

Item analysis of the role of teachers in efforts to prevent the three great sins of education with rasch modeling

Muhammad Andrian*, Suratno Martodiryo, Muhammad Rahmattullah, Mahmudah Hasanah

Universitas Lambung Mangkurat, Indonesia

*Corresponding Author. E-mail: mandrian414@gmail.com

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ABSTRACT

This study aims to test reliability and validity, namely finding statement items that can be measured precisely as well as finding statement items that can be submitted as material to measure the instrument of the teacher's role in cultivating student character values in efforts to prevent the three deadly sins in education. The Three deadly sins in education, based on this version, are intolerance, sexual violence, and harassment or bullying. The sample of 197 people was taken based on the Isaac and Michael formula with a sampling error rate of 5% selected using a systematic sampling technique from 613 people. The instrument was prepared, revised and validated using the Rasch model. The results showed that the separation of 15.26 items could identify the respondents. The reliability value of the item is 0.83, which is categorized as good. Cronbach's alpha value is 0.80, indicating that the value is excellent and consistent. Instrument difficulty is classified as complicated, complex, medium, and accessible. The instrument of efforts to prevent three deadly sins in education is declared reliable and valid with the criterion of "good", and 12 of the 15 points of the statement are said to be "valid", so to test the role of teachers in cultivating student character values can be measured using this instrument. So, it can be concluded that the instrument is qualified and can be used as material to measure the role of teachers in cultivating student character values in schools.

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INTRODUCTION

The phenomenon of violent behaviour has long been part of the world of education. Education is needed for the survival of humanity. With the existence of education, people who initially do not know become aware of something. That's where schools are indispensable because schools are designed to develop students' abilities to achieve educational goals (Taufik, 2022). Thus, education is very influential on the mindset of a human being to be better at developing human civilization so that it does not regress. Ideally, schools are places to increase student resilience and improve pro-social skills and learning outcomes; in reality, there are still incidents of bullying, sexual violence and intolerance committed in the school environment (Priyanti, 2021). Intolerance, sexual violence, and harassment/bullying are symptoms of larger societal issues and cannot be effectively addressed within the educational system alone. Nadiem Makarim, the Minister of Education and Culture of Indonesia, has identified the "three deadly sins of education" as the lack of focus on character education, disconnection between education and national needs, and the inefficiency of the education system. These issues have collectively undermined the Indonesian education system's ability to prepare the next generation for the challenges of the 21st century. A comprehensive reform is needed to prioritize character



development, align educational outcomes with national priorities, and ensure transparency and accountability.

One of the most pressing issues in Indonesian education is the neglect of character education (Zulela et al., 2022). The government has recognized the importance of instilling moral values and ethical behavior in students, as evidenced by the implementation of the Character Education Reinforcement program. However, the current character education system is still considered ineffective in building a strong national character.

The dissonance between educational outputs and the needs of the nation is another critical problem. Education has experienced a disorientation, where the implementation of education is not coherent with the needs and problems of the nation. This disconnect has resulted in a mismatch between the skills and competencies of graduates and the demands of the labor market, hindering the country's economic and social development (Cunningham & Villasenor, 2016; Habets et al., 2020). Finally, the inefficiency of the education system has contributed to its shortcomings. The focus on knowledge acquisition and exam performance has come at the expense of holistic student development, including character building and the cultivation of essential life skills. Additionally, the lack of transparency and accountability in the education sector has allowed for mismanagement and the perpetuation of systemic issues.

To address these "three deadly sins," a comprehensive reform of the education system is required, one that prioritizes character development, aligns educational outcomes with national priorities, and ensures transparency and accountability in the management of educational resources. "Uncovering the Root Causes of Educational Dysfunction" and "Revolutionizing Education: A Paradigm Shift Towards Character Development" are both fascinating blog post ideas that delve into the significant issues within the education system and propose innovative solutions for improvement. These topics are crucial for igniting conversations and driving positive change in the education sector.

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has issued Permendikbudristek No. 82 of 2015 concerning the Prevention and Mitigation of Violence in Education Units. This step is a serious commitment of the Ministry of Education and Culture in efforts to prevent and handle sexual violence in the Indonesian education environment to ensure the fulfilment of the fundamental right to education for all citizens (Sexual Violence - Freedom From Violence). Kemendikburisktek is committed to eliminating violence in education units so that every student can learn safely, comfortably and enjoyably and develop their potential optimally.

The rise of bullying, sexual violence and intolerance in the school environment has become a problem in the world of education in Indonesia. However, these cases still lack attention because they are often considered commonplace in education. One of the phenomena that has recently captured the attention of the world of education is cases of bullying, sexual violence, and intolerance that occur in the school environment, whether carried out by teachers or students in verbal or physical form (Houbre et al., 2006; Maharani, 2024). Various parties must understand what and how bullying, sexual violence and intolerance are to comprehensively carry out efforts to prevent unwanted consequences (Hamidah, 2019).

Based on a report by the Witness and Victim Protection Agency (LPSK), it was stated that requests for protection of cases of violence against children increased by 25.82%. In 2021, there were 426 cases, which improved in 2022 to 536 (Ministry of Education and Culture, 2023). The Federation of Indonesian Teachers Unions (FSGI) said there were three deadly sins in education during 2022. The three major sins are bullying, sexual violence, and intolerance. Data collected by FSGI obtained the total number of cases of sexual violence in education units that reached legal proceedings in 2022, a total of 17 cases. According to data from the 2022 South Kalimantan Women and Children Protection Online Information System (SIMFONI PPA), 491 victims of violence in South Kalimantan were recorded from January to October, with 335 cases of child victims and 156 female victims (ANTARA News South Kalimantan, 2023).

Rasch modelling or Rasch Model refers to measurements based on item response theory that can detect the quality of psychometric scale measurements and communicate them better. This happens because the results of the analysis can produce fit statistics that provide information to researchers ideally by describing that high-probability respondents provide patterns of answers to items according to the difficulty level. It uses infit and outfit from the mean square and standardized values.

The role of the teacher towards bullying in students is as a person who guides or gives advice and direction and fosters students so that they can overcome cases or problems that occur regarding bullying to minimize bullying at school. Teachers must also be able to shape students' personalities and build positive relationships with students, and teachers need to be aware of violent acts committed by their students. Teachers can be role models who provide role models for students at school to indirectly foster a sense of empathy between fellow students, allowing them to avoid the behaviour of the Three deadly sins in education (Made & Gunawan, 2021).

Given the severe impact of bullying, sexual violence and intolerance that cause physical and psychological casualties. In addition, it can also interfere with student concentration and learning performance, thus potentially reducing the quality of education. The adverse effects received by victims of bullying, sexual violence and intolerance are usually in the form of feelings of lack of self-respect that can continue to be experienced into adulthood, where victims of this violent behaviour also have difficulty adjusting to their social circumstances (Sari et al., 2023).

Based on the phenomenon and various facts of problems with bullying, sexual violence, and intolerance, which are still severe in Indonesian education, especially at the high school level, an effort is needed so that the incidence of bullying, sexual violence, and intolerance in students can be prevented. Therefore, the role of teachers in schools is required; in addition to teaching and educating, they must also take preventive measures against problems caused by bullying, sexual violence, and intolerance. This study aims to describe a teacher's role in preventing the three deadly sins in education to foster character values in students. Therefore, these Three deadly sins in education need to be studied to what extent the role of teachers is to instil character values and be involved in overcoming the actions and prevention of the Three deadly sins in education in the school environment.

RESEARCH METHOD

This study used a quantitative approach to conduct descriptive analysis. Descriptive research methods are used to describe and interpret the research object as it is. The data used in this study were obtained through questionnaires. The population is teachers who actively teach in public high schools in the city of Banjarmasin, South Kalimantan, totaling 613 people. A sample of 197 people was taken based on the Isaac and Michael formula with a sampling error rate of 5% selected using a systematic sampling technique. This method aims to find solutions to problems using quantitative descriptive research that will describe the role of teachers in efforts to prevent the three major sins in education. Analysis using Rasch modelling in this study aims to: (1) Establish instrument items that can measure (fit) in research teachers' role in preventing the three deadly sins in education. (2) Finding differences in perception based on gender and the level of respondents' sub-districts as a reference for efforts made by teachers to carry out prevention in schools. The research instrument results were distributed via Google form to teachers/teachers in 5 sub-districts in the city of Banjarmasin, namely North Banjarmasin, South Banjarmasin, East Banjarmasin, Central Banjarmasin, West Banjarmasin with the purposive sampling method, which determines the criteria of the population, in this case, Teachers/teachers are considered to understand about efforts to prevent the Three deadly sins in education. Based on this method, from a population of 613 teachers, 197 were taken as samples.

Testing efforts to prevent the three deadly sins in education (B) using Rasch modelling began with input from a questionnaire in the form of an ordinal scale. Then, they converted to an interval scale using Winsteps software version 5.2.2. Testing was carried out on two things, namely, (1) validity and reliability tests and (2) testing differences in perception based on respondents' demographics on the item of the instrument statement of efforts to prevent the three deadly sins in education. Testing the validity and reliability of the instrument includes, namely: (a) Testing the validity of the instrument item using Column: Fit Order, where the Outfit Mean Square (MNSQ) Value received is $0.05 < \text{MNSQ} < 1.5$, Z-Standard Outfit Value (ZSTD) received is $-2 < \text{ZSTD} < +2$, Point Measure Correlation (Pt Mean Corr) Value: $0.4 < \text{Pt Mean Corr} < 0.85$ and finally uses rating (partial-credit) scale, with the criterion that if all ratings (numbers) have a breaking point, then the instrument has validity. (b) Instrument reliability testing using summary statistics. (c) Testing of instrument items that are difficult and easy for respondents to approve using item measure and dimensionality. Testing perceptual differences using differential item functional (DIF) plots. Winsteps software with the criterion that the difference in perception is said to be significant if the probability value shows smaller than 0.05 ($p < 0.05$) (Sumintono & Widhiarso, 2015).

Instruments

The instrument used in this study was a questionnaire distributed to teachers to obtain primary data. This research questionnaire is closed and does not burden respondents in providing answers; for assessment, answer values from respondents. Scores will be given according to respondents' answers, with a score range of 1-4. There are two forms of questions on the Likert scale: the positive question form to measure the positive scale and the negative question form to measure the negative scale. In summary, the instrument grid for measuring the role of teachers in preventing the three deadly sins in education consists of three sub-variables with 15 items statement, namely, the sub-variable intolerance has five items (items 1-5), bullying has five items (items 6-10), and sexual violence also has five items (items 11-15).

Data analysis

The data analysis technique used in this study uses descriptive statistics with a Likert scale. The scale used is from numbers 1-4 obtained based on respondents' answers to filling out questionnaires. The results of filling out the questionnaire obtained from respondents will be analyzed descriptively to explain the findings. This descriptive analysis technique is considered appropriate to be applied to this study because it can explain in detail the role of teachers in cultivating student character values for efforts to prevent the three deadly sins in education in public high schools throughout Banjarmasin City. After the collected data is analyzed, it will be interpreted so that the reader easily captures essential conclusions. Descriptive statistical analysis to determine the influence of the role of teachers in cultivating character values, which include five indicators of religious character, nationalist character, mutual aid character, integrity character and independent character on efforts to prevent bullying, sexual violence, and intolerance (three deadly sins in education).

FINDINGS AND DISCUSSION

Findings

Instrument items in a study can be declared capable of measuring (fit) if Item (Column): Fit order on Winsteps shows the Outfit MNSQ value in the range of $0.5 < \text{MNSQ} < 1.5$. Based on these measures, as shown in Figure 1, this study shows three statement points, B10, B5, and B15, outside the $0.5 < \text{MNSQ} < 1.5$. Thus, items B10, B5, and B15 do not meet the value of the MNSQ Outfit, so it is declared inappropriate to measure or unfit to measure efforts to

prevent the Three deadly sins in education. At the same time, the other 12 items are stated to be able to measure what is measured.

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S. E.	INFIIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PT-MEASURE CORR.	EXP.	EXACT OBS%	MATCH EXP%	Item
10	270	197	4.80	.13	1.76	5.5	8.67	9.9	A-.25	.47	30.6	63.9	B10
5	268	197	4.83	.13	1.68	4.9	7.88	9.9	B-.24	.47	29.6	63.9	B5
15	272	197	4.77	.13	1.74	5.5	7.85	9.9	C-.16	.48	32.1	63.8	B15
7	681	197	-.70	.14	1.37	3.2	1.25	2.3	D .65	.53	82.7	68.7	B7
6	696	197	-1.03	.15	.78	-2.2	.85	-1.5	E .67	.52	81.1	71.2	B6
9	639	197	.09	.13	.74	-2.6	.78	-2.3	F .62	.54	81.1	63.1	B9
13	714	197	-1.46	.16	.75	-2.4	.72	-2.5	G .69	.51	88.3	74.1	B13
12	704	197	-1.21	.15	.74	-2.6	.72	-2.7	H .69	.52	87.8	72.6	B12
8	713	197	-1.44	.16	.67	-3.4	.63	-3.5	I .75	.51	93.4	74.0	B8
1	691	197	-.91	.15	.57	-4.8	.58	-4.7	f .72	.52	83.7	70.5	B1
2	709	197	-1.33	.16	.53	-5.2	.44	-6.1	e .79	.51	89.8	73.4	B2
14	722	197	-1.67	.17	.52	-5.3	.42	-5.4	d .75	.50	89.8	75.6	B14
11	717	197	-1.54	.16	.50	-5.5	.43	-5.7	c .75	.50	87.8	74.5	B11
4	721	197	-1.65	.17	.49	-5.7	.42	-5.6	b .76	.50	91.3	75.4	B4
3	717	197	-1.54	.16	.47	-6.0	.42	-5.8	a .77	.50	93.9	74.5	B3
MEAN	615.6	197.0	.00	.15	.89	-1.8	2.14	-.9			76.2	70.6	
S.D.	174.0	.0	2.44	.01	.47	4.2	3.01	5.8			23.0	4.6	

Figure 1. Instrument Test Results Using Fit Items

The position of items B10, B5, and B15 can be seen through a graph of the test results using the expected ICC score on Winstep, which obtained an image as in Figure 2 that items B10, B5, and B15 are outside or show an inappropriate response. Thus, from the 15 points of the instrument for preventing the Three deadly sins in education, three statements are declared unable to measure, so they must be corrected or discarded.

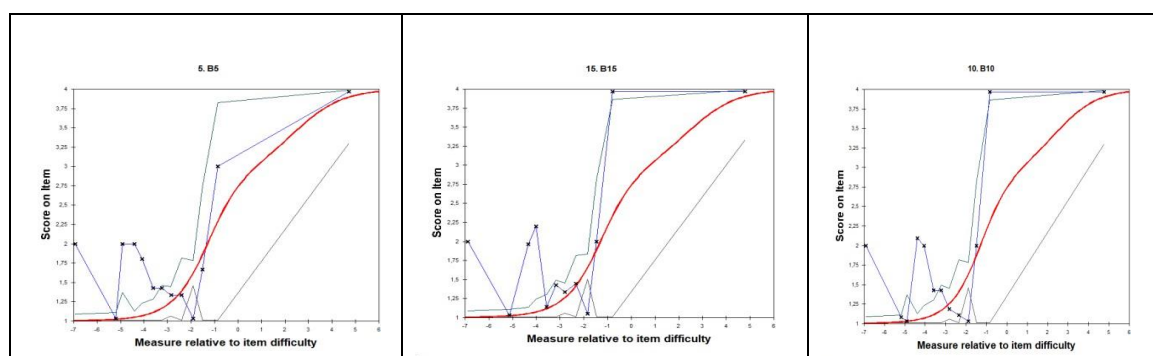


Figure 2. ICC Expected Score Test Results

Instrument items in a study can be declared capable of measuring (fit) when using Item (Column) testing: Fit Order with a measure that a statement on the instrument is valid if the value of $-2 < ZSTD < +2$. With these measures, as in Figure 1, it is found that B10 (9.9), B5 (9.9), and B15 (9.9) are in a range that exceeds the Z-Standard Outfit (ZSTD). Thus, the instrument items are declared not to meet the validity measure based on the Z-Standard Outfit (ZSTD) size.

The construct validity of an instrument can be seen from the extent to which the instrument's ability can measure a range of variables or all respondents. On Winstep measurements, it can use item dimensionality. An instrument is declared to have constructive validity if the raw variance explained by measures is above 40%. The testing results using these criteria, as in Figure 2, found that this study showed the value possessed by raw variance explained by measures of 78.80% (See Figure 3). Based on these data, this educational leadership instrument has construct validity or can measure a range of variables or all respondents.

Table of STANDARDIZED RESIDUAL variance (in Eigenvalue units)				
		-- Empirical --		Modeled
Total raw variance in observations	=	72.5	100.0%	100.0%
Raw variance explained by measures	=	57.5	79.3%	78.8%
Raw variance explained by persons	=	9.0	12.5%	12.4%
Raw Variance explained by items	=	48.4	66.8%	66.4%
Raw unexplained variance (total)	=	15.0	20.7%	21.2%
Unexplned variance in 1st contrast	=	5.5	7.6%	36.8%
Unexplned variance in 2nd contrast	=	2.0	2.7%	13.3%
Unexplned variance in 3rd contrast	=	1.4	1.9%	9.2%
Unexplned variance in 4th contrast	=	1.2	1.6%	7.8%
Unexplned variance in 5th contrast	=	.9	1.3%	6.3%

Figure 3. Item Test Result: Dimensionality

A good research instrument should also show which instrument items are most difficult for respondents to agree on. In Winstep, using Wright Map testing, we can see these items. Figure 3 shows the test results show four items above the zero line and 11 items below the zero line. Items above Zero indicate items that are difficult to approve, while those below Zero indicate those that are easy to agree on. Based on the Figure 4, the items (items) of leadership instrument statements most difficult to approve are B10, B15, and B5 because they are located at the top.

To find out further and more profoundly which instrument items are the most difficult to approve, you can test Winstep using item measures. As in Figure 4, which is the result of testing using item measure, it is explained that the most challenging items are approved by respondents sequentially from bottom to top as follows: B5 (My principal utilizes his power to the maximum in managing the school), B10 (The principal supervises teachers regularly), B15 (The principal socializes new learning skills to teachers in various ways. opportunity).

Item Measure Test Results

A rating instrument by respondents through Winstep using the test rating (partial–credit) scale can see this. Based on testing using the test rating (partial–credit) scale, as shown in Figure 5, it was found that each rating (1, 2, 3, 4) has a separate peak. Based on these data, it can be stated that the probability of each rating is visible to respondents. This means that the teacher's role instrument can distinguish its rating by respondents well.

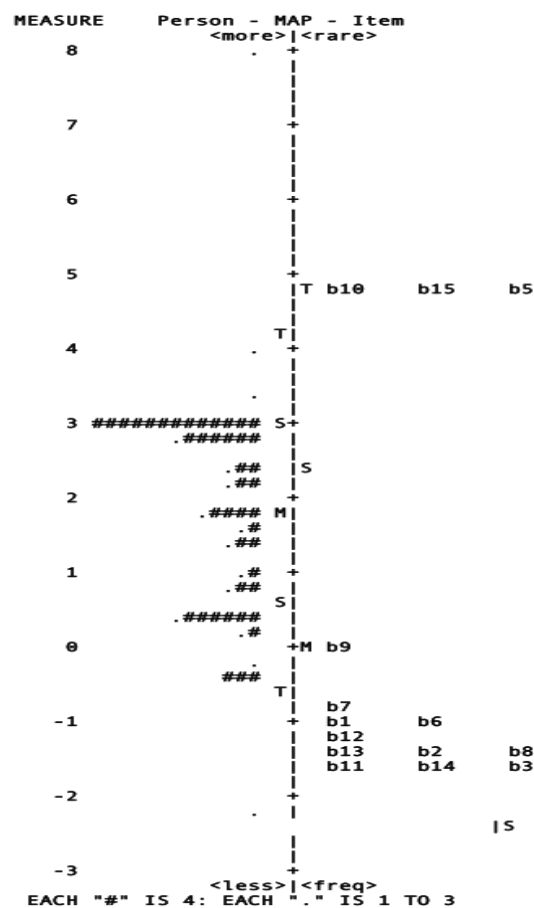


Figure 4: Wright Map Test Results

Item STATISTICS: MEASURE ORDER													
ENTRY	TOTAL	TOTAL	MEASURE	MODEL	INFIT	OUTFIT	PT-MEASURE	EXACT MATCH					
NUMBER	SCORE	COUNT		S.E.	MNSQ	ZSTD	MNSQ	ZSTD	CORR.	EXP.	OBS%	EXP%	Item
5	268	197	4.83	.13	1.68	4.9	7.88	9.9	-.24	.47	29.6	63.9	B5
10	270	197	4.80	.13	1.76	5.5	8.67	9.9	-.25	.47	30.6	63.9	B10
15	272	197	4.77	.13	1.74	5.5	7.85	9.9	-.16	.48	32.1	63.8	B15
9	639	197	.09	.13	.74	-2.6	.78	-2.3	.62	.54	81.1	63.1	B9
7	681	197	-.70	.14	1.37	3.2	1.25	2.3	.65	.53	82.7	68.7	B7
1	691	197	-.91	.15	.57	-4.8	.58	-4.7	.72	.52	83.7	70.5	B1
6	696	197	-1.03	.15	.78	-2.2	.85	-1.5	.67	.52	81.1	71.2	B6
12	704	197	-1.21	.15	.74	-2.6	.72	-2.7	.69	.52	87.8	72.6	B12
2	709	197	-1.33	.16	.53	-5.2	.44	-6.1	.79	.51	89.8	73.4	B2
8	713	197	-1.44	.16	.67	-3.4	.63	-3.5	.75	.51	93.4	74.0	B8
13	714	197	-1.46	.16	.75	-2.4	.72	-2.5	.69	.51	88.3	74.1	B13
3	717	197	-1.54	.16	.47	-6.0	.42	-5.8	.77	.50	93.9	74.5	B3
11	717	197	-1.54	.16	.50	-5.5	.43	-5.7	.75	.50	87.8	74.5	B11
4	721	197	-1.65	.17	.49	-5.7	.42	-5.6	.76	.50	91.3	75.4	B4
14	722	197	-1.67	.17	.52	-5.3	.42	-5.4	.75	.50	89.8	75.6	B14
MEAN	615.6	197.0	.00	.15	.89	-1.8	2.14	-.9			76.2	70.6	
S.D.	174.0	.0	2.44	.01	.47	4.2	3.01	5.8			23.0	4.6	

Figure 5. Scale Rating (Partial-Credit) Test Results

A good research instrument has complete reliability. Winstep, using summary statistics, can do just that. Figure 6, the test result on this research instrument, shows that this instrument has a person reliability of 0.78 and item reliability of 1.00. This means that the instrument for preventing the three deadly sins in education has good person reliability because it has a chest between 0.80 – 0.90 and has item reliability, which is unique because it enters above 0.94. The value of Alpha Cronbach, which measures the interaction between person and item (item) instrument for the prevention of the three great sins, education is included in the excellent level because it is at the top 0.8. Separation, namely the grouping of persons and items in the instrument of efforts to prevent the three deadly sins in education, is also quite good. After all, the separation value is high, which is 15.26, where the more influential the separation number, the better the quality of the instrument in terms of all respondents and items because it is better because it is better able to identify groups and items.

SUMMARY OF 197 MEASURED (EXTREME AND NON-EXTREME) Person								
	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	46.9	15.0	1.87	.54				
S.D.	4.4	.0	1.32	.10				
MAX.	60.0	15.0	9.56	1.91				
MIN.	30.0	15.0	-2.11	.38	.09	-2.9	.06	-1.9
REAL RMSE	.62	TRUE SD	1.16	SEPARATION	1.88	Person	RELIABILITY	.78
MODEL RMSE	.55	TRUE SD	1.20	SEPARATION	2.18	Person	RELIABILITY	.83
S.E. OF Person MEAN = .09								
Person RAW SCORE-TO-MEASURE CORRELATION = .97								
CRONBACH ALPHA (KR-20) Person RAW SCORE "TEST" RELIABILITY = .80								

Figure 6. Test Results Using Summary Statistics

The points of instruments can be perceived significantly differently by respondents. Demographic backgrounds, such as domicile and gender of teachers, are factors in differences in perception. In Winstep, Differential Item Functional (DIF) plots and probability values find differences in respondents' perceptions based on respondent demographics. The difference based on the respondent's domicile on the item of the instrument for the prevention of the three major sins of education, where the difference in perception is stated to be significant if the p-value < 0.05, then as Figure 6 and Figure 8 that there is no statement item whose p-value < 0.05. This means that there is no significant difference in perception between teachers from North Banjarmasin (line 1), South Banjarmasin (line 2), East Banjarmasin (line 3), Central Banjarmasin (line 4) and West Banjarmasin (line 5) against the 15 statements in the instrument of efforts to prevent the three deadly sins in education. In other words, the 15 points of the instrument for efforts to avoid the three important sins of education do not have a bias of teacher domicile.

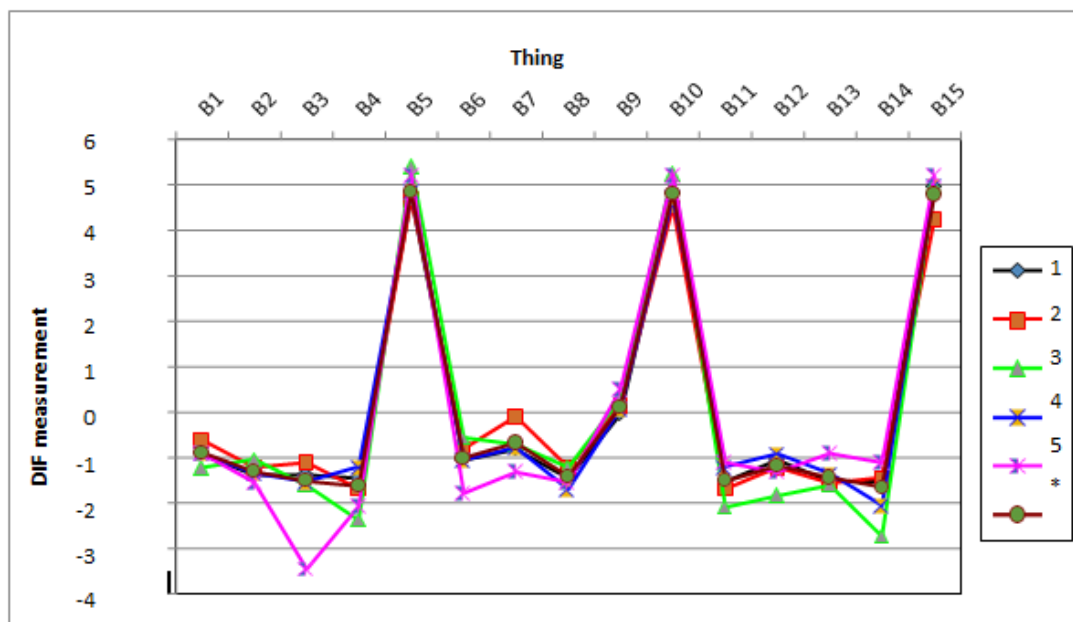


Figure 7. Respondents' Perceptions Based on Demographics

Description: 1 = North Banjarmasin, 2 = South Banjarmasin, 3 = East Banjarmasin, 4 = Central Banjarmasin, 5 = West Banjarmasin

DIF class specification is: DIF=\$S2W1

Person	SUMMARY DIF			BETWEEN-CLASS	Item	
CLASSES	CHI-SQUARE	D.F.	PROB.	MEAN-SQUARE	t=ZSTD	Number Name
5	1.4548	4	.8345	.0698	-2.2601	1 B1
5	.7980	4	.9387	.0317	-2.6636	2 B2
5	6.2526	4	.1806	.2909	-1.1958	3 B3
5	3.9069	4	.4182	.1683	-1.6646	4 B4
5	3.3466	4	.5011	.1679	-1.6662	5 B5
5	3.8924	4	.4202	.1428	-1.7894	6 B6
5	6.2216	4	.1827	.3245	-1.0916	7 B7
5	1.1368	4	.8884	.0504	-2.4400	8 B8
5	1.5047	4	.8257	.0764	-2.2066	9 B9
5	3.6693	4	.4520	.1752	-1.6328	10 B10
5	2.7249	4	.6044	.0986	-2.0469	11 B11
5	2.5530	4	.6348	.1106	-1.9706	12 B12
5	1.7001	4	.7905	.0612	-2.3349	13 B13
5	5.7445	4	.2185	.2287	-1.4122	14 B14
5	7.4525	4	.1135	.4643	-.7217	15 B15

Figure 8. Probability Values Based on Demographics

In Winstep with the exam, I was using Differential Item Functional (DIF) plots and probability values to see differences in perceptions based on gender on the items of the instrument for efforts to prevent the three deadly sins in education, where the difference in perception of male teachers and female teachers is stated to be necessary if the p-value < 0.05. Taking into account Figure 7 and Figure 10, there is 1 item (item) statement, namely B11 (I strive to understand and respect the views and beliefs of learners, even if they differ from my

personal views), which are perceived significantly differently by male teachers and female teachers. Based on these findings, male teachers (line 1) more readily agree with statements that seek to understand and appreciate students' views with female teachers (line 2).

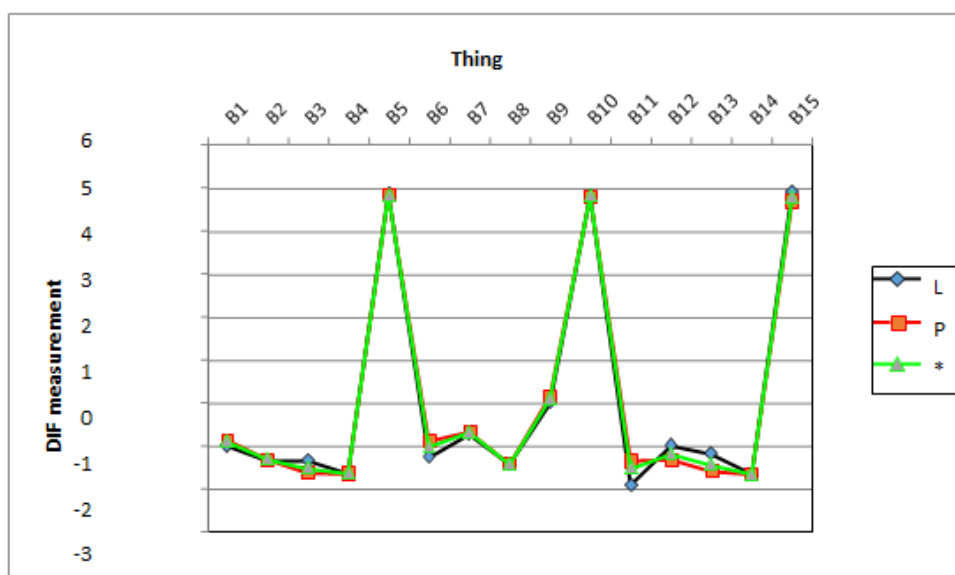


Figure 9. Differences in perception by gender

Description 1 = male teacher, two = female teacher

Person	SUMMARY DIF			BETWEEN-CLASS		Item
CLASSES	CHI-SQUARE	D.F.	PROB.	MEAN-SQUARE	t=ZSTD	Number Name
2	.1941	1	.6595	.0854	-.7158	1 B1
2	.0078	1	.9297	.0038	-1.3199	2 B2
2	.6929	1	.4052	.3189	-.2006	3 B3
2	.0000	1	1.0000	.0020	-1.3849	4 B4
2	.0177	1	.8941	.0114	-1.1721	5 B5
2	1.3756	1	.2409	.6184	.1574	6 B6
2	.0615	1	.8042	.0265	-1.0174	7 B7
2	.0000	1	1.0000	.0006	-1.4697	8 B8
2	.3757	1	.5399	.1687	-.4778	9 B9
2	.0000	1	1.0000	.0040	-1.3136	10 B10
2	2.4050	1	.1210	1.0920	.5345	11 B11
2	.9570	1	.3280	.4394	-.0372	12 B12
2	1.3234	1	.2500	.6081	.1473	13 B13
2	.0000	1	1.0000	.0016	-1.4016	14 B14
2	.6415	1	.4232	.3022	-.2263	15 B15

Figure 10. Probability value for gender

Discussion

Based on the results of testing using Rasch modelling, this study found 12 points of statements that were stated to be able to measure precisely (fit) the role of teachers in efforts to prevent the three deadly sins in education in the school environment. In classical test theory, the

statement item is a valid term, which means having a good confidence level can measure what will be measured.

Validity has wide varieties, including content, construct/build validity, predictive validity, and statistical validity/reality. With all its advantages, Rasch modelling has tested all 15 points of statements about efforts to prevent the 'Three deadly sins in education; this fact shows that using the Rasch Model modelling can be an alternative. In addition to using the validity test, Pearson Product Moment for non-test instruments/questionnaires and Point Biserial tests for instrument tests and true and false choices. Rasch's modelling has advantages; among others, it can explain the results from the side of the item (item) and its respondents. Another advantage of Rasch modelling is that it can help cope with item measurements correctly (Brandt et al., 2015; Cleophas & Zwinderman, 2013). The results are more varied because they can use various criteria, and the results can be more reliable and more consistent (Mohajan, 2017). The reliability of a research instrument is essential for ensuring the validity and consistency of research findings. Coefficients like Cronbach's alpha or Kuder-Richardson's index offer a quantitative gauge of how reliably an instrument yields consistent and reproducible results. Testing research instruments to measure precisely will greatly determine a research process. The advantage of Rasch modelling in testing research instruments is the ability to show a complete reliability test, which has three reliability: person reliability, alpha Cronbach, and item/item reliability. It is proven in this study that the principal's educational leadership points received a person reliability of 0.78, alpha Cronbach reliability of 0.80 and item reliability of 0.97. Rasch's modelling has gained considerable attention in the academic community due to its numerous advantages in analyzing research data. One of the key advantages of this approach is its ability to explain the results from the perspective of both the item and its respondents.

Based on the applicable criteria, the reliability coefficient above 0.9 shows outstanding. Research instruments that have high reliability are one of the characteristics of a good instrument (Mohajan, 2017).

Concerning the findings of differences in perceptions of the items of efforts to prevent the three deadly sins in education, this study shows that there are differences in perception between male and female teachers, where male teachers more readily agree with the statement that they strive to understand and appreciate the views of students with female teachers. This statement shows that male teachers expect a better understanding and appreciation of views in the school environment. Some studies indicate that teachers, regardless of gender, do not exhibit significant differences in their perceptions of the frequency and seriousness of ethical violations (Barrett et al., 2006; Daniel & Sapo, 2020). However, other research has highlighted the prevalence of gender bias in teacher attention, with boys often receiving more attention, positive or negative, than girls. The direction of educational leadership in the context of crushing diversity has a caring and inclusive attitude, has an attitude of solidarity, builds collaboration, develops responsive learning and facilitates all challenges in responding to diversity in schools.

Teachers are educators who become figures, role models, and identification for students and their environment. Therefore, of course, a teacher must have certain personal quality standards with a sense of responsibility, authority, independence, and discipline that can be used as an example for students. The study's results can be described as the intensity of the teacher's role as an educator significantly influencing cultivating character values in students. Research can find that teachers who consistently apply learning approaches that promote religious, nationalist, mutual aid, integrity, and independent values and provide tangible examples in everyday life can help students understand, internalize, and apply these values. This can include developing lesson plans that integrate character values, creating learning situations relevant to the context of students' lives, assigning tasks or projects that encourage the development of character values, and providing constructive feedback related to behaviours and attitudes that reflect those values. The role of teachers in overcoming bullying, sexual violence, and intolerance, namely calling students involved in the case, interrogating, giving advice, and instilling character

values in these students. Intolerance, sexual violence, and harassment have far-reaching implications, causing harm and limiting participation in various spheres. Technology exacerbates the situation with cyberbullying and online stalking, impacting survivors deeply. Sexual harassment perpetuates inequality and violence, hindering individuals' potential. The consequences are vast, affecting social, health, and economic aspects, impoverishing society. Holistic approaches, including social work interventions, are crucial in addressing these complex issues.

The role of teachers as educators and mentors has been carried out well because, based on the results of the research analysis, the role of teachers in cultivating the character values of students towards efforts to prevent the three deadly sins in education is categorized as playing a role in terms of developing character values in students. Character values consist of cultivating religious, nationalist, mutual aid, integrity, and independent characters. The role of a teacher has become increasingly complex, requiring a unique blend of academic knowledge, pedagogical expertise, and personal qualities that can inspire and guide students on their learning journey. This shows that to grow the character of students, the role of the teacher is to provide examples of character values to students to have a good impact in increasing these character values because the role of the teacher is not only teaching. Teachers' role consists of several teachers, namely teachers as educators and teachers, mediators, and teachers as models and examples. From the questionnaire results, teachers have filled in their responses and suggestions related to cultivating students' character values in preventing bullying, sexual violence, and intolerance as follows.

Efforts to prevent the Three deadly sins in education are instilling the importance of strengthening the Character Education of all parties in the education unit, both teachers and students and increasing tolerance among humans without asking SARA (Tribe, Religion, Race and Intergroup). In the realm of education, the pursuit of knowledge and the cultivation of young minds are paramount, yet the landscape is not without its flaws. Three key issues, akin to deadly sins, have crept into the educational system, undermining its potential and impeding the holistic development of students. This emphasis on rote memorization and the mere accumulation of knowledge can stifle creativity, hinder the ability to apply knowledge in real-world contexts, and ultimately produce graduates who are ill-equipped to navigate the complexities of the modern world.

As educators or teachers, we must be able to form a good character for students to prevent the occurrence of the three major sins of education and prevent various wrong actions not only in the educational environment but also in different living environments; as a public figure in schools especially. We as teachers must be able to position ourselves and always give positive things to our students. Unscrupulous teachers can commit three deadly sins in education. Cases of teachers who bullied students, cases of teachers who molested participants, and teachers who did not have moral intolerance from the past until now still exist. That means teachers still do not have good character in being a human educator. Reflecting on this, teachers should be the ones who must examine themselves first. The morale of a teacher must be thoroughly fixed. It is in our hands that the nation's generation will be formed. There needs to be regular socialization from related parties in schools, both for teachers and students or all school residents, about efforts to foster character values and efforts to prevent the three deadly sins in education. By giving concrete examples, the consequences of the actions of the Three deadly sins in education, for example, bring directly the victims and perpetrators who are in prison or who have been sanctioned so that students/students will never commit these actions and always be vigilant anywhere and anytime to avoid the behaviour of the "Three deadly sins in education".

CONCLUSION

This study examined efforts to prevent deadly sins in education. The results indicated that out of 15 points, 12 accurately measured variables related to prevention. Rasch modeling was

avored over other methods for identifying key actions to prevent bullying, sexual violence, and intolerance. Teachers in Banjarmasin play a crucial role in improving student character scores and preventing harmful behaviors. Regular socialization is essential for promoting values and effectively deterring sins. The consequences for perpetrators serve as powerful deterrents for students.

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Conflict of interests

There are no known conflicts of interest associated with this publication.

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