PROCEEDING

THE 3rd SUMMIT MEETING ON EDUCATION INTERNATIONAL SEMINAR

Values – Based Learning for Wonderful Children

Yogyakarta, November 22nd 2016

Teacher Education "Madrasah Ibtidaiyah"
Faculty of Tarbiya and Teacher Training
State Islamic University Sunan Kalijaga
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"Values - Based Learning for Wonderful Children"

Editors:
Istiningsih
Muqowim
Aninditya Sri Nugraheni
Fitri Yuliawati

Teacher Education "Madrasah Ibtidaiyah"
Faculty Islamic Education and Teacher Training
Islamic State University Sunan Kalijaga
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PREFACE: PROCEEDING THE 3ʳᵈ SUMMIT MEETING ON EDUCATION INTERNATIONAL SEMINAR
"Values – Based Learning for Wonderful Children"

Alhamdulillahirabbil'alamin. Wabihinasta'in 'alaumuridunnyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Iwalmursalin. Wa'alaalihiwaashabihiajmain. 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 3ʳᵈ 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 3ʳᵈ 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, 22ⁿᵈ 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 3rd 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 Ibrahimy 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, 22nd, 2016

Editorial Team

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CHARACTER EDUCATION ASSESSMENT SYSTEM

Masrurotul Mahmudah

Lecturer at the Faculty of Tarbiya

Islamic Institute PGMI Prodi Ma'arif (IAIM) NU Metro Lampung[1]

Abstract

This article describes the character education assessment system, where for many people who study the application of character education will be yet but many are reviewing about character education grading system. So with that backdrop the authors are interested in discussing this matter, with the aim to find out what kind of grading system character education and how to do it.

With demikaian in the discussion in teoritik can be known about a character education assessment system that education is a process of building character. So the character Development is the process of shaping the character, from the less good be better. Depending on the respective provision. Want brought to where their character and formed what they later, depending on its potential significance in the possibly ahead, also depends on his opportunity. The construction of the characters needed to cultivate the character of a nation can be clearly identified, which distinguish themselves with other Nations, and it is necessary to deal with the situation of the growing period. In the implementassi character education in schools include: rational, Program assessment, the assessment process, the assessment of results, assessment of the dwarf, and success criteria.

Implementation of character education in schools in the outline concerning three managerial functions, including planning, implementation, and control. So a third of the managerial functions requires evaluation, and it can be seen that practically function evaluation is psychologically (a), (b), (c) sociological in didaktis-methodical, (d) to know the position of the learners among his friends, (e) to find out the extent of the readiness of the learners in the program drove his education, (f) to assist teachers in providing guidance and selection, (g) administratively.

Keywords: education systems, assessment and character education.

A. Introduction

Education is the most important part of human life can never be abandoned or even ignored. As a process, there are two different assumptions about education in human life.

First, it can be regarded as a process that happens accidentally or running naturally. In this regard, education is not a process of regularly organized, planned, and using methods that

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[1] Penulis adalah dosen tetap prodi PGMI Fakultas Tarbiyah IAIM NU Metro Lampung (alamat email: mahmudahiaimmetrolampung@gmail.com)

are studied as well as on the basis of rules agreed upon a mechanism to convene by a Community (country), but rather is a part of life that has been running since the man there. This sense refers to the fact that basically humans naturally is being learned from the events of nature and symptoms of life that exists to develop his life.

In fact, nature is great "schools" that have taught the human situation of motion (motion nature). Natural motion and change, with the level of difficulty and ease facing mankind, respond by humans and move his way up, the ability of the deduction, and accumulate knowledge gained from experiences of nature dialectical. It lasts for a long time before education reduced (disempitkan) them into school. Thousands and millions of years of human learning from nature, has resulted in a wide range of knowledge, skills, technology, and values that follow the development of the community. Here, education goes naturally with no engineering for the benefit of certain parties who intentionally designed the education to build the system of power.

Second, education can be regarded as a process that happens by accident, planned, designed, and was organized on the basis of rules which applies especially legislation that is made on the basis of the agreement of the community. For example, we have a National education system ACT (Sisdiknas) that are the basis of organization of education. Thus, the word education is derived from the United Kingdom education comes from the Latin educare or educere, which means to train or tame (as in a human context to train wild animals became tame so that are farmed); It also means fostering (making the ground be well prepared be the seedbed of plants growing well because the soil is tilled and cultivated).

B. The Meaning Of Character Education

"Character education is often meant as educational value, character education, moral education, and character education which aims to develop the ability of learners or children in assessing and giving good and bad decisions against something"[2]

Education as an activity and intentional activity this process is a symptom of a society when it was realised the importance of efforts to establish, direct, and manage the human as aspired to society especially the ideals of those who gained power. Since modern times, people began to realize that he is a subject that can direct the nature and potential uses of natural (including humans) to achieve the goal. Therefore, the purpose of it was to do with the processing of human resources (HR) in order that created the ability and skills which can be used to exploit nature. Since realising it humanity's ability to exploit nature that can be modified for easy life, education becomes an activity that was then deemed important to be part of the set up of the community.

How to set up human in education is certainly related to how society will set meaning, purpose and organizing education following the direction that socio-economic development. Thus, the educational objectives should be defined based on ideal-ideal were dominant in the socio-economic scene. So, there are aspects of material that explains how the direction education is designed based on who is the most powerful man in the community. This understanding leads us to more easily understand the educational objectives that go beyond the meaning/proses-prosesnya. For example, generally people understand that the purpose of education is directing humans

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2   Ridwan Abdullah Sani & Muhammad Kadri, Pendidikan Karakter (Mengembangkan Karakter Anak Yang Islami), (Jakarta: Bumi Aksara, 2016), Hal. 22

in order to be empowered, knowledgeable, intelligent, and had the insight and skills in order to be ready to face life with a potensi-potensinya that had been honed in the educational process. For example, we often understand that educational process that has to do with the activities that comprise the process and the following objectives:

1. The process of empowerment, i.e. when education is the process of making human activities become more powerless facing the State, of the situation of the weak be strong with equipped with the process of awarding the insights and skills so that it makes him powerless.

2. The process of enlightenment and awakening enlightment conscientization, when education is a process of enlighten mankind through the opening with knowledge, insights from does not know be know; from the unconscious into conscious, will potential himself and his environment. The process provides motivation and inspiration, namely an effort so that the learners are moved to get up and play a role not only because of the direction and coercion, but inspired by what he saw that sparked passion from within and in accordance with the talent ability.

3. The process of behavior change, namely that education provides the ideal values which is expected to regulate the behaviour of learners. Children who deviate behavior and not in keeping with the custom of the society are expected to be changed according to the values of good social conduct and support the development of the personality it takes to play the role of science and values acquired.

However, the real situation that we often encounter is the process and outputs of education is incompatible with the ideals that kind of beautiful. For example, we thus see that education turns out to be quite the produce man-man who lost himself, potential human being greedy and destructive, and humans-humans thus filling system that directs it towards order and even not humanizing mankind. Then, we return on the dialectical process of education with the history of the community especially the dialectic of material interests that control and direct the education. This is the best way (dialectical critical) to figure out the direction of educational objectives and in accordance with the interests who are education it was organized. Then from there, we see that what is produced by education turns out rather than change the behavior, but instead spread and strengthen the habits of behavior is indeed identical to the character and the character of the ruling parties.

It also produces educational viewpoints and spread the viewpoints of the ruling parties in the community. For example, an organized education in capitalist society-because the ruling class is the capitalists (owners and penumpuk capital and profits) will spread the way capitalist point of view. The author always reminded that ideology and philosophy (viewpoints) that are deployed in the world of our education (schools and universities) is not the way of view of humanity (universal), but rather a way of looking class – precisely the way the capitalist class perspective (capital penumpuk). Consequently, anyone who's school (whether capitalist or not children, such as child labour, peasant, or civil servants), must accept the viewpoints of philosophy of capitalist who sometimes also appears in the texts and subject matter.

It is clear anyway how education turns out to be organized to meet the ideological goals of it. Authors are increasingly convinced that education is not a that can be released from the domination of the ruling class that cengkeramnya power grew stronger. The Government always

touting free education and often show the program to address the inaccessibility of education costs, but up to this second school is also increasingly expensive. If there is already a BOSS (the school Operational Assistance) even after the Education Budget 20% was passed, where the money is and why not make education be affordable? In fact, when talk of higher education, thus increasing its costs soared. Authors are increasingly convinced that the goals of education are beautiful it is merely artificial ideals, which we still have to test in the dialectical relation in the concrete in the community.

Many people still unable to school. The institution is still populated by the children of the rich. The output of education also instead of generating human-human characteristic and useful for shared progress, but instead fill the production institutions that are not helpful to the process of change towards a shared prosperity. The output of education also is not absorbed into the realm of productive work. In fact, the Honorable positions of Office-jatabatan in public service posts (civil servants) instead filled by young adults have selected not based on ability and dedication, but because buying Office (sogok-menyogok in test CPNS already became common). The money spent to bribe, Rp 100-150 million dollars, it's not a bit. Only certain people can afford, and are usually the children of rich people who are usually the quality is in the process of education is doubtful. Usually, the children of the rich if that College Slackers, just likes to read, just like the knowledge, and trained to be a good officer while serving.

It is feared will make public service sector are filled by people who are mentally not right, one of which will perpetuate the culture of corruption in Government and public service sectors. From there we also quotes the conclusion that people will sacrifice in hard to get the position (job). The result of the ideological rivalry of yesteryear, finally people don't do competition with fair way, but through a shortcut. The winner of the competition is looking for interns who are bribed with money. Then, indisputable already that the goals of education is to make people have a good character, have integrity, fair, honest, confident, and so on. If anyway during the children's school still holds the values and the moral teachings of the sort, apparently after being out of school and is required to earn an income by the way had a job, he soon knew that the values taught in school turned out to be "nonsense". For what value of holding honest and truth, the proof that it is indeed still a sneaky use of money. As it turns out, the world of work whatever it turns out to be also tinged competition no longer connected with the values of education. Missing values and character, it may be useful is technical skills and skills of manipulating people.

C. The Meaning Of Character Development

The contradictions of life in a variety of fields such as described above is a condition that requires answers. There are social conditions that form the character creation in man. This is where, required an effort to build up a character who can shape the character and mental human beings who can cope with the situation which was designed by force from beyond. To understand the significance of the development of character and why it's important, there's an interesting story. Education is the process of building character. So, should not trouble anyone who want to go to school. Character development is the process of shaping the character, from the less good be better. Depending on the respective provision. Want brought to where their character and formed what they later, depending on its potential significance in the possibly ahead, also depends on his

opportunity. It could be, children who are strong and large-body had character appropriate for the profession of sports. It could be, a girl who likes to write would be a great writer or a reputable journalist.

However, the ideal goal the above story stuck on one thing. For example, there is the question: then what about the kids who are poor? Expensive and commercial school usually rejects the child, should be immediately expelled because his parents clearly cannot afford to pay school fees. No need to deny holding tests, the school will also get kids whose parents were able to tamper with the money a lot. Well, isn't this painful? Thus, development and character education has actually been restricted (contradictory) with expensive education and commercial or educational capitalism. Poor is poor condition and is a character. Usually, the purpose of the school is social mobility so that the poor got the provision of education in order to seek work and a more viable livelihood not like originally. The bottom line, build a character that cannot be released by building materials and develop income base material to improve character. However, when the children of the poor do not get an education, it's hard for higher school, it seems they are also not allowed to "ride the classroom" or changing his fate. The system isn't letting this kind of condition is evil and not fair? The issue is character building within the meaning of the individual. What if the character development is associated with the development of the character of the nation State? In fact, the nation is a collection of individual human beings.

National character is mirrored by human-human characters that exist in the nation. A nation is born is similar to a human being is born. A baby born to a mother's hard struggle. Pertiwilah mother that gave birth to the nation. The struggle gave birth to a baby was also bleeding, hard, but also smooth. Quality baby and its growth is also related to how pregnancy is treated and how events shape the content of materials in the materials developed in the fetus. The growth of the baby is also ultimately determined by how he was treated in the world. The construction of the national character as well. It relates to how past history gives the terms material and bring up the public perception against the condition, affected by concrete events in the present. The construction of the characters needed to cultivate the character of a nation can be clearly identified, which distinguish themselves with other Nations, and it is necessary to deal with the situation of the growing period. Things to note from a teacher at the top is a hard and an attempt deliberately to build student character.

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D. Education System Of Karakter

1. Rational

"Implementation of character education in schools in the outline concerning three managerial functions, including planning, implementation, and control".[3] The First function, is the planning, involving the formulation of basic competence, determination of the types of characters, and predict how its formation. Planning is seen as a central function of the educational management of character and must be oriented to the future.

The second function is the implementation or often called implementation, is the process that ensures that the learning program has had the human resources and infrastructure required in the implementation, so as to establish competence and character. Function pelaksaan include perorganisasian and leadership that involves a determination of the range of activities, such as the Division of the work into various tasks should be done with teachers and learners in learning. Implementation of management activities learning programs are divided into smaller sections to suit your needs.

The third function is the control, which is often also called assessment and control, aiming at guaranteeing the performance achieved to conform with the plan and the objectives that have been set. For the purposes of assessment and control, the need to compare actual performance with the performance standard. Teachers as menajer learning strategy and should take corrective action when there is a kesenjagan between the learning process that occurs in an actual with planned in the program of learning. Assessment and control is an important aspect in the process of character education.

"Practically function evaluation is (a) psychologically, learners need to know the achievements of his studies, so he felt satisfaction and serenity, (b) to sociological, to know whether the students had enough to be able to dive into the community. Able to in a sense can communicate and adapt to all walks of life with all its characteristics, (c) Methodist, evaluation-didaktis serves to help teachers in putting learners in a specific group of suits your abilities and his skills in each, (d) to know the position of the learners among his friends, does it include a clever child, medium or less, (e) to find out the extent of the readiness of students in educational programmes attended (f) to assist teachers in providing guidance and selection, both in order to determine the type of education, departments as well as the increase in the level/class, (g) administratively, the evaluation serves to provide reports on the progress of the learners to the Government, President/principal, teacher/trainer, including the learners themselves".[4]

2. Assessment of the character education Program

Various ways to do a character education program assessment, particularly with regard to the aspects that are assessed, the tools to capture data and procedures used, the criteria taken into consideration, as well as the use of an understanding to take a decision. In connection with it, at least there are two character education program assessment approach, i.e. the mainstream approach and transformative approach. "According to the evaluation of the language comes from the United Kingdom, "evaluation", which means the assessment or assessment".[5]

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3   E. Mulyasa, manajemen pendidikan karakter , (Jakarta: Bumi Aksara, 2011), Hal. 191-192
4   Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 2003), Hal. 10.
5   *Ibid.,* Hal.3

From two points of view that are used between the mainstream approach and transformative approach, will feature a different teacher answers. Mainstream teachers will answer generally will display the answer of the above question is as follows; 1) which made the decision of the expert assessment is the assessment and expert material, both on the national and local level, 2) the questions to be answered with regard to the mainstream approach to character education; learning development might produce an independent, democratic and pleasant, 3) data are collected and analyzed based on the goals and standards of assessment, as well as indicators of the standard characters, 4) the main criteria used to process and interpret the data is effectiveness, which expanded the eligibility standards. It is so needed at this time, because at the moment the attention on the issues of access and success against equations, for example the issue of the national exam, 5) data processing, decision makers, and users are teachers who use the data to identify standards, character or goals are difficult to achieve and is manifested by the learners, as well as identifying troubled students".[6]

While the answer to the teacher the transformative, are as follows; 1) assessment decision made by students, teachers, administrators, parents, and community members who actively participate in determining the national standards, local standards and which should be given priority, other standards should be included, the form of enquiries that are used, and those involved in the interpretation of data, 2) questions answered related to: a) the quality of the programme and practice of character education, b) quality of life or the environment of school learners and c) quality learning. Transformative assessment looked at the program as a complex from a practice, process, and learning outcomes, 3) data collected and analyzed by the evaluators with the use of qualitative and quantitative approaches, 4) the criteria used to interpret the data and include; a) technical indicators, such as balance, comfort, efficiency, effectiveness; b) pedagogical criteria, such as a development opportunity, the level of complexity, involvement in a complex, creative thinking, and an opportunity to learn together, as well as c) critical indicators, such as the opportunity for all learners, not discriminatory, and form an alternative interpretation, 5), the maker of data processing software, and users of the decision are those involved in the program of character education.

3. Assessment of the process of character education

The quality of the educational process of the characters can be seen in terms of the process and in terms of results. In terms of the process, character education is said to be successful and qualified in a large percentage of sacara learners engage actively, whether physical, mental, and social events in the process of education and learning, in addition to showing the excitement of high learning, the spirit of learning and confidence in yourself. Whereas in terms of results, education and learning process is said to be successful if there is a positive change in behavior in the students major in prosentasenya.

4. Assessment of the results of character education

Assessment of the results of the actual character education is an activity to measure the level of behavior change (characters) are formed. In general the existence of the character education is divided into two; 1) learners will have the perspective of the strength and weaknesses of the top of the desired character. 2) they get the desired character that it has

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6   E. Mulyasa, manajemen pendidikan karakter , (Jakarta: Bumi Aksara, 2011), Hal. 194-195

increased gradually, so that it will cause gaps between the characters are now with the desired character. Sustainability is the dynamics of the process of lifelong learning, and character education are sustainable.

"In Act No. 20 of 2003 on the national education system Chapter I article 1 paragraph 21 explained that the evaluation of the education is an activity control, guarantee, and the determination of the quality of education on various educational components on each line, level, and type of education as a form of accountability for the Organization of education".[7]

As for the various things to consider in assessing the results of character education are as follows; First, whether this assessment has been measuring the entire character education programs. Second, whether the assessment was conducted in a rational and efficient. Third, if an assessment has been conducted to measure the standard of nasionnal complex and locally in various ways. In this case, the teacher, citizen schools, parents and all members of society need to be involved in assessing the results of the learning learners and output to another program. Other programs can peruse of evaluation programs of Islamic education. Because when that character education evaluation less successful if only the General course.

Islamic education evaluation functions is as a feedback (feed back) towards educational activities.[8] This feedback is useful for:[9]

1. *Ishlah* a wish for reconciliation, namely repair of all educational components, including behavior, insight and customs.

2. *Tazkiyah* i.e. the sanctification of all components of education.

3. *Tajdid* namely modernize all pendidikan activities.

4. *Al-Dākhil* i.e. input as a report for parents of pupils in the form of ratings, a diploma, a Charter and so forth.

In relation to the assessment of learning outcomes, in Moekijat book E. mulyasa megemukakan dwarf in the assessment of learning outcomes knowledge, skills, and attitudes as follows:[10] "(1) an assessment study of knowledge, can be done with exams written, oral, and a list of field representations. (2) the assessment of learning skills and task analysis, as well as assessment by the learners themselves. (3) the assessment of learning attitude, can be done with a checklist of attitude yourself, sdaftar stuffing attitude is tailored to the purpose of the program, and the Semantic Differential Scale (SDS).

Thus the assessment of character education more emphasis on aspects of attitudes, which can be done with a list of character stuffing yourself, list of characters in the field is adjusted to the standards of competence and basic competence, as well as the differential scale character.

1. Matters that should be DiperhatikanHasil education karkater is the overall student achievement, which is the indicator kpribadian character and the degree of change in behavior is concerned. Whatever the form of the test given to students, still must comply with the requirements of the standard as follows:[11]

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7   Undang-Undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional.

8   Syaiful Bahri Jamarah. *Guru dan Anak didik dalam interaksi edukatif- Suatu Pendekatan Teoretis Psikologis* (Jakarta: PT Rieneka Cipta, 2005), Hal. 249

9   Ramayullis. *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2004), Hal. 204-205

10   E. Mulyasa, manajemen pendidikan karakter , (Jakarta: Bumi Aksara), 2011, Hal.201

11   *Ibid.*, Hal. 203

1). Has validity (measuring or assessing what will be measured or assessed, especially regarding the basic competence and character that have been examined)

2). Reliability (keajekan, meaning that the provision results obtained a learner, when tested again with the same test)

3). Demonstrate objectivity (can measure what should be measured the command pelaksanaanya command, along with a clear and definite so as not to give rise to interpretations which have nothing to do with the meaning of the test), Implementation of assessment should dan4) efficient and practical.

2. Implementation of the outcome of the assessment of Educational Assessment KarakterFungsi character education, among others, can be expressed as follows:[12]

1) to find out the level of mastery and the formation of the character of learners toward its predetermined competencies, both individually and group

2) to know the character, competence, and the goals that can be mastered by learners, as well as the character, competence and goals – goals that have not yet mastered.

3) to know the learners who need to follow a remedial activities, and the need to follow the activities of enrichment, as well as to know the level of difficulty in working on modules (learning difficulties)

4) as a reference point to do the repairs against components of the module and the learning process that has been implemented, both to the planning, implementation or assessment.

5. Echnique Of Character Education

In education character, assessment should be addressed in order to know whether a standard is achieved an indicator that has been set. Assessment can be performed against the programs, processes, and outcomes of learning. "The assessment can be done with a test and nontes".[13] The test can be done by oral, writing, and deeds. As for the non-assessment tests can be done with observation, interviews, opinion pieces, detailed answers, and others in accordance with their significance. While character education assessment can be done by sharing models such as, observation, anecdotal records, interviews, benchmarking, portfolio, the scale of the multilevel, and self-evaluation".[14]

6. Success criteria

The criteria such demands fulfillment, things need to be developed a learning experience that is conducive to forming a human characteristic, both shown in the mental, moral, or everyday behaviour. This means when the goal are affective psychomotor, it is not enough just to be taught with the module, or the source containing the value of the cognitive. However, it should be accompanied by penghayatan experience values of cognitive, affective, manifested in daily behavior. Methods and learning strategies that komdusif for it is expected each learner can develop its potential optimally, so will more quickly be able to adjust to the needs

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12   *Ibid*., Hal. 205
13   *Ibid*., Hal. 206
14   *Ibid*., Hal. 206

of the community when they have completed a course of education.

The success of the implementation of character education in school can be seen in the short term, medium term, and long term, to the criteria or indicators as follows:[15]

1. short-term Criteria
   a. at least 85% of the content and principles of character education can be understood, accepted, and applied by learners and teachers.
   b. is at least 85% of the learners felt ease, pleasure, and have a high learning ability
   c. learners to participate actively in the learning process.
   d. Characters are implanted in accordance with the development of the learners, and they perceive that it will be very useful for the life in the future.
   e. character education developed can grow interest in learning the learners to learn more (continuing).

2. medium term Criteria
   a. the existence of feedback against the teachers about the character education implemented alongside learners.
   b. learners become insane character, creative, and able to deal with the various problems facing
   c. learners did not have a negative influence on the community environment in any way.

3. Criteria of long-term
   a. an increase in the quality of education can be achieved by the school through self-reliance and initiative of principals and teachers in implementing character education in schools.
   b. Increase efficiency and effectiveness of the management and use of learning resources character education, through the Division of responsibility is clear, transparent, and democratic.
   c. an increase in the attention and participation of citizens and local communities in organizing school character education achieved through shared decision-making.
   d. An increase in the responsibility of the school to the Government parents, students, and the public in General with regard to the quality of the school, especially in character education.
   e. The existence of a healthy competition between the schools in character education quality improvement through innovative efforts, with the support of the elderly learners, communities, and local government
   f. independence and character Growth reduced dependence among the citizens of the school, are adaptive and proactive, and have a high entrepreneurial soul (resilient, innovative , and dare to take the risk)
   g. Attainment characteristic of effective learning, which emphasizes on learning to be yourself (learning to live together)
   h. creation of a safe school climate, convenient, and orderly so that learning can take

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15 *Ibid.*, Hal. 216-217

place quietly and meyenangkan (enjoyable learning).

i. presence of process evaluation and improvement on an ongoing basis. Evaluation of character education regularly is not hanyya is aimed at knowing the rate of formation of character of learners, but to make use of the evaluation results for repair and penyepurnaan character education.

E. Conclusion

From the explanation above it can be concluded that the system of assessment of character education is not an assessment of accountability, but in the credibility and quality of a change that is owned by any individual. As for the potential of each individual character is basically always developing, they need is direction and guidance that are positive. So it is that there are still many failures of the educators even parents. As for success in the development of the characters on each individual will be gradual and has three phases i.e. phase criteria of short term, medium term and long term.

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