Feasibility of a Value-Based Character Education Evaluation Instrument in Learning at Health Higher Education Institutions

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Abstract: This study aims to develop a valid, reliable, and practical value-based character education assessment instrument to support the implementation of character education in Health Colleges. The method used is Research and Development (R&D) with seven stages, namely needs analysis, instrument design, expert validation, initial trials, revision, field trials, and evaluation. The needs analysis was conducted through literature studies, interviews, and observations at Sapta Bakti Health College to identify the main values of character education, such as integrity, responsibility, cooperation, and empathy, which then served as the basis for the development of indicators and instrument formats. The instrument was validated by character education experts and evaluations to ensure content and construct validity. Initial trials on a small number of respondents were used to identify weaknesses in the instrument before revisions were made. Next, the field trial involved Sapta Bakti Health College students with reliability analysis (Cronbach's Alpha) and factor analysis, which showed a Cronbach's Alpha value above 0.8 as an indicator of high reliability. This instrument is also considered practical by lecturers and is expected to be an effective tool in assessing student character development objectively and systematically, as well as encouraging the strengthening of value-based character education in the curriculum.

Keywords: Character education, values, evaluation instruments, development.

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1. Introduction

Character education has become one of the main focuses in the field of education, considering its vital role in shaping individuals who are moral, have integrity, and contribute positively to society. The concept of character education is not only related to cognitive learning but also involves the formation of attitudes, values, and behaviors (Nugraha, 2016). Amid the challenges of globalization and technological development, character education plays an increasingly important role in ensuring that young generations have a strong value foundation. However, one of the main challenges in implementing character education is measuring the success of such programs objectively and comprehensively (Otaya, 2014). Currently, most approaches used are still qualitative in nature, such as observation and interviews, which tend to be subjective and insufficiently standardized. Therefore, the availability of valid, reliable, and practical character education assessment instruments is an urgent need to improve the quality of character education.

One of the major obstacles in character education is the difficulty in systematically detecting and evaluating changes in students' character. Existing instruments often fail to comprehensively represent character dimensions such as honesty, responsibility, cooperation, and empathy (Sole & Anggraeni, 2017)(Uyun et al., 2023). As a result, evaluations of character education programs tend to be subjective and cannot be effectively used as a basis for decision-making. Furthermore, the lack of scientifically designed instruments hampers in-depth research on the impact of character education on individual and societal development (Dalyono & Lestariningsih, 2017). Appropriate assessment is required to ensure that character education programs are not only formally implemented but also have a real impact on students' lives.

The assessment of character education should adopt a holistic approach by integrating cognitive, affective, and psychomotor dimensions. In the digital era, opportunities to develop technology-based assessment instruments are increasingly open, such as through the use of applications, online surveys, and artificial intelligence–based data analysis (Triyanto, 2020). This approach not only increases efficiency but also expands the scope of assessment. In addition, context-based instrument development is important to capture unique cultural and social values within each community. With well-designed instruments, lecturers, students, and policymakers can collaborate to ensure that character education is optimally implemented (Bernardi, Andi, 2017).

Efforts to develop assessment instruments are based on needs analysis for new products, which are then tested for effectiveness to produce useful and beneficial outcomes for society. Currently, the number of educational development products remains limited, and learning assessment instruments are among the products that are still rarely developed (Wijayanti & Sukestiyarno, 2014).

Previous studies indicate that strengthening religious character includes school activities such as praying before and after learning, congregational prayers, and other related practices. Participation in daily duties, collective cleaning activities, recycling efforts, proper waste disposal, and other environmentally caring behaviors reflects

responsibility and environmental awareness (Jaelani & Hasanah, 2020). Responsibility is demonstrated through accountability for one's actions and willingness to apologize when mistakes occur. Honesty is practiced through fair behavior during examinations and avoidance of cheating, while discipline is reflected in punctuality and compliance with rules (Halimah et al., 2024). However, many of these character-strengthening efforts are evaluated solely from the researcher's perspective(Cahyono, 2016).

The feasibility testing of character education assessment instruments requires a strong theoretical foundation. Character education theories such as Kohlberg's moral development theory, Goleman's emotional intelligence theory, and universal value-based approaches serve as the basis for constructing a comprehensive framework (Khoiri et al., 2023). In addition, scientific methods in instrument development such as content validation, factor analysis, and reliability testing must be applied to ensure the validity and reliability of the measurement tools (Yusuf, 2024). This study aims to develop a valid, reliable, and applicable character education assessment instrument for various educational settings. By applying theory-based and scientific methods, this study is expected to produce an assessment tool that can be used by educators to objectively evaluate the impact of character education programs. Furthermore, the findings are expected to serve as a reference for character education policy development at both local and national levels. Ultimately, this study is expected to encourage more effective implementation of character education, contribute to the development of dignified individuals, and strengthen the moral foundation of society.

Research findings indicate that character education is crucial in health higher education institutions to produce health professionals who are not only competent but also possess strong character (Basit, 2019). Essential character traits include empathy, honesty, discipline, responsibility, effective communication, social awareness, and nationalism. The implementation of character education is carried out through integration into institutional culture, curriculum, non-curricular activities, and academic culture (Kurniawan et al., 2023).

Other studies emphasize that institutions should establish clear planning regarding the achievement of character value indicators when assessing character (Iswatiningsih, 2019). Based on these considerations, this study focuses on developing a character assessment instrument for university students. The instrument is designed based on indicators established by the Ministry of National Education, including discipline, religiosity, honesty, vision, responsibility, cooperation, independence, and empathy.

2. Method

This study employed a Research and Development (R&D) method oriented toward a systematic development model to produce a value-based character education assessment instrument. The method aimed to generate a product that is valid, practical, and effective. The study adopted the ADDIE instructional design model (Branch, 2009), which consists of five stages: Analysis, Design, Develop,

Implement, and Evaluate. The development stage represented the product realization phase, during which a questionnaire instrument for character assessment was constructed based on the initial design. Following development, the instrument underwent two stages of validation: internal validation by experts and external validation. External validation involved students of STIKes Sapta Bakti Bengkulu as trial samples and aimed to evaluate the validity and reliability of the instrument items.

The research process began with a needs analysis, which included a literature review to identify theories and value principles in character education, as well as observations and interviews with lecturers, students, and education experts to understand the needs and challenges of character education assessment in practice. The next stage was instrument design, involving the formulation and development of assessment indicators based on core character education values, such as discipline, religiosity, honesty, vision, responsibility, cooperation, independence, and empathy. The instrument format was value-based and included a Likert scale, indicator descriptions, and usage guidelines. The third stage involved expert validation, in which the instrument was reviewed by specialists in character education. The fourth stage was an initial trial, where the instrument was tested on a limited number of students and lecturers at STIKes Sapta Bakti Bengkulu. Data from this trial were analyzed to identify weaknesses in the instrument design and items. The fifth stage was implementation and evaluation; once the instrument was declared valid and reliable, it was implemented at STIKes Sapta Bakti Bengkulu to assess its effectiveness. A final evaluation was conducted to ensure that the instrument could be used broadly with consistent and meaningful results.

Data collection techniques included literature review to establish theoretical foundations and develop the conceptual framework, interviews and focus group discussions (FGDs) to explore needs and obtain expert validation, and questionnaires and observations to test the practicality and effectiveness of the instrument. Data analysis techniques included descriptive analysis to assess feasibility and content validity, reliability testing using Cronbach's Alpha to measure internal consistency, and exploratory factor analysis to examine the construct structure of the instrument.

3. Result and Discussion

Internal validity testing of the instrument was conducted to obtain validation scores from a character education facilitator expert and an education expert. The results indicated that the instrument was highly valid and ready for use. The validators' assessment results are presented in Table 1.

Table 1. Expert Validator Assessment Results

Dimension	Character Education Facilitator Expert (%)	Educational Communication Expert (%)	Average Validity (%)
Discipline	85%	80%	82.5%

Cooperation	90%	85%	87.5%
Religiosity	88%	92%	90%
Responsibility	82%	84%	83%
Visionary	89%	87%	88%
Empathy	91%	90%	90.5%
Independence	86%	89%	87.5%

Reliability assessment was also conducted on the character education evaluation instrument. Reliability aims to describe the extent to which measurement results can be trusted. In this context, instrument reliability refers to the level of consistency of the results produced by the instrument. In other words, an instrument is considered perfectly reliable if repeated measurements of the same object consistently yield the same results or scores. Based on the analysis, the reliability coefficient of the character education evaluation instrument reached a value of 0.8, indicating a high level of reliability.

Discussion

The feasibility testing of a character education evaluation instrument for students in health higher education is essential for shaping professionalism in healthcare services. Character education in health higher education aims to prepare students not only with knowledge and technical skills, but also with attitudes, ethics, and humanitarian values that underpin professional practice (Dimyati, 2018). The evaluation instrument developed must be able to measure character aspects relevant to the health profession, such as discipline, empathy, responsibility, independence, integrity, religiosity, visionary attitudes, and the ability to work effectively in teams (Mahosadhi et al., 2021). The level of professionalism in healthcare services is strongly influenced by individual character, which is reflected in attitudes toward patients, colleagues, and clinical decision-making. Therefore, the development of evaluation instruments focuses on strengthening students' character so that they are able to provide high-quality, ethical, and patient-centered healthcare services (Hur et al., 2022).

Evaluation instruments for character education become essential in response to the educational dynamics in health higher education, including the roles of lecturers, curriculum, and campus environment in supporting character development. Character education–based evaluation is expected to produce health professionals who are not only technically competent but also possess high ethical standards and integrity in their professional practice (Dubbai et al., 2019).

The instrument was developed by formulating statement items that represent and reflect character indicators. Character is an abstract theoretical construct and therefore cannot be measured directly. Character measurement can only be conducted indirectly through behavioral indicators, which serve as the basis for constructing statements as stimuli in the assessment scale (Usemahu et al., 2013). The statements were operationally formulated with a level of clarity that allows them to be measured and converted into numerical values. Each indicator was expressed in both positive and negative statements, each with a specific scale and scoring value. Previously, STIKes Sapta Bakti had a character assessment instrument

included in the academic handbook; however, it did not yet employ an appropriate assessment format. In this study, the instrument items were formulated in accordance with the established character education blueprint and were rated using a five-point Likert scale for each statement. This approach allows students to obtain transparent evaluation results at the end of each semester and receive cumulative character assessment scores.

The stages conducted after the instrument was developed involved validity testing, both internal and external. Internal validity testing consisted of three approaches: expert review, usability documentation, and component investigation. External validity testing was carried out through two approaches, namely field evaluation and controlled testing. The expert review was conducted by a character education facilitator expert and a linguistic communication expert. Linguistic communication, as the study of language, plays a strategic role in character education. Language functions not only as a means of communication but also as a medium for instilling moral, ethical, and cultural values. Through language, individuals can understand moral concepts, develop empathy, and express values that support character formation (Okpatrioka, 2023). Verbal interaction in learning activities also fosters critical thinking patterns and ethical behavior, making language a key element in the formation of human character. Furthermore, external validity testing was conducted on a limited basis by involving 10 lecturers to obtain data on the instrument's validity and reliability.

The quality of research instruments is crucial, as they serve as the foundation for obtaining relevant and accurate information. For a research instrument to be considered of high quality, it must meet two main criteria: validity and reliability. Validity refers to the extent to which an instrument measures what it is intended to measure. Reliability, on the other hand, indicates the degree of trustworthiness of the measurement results. Reliability is often referred to by terms such as dependability, consistency, stability, or reproducibility. An instrument is considered perfectly reliable if repeated measurements of the same subjects consistently produce identical or stable scores (Okpatrioka, 2023).

The development of character education evaluation instruments highlights the importance of valid and reliable measurement tools in supporting effective character education (Subroto & Kristanti, 2022). The development of character education evaluation instruments in higher education underscores the importance of systematic measurement and assessment of students' character development. Therefore, evaluation instruments based on behavioral indicators are needed to measure students' character more accurately and efficiently (Lestari & Harjono, 2021). This enables higher education institutions to formulate more appropriate strategies for developing students' character in a holistic manner (Nuha et al., 2020).

4. Conclusion

The development of a character education evaluation instrument to enhance value-based learning demonstrates very positive results, with high levels of validity and reliability. The test results show a Cronbach's Alpha value above 0.8, indicating strong internal consistency. The instrument is effective in measuring character aspects such as integrity, responsibility, and cooperation, thereby supporting the optimal implementation of value-based learning. With this level of reliability, the instrument can be used as an accurate and trustworthy evaluation tool in character education, assisting educators in continuously monitoring the development of positive values in the learning process.

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