Development of a Noble Moral Assessment Instrument for Human Moral Dimensions for High School Students

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ABSTRACT

The purpose of this study was to obtain the instrument construction, determine the validity and reliability of the instrument, obtain the instrument results, and determine the effectiveness of the noble moral assessment instrument of the human moral dimension that has been developed for high school students in the Klaten Regency. This study is development research. The subjects in this study were class X students of SMA Negeri 1 Klaten, SMA Negeri 1 Karanganom, and SMA Negeri 1 Wedi, totaling 818 students. Data analysis includes Exploratory Factor Analysis, reliability analysis using Cronbach's Alpha, and descriptive analysis. The study's results showed that (1) teachers did not use valid and reliable instruments to assess human noble morals. (2) The construction of the noble moral assessment instrument in humans consists of prioritizing similarities with others, respecting differences, cognitive empathy, emotional empathy, social empathy, therapeutic empathy, moral empathy, virtual empathy, and cultural empathy with the self-assessment (SA) model. (3). The indicators for developing noble moral assessments in humans are 7, with 36 items. (4). The validity of the assessment instrument content was determined by expert validation by 9 experts, and the calculation of the Aiken index was continued.

I. Introduction

Indonesia is facing the 21st century, which is marked by various global trends (Johnson et al., 2021). There are at least 3 (three) important trends currently facing the Indonesian nation, namely the ongoing fourth industrial revolution, which is marked by the phenomenon of advances in information and communication technology in the era of the digital revolution, changes in societal civilization, which are marked by changes in the aspects of life, culture, civilization, and society, including education, the growing emphasis on the phenomenon of the Creative Century which places information, knowledge, creativity, innovation and networking as strategic resources for individuals, society, corporations, and the state (Johnson et al., 2021). These three things have given rise to a new order, new measures, and new needs that are different from before, which must be responded to and fulfilled by all education stakeholders. This is where the central role of education lies in preparing Human Resources (HR) as intellectual capital that can adapt and is expected to have a competitive advantage in the era of global competition (Pollock et al., 2019).

Ki Hajar Dewantara, whose real name is Raden Mas Soewardi Soerjaningrat, is an influential Indonesian educator. He founded Taman Siswa, a very influential educational movement in Indonesia. Education, according to Ki Hajar Dewantara, is comprehensive and covers many aspects (Buzzelli, 2018). Some of his educational views and principles are as follows:

- Education for all: Ki Hajar Dewantara believes that education should be available to everyone regardless of social, economic, or ethnic status. He fought for access to education for all levels of society.
- Meaningful education: Ki Hajar Dewantara emphasized the importance of education that focuses on academic knowledge and forms character, moral values, and practical skills needed in everyday life.
- Local culture-based education: It encourages education that reflects local culture and values so that education can become a tool for strengthening cultural and national identity.

- Education as a means of liberation: Ki Hajar Dewantara views education as a tool to liberate individuals and society from oppression, poverty, and inequality. He advocates education to improve quality of life and independence.
- Holistic education: According to Ki Hajar Dewantara, the educational approach is holistic, which means integrating various aspects of individual life in the teaching and learning process, such as physical, intellectual, emotional, and social.

Ki Hajar Dewantara is a very influential figure in the development of education in Indonesia, and the approaches he adheres to have significantly contributed to the advancement of education in that country. His views on education are still the basis for developing the education system in Indonesia today.

Education, an agent of change, must improve our nation's character. Therefore, education needs to be processed to produce graduates of higher quality who are ready to face a future full of problems, especially in the current era of globalism, so that they can produce the nation's successors who have noble character. One effort to realize educational goals is for students to receive special education that carries the primary mission of character development.

Nowadays, intolerance often occurs in various regions of Indonesia. In this context, moral education or character education is very relevant to overcoming the moral crisis that is currently hitting our nation (Koenig et al., 2019a). One of the values that is part of character education is tolerance. Tolerance is a value that needs to be cultivated in students. Tolerance is essential because a low tolerance towards others can impact various aspects of life. Low tolerance can increase the potential for division and national unity. Tolerance is one aspect of character education that is assessed in learning activities (Sidani & Rowe, 2018).

Building national character takes a long time and must be done continuously. Education, an agent of change, must improve our nation's character. Therefore, education needs to be reconstructed to produce graduates who are more qualified and ready to face a future full of problems, especially in the current era of globalism, so that they can produce the nation's successors who have noble character. One effort to realize educational goals is that students must be provided with special education that carries the primary mission of developing noble character (Koenig et al., 2019b). Education should focus on mastering cognitive aspects and aspects of students' attitudes and behavior (affective). Through the Ministry of Education and Culture, the government has divided three domains of learning that students must master, namely the cognitive, affective, and psychomotor domains. However, the reality is that teachers, as the spearheads in the field, are still focused only on cognitive aspects. This reality is certainly not what the government expected (Pasternak, 2018).

The educational process cannot be separated from the assessment system used to determine the extent to which students have achieved their competencies. Assessment is carried out not only on cognitive aspects but also needs to be assessed on affective and psychomotor aspects. However, what has happened so far is that teachers have focused more on assessing cognitive aspects, while affective and psychomotor aspects have received less attention (Damon et al., 2019). This is proven by the absence of instruments created to assess the affective aspects of students, especially instruments to assess students' tolerant character. Assessment in the learning system assesses the success of students' learning processes and outcomes. Learning outcomes assessment aims to measure the level of competency achievement of students (Prayogi & Asy'ari, 2021).

The implementation of learning outcomes assessment is required to thoroughly evaluate students' learning outcomes both in terms of understanding of the material or teaching materials provided (cognitive aspect) and in terms of appreciation (affective aspect) and practice (psychomotor aspect). Assessment of cognitive aspects is usually carried out by teachers using daily tests, semester tests, and grade promotion tests, as well as other daily tasks. Psychomotor assessments for specific lessons are carried out using performance tests. Meanwhile, for assessing affective aspects, many of them have not been explored by teachers (Santoso, 2021).

The affective domain determines a person's learning success. People who do not have good affective abilities find it challenging to achieve optimal learning success. Cognitive and psychomotor learning outcomes will be optimal if affective levels are high. Therefore, education must be carried out by paying better attention to this affective domain. Apart from that, developing the affective domain at school will have a very positive influence on the child's future life, both at home and in the environment (Djazilan et al., 2021).

As stated in Presidential Decree Number 87 of 2017 concerning Strengthening Character Education, PPK is an educational movement under the responsibility of educational units to strengthen the character of students through the harmonization of heart, feeling, thought, and sports with involvement and cooperation between educational units, family and society as part of the National Mental Revolution Movement. PPK is an effort to grow and equip the next generation to have good character, high literacy skills, and superior 21st-century competencies, namely being able to think critically and analytically, creatively, communicatively, and collaboratively (Purwono et al., 2023).

Not only thinking (literacy), PPK encourages national education to return attention to the heart (ethical and

spiritual), feeling (aesthetic), and sports (kinesthetic). These four dimensions of education should be carried out simultaneously as a whole. Integration of extracurricular, co-curricular, and extra-curricular learning processes in schools can be implemented based on the development of school culture or through collaboration with communities outside the educational environment (Wuryani & Yamtinah, 2018).

Five central character values originate from Pancasila, which are a priority for developing the PPK movement: religion, nationalism, integrity, independence, and cooperation. Each value does not stand and develop independently but interacts with each other, developing dynamically and forming personal wholeness (Hayati & Susatya, 2020).

The PPK movement is flexible so that it can be integrated into the curriculum structure, namely PPK through extracurricular, co-curricular, extracurricular, and non-curricular activities. The core character values in the PPK concept can be developed and integrated through various subjects, local content, and classroom management

Character education during the pandemic through distance learning must continue to be supervised and controlled by the teacher. The responsibility for character education is in our hands together to realize the development of national education, which is based on the paradigm of developing the Indonesian human by the goals of Indonesian education, namely, to educate the life of a nation that is devoted to God Almighty, has knowledge, is physically and spiritually healthy, has good character. Noble, noble character, healthy, knowledgeable, capable, creative, independent, and become citizens who are democratic, independent, have a stable personality, and are responsible for the nation

The success of character education suggests that learning is not necessarily seen from the perspective of the cognitive domain alone but rather as a balance between the cognitive, affective, and affective domains, the goal of which is to realize the whole human being. The most interesting thing is the problem of affective assessment, apart from the problem of cognitive and affective assessment. For the assessment of cognitive aspects, the issue is how far students, whether at primary, secondary, or higher education levels, carry out their tasks (Murti, 2020).

For the affective aspect itself, there are two dimensions, namely, dimensions that are general or known as generic affective and those that are specific or specific affective. Generic affectives, such as honesty, discipline, diligence, and perseverance, can be achieved by studying any field of science. Meanwhile, specific affective factors are attached to the studied content, such as a scientific, objective attitude, the inability to readily believe research

findings, caution in collecting facts, and acceptance of new concepts. This will vary between fields of study.

One of the Pancasila Student Profile Strengthening Projects is Faithful, fearing the Almighty God, and having noble character. Indonesian students who have noble character are students who have a character in their relationship with God Almighty. Pancasila students understand religious teachings and beliefs and apply that understanding in everyday life. The key elements of believing, fearing the Almighty God, and having noble morals are religious morals, personal morals, morals towards people, morals towards nature, and national morals (Komariah & Nihayah, 2023).

In the context of the state, the implementation of human morals is that a Pancasila student understands and fulfills his rights and obligations as a good individual and is aware of his role as part of a citizen of society or the state. He places mutual respect, appreciation, tepo senior, and courtesy and places common interests above personal interests. His morals encourage Pancasila Students to care for and help others and to work together. He also prioritizes deliberation in making decisions for the common good, as it impacts his morals and his morals toward others. His faith and piety also encouraged him to actively bring about social justice for all Indonesian people as a manifestation of the love he had for the country (Restiyanti et al., 2017).

Related to morals towards fellow humans is the attitude between humans and other people. In this life, apart from humans interacting with God, humans also interact with other humans, even humans and nature. A student interacts with teachers, friends, and the school environment. In education, why do humans have to maintain morals towards fellow humans? This is why morals are essential for fellow humans: if we have morals, we can respect each other and create peace. Apart from having good morals towards Allah SWT and fellow human beings, you must also have good morals towards the environment around you (Maba et al., 2018).

II. Method

A. Development Model

This research aims to create a self-assessment tool to evaluate high school students' learning activities in implementing the Strengthening Pancasila Student Profile Project. The tools created for self-assessment of learning activities are non-test instruments. Student learning activities demonstrate the development of self-evaluation assessment tools. A self-evaluation (SA) questionnaire for learning activities was created as an assessment tool.

The development procedure used in this research refers to the instrument development procedure proposed by Djemari Mardapi. This technique consists of nine steps, namely: (1) compiling test specifications, (2) writing test

questions, (3) reviewing test questions, (4) conducting test trials, (5) analyzing test items, (6) improving tests, (7) assembling tests (8) carry out the test (9) Interpret the test results. Of the nine steps, not all steps were used in this research. To be more transparent about the steps for developing a written test assessment instrument in the form of a non-objective description for problem-based learning used in this research (Saputro & Murdiono, 2020).

B. Test Subjects

The test subjects were selected from schools that implemented the Independent Curriculum; this research was carried out at SMAN 1 Klaten, SMAN 1 Karanganom, and SMAN 1 Wedi. The sampling technique used random sampling from 819 students. There were 320 students from SMAN 1 Klaten, 267 from SMAN 1 Karanganom, and 231 from SMAN 1 Wedi, 18 students for the readability test were taken from students at SMA Negeri 3 Klaten, for the limited scale test 265 and 536 for the test. Try the expanded scale and application 75.

C. Data Collection Techniques and Instruments

The Likert scale method and tools (must be mentioned) in data collection greatly determine the results of the data obtained. All methods refer to respondents' answers. The primary data for this developmental research is quantitative. Quantitative data is based on determining points/values in the developed tool. The data supports the use of qualitative data. Qualitative data is data obtained from discussions, readability testing instruments, and expert/expert consultations (Yolcu & Sari, 2018).

Constructs for evaluating emotional attitudes were developed using qualitative data, testing teachers' readability and validity from the expert judgment point of view. The construct validity of this test is obtained from the instruments created, including the SA, although quantitative data is used to determine students' reading abilities. In addition, information on emotional attitudes centered on morals towards individuals produced by students and assessments is seen through quantitative data.

D. Data Analysis Techniques

The data analysis technique in this research is divided into 2 major stages. The first stage is an analysis technique to assess or see the assessment developed in terms of validity and reliability. The second stage is to analyze the measurement results to describe the results of the social attitude assessment, which focuses on assessing personal morals using categorization.

III. Results and Discussion

A. Research Place

1) Klaten State High School

SMA Negeri 1 Klaten is a State High School under the auspices of the Region V Education Service Branch, Central Java Province Education and Culture Service.

SMA Negeri 1 Klaten is located at Jl. Merbabu No. 13, South Klaten, Klaten City, Central Java Postal Code 57423. SMA Negeri 1 Klaten was founded on November 5, 1957, with school Accreditation status A. The curriculum used at SMA Negeri 1 Klaten is the Merdeka Curriculum for classes X and XI and the 2013 Curriculum for class XII; the number of groups for class X is 11, class XI is 11, and class XII is 11.

2) Karanganom 1 Public High School

SMA Negeri 1 Karanganom is a State High School under the auspices of the Region V Education Service Branch, Central Java Province Education and Culture Service Karanganom, Klaten Regency, Central Java, with postal code 57475. SMA Negeri 1 Karanganom was founded on August 1, 1964, with school accreditation status A. The curriculum used at SMA Negeri 1 Karanganom is the Independent Curriculum for classes X and XI and the 2013 Curriculum for class XII; the number of groups for class X is 11, class XI is 11, and class XII is 11.

3) Wedi 1 Public High School

SMA Negeri 1 Wedi is a State High School under the auspices of the Region V Education Service Branch, Central Java Province Education and Culture Service. SMA Negeri 1 Wedi is located at Jalan Wedi - Wonosari, Gg. Wasana, Bandungan, RT.02/RW.12, Pasung, Kec. Wedi, Klaten Regency, Central Java 57461. SMA Negeri 1 Wedi was founded on August 23, 1993, with school accreditation status A. The curriculum used at SMA Negeri 1 Wedi is the Merdeka Curriculum for classes X and XI and the 2013 Curriculum for class XII. There are 6 class X, 6 class XI, and 6 class XII groups.

4) Initial Development Research Results

This stage is carried out to guarantee the instrument's content validity. This process begins by compiling variables/components, determining indicators based on theoretical and field studies, and determining statement items and measurement scales. After the initial draft instrument has been drafted, content and language experts consult it. In this case, 9 experts test the instrument for assessing noble morals in humans.

B. Results of the Assessment Instrument Trial

1) Limited Trial

Limited trial subjects were selected from schools that implemented learning with an independent curriculum. This research was conducted at SMAN 1 Klaten, SMAN 1 Karanganom, and SMAN 1 Wedi, and it involved 265 students as respondents.

a) Validity test

This limited trial is to see the construct validity of the items and the reliability of the noble moral assessment instrument for humans. The analysis used to see construct validity is Exploratory Factor Analysis (EFA) to confirm whether the data support the factors or components formed and to prove that the items used measure the specified

components or factors. In the construct validity test, the KMO and Bartlett's Test values obtained help determine the suitability of a variable and whether it can be processed further using this factor analysis technique. If the KMO MSA (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) value is more significant than 0.50, then the factor analysis technique can be continued (Pradana & Uthman, 2023).

Table 1. Validity Test Results with KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,901
Bartlett's Test of Sphericity	Approx. Chi-Square	3602,463
	df	630
	Sig.	,000

Based on the results of the Exploratory Factor Analysis (EFA) test for limited trials on the self-assessment instrument, the KMO MSA value was 0.901 > 0.50, and the Bartlett's Test of Sphericity (Sig.) value was 0.000 < 0.05. So, the 36 items are valid because the KMO MSA value is above 0.5. Therefore, the factor analysis in this research can be continued (Haniah et al., 2020).

b) Instrument Reliability Test

The instrument's reliability in this study involving 265 students was estimated using the Cronbach alpha formula, and the analysis was processed using SPSS 23. In this reliability test, a valid instrument was tested based on the previous factor test, namely the instrument for assessing human noble character, which consists of 36 items. The results of the bag reliability test are presented in the table.

Table 2. Limited Trial Reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,920	,923	36

Based on the reliability test, the Alpha value was 0.920. The value of this reliability test is more significant than 0.6, so it can be concluded that the research assessment items in the questionnaire assessing human noble character are very reliable.

2) Implementation of moral assessment of humans

The final stage of this research is a moral assessment of humans using the final product development. The subjects for collecting this data were class Descriptive data presented, including mean (M), standard deviation (SD), minimum (min), and maximum (max). Mean is the average total value; minimum is the lowest total value; maximum is the highest value and standard. Deviation (standard deviation) is a standard measure of deviation from the mean (Fajri & Mirsal, 2021). A standard score (T score) assesses 4 categories in Table 3 to facilitate data distribution.

Table 3. Categorization of Moral Components in humans

No	Student Scores	Categorization
1.	$x \geq 129$	Highly Developed
2.	$129 > x \geq 114$	Developing According to Expectations
3.	$114 > x \geq 99$	Starting to Develop
4.	$x < 99$	Undeveloped

The output from the descriptive analysis using SPSS 23 is shown in the following table.

Table 4. Descriptive Analysis Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	53 6	55	144	113.77	15,354
Valid N (listwise)	53 6				

After comparing the mean value with the distribution, it was found that 113.77 was in the Developing According to Expectations (BSH) category. With an average of 113.77, the results of the human moral assessment at the three high schools are in the Developing According to Expectations (BSH) category. In detail, the results of the human moral assessment can be explained as follows: 7 are in the not yet developed (BB) category, 123 are in the beginning to develop (MB) category, 256 are in the developing according to expectations (BSH) category, and 150 are in the highly developed (SB) category (Dewi et al., 2019).
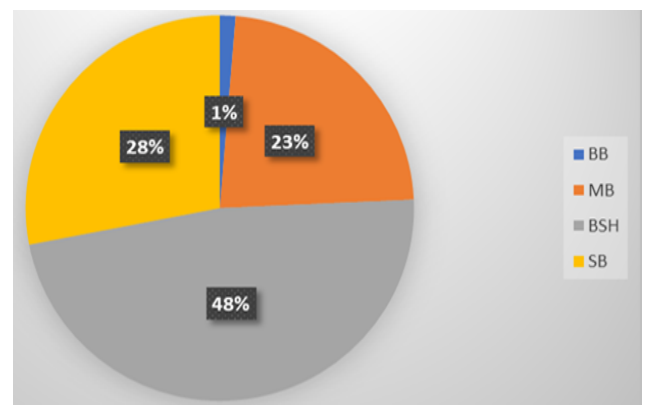

Fig. 1. Recap of Moral Assessment of Humans

The pie chart above illustrates the moral assessment of humans with details of 1% being in the not yet developed (BB) category, 23% in the starting to develop (MB) category, 48% in the developing according to expectations (BSH) category, and 28% in the highly developed category (SB) (Alifia et al., 2021).

3) The effectiveness of moral assessment instruments for humans

The instrument for assessing human morals that has been developed is then applied to students and distributed to 75 students of SMAN 1 Klaten, SMAN 1 Karanganom, and SMAN 1 Wedi.

Table 5. Effectiveness of Moral Assessment Instruments for Humans

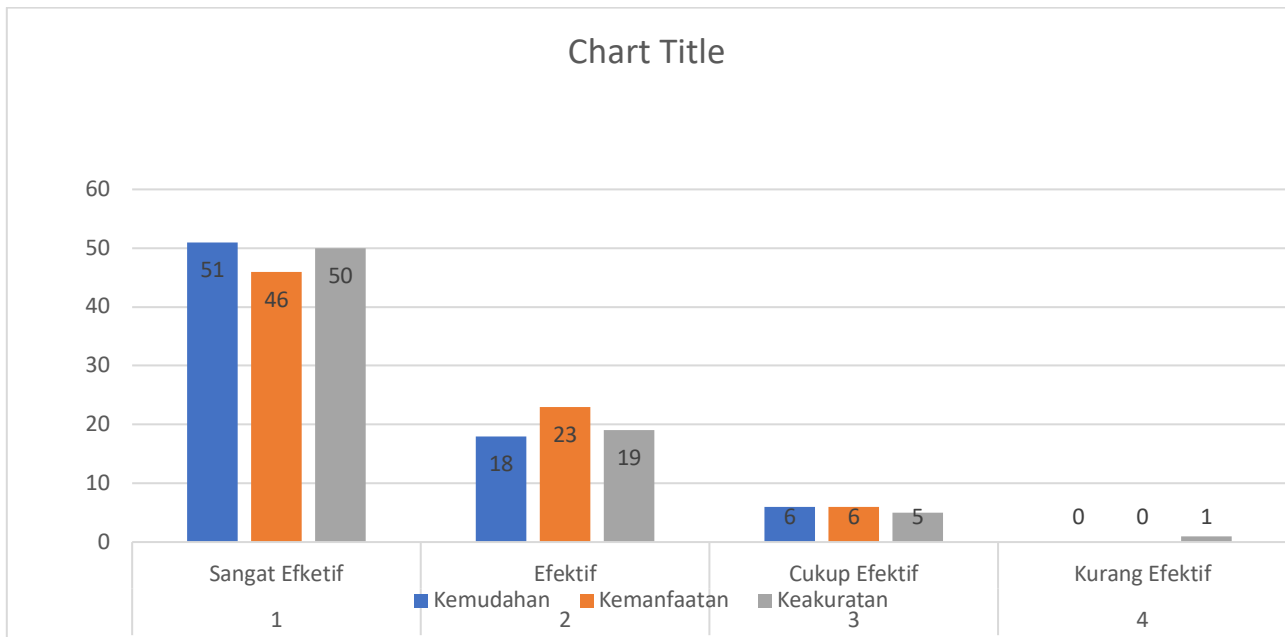| No	Aspect	Convenience	Expediency	Accuracy
1	Very Effective	51	46	50
2	Effective	18	23	19
3	Effective enough	6	6	5
4	Less effective	0	0	1

Fig. 2. Effectiveness of the Assessment Instrument

Histogram of Effectiveness Test Results of the Instrument developed. Looking at Table and Figure 4.4, students responded well to the instruments developed. Judging from the ease with which students responded very effectively 51, effectively by 18, quite effectively by 6, and less effectively by 0 students, it can be concluded that the instrument is easy to use. In terms of usefulness, it was responded to as very effective by 46, effective by 23, reasonably practical by 6, and less effective by 0 students, so it can be concluded that this instrument is helpful for students (Tyas et al., 2020). In terms of accuracy, it was responded to as very effective by 50, effective by 19, quite effective by 5 students, and less effective by 1 student, so it can be concluded that this instrument is accurate. In this way, this human moral assessment instrument can be declared very effective for use by high school students in the Klaten district in the 2023-2024 academic year (Kusumaningrum et al., 2019).

IV. Conclusion

Based on the results of the discussion in Chapter IV regarding the development of instruments and assessment of noble human morals in high school students in Klaten Regency, it can be concluded as follows: Teachers who assess human noble character in the Merdeka curriculum do not use valid and reliable instruments. Teachers carry out students' noble morals assessment by observing students' behavior both in project activities to strengthen the profile of Pancasila students and in other activities at school. The construct of the moral assessment instrument for humans consists of prioritizing similarities with other people, respecting differences, cognitive empathy, emotional empathy, social empathy, therapeutic empathy, moral empathy, virtual empathy, and cultural empathy, with the self-assessment (SA) model. Evidence of the validity of the instrument's content for assessing noble human morals for high school students in Klaten Regency was obtained from expert validation by 9 experts and continued with calculating the Aiken index. Based on the calculations, the overall results of the indicators and items have an Aiken index between 0.741 – 0.963, meaning that all values are more than 0.700, which means that the indicators and items submitted are valid. The reliability of the noble morals assessment instrument for humans using the self-assessment (SA) model developed has been fulfilled; this can be seen from the calculations carried out using Cronbach's Alpha approach, obtaining a reliability value of 0.920 in the limited trial and 0.925 in the expanded trial. This shows that reliability is in the high category. In the construct validity test, the questionnaire items consisting of 36 valid items were formed into 7

factors, which were then named as follows: Respecting differences and cognitive empathy, moral and social empathy, cultural empathy, therapeutic empathy, and virtual empathy. Emotionally empathetic, prioritizing similarities with other people. The effectiveness of the instrument developed is seen in terms of the accuracy of the assessment, ease of use, and usefulness of the instrument, which is considered effective by the teacher so that it can help the teacher's task of assessing human morals for high school students.

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