The Implementation of Self-Assessment in Character Pillar Activities of Elementary School Students

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ABSTRAK

Sikap sadar diri adalah kemampuan seseorang untuk menerima dan memahami segala kelebihan dan kekurang diri, sehingga mereka bisa mengembangkan potensi yang dimiliki. Self-assessment adalah alat yang dapat digunakan untuk menilai tingkat kesadaran diri seseorang. Penelitian ini berusaha menggali bagaimana kesadaran siswa usia 6-7 tahun terhadap dirinya sendiri dalam menilai perilaku tertentu? Tujuan penelitian ini adalah mengidentifikasi penerapan self-assessment dalam kegiatan pilar karakter pada diri siswa kelas 1 di SD Karakter, menganalisis persepsi siswa terhadap sikap dan perilaku diri pada aspek perkembangan karakter yang diuji, dan menyusun rekomendasi untuk strategi pengembangan self-assessment yang efektif untuk meningkatkan kesadaran diri siswa. Penelitian ini menggunakan metode kuantitaif deskriptif dengan probability systematic sampling pada 30 orang partisipan. Hasil menunjukkan bahwa self-assessment dapat mengukur kesadaran diri siswa mengenai sikap dan perilaku dermawan, suka menolong, dan kerja sama. Siswa dan orang tua siswa merasakan perubahan perilaku setelah dilakukannya kegiatan pilar karakter. Kerja sama adalah konsep pilar yang paling dirasakan sudah sering muncul pada diri siswa. Penelitian ini membuktikan bahwa self-assesment dapat dijadikan alat untuk evaluasi diri siswa. Guru dapat mengembangkan strategi pembelajaran yang efektif berdasarkan hasil self-assessment siswa.

Kata kunci: *Penanaman Karakter, Sekolah Dasar, Pilar, Siswa, Penilaian Diri*

ABSTRACT

Self-awareness is a person's ability to accept and understand their strengths and weaknesses so that they can develop their potential. Self-assessment is a tool that can be used to assess one's level of self-awareness. This research seeks to explore how 6-7-year-old students' awareness of themselves in assessing certain behaviors. The purpose of this study is to identify the application of self-assessment in character pillar activities in grade 1 students at SD Karakter, analyze students' perceptions of self-attitude and behavior on the tested character development aspects, and make recommendations for effective self-assessment development strategies to increase students' self-awareness. This study used a descriptive quantitative method with probability systematic sampling on 30 participants. The results show that self-assessment can measure students' self-awareness regarding generous, helpful, and cooperative attitudes and behaviors. Students and parents felt changes in behavior after the character pillar activities. Cooperation is the pillar concept that most often appears in students. This research proves that self-assessment can be used as a tool for student self-evaluation. Teachers can develop effective learning strategies based on students' self-assessment results.

Keywords: Character Building, Elementary School, Pillar, Students, Self-Assessment

INTRODUCTION

Character education is an effort to instill moral values, involving understanding, awareness, willingness, and action to apply these values in relationships with God Almighty, self, others, the environment, and nationality so that individuals become complete human beings (Francisca & Ajisuksmo, 2015). Currently, character education is a major issue that is part of the development of the education system in Indonesia. Education should not only focus on cognitive aspects, but should also give equal attention to psychomotor and affective aspects (Elmanora et al., 2017). In Indonesia, the Ministry of Education, Culture, Research and Technology is promoting the implementation of the Kurikulum Merdeka, one of the goals of which is to make students in

Indonesia have a Profil Pelajar Pancasila with six character elements, namely global diversity, independence, mutual cooperation, critical reasoning and creativity (Eka Sapti Cahyaningrum, Sudaryanti & Hudah, 2019).

The implementation of character education in elementary schools can be carried out in learning activities or outside learning activities (Eka Sapti Cahyaningrum, Sudaryanti & Hudah, 2019). SD Karakter is a school that consistently instills character values. This school has a strategy to instill character values through the Pendidikan Holistik Berbasi Karakter (PHBK) model. PHBK is an educational approach that focuses on the development of all human dimensions, aiming to shape individuals with characters (Megawangi, 2016, 2017). This model integrates theories of social, emotional, cognitive, physical, moral, and spiritual aspects.

The implementation of character values in SD Karakter is carried out at a specific time and also integrated into every learning activity. The implementation of character values in a spesific time is carried out by emphasizing the three components of good character, namely moral knowing, moral feeling and moral action so that students can understand, feel, and at the same time do the character values taught (Davidson et al., 2014). The cultivation of character values is not only taught on the definition of character values but also by giving real examples and exploring feelings through direct practice. This makes the character values taught not only known in meaning but will be internalized and reflected in the daily behavior of students.

In the PHBK model, there are nine pillars and K4 that are given to students for one year at a specific time or integrated time. The nine pillars consist of the pillars of (1) Love God and His Creation, (2) Independence, discipline, and responsibility, (3) Honesty, trustworthiness, and wise speech, (4) Respect, courtesy, and a good listener, (5) Generosity, helpfulness, and cooperation, (6) Confident, creative, and unyielding, (7) Leader, creative, and unyielding, (6) Confident, creative, and unyielding, (7) A good and fair leader, (8) Kind and humble, (9) Tolerance, peace-loving, and united, and K4 (Kebersihan-Cleanliness, Kerapihan-tidiness, Kesehatan-health, and Keamanan-security) (Megawangi, 2016, 2017).

SD Karakter implements all the pillars within one year, and the theme will be repeated annually with a variety of activities tailored to the age stages of the children. One pillar theme is applied for three to four weeks depending on the number of character concepts contained in one theme (Yuliana et al., 2020). In implementing the character pillars, schools need to build a conducive climate in the form of positive emotions from students, teachers, and parents, as well as cooperation from the school environment and parents (Megawangi, 2016, 2017).

Teaching character values in SD Karakter is not only the task and responsibility of teachers but also involves the participation of parents. Good communication between teachers and parents regarding character values instilled at school can get parents involved in instilling these values at home (Yuliana et al., 2020). In addition, parents also have an important role in indicators of the success of instilling character values both at school and at home.

One form of attitude or character assessment that is commonly used is self-assessment. Self-assessment is a process undertaken by individuals to evaluate, reflect on their attitudes, behaviors, and skills (Andrade, 2019). In children, self-assessment can train self-awareness which includes children's awareness of their strengths and weaknesses, interests in something, and have a deeper understanding of their identity. Deci & Ryan (2016) stated that individuals have psychological needs for competence and autonomy. Therefore, self-assessment can increase one's intrinsic motivation to set and achieve personal goals.

Self-assessment can also improve critical thinking skills in children. They learn to evaluate themselves and identifying areas that need improvement or enhancement. At this stage of human development, a child will build knowledge based on experience (Oogarah-Pratap et al., 2020), and make observations of the surrounding environment (Stajkovic et al., 2018). The practice of self-assessment can be an opportunity for children to build knowledge about themselves.

Previous research on self-assessment in children shows that children who can self-assess themselves well show good learning and intellectual abilities (Aricò & Lancaster, 2018). In addition, students who have good self-assessment skills are associated with good self-regulation in students, and this has an impact on their academic performance (Panadero et al., 2017; Zimmerman & Kitsantas, 2014). Despite the crucial benefits for children, there is limited research on self-assessment in elementary school-aged children, especially in the context of character development.

First grade students are generally around six to seven years old. At this age, children's cognitive abilities are at the pre-operational stage where children have the ability to use symbols in the form of words or pictures to express their thoughts (Oogarah-Pratap et al., 2020). At this stage, children generally imitate the behavior of people around them (Stajkovic et al., 2018). According to Erikson, at this age children are in the industrial versus inferential stage, where they are very active in learning everything in their environment, and can feel failure for achievements that do not meet expectations which cause them to have low self-esteem (Batra, 2013). Then what about self-aware behavior in students aged six to seven years?

Self-awareness is a person's ability to accept and understand all their strengths and weaknesses, so that they can develop their potential (Bender et al., 2018; Lutfiah Zahra & Miratul Hayati, 2022). In children aged six to seven years, intellectually a child is able to learn by observing the environment and assessing self-success (Batra, 2013; Sanders & Farago, 2018). Therefore, this study seeks to see how six to seven years old students' awareness of themselves in assessing certain behaviors.

This research aims to identify the application of self-assessment in character pillar activities on first-grade students at SD Karakter. It involves analyzing students' perceptions of self-attitude and behavior on the tested aspects of character development, and making recommendations for effective self-assessment development strategies to increase students' self-awareness.

This research is expected to contribute to the character pillar development activities at SD Karakter and Proyek Penguatan Profil Pelajar Pancasila (P5) activities at other elementary schools. The findings of this reserach can be an insight for researchers, teachers, principals, and other educational practitioners to understand the benefits of applying self-assessment to children's character development activities at school.

RESEARCH METHOD

This research was conducted on students of SD Karakter Cimanggis in the academic year 2023-2024, the first semester. The primary data used in this research are the results of students' self-assessment after being given treatment in the form of pillar activities, namely the concepts of generosity, helpfulness, and cooperation. The sampling technique used was probability systematic sampling (Creswell & Creswell, 2018), which randomly selected student questionnaires with the condition that the parents of these students fill out the evaluation for parents. The data collection method was carried out in the form of filling out questionnaires by students and parents. This research was processed with descriptive quantitative methods. The stages in this study can be seen in Figure 1.
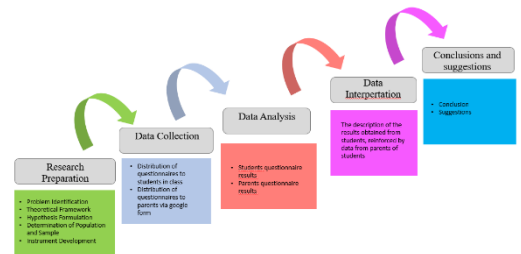

Figure 1. Descriptive Quantitative Research Stages (Sugiyono, 2021)

A simple questionnaire for students and parents was designed to see the results of the implementation of Pillar 5. The validity of the instrument carried out was content validity through expert judgment, namely the Principal, two vice principals, and two senior teachers. There are five questions that measure students' self-assessment and parents' assessment of students on the concept of pillar five. Each question is measured by three assessment indicators, namely very less, still less, and already good on the student questionnaire and does not appear, often appears, and is consistent. The questions can be seen in Table 1.

No.	Questionnaire questions for students and parents	Concepts of Pillar Five
1	I want to share with others / He/She wants to share with others	Generosity
2	I like to help people who need help / You like to help people who need help.	Helpfulness
3	I help carry the things of others who are in trouble/ You help carry the things of others who are in trouble.	Helpfulness
10	I work together to do group work at school.	Cooperation

Tabel 1. Questionnaire questions for students and parents

In answering the questionnaire, the children were guided by the teacher in the process. An example of the questionnaire is in Figure 2.

Figure 2. Sample questionnaire for students

To make it easier for students to fill in, in addition teacher's instruction, the questionnaire was also equipped with pictures. Students were given the freedom to fill in by creating a picture as in Figure 2, or checking the indicator column in accordance with what they felt.

RESULT AND DISCUSSION

The results of the study on 30 respondents can be seen in Figure 3.
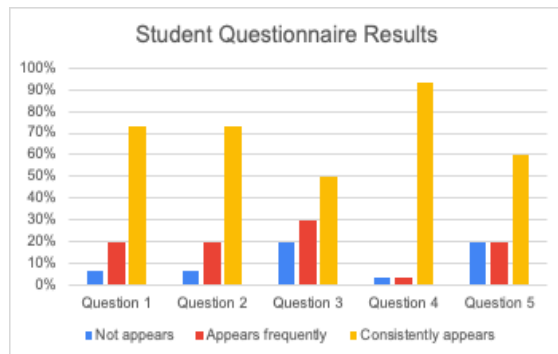

Figure 3. Students Questionnaire Results

From the five questions given, students generally answered that they have consistently practiced the concept of character pillars, namely being generous, helpful, and cooperative. Cooperation is the attitude that is considered the most consistent in students at 93%. On the other hand, answers from parents were more in the frequent category related to the attitudes in pillar 5, as shown in Figure 4.
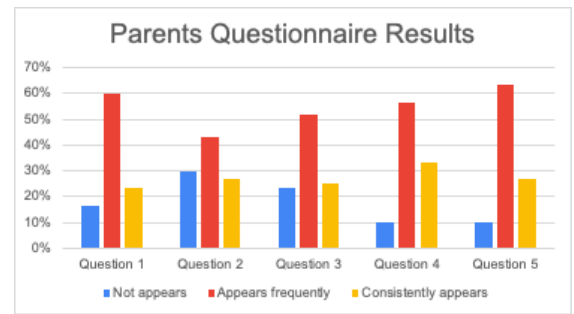

Figure 4. Parents Questionnaire Results

After four weeks of Pillar 5 learning activities, parents perceived that the attitudes of generosity, helpfulness and cooperation often emerged in students. Cooperation in helping with homework is the attitude that generally appears most often in students, at 63%.

Student Self-Awareness Reflected Through Self-Assessment

According to the findings of this study, the students who took part in this study had a level of self-awareness that was reflected in their own evaluation of themselves. This is possible because seven-year-old children have remarkable cognitive growth (Istiqomah & Maemonah, 2021; Oogarah-Pratap et al., 2020; Sanders & Farago, 2018). Piaget placed children at the pre-operational stage at this point in their development, which is when they are able to understand symbols and abstract ideas such as social values, the desire to help others, and the ability to cooperate. Students are already capable of self-reflection because, at this stage in their education, they are able to set goals for themselves.

In the character pillar learning activities offered at SD Karakter, teachers strive to foster an atmosphere that is compatible with teaching the pillar principles. Besides giving examples of how these concepts can be applied in daily activities at school, the teachers also encourage parents to do the same at home. When children are at this age, they have a tendency to imitate the actions of adults. Therefore, it is important for parents and teachers to foster an atmosphere that is conducive to the development of the child's personality.

In children aged six to seven years, cognitive, social-emotional, and imitative talents can develop optimally because they are supported by the ability of children who begin to be able to read the facial expressions and emotional conditions of others (Eka Sapti

Cahyaningrum, Sudaryanti & Hudah, 2019; Rofi'ah et al., 2022). This provides an opportunity for children to develop a tendency to imitate.

It can be seen in Figure 3 that student responses vary for each question. Not all students' responses to the self-assessment were "good" (consistent), indicating that they did not respond in a normative way. Regarding the third question, which was about being helpful, thirty percent of the students said that they were "lacking" in helping others who were in trouble, and twenty percent of them were "very lacking" in helping others. Therefore, it is clear that the students already have a reflective mindset, which is something that can be developed through the use of self-assessment starting from a young age.

Cooperation is the attitude that students and parents consider to have changed the most

According to the results of the students' self-evaluation, the attitude of cooperation is the attitude that is considered the most consistently carried out by the students. The concept of cooperation character pillar is the only concept from pillar 5 that is done in groups. Children in the age range of six to seven years are in the phase of being able to understand the idea of a common goal. This is influenced by parts of the child's development that have reached full maturity, especially cognitive maturity, language development, social experience, and the development of empathy in children (Baehr, 2017; Siregar et al., 2018; Zeidler et al., 2014).

The zone of proximal development theory was proposed by Vygostky. According to this theory, learning occurs through direct interaction with others (Burner & Svendsen, 2020; Leggett, 2017). During this stage of development, children can understand social norms and the importance of developing social bonds with others to achieve common goals. This is because they have reached a level of cognitive maturity and have gained social experience.

Parental Assessment Factor

To determine whether the self-evaluations made by the children matched the conditions in the field, questionnaires filled out by parents were used as a control. In Figure 4, the findings show that parents are aware of the changes that have occurred in children who have participated in activities related to the fifth pillar. In general, the responses from parents show that the

characteristics of generosity, helpfulness, and cooperation shown by students are often seen. Parents are also of the opinion that the value of cooperation is the most prominent value that can be found in students.

Self-Assessment Activity as an Exercise to Increase Students' Self-Awareness

This research shows that students have a sense of self-confidence, particularly the perception that they have maintained a continuous attitude of cooperation, generosity, and helpfulness in their daily behavior both at school and at home. Taking into account the fact that the control test, i.e. parent assessment, showed results that were not significantly different from the other tests, this sense of confidence is justified. This indicates that students are able to engage in reflective thinking, and this result can be considered a positive development (Yoder, 2014; Yong & Abdullah, 2022). Teachers and parents can take advantage of this condition to increase students' positive behavior by providing stimuli and activities that encourage such attitudes. This can be done in the context of character education. It is important for parents to maintain consistency to ensure that the attitudes and behaviors that children want to achieve are firmly embedded in their minds.

For researchers interested in examining children's moral, social and emotional development through the use of self-assessment activities, this study can serve as a framework for their investigations. In addition, in terms of the factors that influence primary school students' level of self-awareness, researchers have the opportunity to investigate these issues in greater depth.

Strategies for Developing Effective Self-Assessment to Increase Students' Self-Awareness

Teachers need to design strategies so that self-assessment activities can optimally increase students' self-awareness. The main thing to do is to explain the purpose of self-assessment. With the reasoning power of students who begin to understand a concept, teachers need to introduce the purpose of self-assessment, namely as a place to understand their potential and weaknesses (Bender et al., 2018; Lutfiah Zahra & Miratul Hayati, 2022).

Feedback from teachers to students is a crucial thing that needs to be done after students conduct self-assessment. Teachers can provide constructive suggestions that can increase

students' confidence(Van Uden et al., 2014; Zee & Koomen, 2016). Teachers can focus on providing solutions that can build students' thinking power to find ways to improve themselves and increase their potential. Teachers can also provide a portfolio of student work as evidence of student progress in learning.

Self-assessment gives students the freedom to assess themselves. However, teachers need to provide clear guidelines, boundaries, and instructions to students (Andrade, 2019). Teachers can teach students to be honest with themselves. In addition, teachers need to evaluate the students' self-assessment process regularly. This can improve the quality of students in conducting self-assessment. The last recommendation is that students need to be given sufficient time in conducting self-assessment so that they can reflect on their behavior properly and thoroughly.

CONCLUSION

In this particular research, the students demonstrated a high level of self-awareness. This was evident in their self-evaluation of pillar 5, which focuses on the ideas of helpfulness, cooperation and generosity. The results of this study show that children aged 6-7 have reached a level of maturity that allows them to self-evaluate their cognitive and social-emotional development. It has been proven that the Character Pillar Programme managed by SD Karakter has a beneficial effect on students' personality development. This can happen because it is supported by a supportive environment, as well as cooperation between teachers and parents.

The research also shows that students can improve their self-awareness through the use of self-assessment, which is an effective method. In terms of their personality development, students' self-confidence is a great starting point. The results of this study can be used by educators and parents to build teaching and learning activities and tactics that have the potential to increase the extent to which children have positive attitudes.

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