

# PROCEEDING

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THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR

## Values – Based Learning for Wonderful Children

Yogyakarta, November 22<sup>nd</sup> 2016

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**Teacher Education “Madrasah Ibtidaiyah”**

Faculty of Tarbiya and Teacher Training  
State Islamic University Sunan Kalijaga  
Yogyakarta

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**Faculty Islamic Education and Teacher Training**  
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**Yogyakarta**  
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### **Perpustakaan Nasional: Katalog Dalam Terbitan (KDT)**

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**PREFACE: PROCEEDING THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR  
“Values – Based Learning for Wonderful Children”**

*Alhamdulillahirabbil'alamin. Wabibinasta'in 'alaumuridunnya'waddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabibi'ajmain. Ammaba'du.* Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3<sup>rd</sup> Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from Tiongkok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3<sup>rd</sup> Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22<sup>nd</sup> 2016

International Seminar Committee

## PREFACE

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3<sup>rd</sup> Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma’arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimiyah Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22<sup>nd</sup>, 2016

Editorial Team

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# CHARACTER VALUES INTERNALIZATION THROUGH HYPNOREADING-BASED VALUATION INSTRUMENT ON *BAHASA INDONESIA* LEARNING MATERIAL

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## Abstract

Character education internalization has taken place through learning process. Educators tried to embed character values to shape learners' personality who behaved very well. However, in the reality, the method utilized by the educators were less attractive. Learners who did not like the method utilized by the educators did not concentrate on the learning process. Thus, an educator's effort to embed character towards learners could not be maximum. One of alternatives of character education internalizations towards learners could be done through valuation instruments. If hypnoteaching method was utilized in learning process, it was utilized in the valuation process. Through this method, the researcher termed it as hypnoreading. If hypnoteaching referred to learning, thus hypnoreading referred to reading text as in the valuation instrument. Hypnoreading tried to give positive suggestion through valuation instrument work process. Therefore, the researcher applied hypnoreading technique on valuation instrument. Because recently, we could see it based on the researcher's observation that valuation instrument as in lesson books only focussed on material without paying attention to language element. While the language was able to give emotional influence towards learners. So, when a valuation instrument was related to hypnoreading technique, it would give a positive effect in internalizing character values on learners. This research was aimed to : find out quality of valuation instruments on test questions and teaching book of bahasa indonesia, the procedure of valuation instrumen development to internalize character values on learners, and the steps of process implementation of hypnoreading-based learning evaluation. The data analysis result indicated that were still many valuation instruments which had not been internalized by character values. Questions composed by KKG MI Religion Ministry only contained 66% questions as in character values, then from Yudhistira Publisher, it only contained 45% and BSE Education and Culture Ministry publisher only contained 25% of total questions within. Therefore, it should be valuation instrumen design which was able to internalize character values so that students were able to answer the questions. Besides, there was also character values internalization in their personality. The analysis covered scrutinizing, writting, speaking and listening aspects.

**Keywords:** *Valuation instrumen, Character Values, Bahasa Indonesia, Hypnoreading*

## I. Introduction

The development of current modernization era contributed negative impacts for Indonesian life. The occurrence of moral decadence of Indonesia nation was one of them. It was proven by the occurrences concerning moral showed by present Indonesian students, such as crime, brawl, fraud, narcotics, pornography, pornoaction, etc. Therefore, it needed strategic steps to prevent those behaviors. One of them was early character education internalization.

A school as an education institution becomez a media to improve and shape strong thinking logic with science and technology, and shape learners' characters with sincere values. The school is responsible to transform sincere values towards their students. Through school, students are eduycated to be the next generations who have high intellectual, emotional and spiritual intelligence as the provision to continue and struggle better Indonesian life. Transformation process of sincere values took place at school through character education.<sup>1</sup>

For years, character education internalization has took place through learning process. Educators tried to embed character values to shape learners' personality who well-behaved. However, in reality, the method utilized was less attractive. Learners who didn't like the method did not concentrate during the learning process. Therefore, the educator's effort to embed character education in learners could not be maximum.

The most correct pattern in education children on primary school level played a very crucial role for mental and social development. It influenced their personality building.<sup>2</sup> Primary school students required positive character habituation since earlier, it would affect them until they have grown up. So, children should be always internalized with character values, so that when they had grown up, they were able to apply positive life pattern.

According to Thomas Lickona, basically education had two objectives, which are guiding young generation to become smart and have moraled behaviors. We all knew that the word "smart" and "good" were not similar words. Authorities since Plato era had made a policy on moral education which was consciously made as the main part of school education.<sup>3</sup> Therefore, it should be innovation so that both words could be balanced to shape an education that created learners who were not only smart in knowledge, but also in behaviors.

As learning result evaluation material of a lesson, it required an effective evaluation design. Through the valuation result, it would be obtained learning result of learners. The result would be the evaluation material of an educator in the learning process. In general, the valuation of learners' learning result utilized valuation instrument. The valuation instrumen could be inform of test questions. It was for knowledge competence at least contained material, construction and language components. Valuation instrument for attitude competence least contained the material.<sup>4</sup> Character education values should be able to embed in this mateiral components.

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1 Novan Ardy Wiyani, *Membumikan Pendidikan Karakter di SD (Konsep, Praktek, dan Strategi)*, (Yogyakarta: A-Ruz Media, 2013), hlm. 97-98.

2 Thomas Lickona, *Mendidik untuk Membentuk Karakter*, terj. Juma Abdu Wamaungo (Jakarta: Bumi Aksara, 2013), hlm. 7.

3 Thomas Lickona, *Pendidikan Karakter, Panduan Lengkap Mendidik Siswa Menjadi Pintar dan Baik* terj. Lita S(Bandung: Nusa Media, 2013), hlm. 6-7.

4 Permendikud no. 104 tahun 2014 tentang penilaian hasil belajar oleh pendidik pada pendidikan dasar dan pendidikan menengah.

Character education implementation could not only be executed during the learning process, but also through valuation instrument. The authorities of instrument maker could embed character values of the questions to internalize character education in learners. When learners do the test questions, they would concentrate on those questions to get the best score. Therefore, it was correct if the questions were designed by inputting character values within.

Bahasa Indonesia lesson is one of compulsory lessons mastered by all learners in Indonesia, both in low level, middle, or college. In general, Bahasa Indonesia material contained some readings utilized to understand materials concerning bahasa Indonesia sentence structure. Bahasa Indonesia lesson covers materials: a set of language, paralinguistic element in text, simple text forms and characteristics and information analysis in various simple texts. Through those reading texts, it could be embedded character values that were able to change learners' personality.

Various learning methods had been emerged by educators to create a learning that was able to enable learners to comprehend the material taught started from media development to learning technique. Recently, what had become interesting topic was hypnosis technique as one of learning methods.

Hypnosis become a thinking condition when the logic analysis function on the mind was reduced to enable the individual entering unconscious state of mind/. On this condition, an individual became suggestive and creative (imagined emotionally and opened their internal insight) then they reacted as the spiritual basic value system they possessed.<sup>5</sup>

Education world was also influenced by this hypnosis technique. In order to change learners' behaviors towards the better, it was required positive suggestions so that it made them conscious to always act well. Hypnosis technique utilized in education field was called hypnoteaching.

Hypnoteaching was the combination of two words, which was hypnosis and teaching. Hypnosis meant suggesting and teaching. So, it could be defined that hypnoteaching was an effort to suggest learners so that they became better achievement. Hypnoteaching was a creative, unique and imaginative learning method. Before implementing the learning, learners had conditioned themselves to study. Therefore, learners followed the learning in fresh and ready condition to receive lesson material.<sup>6</sup>

Starting from the method, the author emerged an effective insight in coloring the method of character values internalization on learners. If hypnoteaching method was utilized in learning process, it was utilized in valuation process. The author termed this as hypnoreading. If hypnoteaching referred to learning, hypnoreading referred to reading as in valuation instrument. Hypnoreading tried to give positive suggestion through valuation instrument work process.

Therefore, the researcher applied hypnoreading technique on valuation instrument. Based on the researcher's observation, text book only focused on material, without paying attention to language element. While language was able to give emotional influence on learners.

Based on the problems, the researcher was interested in doing a research and instrument development of valuation in Bahasa Indonesia to internalize character values on learners. This research was aimed to: find out quality of valuation instruments on test questions and teaching book of bahasa Indonesia, the procedure of valuation instrument development to internalize

5 Muhammad Noer, *Hypnoteaching for Success Learning*, (Yogyakarta: PEDOGOGIA, 2010), hlm. 17

6 N. Yustisia, *Hypnoteaching: Seni Ajar Mengeksplorasi Otak Peserta Didik*, (Yogyakarta: Ar-Ruz Media, 2012), hlm. 76

character values on learners, and the steps of process implementation of hypnoreading-based learning evaluation.

## II. Discussion

### A. Theoretical Base

#### 1. Valuation Instrument

The valuation of learning result of learners covered attitude, knowledge and skill competence done in balance so that it could be utilized to determine relative position of each learners towards standard that had been determined. The valuation covering referred to material, competence of lesson/program and process competence.<sup>7</sup>

There was relationship between text-based Bahasa Indonesia learning with authentic valuation. If the emphasis of authentic valuation was on performance valuation which asked learners to demonstrate a certain skill and competence as reflection of knowledge mastered by them, the same thing became the basic in text-based learning.

On text-based learning, as the contextual text characteristic, learning was done to give concrete context on various competences learnt, as seen on certain text type choice that had been adapted with learners' needs. On primary education stage, text selected to teach was personal story text. It was intended that learners were able to obtain knowledge such as self-introduction in classroom.<sup>8</sup>

Evaluation component was important component in Bahasa Indonesia learning. The same result in form of competence would be obtained by students through Bahasa Indonesia learning that were evaluated from two sides, through process and test of learning result. Learning result evaluation was done by using instrument in form of test. In Bahasa Indonesia learning, a test could be in form of written and oral test relevant with competence that would be achieved and was appropriate with language skill studied.<sup>9</sup>

#### 2. Hypnoreading

Hypnoreading was originally came from two words, which were hypnosis and reading. Hypnosis was a centered mind condition, so that the level of suggestion receptivity. The hypnotized person could answer the question proposed and easily received suggestion. This hypnosis suggestion could be delivered by a Hypnotist in front of subject or may be done by the subject.<sup>10</sup>

Hypnoreading was one of techniques of giving suggestion to an individual through a reading text, so that it could influence an individual's mind to be positive. This research utilized hypnoreading-based valuation instrument as an effort to internalize character values in valuation instrument question points.

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7 Permendikbud no. 66 tahun 2013 tentang standar penilaian pendidikan

8 Mahsun, *Teks dalam Pembelajaran Bahasa Indonesia Kurikulum 2013*, (Jakarta: PT Rajagrafindo Persada, 2014), hal. 153

9 Yusi Rosdiana dan Lis Setiowati, *Materi Pokok Pengembangan Kurikulum dan Pembelajaran Bahasa Indonesia*, (Tangerang selatan: Universitas Terbuka, 2014), hal. 9.8

10 Ibnu Hajar, *Hypnoteaching: Memaksimalkan hasil belajar-mengajar dengan hypnoterapi*, (Jogjakarta: DIVA Press, 2011), hal. 34

### 3. Bahasa Indonesia Lesson

Bahasa Indonesia lesson was a program intended to develop knowledge, improve language ability and formulate positive attitudes towards Bahasa Indonesia. The scope of bahasa Indonesia learning included: language mastery, understanding ability, language skill/use for various intentions, and literature appreciation.<sup>11</sup>

Indonesian children should be given learning on a good use of bahasa Indonesia in oral or written. Certainly, our education orientation did not only spend material but more in longer term. Educators had to give good example in using Bahasa Indonesia formally or informally. By speaking a good language, an individual would also behave well. Indonesia had more dignity if the society was able to use the language well, proud of the language and always use it politely which indicated the character of Indonesi.<sup>12</sup> Therefore, bahasa Indonesia lesson was related to learners' character building.

The function of Bahasa Indonesia as personality developer lesson was directed to good and correct language ability. The function covered various aspects: (1) developed scientific communicative in various oral or written media; (2) developed academic ability; (3) developed various attitudes, such as scientific, paradigmatic attitude in developing thinking patterns and educated attitudes in actualizing their study result; (4) developed language intelligence; (5) developed the personality, especially in creating new creativity concerning experience, potential knowledge, new situation faced, and the ability to express it; (6) developed communication among individuals so that it stabilizes personal development.<sup>13</sup>

### 4. Values of Character Education

The quality of Indonesia building was determined by national education objective. Therefore, the most technical/operational nation's character value was the Objective of National Education. It was because Indonesia education could not contradict with the objective of national education as Act No.20 Year 2003. In order for nation character's interest, operationally there was formulated 18 character values, such as:<sup>14</sup>

1	Religious	Submissive attitude and behavior in performing their religion prayer, being tolerant towards the implementation of other religious prayer, and living in harmony with other religious believers.
2	Honest	A behavior which was based on the effort to make himself as a trustable individual in words, actions, and works.
3	Tolerance	Attitude and action of respecting differences of religion, ethnic groups, opinions, attitudes, and action of other people.

11 Ngalmur purwanto dan Djeniah alim, *Metodologi Pengajaran Bahasa Indonesia di Sekolah Dasar*, (Jakarta: PT Ros Jayaputra, 1997), hal. 4

12 Sri Pamungkas, *Bahasa Indonesia Dalam Berbagai Perspektif*, (Yogyakarta: ANDI Offset, 2012), hal. 24

13 Widjono Hs., *Bahasa Indonesia: Mata Kuliah Pengembangan Kepribadian di Perguruan Tinggi*, (Jakarta: PT Grasindo, 2005), hal. 4

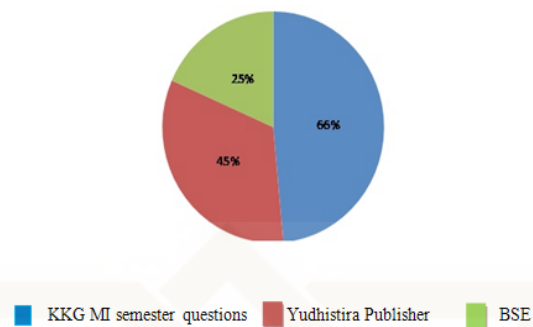
14 Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah (Konsep dan Praktik Implementasi)*, (Yogyakarta: Pustaka Pelajar, 2013), hal. 14-15

4	Discipline	Action which showed orderly and submissive behaviors on various conditions and rules.
5	Hard work	Behavior which indicates trully efforts in handling various learning or task obstacle and finish them well.
6	Creative	Thinking and doing something to create a new way or result of what was owned.
7	Independent	Attitudes or behaviors for not easily depended on other people to finish their task.\
8	Demokratic	Thinking and acting way in valuing similar rights and duties in themselves and other people.
9	Curiosity	Attitude and action struggled to know deeper and wider of something learnt, seen and heard.
10	Nationality Spirit	The way of thinking, acting and having insight which put national interest on individual and group interest.
11	Nationalism	The way of thinking, acting and doing something indicated high faith, care, and respect towards the nation, physical, social, cultural, economic, and political environment.
12	Achievement respect	Attitudes and actions which encouraged himself to create useful thing for the society, recognized and respecting other people's success.
13	Communicative	An action which showed happy feeling to speak, associate, and cooperate with other people.
14	Love of Peace	Attitudes, saying and actions which cause other people to feel happy and secure on his presence.
15	Love of Reading	Habit to provide time for reading various text which gave goodness for himself.
16	Attention towards the Environment	Attitudes and actions which always tried to prevent damage on natural environment and developed efforts to improve the damage.
17	Social Attention	Attitudes and actions which always wanted to give assistance towards other people and the society who needed it.
18	Responsibility	Attitudes and actions of an invidual to implement their task and duty which should be done, towards himself, society, environment (natural, social, and cultur\al), nation and the One Almighty God.

## B. The Analysis of Valuation Instrument in Bahasa Indonesia Test Questions

Based on the analysis of valuation instrument in Bahasa Indonesia lessson on Semester Final Test for grade V made by work group of madrasah Religion Ministry of Semarang City, teaching book published by Yudhistira and BSE Education and Culture Ministry, it was obtained the data as follow:

Percentage of character values internalization  
on Books of Yudhistira and BSE publishers



The analysis indicated there were valuation instruments that had not been internalized character values. Questions made by KKG MI of Religion Ministry contained 66% questions in character values, then Yudhistira Publisher only contained 45% and BSE publisher culture and education ministry only contained 25% of total questions within. Therefore, there should be a valuation instrument design which was able to internalize character values. Thus students did the questions and got character values internalization in their personality.

The analysis covered aspects of scrutinizing, writing, speaking and listening. While character values which became the benchmark was as the objective of national education on Act No. 20 Year 200 which operationally had been formulated into 18 character values, such as religious, honest, tolerance, disciplin, work hard, creatiive, independent,democratic, curiosity, national spirit, nationalism, respect of achievement, communicative, love of peace, love of reading, attention towards the environment, social attention and responsibility.

### C. Steps of Character Values Internalization on Valuation Instrument

1. The teacher observed the requirement of character values required for learners' development

The development of learners was very influenced by the environmental condition and affective area which want to be achieved in a learning. For example, in school environment, many learners came from social environmet that was vulnerable with social problems.Such as society who lived in outskirts of urban area, who were far from good moral values. If the condition occured, a teacher could internalize character values that could protect learners from negative influence of societies around them. Religious, tolerance, honest, associative/communicative, love of peace and social attention values could be choice alternatives to internalize those values.

2. The teacher adjusted material with result that would be achieved in cognitive or affective areas.

The learning result that would be achieved by education authorities included cognitive, affective, and psychomotoric aspects. Therefore, the valuation instrument organizing should be able to cover the three aspects. Each lesson material covered basic competence that would be achieved by learners in the lesson. Certainly, valuation instrument design refered to existed competence, therefore, it needed material appropriateness that had been delivered by the teacher using her/his valuation instruments.

### 3. Teacher modified valuation instrument with character values internalization

Valuation instrument in form of objective test had characteristic which more emphasized on cognitive aspect achievement. The internalization of character values could be internalized in the instrument so that they could internalize affective aspect on learners.

Most of bahasa Indonesia materials contained of texts as question introduction. Through those texts, it could be internalized character values. So the teacher made a reading text which contained character values, such as honesty, nationalism, discipline and fable stories.

### 4. The teacher performed validity towards valuation instrument

Valuation instrument organizing should pass validity process so that it created qualified instrument. It was intended to value appropriateness for learners' learning result valuation. A good instrument is it had passed the appropriateness stage. Validity process required teacher's accuracy in valuing the instrument, started from questions, answer options, and material appropriateness that had been delivered.

### 5. The teacher designed layout of valuation instrument

The performance of valuation instrument form was a primary thing that was often ignored by instrument maker. Whereas it could be an important thing to attract learners. Most of valuation instrument performance designs we met lack of attractiveness for learners, so that it could influence the learners' spirit in doing their test. The performance included paper type, question content and accessories that added the aesthetic of the instrument. Children in MI age like visual things. So that we could attract their attention by designing visual test instrument to be creative.

## **D. The procedures of Hypnoreading-based Evaluation Process Implementation**

### 1. The teacher set the place of learning evaluation process

In general, the implementation of hypnoreading-based learning evaluation was similar to other evaluations implementation, such as national standardized semester test, mid-term test, and semester final test. The initial steps performed was by distributing the test to test participants. The teacher conditioned them to avoid fraud. It could be done by arranging chairs. All things which disturbed evaluation process could be put outside the room. The classroom was conditioned as comfortable as possible and far from noise so that learners could concentrate.

### 2. The teacher explained the rules in doing evaluation test

Before doing the test, the teacher initially explained rules of test. First, it was initiated by praying together. Second, test page condition check. If there was damaged paper or the writing was not clear, it was replaced with the new one. Third, they were not allowed to cooperate. They should focus on the test, not disturb other friends. The teacher delivered the rules using interesting slide show. It could be in form of 3D video. It could refresh their mind to relax in doing the test.

### 3. The teacher gave suggestion to learners

Suggestion was an important thing in hypnoreading process. Before doing the test, learners was given suggestion by the teacher to give their thinking stimulation to be relaxed in doing the test. This suggestion giving did not mean that they fell asleep, however, it motivated them in doing



the test. Therefore, character values contained in the valuation could come into their mind. The suggestion could be inform of sentence that could motivate.

#### 4. The teacher gave classical music effect to accompany the evaluation working process

Instrumental music could give mind more relax to do something. If the thinking was in rilex condition, it could stimulate the brain to enable in receiving information. Based on the rerearch result, classical music was one of music types which could develop a child's brain intelligency. That was why a pregnant mother was suggested to listen to classical music. Children were also suggested to listen to classical music to stimulate their intelligency. The cognitive development of children who were in concrete pre-operational phase was influenced by audiovisual. Therefore, classical music use in valuation instrument working process could stimulate their mind so that character values contained could be felt by them.

#### 5. The teacher gave reflection on text as in the valuation instrument

The teacher gave reflection towards questions that contained of character values internalization. It was done after all learners completed the valuation instrumen working process. The reflection discussed character values as contained in the valuation instrument. It was aimed to strenghten the learners' understanding towards character values that should be internalized in learners. One of success in the learning process was when learners could develop their cognitive aspect and internalize affective aspects through character values.

### **E. Closing**

The analysis result towards quality of valuation instrument in test questions and teaching material of Bahasa Indonesia indicated that there were many of them which had not been internalized with character values. Therefore, it should be a valuation instrument which was able to internalize character values. Therefore, while students were doing their test, they were also internalized with character values in their personality. Through internalization of character values on valuation instrument of Bahasa Indonesia, it could be internalized the character on learners. The steps were : (1) The teacher observed the requirement of character values required for their development; (2) The teacher adjusted material with result that would be achieved in cognitive or affective areas; (3) Teacher modified valuation instrument with character values internalization; (4) The teacher performed validity towards valuation instrument; (5) The teacher designed layout of valuation instrument

The procedures of Hypnoreading-based Evaluation Process Implementation are as follow (1) The teacher set the place of learning evaluation process; (2) The teacher explained the rules in doing evaluation test; (3) The teacher gave suggestion to learners; (4) The teacher gave classical music effect to accompany the evaluation working process; (5) The teacher gave reflection on text as in the valuation instrument.

The most important aspect in the valuation instrument development was related to the instrument quality. Thus, it did not only internalize character values. However, it should be taken as attention about the correct technique in the organizing of valuation instrument. Cooperation among policy authorities in organizing valuation instrument was crucial to manifest generation of Indonesia that had good characters.

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