Learning Evaluation Based on Character Education in Class 3A SD Muhammadiyah 14 Palembang

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Abstrak

Evaluasi pembelajaran berdasarkan Pendidikan Karakter di kelas 3.A SD Muhammadiyah 14 Palembang Evaluasi pembelajaran adalah sebuah konsep holistik yang melibatkan penggunaan evaluasi, pengukuran, dan penilaian untuk membuat keputusan atau penilaian yang komprehensif. Di tingkat SD Muhammadiyah 14 Palembang pendidikan karakter disesuaikan dengan tingkat perkembangan berpikir anak-anak di SD Muhammadiyah 14 Palembang. Pendidikan karakter adalah sistem yang digunakan untuk menanamkan nilai-nilai karakter kepada seluruh anggota sekolah, meliputi pengetahuan, kesadaran, kemauan, dan tindakan dalam menerapkan nilai-nilai tersebut terhadap Tuhan Yang Maha Esa, diri sendiri, orang lain, lingkungan, dan bangsa, dengan tujuan untuk membentuk manusia yang sempurna.

Kata Kunci: *Evaluasi, Pendidikan, Karakter.*

Abstract

Learning evaluation based on Character Education in class 3A Muhammadiyah fourteen Elementary School Palembang Learning evaluation is a holistic concept involving evaluation, measurement, and assessment to make comprehensive decisions or assessments. At the Muhammadiyah Fourteen Palembang Elementary School level, character education is adjusted to the level of development of children's thinking at the Muhammadiyah Fourteen Palembang Elementary School. Character education is a system designed to instill in all school members the values of character, including knowledge, awareness, will, and action in applying these values to God Almighty, oneself, others, the environment, and the nation. The goal is to form a perfect human.

Keywords: *Evaluation, Education, Character*

INTRODUCTION

Evaluation is assessing achieving objectives and identifying program/campaign performance problems to provide feedback to improve program/campaign performance (ILO (International Labour Organization), 2017). Assessment plays a vital role in the learning process. Assessment can provide an overview of student understanding of the material, the learning difficulties students face, and their position among their peers (Statements, 2010). Evaluation is the process of describing and identifying valuable information in identifying alternatives. Alternative assessments can be in the form of measurement and assessment in learning. Therefore, knowledge assessment is more complex than measurement and evaluation. Learning assessment outcomes can inform professional decision-making. In other words, learning assessment is one of the professional competencies of educators. This competency is by the Teacher Competency Assessment Tool. One of the indicators is to conduct learning assessments (Asrul., et al., 2015).

Learning assessment at SD Muhammadiyah teachers can carry out 14 Palembang by assessing students and indirectly observing their intellectual characteristics (Sari, 2014). Some intellectual traits include (a) Numeracy. (b) the ability to use oral appropriately, (c) the ability to understand new things (follow conversations easily), (d) the ability to remember, (e) the ability to understand relationships (including humor), and (f) imagination. However, some newer traits of intelligence include (a) verbal ability, (b) spatial observation and comprehension ability, (c) physical-kinesthetic health, (d) logic skills, (e) interpersonal ability, (f) intrapersonal ability, and (g) rhythmic ability. These abilities in students can be easily observed and evaluated through character education.

Character education is carried out through character development in students, which concerns learning materials that must be taught, mastered by students, and realized in everyday life. But the problem is that character education in schools is limited to introducing norms or values and has not entered the stage of internalization and practical action in everyday life. (Saiffurrohman, 2014).

METHOD

The type of analysis applied is qualitative-descriptive analysis, and the method of compiling data in this study includes research journals, scientific articles, books, documents, and other relevant information related to the topic of study. After the material is incorporated, a factual analysis is carried out. Analyzing facts in studies involves reviewing and summarizing data to evaluate and produce the latest ideas that support study findings. The source was obtained from the class 3A homeroom teacher, Mayasari, S.Pd. This research was conducted at SD Muhammadiyah 14 Palembang, located on Jalan Jenderal Sudirman km 4.5 Ario Kemuning, Kemuning District, Palembang City, South Sumatra Province

RESULTS AND DISCUSSION

Understanding Character Education

Character education is an activity related to the behavior of each individual, be it good or bad, and character education means teaching students good attitudes, manners, honesty, responsibility, and discipline (Febriyanto et al., 2020). Education is a process that prepares children to live their lives and achieve better life goals. The existence of education produces a competent and open-minded young generation who work together for the future (Taufan et al., 2020). To realize the desire or purpose of education, it is necessary to implement good education in every education (Rahman Bp et al., 2022).

Character or attitude is how people think and behave to live and work together in a family, society, nation, or country. Character education is everything teachers do that can affect students' character (Alawiyah, 2012). Character education also aims to shape each child's personality into a good person, a good society, and a good citizen (Chairiyah, 2014). Through promotional education programs, we hope to create citizens who can be active in various fields and have the skills needed in society. The prerequisite is physical skills such as painting, skills that can have a positive impact on residents, which can have a positive effect on social life (Rendrapuri &; Dewi, 2021).

Objectives of character education

Character education aims to improve pedagogic methods and results, which are generally suitable for enhancing a good, balanced, and integrated child's character according to the grade standards of each subject (Triana, 2022). Children must be able to use or expand knowledge independently by improving texture. Learning, character values, and noble morals become children's daily habits (Fatmah, 2018).

Character education in schools

Character education is also conceptually and methodologically different from moral teachings, such as Pancasila education, ethics education, or religious education in Indonesia (Ali, 2019). In this regard, we must

consider UNESCO's recommendation that instruction includes three elements: (a) learning to know (learning to understand). (b) learn to do. (C). Learning to live together The first and second elements focus more on creating ownership for employees to gain quality insights and skills. The third element focuses more on forming the nation's character (Baginda, 2018).

Now this element has become very important. Understand nationalism limited by nationalism, promote coexistence, including social and state ethics, correct knowledge of human rights, respect for differences of opinion, selfishness, and develop social and environmental sensitivity. Education consists of various parts, including learning to live in a society (Irhandayaningsih, 2015). Instruction for this third element should start from kindergarten to college. Of course, materials and information systems must be adjusted.

Character Education-Based Learning Assessment in Basic Education Character education is a learning process based on specific values embraced by the school. It aims to strengthen and develop the overall behavior of learners. Character education is integrated into all subjects taught. The character education approach considers that every student has potential that can be improved and developed to achieve better change (Mustaqim, 2015). The values taught at SD Muhammadiyah 14 Palembang serve as instruments to strengthen and enhance students' behavior.

In assessing primary education based on character education, character values are instilled in the learning process of various subjects. It is necessary to develop teaching materials that relate to the norms or importance of each discipline and tell them to the context of everyday life through examples. In other words, cultivating character and values must start at home and school. Through character education, students are expected to grow into individuals with good character. Character values can be cultivated in learning assessments in each subject (Sayektiningsih et al., 2017).

Evaluation of character-based learning for SD Muhammadiyah 14 Palembang students aims to improve the quality of education in schools, including building the character and morals of students as a whole, integrated and balanced by graduate competency standards. With character education, students are expected to be able to independently improve and apply their knowledge and understand and internalize character values and noble morals so that they are seen in daily behavior.

Assessment has other objectives, such as: (1) expanding the role of schools in recognizing student diversity, (2) helping students develop positive attitudes about cultural, racial, ethnic, and religious differences, (3) developing students' decision-making skills and social skills, and (4) helping students develop intercultural skills and providing a positive understanding of group differences (Sayuti, 2017).

The results of the Evaluation Research on Character Education Learning Based on Class 3A SD Muhammadiyah 14 Palembang show that the character education implementation process can be achieved through students' emotions and habits so that its implementation can obtain a good character. The components of good character are moral knowledge, strong emotions (honest feelings), and moral behavior (moral behavior). The results showed that students have reasonable beliefs, attitudes, behaviors, motivations, and skills by the culture, norms, or characteristics that exist in Indonesia. Based on this research, Saifurrohman (2014) stated that character education is a system of developing character values for school residents which includes a component of awareness/willpower; knowledge; behavior to uphold these values against God, toward self, toward others, toward the environment, toward nations, thus shaping man.

Figure 1. Character Education Activities Outside the Classroom

All stakeholders must be involved. Students have faith and piety to God Almighty, have noble morals, complete and intact academic abilities, and have noble morals per Indonesian norms and culture. In evaluating character, education can be seen from various positive changes shown by students, such as strengthening confidence, and good habits can encourage the formation of a better personality, and all of that is inseparable from the cooperation of teachers and stakeholders.

Figure 2. Discussions Between Teachers and Stakeholders in Schools

CONCLUSION

Learning evaluation based on Character Education in grade 3A SD Muhammadiyah 14 Palembang Through character education, it is hoped that for the benefit of the future, a qualified millennial generation will emerge broad-minded, excellent, and responsible personalities. To fulfill the desire or achievement of character maintenance, it is necessary to implement good learning in education. Character learning is all the ways that an educator applies and can affect students' character. Character maintenance aims to make students become young people and qualified citizens. The role of maintaining behavior, in general, is to foster the quality of learning stages and outcomes, which affect the development of good student character as a whole, balanced and integrated according to the qualification standards of graduates of each study unit. To achieve student character, learning spaces used in behavior growth also show a dramatic reduction in negative attitudes of learners can slow down achievement. The risk factors mentioned above are not related to brain intelligence but to the character of confidence, cooperation, endurance, concentration, empathy, and communication.

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