

Living Values-Based Authentic Assessment in Civic Education in Fostering Student Character

DOI: 10.15804/tner.2020.61.3.14

Abstract

This study seeks to delineate a living values-based authentic assessment model in civic education to foster student character. A research and development design was adopted, with the subjects being high school students in Bandung City and West Bandung Regency, Indonesia. Conceptually, a living values-based authentic assessment is one that amalgamates living values and living values education principles into civic education learning assessments by taking into account the principles of authentic assessment, the core and basic competencies in the curriculum, the main characteristics in the educational program for strengthening character, principles for writing questions based on higher-order thinking skills, and principles for preparing assessments. The types of authentic assessment developed herein are attitude assessment and self-assessment. Based on the results of the validation of experts and practitioners, it is found that the majority (82.84%) rated the authentic assessment instruments as good.

Key words: *authentic assessment, character, civic education, living values, students.*

Introduction

The increasingly open use of internet media without limits of space, time, and national territory in the Industrial Revolution Era 4.0 has brought about the problem of disorientation as regards “the Five Principles,” the *Pancasila* values

which are the ideology of the Indonesian state, shifting ethical values in the life of the nation and state, causing waning awareness of national cultural values, the threat of national disintegration, and the weakening of national independence (Komalasari & Saripudin, 2018).

These problems lead to the weakening of the nation's character among Indonesia's young generation. Therefore, it is necessary to optimize the nation's character education in schooling through Communities of Character. Character education is integrated in learning in all subjects, especially Civic Education which is the subject that upholds the mission to educate young people in the life of the Indonesian nation through the provision of „value-based education” and the means of nation and character building (Komalasari & Sapriya, 2016; Komalasari & Saripudin, 2017)

Among the important components of civic education is assessment because it serves as a benchmark for the attainment of learning objectives. Assessment should be authentic, for it comprehensively assesses the learning inputs, processes and outputs which cover the target attitudes, knowledge, and skills. Authentic assessment assesses the readiness of students, as well as the whole process and learning outcomes. The integration of the three components (input – process – output) into the assessment will better reflect the capacity, style, and learning outcomes of students, and even have impact on instruction learning. Authentic assessment emphasizes the students' need to learn and then underscores their ability to apply knowledge and skills in the real world, or authentic context (Mueller, 2011). The assessment process must be carried out in an integrated manner throughout the learning process so that the results of the assessment can show actual student progress or learning achievements as a whole (Stiggins, 2006). Among the types of authentic assessment in learning are performance appraisal, self-assessment, essay, portfolio, and project appraisal (Bourke & Mentis, 2013).

In reality, however, teachers generally only use paper and pencil tests, so student character development is rather overlooked (Uno & Satria, 2014). For this reason, it is a matter of necessity to reconstruct an authentic learning assessment system that embraces the following characteristics: 1) it is comprehensive, contextual, and enhances higher-order thinking skills (Rohayani, et al., 2018); 2) it is based on living values originating from the *Pancasila* values and national culture (Tillman, 2004; Komalasari & Saripudin, 2017); 3) it is based on the school culture (Saripudin & Komalasari, 2015); and 4) it is based on the values that highlight moral knowing, moral feeling, and moral action as a whole and can be developed over time (Lickona, 2013).

All of these characteristics must be integrated into the assessment in civic education through a living values-based authentic assessment model to hone student characters in terms of religiosity, cooperation, responsibility, integrity, and independence. Therefore, it is of importance to propose an authentic assessment model based on living values in civic education to meet this end.

Problem of Research

The research problem is formulated as follows:

- a. What is the conceptual model of living values-based authentic assessment in civic education to foster student character?
- b. What is the initial product of the model?
- c. What are the results of the validation of the initial product?

Methodology of Research

General Background of Research

The research was conducted with the use of Borg and Gall's (2003) Research and Development design to produce a living values-based authentic assessment model in civic education to develop student character. An exploratory method was utilized to generate a conceptual model and a quantitative descriptive method was used to validate the model.

Sample of Research

The project took place in Bandung City and West Bandung Regency High Schools, West Java, Indonesia with the research subjects being students of state senior high schools (henceforth SMAN) 2 Bandung, SMAN 3 Bandung, SMAN 15 Bandung, SMAN 1 Lembang, and SMAN 1 Padalarang with a total of 175 students, and 10 teachers.

Instrument and Procedures

Data collection techniques included: (1) observation; (2) documentation study; (3) focus group discussion; and (4) questionnaire. The research procedure utilized step 1 to 4 of the 10 steps of Borg and Gall's framework namely: Gathering information, Planning, Developing a preliminary form of product, and Preliminary field testing.

Data Analysis

Qualitative data analysis was conducted to generate a conceptual model and an initial product whose steps encompass: (1) conducting data reduction; (2) arranging data systematically based on certain categories and classifications; (3) making a data display in the form of tables or figures; (4) conducting a cross-site analysis; and (5) presenting findings, drawing conclusions in the form of general trends and the implications of their application, and proposing recommendations for development (Fraenkel & Wallen, 2008). Meanwhile, quantitative analysis was conducted to quantify the questionnaire results using a quantitative descriptive method (Creswell, 2012) to discover the results of the validation of the experts and practitioners to the initial product.

Results of Research

The Concept of Living Values-Based Authentic Assessment Models in Civic Education

Preliminary observations on the implementation of the assessments in schools and interviews with the teachers and experts concerning the analysis of the need to develop an authentic assessment model reveal that conceptually an ideal assessment model should embed living values and the principles of living values education by taking into account the principles of authentic assessment, and the core competencies and basic competencies prescribed in the curriculum. It should

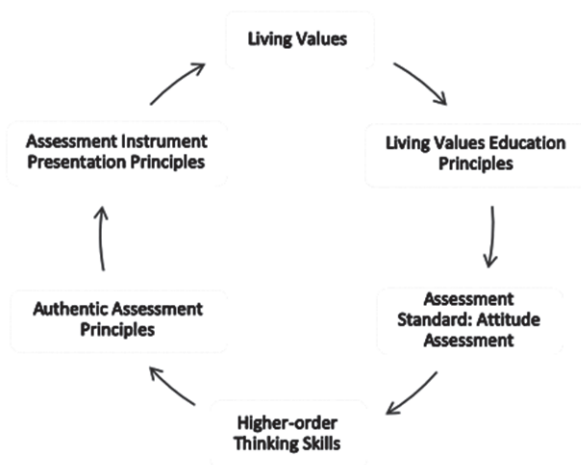


Figure 1. The components of living values-based authentic assessment

adhere to the principles of preparing questions based on higher-order thinking skills, and the principles of preparing assessments.

Based on Figure 1, the following are the principles for developing authentic assessment:

- a. Developing the values of life by considering: a) the main characteristics under the demand in the Character-Building Strengthening Program (religiosity, integrity, nationalism, independence, and responsibility); b) the vision and mission of the school; c) demands of the core competencies and basic competencies related to religious and social attitudes.
- b. Developing the principles of living values education which include identifying and developing points for reflection, which include broad imagination, relaxation and focus, artistic creations, social skills, cognitive awareness about justice, social harmony, and cultural values.
- c. Applying the Assessment Standards according to the Regulation of the Minister of Education and Culture No. 23 year 2016, especially in relation to value-based assessment. Attitude assessment involves an educational measure to obtain descriptive information about student behavior, which can be done through observation, self-assessment, peer-assessment and other relevant assessment techniques.
- d. Assessment is directed at developing higher order thinking and conflict resolution skills. The development of higher-order thinking skills (HOTS) calls for a range of criteria in terms of the construct and content.
- e. Applying the following assessment principles: The assessment should be: 1) valid; 2) objective; 3) fair; 4) integrated; 5) transparent; 6) comprehensive and sustainable; 7) systematic; 8) criteria-based; and 9) accountable
- f. Applying the principles when presenting the assessment instruments
 - 1) *Content*: assuring compatibility with the core competencies and basic competencies in the curriculum: shaping student knowledge, skills and attitudes that they must possess to facilitate their social participation in life.
 - 2) *Construct*: the presentation of questions should meet certain criteria for item description and multiple-choice items.
 - 3) *Language and readability*: a) sentences conform to good and correct Indonesian language rules; b) sentences should exhibit logical and systematic thinking patterns; c) the structure of sentences aligns with the level of students' language mastery; and d) sentences are communicative in their use.

A Preliminary Model of Living Values-based Authentic Assessment in Civic Learning

The model under investigation was constructed using two forms of assessment, self- and peer-assessment:

- a. Self-assessment is a technique of assessing oneself by identifying one's attitude and behavioral patterns when dealing with a situation. The self-assessment developed herein was tailored taking into account higher-order thinking skills, context (based on real-life), case, and conflict resolution. It is according to the material for civic education in grade ten, including national integration within the framework of Unity in Diversity (nationalism).
- b. Peer assessment is a technique performed by a student (assessor) who assesses the attitude/behavior of other students in areas such as integrity, honesty, tolerance, and mutual respect, mutual cooperation, discipline, and so on.

What follow are a sample self-assessment form on the theme of nationalism and a peer assessment form on the theme of integrity with a score given for each answer (see Table 1 and Table 2).

Table 1. Sample Self-Assessment Form (Theme: Nationalism)

No	Statement	Score (0-3)
1.	In the Dutch colonial era, the Indonesian society was divided into indigenous, European, and Eastern Foreigners. To me, this classification ...	
	a. is natural because the colonial government wanted to divide the Indonesian people	1
	b. must be fought because consequently the Indonesian people increasingly do not understand the essence of the nation	2
	c. is a lesson for the Indonesian people not to be racist	3
	d. is not to be exaggerated	0
2.	Different descendants, nationalities, and traditions in Indonesia are a form of ...	
	a. mixing various ethnic groups in the world who came to Indonesia	2
	b. the origins of Indonesian ancestors that must be traced again	1
	c. national wealth because there is a polite and tolerant group assimilation process	3
	d. there has never been a foreign ancestor in our country	0
3.	When we are in an environment that is different from our traditions, the next thing I will do is...	
	a. take all that the new culture offers into my personality	2
	b. take all the things that fit my culture and reject what is different	1
	c. respect and maintain differences but still hold on to my own identity	3
	d. until now no environment has different traditions	0

No	Statement	Score (0-3)
4.	With regard to the rise of coverage of the Jakarta Election some time ago where social media highlighted the problem of discrimination against nationality, I think ...	
	a. it is natural because everyone has the right to argue even though it is exposed on social media.	1
	b. the public shouldn't express their opinions on social media.	2
	c. there is a need for social media users to learn to be wiser in expressing opinions.	3
	d. it is not an important issue because the communication tools they used are their own.	0
5.	If fellow Indonesian citizens from different ethnic groups are reported to be stumbling on legal issues but being discriminated against, I think ...	
	a. perhaps the person has violated the rules set by the local law.	2
	b. the person must be defended whatever s/he has done because all citizens are equal before law.	1
	c. I will verify the real news so that I can do my best.	3
	d. There is nothing to worry because it is not true news.	0

Table 2. Sample Peer Assessment Form (Theme: Integrity)

Students assessed: 1.

2. (max 5 people)

No	Statement	Score (0-3)			
		always	often	rarely	never
1.	Do not discriminate against friends	3	2	1	0
2.	Reward your friends' achievements	3	2	1	0
3.	Use Indonesian language in the school environment	3	2	1	0
4.	Mock a friend's hometown	0	1	2	3
5.	Mock a friend's parent's job	0	1	2	3

The Results of Expert Validation of the Authentic Assessment Model

The draft of the living values-based authentic assessment model in civic education was validated by practitioners in five high schools in Bandung City and West Bandung Regency, totalling ten civic education teachers and three experts in the field of civic education assessment. Based on the results of the validation, the following scores were obtained.

Table 4. The Results of Expert Validation

No	Components assessed	Aspects assessed	Scores (N=13)		
			Good (%)	Ade-quate (%)	Less (%)
A.	Developing Living Values	1. Developing the living values	91	8	1
		2. Developing the main characteristics	95	5	0
		3. Developing the vision and mission of the school	85	14	1
		4. Developing the basic and core competencies	80	20	0
B	Living Values Education Principles	1. Comprehensive attitude assessment (moral knowing-feeling-action)	76	14	10
		2. The assessment integrates and develops points for internal reflection	52	42	6
		3. The assessment uses real-life cases of students	90	8	2
C.	Attitude Assessment according to Standard Assessment	1. The assessment contains attitude as one aspect of assessment	98	2	0
		2. The assessment of attitude: self-assessment and peer assessment.	90	7	3
D	Assessment Oriented to Development of Higher-order Thinking Skills and Conflict Resolution	1. Focusing on the problem	87	11	2
		2. Analyzing arguments	80	20	0
		3. Considering who can be trusted	80	18	2
		4. Considering observational reports	86	14	0
		5. Comparing conclusions	76	15	9
		6. Drawing conclusions	80	16	4
		7. Considering inductions	84	13	3
		8. Assessing	82	10	8
		9. Defining concepts	70	20	10
		10. Defining assumptions	79	18	3
		11. Describing	78	12	0

No	Components assessed	Aspects assessed	Scores (N=13)		
			Good (%)	Adequate (%)	Less (%)
E.	Assessment Principles	1. Valid	80	14	6
		2. Objective	82	9	9
		3. Fair	75	20	5
		4. Integrated	90	8	2
		5. Transparent	91	9	0
		6. Comprehensive and Sustainable	92	7	1
		7. Systematic	87	12	1
		8. Criteria-based	85	13	2
		9. Accountable	90	8	2
F	Assessment Instrument Writing Principles	1. Content	87	10	3
		2. Construct	78	20	2
		3. Language	75	20	5
Total			82.84	13.65	3.51

Based on the results of the validation of practitioners and experts of the model, the following scores were obtained: 82.84% rated the instrument as good, 13.65% considered it adequate, and only 3.51% rated it unfavorably. The areas that are still considered insufficient and need improvement are aspects of the application of the principles of living values education, HOTS assessment and the preparation of the assessment instruments.

Discussion

Based on the above research results, several findings can be outlined as follows:

First, in essence, authentic assessment is an innovative move from assessment that has been traditionally carried out by educators to attain the expected goals. It has not been easy to replace traditional assessment, so the application of authentic assessment in the field has been slow (Mueller, 2011). Authentic assessment is a process of evaluating student success in achieving educational goals through student performance reflected in learning activities, such as project-based learning in the form of interactive multimedia creation, serving the community through

service learning, and higher-order thinking skills in problem-based learning (Komalasari & Rahmat, 2019; Komalasari & Saripudin, 2019). Teachers explicitly communicate the assessment standards which will be used to assess the learning activity to the students, so that students can reflect on their abilities (Hart, 1994; Litchfield & Dempsey, 2015). There are several reasons why teachers need to spend time and effort to make authentic judgments with these criteria, including: 1) knowledge is built when people interact with the world and what is around them (Vu & Dall'Alba, 2008; Saripudin, & Komalasari, 2016); and 2) the use of authentic assessment results in deeper learning (Fook & Sidhu, 2010; Kearney & Perkins, 2011; Svinicki, 2004).

Second, authentic assessment in civic education must encompass: 1) civic literacy awareness; 2) civic engagement; 3) civic skills and participation; 4) civic knowledge; and 5) civic participation and civic responsibility. Authentic assessment also involves various activities such as interviews, group assignments in solving problems, or making a portfolio of writing (Hart, 1994). In the learning process, authentic assessments are a source of positive and effective feedback for students and teachers as they provide more motivation and reflection on skills, as well as independence, rather than solely depending on regular scores on a test (Litchfield, Mata, & Gray 2007).

Third, authentic assessment measures life skills and attitudes. When students see assessment practices as innovative and relevant, they perceive that complete and comprehensive learning can significantly change their abilities (Kearney & Perkins, 2011). When assignments are more intellectually challenging, students will be more likely to produce higher quality work (Koh & Luke, 2009). Assignments must be built to provide students with the opportunity to play a vital role in their learning process. Effective assessment is not something that can be 'stapled' on in the final classmeeting (Burton, 2011). In authentic assessment, students learn the contents of the material, then apply them to meaningful and relevant real-life tasks, as life consists of innumerable choices, problems, and situations that require critical thinking, problem solving, and synthesis. What needs to be understood in depth about learning is the meaningfulness of life that is explored through reflection on living values. Authentic assessment is very well-suited for influencing metacognition and processing information—the beating heart of learning (Azim & Khan, 2012), as well as developing higher order thinking skills in real life (Koh, Tan, & Ng, 2012).

Fourth, a living values based-authentic assessment is an innovation in civic education as it seeks to integrate living values and living values education principles (Tillman, 2004; Saripudin & Komalasari, 2015) with assessment of

attitudes in addition to assessment of knowledge and skills. Such assessment endeavors to develop students' abilities to conduct internal reflection, clarification of values, internalization and implementation of life values through the rational development of a choice of attitude using higher-order thinking skills. Therefore, behavioral patterns, or characters of students are fostered through a critical-analytical-evaluative-creative thinking about moral knowing, moral feeling, and moral action in everyday life (Lickona, 2013).

Conclusion

Living values-based authentic assessment is an innovation in the assessment of civic education because it amalgamates the values of life originating from the *Pancasila* (the ideology of the Indonesian state) as a view of the life of the Indonesian nation and the principles of living values education into authentic assessment. The assessment instruments deployed in this research were in the form of self-assessment and peer assessment. Both forms of assessment are expected to supplement the meaningfulness of authentic assessments in civic education because they do not solely concern assessing knowledge and skills, but more importantly assessing attitudes according to the vision and mission of “nation & character building”.

Acknowledgement

The research is a grant from the Indonesia Ministry of Education and Culture. The author would like to express sincere appreciation for all the support provided.

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