Innovation in Assessment of Civic Education in School

Winarno, Wijianto and Rusnaini

Abstract--- The purpose of this study was to develop assessment designs by innovating through digital platforms. This research is an instrument development research or called psychometric methodological research. The results of the study state that innovation in the process of assessing school citizenship education can be done through digital-based assessment. In this study, it was shown about the innovation of developing citizenship attitudes with questionnaires through the google form digital platform. The existence of this innovation makes students more open in answering the questions provided. Students understand more about the importance of normative subjects they learn, considering that students who are the subjects in this study are Vocational High School students who have a tendency to be interested in subjects that are practical, not normative subjects..

Keywords--- Assesment Inovation, Civic Education.

I. INTRODUCTION

An interesting phenomenon that has been widely discussed lately is character education, because this nation is experiencing problems with the character of its citizens. These conditions indicate that educational institutions in Indonesia have not been fully able to produce graduates who are truly characterized and competent in their fields. Pancasila and civic education which is also character education has a strategic role to help solve the nation's problems related to these character problems (Galston, WA. 2008).

The learning paradigm includes teacher centered and student centered. Paradigm of teacher centered is a teacher-centered learning paradigm. This paradigm is considered as traditional deductive learning, while the student centered paradigm is a student-centered learning paradigm. This paradigm is often referred to as a learning with a process oriented approach. Learning of Civic Education which is commonly used in Indonesia uses the teacher centered paradigm. Student centered learning or process-oriented learning becomes a matter of development in the government through new curriculum changes (Parker, W.C., Ninomiya, A., & Cogan, J, 1999).

The development of the era of globalization is very fast affecting the development of the world to various aspects of life. Student centered learning requires a creative, innovative learning and learning process, and a curriculum that supports learning. To develop independent students who are able to empower critical thinking skills, the student centered paradigm is more appropriate to use. Most educators argue that critical thinking is related to

Winarno, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta, Central Java Indonesia.
E-mail: winarnonarmoatmojo@staff.uns.ac.id
Wijianto, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta, Central Java Indonesia.
E-mail: wijianto@staff.uns.ac.id
Rusnaini, Faculty of Teacher Training and Education, Universitas Sebelas Maret Surakarta, Central Java Indonesia.
E-mail: rusnaini@staff.uns.ac.id

"high level" activities such as the ability to solve problems, determine decisions, think reflective, think creatively, and draw conclusions logically (Branson, 1999).

But not all activities for critical thinking always require complex components. Not all students will be able to analyze with timeliness and logical conclusions at the same time. Contextual critical thinking skills will emerge on their own by starting to use the student center system that trains students to think step by step (Richard W. Paul, Linda Elder, 2002)

In various academic discourses, teachers as professions are required to have various competencies. Not enough through academic discourse, through the path of state political thought, teachers in Indonesia are required to have a number of competencies. In Law No. 14 of 2005 concerning Teachers and Lecturers, said the teacher as a profession contained the intention that teacher work can only be done by someone who has academic qualifications, competencies, and educator certificates in accordance with the requirements for each type and level of education.

Teacher competency is a requirement that must be met. Competence is a description of the qualitative nature of one's behavior. Competence means abilities that can be shown or displayed. Competence does not only mean mastering but also being able to display the results of mastery in a performance or work performance. Teacher competencies include pedagogical competence, personality competence, social competence, and professional competence (Akbal, M & Umar, F. 2018)

In its realization, the four teacher competencies will be seen in the learning done in the classroom. When learning takes place, how the four competencies are mastered and on the road can be known. Especially with professional and pedagogical competencies that play more roles. This is mainly related to the ability of the teacher to master the learning material and how to teach the material to students so that it can be accepted and takes place effectively to achieve the goal (Banks, JA. & Ambrose, A.C. 1985). This study discusses one aspect of competence, namely the professional competence of a teacher in terms of developing an innovation assessment of schooling civic education.

II. LITERATUR REVIEW

Assessment or measurement of learning outcomes is the collection of relevant information, which can be accounted for in the context of decision making. While evaluation or evaluation is the application of a standard or decision-making system to assessment data, which is to produce judgments about the magnitude and feasibility of ongoing learning. Assessment of student learning outcomes is a unit or part of learning. What's the meaning of a learning process if the learning outcomes are not measured. The word assessment comes from Latin assidere, which means sit beside. In the context of education, this includes the activities of observing student learning, namely describing, collecting, recording, marking (scores), and interpreting information about student learning. The main use of assessment as part of the learning process is reflection (reflection) of students' understanding and progress individually. Teaching without knowing whether the results of his teaching have "made the student learn", it cannot be said to be "teaching" (Cizek, G. J, 2000)

Civic education learning by civic education teachers in the classroom uses the concept of Pancasila as theoretical material or essential material from a knowledge or content knowledge. With the concept of Pancasila as theoretical material, the educational material or pedagogical content knowledge is developed for the benefit of learning for students (Branson, M.S, 1999).

The dimensions of Citizenship Education namely "Student knowledge and understanding, attitudes, perceptions and activities". The purpose of this dimension is Citizenship Education not only as material knowledge but also in the form of activities, attitudes and activities. Activities, attitudes and activities are manifested in the form of learning models where to strengthen the understanding of material knowledge. Or this is often called the mode and content dimension (Kerr. David, 1999).

To make an inovation in civic education learning, we need to understand about active learning, because civic education atleast has three domains, civic knowledge, civic skilss, and civic disposition. Active learning is a learning method that involves students in the learning process. In short, active learning requires students to carry out meaningful learning activities and think about what they are doing. Active learning includes a variety of teaching methods such as small group discussions, cooperative learning, role playing, hands-on projects, and teacher driven questions.

There is a combination of teaching approaches to stimulate learning in students with different learning styles, active advocate learning techniques that include visual, auditory and kinesthetic aspects of learning (Daniel Bell and Jahna Kahrhoff. 2006).

Active learning activities that invite students to use a variety of learning techniques, increase retention of large amounts of information, and encourage greater social interaction through peer discussion. The Center for Research on Learning and Teaching (2012) at the University of Michigan provides an understanding of "Active learning is the process by which students engage in activities, such as reading, writing, discussion, or solving that promote analysis, synthesis, and evaluation of problem class content". In active learning, students will be involved in their own learning to encourage taking greater responsibility for student learning itself. In active learning classes, the teacher's role is to give a little lecture and facilitate more by providing situations and experiences that allow students to be discussed in discussion material with their friends. Active learning is a process where students are actively involved in building understanding of facts, ideas, and skills through the completion of instructors directed towards tasks and activities. These are all types of activities that get students involved in the learning process (Daniel Bell and Jahna Kahrhoff. 2006).

In the process of innovation assessment of Civic Education learning, in addition to the existence of active learning, researchers give more freedom of thought and lead to student independence. An important component to be developed in learning Citizenship Education is forming intelligent citizens (having citizenship knowledge), being skilled (critical thinking and participating), and having character (loyal to the nation and state, having the habit of thinking and acting in accordance with Pancasila and the 1945 Constitution).

III. METHODOLOGY

The research design is a development research by adopting a model developed by Hopkins & Clark, namely the research development and diffusion model of Havelock 1976 in (Nusa Putra, 2011). his research is an instrument development research or called psychometric methodological research. The procedure for developing instruments includes eleven stages of activity which are adaptations of procedures or steps for developing affective assessment instruments issued by the Directorate General of Primary and Secondary Education Management, which includes: (1) determining instrument specifications (2) writing instruments, (3) determining the scale of the instrument, (4) determining scoring guidelines, (5) analyzing instruments, (6) assembling instruments, (7) conducting the first trial, (8) analyzing the results of the first trial, (9) improve the instrument, (10) carry out measurement/validation by conducting a second trial, and (11) interpreting the measurement results (Dick, W and Carey).

IV. RESULTS AND FINDINGS

The research produced 1) the formulation of conceptual definitions, operational definitions, indicators, and grids of instruments for the assessment of Pancasila and Civic Education 2) the initial design of the assessment instruments for Pancasila and Citizenship Education using computers (software) as a tool to help.

Software uses electronic technology. Collecting and organizing data can be done using various types of media (audio, video, graphics, or text). Software is developed on a standard basis using "databases" or "hypertext links" to show the relationship between a standard or goal (goal) which is evidence of achieving a predetermined standard or goal.

The software development process is: 1) Assess / Decide. The focus here is to identify the customer's needs assessment, formulate objectives, and choose the appropriate instrument indicators. 2) Designing / Planning (Design / Plan). The focus here is on organizing or designing assessments. Establish content according to needs, software, storage media, and sequences. Constructing flow charts. 3) Implementation (Implement) the results of the assessment. 4) Evaluate. The final stage of development is focused on evaluating the effectiveness of the software in accordance with the purpose and for the purpose of the assessment.

The innovation in the assessment of citizenship education is related to the process of developing learning with innovation in the Value Clarification Technique approach, which is one of the learning techniques that can fulfill the goal of achieving educational values. This departs from the findings of the assessment that Vocational students are not too interested in normative subjects such as citizenship education, which in principle, contains values (Cogan, 1998). suggested that value clarification technique, is a way to instill and explore / express certain values of students. Therefore, in the process value clarification technique functions to: a) measure or know the level of student awareness about a value; b) fostering students' awareness of the values they have both positive and negative to be fostered towards improvement or correction; c) instill a value to students through rational and accepted methods by students as their personal property.

In other words, (Margetson, 1994) concluded that VCT was intended to "train and nurture students on how to assess, make decisions about a common value and then implement it as a citizen".

The pattern of value clarification technique learning according to (Niston, 2015) is considered superior for affective learning because; first, being able to foster and personalize values and morals; second, able to clarify and disclose the content of the material delivered; the third is able to clarify and assess the quality of students' moral values and moral values in real life; fourth, able to invite, involve, foster and develop students' self potential, especially their intellectual potential; fifth, able to provide learning experiences in various lives; sixth, able to ward off, negate intervening and subverting various naive moral values in the system of values and morals in a person; seventh, guiding and motivating for decent and moral life. From the above it can be concluded that the value clarification technique approach can be interpreted as a teaching technique to assist students in finding and determining a value that is considered good in dealing with a problem through the process of analyzing existing values and embedded in students. Value clarification technique as a model in moral learning strategies aims (1) To measure or know the level of awareness of students about a value. (2) Fostering students' awareness of the values they have both their level and nature (positive and negative) to be nurtured in the direction of improvement and correction. (3) To inculcate certain values to students through rational ways and accepted by students, so that ultimately the value will belong to students. (4) Train students how to assess, accept, and make decisions about problems in relation to life everyday in the community.

Value clarification technique emphasizes how a person actually builds values that he thinks are good, which in turn these values will color his behavior in everyday life in society. In learning practices, value clarification technique is developed through a dialogue process between teacher and student. With the variation of these questions students can explore and the teacher can complete the curriculum burden which is indeed his responsibility. Students will feel enjoy following social lessons. Emotional ties between people and interactions will be well established along with learning activities that are fun and not boring.

Philosophically it can be formulated that in learning students are happy and can interpret what they learn. The appreciation of the entire class community, mutual respect and respect among the components of the class, helping each other will become a provision in the future so that good civilization will be created through the younger generation. The process should take place in a relaxed and open atmosphere, so that each student can express his feelings freely, this is to support the learning process of citizenship education, especially in vocational high schools.

In this study, researchers innovated in the process of assessing citizenship education by utilizing a digital platform in the form of google form, with the following display:

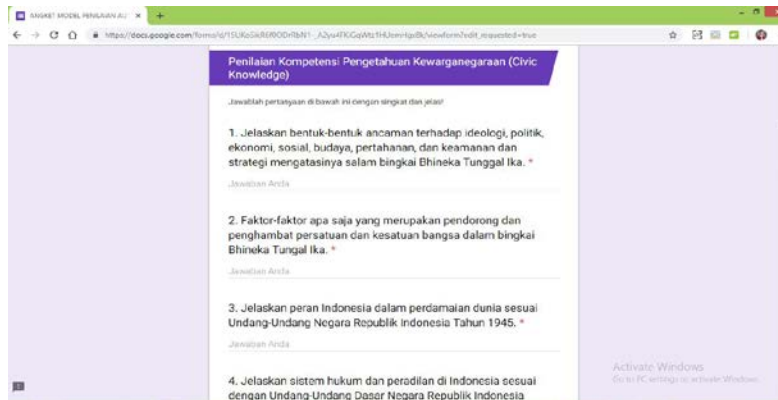Figure 1: Title of assessment in google form
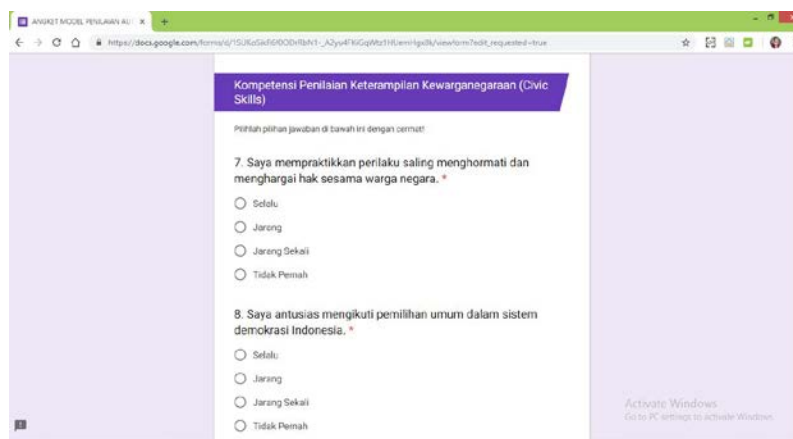
Figure 2: Civic knowledge assessment
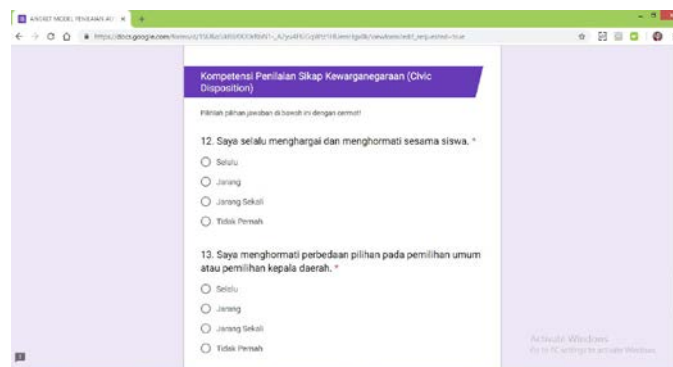

Figure 3: Civic skils assessment

Figure 4: Civic disposition assessment

With the google form filled in by students, students are more free to fill out and answer questions that are in the google form. The existence of this innovation makes students more open in answering the questions provided. Students understand more about the importance of normative subjects they learn, considering that students who are the subjects in this study are Vocational High School students who have a tendency to be interested in subjects that are practical, not normative subjects.

V. CONCLUSION

Civic education in school has its own characteristics in the learning and assessment process. There are three main dimensions in citizenship education, namely civic knowledge, civic skills, and civic disposition. Civic education teachers usually have difficulty in terms of attitude assessment. This research produced an innovation in the assessment in the form of an assessment process with a google form-assisted value clarification technique. The existence of this innovation makes students more open in answering the questions provided. Students understand more about the importance of normative subjects they learn, considering that students who are the subjects in this study are Vocational High School students who have a tendency to be interested in subjects that are practical, not normative subjects.

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