

# INSTRUMENT DEVELOPMENT CHARACTER SURVEY ASSESSMENT INSTRUMENT IN ELEMENTARY SCHOOL

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## ABSTRACT

The Character Survey is part of a series of National Assessments designed to obtain an overview of student character in each educational unit. The Character Survey is very important because it is one aspect of the national assessment in addition to the minimum competency assessment and learning environment survey. This research is in line with the purpose of the National Assessment, which not only captures students' cognitive outcomes but also captures social-emotional learning outcomes. The Assessment of Minimum Competencies (AKM) is an assessment that measures skills in reading literacy and numeracy as aspects of cognitive assessment. Character Survey, an assessment of character, attitude, and habitual values as one of the non-cognitive aspects of learning. The Learning Environment Survey assesses the learning climate of students across Indonesia. As a relatively new policy, the character survey requires tools in its implementation, including instruments. This instrument needs to be developed in accordance with the aim of forming the student profile of Pancasila.

This research aims to develop a measurement instrument for character surveys in elementary school students in Yogyakarta. The instrument was developed based on the values in the Pancasila learner profile. The Pancasila learner profile is a lifelong learner who has global competence and behaves in accordance with the values of Pancasila, with six main characteristics: faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. This research is an instrument development research in Benson (1982) [1], including 4 stages, namely: planning, construction, quantitative evaluation and validation. The planning stage is the stage of reviewing the theories and concepts that underlie the character survey contained in the Pancasila learner profile and analyzing the learning objects that will be given the instrument. Stage 2 wrote the specification table, wrote the items, qualitative content validation, and revised the items. Stage 3: preparing the instrument for pilot testing, applying it to subjects, and analyzing validity and reliability. Stage 4 was reapplied on a wider scale. The instrument test subjects were 5th-grade elementary school students in Yogyakarta. The data analysis technique uses Aiken V Analysis for the expert test and Confirmatory Factor Analysis for the quantitative test.

The research results show that the 2 instrument packages that have been tested empirically and analyzed using CFA and SEM are valid and reliable instruments. In the package A instrument, 25 items have an SLF value above five and can be declared as valid items that represent each indicator of the Pancasila student profile. Contribution of each indicator: 1. Faith, piety, noble character of 0.93%; 2. Global Diversity of 0.95; 3. Mutual Cooperation of 0.74; 4. Independent of 0.90; 5. Critical Thinking of 0.92; 5. Creative thinking of 0.96. The package B instrument shows that 29 items have an SLF value above five and can be declared as valid items representing each indicator of the Pancasila student profile. Contribution of each indicator: 1. Faith, piety, noble character of 0.88%; 2. Global Diversity of 0.89; 3. Cooperation of 0.96; 4. Independent of 0.88; 5. Critical Thinking of 0.89; 5. Creative thinking of 0.87. From this table, the GOF analysis results show that the two instruments meet the fit criteria.

The construct model is suitable (fit) seen from the 3 required criteria, namely Absolute Fit Indices, Incremental Fit Indices and Parsimonious Fit Indices. This research has not yet been widely applied at the national level. Research needs to continue with national testing.

Kata Kunci: *Instrument; character survey; elementary school; instrument development; validity*