

The Development of KlikMPK as an Affective Evaluation Platform for Indonesian Personality Development Course

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ABSTRACT

This research aimed to describe and analyze the results of developing an instrument, and an effective evaluation platform for Indonesian courses as a Personality and Development Courses at Universitas Pendidikan Ganesha called KlikMPK. This research was a type of research and development with the ADDIE model. This research involved two media experts. Research data were obtained from observations and questionnaires, then analyzed qualitatively and quantitatively. The results of this study indicated that 1) the advantages of the KlikMPK platform are that it is open-source, flexible and easy to use, secure and integrated; has plugin support and is easy to customize; as well as mobile-friendly and laptop support. 2) KlikMPK affective evaluation platform has a valid validity level with a score of 94.64. 3) The stages of development carried out include five stages in accordance with the ADDIE model. Thus, this platform can be used to evaluate the affective domain of students in Indonesian learning as Personality and Development Courses.

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1. INTRODUCTION

Language has a role as a symbol of the state. It has been stated in Article 36 of the 1945 Constitution of the Republic of Indonesia, Chapter XV, which reads, "The state language is Indonesian." Thus, the Indonesian Language, the nation's identity, should be upheld highly. Indonesian as a national identity makes it included in the learning curriculum at various levels, not least at the university (Santoso et al., 2021). In higher education, Indonesian is included in the Personality Development Course group, which aims to form students who have pride and love for the Indonesian language to maintain their existence. Furthermore, Solin (2010) states that language represents a character (personality). It means the Indonesian language is used as one aspect in building the character of the nation's personality.

The government is also feeling the importance of forming students' personalities. It is stated in the Law of the Republic of Indonesia No. 14 of 2005 about National Education Standards, which states the

importance of developing a solid personality, having noble character, wisdom, and authority given to students from an early age. Education that only prioritizes cognitive aspects can kill students' character because if students know something (cognitive), they do not necessarily want to accept, respect, or appreciate (affective). The affective aspect can be a core aspect of character and personality education, which is an important aspect that needs to be instilled in students (Zahroh, in Praja & Rahmiati 2018). Therefore, the quality of affective learning needs to be considered for the success of character education for students.

In the Ministry of Education and Culture Curriculum Preparation Guidelines of 2020, it is stated that the standard of competence in learning Indonesian for Personality Development Course is become to scientists and professionals who have a positive attitude towards Indonesian as the state language and national language, and can apply it correctly and adequately to visualize understanding, a sense of nationality and love Indonesia. In addition, the expected character values from learning Indonesian as a Personality Development Course are so that students have a positive attitude in the form of language loyalty and language pride (Arifin, 2010). This loyalty attitude can be in the form of a sense of pride in using Indonesian in communicating.

Universitas Pendidikan Ganesha (Undiksha) is one of the universities that also apply Indonesian Language as a Personality Development Course and a compulsory subject. In this institution, Indonesian is taught in semester 1 or semester 2. The proportion of Personality Development Course obtained is large, namely 10% of all courses. It is stated in the Undiksha Curriculum Development Guidebook of 2016.

Seeing the importance of emphasizing the affective aspect in the Indonesian language as a Personality Development Course, supporting learning evaluation must also follow the expected goals. Learning evaluation is an integral part of learning activities that make the educational process directed. Want & Brown (in Purwanti, 2002) state that evaluation is an action or a process of determining value. In other words, educational evaluation is an activity or process of determining the value of education so that the quality or results can be known. The urgency of learning evaluation is also contained in Article 57 Paragraph 1 and Article 58 Paragraph 1 of the Law Number 20 of 2003 about the National Education System and about Evaluation of Higher Education which explains that evaluation is carried out in the context of controlling the quality of education nationally as a form of accountability of education providers to interested parties.

Based on observations that have been made, the implementation of the Personality Development Course in Indonesian courses at Undiksha during a pandemic was carried out with the help of digital applications, such as the Undiksha e-learning platform, Schoology, Google Classroom, Edmodo, Whatsapp, and virtual conference. However, unfortunately, these applications cannot evaluate the affective domain of Indonesian language learning outcomes as Personality Development Course. In fact, in the Undiksha Single Sign-On (SSO), the assessment of the affective aspects listed only consists of participation and attitude. Details of the description of the attitude aspect are also not yet available. Conclusion: it makes a point of view of the practical evaluation of the Indonesian Personality Development Course between lecturers. Because of that, an appropriate and practical evaluation media/platform is needed to evaluate the affective domain of Indonesian Personality Development Course outcomes.

Based on the explanation above, the researcher developed an evaluation platform called "KlikMPK." KlikMPK was created to answer the problem of the absence of a platform that can evaluate the affective domain of the Indonesian Personality Development Course accurately and in detail at Universitas Pendidikan Ganesha. Previous similar research that has been carried out is Dewantara's research (2019) regarding the development of Indonesian course-oriented Personality Development Course tools at Undiksha. Even though they both discuss the evaluation of the Personality Development Course at Undiksha, Dewantara's research has differences from the research that will be carried out. Dewantara only focuses on developing Indonesian Personality Development Course tools, which are Language attitude-oriented instruments, in conventional form.

Meanwhile, the research that will be carried out creates a platform for evaluating the practical evaluation of the Indonesian (which also includes a positive attitude towards language) in digital form. In addition, another research that has been carried out in the research of Wahyundari & Handayani (2021) makes the development of serial image media to develop oral language skills in early childhood. From the research conducted, there are differences in the subjects developed. Therefore, the location of the novelty of the development carried out by this research is very clear.

2. METHOD

This research aimed to describe and analyze the results of developing an Indonesian affective evaluation instrument and platform called KlikMPK. The type of research used is Research & Development (R&D) with the ADDIE development model. R&D research is research that aims to produce specific products and test the effectiveness of the products made (Sugiyono, 2019). According to Mulyatiningsih (2013), the ADDIE model has five steps: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation.

Data collection methods used in this research were observation and questionnaires. Data regarding the validation of the digital-based affective evaluation platform in Indonesian learning was collected using a questionnaire. Observations were made to find out the needs analysis before making the platform. The data analysis technique used in this research is a mixed-method, namely quantitative-qualitative. Quantitative data in testing the platform's feasibility is obtained from the number of scores in the expert validation sheet. Furthermore, qualitative analysis was used to describe data in words and sentences (Raco, 2010). In this study, qualitative research was used to describe the description of KlikMPK and the stages of its development.

To obtain the validity of the affective evaluation platform as a medium for Indonesian Personality Development Course, a questionnaire for the affective evaluation platform was distributed to two validators. The second task of the validator is to assess and provide input in the form of criticism and suggestions. A validation sheet assists the assessment of the validator. Next, the digital-based affective evaluation platform for Indonesian learning at Undiksha must reach a good (valid) category. The following formula analyzed the validation platform.

$$Validation (V) = \frac{Validation\ Total\ Score}{Max.Total\ Score} \times 100\% \dots\dots\dots$$

(Akbar, 2013)

The minimum coefficient of content validation in this study is $\geq 0,7$. The validation coefficient category (V), according to Akbar (2013) is as follows.

Table 1 Expert Validity Criteria

No.	Skor	Kriteria Validasi
1	85,01 – 100,00 %	Very Valid
2	70,01 – 85,00 %	Valid
3	50,01 – 85,00 %	Less Valid
4	01,00 – 50,00 %	Invalid

There are 7 (seven) points in the assessment aspects used in this study. The validator can fill in numbers ranging from 1 to 5. The assessment aspects used in assessing the validity of the platform are as follows table 2.

Table 2 Assessment Aspect

No	Assessment Aspect
1.	The display of the evaluation instrument media is attractive.
2.	The evaluation instrument media design in terms of background is good.
3.	The menu in the evaluation instrument media works well.
4.	The type and size of the font used are clear/easy to read.
5.	Easy-access evaluation instrument media/
6.	Evaluation instrument media benefits lecturers as a means of effective assessment of Indonesian learning.
7.	Evaluation instrument media helps lecturers to know aspects of affective assessment clearly.

The design stage for the development of KlikMPK based on the Indonesian language material as a Personality Development Course in this study is as follows.

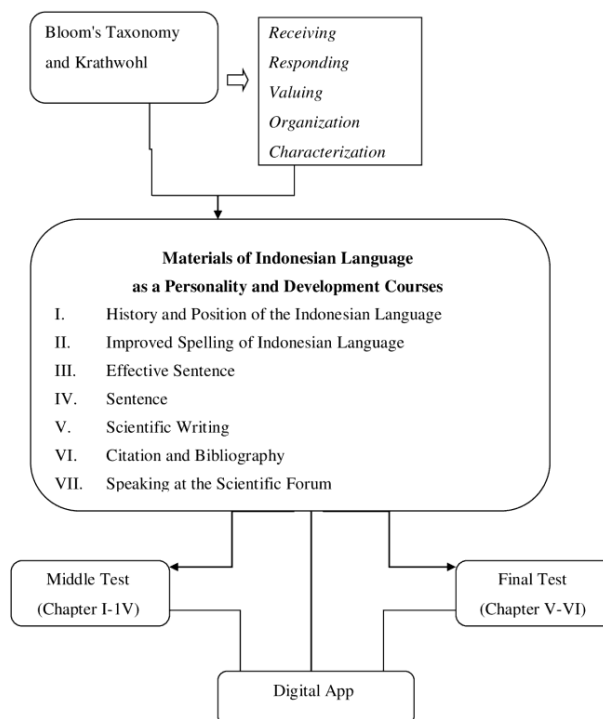


Figure 1 The Design Stage

3. FINDINGS AND DISCUSSION

KlikMPK Platform as an Affective Evaluation Media for Indonesian Personality Development Course



Figure 2 Logo of KlikMPK

The KlikMPK platform is a program based on a web application. This website is addressed at the link www.klikmpk.com. KlikMPK has the function of making the final decision on student learning outcomes for the Indonesian learning at Undiksha. Wijaya (2021) states that the platform must have advantages: open-source, flexible, integrated, plugin support, and mobile or laptop support. Based on this statement, the advantages of this web-based effective evaluation platform are as follows.

1. Open Source

The first advantage of using KlikMPK is that one of the platforms can be accessed for free or is open source. Simply by visiting the official website page of KlikMPK, users can enter and use the features available in it.

2. Flexible and Easy to Use

KlikMPK can support various scalability of the evaluation media designed. In addition, in KlikMPK, there is also a collection of questions in a box called "question bank." The collection of questions can be downloaded for free. Lecturers can also upload questions as documentation. In fact, The terms of assessment and scoring have been automatically designed and adapted to the rules that apply at Undiksha.

3. Integrated

The security system in KlikMPK already uses the best system. The system will always permit users who want to access the question bank. A password also accompanies this platform that only the account owner can know.

4. Plugin Support

By default, the KlikMPK platform also supports various plugins to add special functions and features. This KlikMPK plugin directory helps with administrative needs, assessments, etc. Furthermore, this platform is easy to customize because it was created for everyone. Users can change the theme or profile according to their needs.

5. Support Mobile and Laptop

The next advantage of KlikMPK is that it can be accessed using a smartphone or laptop so that the compatibility of this platform has also been adjusted and supports a more responsive display. Users can also use this application on various devices even though it is accessed in different browsers.

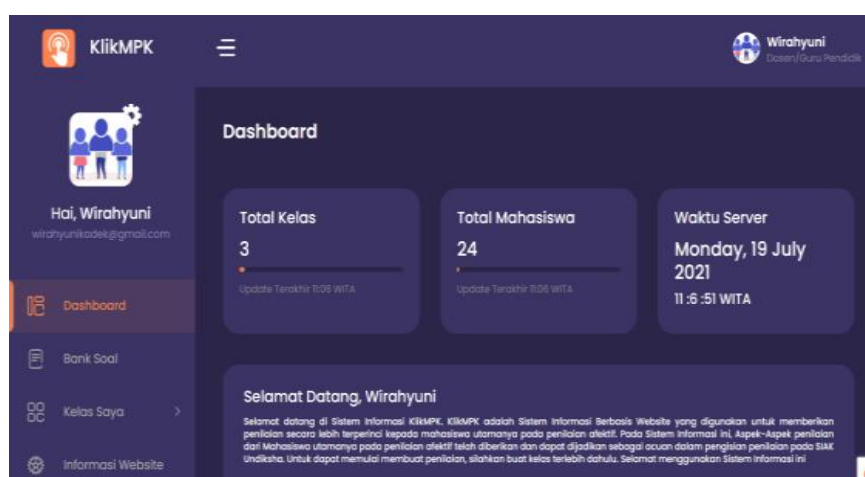
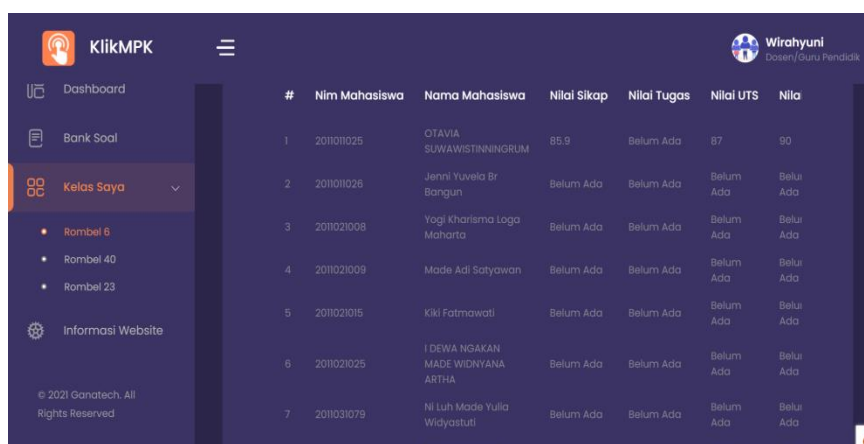


Figure 3 KlikMPK Dashboard

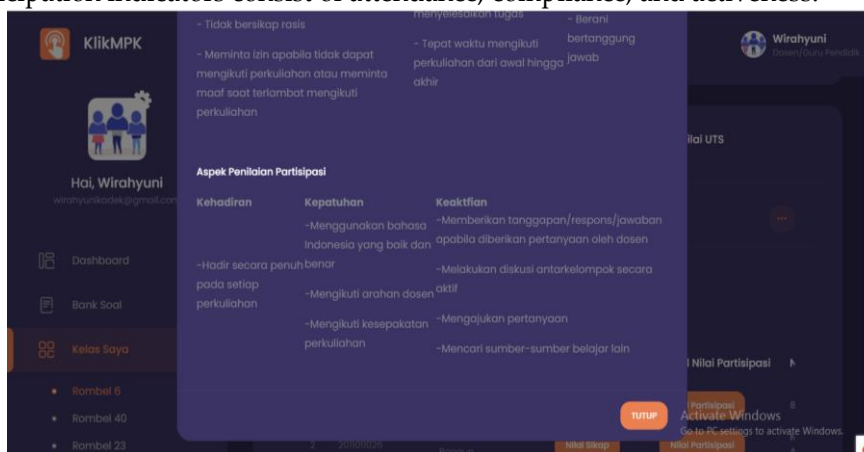
The dashboard page has information about the number of classes taught, total students, and server time. Also, users can create new classes on this page.



#	Nim Mahasiswa	Nama Mahasiswa	Nilai Sikap	Nilai Tugas	Nilai UTS	Nilai
1	201010025	OTAVIA SUWAWISTINNINGRUM	85.9	Belum Ada	87	90
2	201010026	Jenni Yuvela Br Bangun	Belum Ada	Belum Ada	Belum Ada	Belum Ada
3	201021008	Yogi Kharisma Logo Maharta	Belum Ada	Belum Ada	Belum Ada	Belum Ada
4	201021009	Made Adi Satyawan	Belum Ada	Belum Ada	Belum Ada	Belum Ada
5	201021015	Kiki Fatmawati	Belum Ada	Belum Ada	Belum Ada	Belum Ada
6	201021025	I DEWA NGAKAN MADE WIDNYANA ARTHA	Belum Ada	Belum Ada	Belum Ada	Belum Ada
7	201031079	Ni Luh Made Yulia Widyastuti	Belum Ada	Belum Ada	Belum Ada	Belum Ada

Figure 4 My Class Page Affective Evaluation of Indonesian Learning

The My Class page contains all the groups taught by the lecturer, student I.D. number, name, and student grades. The essential advantage of this platform is that the attitude assessment indicators are more detailed than the SSO used at Undiksha. So, attitude assessment is not only seen from the presence and participation of students. Attitude indicators consist of discipline, behaviour, and courage. Participation indicators consist of attendance, compliance, and activeness.



Aspek Penilaian Partisipasi	Kehadiran	Kepatuhan	Keaktifan
- Tidak bersikap rasial	- Meminta izin apabila tidak dapat mengikuti perkuliahan atau meminta maaf saat terlambat mengikuti perkuliahan	- Menggunakan bahasa Indonesia yang baik dan benar	- Memberikan tanggapan/respons/jawaban apabila diberikan pertanyaan oleh dosen
- Bertanggung jawab	- Hadir secara penuh benar pada setiap perkuliahan	- Mengikuti arahan dosen	- Melakukan diskusi antarkelompok secara aktif
- Bertanggung jawab	- Mengikuti kesepakatan perkuliahan	- Mengajukan pertanyaan	- Mencari sumber-sumber belajar lain

Figure 5 Aspects of Participation Assessment

The picture above is a display of the participation assessment aspect. The participation assessment indicators consist of attendance, compliance, and activity. Determination of these aspects is done, so lecturers have an understanding and agreement regarding the affective domains assessed in the Indonesian course. For more details regarding the use and various features available in KlikMPK, see the following video tutorial.

The Validity of the KlikMPK Platform as an Affective Evaluation Media of Indonesian Personality Development Course

Suwiwa (2014) said that expert validation is important to perfect the developed product and get the feasibility of testing on students. Validation of the Indonesian Language learning affective evaluation platform for final decision making on student learning outcomes at Universitas Pendidikan Ganesha was carried out by two media experts, namely Dr. IKSa and Dr. IKSb. Both are media experts from Undiksha. After collecting data through questionnaires and calculated through validity testing, the results of the media expert validation obtained are as follows table 3.

Table 3. Expert Validation Results

No.	Expert	Score (%)	Criteria
1	Dr. IKSa	92.9	Very Valid
2	Dr. IKSb	96.4	Very Valid
Average		94.64	Very Valid

Media validation experts evaluate the results of platform development with several indicators, including: (1) the appearance of the evaluation instrument media is attractive, (2) the design of the evaluation instrument media in terms of the background is good; (3) the menu in the evaluation instrument media is functioning properly; (4) the type and size of the letters used are clear/easy to read; (5) the evaluation instrument media is easily accessible; (6) media evaluation instruments provide benefits for lecturers as a means of effective assessment of Indonesian Personality Development Course; and (7) evaluation instrument media helps lecturers to know aspects of affective assessment clearly. The assessment of validator 1 on a scale of one hundred were 92.86, which entered the very valid criteria, and validator 2 gave a value of 96.43 entered the very valid criteria. So, the affective evaluation platform for the Indonesian Personality Development Course for final decision making on student learning outcomes at Universitas Pendidikan Ganesha is feasible (implemented).

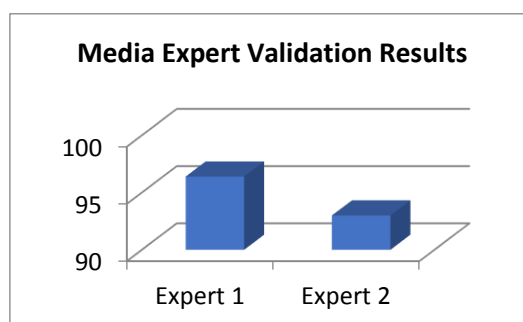


Figure 6 Media Expert Validation Results

The comments and suggestions given by the media experts are as follows.

1. Create a "website information" button that leads to a page that contains instructions for using this online application, such as the procedures for inputting student affective scores.
2. Also provide media instructions (explaining the buttons and their descriptions/functions).
3. On the question bank page/question list, the content is a grid. It should be adjusted between the title with the content.
4. Try rechecking the script; when you want to enter an attitude score for one of the students, the column for inputting numbers does not appear.
5. In general, from a visual perspective, it is good. However, there are letters in the welcome greeting that are too small and long. The suggestion is that the font size should be enlarged and shortened to a maximum of 12 words and balanced in proportion to the space.

Provide instructions for using this portal, either by including a video tutorial or graphic link, so that teachers/lecturers can operate it properly.

KlikMPK Platform Development Stages

The development of the KlikMPK platform as a digital-based affective evaluation medium for Indonesian learning at Undiksha was carried out using the ADDIE model development. The ADDIE development model is used because it is practical and systematic. Sugihartini & Yudianta (2018), state that ADDIE is very effective as a development model. In addition, the stages in this model are also systematic in product development. The following are the stages in the development of KlikMPK.

1. Analysis Stage

The researcher conducted a needs analysis in the analysis stage, namely the need for a good evaluation platform for the Indonesian course at the Undiksha. So far, researchers have seen that the evaluation media used in evaluating have not been maximized. Therefore, this research is needed and has new value compared to other research.

2. Design Stage

The researcher designed an expert validation instrument and a flowchart and storyboard for an affective evaluation platform in Indonesian MPK learning at the design stage. The designs made will then be tested by experts at a later stage.

3. Development Stage

In this stage, researchers create a platform based on flowcharts and storyboards that have been designed to evaluate student learning. The platform developed was also validated by two media experts. After several revisions were made, this platform was tested on several Indonesian lecturers.

4. Implementation

The implementation stage was conducted by testing the KlikMPK platform with Indonesian MPK lecturers at Undiksha. In addition, the researchers also distributed questionnaire sheets to teaching lecturers to find out their responses to the affective evaluation platform used.

5. Evaluation

The last is the evaluation of the affective evaluation platform, which was developed to provide a practical assessment of Indonesian learning. Based on the evaluation, it was found that this platform can still be developed even better, such as changing the layout to make it more attractive, adding some assignment features, and adding a collection of affective questions, which can later be used as evaluation material in Indonesian learning.

Based on the stages described above, it can be concluded that this research has carried out the stages in full according to the ADDIE model because other studies are only limited to using several stages. For example, Wahyundari & Handayani (2021) research developed serial picture media for early childhood, Firdaus & Handayani (2021) research developed busy book media for early childhood. The two studies only used three stages, namely: analysis, design, and development. Another research that used the full ADDIE development model is Safitri & Harjono (2021), who developed a social attitude assessment instrument. On the other side, development research also uses a different model. For example, Dewantara's research (2019) which uses a 4D model, includes four stages, namely: Define, Design, Development, and Dissemination; in his research.

CONCLUSION

The KlikMPK platform developed has several advantages, such as (1) being open-source; (2) being flexible and easy to use; (3) secure and integrated; (4) having plugin support and is easy to customize; and (5) mobile friendly and laptop support. The advantage of this platform compared to other assessment platforms is that there are detailed effective assessment aspects so that lecturers can properly assess the affective domain of the Indonesian Personality Development Course. Based on the validation carried out by two experts, an average score of 94.64 was obtained with very valid criteria, so it can be concluded that the KlikMPK platform can be used as the choice of media for affective evaluation of Indonesian courses. The stages of developing this platform consist of (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. This stage is in accordance with the ADDIE development model. This development product is still in the form of an effective evaluation platform which is still limited to attitude and participation assessment; further research is expected to develop it more complexly so that the assessment of the affective domain in the Indonesian Personality Development Course can be more detailed.

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