

DEVELOPING DIT AND REFLECTION ASSESSMENT MODEL FOR THE TEACHING OF SPEAKING CONTAINING CHARACTER VALUES

Ni Made Rai Wisudariani
Language Education Department
Ganesha University of Education
Email: rai.wisudariani85@gmail.com

ABSTRACT

Character education-based instruction should be able to lead into the right choice of assessment. Therefore, the assessment components in instruction should also be connected with the values of character education. The success level of comprehension and internalization of material and the character values should be measured through proper assessment. One type of assessment that can be used in speaking lesson containing character values is competency-based assessment and performance by internalizing the values of character education. There are two models of assessment that can be developed in instruction containing character values, namely Defining Issues Test (DIT) and the reflection models. DIT Model leads to a picture of social situation faced by society today. In the social situations, the learners should be able to decide which action to be taken to overcome the existing problems. In reflection model, the learners can assess themselves the competencies and characters that can be instilled in instruction. The power of individuals in assessing themselves becomes an actual starting point for the assessment referring to the values of character education. The data on the effectiveness of these two assessment models was obtained through questionnaire and interview. The results showed that both of the models were effective to be used in building the students' character in speaking lesson. The assessment models containing character values presented in this article can be used as an alternative model of assessment in instruction that can be designed by educators by adapting social events which allow the students to reflect the attitudes based on the material presented in the lesson.

Keywords: assessment models, character values

I. Introduction

Ideally, education is a means of humanization for learners. Education gives a space for moral and ethical teaching, and all the noble rules which guide the learners to achieve humanization. Through this process, the learners become guided and enlightened of their ignorance so that they can eliminate the aspects which cause dehumanization. Wibowo (2013a) states that character-based humanistic education design does not only guarantee real human output, but also the ones of rich vision of humanism within the framework of cognitive, affective, and psychomotoric domains. Education aimed at building national character and identity is lofty ideals which can be actualized through the implementation of purposive and sustainable education.

Even though a lot of efforts have been done and a wide range of policies have been issued in the history of the development of education in Indonesia, the moral attitude of the learners have not really been established as expected. Some of the learners' behaviour do not go into good. This can be seen from the rampant criminal cases involving pupils and university learners as reported widely both in the electronic and printed media. This situation is paralleled with Lickona's identification (2012) about the trend toward character decline among adolescents. He identifies ten symptoms of moral decline, namely 1) violence and anarchy, 2) theft, 3) cheating, 4) neglect of the applicable rules, 5) fighting among learners, 6) intolerance, 7) the use of bad language, 8) early sexual maturity and its deviation, 9) attitude of self-destruction, and 10) the growing ignorance of politeness.

On campus, the decline of the learners' character are often discussed. The learners' communication and dressing style are much complained by the lecturers. The learners' oral communication style and the way the learners communicate through SMS, many of which are directive message types and considered rude by the lecturers. Not only at the level of speech, violence behavior and fights among the learners once ever happened because the learners are offended to listening to the speech delivered by their friend.

The learners' SMS and oral language in communication do not show politeness when interacting on campus environment. This situation is an indicator which shows that the values of character education has not been able to be fully instilled in the learners. The symptom of this character decline is a reflection of the results of education in our country. The educational outcomes achieved seems to indicate that there is something missing which has not yet been actualized in our national education. Moral deterioration gives a strong indication that education in our country is facing a dilemma. Some of these facts are proof that character education has not been implemented well at the higher education level.

Character education is the growing efforts of intelligence in thinking, appreciation in the attitudes, and practice of behavior that is in accordance with the good values that became his true identity, embodied in the interaction with God, oneself, between people, and the environment (Zubaedi, 2011; Koesuma, 2011; Suparta and Pujani, 2013). The character of each people can be

established and developed through education. Therefore, learning the value of a character can not just simply transferring knowledge or training on specific skills.

Character education is not just to teach what is right and what is wrong. More than that, character education is a habit about which is good so that learners become know (cognitive) about what is right and what is wrong, feel (affective) a good value, and could do so (psychomotor). In other words, good character education involves not only a good knowledge aspect (moral knowing), but also feel good or loving good (moral feeling), and behavior (moral action). All three are essential to running a moral life. The three are the determining factors of moral maturity. Meike Frye, et al., (2001: 3); Lickona, (2013: 72), Yaumi, (2014: 9) say that when we think about the kind of character we want for our children, it is clear that we want to enable them to assess the good and not good, very concerned about the right things, and doing what they think is right.

According Mulyasa (2013: 3), character education is not only concerned with issues of right and wrong, but involves habits about the good things in life so that students have an awareness and understanding of high and concern and commitment to implement virtues in life. And is therefore, it can be said that a person's character is the way in responding to the situation morally embodied in real action through good behavior, honest, responsible, respectful towards others, and more good values character.

It is undeniable that news in mass media all the times still highlights the graduates of higher education institutions which are considered not smart and having no character. Mohammad Nasir and Ganjar Pranomo in a separate place stating that higher education is not only responsible for the development of the ratio, but also the character of young generation. The task of higher education institutions does not only produce graduates to improve the quality of education in Indonesia, but they are also responsible for character building of their graduates.

Nucci (2004), Chanifah (2015), and Sandra (2015) states that character education in higher education is a stage of character building which is as important as the character bulding at the school level. In this case, college or university takes a great responsibility, especially in the process of yielding intellectual resources which can later be expected to be a model and contribute to improving the quality of human resources of this nation . Education at higher education should be organized systematically and it should be accompanied by the bulding of the learners' character so that they are able to compete, possess a good ethic, and interact with the community. Wibowo (2013b) mentions that the role of universities as an ivory tower in which its graduates are idealized are always pursued by the society to improve a variety of social problems which occur.

In response to this situation, teacher-training colleges as one of the makers of prospective teachers have designed the integration of character education into all subjects matters programmed. Yet, the loading of the values of character education in syllabus has not yet effective in instilling the values of character education in thre learners. Instructional devices and assessment models are extremely needed to really measure the value of character education in the cultivation of learners' character.

Westhoff (2009), Carol, et.al. (2013), Sara, et.al. (2014) and Maurice (2014) asserts that another aspect of instructional devices which is also important to take into consideration is the preparation of a qualified assessment that is tailored to the learning process. Assessment instrument is a tool that is used as a basis to determine the achievement level of learning objectives. Qualified assessment can be used to measure whether the course material learned are meaningful and can mean to certain level to the needs of the learners in their daily lives. Assessment can be used as a reference by faculty members and learners in measuring the success of learning.

Defining assessment containing character brings the notion of assessment and character values and their connection. Assessment is an activity to reveal the quality of the learning process and results (Muslich (2011); Aries (2011); Padmadewi and Putu Dewi Merlyna (2014), Santyasa (2014), and Joseph (2015)). The assessment designed in teaching and learning process aims to determine the progress of the learners, check achievement ability, detect errors, and conclude. The assessment is performed by taking such principles as (1) the main purpose of assessment is to improve the learners learning, (2) assessment aims to support the learners learning, (3) objective for all learners, (4) to collaborate professionally with another group of teachers, (5) involving the participation of stakeholders in the development of assessment, (6) explaining the order and clarity of communication to the learners, and (7) reviewing and improving the assessment.

Koyan (2012) states that in education containing character values, the assesment should also be loaded with character values. To assess the success of competency-based education and character, educators should be able to select and implement an appropriate assessment system, namely the assessment containing character by integrating character values. The assessment containing character is a continuous assessment system in which all components of the indicators are accompanied with question items by integrating the values of character education which meet the material being leraned. The results are analyzed to determine the competencies and attitudes that have been achieved and not achieved.

There are a number of assessment models containing character values which can be developed in instruction. The ones which can be used and developed in instruction containing character are DIT and Self-Reflection models. Based on the problems so far mentioned, the focus of thi study are (1) the development of DIT and Self-Reflection models containing character values in accordance with the needs of the students and lecturers; (2) the validity of the models assesment developed, and (3) the users' response based on the results of field test.

The results of this study are expected to contribute to the enrichment of science and knowledge, especially for the fulfillment of assessment models in the field of interactional communication skills. For institution, the results of this study can be used as a

model for developing the assesment which aligns with the garduate competencies, to foster education character in which the teaching and learning atmosphere can truly reflect self-actualization on the basis of the values of character of our nations, and to carry out the concepts of Tri Hita Karana, one of which is to maintain harmonious relations between human and human (pawongan) as contained in the vision of our institution. For lecturers, the assessment models developed can be used in speaking course, so that the teaching and learning process become more effective. In addition, the results of this study can be used as a model for other lecturers to develop the assesment as mandated by law. For students, the product developed in this study is expected to facilitate the students in their learning and encourage the students independence to understand the material so that the students can master speaking competencies and they will have a good character when communicating orally.

II. Research Methods

This research aims to develop learning assessment tools Speaking II charged the value of character education in accordance with the needs of faculty and students of the Department of Language and Literature Education Indonesia so that the learning outcomes and student character can be improved. This study adapted a model of development proposed by Thiagarajan, *et al.* The model consists of five steps, namely define, design, develop, evaluate, and disseminate. In the first step, the researchers conducted a preliminary analysis, ability and character analysis, concept analysis, tasks analysis, and learning objectives analysis. In the second step, the results of the analysis were used to design assessments. In the third step, the reserachers developed the assessments which has been designed. Furthermore, development includes the validation of the assessments by a panel of experts and try-out of the assessments. There were two experts which validate the assessments and the results of validation were used to revise the assessments designed. Having examined the validity of the assessments, then they were tried out.

The try-out of the assessment was conducted at Indonesian Language and Literature Department, Faculty of Language and Art, Ganesha University of Education. The participants were the students of semester IIA , IIB, and IIC, academic year 2015/2016. There are 14 students in a class IIA the early field trials, IIB class of 19 students, and 21 students in a class IIA the main field trials. Therewere 54 students involved in this study. The instruments used to collect the data in this study were observation sheet, questionnaire, and interview guide. This study applied two techniques of data anlysis, namely the qualitative descriptive and descriptive statistical analysis techniques. The former was used to analyze the data from observation and responses of the experts and users through open questionnaire and interview. The later was used to analyze the data from closed questionnaire.

III. Results And Discussion

1.Developing Defining Issues Test (DIT) and Self-Reflection Model

The models developed in this study were Defining Issues Test (DIT) and Self-reflection models. DIT model developed by Rest from the University of Minnesota. This model uses multiple choice tests by using themes or stories which contain social dilemmas. Therefore, the assessment components in instruction containing values of character education should be connected with the values of character education. The success level of comprehension and internalization of material and the character values should be measured through proper assessment and it does not only measure cognitive domains but also affective and psychomotoric ones.

DIT Model

In instruction, DIT model was developed in two forms of tests; the multiple-choice and essay test. This model is used to measure the ability of the learners to absorb the material presented in every lesson. The results of measurement by using this model can be used as a determinant of the thoroughness of understanding of the learners in each unit of teaching materials. The form of multiple choice questions in the assessment can be typed in two columns; the left column contains the question and the right column contains an option of answers and the learners can circle the one correct answer. While multiple choice questions are concerned with the attitude of the learners when they are faced with a context of situation, essay questions, performance, and question are strongly associated with cognitive knowledge, learners comprehension of the material, and the attitude of the learners in facing a situation. Some examples of objective and essay tests cases on the subtopic *Telephone Ethics* are described as follows.

1. Example Objective Tests Cases

Cognitive Competence Test

After completing this telephone lesson, you are eligible for a competency test. Competency test is useful to know your mastery of the competencies that has been learned. Results of the lecturers/instructors assessment can be used as a determinant of the thoroughness of your understanding of the material studied. Do 10 objective questions below, by circling one correct answer on the answer column!

Multiple Choice questions	Answer
1. Once upon a time, you are faced with a situation when the director is suddenly unable to hold a meeting with the partner company. You are asked to contact the company by the director in relation to the cancellation of the meeting. The sentence you will use to convey the director's purpose is	A. Since the director will attend the wedding party, We apologize for the cacellation of the meeting today. B. We hope that you are patiently joining this meeting, because the director has another business. C. On consideration that the director has many agenda, today's meeting is postponed. D. Because the director will not be present, we apologize

<p>2. At a time, you're looking for a person over the phone, but the person is not in his/her place. One of the speeches you can use to ask someone for help to convey your message is</p>	<p>for the postponement of the meeting today.</p> <p>A. Can my message be conveyed to the person concerned? B. Can you write my message for her/him? C. May I leave a message for her/him? D. Will you tell her/him that I have contacted her/him?</p>
---	---

2. Examples Essay Tests Cases

Speaking Skill Practice

No theory ends without practice. On the competence test of telephoning skill material, you will be engaged to communication practice by telephone. To be able to practice your interactional speaking skill by telephone, Pay attention first on the instruction and the assessment rubric provided in order that you understand the expectation of the lecturers/instructor in telephoning practice activities.

Performance Test Questions

1. At a time, you got your friend had an accident on the road. Your friend’s motorcycle was hit by a truck so that he/she had to be brought to the hospital immediately. You are asked to contact the victim's family by a doctor. You know that the victim’s parents often suffer from heart attack, but you are obligated to tell about your friend’s condition. Elaborate your way to convey your friend’s condition to her parents by telephone!
2. With your partner, design an interesting and important topic you can communicate with your lecturers via telephone. Practice how you convey the message over the phone by minding the ethics and politeness in telephoning.

To assess the learners' ability to communicate, it is necessary to have an assessment rubric which is related to the accuracy of talks order, clarity of information, fluency, language use, and attitude. Attitude rubric is required to measure the learners’ character in speaking. Attitude refers to politeness, responsibility, courage, confidence, cooperation, and tolerance.

Reflection Model

Reflection Model is the one developed from a contextual approach. In a contextual approach (contextual teaching and learning), there is a reflection. Reflection is a way of thinking about what we have just learned or what we did in the past. The learner keeps what he/she has just learned as a new knowledge structure which is an enrichment or revision of the previous knowledge. Through the reflection assessment model in instruction, the learner will be able to assess the extent to which the character values are instilled in them. The success of character education can not only be measured by the knowledge of learners to the theory presented. The power of individuals to assess themselves become a starting point for the assessment of character education. There were two types of reflections developed in this study, namely oral reflection model which comments both self and other people performance in speaking and attitude assessment which measure the achievement of oneself in instruction. The following are examples of the question items which can be used for attitude reflection. Examples of Attitude Reflection Question.

Assessment Of Attitudes

The success of character education can not only be measured by the knowledge of students to the theory presented. The power of individuals to assess themselves become a starting point for the assessment of character education. In the following self-reflection test, you are required to elaborate your answers honestly in accordance with the condition, feeling, and experience you get during the lesson of telephoning material.

Reflection

1. What is your comment about your performance and your friends performance?
.....
2. Is there any difficulties you face during the learning of this material ? If there is, write your difficulties in the following.
.....
3. During telephoning practice, did you use good and right language in communication?
.....
4. After joining this lesson, write character values which instilled in you.
.....
5. Is there any suggestion you can make in order that this lesson be meaningful?
.....

2. The Result of Expert Validation

The instrument used in the expert validation is questionnaire; the combination of open and closed. The closed one uses a Likert scale in which *very good* answer get a score of 4, *good* answer get a score of 3, *fair* answer get a score of 2, and *poor* answer get a score of 1. The results of validation of DIT and reflection assessment model in instruction by two experts indicated that the validity of DIT assessment model from material, construction, language, and orientation of the character cultivation aspects can be labelled as *very good* (3.83) and reflection assessment models from material, construction, language, and orientation of

character cultivation can be labelled as *very good* (3.75). In general, the experts stated that these assessment models are good, but it is necessary to consider the implementation techniques during the performance test.

3. The Results of Try-Out

Of the 14 meetings in the try-out process, both in small and the main groups, the learners general response to DIT and reflection models can be classified into *good* (3.47). By using these assessment models, the learners feel that their attitudes in instruction are monitored and considered as a part of the assessment. Therefore, the learners should always pay attention to their attitudes in communication. The impact of the assessment is the students habituation in showing good character in communication.

Social dilemmas which come up in DIT assessment model make the learners feel aroused in understanding the situations and circumstances when communicating with other people. By understanding the existing situation, the learners should be able to adjust the characters they have to the attitude that they should show. In addition, the learners knowledge about the assessment rubric which focus on behavior also causes learners consider the attitudes they should show. In reflection model, the learners also admitted that the reflection model bring honest character in judging oneself and respecting the others in instruction. The learners recognize that DIT reflection models have been able to form their characters in communication.

Discussion

The assessment containing character values emphasizes the achievement of basic competence by using a number of techniques in an effort to monitor and determine the improvement program. Instruction containing character values does not simply drive instruction to theory and the learners skill, but also it brings following impact in the form of character cultivation. Instruction containing character values should be able to lead into the right choice of assessment. Therefore, the assessment components in instruction should also be able to be associated with the values of character education. The success level of comprehension and internalization of material and the character values should be measured through proper assessment and it does not only measure cognitive domains but also affective and psychomotoric ones. The ones assessment can be used and developed in instruction containing character are DIT and Self-Reflection models.

DIT model was developed first by Rest. Affective test test models defining issue presented by Rest is still fixated on the type of multiple-choice tests by using themes or stories-stories that contain a social dilemma. However, in this study, the researchers not only in the type of multiple choice tests, researchers also developed a test using a model description defining issue test so that learners have the moral sensitivity and is able to interpret the atmosphere of communication that occurs. DIT Model leads to a picture of social situation faced by society today. In the social situations, the learners should be able to decide which action to be taken to overcome the existing problems. In reflection model, the learners can assess themselves the competencies and characters that can be instilled in instruction. The power of individuals in assessing themselves becomes an actual starting point for the assessment referring to the values of character education. In developing this kind of assessment systems, there are three things that should be taken into consideration, namely (1) the definition of what to be learned and what to be assessed, (2) specification of performance level, and (3) comparison between the learners performance and the standards or criteria designed.

IV. Conclusion

The results of try-out showed that the assesment developed can bring about a positive impact on multi-purpose speaking course and the continuity of character education in this country. The assessment models containing character values presented in this article can be used as an alternative model of assessment in instruction designed by educators by adapting social events which allow the learners to reflect the attitudes based on the material presented in the study. To be able to develop learners character become formidable human, there are many values that need to be instilled. However, investing all the characters on learners is not an easy thing. Therefore, some of values need to be identified as a priority. The values developed in the model DIT and models Self Reflection includes (1) the value of the character that comes from heart among other honest, responsible, and empathetic, (2) the value of the character derived from the process to think among other intelligent, critical, curious and reflective; (3) the value of the character that comes from the sport / kinestetika among other friendly, cooperative, and cheerful; and (4) value if the character that comes from feeling and intention among other mutual respect, mutual cooperation, togetherness, friendly, respectful, tolerant, caring, communicative, and hard work. These models are limited to social cases which can be associated with instructional materials. Thus, ther other researchers are expected to conduct deeper study related to the types of social cases which allow the use of assessment design containing character values.

In relation to this, there are three important things to be satated here, namely recommendation for the utilization of the product, dissemination of the product, and further development of the product. For the utilization of the product, the assesments was developed to meet the needs of the students and lecturers in speaking course at the Department of Indonesian Language and Literature Education, Ganesha University of Education (Undiksha). Concerning its relevance to the lecture, this assessment models needs to be reviewed when it is going to be used by the lecturers and the students outside our department. However, this assesment can be used as one of the sources by other institutions in teaching speaking skill. In cases of the utilization and dissemination of the product, the results of this study is limited for own sides. If the product will be used for the interest of wider community, it needs to be revised by considering the scope of the subject which is not restricted only to the need of the lecturers and the students of language education. For further development of the product, the product developed in this study is simply a assesment models; therefore other researchers are expected to develop suitable textbook to support the assesment models.

References

- Aries, Erna Febru. (2011). *Asesmen dan Evaluasi*. Yogyakarta: Aditya Media Publishing.
- Carol K, Holtzapple, et.al. (2013). *Evaluating Educational Interventions: An Educators' Toolkit for Designing Effective Research Studies*. Journal of Research in Character Education.
- Chanifah, Nur. (2015). "Desain Pendidikan Karakter di Perguruan Tinggi Umum". *Prosiding Seminar Nasional Senari III*. 2015: 47-51.
- Frye, Meike, dkk. (2002). *Character Education: Informational Handbook and Guide for Support and Implementation of the Student Citizen Act of 2001*. North Carolina: Department of Public Instruction Division of Instructional Services.
- Koyan, I Wayan. (2012). *Pendidikan Berbasis Kompetensi dan Karakter*. Makalah. Disajikan pada Pelatihan Dosen Undiksha tentang Pengembangan Model Pembelajaran dan Asesmen Berbasis Karakter, Tanggal 26 September 2012 di Undiksha.
- Lickona, Thomas. (2012). *Educating For Character: Mendidik untuk Membentuk Karakter, Bagaimana Sekolah dapat Mengajarkan Sikap Hormat dan Tanggung Jawab*. Jakarta: Bumi Aksara.
- Koesoema, Doni. (2011). *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global Edisi Revisi*. Jakarta: PT Grasindo.
- Nasir, Muhammad. (2015). *Lulusan Perguruan Tinggi Indonesia Masih Jauh Tertinggal*. *Harian Bisnis Medan News*. Friday, 18 September 2015
- Nucci, Larry. (2004). *University of Illinois at Chicago Follows Nationwide Movement Toward Character Education*. *Ascribe Column*, December 14, 2004.
- Maurice, J. Elias. (2014). *The Future of Character Education and Social-Emotional Learning: The Need for Whole School and Community-Linked Approaches*. *Journal of Research in Character Education*.
- Mulyasa, E, *Manajemen Pendidikan Karakter*. Jakarta: PT Bumi Aksara, 2013.
- Muslich, Masnur. (2011). *Authentic Assessment: Penilaian Berbasis Kelas dan Kompetensi*. Bandung: PT Refika Aditama.
- Padmadewi, Ni Nyoman dan Putu Dewi Merlyna Y.P. (2014). *Asesmen Kurikulum*. Yogyakarta: Graha Ilmu.
- Pranowo, Ganjar. (2014). *Kuliah Umum Unnes*. Okezone Online: <http://news.okezone.com/read/2014/09/15/373/1039419/kampus-harus-bentuk-karakter>
- Sandra E, Graham dan Diez Marry E. (2015). *The Complexity of Character: An Ability-Based Model for Higher Education*. *Journal of Research in Character Education*.
- Santyasa, I Wayan. (2014). *Asesmen dan Evaluasi Pembelajaran Fisika*. Yogyakarta: Graha Ilmu.
- Sara, Jhonson, et.al. (2014). *Exploring Characteristics of Young Adult Men: Initial Finding from Mixed Methods Evaluation of an All-Male, Character-Focused Trade School*. *Journal of Research in Character Education*.
- Suparta, I Nengah dan Ni Made Pujani. (2013) "Mengembangkan Perangkat Pembelajaran Matematika SD Berorientasi Pengembangan Karakter Berbasis Budaya Lokal", *Research: not published*, Singaraja: Universitas Pendidikan Ganesha.
- Thiagarajan, S., Semmel, D. S., dan Semmel, M. L. (1974). *Instructional Development for Training Teacher of Exceptional Children*. Minnesota: Indiana University.
- Westhoff, Gerard J. (2009). "A Priori Assessment of Language Learning Tasks by Practitioners". *Journal Assessing Language Learning*. Vol 42:2.
- Wibowo, Agus. (2013a). *Pendidikan Karakter Berbasis Sastra: Internalisasi Nilai-Nilai Karakter Melalui Pengajaran Sastra*. Yogyakarta: Pustaka Pelajar.
- (2013b). *Pendidikan Karakter di Perguruan Tinggi: Membangun Karakter Ideal Mahasiswa di Perguruan Tinggi*. Yogyakarta: Pustaka Pelajar.
- Yaumi, Muhammad. (2014). *Pendidikan Karakter: Landasan, Pilar, dan Implementasi*. Jakarta: Prenadamedia Group.
- Yusuf, Muri. (2015). *Asesmen dan Evaluasi Pendidikan: Pilar Penyedia Informasi dan Kegiatan Pengendalian Mutu Pendidikan*. Jakarta: Prenamedia Group.
- Zubaedi. (2011). *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*. Jakarta: Kencana Prenada Media Group.