



Developing student character assessment questionnaire on French subject in state high schools

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ABSTRACT

As time goes by, technological advances affect character crises, especially among students. This study is aimed at developing a student character assessment questionnaire for the French subject in state high schools of Yogyakarta Special Region. The study employed the 4D development formula comprising of Define, Design, Develop, and Disseminate. The study involved 269 students of X, XI, and XII grades as the samples. The reliability test was performed using the Cronbach's Alpha formula, 0.689, with strong reliability. The validity of the study was tested using EFA (Exploratory Factor Analysis). The questionnaire used the Likert scale. The result of the study shows that 15 items are valid and can show the character of students in the French subject.

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INTRODUCTION

In the 21st century, rapid technological advances occur. Not only positive impacts, e.g., facilitating communication to get information from various countries, but with the advancement of technology, people forget that interaction and socialization must be established with others (Lalo, 2018). The rapid advancement of technology has unconsciously changed human character. Both positive and negative impacts are inevitable. For example, children and adolescents failing to control themselves and are too dependent on technology (mobile phones) will tend to live apathetically and pay less attention to the situation and the surrounding community, it also makes human character unable to grow properly.

Character education is expected to be able to make humans have good character and care about environment. There are many countries that have implemented character education in schools and family, but character problems still often occur, especially among school students (Lee & Manning, 2014, p.284). Setiawan (2013, p.53) explained implementation of character education has not been maximized. Many efforts have been made to improve character education, but until now, there are still frequent criminal acts, such as pornography, there for character education should be made a priority. Good character will make the humas useful for the environment (Sugiarti, 2018, p.6).

Character education programs in schools have been part of human life since ancient times. The goal is to create and live a better life, both in the environment itself, family environment, and social environment. Character education held in schools can be started by building awareness, feelings, care, knowledge, trust, and forming habits to be good (Rokhman et al., 2014, p.1163). In living a better life, it is necessary to start by forming good attitudes and actions. Therefore, habit formation should be practiced in character education. Bad habits must be abandoned and lead students to get used to behaving and acting well.

Character building and character education must become a single unit. Character-building can also be done in a school environment or an educational environment following character building in the family and social environment. Judiani (2016, p.281) explained that character education in schools is not a particular subject and rather taught implicitly in each subject. Instilling of character values can be done at the education level. Currently, the implementation of character education is intensively carried out to promote better character for the next national generation.

Character education is a system of instilling character values in the school environment. The instilling is applicable for all school residents. The components of character education values include knowledge, awareness or willingness, and actions to apply these values to God, others, the environment, and the nation; hence, school residents can become human beings (Citra, 2012, p.238). The implanted character education will not only improve the character of students, but all school residents will also have good character since they are involved in the process of character building. Darodjat and Zuchdi (2016, p.25) said that character education in schools must be supported by student activities in the family and community, so students can have good character.

Regulations for the implementation of character education programs have been set by the President of the Republic of Indonesia since 2017. The program is inserted into subjects in schools, including local content or specialization subjects, French. Local content subjects always run in schools because these subjects can shape the character of students who love local culture (Hadi et al., 2019, p.46). Referring to the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education, the researchers harmonized these regulations with the syllabus of high school French subjects. The syllabus mentions the character values that must be applied concerning subjects at school, including being communicative, independent, cooperative, responsible, and tolerant. The five character values are following article 3 of the Presidential Regulation of the Republic of Indonesia, in which the characteristics are shown in Table 1.

Currently, many high schools in Indonesia facilitate students to learn foreign languages, e.g., French. Learning French helps students find information from books or internet in French. For students who do not continue their education to a higher level, French can be a skill to get a job as a tour guide.

Table 1. Character Values

No.	Character Values	Characteristics
1.	Communicative	Students have language skills. The material taught must encourage students to communicate fairly (Rabawati et al., 2013)
2.	Independent	- Confident - Consider the opinions and advice of others - Able to make decisions - Not easily influenced by others (Wuryandani et al., 2016, p.210)
3.	Cooperation	Conducting learning with two or more people by interacting with each other, combining energy, ideas or opinions at a certain time in achieving learning objectives (Yulianti et al., 2016, p.35)
4.	Tolerance	Appreciating differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others (Komalasari & Saripudin, 2017, p.41)
5.	Responsibility	Carrying out duties and obligations, towards themselves, society, the environment (nature, social, and culture), the nation, and God (Gunawan, 2014, p.33)

Character values taught in French subjects will be useful for students. For example, communicative character will make students those who want to be a tour guide will not find difficulties while working, and those who want continue their education to a higher level will be easily to understand the lesson in class.

French has different speech acts from Indonesian or English. *Tutoyer ou vouvoyer* in French shows politeness when speaking. Tolerance character taught in character education in French subjects can make students understand language and cultural differences between Indonesia and French.

Based on interview with French teacher in high schools of Yogyakarta Special Region, the character education strengthening program also applied to French subjects. Therefore, the researchers wanted to develop an instrument to assess student characters for the French subject following the character values implemented by the government in the syllabus.

Character assessment is an important part to do. Doing assessment is the same as looking at the level of success of character education that has been taught (Supriyadi, 2011 p.116). Doing assessment in French subjects helps teachers know the teacher's success in instilling good character.

A questionnaire is one of the study instruments. The questionnaire types are divided into two, i.e., open and closed. An open questionnaire allows respondents to provide opinions according to their agenda and circumstances, while a closed questionnaire allows respondents to choose one answer according to their characteristics (Apriliasari, 2015, p.4). According to Malinda (2016, p.3) the questionnaire instrument can be used as a tool to show validation of teachers and determine student responses. One example of a questionnaire is a questionnaire with a Likert scale calculation. This questionnaire are five assessments with different values, starting from Very Bad with a score 1, Bad with a score 2, Fairly Good with a score 3, Good with a score 4, and Very Good with a score 5.

Thus, this study developed a closed questionnaire with the Likert scale calculation. Following the previous explanation, this questionnaire was utilized to measure student characters in the French subject. This study develops a questionnaire with Likert scale. According to previous explanation, this questionnaire will be used to measure student's character assessment in French subject. However, before being used, it will be validated first so that the statement contained in questionnaire are valid.

METHOD

The study was a development study using the 4D development formula comprising Define, Design, Develop, and Disseminate. The study aimed to develop a student character assessment questionnaire for the French subject of X, XI, and XII grades. The population was students of X, XI, and XII grades in high schools of Yogyakarta Special Region. French is an optional subject, so not all schools and all classes study this subject. The samples of the study were 269 students collected using purposive sampling, with the criteria of students of X, XI, and XII grades high schools of Yogyakarta Special Region implementing the French subject. This technique was used because not all samples have criteria that match the study criteria.

The study developed a close questionnaire using the Likert scale with five points, comprising 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree. Strongly disagree means students have never done the character values mentioned in French subject, disagree means students have conducted the character values but only once or twice, doubtful means students have occasionally done the character values, agree means students have often done the grades character, while strongly agree means that every time the French subject students learn character values. This questionnaire was employed to measure student characters for the French subject. The validation was performed using EFA (Exploratory Factor Analysis). The reliability test was performed using the Cronbach's Alpha formula. Based on calculations, the reliability in this study is 0.689, which is considered as strong reliability.

FINDINGS AND DISCUSSION

Based on the study, the results can be seen in Table 2. The questionnaire was tested on students of X, XI, and XII grades in high schools of Yogyakarta Special Region. The analysis was carried out with EFA. The initial step for EFA validation is to find the KMO Value and Bartlett's Test. The calculation can be seen in Table 3. Referring to Table 3, after calculating KMO and Bartlett's Test, the Keiser Meyer Measure of Sampling value was 0.854. Thus, KMO met the requirement by having a > 0.5 value. It indicates that the samples were sufficient. The subsequent analysis was searching for the MSA value. The calculation of the MSA values is shown in Table 4.

Table 2. Points of Student Character Education for the French Subject in High Schools of Yogyakarta Special Region

Aspects	Indicators	Items
Communicative	- Students can introduce themselves using French	1
	- Students can greet using French	5
	- Students can express apologies, excuses, or gratitude using French	7
Tolerance	- Students can express opinions using French	4
	- Students ask their friends' opinions when working on French assignments in groups	11
	- Students appreciate criticism and suggestions from friends when presenting French assignments in front of the class	14
Cooperation	- Students can compose French dialogues using French	2
	- Students can practice French dialogue in groups	9
	- Students identify the contents of a French text in groups	15
Independent	- Students can complete the French subject assignments given by the teacher individually and confidently	3
	- Students are sure to get satisfactory results when taking the French language exam on their own efforts	6
	- Students are not afraid to ask the teacher if they have difficulty learning French	13
Responsibility	-Students work hard on the French assignments given by the teacher	8
	-Students submit French assignments on time	10
	- Students can present their French assignments in front of the class according to the teacher's instructions	12

Table 3. KMO Value and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy Indicator		0.854
Bartlett's Test of Sphericity	Approx. Chi-Square	1091.030
	Df	105
	Sig.	0.000

Table 4. MSA Values

Items	Values
1	0.707
2	0.889
3	0.896
4	0.838
5	0.817
6	0.798
7	0.864
8	0.866
9	0.890
10	0.883
11	0.803
12	0.812
13	0.889
14	0.769
15	0.867

The analysis results discovered that all items had MSA values fulfilling the > 0.5 requirements. These results indicate that each item had a good correlation. The lowest correlation value was item 1 with 0.707, while the highest correlation value was item 3 with 0.896. The subsequent analysis was then carried out. After knowing all the items meet the requirements for the MSA value > 0.5 , then the next step is look for the Communalities values in Table 5.

From the analysis results, it was discovered that all items had communalities values fulfilling the requirement > 0.50 . It shows that each item could explain the factor to be measured. Item 1 had the highest role in explaining the factor. Item 13 could not explain too many factors compared to other items. All items could explain the factors. Thus, further analysis was carried out.

The subsequent analysis searched for Total Variance Explained to determine the number of factors. Fifteen components can represent items. In the "initial eigenvalues" column, it was found that four factors explained the item with the factor criteria approaching one or factor > 1 . The item can be explained by factor 1 was $4.574 / 15 \times 100\% = 30.49\%$; then, the role of factor 2 was $1.841 / 15 \times 100\% = 12.27\%$, factor 3 was $1.154 / 15 \times 100\% = 7.69\%$, factor 4 was $1.050 / 15 \times 100\% = 6.99\%$, and factor 5 was $1.025 / 15 \times 100\% = 6.83\%$. Hence, the total of the five factors could explain the variables of $30.49\% + 12.27\% + 7.69\% + 6.99\% + 6.83\% = 64.27\%$. Since the eigenvalues were set to 1, the total value to be taken was > 1 , i.e., components 1, 2, 3, 4, and 5. The next step is to find the value of the Component Matrix, as can be seen in Table 6.

Table 5. Communalities Values

Items	Initial	Extraction
Item 1	1.000	0.841
Item 2	1.000	0.654
Item 3	1.000	0.610
Item 4	1.000	0.628
Item 5	1.000	0.686
Item 6	1.000	0.611
Item 7	1.000	0.602
Item 8	1.000	0.574
Item 9	1.000	0.660
Item 10	1.000	0.571
Item 11	1.000	0.728
Item 12	1.000	0.613
Item 13	1.000	0.549
Item 14	1.000	0.718
Item 15	1.000	0.597

Table 6. Component Matrix

Items	Components				
	1	2	3	4	5
Item 1	0.172	0.064	0.039	-0.020	0.898
Item 2	0.146	0.788	0.043	0.017	0.100
Item 3	0.403	0.655	-0.061	0.040	0.115
Item 4	0.758	0.195	-0.072	-0.087	-0.058
Item 5	-0.053	0.689	0.402	0.205	-0.077
Item 6	-0.154	0.432	0.384	0.386	0.323
Item 7	0.676	0.056	0.357	-0.008	0.120
Item 8	0.704	0.132	0.015	0.202	0.142
Item 9	0.494	0.602	0.162	0.117	-0.114
Item 10	0.259	0.233	0.602	0.149	-0.256
Item 11	0.131	0.074	0.821	0.009	0.179
Item 12	-0.091	0.146	0.167	0.744	-0.047
Item 13	0.191	0.473	0.267	0.465	-0.030
Item 14	0.434	-0.030	-0.197	0.699	0.041
Item 15	0.717	0.128	0.235	0.085	0.062

Table 7. Aspect Naming

No.	Aspect	Indicator
1.	Persistent	-B 4 (Students can express opinions using French) -B 7 (Students can express apologies, excuses, or gratitude using French) -B 8 (Students work hard on the French assignments given by the teacher) -B 15 (Students identify the contents of a French text in groups)
2.	Optimist	-B 2 (Students can compose French dialogues using French) -B 3 (Students can complete the French subject assignments given by the teacher individually and confidently) -B 5 (Students can greet using French) -B 6 (Students are sure to get satisfactory results when taking the French language exam on their own efforts) -B 9 (Students can practice French dialogue in groups) -B 13 (Students are not afraid to ask the teacher if they have difficulty learning French)
3.	Forbearance	-B 11 (Students ask their friends' opinions when working on French assignments in groups)
4.	Confident	-B 14 (Students appreciate criticism and suggestions from friends when presenting French assignments in front of the class) -B 12 (Students can present their French assignments in front of the class according to the teacher's instructions)
5.	Competent	-B1 (Students can introduce themselves using French)

After knowing that there are five factors, each item was classified into factors 1, 2, 3, 4, or 5. The classification was based on the highest loading factor value by ignoring negative effects. For clarity, it can be observed in Table 7.

Based on the component matrix table, the five factors were termed following the indicators for each questionnaire item. Character assessment can be assessed through aspects of persistent, optimist, forbearance, confident, and competent.

Learning outcomes measurement is fundamental to understand the progress of the student learning process. Student learning outcomes can be measured in terms of the cognitive, affective, and psychomotor aspects. There are still many measurements that focus on the affective domain and ignore the affective and psychomotor domains, while the three domains are equally important to measure. The questionnaire is a student character assessment questionnaire for the French subject. The questionnaire was developed using the 4D development procedures, including Define, Design, Develop, and Disseminate.

Define

Communicative

Students are declared communicative if they have language skills. The subject taught by the teacher must encourage students to communicate naturally. It is required in 21st-century education.

Parallelism

Five characteristics of independent students are confidence in acting, considering opinions or advice from others, making decisions, and not being easily influenced by others. Independence is the basis for students' self-development to compete and develop.

Cooperation

Cooperation can work well if two or more people interact with each other, combine energy, ideas, or opinions at a certain time in achieving learning objectives. The demands of the 21st century require students to collaborate, which is called collaborative, and this is a challenge for students and, thus, must be owned by students.

Responsibility

The form of responsibility is to carry out duties and obligations as they should. This responsibility should be embraced to themselves, society, environment (nature, social, and culture), nation, and God.

Tolerance

Tolerance means the respect for differences. This can refer to the difference in religions, ethnicity, opinions, attitudes, and actions.

Design

Five aspects were measured using the study questionnaire. These aspects were adjusted to the Presidential Regulation regarding character values taught in the French subject. The five aspects include Communicative, Tolerance, Cooperation, Independence, and Responsibility. Each aspect was broken down into three indicators. Each indicator was broken down into one question item, resulting in 15 items.

Develop

Five character values, including communicativeness, tolerance, cooperation, independence, and responsibility, are specified for each aspect into three indicators. These indicators were arranged under each aspect's theory as described in the introduction and adapted to the government syllabus for the French subject. Each indicator is arranged into one question. In fulfilling the communicative aspect, students must introduce themselves, greet others, and express apologies, excuses, or gratitude using French.

In the tolerance aspect, students are declared tolerant if they are able to express opinions, ask friends for opinions using French, and appreciate friend's criticism and suggestions when they present French assignments in front of the class. The cooperative character values will be fulfilled if the students can compose dialogues, practice, and also identify the contents of a French text.

The next aspect is independence. Independent students can complete assignments individually with confidence, and they believe that the task will get satisfactory results. Besides, students are not afraid to ask the teacher when experiencing difficulties during the French subject's teaching and learning process.

The last aspect is responsibility. Students are responsible if they are serious about completing the assignments, submitting on time, and presenting French assignments according to the teacher's instructions.

Disseminate

The questionnaire was tested on students in X, XI, and XII grades at state high schools of Yogyakarta Special Region. The EFA results was employed to carry out the analysis with the help of SPSS. In order to make the research questionnaire valid, two rotations were performed. In every rotation, invalid items were reduced in order to produce valid items. The first rotation demonstrated that the KMO value met the requirements > 0.5 , i.e., 0.854, and demonstrated that the KMO value met the KMO requirements > 0.5 . In addition, the results of the MSA analysis showed that 15 items were valid. Therefore, further analysis can be carried out, i.e., the analysis of the communalities value with the results of all items meeting the requirements > 0.5 . It means that each item could explain the factors to be measured. Based on the result of the Total Variance Explained analysis, four factors could explain items, with a factor criterion approaching one or > 1 . Then, each item is classified into five factors by ignoring negative effects. These four factors are persistent, optimist, forbearance, confident, and competent.

CONCLUSION

The study findings indicate that the 15 statements in the Character Assessment Questionnaire in the French Subject in High Schools of Yogyakarta Special Region are valid. The reliability test results using the Cronbach's Alpha formula showed $0.805 > 0.60$. Hence, the questionnaire met the reliability requirements. Character assessment can be assessed through five factors: persistent, optimist, forbearance, confident, and competent. The character values tested followed the provisions of the government syllabus for the French subject. The five character values include tolerance, communication, cooperation, independence, and responsibility. After identification, it was found that the value of the Tolerance character appeared most often while the independent character value rarely appeared in the French subject.

This questionnaire can help teachers assess student characters in the French subject at public high schools. By assessing the student characters, the teacher can determine the character values to be improved. Future research must consider each character value to be measured to be able to explain as a whole.

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