

COMPARATIVE ANALYSIS OF SHARIA AND THE DEVELOPMENT OF CHARACTER ASSESSMENT INSTRUMENT ON ENGLISH LEARNING FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract : This research endeavors to address a pressing need in education, specifically, the development of a robust character education assessment tool for junior high school students in the context of English subjects. The primary focus of this study is producing character education assessment instruments in English subjects for junior high school students with good construction. This study is a research and development using the ADDIE development model. The instrument development process consisted of the analysis stage, the design stage, development stage, implementation stage and evaluation stage. The instrument developed is an assessment instrument on English subjects in the form of self-assessment, analyzed using Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA). The instrument developed has met the validity and reliability requirements with the results of content validity shown by the Aiken index of 0.955 while the test results with CFA show the loading factor value on each item > 0.4 and the student character measurement model compiled is fit with the theorized model by proving the results of p -values = 0.056; CFI = 0.979; TLI = 0.972; RMSEA = 0.031; SRMR = 0.055 with the results of the reliability of the items in each dimension/factor > 0.7 .

Keywords: Character, Instrument Development, Assessment, English Learning, Junior High School



INTRODUCTION

To create an increase in individual quality that will form a society that grows and develops from a pleasant education from an environment that applies good character values in all aspects of national and state life, then according to Taufik ¹ good character is considered an internal motivation that drives individuals to act in accordance with ethical norms and high standards of behavior in every situation. Good character includes aspects of honesty, integrity, discipline, empathy, and social responsibility. Motivation here is not just a drive or desire, but rather an internal force that moves individuals to perform actions that are right and in accordance with moral values. Character is usually seen from a psychological perspective which is related to aspects of behavior, attitudes, ways and qualities that differentiate a person from other people or certain elements that make someone superior compared to other people ². Student attitudes are important in determining the ultimate goals of learning, including attitudes toward the target language ³.

Education is considered a preventive option in building a new generation of a better nation ⁴. Education is expected to develop the quality of the nation's generation in various aspects that can minimize and reduce the causes of various character problems. Through education in schools, there needs to be a paradigm shift in the learning process, including: character education-based learning ⁵. The importance of character education lies in its ability to foster better people in society and create conditions that lead to more benefits for society and more opportunities for individual success.

¹ Taufik M. Strategic role of Islamic religious education in strengthening character education in the era of industrial revolution 4.0. *Jurnal Ilmiah Islam Futura*. 2020 Feb 29;20(1):86-104.

² Fathur Rokhman et al., "Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years)," *Procedia - Social and Behavioral Sciences* 141 (2014): 1161-1165.

³ Bambang Harmanto et al., "The Relationship Between Attitudes, Motivations and Gender in Learners of English for Academic Purposes," *International Journal of Instruction* 16, no. 3 (2023): 971-990.

⁴ Khairun Nisa et al., "Pengembangan Instrumen Penilaian Karakter Untuk Siswa Sekolah Dasar (SD)," *Jurnal Ilmiah Profesi Pendidikan* 6, no. 1 (2021): 102-107.

⁵ Tutuk Ningsih, *Implementasi Pendidikan Karakter*, 1st ed. (Purwokerto: STAIN Press, 2015).



Integrating character education in English language learning has an important role in producing students who are skilled at communicating using English both orally and written (spoken & written), instilling and forming students' character in accordance with Indonesia's national education goals ⁶. Aside from that, the Ministry of Education and Culture in the Republic of Indonesia puts forward character values in the implementation of education, This is reflected in the existence of core competencies in the syllabus which require students to form characters that are integral to the life of Indonesian society, it is hoped that the movement to promote character education can place character education as the deepest or core dimension of national education so that character education becomes the axis of implementation of primary and secondary education ⁷.

English subjects are expected to be able to insert character values through various activities in class. To find out and test the extent to which character values are instilled after learning English, a teacher must know what the students' character is through English lessons, especially for students at the junior high school level. Espelage & Holt ⁸ in their research stated that the strongest bullying behavior was found in 6th grade teenage students who were male, This bullying behavior becomes their strategy to intimidate other students and gain power and status in high school. Therefore, giving character assessments to students at the junior high school level is quite important considering that students are experiencing a transition from elementary school to junior high school and have entered the early teenage phase. So, it is necessary to organize student behavior from an early age so that the school and parents can provide information about their development in various aspects, such as academic, social, emotional and behavioral. One step that can be taken to find out what students' character is regarding English subjects is through assessment instruments.

⁶ Gede Sutrisna, "Implementasi Pendidikan Karakter Dalam Pembelajaran Bahasa Inggris," *WIDYA ACCARYA: Jurnal Kajian Pendidikan FKIP Universitas Dwijendra* 12, no. 1 (2021).

⁷ Kemdikbud, *Konsep Dan Pedoman Penguatan Pendidikan Karakter Tingkat Sekolah Dasar Dan Sekolah Menengah Pertama*, Kementerian Pendidikan Dan Kebudayaan Republik Indonesia, 2018.

⁸ "Bullying and Victimization during Early Adolescence: Peer Influences and Psychosocial Correlates," *Journal of Emotional Abuse* 2, no. 2-3 (2001): 123-142.



There are many assessment instruments developed by researchers to assess students' character. There are several studies that have developed character value assessment instruments, including Hidayati et al.,⁹ who developed a student responsibility scale assessment instrument for student learning using a subject scaling model. Then, research from Alivi & Widiastuti¹⁰ developed an affective self-assessment instrument for chemistry subjects for high school students as a daily assessment guide. Furthermore, research from Sadri., Adisaputera., & Daulay¹¹ developed a character-based assessment instrument in Indonesian language subjects, poetry writing material. So far, not much has been researched specifically regarding the preparation and development of character assessment instruments for junior high school students in language subjects. English which is not specific in a subject matter.

Good character assessment instruments help teachers to evaluate students' non-academic characteristics, such as honesty, responsibility, cooperation, discipline, and empathy, providing a holistic picture of student development that is not limited to academic ability. In addition, this instrument can be used as a tool to provide feedback to students on their character development. With a clear assessment in place, students will find it easier to understand which areas need improvement. Thus, this research is very important to do. Starting from this problem. Researchers want to conduct research to develop a character assessment instrument for middle school students' English learning. Thus, developing character instruments is an important effort in facing the complexity of the modern world. By having a better understanding of individual character, we can better prepare a generation to face future challenges and contribute positively to society. It is hoped that the results of this research can be used to improve character

⁹ Kana Hidayati, budiyo Budiyo, and sugiman Sugiman, "Development and Validation of Student's Responsibility Scale on Mathematics Learning Using Subject Scaling Model," *International Journal of Instruction* 11, no. 4 (2018): 499-512.

¹⁰ F J Alivi and Widiastuti, "Development of Affective Self-Assessment Instrument of Chemistry for High School Student as the Daily Assessment Guideline," *European Journal of Educational Research* 11, no. 1 (2022): 445-456.

¹¹ Muhammad Sadri, Abdurrahman Adisaputera, and Syahnan Daulay, "The Development of Character-Based Assessment Instruments in Poetry Writing Material for Class X Students of SMA Negeri 3 Medan," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* 3, no. 4 (2020): 1884-1905.



education for education in Indonesia, fulfilling the eligibility requirements for a valid and reliable instrument.

LITERATURE REVIEW

Character is often seen from a psychological point of view. It deals with aspects of behavior, attitudes, manners, and qualities that differentiate one person from another or certain factors that can make one person more important than another. Good character has components that include moral knowledge (Moral Knowing), moral feelings (Moral Feeling) and moral actions (Moral Action) ¹². Good character traits, crucial for everyone, including students, enable them to adapt to their surroundings effectively. These positive traits positively influence their social interactions and make them more likely to be accepted by others in their environment. According to Krathwohl et al., ¹³ character is the highest affective level, as shown in the following five-level hierarchy:

- (a) Receiving: the desire to pay attention to a stimulus or stimuli
- (b) Responding: active participation to respond to a stimulus or symptom
- (c) Valuing: internalizing values or beliefs to give birth to a commitment
- (d) Organization: organizing between values, including resolving conflicts between values, so as to produce a consistent value system
- (e) Characterization: the value system that is built is able to control behavior and shape a person's character or lifestyle

Character education is a school institutional program designed in collaboration with other community institutions that seeks to influence students' character so that they can shape the behavior of the younger generation directly and systematically by firmly influencing non-relativistic values which are believed to directly return behavior to moral awareness. ¹⁴ Character education cannot be formed suddenly (instantly) but must be trained

¹² Rahmat PS. Psikologi pendidikan. Bumi Aksara; 2021 Mar 31.

¹³ *Taxonomy of Educational Objectives: The Classification of Educational Goals Handbook II: Affective Domain* (New York: Longman, 1964).

¹⁴ (Lockwood, 1997)



seriously and proportionally through habituation. The implementation method can be done with understanding, habituation, and exemplary ¹⁵.

Therefore, in institutions that carry out education, all components must be involved, including the components of education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementation of activities, empowerment of facilities. infrastructure, financing and work ethic of all residents and the school environment (Citra, 2012). All of these elements are interconnected and play an important role in creating an optimal educational environment, where the harmonious interaction between them creates a strong foundation for students' intellectual, emotional and social development, and allows the development of individual potential to the maximum.

Character education in English learning and teaching activities is often carried out in learning activities. Character education is not a material that is taught to students but is included in learning activities that lead to the formation of students' character. Example: every time the teacher starts a lesson, the teacher guides the students to always pray, this activity instills a religious nature or character in the students and teacher. Giving assignments to students aims to instill responsibility for their duties ¹⁶. In English learning activities, learning activities must follow the principles of the language learning process. Because character education is not taught as a separate subject, but is carried out in a way that is: integrated in the learning of all subjects, through development activities ¹⁷. English language learning with character values is promoted through diverse classroom activities. These activities encompass religious elements like pre-learning prayers, fostering curiosity through instructional techniques, enhancing communication skills by grouping students for discussions, and exploring foreign cultures. Additionally, teachers emphasize local and national materials, incorporating Indonesian culture, such

¹⁵ Mohamad Joko Susilo, Mohammad Hajar Dewantoro, and Yuningsih Yuningsih, "Character Education Trend in Indonesia," *Journal of Education and Learning (EduLearn)* 16, no. 2 (2022): 180–188.

¹⁶ Annisa Astrid, "Pengintegrasian Pendidikan Karakter Dalam Aktivitas Pembelajaran Bahasa Inggris," *Ta'dib* 17, no. 02 (2012): 271–283.

¹⁷ Yentri Anggeraini, "Pendidikan Karakter Pada Pembelajaran Bahasa Inggris," *SEMINAR NASIONAL "Pembangunan Karakter Melalui Pendidikan dan Pembelajaran"* (2015): 194–198.



as legends, dances, traditional ceremonies, and habits, into the English learning process.

Character is part of the affective domain ¹⁸. The affective aspect of students is related to attitudes, interests and values that need to be assessed. Affective assessment focuses on characteristics such as individual motivation, attitudes towards learning, feelings of self-efficacy, attitudes, interests and moral values. Character assessment in English language learning can be integrated in the English language learning process ¹⁹. In this case, the moral and ethical values instilled in individuals can be indicators for assessing a person's behavior, attitudes and actions. However, it is important to remember that assessing a person cannot only be based on character education. There are various other factors that can influence a person's assessment, such as formal education, life experience, and abilities. The affective domain includes psychological aspects related to the internalization of values in the individual's personality, aspects such as student motivation and emotions that can significantly improve or hinder student learning ²⁰. Therefore Self-assessment plays a crucial role in uncovering an individual's personality traits, aiding decision-making, and fostering advancement in various domains, notably in education. When applied, assessments can pinpoint strengths and weaknesses, guide strategic planning, and enhance overall performance and outcomes.

Self-assessment is an assessment technique where a person learns more about himself. "More" in this context, means more, deeper, more serious and careful about himself (himself), in connection with the subject matter/assignments presented. Self-assessment can be used in conjunction with other assessments, such as traditional objective assessments, peer assessments and portfolios ²¹ & Butler, 2023). In short, self-assessment as a basis for self-development involves analyzing a person's strengths and weaknesses and identifying areas that need improvement. In preparing an assessment

¹⁸ Djemari Mardapi, "Penilaian Pendidikan Karakter," *Jurnal Ilmu Pendidikan* (2011): 1–22.

¹⁹ Sutrisna, "Implementasi Pendidikan Karakter Dalam Pembelajaran Bahasa Inggris."

²⁰ Mahfuzah Mohammed Zabidi et al., "Affective Domain as the Main Foundation for Meaningful Learning in the Age of Mediamorphosis," no. June (2023): 21–22.

²¹ Torres-Guijarro S, Bengoechea M. Gender differential in self-assessment: a fact neglected in higher education peer and self-assessment techniques. *Higher Education Research & Development*. 2017 Jul 29;36(5):1072-84.



instrument for character and actions as a learning output, continuous requirements of accuracy and time are required.

RESEARCH METHODS

The research described in this text focuses on the development of a character assessment instrument using the ADDIE model, a systematic approach to instructional design. This model emphasizes continuous evaluation throughout its iterative process, ensuring the validity of the final product. The research results in a self-assessment tool in English subjects for secondary students, crafted through a modified ADDIE development model. The instrument was tested on students in Yogyakarta who followed the Curriculum 2013, with selection methods including purposive sampling for public schools and religion-based private schools. Data collection involved interviews, questionnaires, and self-assessment, and the instrument's content validity was assessed by expert validators. Further, exploratory and confirmatory factor analysis methods were employed to evaluate the instrument's factor constructs. Reliability estimation, measured through Cronbach's Alpha, was used to gauge the instrument's reliability, with an alpha coefficient of 0.7 or higher indicating its reliability. In summary, this research outlines the development of a character assessment instrument for secondary students in Yogyakarta using the ADDIE model, showcasing a rigorous and systematic process involving multiple data collection techniques, content validation, factor analysis, and reliability assessment to ensure the instrument's effectiveness and suitability for its intended purpose.

RESEARCH RESULT

The results of the first construction of character assessment instruments formed in this study are the 5 main character values, the five main values of national character consisting of religious, nationalist, independent, mutual cooperation, and integrity. Those five main values of national character are the main focus with a total of 12 indicators and the resulting statement of 50 items. In the context of developing the assessment instrument in this study, the assessment tool designed is an assessment sheet that can be filled in by the individual being assessed. This allows individuals to think about the character



values in question and measure the extent to which they have practiced them in their daily lives.

After the developed instrument has been designed, to produce a valid and reliable form of student character assessment model, it is important to ensure that the assessment instrument developed is able to measure character and can function properly. The series of trial designs in this study were carried out to find the validity and reliability values. Before the data is tested on respondents, it is important to conduct content validation first. This content validation process is carried out to ensure that the material or questions that will be presented to respondents are truly relevant and in accordance with the research objectives. The results of content validity for self-assessment to measure students' scientific thinking skills consisting of 50 items developed were declared valid. Of all the items of the self-assessment instrument to measure the scientific thinking skills of students, it can be seen that the average result of V Aiken's analysis is 0.955.

After carrying out content validation, the first trial can be carried out. The first trial data was analyzed using Exploratory Factor Analysis (EFA) with the help of the SPSS application to find out which items were valid by looking at the componen matrix of questions that were less than 0.400. From the results of the EFA analysis, 7 factors of student character were obtained with the number of items initially from 50 items to 24 items. Elimination of question items is done based on factor loading less than 0.400. Factor loading greater than 0.400 is used to identify the main factors of the loaded items ²² & ²³.

Furthermore, the number of factor findings formed in the instrument can be identified through scree-plot analysis, as can be seen in the visual representation in Figure 1. The intensity of the number of factors is reflected in the slope pattern of the eigenvalue distribution graph.

²² (Mohamed et al., 2021)

²³ Retnawati, 2016)



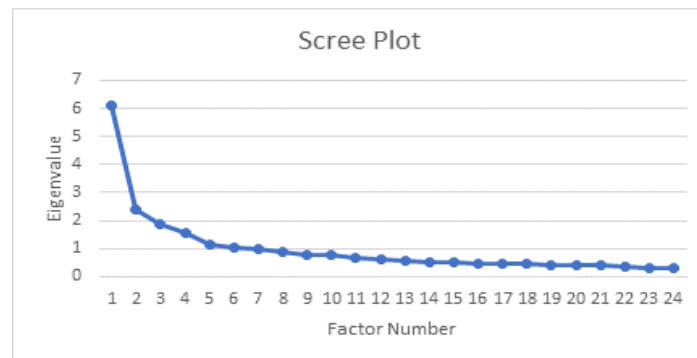


Figure 1. Scree Plot of Exploratory Factor Analysis Results

It can also be seen that the Eigen value starts to slope on the 8th and subsequent factors. This shows that there are 7 dominant factors in the English character assessment instrument for junior high school students. With these 7 factors, the instrument has been able to explain 62.99% of the variance in the measurement results.

The next stage of the second trial data was analyzed using Confirmatory Factor Analysis (CFA) with a factor analysis model with two-level latent variables or second order confirmatory factor analysis with the help of the Rstudio application to test and verify the factor model that has been proposed to measure the construct or variable which is used to ensure that the proposed factor model is in accordance with the empirical data obtained from the Exploratory Factor Analysis (EFA) analysis.

The second trial of the instrument was carried out in a different sample from the previous trial, the second trial was carried out in 2 schools in the city of Yogyakarta. The total respondents obtained were 210 students. Taking a sample of more than 200 is intended for the Chi-Square value to be significant²⁴. Furthermore, to prove the results of construct validity, the test results were analyzed with the help of the Rstudio software application, the CFA test results analyzed consisted of 7 factors, including integrity, resilience, mutual cooperation, independence, perseverance, tolerance and collaboration, when combined, these indicators resulted in construct validation which the loading

²⁴ David Walker, "A Confirmatory Factor Analysis of the Attitudes Toward Research Scale," *Multiple Linear Regression Viewpoints* 36, no. 1 (2010): 18-27.



factor from the calculation results can be seen from the path diagram in the figure 2.

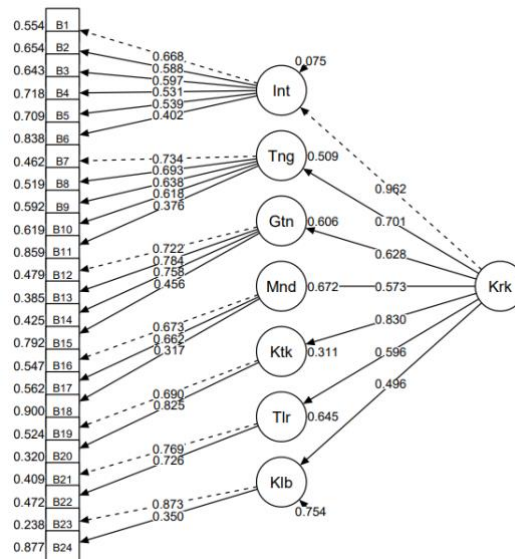


Figure 2. Confirmatory Factor Analysis Model of Character Assessment

The test results that can be seen from the figure above show that the character variables of junior high school students in English subjects in the city of Yogyakarta in this study are modeled to have 7 main factors which include; 1) factor 1 (integrity) consists of 6 items, 2) factor 2 (resilient) consists of 5 items, 3) factor 3 (mutual cooperation) consists of 4 items, 4) factor 4 (independent) consists of 3 items, 5) factor 5 (perseverance) consists of 2 items, 6) factor 6 (tolerance) consists of 2 items, 7) factor 7 (collaborative) consists of 2 items.

The loading factor value on each factor fully has a loading factor > 0.4 while the items contained in the factor or component do not fully have a loading factor > 0.4. which means that there are three items that have a loading factor < 0.4 or the item is invalid. The invalid items include B11, B18 and B24, based on the analysis results in the figure above, B24 is included in MR 7 or factor 7 naming the factor is collaborative, the factor only contains 2 items, which if B24 is excluded from the test, factor 7 "Collaborative" only tests 1 item, so factor 7 "Collaborative" cannot participate in the analysis because it only contains 1 item, therefore the seventh factor and the three items must be removed from the test. The results of construct testing after the three invalid items and 1 factor that cannot be analyzed because it does not meet are removed from the test



analysis. So that the initial test consisting of 7 factors with a total of 24 items became 6 factors and a total of 21 items.

Based on the results of the previous confirmatory factor analysis, there are still items that still have a loading factor <0.4 and the results of the model fit proof analysis using the second order model approach explain that the model is in the no fit category. Therefore, revisions or modifications must be made to check and improve the factor model that has been proposed previously or the model has not met the criteria for model fit. This is a critical step in the process of developing measurement instruments or testing theories to ensure that the proposed factor model really fits the existing empirical data.

Modification of confirmatory factor analysis (CFA) according to Kaloeti & Dewi ²⁵, if the proposed model shows results that are not fit, then the solution is that the value of each latent variable / construct is in accordance with the items, model modification is needed. Measurement is done by looking at the factor loading of each item / variable. If it does not meet the threshold of the criteria, the variable must be released. The model will fit if the loading factor in the CFA analysis meets the criteria > 0.4 ²⁶. In addition, ways to improve model fit can be done by adding error covariance between factors or items ²⁷.

In short, the model that has been compiled has gone through model modification from the original hypothesized model. The modification is done by removing items or factors that have factor loading below <0.4 and adding error covariance between factors. This addition indicates that there is a relationship between the things that cause measurement error between factors.

After modification, the results of CFA construct validity testing became six factors and a total of 19 items. The six factors include integrity, resilience, mutual cooperation, independence, perseverance and tolerance, when combined, these indicators resulted in construct validation which the loading

²⁵ Petra Putra Kaloeti and Santy Paulla Dewi, "Analisis Faktor Konfirmatori Konsep Water Sensitive City Pada Kawasan Permukiman Di Kecamatan Banyumanik," *Jurnal Permukiman* 15, no. 2 (2020): 84.

²⁶ Kaloeti PP, Dewi SP. Analisis Faktor Konfirmatori Konsep Water Sensitive City Pada Kawasan Permukiman Di Kecamatan Banyumanik. *Jurnal Permukiman*. 2020 Nov 2;15(2):84-94.

²⁷ Kenny DA, McCoach DB. Effect of the number of variables on measures of fit in structural equation modeling. *Structural equation modeling*. 2003 Jul 1;10(3):333-51.



factor from the calculation results can be seen from the path diagram in the figure 3.

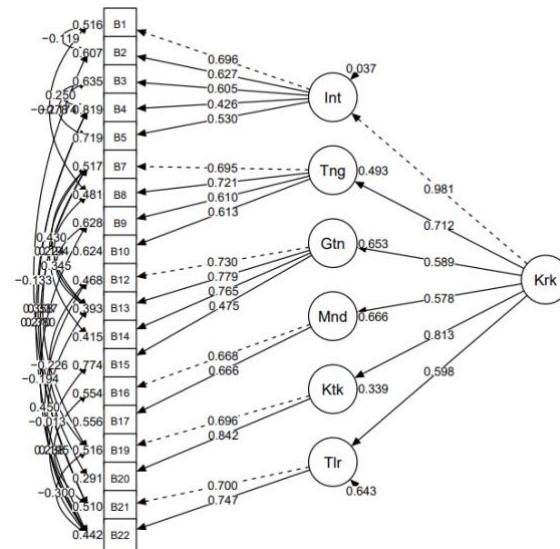


Figure 3. Confirmatory Factor Analysis Model of Character Assessment After Modification

The test results after modification which can be seen from the figure above show the factor loading value for each factor and item fully has a loading factor > 0.4 . The results of proving the suitability of the model show, the p values obtained are $0.056 > 0.05$. The Root Mean Square Error of Approximation (RMSEA) result is $0.031 < 0.05$. The Comparative Fit Index (CFI) result is $0.979 \geq 0.9$. Tucker-Lewis Index (TLI) results $0.972 \geq 0.9$. Standardized Root Mean Square Residual (SRMR) result $0.055 < 0.08$. Based on the results of the model fit proof analysis using the second order model approach, it explains that the entire model is included in the fit category. Furthermore, the results of the reliability test of the items in each dimension/factor after modification can be presented in the table 2.

Table 1. Reliability Results after Modification

Faktor	No Butir	Penamaan Faktor	Cronbach Alpha	Kriteria
1	B1; B2; B3; B4 & B5	Integritas	0,715	Reliabel



2	B7; B8; B9 & B10	Tangguh	0,765	Reliabel
3	B12; B13; B14 & B15	Gotong Royong	0,768	Reliabel
4	B16 & B17	Mandiri	0,604	Tidak Reliabel
5	B19 & B20	Ketekunan	0,718	Reliabel
6	B21 & B22	Toleransi	0,715	Reliabel

Based on the results of the reliability test of the items in each dimension/factor after modification, the table above shows a fairly good score, the score obtained from the reliability test ranges from 0.604 to 0.768. There is 1 factor, namely factor 4 (independent) which has a Cronbach Alpha value of less than <0.7 . And it can be concluded that this factor is not reliable. So, factor 4 with the name independent factor consisting of 2 items, namely B16 & B17, was removed from the analysis results. So that the total factors become 5 factors and 17 items that have good validity and reliability according to the results of expert validation, validation results from exploratory factor analysis (EFA), validation results from confirmatory factor analysis (CFA) & Reliability of each item between factors. Furthermore, the research results in this study cannot show that there are five dimensions that are the focus of character assessment, and to achieve a high level of validity, a total of 50 statement items have been developed and checked through a series of evaluation stages by a number of experts who have competence in this field. The process of testing these items went through a rigorous validation stage, including assessment by experienced experts, thus ensuring that this character assessment instrument can provide accurate and reliable results in measuring individual character carefully.

The study has introduced a character assessment instrument aimed at measuring five main values of national character: religious, nationalist, independent, mutual cooperation, and integrity. These values serve as the foundation for assessing character development in students. The research has undergone a thorough development and validation process, which is essential to ensure that the instrument accurately measures character and functions effectively. The study continued with a second trial, involving Confirmatory Factor Analysis (CFA). The CFA model was tested with a sample of 210 students from different schools. The analysis confirmed the presence of seven main



factors related to character: integrity, resilience, mutual cooperation, independence, perseverance, tolerance, and collaboration. However, the analysis also identified three items with loading factors below 0.4, rendering them invalid. Additionally, factor 7, "Collaborative," contained only one item, making it unfit for analysis.

To enhance the instrument's construct validity, the study underwent a series of modifications to the CFA model. This process involved the removal of items with low factor loadings and the addition of error covariance between factors. As a result, the instrument was refined to six factors and 19 items, demonstrating improved construct validity. The results indicated that all remaining items had factor loadings exceeding 0.4, and the model fit was deemed acceptable. This comprehensive process of modification and refinement is crucial for ensuring the instrument's accuracy and appropriateness for measuring character in students. Reliability tests were also conducted for each dimension/factor after modification, with most factors showing good reliability scores. However, factor 4 (independence) had a Cronbach Alpha value below 0.7, indicating unreliability. Consequently, this factor was removed from the analysis results, leaving the instrument with five factors and 17 reliable items.

In conclusion, this study has successfully developed and validated a character assessment instrument aimed at measuring five key values of national character in students: religious, nationalist, independent, mutual cooperation, and integrity. The rigorous development process included content validation, exploratory factor analysis (EFA), and confirmatory factor analysis (CFA). Through this process, the instrument was refined to include six factors and 17 reliable items, ensuring the accuracy and effectiveness of character measurement. The results of this study have provided a valuable tool for assessing character development in students, and the comprehensive validation process undertaken by experts, exploratory and confirmatory factor analysis, as well as reliability testing, has ensured the instrument's robustness and applicability. This instrument can serve as a valuable resource for educators, researchers, and policymakers interested in evaluating and promoting character development in students, thus contributing to the enhancement of the educational system and the cultivation of well-rounded individuals. The principal has the responsibility of ensuring a conducive learning environment,



providing support to the teaching staff and managing the academic and administrative activities of the school. A competent principal must possess a broad range of skills and knowledge including:

Leadership: The ability to lead and inspire staff, students and the school community.

(a) Management

Skills in managing resources, such as budget, facilities and human resources to achieve educational goals.

(b) Interpersonal Skills

Good communication skills, social sensitivity and the ability to build good relationships with all school-related parties.

(c) Pedagogical Knowledge

Understand and support the learning and teaching process, and have insight into the curriculum and effective teaching methods.

(d) Conflict Management

Ability to resolve conflicts, both between staff and with students and parents.

(e) Commitment to Character Development

Supporting students' character development is an important aspect of a competent principal.

Principals who are able to manage all these aspects will play an important role in assisting students' character learning. In developing character assessment instruments for junior high school students, principals also play a role in deepening their managerial competence, which is the ability to manage staff, resources, curriculum and learning processes to achieve educational goals. These managerial skills are essential in supporting the development and implementation of effective and purposeful character assessment instruments.

CONCLUSION

The study introduces a character assessment instrument designed to measure five core values of national character, including religious, nationalist, independent, mutual cooperation, and integrity, which form the basis for assessing character development in students. The research underwent a meticulous development and validation process to ensure its accuracy and effectiveness. The study employed Confirmatory Factor Analysis (CFA) in a



second trial with 210 students, revealing seven main character factors. Subsequent modifications to the CFA model, involving the removal of items with low factor loadings and the addition of error covariance between factors, resulted in an instrument with six factors and 19 items, showing improved construct validity. Reliability tests were also conducted, leading to the removal of one factor due to low reliability, leaving the instrument with five factors and 17 reliable items. Overall, this study has developed and validated a robust character assessment instrument, serving as a valuable tool for educators, researchers, and policymakers in assessing and promoting character development in students and enhancing the educational system.

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