

Implementation of Character Assessment In the Science Learning Process in Junior High School based on School Culture

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ABSTRACT

Various cases that occur in the community, such as fights and various rule violations involving teenagers, show that character education in schools is less than optimal. Improving the character of students is one of the achievements of competence in science learning. The purpose of learning science in junior high school is to develop the knowledge, skills and attitudes or character of students. However, in the implementation of science learning, the process is more emphasized on increasing knowledge, so that the development of the domain of attitudes and skills does not receive serious attention. This study aims to find information descriptively on the variety and implementation of character assessments carried out in science learning in schools based on school culture in DIY.

This descriptive study was designed using the observation method by distributing questionnaires, online interviews and looking at learning design documents. A total of 30 samples of science subject teachers were used as targets for filling out questionnaires. More in-depth interviews were conducted with 6 science teachers, which were taken from a sample of respondents. The entire series of data collection was carried out online, considering the still large COVID-19 pandemic. The data includes planning, implementation, obstacles, various aspects and methods of character assessment.

The results showed that all science teachers designed character assessments in science learning, there were various obstacles, such as time, effort and number of students, causing a discrepancy between the planning and realization of the designed assessment. A more flexible and efficient character assessment model is needed regarding time and its application.

Kata Kunci: assessment, character, science learning