RESEARCH REPORT OF STUDY PROGRAM INTERNATIONAL
COOPERATION

Entitled:
EVALUATION OF LEARNING IN ELEMENTARY SCHOOL: INTEGRATION OF
CHARACTER VALUES IN STUDENTS

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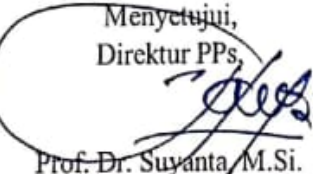| No	Nama, Gelar	NIP	Bidang Keahlian
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EVALUATION OF LEARNING IN ELEMENTARY SCHOOL: INTEGRATION OF CHARACTER VALUES IN INDONESIAN AND MALAYSIA STUDENTS

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Abstract

Various kinds of activities have been undertaken by the nations in ASEAN, including Indonesia and Malaysia, to encounter the Era of MEA and the industrial revolution 4.0. One of them is an effort to strengthen the character education in school-age children, in particular with the children at elementary school through learning activities. In terms of the intended effort, the study aims to describe a way of integration of the old-fashioned value in the learning process, and the obstacles emerging to implement the integration.

The study will be conducted in the elementary schools in Indonesia and elementary schools in Malaysia, while the approach used is *a cross-sectional survey. The* Data collection technique used surveys with the questionnaire, observation, and interview with several information sources comprising the principals, teachers, and students which will be selected by the technique of *proportional random sampling.* The questionnaire will be validated with the validity of content and construct, while the observation sheet will be validated with content validity. The reliability of the questionnaire is estimated with Cronbach Alpha, and the observation sheet is estimated by using the inter-rater technique. Data collected will be analyzed by quantitative descriptive and qualitative descriptive statistical techniques.

The results of the study will be a description regarding the implementation of character-integrated values in the learning process in the elementary schools in Indonesia and in the elementary schools in Malaysia. Besides, an analysis of research results will be conducted to determine the steps to enhance the learning process in elementary schools both in Indonesia and Malaysia.

Keywords: character, elementary school students, Indonesia, Malaysia.

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CHAPTER I INTRODUCTION

A. Background

The emphasis on achieving some of the national education objectives is important especially in the era of the Industrial Revolution 4.0. The term is identically needed considering the enormous challenges that will be found in the digital and automated generation. Through this digital transformation age, almost all the students and members of educational units are freely able to access and use the information for a wider range of purposes without limited space and time. On the other hand, the administration of education has to be able to reach the national education goals stated in Law Number 20 of 2003 concerning the National Education System which has an emphasis on the aspects of generation's morality.

The era of Industrial revolution 4.0 is known for three literacy comprising the digital, data, and humanity literacy. Humanity literacy focuses on emotional intelligence meaning that successful people are the individual who has high emotional intelligence. Furthermore, one aspect of emotional intelligence is a good personality reflected in the students' character. Therefore, education is obligated to be a means of character establishment, because without having character, the individual will lose his genuine side and his presence in the public will lead to disadvantages as well as add to the complexity of life. (Noah, 2017). To establish the student's moral values, it will be able to be done by strengthening the integrated character education in learning activities. Hence, the character in students will be inherently through the education process.

The inculcation of character values should begin at the elementary school level of education. The importance of imparting character in primary school level is to get a balance among the attitudes, skills, and knowledge as an effort to build student's *soft skills* and *hard skills*. The balance is presented in Figure 1 below.
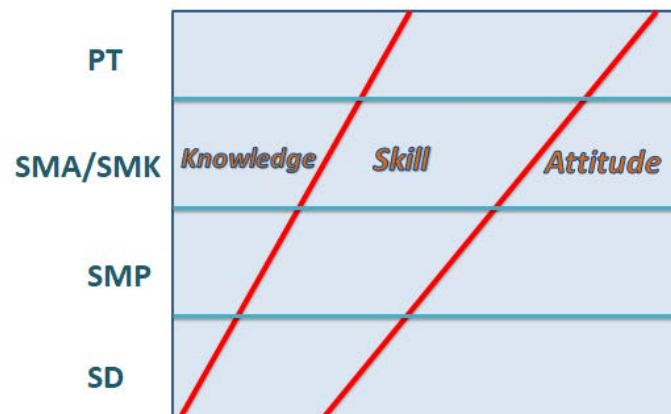
Figure 1. The balance among knowledge, attitude, and skill

Figure 1 shows that the instruction of attitude reflected in the student's character at the primary school level is more dominant and has the highest portion compared to other levels of education. Therefore, inculcation and integration of character values in learning both inside and outside the classroom are essential. Thus, it is a strong base for conducting research entitling "Evaluation of learning in elementary schools: Integrating character values in students". The research will be conducted in two countries, namely Indonesia and Malaysia, to obtain complete data and information related to the integration of character values in learning in elementary schools in Indonesia and Malaysia.

B. Formulation of the Problems

Based on the background, the formulation of the problems are described as follows.

a. How to integrate the character values of elementary students in Indonesia and Malaysia?

b. What are the obstacles to integrating the character values of elementary school students in Indonesia and Malaysia?

C. Research Objectives

Based on the formulation of the problem, the objectives of the study are to:

a. Describe the integration of the character values of elementary students in Indonesia and in Malaysia

b. Describe barriers to integrating the character values of elementary school students in Indonesia and Malaysia

D. Research Excellence based on RIP UNY

Nawacita; Vision, Mission, Strategic Plan of Kemenristekdikti; Ministry of National Education Strategic Plan; National Research		**Non-Educational Sciences**	**Research Based Teaching**
			Professional Development of
Vision and mission, UNY's goals and objectives; UNY Strategic Plan		**Educational Sciences**	**Vocational Education**
			Improving the quality of educational
			Character building

Featured Topic 1
Cultivation of the main character values

Featured Topic 2
Local wisdom education curriculum

Featured Topic 3
The model for the preparation and improvement of teacher qualifications in implementing

Featured Topic 4
Model of integration of national characters in the learning

Featured Topic 5
Development of character education implementation tools

Featured Topic 6
Model of character education implementation and partnership network with

Featured Topic 7
Model for training in the development and

Featured Topic 8
Assessment and evaluation system in character education

Proposed research

Evaluation of Learning in Elementary School: Integration Of Character Values in Students in Indonesia and Malaysia

E. Significances of Research

The benefits of this research are

a. Providing important input to the government in this case the education office and the ministry of education in Indonesia and Malaysia to continue to improve the strategic efforts of character education in elementary schools.

b. Providing recommendations and useful input for schools where the results of this study can be used as considerations in improving the quality of character education in learning in schools.

CHAPTER II
LITERATURE REVIEW

A. Learning in Elementary School

According to Schunk (2012: 3), learning is a change in behavior that lasts a long time, or in a capacity to behave in a certain way, which results from practice or other forms of experience. Learning is sometimes identic with technology whereas technology is only a means to an end and not the main thing, Chitanana (2010) states that although technology plays an important role in the learning environment, it is not the main focus of the project, but is one of the added values of participation. This technology is a tool to achieve learning objectives.

Another opinion was conveyed by Haylock & Thangata (2007: 27) that learning is a process where a student organizes his experience, summarizes something from a number of examples that have something in common and uses it with one concept name for all that is related. Learning in elementary school can be interpreted as a process in which an elementary school student organizes his experiences, summarizes things from a number of examples and applies them in daily life that makes long-lasting behavioral changes, or in the capacity to behave in certain ways. The results of learning are also called learning achievements. Achievements according to Arends & Kilcher (2010: 59) are the results when students try to learn certain subjects or acquire difficult skills and then succeed in their efforts.

According to Jhonson & Jhonson, (2002: 8) learning achievement can be concluded to have three relationships, namely: (1) achievement related to behavior (ability to communicate, work together, solve problems); (2) achievements related to results (writing themes or report results, art results, craft results); (3) achievement related to attitude and disposition (giving in work, desire to continuously improve one's competence, commitment to quality, internal locus of control, self-appreciation). Disclosure of ideal learning outcomes includes all the psychological domains that change as a result of students' learning experiences and processes.

Based on the opinion of the experts, the learning achievement in this study can be interpreted as related information compiled by students so that students understand the information that has been obtained and can re-disclose the information relating to student behavior and attitudes. That student's behavior and attitude is meant by the character of elementary school students. According to Marzno (1985), inculcation of the most dominant character (behavior and attitude) at the elementary school level. The inculcation of the character of elementary school students is integrated in the learning carried out in schools.

B. Character Education

In terminology, the meaning of the character was put forward by Lickona (1991: 51) which stated that "*A reliable inner disposition to respond to situations in a morally good way."* In addition, "*Character so conceived has three interrelated parts: moral knowing, moral feeling, and moral behavior"*. Based on the opinion, the noble character (good *character*) includes knowledge about merit, then it raises commitment (intention) towards the advantages, and finally, it practices the goodness. Then, to realize a character in an individual is pursued through a series of processes which start from thoughts (cognitive), feelings (affective), and behaviors (behaviors) which have become habits. Character is such the most valuable treasure in human life. Human identity, as perfect humankind, exists in the development of their character. The formation of these characters will be achieved if human beings can develop a wider range of potentials that God has bestowed upon them. The potentials include reason potential (reasoning capability), religion and conscience (heart power), and lust and senses (life forging). By enhancing the reasoning capability, the scientific ability emerges; by nurturing heart power, faith and morals or high-minded character are embedded; and by forging a life, a marked enthusiasm is born to cope with every life challenge which they face.

Furthermore, the content of character education psychologically encompassed the dimensions of moral in reasoning, feeling, and action (Lickona, 1991). Frye (2002: 2) defined character education as, *"A national*

movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share". Thus, character education, according to Frye, has to become a national movement that makes schools as an agent to cultivate the noble character values through learning and modeling (a role). Within character education, the education units have to play a role to guide students in embedding the noble character values such as respect and care to others, responsibility, cooperation, integrity, and discipline. In addition, character education is obligated to be able to shun students from despicable and prohibited attitudes and behaviors.

The concept of character education arises from the idea of Marzuki (2009) which states that character is the values of universal human behavior that includes all human activities, both in the context of relating to God, with them self, with fellow human beings, and with the environment. Therefore, efforts to make positive character habituation to students must be carried out continuously in education. Kamarudin, (2012) states that a person's character cannot be formed in only one or two ways. In addition, all teachers and educational staff must also be involved in providing examples of positive character for students, both in the process of interaction during learning in class and the process of interaction outside the classroom.

Research conducted by Sabani & Mihardi (2015) explains that one form of character education is the integration of character values into the subject matter provided to students. The integration can be carried out by implementing an appropriate learning model or in accordance with the developed character by paying attention to the balance between grades and academic achievement with the character being adapted. In addition, Zamroni (2011) explains that the character education process includes at least four principles: *First,* provide rational information; *Second,* formulating policies or regulations, such as codes of ethics, student promises, teacher or lecturer promises, standards of behavior that must be adhered to together; *Third,* continuously communicating the contents and targets of character education; *Fourth,* develop models, role models, and concrete examples of consistent positive character, especially by

the teacher and all parts of the school environment. Based on these explanations, it can be concluded that character building is a process of habitualizing good attitudes or morals to students, both in the learning process in the classroom and in daily interactions outside the classroom and carried out by all levels in the school environment.

C. Main Character Value

Since 2010, the Government of Indonesia has formulated policies on building the nation's character. In the National Policy of Nation Character Building in 2010-2025 it is emphasized that character is the result of the integration of four parts, namely *olah hati*, *olah pikir*, *olah raga*, and *olah karsa*. *Olah rasa* are related to feelings, attitudes and beliefs/faith, *olah pikir* related the process of reasoning to seek and use knowledge critically, creatively and innovatively, *olah raga* related to the process of perception, readiness, imitation, manipulation, and the creation of new activities accompanied by sportsmanship, and *olah karsa* is related to the will and creativity that is reflected in caring, imaging, and creating newness (Government of the Republic of Indonesia, 2010: 21). The character values imbued by the Pancasila precepts in each of these sections can be summarized in four basic value concepts, namely *olah hati, olah piker, olah raga,* and *olah rasa* and *olah karsa.*

The values referred to basically can be implemented in the form of developing an instrument model that can be used as a guideline or benchmark for the success of character education that has been adapted to the times so it is easily accepted by students. The Ministry of National Education Curriculum Center (now: Puskurbuk Kemdikbud) since 2009 has formulated 18 main values that must be implemented in schools, namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of land water, reward achievement, be friendly and communicative, love peace, love to read, care about the environment, care about social, and responsibility (Dit PSMP, 2011).

In the current administration of President Joko Widodo character education is very much emphasized to be carried out in all aspects of life.

Specifically, the Strengthening of Character Education *(Penguatan Pendidikan Karakter)* program in schools was implemented. There are five main values targeted to be achieved by students in the program, namely religious, nationalist, independent, mutual cooperation, and integrity (Kemdikbud, 2017). In line with the Government of Indonesia's policy, character in this study is focused on five main character values, namely: religious, responsibility, independent, cooperation, integrity and the character of the industrial world.

Other values of high character can also refer to forming character developed by UNESCO, involving six values such: trustworthiness, respect, responsibility, fairness, caring, and citizenship (Zamroni, 2011: 166). Besides that, McElmeel (2002) offered seventeen character values to be instilled in students, covering: caring, trust, courage, curiosity, flexibility, friendship, goal-setting (be able to determine), humility, sense of humor (fun), initiative, integrity, patience, perseverance, positive attitude, problem-solving, self-discipline, and teamwork (be able to collaborate).

The opinion and studies derived from various range of experts concerning the term of character show that it is such a paramount aspect to instill character values in learning, in addition to this, it is also an inseparable part in the education. High values of character revealed by the experts will be used as a strong ground in making a research instrument so that they can describe the character values which have been integrated into the learning process in elementary schools both in Indonesia and Malaysia. The results will be described by quantitative and qualitative descriptive to obtain in-depth information.

D. Model of Character Education in the Era of RI.4.0

Specifically, Popkova, Ragulina and Bogoviz, (2018) explained that the industrial revolution 4.0 was a trend related to the "digitalization" of the economy and society, including the development of smart services, smart data, cloud technology, digital networks, digital science, digital education, and the environment digital for life. Meanwhile the World Economic Forum/WEF (Gleason, 2018) explained *"the top ten skills that will be needed in order of*

priority by employers by 2020 are: complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility".

Then Ghorbani, Jafari, & Sharifian, (2018) explained *"the findings obtained from two qualitative and quantitative sections of the present study showed that the teachers of 21st century should educate students in a way that they can learn how to be in todays".* Van Hong, B., Tuyen, T., & Luong, NT (2018) also revealed the same thing, that 21st century teachers are required to have at least three competencies, namely the ability to apply technology in learning, besides 21st century teachers are required not only able to teach and manage classroom activities effectively, but are also required to be able to build effective relationships with students and the school community, use technology to support the improvement of the quality of teaching, as well as reflect and improve learning practices continuously. According to Anwar, et al (2018) strengthening character education in Era.4.0 is needed and the role of teachers and parents is an important part in strengthening these characters. Based on this research effective relationships become keywords and the effective relationship of teachers and students is part of instilling character to students.

Character can be formed by giving examples of attitudes by teachers who can set an example for their students. Research by Arisman, Getter, and Nuryamin (2018) shows that as the center of education a teacher must be equipped with an attitude of professionalism, have insight into the subject matter taught and have personality that can be emulated by students. Furthermore Darmiyati Zuchdi et al., (2009) revealed that all activities based on piety to God will be able to build awareness of God's supervision in each person's speech and behavior. The results of this study indicate that teachers have an important role in shaping the character of students, especially in the era of the industrial revolution 4.0. Current technological sophistication must be accompanied by a model of character development. The problem that occurs at this time is the existing character building model is still not fully integrated with the needs in the Era of R.I.4.0. This is one of the advantages of the research to be held, in

addition to providing convenience for teachers as well as providing models of character development that are in accordance with the needs of the times.

E. Research Roadmap

Research on learning has been carried out, including in 2015 entitled Development of Learning Process Evaluation Models Based on the 2013 Curriculum, in 2015, 2016 and 2017 received a multi-year research grant entitled an authentic assessment model to assess student learning outcomes. In addition to researching learning, the researcher also conducted a study of character in 2016 entitled Development of Animated Video Media to Improve Learning Motivation and Character of Elementary School Student Hard Work and in 2017 titled Anti-Corruption Values in Accounting Learning as Student Character Development in Vocational Schools. In addition, the most recent character research in elementary school was conducted in 2018 entitled Evaluation of Character and Moral Education in Elementary School. The results of this research are important to be followed up and carried out more extensive research, so that this year (2020) proposes a study entitled Evaluation of Learning in Elementary School: Integrating the character of students in elementary school learning in Indonesia and Malayasia. The research road map is summarized in Figure 3.
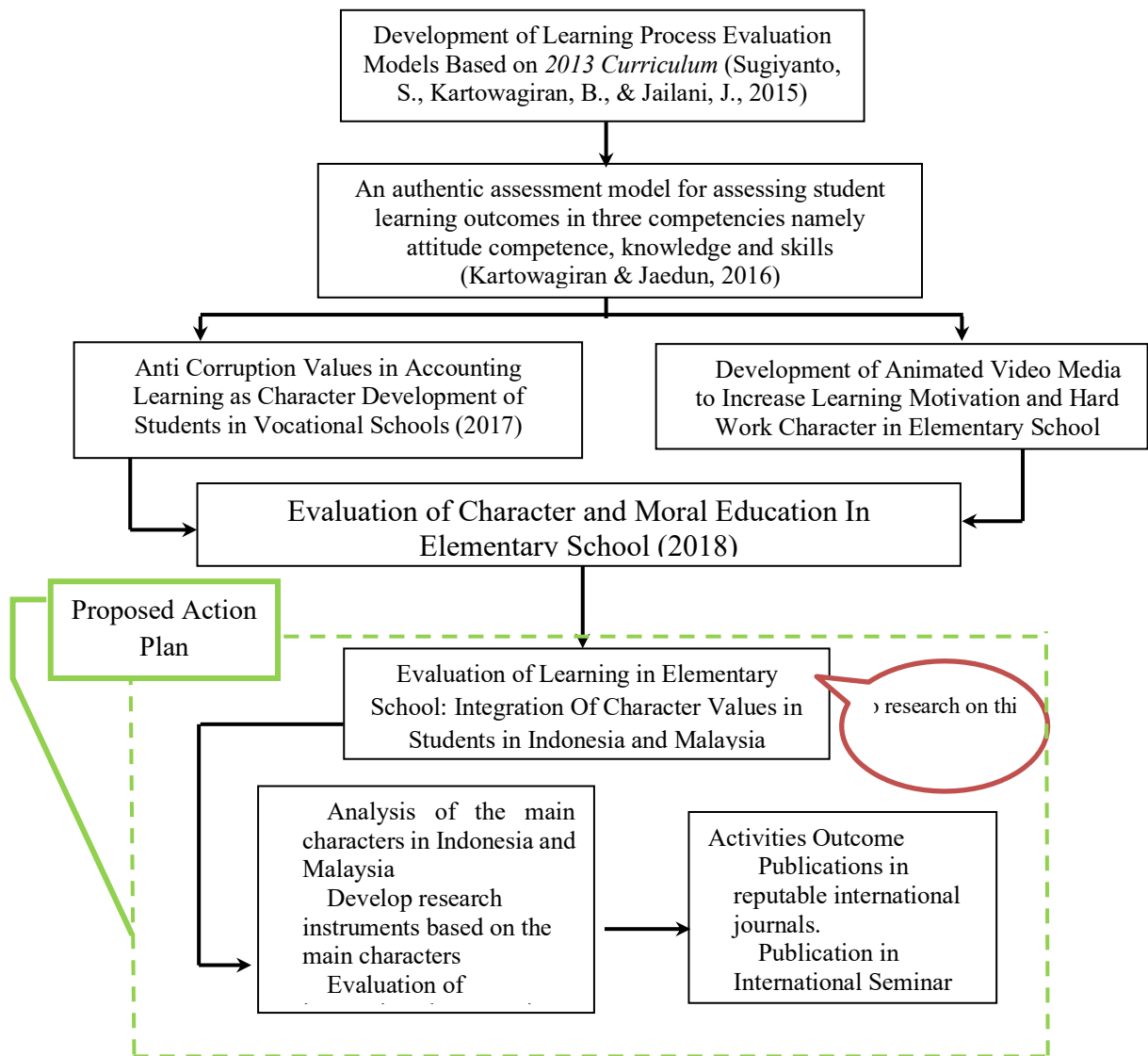
Figure 3. Research Roadmap

CHAPTER III
RESEARCH METHOD

A. Types of Research

The approach used in this study is a qualitative and quantitative approach. This type of research is a survey research (cross-sectional survey), which means a survey towards the learning activities implemented in several elementary schools where a short time can show a result that can be known.

B. Research Sites and Subjects

The study was conducted in three elementary schools in Sleman Regency, Indonesia and three elementary schools in Selangor, Malaysia, the determination of which was carried out using non-proportional random sampling techniques. The research subject taken from elementary school students on the ground that the character establishment should be done as early as possible. Each school was taken in six classes, for instance, each level was taken, one class. If each level has a parallel class, the class is determined randomly.

C. Techniques and Instruments of Data Collection

Data collection techniques used are surveys with questionnaires, observations, and interviews with information sources of principals, teachers, and students selected with proportional random sampling techniques. The questionnaire is organized based on the construct of character. Then, it is validated with the content validity technique, namely expert judgment and construct validity

D. Data Analysis Techniques

The instrument is organized based on the construct of character. Then, it is validated with the content validity technique, namely expert judgment followed by a counting process using the Aiken formula. Meanwhile, the construct validity was carried out using exploratory factor analysis (EFA) techniques, whereas the observation sheet was validated with content validity.

The reliability of the questionnaire is estimated with Cronbach Alpha, while the observation sheet is estimated using the inter-rater technique

Data collection analyzed using quantitative descriptive and qualitative descriptive techniques. Quantitative descriptive is displayed in the form of tables and/or graphs, while descriptive qualitative is used to explain the way of integrating character value through learning. The categorization of the analysis results will be based on Table 1.

Table 1. The categorization of analysis

No.	Percentage	Category
1	0% - 20%	Not Very Good
2	21% - 40%	Not Good
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

CHAPTER IV
RESULT AND DISCUSSION

A. Research Results

In this section, descriptive statistics regarding the data which have been analyzed using the help of statistical programs are further interpreted according to the presented tables and graphs.

1. Deskriptive Statistic

The descriptive statistics present data in the form of calculation results of rate scores, the highest scores, the lowest scores, total of samples and standard deviation on each component of the character. The data presented started from the achievement of character integration values in the Special Region of Yogyakarta (DIY) Province to each of regencies/cities in detail.

a. Integrating the Character Values of Elementary Students in the Special Region of Yogyakarta

The following data are presented regarding the integration of the character values of elementary students in the Special Region of Yogyakarta entirely.

Table 2. Descriptive Statistics about Integrating the Character Values of Elementary Students in the Special Region of Yogyakarta

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Character	654	20,00	100,00	60,4205	20,36367
Valid N (listwise)	654				
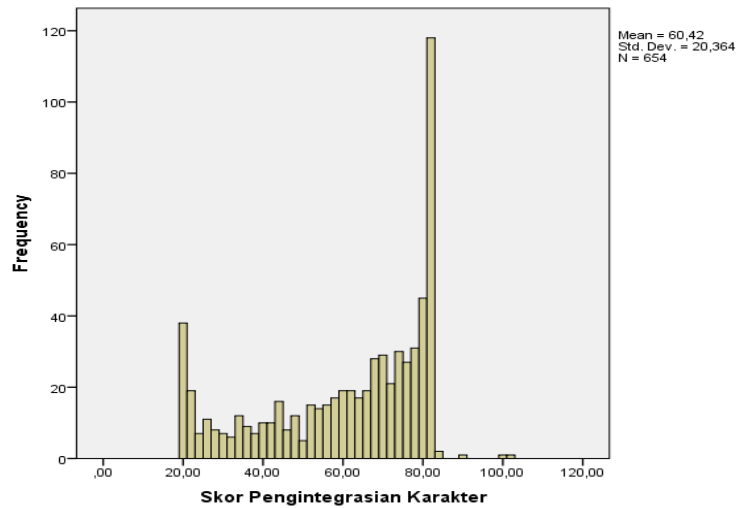
Figure 4. Histogram Integrating the Character Values of Elementary Students in Special Region of Yogyakarta

Based on the histogram above, it is known that the total sample used in the Special Region of Yogyakarta (DIY) in this study was 654 students. The rate score of student character is 60.42, the highest score is 100 while the lowest score is 20, and the standard deviation is 20.36.

b. Integrating The Character Value of Elementary School Students in Each Regencies/ Cities in DIY Province

1) Bantul Regency

The data presents the analysis result of the integration of character value scorre of elementary students in Bantul Regency

Table 3. Descriptive Statistics on Integrating the Character Values of Elementary School Students in Bantul Regency

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Character	114	20,00	89,00	59,0789	19,81871
Valid N (listwise)	114				

**Figure 5. Histogram of Integrating the Elementary
Students Character Values in Bantul Regency**

The total of samples employed in the assessment of the character integration level of elementary students in Bantul regency was 114 students. Based on the results of the analysis, the rate score of students' character was 59.07. Besides, the highest score of character integration is 89 and the lowest value is 20, while the standard deviation obtained was 19.81.

2) **Gunungkidul Regency**

The following data are presented as the analysis result of the integration of character values for elementary students in Gunungkidul Regency.

**Table 4. Descriptive statistics of Integrating the Character
Values of Elementary Students in Gunungkidul Regency**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Character	184	20,00	81,00	58,2337	22,23606
Valid N (listwise)	184				

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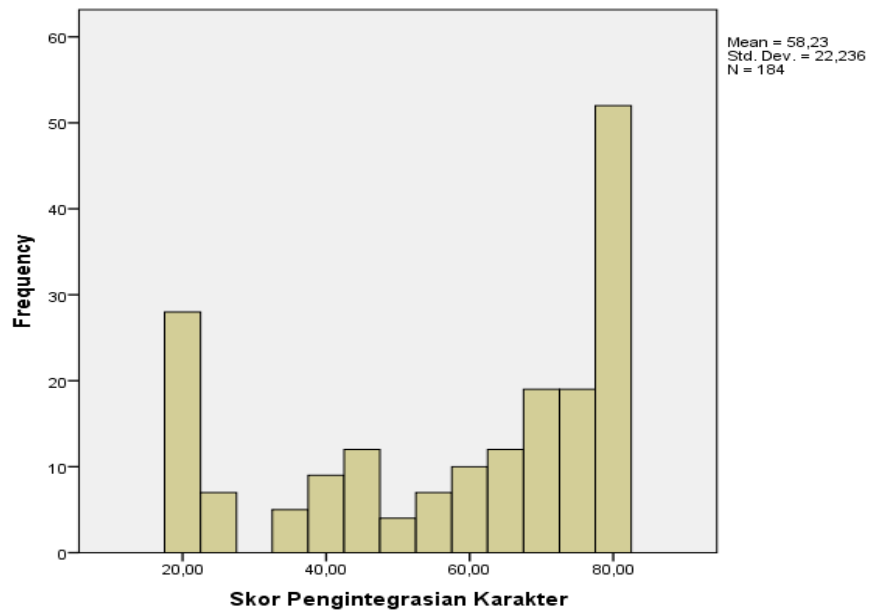
**Figure 6. Histogram of Integrating Elementary Students'
Character Values in Gunungkidul Regency**

Research on the character values of elementary students in Gunungkidul regency used total sample of 184 students. The rate scores of character obtained by students in Gunungkidul regency is 58.23. Besides, the highest score of the character is 81, while the lowest score is 20. Also, the standard deviation obtained from the character of students in Gunungkidul regency is 22.24.

3) **Kabupaten Kulonprogo**

The analysis results of data regarding Integrating the Character Values of Elementary Students in Kulon Progo are presented below.

**Table 5. Integrating the Character Values of Elementary
Students in Kulon Progo Regency**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Character	133	20,00	100,00	67,2331	20,27870
Valid N (listwise)	133				
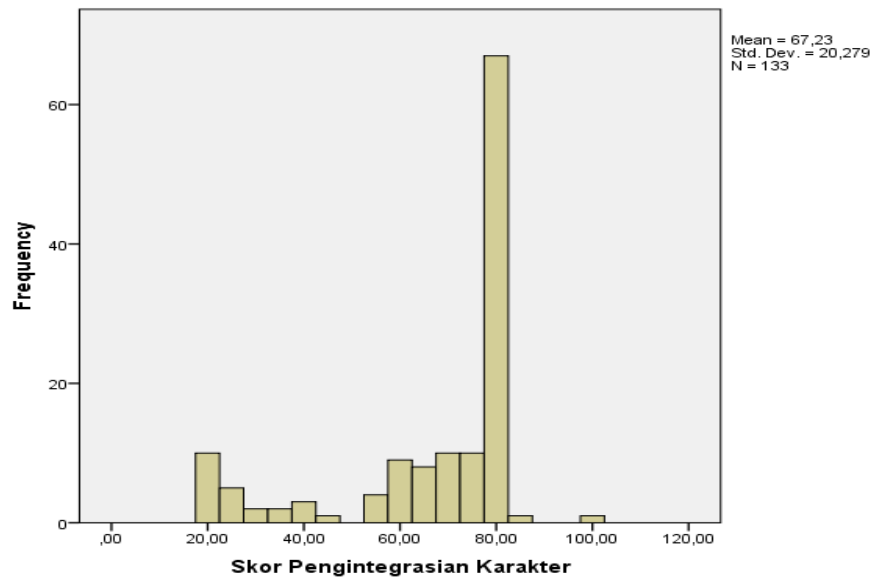
Figure 7. Histogram Integrating the Character Values of Elementary Students in Kulon Progo Regency

The number of samples used in the assessment of character integration level of elementary students in Kulon Progo regency was 133 students. Based on the analysis result, the rate score of students' character was 67.23. In addition, the highest score of character integration is 100 and the lowest value is 20, while the standard deviation is 20.28.

4) **Sleman Regency**

The analysis results of data regarding the Integration of the Character Values of Elementary Students in Sleman Regency are presented in the following.

Table 6. Descriptive Statistics of Integrating the character values of elementary students in Sleman Regency

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KARAKTER	88	20,00	84,00	56,3523	19,91709
Valid N (listwise)	88				

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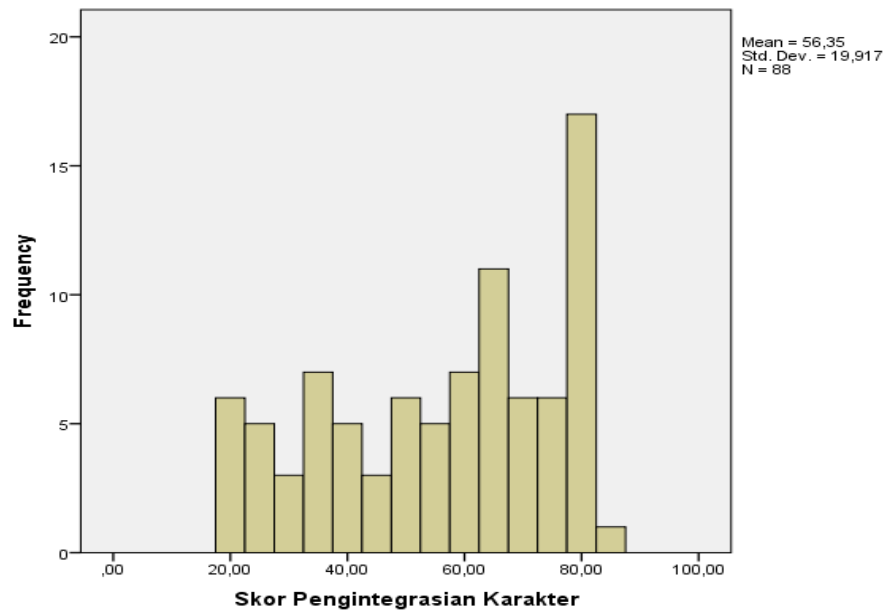
Figure 8. Histogram about integrating the character values of elementary students in Sleman Regency

Based on the histogram results above, it can be seen the total sample employed in Sleman regency in thi study was 88 students. The rate score of student characters is 56.35, the highest score is 84 while the lowest score is 20, and the standard deviation is 20.00.
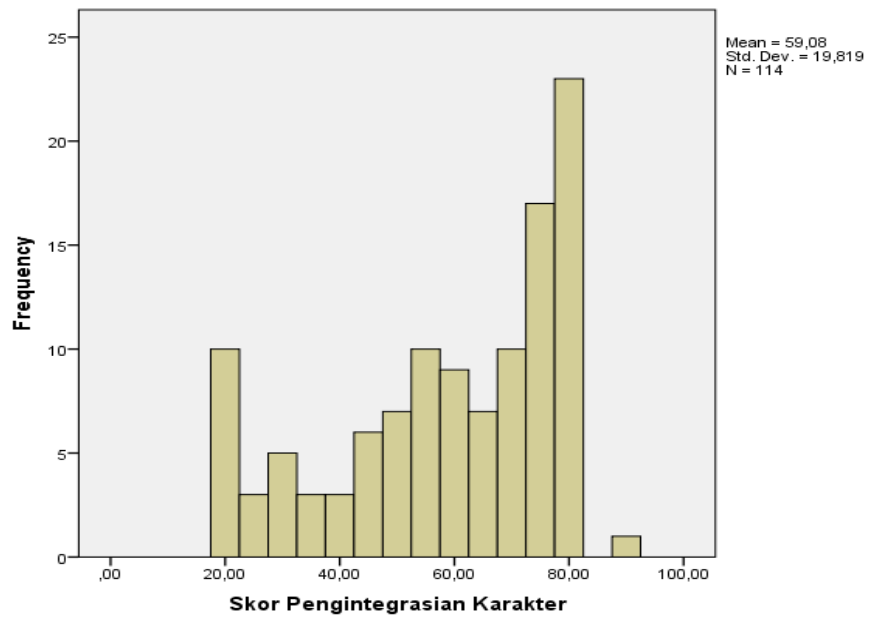
5) **The City of Yogyakarta**

The following data are presented as an analysis result of the integratin the elementary students character values in Yogyakarta City.

Table 7. Descriptive Statistics of Integrating the Character Values of Elementary Students in Yogyakarta.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
KARAKTER	135	20,00	99,00	60,4741	16,93042
Valid N (listwise)	135				
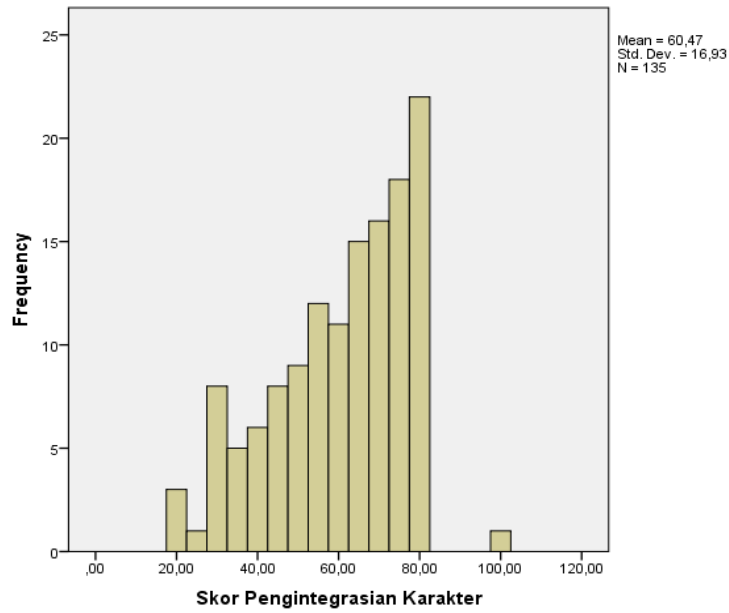
Figure 9. Histogram of Integrating the Character Values of Elementary Students in Yogyakarta.

Based on the histogram above, it can be sen that the total sample used in Yogyakarta city in this study was 135 students. The rate score of student character is 60.47, the highest score is 99 whereas the lowest score is 20, and the standard deviation is 16.93.

2. **Integrating The Character Values of Elementary Students in The Special Region of Yogyakarta Province**
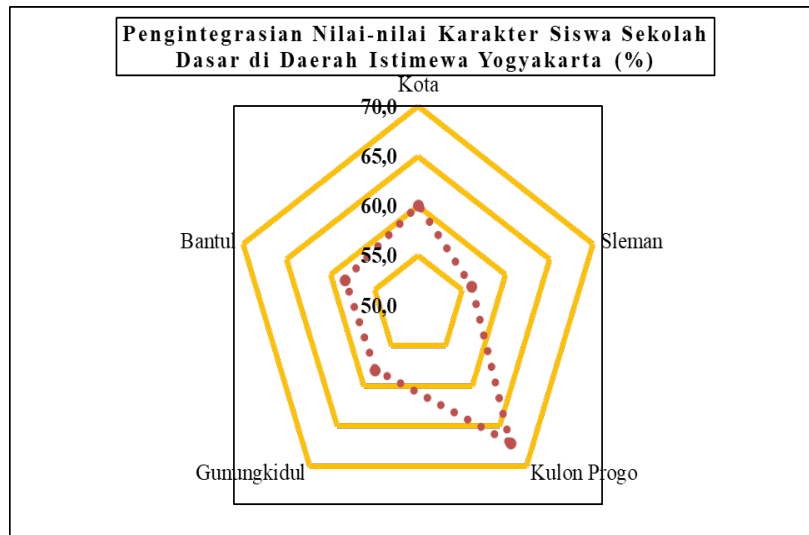
Figure 10. Integrating the Character Values of Elementary Students in the Special Region of Yogyakarta

Based on the data which have been analyzed, it showed that the highest integration level of elementary students in the Special Region of Yogyakarta (DIY) was reached by Kulon Progo Regency with a percentage of 67%, followed by Yogyakarta City with a score of 56.1%, then Bantul and Gunungkidul regency with percentages of 58.3% and 58% respectively, and the lowest score in Sleman Regency with 56.1%.

3. **Integrating The Character Values of Elementary Students in Each Aspect in the Special Region of Yogyakarta**

Figure 11. Graph of Integrating the Character Values of Elementary Students in Each Aspect in the Special Region of Yogyakarta

The data based on this scholarly paper showed that in integrating the character values of elementary school students in the Special Region of Yogyakarta (DIY) entirely, it was obtained the highest score on the Ethics aspect with a score of 65.8% while the lowest score was found in curiosity aspect with a score of 51.8%. besides, leadership aspect with a score of 63.8%, mindfulness with a score of 62.3%, courage of 59.4% and resilience with a score of 57.5%.

4. **Integrating The Character Values of Elementary Students and Teachers in The Special Region of Yogyakarta**
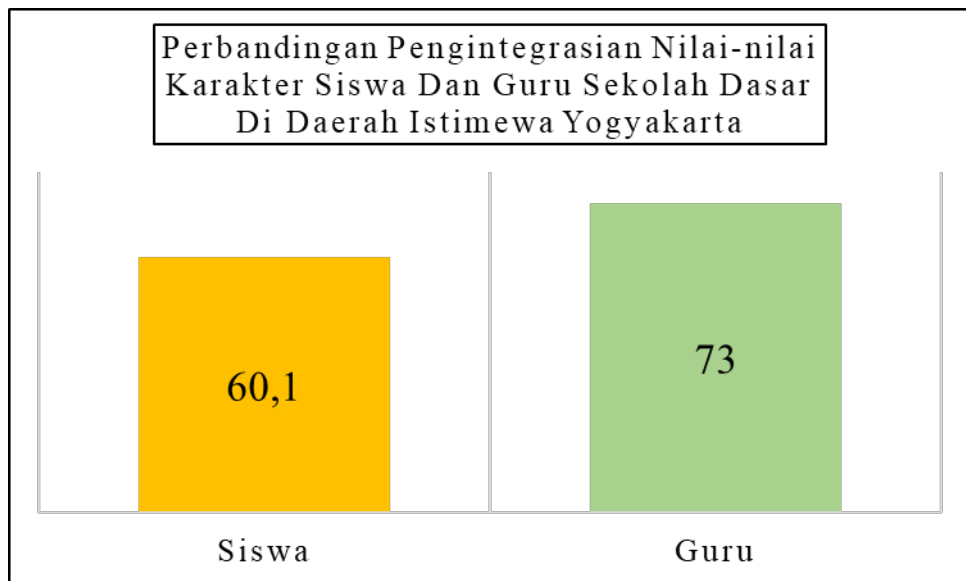
Figure 12. Integrating the Character Values of Elementary Students and Teachers in the Special Region of Yogyakarta

The data from the study showed that the comparison of score integrating the character values of students and teachers in the Special Region of Yogyakarta experienced a gap. The score of integrating character values in students was 60.1% while in teachers it was 73%.

5. **Integrating The Character Values of Elementary Students in Each Aspect of Each Regencies/Cities**

Figure 13. Integrating The Character Values of Elementary Students for Each Aspect in Each Regencies/Cities

Based on the data that has been analyzed, it can be seen that the integration level of the character values of elementary students for each aspect in each regencies/cities, namely the character of *mindfulness* was the highest score in Kulon Progo regency while the lowest score in the Sleman regency. Next, the *curiosity* charact*er* is the highest in Kulon Progo and the lowest in Sleman regency. The highest score of courage character is in the Kulon Progo regency and the lowest is Sleman regency. Furthermore, the highest resilience character is shown in Kulon Progo regency and the lowest is Sleman district. The highest of ethics character is in the Kulon Progo regency and the lowest is Gunungkidul regency. Lastly, the highest of leadership character is in Kulon Progo regency and the lowest is Sleman regency.

6. **Integrating The Character Values of Elementary Students in the City of Yogyakarta**
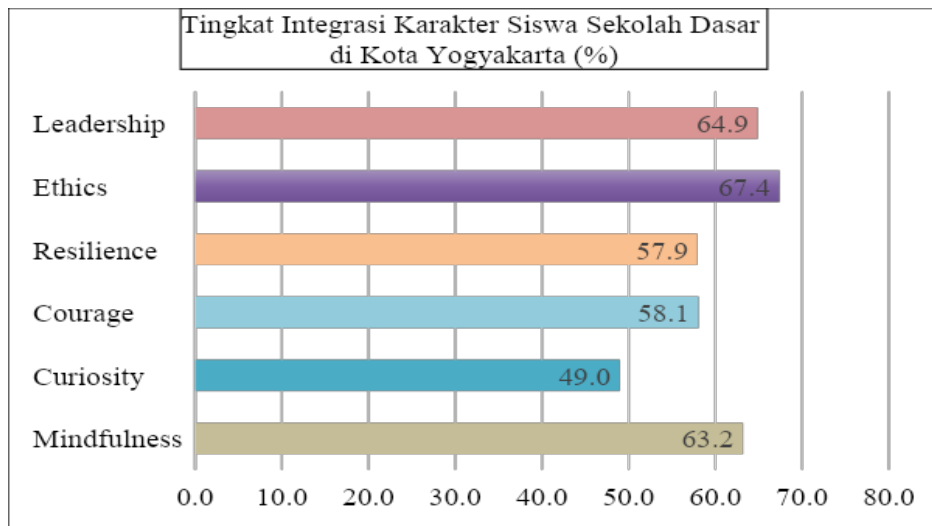
Figure 14. Integrating the Character Values of Elementary School Students in Yogyakarta City

Based on the calculation results, it can be seen that the percentage of character integration for elementary students in Yogyakarta has rate score of 56.1%. The highest score in the character aspect is in *the Ethics* with a score of 67.4%, and the lowest aspect on *curiosity* with a score of

49%. While in the leadership with 64.9%, and mindfulness, courage, and resilience with percentage 63.2%, 58.1%, and 57.9%, respectively.

7. Integrating The Character Values of Elementary Students in Sleman Regency
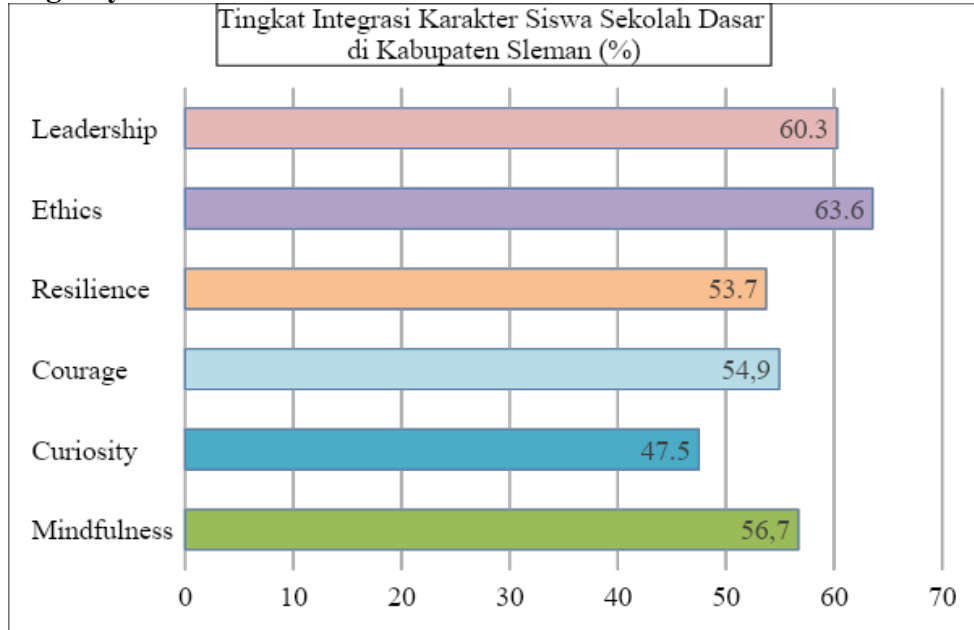
Figure 15. Integrating the Character Values of Elementary Students in Sleman Regency

Based on the chart above, the character integration level of elementary students in Sleman regencey has the *highest score on ethics aspect* of 63.6% and the lowest score *in curiosity aspect* with a score of 47.5%. Leadership aspect with a score of 60.3%, mindfulness with a score of 56.7%, courage with a score of 54.9% and resilience with a score of 53.6%. In the previous calculation, it was found that that the level of character integration in Sleman Regency has the lowest rate score compared to other city /regency in the Special Region of Yogyakarta.

8. Integrating the Character Values of Elementary Students in Kulon Progo Regency
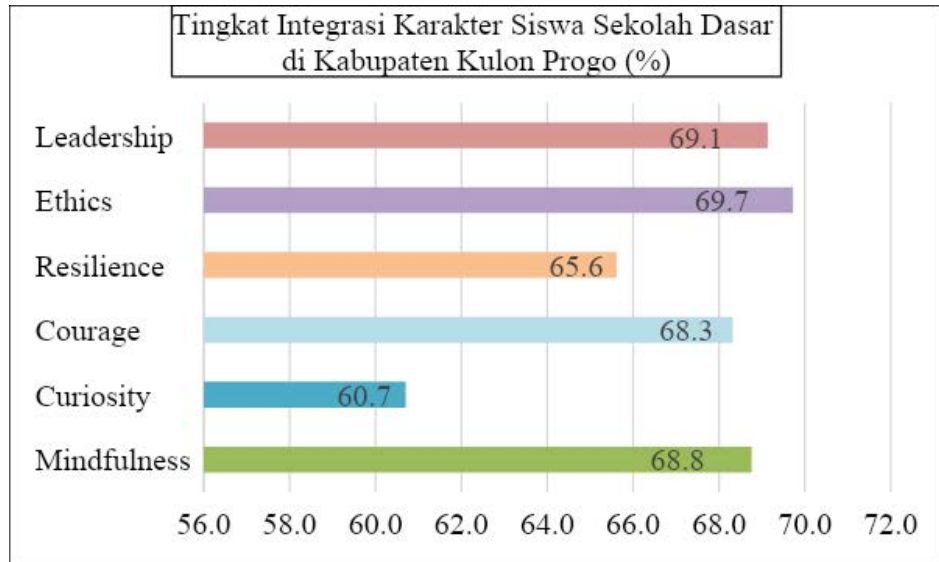
Figure 16. Integration of Character Values of Elementary Students in Kulon Progo Regency

Based on the data, it can been seen that the percentage of character integration of elementary students in Kulon Progo regency reached an overall score with 67.0%. The level of character integration in Kulon Progo regency obtained the highest value compared to other regencies/cities in the Special Region of Yogyakarta. The character aspect that has the highest score lies in *the Ethics aspect* with a score of 69.7%, and the lowest aspect on curiosity with a score of 60.7%. While in the leadership aspect 69.1%, mindfulness aspect 68.8%, courage 68.3% and resilience 65.6%.

8. Integrating The Character Values of Elementary School Students in Gunungkidul Regency

Tingkat Integrasi Karakter Siswa Sekolah Dasar di Kabupaten Gunungkidul (%)
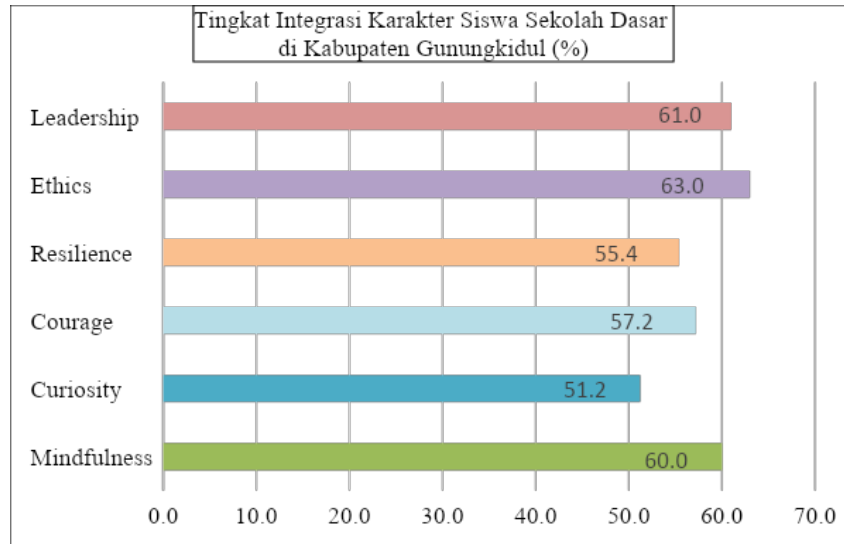
Figure 17. Integration of Character Values of Elementary Students in Gunungkidul Regency

The data in the graph shows that the level of character integration of elementary school students in Gunungkidul regency has the *highest score on ethics aspect* of 63% and the lowest score in *curiosity aspect* with a score of 51.2%. Leadership aspect with a score of 61%, mindfulness with a score of 60%, courage with a score of 57.2% and resilience with a score of 55.4%.
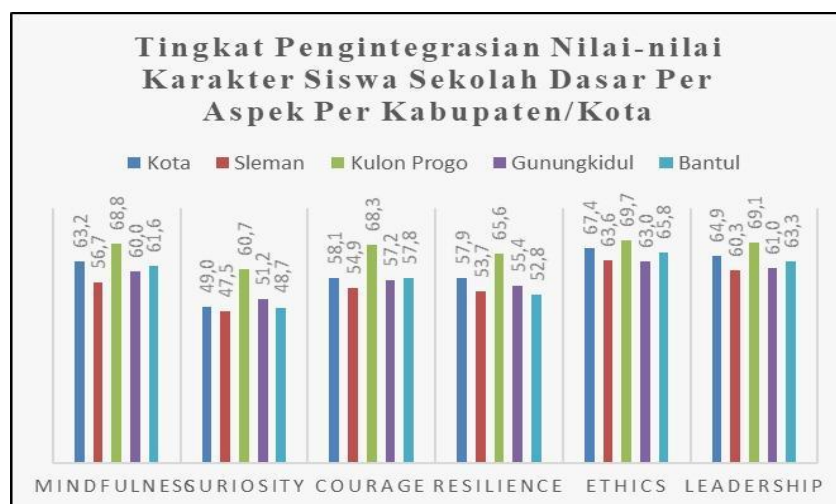
9. Integrating the Character Values of Elementary Students in Bantul District
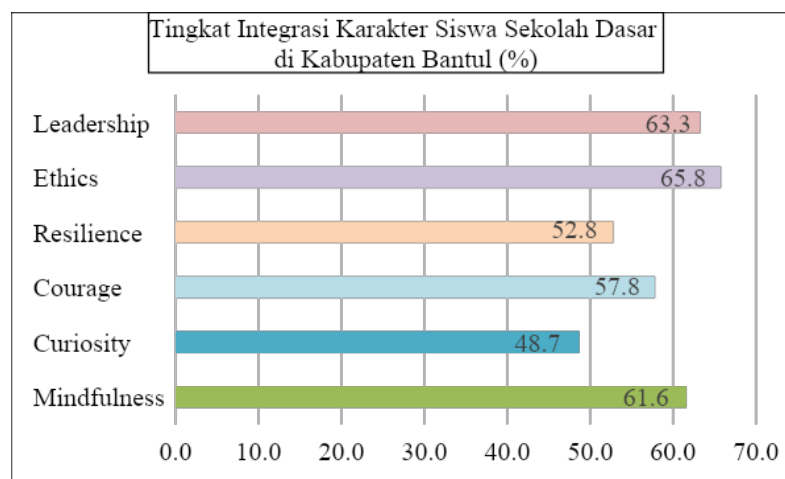
Figure 18. Integration of Character Values of Elementary School Students in Bantul Regency

Based on the data presented, it showed that the percentage of character integration of elementary school students in Sleman District has an average score of 58.3% overall. Level of character integration in the District. The character aspect that has the highest score lies in *the Ethics aspect* with a score of 69.7%, and the lowest aspect on curiosity with a score of 48.7%. While in the leadership aspect 63.3%, mindfulness aspect 61.6%, courage 57.8% and resilience 52.8%.

9. **The Differences in Integrating The Character Values of Elementary Students in the Special Region of Yogyakarta**
   a. Assumption Test
      1) Normality Test

Table 8. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		654
Normal Parameters[a,b]	Mean	,1793091
	Std. Deviation	,071672049
Most Extreme Differences	Absolute	,137
	Positive	,091
	Negative	-,137
Test Statistic		,137
Asymp. Sig. (2-tailed)		,200[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The Normality Test is used to evidence that the data employed in this study distributed normally. Based on the results of the analysis, it was obtained Sig. value of 0.200. It represents that a value of Sig. > α (0.200 > 0.05). Therefore, it can be concluded that the distribution of data is normal.

2) Homogeneity

Table 9. Homogeneity Test

Test of Homogeneity of Variances

Character

Levene Statistic	df1	df2	Sig.
,191	4	649	,214

Homogeneity test is a test that aims to evidence that the data used is homogeneous. The result of homogeneity test showed the value of Sig. obtained was 0.214. It indicates that the value of the Sig. > α (0.214 > 0.05). Hence, it can be said that the data in the research is homogeneous.

b. Manova

Table 10. Multivariate Test

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	,910	1089,922[b]	6,000	644,000	,000	,910
	Wilks' Lambda	,090	1089,922[b]	6,000	644,000	,000	,910
	Hotelling's Trace	10,155	1089,922[b]	6,000	644,000	,000	,910
	Roy's Largest Root	10,155	1089,922[b]	6,000	644,000	,000	,910
KABUPATEN	Pillai's Trace	,106	2,945	24,000	2588,000	,000	,027
	Wilks' Lambda	,897	2,977	24,000	2247,858	,000	,027
	Hotelling's Trace	,112	3,002	24,000	2570,000	,000	,027
	Roy's Largest Root	,074	7,994[c]	6,000	647,000	,000	,069

a. Design: Intercept + KABUPATEN

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Table 11. Description of Difference

	F	Sig	Description
Pillai's Trace	2.945	.000	There's a difference

Wilks' Lambda	2,977	.000	There's a difference
Hotelling's Trace	3.002	.000	There's a difference
Roy's Largest Root	7.994^c	.000	There's a difference

Test Criteria

1. If the value of Sig. > 0.05, it can be said that there is no difference.

2. If the value of Sig. < 0.05, it can be stated that there are differences.

Based on the report above, the analysis result simultanously showed thatthat there are differences in character among regencies.

B. Discussion

This research is part of the evaluation of learning in elementary schools, which is reviewing the integration of character values in elementary school students in Indonesia and Malaysia. To measure the integration of character values in students an assessment instrument is required. Therefore, this research begins with the development of instruments, then the resulting instruments are used to measure the integration of character values in elementary school students.

The development of measurement instruments for integrating character values in elementary school students refers to Character Education for the 21st Century (Bialik, Bogan, Fadel, & Horvathova, 2015). There are 6 aspects underlying the character quality framework, namely: Mindfulness, Curiosity, Courage, Resilience, Ethics, and Leadership. All six aspects of the character have a very wide scope. Therefore, in the development of instruments need to be formulated indicators to know the achievements of the character aspect. There are 4 indicators to measure mindfulness, namely spirituality, compassion, empathy, and sharing. There are 3 indicators to measure curiosity, namely exploration, motivation, and innovation. There are 3 indicators to measure courage, namely bravery, confidence, and optimism. There are 3 indicators to measure resilience, namely endurance, self-control, and adaptability. There are 3 indicators to measure ethics, namely respect, tolerance, and honesty. There are 4 indicators to measure

leadership, namely citizenship, responsibility, selflessness, and consistency. Each indicator is made 1 question in the form of multiple choice with 5 choices of answers that have a certain rating.

Based on confirmatory factor analysis (CFA) results obtained the construction of instruments integrating character values in elementary school students. CFA is used to confirm character factors namely Mindfulness, Curiosity, Courage, Resilience, Ethics, Leadership. This instrument consists of 20 items that have proof of the validity of the construction. Then this instrument is used to measure the integration of character values in elementary school students. The following are the results of testing the validity of instrument construction using CFA.
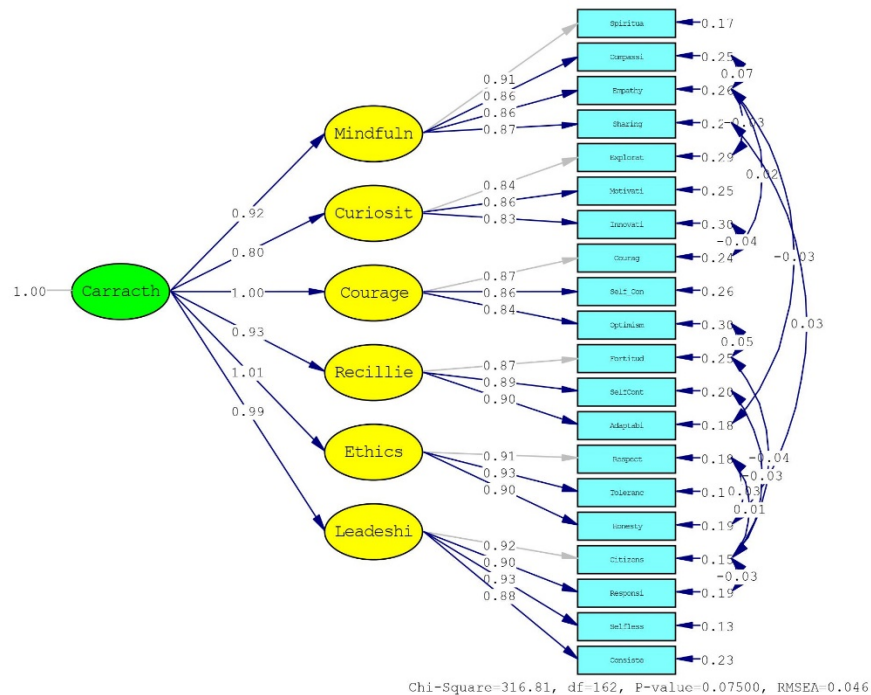
Figure 19. CFA Test Results

Based on the known figures the results of the CFA analysis that Chi-square is smaller than 2 df (316.81 < 2 x 162, Joreskog & Sorbom, 1993), p-value = 0.07500 > 0.05 (Pedhazur, 1997), RSMEA = 0.046 < 0.08 (Ferdinand, 2002). The loading factor value of each item shows the price > 0.3 (between 0.83-0.93), which means all items are accepted (Hair, 2014),

so it can be concluded that the model developed is fit (Nunnally & Bernstein, 1994).

Table 12. Fit Model Criteria

Goodness of fit index	Criteria	Result	Status
Chi-Square	< 2df	316,81 < 2 x 162 316,81 < 324	Fit
RMSEA	≤ 0,08	0,046	Fit
P-Value	> 0,05	0,07500	Fit
GFI	> 0,90	0,95	Fit
AGFI	> 0,90	0,93	Fit
NFI	> 0,90	0,99	Fit

The estimated reliability of the instrument is measured *using the alpha cronbach formula.* Here is the output of the instrument reliability calculation results.

Table 13. Reliability Test Result

Reliability Statistics

Cronbach's Alpha	N of Items
.980	20

The coefficient of reliability performed with Alpha Cronbach represents a value of 0.980 which means the instrument is reliable (Feldt & Brennan, 1989). The results of this study also found various barriers to integrating character values in elementary school students. Based on the analysis of these obstacles, then it is necessary to follow up this research.

1. **Integrating the Character Values of Elementary School Students in Indonesua**

Based on the analysis data, it is known that the integration of overall character values obtained the highest value in the ethics aspect with a percentage of integration of 65.8%fall into the goodcategory, while the lowest value in curiosity aspect with the percentage of integration of 51.8% belongs to the sufficient category. This shows that the ethics character of elementary school students such as mutual respect among students, tolerance, honesty and love attitude of the country has been well integrated. The planting of ethical values

becomes a very important part of education. This is in line with Prasad's research (2019) which stated that ethics is a fundamental basis in life, so ethics needs to be used as a part of subjects in education especially with the development of technology and information life. Learners who develop taking ethical values into account tend to have better personalities and therefore need to integrate ethics in learning (Richmond, 2001: Machin, 2014).

Curiosity's character in this study obtained a score of 51.8% with the lowest percentage compared to other characters. The acquisition of these values indicates that the integration of curiosity character values fall into sufficient categories. Curiosity's character is related to students' curiosity which can lead to openness to new things, varied and challenging experiences. As Peterson & Seligman stated, (2004) that a curiosity individual will actively seek information and be satisfied if he or she manages to get answers to questions, so that he or she can learn something new and gain new experiences. Curiosity students are shown with openness of mind, exploration, passion / attraction, self-direction, motivation, initiative, innovation, etuasif, wonder, appreciation, spontaneity, and others. Curiosity is closely related to global life satisfaction, job satisfaction, living a pleasant life, living an interesting life, and living a meaningful life (Brdar & Kashdan, 2009; Park, Peterson, & Seligman, 2004; Shimai, Otake, Park, Peterson, & Seligman, 2006). Students who have a high level of curiosity will look for new and challenging events that lead to participation in meaningful-oriented behaviors in their lives. This is in keeping with the opinion that curiosity is a personality tra feature strongly correlated with intrinsic motivation (Cacioppo, Petty, Feinstein, Jarvis, & Blair, 1996), and motivational-altering behaviors (Reiss, 2004). With various considerations and advantages of curiosity character is what causes the need for efforts to improve character integration to be more ingrained in learners.

Aspects mindfulness has an integrated percentage of 62.3% in students. Mindfulness characterized as what is often referred to as an early thought in the form of an awareness and interested in a seemingly ordinary and established environment. Mance (2008) emphasized mindfulness on consciousness, being fully aware of what is happening today by diverting other experiences, is received completely without judgment. Therefore, individual awareness and attention are strongly related to the personality traits of openness to experience (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006; Ivtzan & Conneely, 2009; Brown & Ryan, 2003; Lau, Bishop, Segal, Buis, Anderson, Carlson, & Carmody, 2006; Thompson & Waltz, 2007), which is strongly associated with curiosity (Kashdan & Steger, 2007). An individual's curiosity will involve the introduction, pursuit, and strong desire to investigate a new, challenging, or even confusing phenomenon of himself (Izard, 1977; Kashdan, Rose, & Fincham, 2004). Students will deliberately seek new and challenging experiences that will be able to expand their knowledge, skills, and efforts directed at goals. Then, students with curiosities will enjoy and feel that finding knowledge is a fun thing (Kashdan & Steger, 2007), as well as thoughts on what remains to be found (Bryant & Veroff, 2007; Wilson, Centerbar, Kermer, & Gilbert, 2005).

In addition to ethics, curiosity, and mindfulness, leadership characters are also important characters to instill in learners. The achievement of the value of integrating leadership character in this study obtained a score of 63.8% with good categories. Leadership is one of the main characters in education with indicators including responsibility, independence, and consistency (Bialik, Bogan, Fadel, & Horvathova, 2015, Cacioppo, Petty, Feinstein, Jarvis, & Blair, 1996).

In this study, courage or determination character has an integrated value of 59.4% with sufficient category. Courage in character education includes courage, confidence, and optimism. According to Peterson & Seligman (2004) courage consists of four characterstrengths, namely

bravery, persistence, integrity, and vitality. Courage is a virtue that involves a strong drive to achieve a goal. Despite obstacles, both external and internal, individuals remain motivated to strive to achieve their goals. According to seligmen (2002) this power refers to the unpopular and dangerous intellectual or emotional establishment

The integration of resilience character values obtained a value of 57.5% in the sufficient category. Individual resilience has several characteristics that allow them to succeed in the face of difficulties, such as: emotional regulation, tolerance with stress, flexible and adaptive, having a good relationship with others, and having self-control (Reivich & Shatte, 2002; Connor & Davidson, 2003). Resilience can be defined as the ability to cope and survive through stressful situations and can also be seen as adaptive behavior (Clinton, 2008). Clinton (2008) explained that resilience refers to doing well, despite the difficulties. Behaviors associated with the term are not only part of a person's personality but can be driven through personal/ social development such as character education characteristics.

Based on the discussion about the results of each character instilled in elementary school students, it encourages the need to integrate character values that must be started from an early age because it takes a relatively short time to see the changes in the students. The implementation of character education can be carried out inside the school and outside the school. Educational institutions become a strategic means in the formation of the nation's character because it has structures, systems, and devices scattered throughout Indonesia. The school is an important role in preparing students' life skills, both academically and non-academically (Johansson, 2011). Character education needs to be instilled as early as possible and continuously or continuously in order for the formation or development of good character in the child to run well. It is in line with Suwandayani (2017)which explains that character education should be a mandatory teaching since elementary school because at childhood or commonly

referred to bypsychologistsas the golden age , it is proven to determinethe ability of children in developing their potential.

Character education instilled early on will have an influence on learners when they grow up. Elementary school is the most basic place to instill character values in children. Elementary school age children are the age at which children easily imitate and follow the behaviors that exist in the surrounding environment. This is in line with Wibowo's opinion (2012) that character and personality formation is very easily formed in the psychological characteristics of elementary school-age children. If character values are instilled early on then it can be used as a foundation for learners as they grow up.

The planting of character education in schools that teachers can do, such as integrating character values into the learning content, teacher nudity as a model or example for learners, habituation of the school environment that has good character, habituation of all school residents to behave in accordance with the value of character developed as a role model for learners, and most importantly the development of school culture to support the success of character education.

2. **Barriers to Integrating the Value of Elementary School Students in Indonesia**

In integrating character values in elementary school students in Indonesia, there are obstacles experienced by schools and teachers. There are at least two obstacles experienced by schools in integrating character values, namely:

a. Character values developed in primary schools have not been described in representative indicators, so teachers have difficulty measuring their achievements.

b. The school has not been able to choose character values that fit its vision. This is due to the many character values given by the Ministry of Education and Culture, as well as from various other sources. Generally, schools have difficulty in choosing character

values that are in accordance with the vision of their school, resulting in the movement to build character in the school to be less directed and focused, so that the monitoring and assessment is also unclear.

The obstacles experienced by teachers in integrating character values in elementary school students are:

a. The teacher's understanding of the concept of character education is still not comprehensive. This is because character education programs have not been able to be socialized to all teachers properly, so teachers do not understand them yet.

b. The teacher has not been able to choose the character values that suit the subjects he/she has. In addition to general character values, in the subjects there are also character values that need to be developed by teachers who master the field of study. The character values of these subjects have not been properly explored to be developed in the learning process.

c. Teachers do not yet have sufficient competence tointegrate character values in the subjects they have. The program is already run, while the training is still very limited followed by teachers causing their limitations in integrating character values in the subjects they have.

d. The teacher has not been able to be an example of the values of the character he chooses. This is the most severe problem. The role of teachers to be role models in realizing character values in particular in accordance with the value of the character of the subject and the values of general character in the school.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclussions

Based on the results of research on integrating the character values of elementary school students in Indonesia, it can be concluded as follows:

1. The integration of character values of elementary school students in the Special Region of Yogyakarta (DIY) as a whole has an average score of 60.42% in the category simply with details of the highest score in Kulon Progo Regency with a percentage of 67% (good category), the city of Yogyakarta with a score of 56.1% (enough category), Bantul 58.3% (enough category), Gunungkidul 58% (enough category), and the lowest score in Sleman Regency with a score of 56.1% (enough category).

2. Average value of Integrating character values of elementary school students in the Special Region of Yogyakarta (DIY) in ethics character of 65.8% (good category), in curiosity character with a score of 51.8% (sufficient category), leadership character with a score of 51.8% (sufficient category), leadership character with a score of 51.8% 63.8% (good category), mindfulness with a score of 62.3% (good category), courage character 59.4% (enough category) and resilience aspect with a score of 57.5% (enough category).

3. Integration of character values of elementary school students in the District / City in the Special Region of Yogyakarta (DIY) obtained the highest score on ethics character in Kulon Progo Regency with a score of 69.7% (good category) and the lowest score on resilience character in Sleman Regency with a score of 47.5% (category

4. Manova test results obtained Sig value. < 0.05 (0.000 < 0.05) so that there is a significant difference in integrating the character values of elementary school students in the District/City in the Special Region of Yogyakarta (DIY).

B. Suggestion

Based on the research, it is known that the integration of character values in elementary school students in the category is sufficient. Therefore, schools still need to improve the integration of character values in students. Integrating character values in students cannot be done quickly and instantly, but rather must go through a long set of processes. Integration of these character values needs to be done in 3 stages, namely planning, implementation, and evaluation of results.

At the planning stage, character devices are developed that are excavated, crystallized, and formulated using various sources of national ideology, related legislation, theoretical considerations, and empirical considerations. Some things that can be considered theoretically are theories about the brain, psychological, values and morals, education, and socio-cultural, while empirical considerations can be experiences and best practices of figures, cultural groups, pesantren and others.

At the implementation stage, learning experiences and learning processes are developed that boil down to character formation in the learners. This process takes place in three pillars of education, namely in schools, families and communities. In each pillar of education there are two types of learning experiences built through intervention and habituation. In the intervention developed an atmosphere of learning interaction designed to achieve the goal of character building with the application of a structured learning experience. In habituation created situations and conditions that allow students everywhere to get used to behaving according to their grades and have become characters themselves, because it has been internalized and personified through the intervention process.

At the evaluation stage of the results, an assessment for continuous improvement is deliberately designed and implemented to detect the actualization of character in the learner.

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Appendix 1. The amount of the research report cost breakdown

a. Buku Kas Umum Bulan April 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo 100%	**50.000.000**		**50.000.000**
09 April 2020		Pembelian HVS		174.000	49.826.000
09 April 2020		Pembelian ATK: bolpoin, spidol, map, amplop, isi stapler		448.700	49.377.300
13 April 2020		Konsumsi makan rapat koordinasi awal penelitian		138.000	49.239.300
13 April 2020		Cetak flow chart penelitian		7.500	49.231.800
13 April 2020		Pembelian materai		6.500	49.225.300

b. Buku Kas Umum Bulan Mei 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan Mei	**49.225.300**		**49.225.300**
5 Mei 2020		Konsumsi makan rapat penyusunan proposal tahap 1		138.000	49.087.300
22 Mei 2020		Konsumsi makan rapat penyusunan proposal tahap 2		138.000	48.949.300

c. Buku Kas Umum Bulan Juni 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan Juni	**48.949.300**		**48.949.300**
9 Juni 2020		Cetak draf proposal		66.000	48.883.300
9 Juni 2020		Konsumsi makan rapat review proposal tahap 1		138.000	48.745.300

d. Buku Kas Umum Bulan Juli 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan Juli	**48.745.300**		**48.745.300**
14 Juli 2020		Konsumsi makan rapat review proposal tahap 2		138.000	48.607.300
21 Juli 2020		Cetak draf proposal		93.000	48.514.300
21 Juli 2020		Konsumsi makan rapat finalisasi proposal		138.000	48.376.300

e. Buku Kas Umum Bulan Agustus 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan Agustus	**48.376.300**		**48.376.300**
13 Agustus 2020		Cetak draf proposal		102.000	48.274.300
13 Agustus 2020		Konsumsi makan rapat persiapan pengembangan instrumen		138.000	48.136.300
18 Agustus 2020		Konsumsi makan rapat penyusunan instrumen tahap 1		138.000	47.998.300
28 Agustus 2020		Cetak draf instrumen		34.200	47.964.100
28 Agustus 2020		Konsumsi makan rapat penyusunan instrumen tahap 2		138.000	47.826.100

f. Buku Kas Umum Bulan September 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan September	**47.826.100**		**47.826.100**
03 September 2020		Pembelian HVS		174.000	47.652.100
03 September 2020		Cetak draf instrumen		34.200	47.617.900
03 September 2020		Konsumsi makan rapat review instrumen		138.000	47.479.900
12 September 2020		Cetak draf instrumen		38.400	47.441.500
12 September 2020		Konsumsi snak rapat review instrumen (UNY - UPM)		72.000	47.369.500
12 September 2020		Konsumsi makan rapat review instrumen (UNY - UPM)		138.000	47.231.500
12 September 2020		Uang transport rapat review instrumen (UNY - UPM)		600.000	46.631.500
12 September 2020		Biaya persiapan rapat (Zoom)		100.000	46.531.500
14 September 2020		Konsumsi makan rapat revisi instrumen		138.000	46.393.500
23 September 2020		Konsumsi makan rapat finalisasi instrumen		138.000	46.255.500

g. Buku Kas Umum Bulan Oktober 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan Oktober	**46.255.500**		**46.255.500**
6 Oktober 2020		Konsumsi makan rapat digitalisasi instrumen (Google Form)		138.000	46.117.500
9 Oktober 2020		Pembelian ATK untuk pengambilan data		472.500	45.645.000
13 Oktober 2020		Biaya pengambilan data di Malaysia		15.000.000	30.645.000
14 Oktober 2020		Uang perjalanan dinas pengambilan data (Petugas: Prof Badrun Kartowagiran & Muh Ikhsan di Kabupaten Sleman)		740.000	29.905.000
14 Oktober 2020		Uang perjalanan dinas pengambilan data (Petugas: Prof Edi Istiyono da Laily di Kota Yoyakarta dan Kulon Progo)		1.040.000	28.865.000
14 Oktober 2020		Uang perjalanan dinas pengambilan data (Petugas: Dr Syukrul Hamdi & Tri Effiyanti di Kabupaten Bantul dan Gunungkidul)		1.540.000	27.325.000
14 Oktober 2020		Uang lelah untuk responden (15 sekolah; 700 responden)		9.750.000	17.575.000
16 Oktober 2020		Konsumsi snak rapat pencermatan data serta penyusunan laporan kemajuan dan keuangan 70%		72.000	17.503.000
16 Oktober 2020		Konsumsi makan rapat pencermatan data serta penyusunan laporan kemajuan dan keuangan 70%		138.000	17.365.000

h. Buku Kas Umum Bulan November 2020

Tanggal	No Bukti	Uraian	Debet (Rp)	Kredit (Rp)	Saldo (Rp)
		Saldo Bulan November	**17.365.000**		**17.365.000**
17 November 2020		Honor petugas analisis data		1.463.000	15.902.000
17 November 2020		Konsumsi makan rapat analisis data tahap 1 (Indonesia)		138.000	15.764.000
19 November 2020		Konsumsi makan rapat analisis data tahap 2 (Indonesia)		138.000	15.626.000
20 November 2020		Konsumsi snak rapat interpretasi data (Indonesia)		72.000	15.554.000
20 November 2020		Konsumsi makan rapat interpretasi data (Indonesia)		138.000	15.416.000
21 November 2020		Konsumsi snak rapat pencermatan data (UNY - UPM)		72.000	15.344.000
21 November 2020		Konsumsi makan rapat pencermatan data (UNY - UPM)		138.000	15.206.000
21 November 2020		Uang transport rapat pencermatan data(UNY - UPM)		600.000	14.606.000
21 November 2020		Biaya persiapan rapat (Zoom)		150.000	14.456.000
23 November 2020		Konsumsi makan rapat penyusunan laporan penelitian dan keuangan (100%) tahap 1		138.000	14.318.000
24 November 2020		Konsumsi makan rapat penyusunan laporan penelitian dan keuangan (100%) tahap 2		138.000	14.180.000
25 November 2020		Konsumsi makan rapat finalisasi laporan penelitian dan keuangan		150.000	14.030.000
26 November 2020		Cetak dan penggandaan laporan penelitian dan keuangan		800.000	13.230.000
27 November 2020		Konsumsi makan rapat penyusunan artikel		153.000	13.077.000
30 November 2020		Biaya penerjemah artikel dan *proof read*		3.500.000	9.577.000
		Biaya publikasi artikel		9.500.000	77.000
		Pajak bulan November		77.000	-

Appendix 2. The Sheet of Chief Researcher

Lampiran. Surat Pernyataan Ketua Peneliti

KEMENTRIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
PROGRAM PASCASARJANA
Alamat: Jln. Colombo No.1 Karangmalang Yogyakarta – 55281
Telepon : 0274 – 586168 Psw. 229, 550836

SURAT PERNYATAAN KETUA PENELITI

Yang bertanda tangan di bawah ini:

Nama   : Prof. Dr. Badrun Kartowagiran
NIP   : 19530725 197811 1 001
Nama Institusi Tempat Kerja : Universitas Negeri Yogyakarta
Alamat Kantor   : Jln. Colombo No.1 Karangmalang
                                    Yogyakarta-55281

Dengan ini menyatakan ketersediaan melaksanakan penelitian dengan judul: "EVALUATION OF LEARNING IN ELEMENTARY SCHOOL: INTEGRATION OF CHARACTER VALUES IN STUDENTS" yang diusulkan dalam skema Penelitian Kerjasama Internasional untuk tahun anggaran 2020. Bilamana di kemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku dan mengembalikan seluruh biaya penelitian yang sudah diterima.

Demikian pernyataan ini dibuat dengan sesungguhnya dan dengan sebenar-benarnya.

Yogyakarta, 24 Februari 2020
Yang menyatakan
Ketua Peneliti,

Mengetahui,
Direktur Pascasarjana UNY,

METERAI
TEMPEL
6000
TEN RM RIBU RUPIAH

Prof. Dr. Marsigit, MA.
NIP. 19600410 198503 1 002

Prof. Dr. Badrun Kartowagiran
NIP 19530725 197811 1 001

1

Appendix 3. The Sheer of Student Participance

Lampiran. Surat Keterangan dari Ketua Program Studi tentang Keterlibatan Mahasiswa dalam Penelitian

SURAT KETERANGAN KETERLIBATAN MAHASISWA

Yang bertanda tangan di bawah ini:

Nama	: Prof. Dr. Badrun Kartowagiran
NIP	: 19530725 197811 1 001
Fakultas/Jur./Prodi	: PPs/ Program Studi Penelitian dan Evaluasi Pendidikan
Jabatan Struktural	: Kaprodi Penelitian dan Evaluasi Pendidikan

Dengan ini menerangkan bahwa:

No.	Nama	NIM	Jurusan/Prodi
1	Tri Effiyanti	19701261007	Penelitian dan Evaluasi Pendidikan
2	Muhammad Ikhsan Ghozali	19701261003	Penelitian dan Evaluasi Pendidikan
3	Laily Amin Fajariyah	19701261019	Penelitian dan Evaluasi Pendidikan

Memang benar mahasiswa tersebut adalah mahasiswa aktif program studi S-3 Penelitian dan Evaluasi Pendidikan. Demikian surat pernyataan ini kami buat dan dapat digunakan sebagaimana mestinya.

Yogyakarta, 14 Februari 2020
Kaprodi PEP,

Prof. Dr. Badrun Kartowagiran
NIP 19530725 197811 1 001

Appendix 4. Division of Team Task

Tabel Division of Team Task

No.	Name	Position	Duty
1	Prof. Dr. Badrun Kartowagiran	Chair of Research	Coordinate members, prepare research reports and disseminate results.
2	Prof. Dr. Edi Istiono, M.Si.	Research Members	Conduct data collection, conduct data analysis and compile reports on research results
3	Dr. Syukrul Hamdi	Research Members	Conduct data collection, conduct data analysis and compile reports on research results
4	Assoc. Prof. Dr. Ahmad Fauzi Mohd Ayub	Research Members	Coordinate data collectors in Malaysia, prepare research reports and disseminate results in Malaysia.
5	Tri Effiyanti 19701261007	Student	Assist in conducting research, assisting in data collection and inputting primary and secondary data.
6	M. Ikhsan Ghozali 19701261003	Student	Assist in conducting research, assisting in proof reading, translating documents and assisting in preparing publication texts.
7	Laily Amin Fajariyah 19701261019	Student	Assist in conducting research, helping to analyze data, and registering Copyright of research results and submit it to reputable international journals.

Appendix 5. Output Result

1. **Hasil Manova**

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	MINDFULNESS	376,516[a]	4	94,129	5,300	,000	,032
	CURIOSITY	323,504[b]	4	80,876	7,545	,000	,044
	COURAGE	309,239[c]	4	77,310	6,217	,000	,037
	RESILIENCE	260,103[d]	4	65,026	5,689	,000	,034
	ETHICS	183,532[e]	4	45,883	2,684	,031	,016
	LEADERSHIP	162,211[f]	4	40,553	3,939	,004	,024
Intercept	MINDFULNESS	95104,921	1	95104,921	5355,218	,000	,892
	CURIOSITY	36735,502	1	36735,502	3427,075	,000	,841
	COURAGE	48799,999	1	48799,999	3924,413	,000	,858
	RESILIENCE	45962,837	1	45962,837	4021,393	,000	,861
	ETHICS	108112,224	1	108112,224	6323,823	,000	,907
	LEADERSHIP	54492,720	1	54492,720	5293,010	,000	,891
KABUPATEN	MINDFULNESS	376,516	4	94,129	5,300	,000	,032
	CURIOSITY	323,504	4	80,876	7,545	,000	,044
	COURAGE	309,239	4	77,310	6,217	,000	,037
	RESILIENCE	260,103	4	65,026	5,689	,000	,034
	ETHICS	183,532	4	45,883	2,684	,031	,016
	LEADERSHIP	162,211	4	40,553	3,939	,004	,024
Error	MINDFULNESS	11525,785	649	17,759			
	CURIOSITY	6956,760	649	10,719			
	COURAGE	8070,302	649	12,435			
	RESILIENCE	7417,799	649	11,430			
	ETHICS	11095,320	649	17,096			
	LEADERSHIP	6681,599	649	10,295			
Total	MINDFULNESS	113391,000	654				

	CURIOSITY	46693,000	654				
	COURAGE	60386,000	654				
	RESILIENCE	56662,000	654				
	ETHICS	125607,000	654				
	LEADERSHIP	64714,000	654				
Corrected Total	MINDFULNESS	11902,301	653				
	CURIOSITY	7280,265	653				
	COURAGE	8379,541	653				
	RESILIENCE	7677,902	653				
	ETHICS	11278,852	653				
	LEADERSHIP	6843,810	653				

a. R Squared = ,032 (Adjusted R Squared = ,026)
b. R Squared = ,044 (Adjusted R Squared = ,039)
c. R Squared = ,037 (Adjusted R Squared = ,031)
d. R Squared = ,034 (Adjusted R Squared = ,028)
e. R Squared = ,016 (Adjusted R Squared = ,010)
f. R Squared = ,024 (Adjusted R Squared = ,018)

Kriteria Pengujian

1. Jika nilai Sig. > 0,05 maka dapat disimpulkan TIDAK ADA PERBEDAAN
2. Jika nilai Sig. < 0,05 maka dapat disimpulkan ADA PERBEDAAN

		F	Sig	Keterangan
KABUPATEN	MINDFULNESS	5,300	,000	Ada perbedaan
	CURIOSITY	7,545	,000	Ada perbedaan
	COURAGE	6,217	,000	Ada perbedaan
	RESILIENCE	5,689	,000	Ada perbedaan
	ETHICS	2,684	,031	Ada perbedaan
	LEADERSHIP	3,939	,004	Ada perbedaan

Interpretasi

1. Faktor MINDFULNESS ada perdaaan antar KABUPATEN
2. Faktor CURIOSITY ada perdaaan antar KABUPATEN
3. Faktor COURAGE ada perdaaan antar KABUPATEN
4. Faktor RESILIENCE ada perdaaan antar KABUPATEN
5. Faktor ETHICS ada perdaaan antar KABUPATEN
6. Faktor LEADERSHIP ada perdaaan antar KABUPATEN

POST HOC

Multiple Comparisons

Bonferroni

Dependent Variable	(I) KABUPATEN	(J) KABUPATEN	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
MINDFULNESS	BANTUL	GUNUNG KIDUL	,3191	,50230	1,000	-1,0957	1,7339
		KULON PROGO	-1,4273	,53788	,082	-2,9423	,0877
		SLEMAN	,9837	,59799	1,000	-,7007	2,6680
		YOGYAKARTA	-,3125	,53604	1,000	-1,8223	1,1974
	GUNUNG KIDUL	BANTUL	-,3191	,50230	1,000	-1,7339	1,0957
		KULON PROGO	-1,7464*	,47963	,003	-3,0974	-,3955
		SLEMAN	,6645	,54619	1,000	-,8739	2,2030
		YOGYAKARTA	-,6316	,47756	1,000	-1,9767	,7135
	KULON PROGO	BANTUL	1,4273	,53788	,082	-,0877	2,9423
		GUNUNG KIDUL	1,7464*	,47963	,003	,3955	3,0974
		SLEMAN	2,4110*	,57908	,000	,7799	4,0421
		YOGYAKARTA	1,1148	,51486	,307	-,3353	2,5650
	SLEMAN	BANTUL	-,9837	,59799	1,000	-2,6680	,7007
		GUNUNG KIDUL	-,6645	,54619	1,000	-2,2030	,8739
		KULON PROGO	-2,4110*	,57908	,000	-4,0421	-,7799
		YOGYAKARTA	-1,2961	,57737	,251	-2,9224	,3301
	YOGYAKARTA	BANTUL	,3125	,53604	1,000	-1,1974	1,8223
		GUNUNG KIDUL	,6316	,47756	1,000	-,7135	1,9767
		KULON PROGO	-1,1148	,51486	,307	-2,5650	,3353
		SLEMAN	1,2961	,57737	,251	-,3301	2,9224
CURIOSITY	BANTUL	GUNUNG KIDUL	-,3778	,39024	1,000	-1,4769	,7214
		KULON PROGO	-1,7982*	,41788	,000	-2,9753	-,6212
		SLEMAN	,1820	,46458	1,000	-1,1266	1,4906
		YOGYAKARTA	-,0411	,41645	1,000	-1,2141	1,1319
	GUNUNG KIDUL	BANTUL	,3778	,39024	1,000	-,7214	1,4769

4

		KULON PROGO	-1,4205*	,37263	,002	-2,4701	-,3709
		SLEMAN	,5598	,42434	1,000	-,6354	1,7550
		YOGYAKARTA	,3366	,37102	1,000	-,7084	1,3817
	KULON PROGO	BANTUL	1,7982*	,41788	,000	,6212	2,9753
		GUNUNG KIDUL	1,4205*	,37263	,002	,3709	2,4701
		SLEMAN	1,9803*	,44989	,000	,7131	3,2475
		YOGYAKARTA	1,7571*	,40000	,000	,6305	2,8838
	SLEMAN	BANTUL	-,1820	,46458	1,000	-1,4906	1,1266
		GUNUNG KIDUL	-,5598	,42434	1,000	-1,7550	,6354
		KULON PROGO	-1,9803*	,44989	,000	-3,2475	-,7131
		YOGYAKARTA	-,2231	,44856	1,000	-1,4866	1,0403
	YOGYAKARTA	BANTUL	,0411	,41645	1,000	-1,1319	1,2141
		GUNUNG KIDUL	-,3366	,37102	1,000	-1,3817	,7084
		KULON PROGO	-1,7571*	,40000	,000	-2,8838	-,6305
		SLEMAN	,2231	,44856	1,000	-1,0403	1,4866
COURAGE	BANTUL	GUNUNG KIDUL	,0939	,42031	1,000	-1,0900	1,2778
		KULON PROGO	-1,5727*	,45008	,005	-2,8404	-,3049
		SLEMAN	,4368	,50039	1,000	-,9726	1,8462
		YOGYAKARTA	-,0357	,44854	1,000	-1,2991	1,2277
	GUNUNG KIDUL	BANTUL	-,0939	,42031	1,000	-1,2778	1,0900
		KULON PROGO	-1,6666*	,40134	,000	-2,7971	-,5361
		SLEMAN	,3429	,45704	1,000	-,9445	1,6302
		YOGYAKARTA	-,1296	,39962	1,000	-1,2552	,9960
	KULON PROGO	BANTUL	1,5727*	,45008	,005	,3049	2,8404
		GUNUNG KIDUL	1,6666*	,40134	,000	,5361	2,7971
		SLEMAN	2,0095*	,48456	,000	,6446	3,3743
		YOGYAKARTA	1,5370*	,43082	,004	,3235	2,7505
	SLEMAN	BANTUL	-,4368	,50039	1,000	-1,8462	,9726
		GUNUNG KIDUL	-,3429	,45704	1,000	-1,6302	,9445
		KULON PROGO	-2,0095*	,48456	,000	-3,3743	-,6446
		YOGYAKARTA	-,4725	,48313	1,000	-1,8333	,8883
	YOGYAKARTA	BANTUL	,0357	,44854	1,000	-1,2277	1,2991
		GUNUNG KIDUL	,1296	,39962	1,000	-,9960	1,2552
		KULON PROGO	-1,5370*	,43082	,004	-2,7505	-,3235

		SLEMAN	,4725	,48313	1,000	-,8883	1,8333
RESILIENCE	BANTUL	GUNUNG KIDUL	-,0642	,40296	1,000	-1,1992	1,0708
		KULON PROGO	-1,5965*	,43150	,002	-2,8119	-,3811
		SLEMAN	,1888	,47973	1,000	-1,1624	1,5400
		YOGYAKARTA	-,4433	,43003	1,000	-1,6545	,7680
	GUNUNG KIDUL	BANTUL	,0642	,40296	1,000	-1,0708	1,1992
		KULON PROGO	-1,5323*	,38478	,001	-2,6161	-,4485
		SLEMAN	,2530	,43818	1,000	-,9812	1,4872
		YOGYAKARTA	-,3791	,38312	1,000	-1,4582	,7000
	KULON PROGO	BANTUL	1,5965*	,43150	,002	,3811	2,8119
		GUNUNG KIDUL	1,5323*	,38478	,001	,4485	2,6161
		SLEMAN	1,7853*	,46456	,001	,4768	3,0938
		YOGYAKARTA	1,1532	,41304	,054	-,0102	2,3166
	SLEMAN	BANTUL	-,1888	,47973	1,000	-1,5400	1,1624
		GUNUNG KIDUL	-,2530	,43818	1,000	-1,4872	,9812
		KULON PROGO	-1,7853*	,46456	,001	-3,0938	-,4768
		YOGYAKARTA	-,6321	,46319	1,000	-1,9367	,6726
	YOGYAKARTA	BANTUL	,4433	,43003	1,000	-,7680	1,6545
		GUNUNG KIDUL	,3791	,38312	1,000	-,7000	1,4582
		KULON PROGO	-1,1532	,41304	,054	-2,3166	,0102
		SLEMAN	,6321	,46319	1,000	-,6726	1,9367
ETHICS	BANTUL	GUNUNG KIDUL	,5680	,49283	1,000	-,8201	1,9561
		KULON PROGO	-,7920	,52774	1,000	-2,2784	,6945
		SLEMAN	,4430	,58672	1,000	-1,2096	2,0956
		YOGYAKARTA	-,4218	,52593	1,000	-1,9032	1,0595
	GUNUNG KIDUL	BANTUL	-,5680	,49283	1,000	-1,9561	,8201
		KULON PROGO	-1,3600*	,47059	,040	-2,6855	-,0345
		SLEMAN	-,1250	,53590	1,000	-1,6344	1,3844
		YOGYAKARTA	-,9898	,46856	,350	-2,3096	,3300
	KULON PROGO	BANTUL	,7920	,52774	1,000	-,6945	2,2784
		GUNUNG KIDUL	1,3600*	,47059	,040	,0345	2,6855
		SLEMAN	1,2350	,56817	,301	-,3654	2,8353
		YOGYAKARTA	,3701	,50515	1,000	-1,0527	1,7930
	SLEMAN	BANTUL	-,4430	,58672	1,000	-2,0956	1,2096

	(I)	(J)	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
		GUNUNG KIDUL	,1250	,53590	1,000	-1,3844	1,6344
		KULON PROGO	-1,2350	,56817	,301	-2,8353	,3654
		YOGYAKARTA	-,8648	,56649	1,000	-2,4604	,7308
	YOGYAKARTA	BANTUL	,4218	,52593	1,000	-1,0595	1,9032
		GUNUNG KIDUL	,9898	,46856	,350	-,3300	2,3096
		KULON PROGO	-,3701	,50515	1,000	-1,7930	1,0527
		SLEMAN	,8648	,56649	1,000	-,7308	2,4604
LEADERSHIP	BANTUL	GUNUNG KIDUL	,3062	,38244	1,000	-,7710	1,3834
		KULON PROGO	-,9674	,40953	,185	-2,1209	,1861
		SLEMAN	,4924	,45530	1,000	-,7900	1,7749
		YOGYAKARTA	-,1407	,40813	1,000	-1,2903	1,0088
	GUNUNG KIDUL	BANTUL	-,3062	,38244	1,000	-1,3834	,7710
		KULON PROGO	-1,2736*	,36518	,005	-2,3022	-,2450
		SLEMAN	,1863	,41586	1,000	-,9851	1,3576
		YOGYAKARTA	-,4469	,36361	1,000	-1,4711	,5773
	KULON PROGO	BANTUL	,9674	,40953	,185	-,1861	2,1209
		GUNUNG KIDUL	1,2736*	,36518	,005	,2450	2,3022
		SLEMAN	1,4598*	,44091	,010	,2180	2,7017
		YOGYAKARTA	,8267	,39201	,353	-,2775	1,9308
	SLEMAN	BANTUL	-,4924	,45530	1,000	-1,7749	,7900
		GUNUNG KIDUL	-,1863	,41586	1,000	-1,3576	,9851
		KULON PROGO	-1,4598*	,44091	,010	-2,7017	-,2180
		YOGYAKARTA	-,6332	,43960	1,000	-1,8714	,6051
	YOGYAKARTA	BANTUL	,1407	,40813	1,000	-1,0088	1,2903
		GUNUNG KIDUL	,4469	,36361	1,000	-,5773	1,4711
		KULON PROGO	-,8267	,39201	,353	-1,9308	,2775
		SLEMAN	,6332	,43960	1,000	-,6051	1,8714

Based on observed means.
 The error term is Mean Square(Error) = 10,295.
*. The mean difference is significant at the ,05 level.

7

Interpretasi

Mean Difference (I-J)

MINDFULNESS	SLEMAN < GUNUNGKIDUL < BANTUL < YOGYAKARTA < KULON PROGO
CURIOSITY	SLEMAN < BANTUL < YOGYAKARTA < GUNUNGKIDUL < KULON PROGO
COURAGE	SLEMAN < GUNUNGKIDUL < BANTUL < YOGYAKARTA < KULON PROGO
RESILIENCE	SLEMAN < BANTUL < GUNUNGKIDUL < YOGYAKARTA < KULON PROGO
ETHICS	GUNUNGKIDUL < SLEMAN < BANTUL < YOGYAKARTA < KULON PROGO
LEADERSHIP	SLEMAN < GUNUNGKIDUL < BANTUL < YOGYAKARTA < KULON PROGO

Appendix 6. Research Agreement

822/PPs/2020

Tahun Anggaran	: 2020
Nomor Bukti	:
Kegiatan/Sub. Kegiatan	: 5742.002.001.053.A
MAK	: 525112

KUITANSI

TELAH TERIMA DARI	:	**KUASA PENGGUNA ANGGARAN UNIVERSITAS NEGERI YOGYAKARTA**
JUMLAH UANG	:	**Rp. 35.000.000**
TERBILANG	:	**TIGA PULUH LIMA JUTA RUPIAH**
UNTUK PEMBAYARAN	:	Belanja Barang BLU berupa Termin I kegiatan penelitian kerjasama internasional Program Pascasarjana Universitas Negeri Yogyakarta Tahun 2020, dengan judul Evaluation Of Learning In Elementary School: Integration Of Character Values In Students

BERDASARKAN	:	1. DIPA Nomor : SP DIPA-023.17.2.677509/2020 Tanggal 27 Desember 2019
		2. SPK Nomor : 3197B/UN34.17/SPK/2020 Tanggal 4 Mei 2020

Mengetahui/Perintah dibayar :
Direktur Program Pascasarjana Universitas
Negeri Yogyakarta
selaku Pejabat Pembuat Komitmen

Yang membayarkan :
BPP PASCASARJANA

Yogyakarta,
Yang menerima :

Prof. Dr. Marsigit, MA.
NIP. 195707191983031004

Siti Efanah
NIP. 19691015 200212 2 001

Prof. Dr. Badrun Kartowagiran, M.Pd.
195307251978111001

1

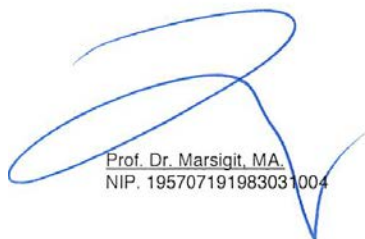|	
Tahun Anggaran	: 2020
Nomor Bukti	:
Kegiatan/Sub. Kegiatan	: 5742.002.001.053.A
MAK	: 525112

KUITANSI

TELAH TERIMA DARI : **KUASA PENGGUNA ANGGARAN UNIVERSITAS NEGERI YOGYAKARTA**

JUMLAH UANG : **Rp. 35.000.000**

TERBILANG : **TIGA PULUH LIMA JUTA RUPIAH**

UNTUK PEMBAYARAN : Belanja Barang BLU berupa Termin I kegiatan penelitian kerjasama internasional Program Pascasarjana Universitas Negeri Yogyakarta Tahun 2020, dengan judul Evaluation Of Learning In Elementary School: Integration Of Character Values In Students

BERDASARKAN : 1. DIPA Nomor : SP DIPA-023.17.2.677509/2020
Tanggal 27 Desember 2019
2. SPK Nomor : 3197B/UN34.17/SPK/2020
Tanggal 4 Mei 2020

Mengetahui/Perintah dibayar :
Direktur Program Pascasarjana Universitas
Negeri Yogyakarta
selaku Pejabat Pembuat Komitmen

Yang membayarkan :
BPP PASCASARJANA

Yogyakarta,
Yang menerima :

Prof. Dr. Marsigit, MA.
NIP. 195707191983031004

Siti Efanah
NIP. 19691015 200212 2 001

Prof. Dr. Badrun Kartowagiran, M.Pd.
195307251978111001

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BERITA ACARA PEMBAYARAN
Nomor : 3198B/UN34.17/KU/2020

Pekerjaan Peneitian Kerjasama Internasional Program Pascasarjana Univesitas Negeri Yogyakarta tahun 2020

Berdasarkan   : 1. DIPA Universitas Negeri Yogyakarta No. SP DIPA-023.17.2.677509/2020, Tanggal : 27 Desember 2019.

    2. Surat Perjanjian Kerja, Nomor: 3197B/UN34.17/SPK/2020, tanggal 2 Mei 2020

Jumlah Biaya   : *Rp 35.000.000,00*

Diberikan kepada Prof. Dr. Badrun Kartowagiran, M.Pd. Dosen Program Pascasarjana Universitas Negeri Yogyakarta selaku Penanggungjawab Pelaksana Kegiatan Penelitian kerjasama internasional PPs UNY Tahun 2020 sebesar Rp. 35.000.000,00

Terbilang   *: Tiga puluh lima juta rupiah*

PIHAK KEDUA
Penanggungjawab Tim,

Prof. Dr. Badrun Kartowagiran, M.Pd.
NIP195307251978111001

Yogyakarta, 4 Mei 2020
PIHAK PERTAMA
Selaku Pejabat Pembuat Komitmen,

Prof. Dr. Marsigit, MA
NIP19570719 198303 1 004

4

RINGKASAN KONTRAK

Untuk kegiatan yang dananya berasal dari DIPA:

1. Nomor dan tanggal DIPA
: DIPA Universitas Negeri Yogyakarta No. SP DIPA-023.17.2.677509/2020, Tanggal : 27 Desember 2019
2. Kode Kegiatan/sub kegiatan/MAK
: 5742.002.001.053.A.525112
3. Nomor dan tanggal SPK/Kontrak
: 3197B/UN34.17/SPK/2020, tanggal: 2 Mei 2020
4. Nama Kontraktor/Perusahaan
: Prof. Dr. Badrun Kartowagiran, M.Pd.   (Ketua Pelaksana)
5. Alamat Kontraktor
: Pascasarjana Universitas Negeri Yogyakarta
6. Nilai SPK/Kontrak
: *Rp.50.000.000,00 (Lima puluh juta rupiah)*
7. Uraian dan Volume Pekerjaan
: Penelitian Kerjasama Internasional Pascasarjana tahun 2020 dengan judul *"Evaluation Of Learning In Elementary School: Integration Of Character Values In Students"*
8. Cara Pembayaran
: a. Pembayaran termin I 70% X Rp. 50.000.000,00 = Rp.35.000.000,00 (Tiga puluh lima juta rupiah) dibayarkan setelah surat perjanjian ini ditandatangani oleh kedua belah pihak.
b. Pembayaran Termin II 30% X Rp. 50.000.000,00 = Rp. 15.000.000,00 (Lima belas juta rupiah) dibayarkan setelah pekerjaan selesai.
9. Jangka waktu pelaksanaan
: 213 hari mulai tanggal 2 Mei - 30 November 2020
10. Tanggal Penyelesaian Pekerjaan
: 30 November 2020
11. Jangka waktu pemeliharaan
: -
12. Ketentuan Sanksi
: untuk satu hari keterlambatan dan dengan denda maksimal 5% dari harga borongan.

Yogyakarta, 2 Mei 2020
Direktur PPs.
Selaku Pejabat Pembuat Komitmen

Prof. Dr. Marsigit, MA.
NIP195707191983031004

Catatan:
Apabila terjadi *adendum* kontrak
data kontrak agar disesuaikan
dengan perubahan

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Telepon (0274) 550835, 550836 Fax. (0274) 520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, humas_pps@uny.ac.id

SURAT PERJANJIAN PELAKSANAAN PENELITIAN
Nomor : 3197B/UN34.17/SPK/2020
Tanggal: 2 Mei 2020

Pada hari ini Sabtu tanggal Dua bulan Mei Tahun Dua ribu dua puluh, kami yang bertanda tangan di bawah ini :

1. Prof. Dr. Marsigit, MA.	:	Direktur Pascasarjana Universitas Negeri Yogyakarta yang berkedudukan di Yogyakarta dalam hal ini bertindak untuk dan atas nama UNY; selanjutnya disebut PIHAK PERTAMA.
2. Prof. Dr. Badrun Kartowagiran, M.Pd.	:	Ketua Tim Peneliti kerjasama internasional, yang beralamat di Universitas Negeri Yogyakarta, selanjutnya disebut PIHAK KEDUA.

Surat Perjanjian Pelaksanaan Penelitian ini berdasarkan :

DIPA UNY 2020 yang merupakan implementasi dari DIPA Sekretariat Jenderal Kemenristekdikti dengan Nomor : SP DIPA-023.17.2.677509/2020 tanggal 27 Desember 2019 dan DIPA Direktorat Jenderal Pembelajaran dan kemahasiswaan (Ditjen Belmawa) Nomor: SP DIPA-023.17.2.677509/2020 tanggal 27 Desember 2019.

PIHAK PERTAMA dan PIHAK KEDUA secara bersama-sama bersepakat mengikatkan diri dalam suatu perjanjian pelaksanaan penelitian kerjasama internasional dengan ketentuan dan syarat-syarat sebagai berikut:

Pasal 1

PIHAK PERTAMA memberi tugas kepada PIHAK KEDUA, dan PIHAK KEDUA menerima tugas tersebut sebagai penanggung jawab dan mengkoordinasikan pelaksanaan Penelitian Kerjasama Internasional dengan judul dan nama Ketua/Anggota Peneliti sebagai berikut :

Judul : Evaluation Of Learning In Elementary School: Integration Of Character Values In Students

Ketua Peneliti : Prof. Dr. Badrun Kartowagiran, M.Pd.
Anggota : Dr. Syukrul Hamdi, M.Pd.
Prof. Dr. Edi Istiyono, M.Si.
Tri Effiyanti
Muhammad Ikhsan Ghozali
Laily Amin Fajariyah

Pasal 2
1. PIHAK PERTAMA memberikan dana Penelitian yang tersebut pada Pasal 1 sebesar Rp 50.000.000 (Lima puluh Juta Rupiah) yang dibebankan kepada Daftar Isian Pelaksanaan Anggaran DIPA Pascasarjana UNY No. : SP DIPA-023.17.2.677509/2020 tanggal 27 Desember 2019.

2. PIHAK KEDUA berhak menerima dana tersebut pada ayat (1) dan berkewajiban menggunakan sepenuhnya untuk pelaksanaan penelitian kerjasama internasional sebagaimana pasal 1 sampai selesai sesuai ketentuan pembelanjaan keuangan negara.

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KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
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Telepon (0274) 550835, 550836 Fax. (0274) 520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, humas_pps@uny.ac.id

Pasal 3

Pembayaran dana Penelitian ini akan dilaksanakan melalui Pascasarjana Universitas Negeri Yogyakarta dan dibayarkan secara bertahap dengan ketentuan sebagai berikut :

(1) Tahap Pertama 70% sebesar Rp. 35.000.000,00 (Tiga puluh lima juta rupiah) setelah surat perjanjian ini ditandatangani oleh kedua belah pihak.

(2) PIHAK KEDUA wajib membuat laporan kemajuan pelaksanaan penelitian dan laporan penggunaan keuangan sejumlah termin I sebesar 70%, dan diserahkan kepada PIHAK PERTAMA dalam bentuk hardcopy masing-masing 1 (satu) eksemplar paling lambat tanggal *31 Juli 2020,* serta mengunggah laporan tersebut *ke simppm.lppm.uny.ac.id*

(3) Tahap Kedua 30% sebesar Rp. 15.000.000,00 (Lima belas juta rupiah) dibayarkan setelah PIHAK KEDUA mengupload laporan akhir melalui *simppm.lppm.uny.ac.id* dan menyerahkan laporan akhir hasil pelaksanaan penelitian kepada PIHAK PERTAMA dalam bentuk hardcopy sebanyak 3 (tiga) eksemplar disertai softcopy 1 buah (dalam *CD-R*) paling lambat tanggal *30 November 2020.*

(4) PIHAK KEDUA berkewajiban mempertanggungjawabkan pembelanjaan dana yang telah diterima dari PIHAK PERTAMA dan menyimpan bukti-bukti pengeluaran yang telah disesuaikan dengan ketentuan pembelanjaan keuangan Negara.

(5) PIHAK KEDUA berkewajiban mengembalikan sisa dana yang tidak dibelanjakan kepada PIHAK PERTAMA untuk selanjutnya disetorkan ke Kas Negara.

(6) Perpajakan yang timbul atas transaksi penggunaan dana penelitian menjadi tanggungjawab PIHAK KEDUA sesuai dengan peraturan yang berlaku.

(7) Biaya pajak materai dalam surat perjanjian ini dibebankan kepada PIHAK KEDUA

Pasal 4

PIHAK KEDUA berkewajiban untuk:

(1) Menghasilkan 1 artikel ilmiah yang telah Accepted dalam jurnal internasional bereputasi terindeks (WoS, Scopus, dan Thomson Reuters) atau 2 prosiding terindeks scopus.

(2) Menghasilkan MoU (bagi yang belum ada MoU)

(3) Menghasilkan Hak Kekayaan Intelektual (HKI)

(4) Menghasilkan buku ber ISBN

(5) Menghasilkan luaran Iptek lainnya (Model, Prototype, Desain, Karya Seni, Rekayasa Sosial, Teknologi Tepat Guna, Kebijakan)

Pasal 5

(1) Jangka waktu pelaksanaan penelitian yang dimaksud Pasal 1 ini selama 213 (dua ratus tiga belas) hari terhitung mulai **2 Mei 2020 sampai dengan 30 November 2020,** dan PIHAK KEDUA harus menyelesaikan Penelitian yang dimaksud dalam Pasal 1 selambat-lambatnya **30 November** *2020.*

(2) PIHAK KEDUA harus menyerahkan kepada PIHAK PERTAMA berupa :

a. Laporan akhir hasil penelitian dalam bentuk hardcopy sebanyak 2 (dua) eksemplar, dan dalam bentuk soft copy (CD dalam format **"*.pdf"**) sebanyak 1 (satu) keping ke sekretariat penjaminan Mutu PPs, serta mengunggah laporan tersebut *ke simppm.lppm.uny.ac.id* paling lambat **30 November 2020**

b. Artikel Ilmiah untuk dimasukkan ke Jurnal, yang terpisah dari laporan sebanyak 2 (dua) eksemplar

(3) Laporan hasil penelitian dalam bentuk hard copy harus memenuhi ketentuan sebagai berikut :

a. Bentuk/ukuran kertas kuarto

b. Warna cover abu-abu

c. Di bagian bawah cover ditulis :
Dibiayai oleh DIPA BLU Universitas Negeri Yogyakarta Nomor : SP DIPA-023.17.2.677509/2020, Tanggal 27 Desember 2019 berdasarkan Surat Perjanjian Pelaksanaan Penelitian Nomor : 3197B/UN34.17/SPK/2020 Tanggal 2 Mei 2020

(4) Selanjutnya laporan tersebut akan disampaikan ke sekretariat Penjaminan Mutu PPs UNY sebanyak 2 (dua) eksemplar

(5) Apabila batas waktu habisnya masa penelitian ini PIHAK KEDUA belum menyerahkan laporan akhir hasil penelitian kepada PIHAK PERTAMA, maka PIHAK KEDUA dikenakan denda sebesar 1‰ (satu permil) setiap

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PASCASARJANA
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Telepon (0274) 550835, 550836 Fax. (0274) 520326
Laman: pps.uny.ac.id Email: pps@uny.ac.id, humas_pps@uny.ac.id

hari keterlambatan sampai dengan setinggi-tingginya 5% (lima persen) dari nilai surat perjanjian pelaksanaan penelitian, terhitung dari tanggal jatuh tempo yang telah ditetapkan sampai dengan berakhirnya pembayaran dana penelitian oleh Pascasarjana Universitas Negeri Yogyakarta.

Pasal 6

(1) Apabila Ketua Peneliti sebagaimana dimaksud pasal 1 tidak dapat menyelesaikan pelaksanaan penelitian ini, maka PIHAK KEDUA wajib menunjuk pengganti ketua pelaksana sesuai dengan bidang ilmu yang diteliti dan merupakan salah satu anggota tim;

(2) Bagi Peneliti yang tidak dapat menyelesaikan kewajibannya dalam Tahun Anggaran yang sedang berjalan dan waktu proses pencairan biayanya telah berakhir, maka seluruh dana yang belum sempat dicairkan dinyatakan hangus dan kembali ke Kas Negara.

(3) Apabila PIHAK KEDUA tidak dapat melaksanakan tugas sebagaimana dimaksud pada pasal 1 maka harus mengembalikan seluruh dana yang telah diterimanya kepada PIHAK PERTAMA, untuk selanjutnya disetor ke Kas Negara.

(4) Apabila dikemudian hari terbukti bahwa judul-judul penelitian sebagaimana dimakud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran dan itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka penelitian tersebut dinyatakan batal dan PIHAK KEDUA wajib mengembalikan seluruh dana penelitian yang telah diterimanya kepada PIHAK PERTAMA untuk selanjutnya disetor ke Kas Negara.

Pasal 7

Hak Kekayaan Intelektual yang dihasilkan dari pelaksanaan penelitian tersebut diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

Pasal 8

Hasil penelitian berupa peralatan dan atau alat yang dibeli dari kegiatan penelitian ini adalah milik negara yang dapat dihibahkan kepada Universitas Negeri Yogyakarta atau Lembaga Pemerintah lain melalui Surat Keterangan Hibah.

Pasal 9

PIHAK PERTAMA maupun PIHAK KEDUA tidak bertanggung jawab atas keterlambatan atau tidak terlaksananya kewajiban seperti tercantum dalam kontrak sebagai akibat *Force Majeure* yang secara langsung mempengaruhi terlaksananya kontrak, antara lain : perang. Perang saudara, blockade ekonomi, revolusi, pembrontakan, kekacauan, huru-hara, kerusuhan, mobilisasi, keadaan darurat, pemogokan, epidemis, kebakaran, kebanjiran, gempa bumi, angin ribut, gangguan nafigasi, tidakan pemerintah dibidang moneter. *Force Majeure* di atas harus disahkan kebenarannya oleh Pejabat yang berwenang.

Pasal 10

Surat Perjanjian pelaksanaan penelitian ini dibuat rangkap 4 (empat), dan dibubuhi meterai sesuai dengan ketentuan yang berlaku, dan biaya meterainya dibebankan kepada PIHAK KEDUA.

Pasal 11

Hal-hal yang belum diatur dalam perjanjian ini akan ditentukan kemudian oleh kedua belah pihak secara musyawarah.

PIHAK KEDUA   PIHAK PERTAMA
Ketua Peneliti,   Direktur Pascasarjana
                                         Universitas Negeri Yogyakarta

Prof. Dr. Badrun Kartowagiran, M.Pd.   Prof. Dr. Marsigit, MA.
NIP195307251978111001   NIP19570719 198303 1 004

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Laman: pps.uny.ac.id Email: pps@uny.ac.id, humas_pps@uny.ac.id

hari keterlambatan sampai dengan setinggi-tingginya 5% (lima persen) dari nilai surat perjanjian pelaksanaan penelitian, terhitung dari tanggal jatuh tempo yang telah ditetapkan sampai dengan berakhirnya pembayaran dana penelitian oleh Pascasarjana Universitas Negeri Yogyakarta.

Pasal 6

(1) Apabila Ketua Peneliti sebagaimana dimaksud pasal 1 tidak dapat menyelesaikan pelaksanaan penelitian ini, maka PIHAK KEDUA wajib menunjuk pengganti ketua pelaksana sesuai dengan bidang ilmu yang diteliti dan merupakan salah satu anggota tim;

(2) Bagi Peneliti yang tidak dapat menyelesaikan kewajibannya dalam Tahun Anggaran yang sedang berjalan dan waktu proses pencairan biayanya telah berakhir, maka seluruh dana yang belum sempat dicairkan dinyatakan hangus dan kembali ke Kas Negara.

(3) Apabila PIHAK KEDUA tidak dapat melaksanakan tugas sebagaimana dimaksud pada pasal 1 maka harus mengembalikan seluruh dana yang telah diterimanya kepada PIHAK PERTAMA, untuk selanjutnya disetor ke Kas Negara.

(4) Apabila dikemudian hari terbukti bahwa judul-judul penelitian sebagaimana dimakud pada Pasal 1 dijumpai adanya indikasi duplikasi dengan penelitian lain dan/atau diperoleh indikasi ketidakjujuran dan itikad kurang baik yang tidak sesuai dengan kaidah ilmiah, maka penelitian tersebut dinyatakan batal dan PIHAK KEDUA wajib mengembalikan seluruh dana penelitian yang telah diterimanya kepada PIHAK PERTAMA untuk selanjutnya disetor ke Kas Negara.

Pasal 7

Hak Kekayaan Intelektual yang dihasilkan dari pelaksanaan penelitian tersebut diatur dan dikelola sesuai dengan peraturan dan perundang-undangan yang berlaku.

Pasal 8

Hasil penelitian berupa peralatan dan atau alat yang dibeli dari kegiatan penelitian ini adalah milik negara yang dapat dihibahkan kepada Universitas Negeri Yogyakarta atau Lembaga Pemerintah lain melalui Surat Keterangan Hibah.

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Ketua Peneliti,	Direktur Pascasarjana
	Universitas Negeri Yogyakarta

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Appendix 7. Record of Agenda

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BERITA ACARA
PELAKSANAAN SEMINAR HASIL PENELITIAN KERJASAMA INTERNASIONAL
TAHUN 2020

Ketua Peneliti   : Prof. Dr. Badrun Kartowagiran, M.Pd.
Judul Penelitian   : Evaluation Of Learning In Elementary School: Integration Of Character Values In
                      Students

Pelaksanaan
Hari , tanggal   : Jumat, 20 November 2020
Tempat   : Daring Via Zoom

Dipimpin oleh
Ketua sidang   : Erna Andriyanti, Ph.D.
Pembahas   : Prof. Pardjono, Ph.D.

Peserta yang hadir
Peserta seminar   : 50 orang
Pembahas   : 1 orang
Saran-saran   :

1. Bagaimana kalau dilanjutkan menjadi explanatory untuk tahun depan.

Pembahas   Ketua Sidang,

Prof. Pardjono, Ph.D.   Erna Andriyanti, Ph.D.