

2014 TENTH INTERNATIONAL CONFERENCE SELECTIONS

LANGUAGE CURRICULUM AND ASSESMENT
**INSTITUT TEKNOLOGI
BANDUNG**

Edited By: Hywel Coleman



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Language Curriculum and Assessment

Edited By
Hywel Coleman

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3 TESTING AND ASSESSMENT

3.1 Assessing Character in English Language Teaching

Umi Rokhyati *Universitas Ahmad Dahlan, Yogyakarta*

Character is one of the aspects to be assessed in the 2013 Indonesian School Curriculum. Assessing character is not easy; however, it must be done. As one of the competences that should be gained by the students, assessment is needed to know the success of gaining the character competences. Assessing students' character cannot be done in one shot. This paper offers ideas of how to conduct character assessment in a way so that it is not burdening the teacher. The discussion starts with character building, the assessment of character, and the ways to assess character.

Character Building

The 2013 Curriculum mentions four core competences students should gain; religious, social, knowledge and skill competences. The character discussed in this paper refers to the social competences. Berkowitz et al. in Nucci and Narvaez (2008) state that, "character is the set of psychological characteristics that motivate and enable an individual to function as a competent moral agent" (p. 415). They include trait such as honesty, tolerance, respect, responsibility, creativity, hard work, confidence, etc.

A teacher plays a very important role in building the students' character at school. A teacher can build the students' character through modelling and choosing learning materials that contain values of character he or she wants to build.

Assessment of Character

Based on its purpose, assessment can be grouped into formative and summative assessment. Brown (2004, p. 6) states that the purpose of formative assessment is to evaluate students in the process of forming their competences and skills, whereas summative assessment is intended to measure or summarise what the students have learnt and the objective they have accomplished. It occurs at the end of a program.

To assess character, formative assessment should be prioritised. Character is built or formed. As the purpose of formative assessment is to help forming competence, it is the one that should be done in assessing character. What the teacher should do is evaluating the students' character during the teaching and learning process for several times, and based on the result of evaluation, the teacher help the students in forming the target character.

Ways to Assess Character

The 2013 Curriculum suggests four ways in assessing the students' character: observation, peer assessment, self-assessment and journal (*lampiran Peraturan Mendikbud No 66 Tahun 2013*). Here are the examples of the instruments to assess students' character.

Observation

This is the most effective way of assessing the students' character because the teacher is there to observe the students, so she or he knows exactly how the students behave. There is no need to include all characters for, sometimes, character like 'honesty' is difficult to be assessed using the provided observation checklist.

Student Name : _____

Components of character	Criteria and score				Point
	1	2	3	4	
1. responsible	irresponsible	Often irresponsible	Responsible	Very responsible	
2. tolerant	intolerant	Sometimes tolerant	tolerant	Very tolerant	
3. etc.					

Table 1 Observation checklist

Peer assessment

In peer assessment, the teacher should prepare some instruments and ask the students to assess his character as well as his/her friends'. Each student just assesses some friends, who belong to the same group. The following is an example.

Your name: _____

1= strongly disagree 2= disagree 3= agree 4= strongly agree

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Criteria	Yourself	Friend 1	Friend 2	Friend 4
Honest				
Responsible				
Etc.				
Total values				

Table 2 Peer Assessment

Self-assessment

This is the example of the instruments for self-assessment. The teachers prepare the instruments and the students respond to them by putting a tick on the appropriate answer. Using these instruments, the teacher should ensure that the students give honest answers.

Questions	Answer		
	Never	A few times	Many times
1. Have you ever told a lie?			
2. Do you often come late?			
3. Etc.			

Table 2 Self-assessment

Journal

Journal is the teachers' note on the students' character. What is included in the notes is the extreme attitude of the students - the extremely bad and good characters observed. This is very helpful and useful for the teacher because it helps them to concentrate on developing characters of students with bad character.

The four types of instruments are recommended to assess character. To avoid the teachers from overloading with administration, not all characters should be assessed in every instrument. The most important principle is that every student is assessed in the characters they are supposed to be competent at.

Conclusion

The nature of assessing character is helping students form good character. So, formative assessment is prioritised. It means that assessment should be done several times during the teaching and learning process so that the teachers know what to be done to help students in forming their good character.

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- Lampiran Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan.



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This is to certify that

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LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
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Komponen Yang Dinilai	Nilai Maksimal Prosiding 15		Nilai Akhir Yang Diperoleh
	Internasional <input checked="" type="checkbox"/>	Nasional <input type="checkbox"/>	
a. Kelengkapan unsur isi tulisan (10%)	1,5		1
b. Ruang lingkup dan kedalaman pembahasan (30%)	4,5		3
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)	4,5		3
d. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4
Total = (100%)	15		11

Yogyakarta, 23-04-2015

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LEMBAR
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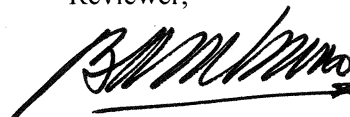
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h. Kelengkapan unsur dan kualitas penerbit (30%)	4,5		4
Total = (100%)	15		13

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