find the data, finally desperate to collect them with a potluck finally. Some experience problems. When measuring students' character, the problem may be that there are only a lot of instruments and there are too many students, so some teachers are overwhelmed to accurately monitor/measure the character of students in their class. Some even do not do character assessments because some students have a reasonably high temperament. Also, some factors are still not supportive, such as not knowing the characteristics of children as a whole and the ways of applying them.

In addition to the obstacles in instilling the character of Wasaka into the students, it turns out that the class teacher also experienced problems in measuring the character of Wasaka owned by the students in particular and other characters in general. One of the reasons for the obstacles that arise is that many students are being observed. Because the instrument used is attitude assessment, for example, being honest, religious it takes a long time to assess the character development of students, it cannot just measure in one day, maybe gradually today religious and honest first is instilled the next day how to instill a sense of thoroughness in students, student's sense of responsibility. so every day students have characters that are implanted more deeply so that students do it. Another obstacle in instilling character in students is that students who are used to their family environment or home environment like are often pampered, so at first, it is rather tricky to build independent character. Some experience technical obstacles in the teacher where the teacher feels lacking in making guidelines/assessments to measure student characteristics.

Supporting factors in instilling this character can be through interactions, both student interactions with teachers and students with other students. This character is a supporting factor, the teacher must provoke students to provoke questions, whose character grows student curiosity, so there is good teacher interaction with students. Students with other students, there is good cooperation and good communication. So that from communication between students, curiosity grows, cooperation grows, and tolerance grows. These supporting factors can help shape the religious character of students (Lubis, 2022). So it is better if groups of students who are good at communicating are made into a group with quiet students, less active than other supporting factors are engaging learning media, where the teacher must prepare media that foster the character of students' curiosity to explore information in it, maybe there are experimental media, contextual around children

Another explanation states that there are many supporting actors in instilling character in science learning, such as a good school environment and school friends who also have good characters. Teachers who have adequate facilities and the cooperation of parents in monitoring the character of students during their assignments/practices at home. Science learning has several factors that support students' character during character learning (Ernawanto et al., 2022), social and environmental care, discipline, creativity, and curiosity. Even a conducive, fun school environment, as well as facilities and infrastructure, can also be a supporting factor.

20 CONCLUSIONS

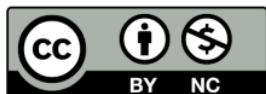
Based on the results of research and discussions that have been carried out, it was found that the analysis of the need for wasaka character assessment instruments (religious, hard work) in learning in elementary schools found findings on the development of assessment instruments which were expected to make it easier for users to assess wasaka character (religious, hard work). Learning in elementary school is needed. The design of the development of the Wasaka character assessment instrument²³ sought to improve students' self-development and can measure the Wasaka character of the students. This research is expected to be used as a reference for further research related to the needs analysis of the development of attitude assessment instruments, especially the character of Wasaka (religious, hard-working) in learning in elementary schools.

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