THE INFLUENCE OF THE AUTOMATED SHORT ESSACCORING (ASES) ASSESSMENT MODEL IN MEASURING THE INTEGRATION OF STUDENT CHARACTER VALUE

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Abstract: *This study aims to determine the influence of using the Automated Short Essay Scoring (ASES) assessment model on the integration of character values in the Teaching and Education Faculty of the Universitas Islam Sumatera Utara. This type of research is quasi-experimental. The population of this study were all fifth semester students of the Teaching and Education Faculty (FKIP) of the Islamic University of North Sumatra (UISU), totaling 70 students. This study used a random sampling technique, namely classes were conducted randomly so that the research sample was obtained from Semester V students of the History Study Program, totaling 13 students as the experimental class, and Semester V students of the Pancasila and Citizenship Study Program. totaling 15 students. as control class. The data collection method used is the test method. The collected data were analyzed using inferential statistical analysis (t-test). Based on data analysis, it is known that there is an influence of using the Automated Short Essay Scoring (ASES) assessment model on the integration of student character values*

Keywords: *ASES Model, Character Values*

Introduction

The application of character values in the world of education is the main goal of national education. This has been confirmed by the government through the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. In Law Number 20 of 2003 it is stated that the purpose of national education is not only to educate students, but also to form a complete Indonesian human being, namely human beings who have faith and are devoted to God Almighty, have noble character, have knowledge and skills, are physically and spiritually healthy, strong and independent personality as well as a sense of social and national responsibility.

Referring to Law Number 20 of 2003, it can be seen that the success of education is not only seen from the production of students who are cognitively intelligent, but also have noble character. Thus it is necessary to integrate character values in learning. Integration of character values is needed through the learning process. In fact, the character possessed by students is not just formed, but requires a long time. The influence of the internalization of these character values has also been in effect for a long time at the Teaching and Education Faculty of the Islamic University of North Sumatra (UISU), as stated in the UISU Teaching and Education Faculty, namely to become a UISU Teaching and Education Faculty that is Islamic, reliable,

tested, noble dignity, loved by the community, and blessed by Allah SWT. This vision shows that the Teaching and Education Faculty of UISU has implemented the internalization of character values. internalization of these character values has been carried out in all Study Programs.

Of course the implementation of the internalization of character values is adjusted to the age of the students. By providing the right learning, the internalization of these character values is expected to be able to produce something that is useful for students. In this case, the main concern is carrying out a quality learning process and is something that must be done, so that learning outcomes are better and perfect (Susilawati, et all, 2023). From the learning process, students should be able to produce a gradual change in themselves, both in the areas of knowledge, skills and attitudes. Furthermore, in implementing the internalization of these character values, the role and quality of learning has a significant influence on achieving learning objectives in the formation of human resources in cognitive, affective and skill aspects, both in physical, social, mental and spiritual aspects. This clearly requires the quality of good learning implementation so that the quality of student learning outcomes is truly optimal. Assessment is not only carried out to find out whether students have the character taught by the Lecturer but can also provide useful information to improve more effective learning activities. The quality of the assessment is also supported by the quality of the assessment model used. A good assessment model will be able to measure the actual state of the participants. This assessment model measures honest, disciplined, hard-working, and independent characters as part of character values. These character values are important for students to have in participating in learning activities. This character value contains truth, as it directs students to seek knowledge and truth in good ways, acting and speaking the truth is very important for students to have. Students need to have good character and make them independent of others in solving problems encountered and making independent decisions, daring to take risks that may arise in the learning process so that they are able to learn for life.

We are currently in the era of information and communication technology. Learning activities and assessment processes also need to adjust in this era. Therefore, it is necessary to develop an information and communication technology-based assessment model that is able to measure the internalization of students' character values. The assessment model in question is the Automated Short Essay Scoring (ASES) assessment model. The ASES assessment model is able to measure the character of students (Susilawati & Khaira, 2022). ASES is a software capable of automatic assessment using a computer. This software performs the assessment process automatically and is able to identify similarities in student answers. The ability of ASES to identify similarities in student answers is able to reduce the habit of students to copy the answers to their themes when conducting learning outcomes tests. The ASES assessment model is indispensable in measuring the internalization of students' character values.

Literature Review

Assessment Model Automated Short Essay Scoring (ASES)
The use of assessment models is one of the important factors in learning. The assessment model is used to assess student competence attainment, material for preparing progress reports on learning outcomes, and improving the learning process. For lecturers, the assessment model can be used to determine the achievement of student competencies, and the accuracy of the assessment model used. Maba & Matra (2017) state that the assessment model is the process of collecting, interpreting, and recording information about students' responses to a lesson. The use of an appropriate assessment model can support the acquisition of evidence that can show the

level of ability and success of students in achieving curricular goals. In addition, the lecturer uses the valuation model to measure or assess the extent of the influence of learning experiences, learning activities, and the assessment model that is being carried out. Thus, it can be said that the role of the assessment model is very important in assessing the learning process (Widiastuti, 2016).

The ASES assessment model is an assessment model that uses software capable of automatic assessment using a computer (Susilawati, 2022). This assessment model helps the assessment process automatically so that it helps an objective assessment process (Susilawati, Khaira, Atmawarni, 2022). This ASES Assessment Model provides important information to make decisions for correcting student learning outcomes. The effectiveness of using the ASES assessment model was designed based on data and then compiled in a systematic process to determine the extent to which learning outcomes have been achieved by students through filling out web-based tests (Susilawati, Lubis, Kesuma, & Ikbar, 2022). The advantages of using this ASES assessment model are: (1) students are able to improve the way of completing learning achievement tests from manual to information and communication technology-based, (2) helping students to complete successful assessment programs based on communication and information technology, (3) for the development and refinement of an effective and efficient assessment model by providing feedback to students quickly and automatically. Seeing the advantages of the ASES assessment model, this assessment model can be used to measure students' character values.

Internalization of Character Values

Value is defined as something abstract that cannot be seen, touched, or felt and is unlimited in scope. Value is very closely related to complex understandings and human activities, so it is difficult to define its boundaries. Because it is difficult to determine the boundaries, the meaning of value can be described as follows: (1) value is a set of beliefs or feelings that are believed to be an identity that gives a special style to patterns of thinking, feelings, relationships and behavior; (2) value is defined as a normative pattern, which determines the desired behavior for a system that is related to the surrounding environment without distinguishing the functions of its parts; (3) value is defined as a reference and belief in making choices; (4) value is an empirical quality that cannot be defined, but can only be experienced and understood directly; (5) value is something that is abstract, ideal, not a concrete object, not a fact, not only a matter of right or wrong according to empirical evidence, but a matter of what is desired, liked and disliked.

Based on the notions of value as stated above, it can be concluded that value is something abstract, ideal, and involves a matter of belief in what is desired, and gives style to patterns of thoughts, feelings, and behavior. Thus to track a value must go through the meaning of other facts in the form of actions, behavior, mindset and attitude of a person or group of people. Values are people's general ideas, which talk about what is good or bad, expected or not expected, values color one's thoughts that have become one and cannot be released. Thus value can be formulated in the sense of value as a trait found in something that places it in a valuable and respectable position, namely that this trait makes something sought after and loved, whether loved by one person or a group of people. Mulyana (2011) describes the notion of character as the totality of personal characteristics that are inherent and can be identified in individual behavior that is unique, in the sense that these characteristics distinguish one individual from another. Listyarti (2012) states that the character values implemented in national education are described as follows:

Table 1: Character Values Implemented in Indonesian National Education

No	Character Value	Description
1	Religious	Obedient attitude and behavior in carrying out religious teachings, tolerant of the implementation of worship other religions and live in harmony with other adherents
2	Honest	Behavior based on effort to make himself as a person is always trusted in words, actions and work
3	Tolerance	Appreciate differences in religion, ethnicity, ethnicity, opinion, attitudes and actions of other people who are different from himself
4	Discipline	Actions that show orderly and obedient behavior on various rules and regulations
5	Hard work	Behavior that shows genuine effort in overcoming various learning and assignment obstacles and completing assignments as well as possible good
6	Creative	Think and do something to produce a new way or result of something that has been owned
7	Independent	Attitudes and behavior that is not easy to depend on others in completing tasks
8	Democratic	The way of thinking, behaving and acting that judges equal rights and obligations with others
9	Curiosity	Attitudes and actions that always seek to know more deeply and broadly than something what he learned
10	Spirit of nationality	How to think, act and be insightful placing the interests of the nation and state above self and group interests
11	Homeland love	Ways of thinking, behaving, and acting that show loyalty, caring, and high appreciation for language, the physical, social, cultural, economic, and political environment nation
12	Reward achievements	Attitudes and actions that encourage him to produce something useful for society, and recognize, and respect other people's success
13	Friendship /communicative	Actions that show a sense of pleasure in talking, associating, and working with people other
14	Love peace	Attitudes, words and actions that cause others to feel happy and secure in their presence himself. Self, society, environment (nature, social, and culture), country
15	Like to read	The habit of providing time to read a variety of literature that provides wisdom for himself
16	Environmental care	Attitudes and actions that always try to prevent damage to the natural environment and its surroundings, and develop efforts to improve natural damage that has occurred
17	Social care	Attitudes and actions that always want to help other people and society need
18	Responsibility	The attitude and care of someone who carries out his duties and obligations that he should do, towards himself according to other people and the surrounding environment

Values can be internalized into the personality of all students. Murni (2018) argues that internalization is an effort to live and explore values, so that they are embedded in every human being. Internalization of character values is a process of cultivating attitudes into students' personal self through coaching, guidance and so on so that the ego masters and lives deeply a value, so that it can be reflected in attitudes and behavior in accordance with expected standards. Lickona (2012) suggests that the internalization of these character values can be given to students through the following activities: (1) teaching students why character is important; (2) teach students that character is built through predetermined choices; (3) teach students how to assess their own character; (4) teach students to reward the good character of their friends; (5) teach students to always reflect on the biggest questions in them such as: questions. Who am I ?

what is the meaning of life? What is my life goal? Am I doing things that make me happy, or am I doing them for the sake of my mother or for the values of our society? and other questions.

Internalization of character values proposed by Lickona (2012) can be measured through assessment activities in a learning process. To measure it, it can be done in three categories, namely cognitive, affective, and psychomotor aspects (Susilawati, 2018). relevant to the subject matter being taught can be knowledge and intellectual skills which include: memory, understanding, application, analysis, and evaluation, and creation; (b) affective aspects, related to feelings, emotions, attitudes, degrees of acceptance or rejection of an object used for the assessment of life skills including self-awareness, rational thinking skills, social skills, and academic skills; (c) the psychomotor aspect, shown in skills in assembling work skills tools and accuracy in obtaining results owned by students aims to measure the extent to which students master practicum techniques and focuses on student performance. Regarding the measurement of affective aspects, such as measuring the internalization of character values, it is not as easy as measuring cognitive aspects because of changes in student behavior that can change at any time, so the measurement must be careful and thorough. The measurement of the internalization of student character values above must be adjusted to the development of global communication and information technology advances with access to information moving online. In this regard, it is important to use the ASES assessment model to make it easier for lecturers to carry out automatic assessments of internationalization of character values, by providing quick feedback on the results of correcting student answers, being able to measure the similarity of student answers so as to be able to measure student character.

Method

This research uses quasi-experimental research because not all variables and experimental conditions can be measured and strictly controlled. Design selection was carried out in certain classes with existing students or as they were so that the experimental design used in this study was a post-test only control group design. During the research, the researcher manipulated the independent variables in the form of using the ASES assessment model by internalizing character values and applying them to the experimental group, while using the conventional assessment model which was applied to the control group. The population in this study were all students V of the Teaching and Education Faculty of UISU. The target population of this study were all students in the fifth semester of the UISU Teaching and Education Faculty who took the Learning Assessment and Evaluation course. Determination of the sample in this study was carried out by random sampling technique in which the class was randomized to determine the experimental class and the control class. The results of the draw were 15 students in the fifth semester of the Pancasila and Citizenship Education Study Program as an experimental class and 13 students in the fifth semester of the History Education Study Program as a Control class.

Result and Discussion

The description of the research data results describes research data using the ASES assessment model in measuring the internalization of character values for the Learning Assessment and Evaluation course in the odd semester of the 2022/2023 school year. Summary of the T test between the experimental group and the control group can be seen in the following table:

Tabel 2: Ringkasan Uji T Kelompok Eksperimen dan Kelompok Kontrol

	T	Df	Sig.(2-tailed)

ASES Assessment Model	Equal Variances	4,420	62	0,000
	Equal variences not Assumed	4.470	61,308	0,000

Based on hypothesis testing using the t-test with known sig. (2-tailed) 0.000 < 0.05. Thus H0 is rejected, which means that there is an influence of using the ASES assessment model in measuring the integration of the character values of semester V students in the Teaching and Education Faculty of UISU. There is an influence from the use of the ASES assessment model in measuring the internalization of student character values because the ASES assessment model is an assessment model that uses ICT and is computer based and is able to identify similarities in student answers so that duplication of answers from other students can be avoided. Detection of the similarity of answers and automatic responses from the similarity of essay answers given by students is able to reduce bad behavior, falsification, conspiracy, duplication and plagiarism of students in completing their exam answers. The results of this study are in line with the results of research put forward by Susilawati & Khaira (2022) which states that the use of the ASES assessment model is able to build student character values such as the characters of honesty, discipline, responsibility, religion, hard work, and student independence. The ASES assessment model is a computer-based automatic assessment model of the many automatic assessment models that can be used by lecturers in assessing the answers given by students. This ASES assessment model is proven to have an influence on measuring the character values of students because students need to have character, especially in the characters of honesty, discipline, responsibility, religion, hard work, and independence so that they do not depend on other people in solving problems. problems encountered and make decisions in the future.

Conclusion

Based on the results and discussion and research findings, it can be concluded that there is an influence of using the ASES assessment model in measuring the integration of student character values in Semester V students at the Faculty of Fun and Education UISU in odd semester students in the 2022/2023 academic year. Referring to the conclusions above, the following suggestions can be given: (1) Students are expected to be able to cultivate character through internalizing character values so that they become generations with character in the future. Lecturers are expected to be able to apply the ASES assessment model in learning to be able to measure the internalization of character values so as to reduce bad behavior, falsification, conspiracy, duplication and plagiarism of students in completing their exam answers. It is hoped that other researchers who wish to conduct similar research can develop this research by adding research variables or using this research as a reference.

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