

The Significant of E-assessment for Indonesian Literacy with Character Education in Pandemic Era

Tutuk Ningsih¹, Dwi Margo Yuwono², M. Sugeng Sholehuddin³, Abdul Wachid Bambang Suharto⁴

Abstract

Learning at home not only provides written assignments that are changed in electronic form but must also reflect student learning outcomes at home. Likewise, researchers use literary reading to avoid students getting bored with learning Indonesian language literacy and character education. However, improving literacy skills is not just reading literature for pleasure but also increasing students' critical power and character education by using an e-assessment model in their assessment. This research used the quasi-experiments approach. The object of study is 178 students at three different high schools in Sleman, Indonesia, with different characteristics. Data analysis uses A simple regression test to see a significant relationship between e-assessment reading literacy 'and reading fiction literacy skills towards character education. It describes the significance of using e-assessment in learning fiction literacy reading Indonesian for senior high school in pandemic era. The e-assessment model can be applied and effective to Indonesian subjects, especially on literacy reading. The E-assessment and reading literary skill is a practical activity for character education in high school students. The activity uses information technology to provide an experience for students to use their social media positively as part of the learning process at home. Besides that, they have to find and apply the moral values from the text they learned as character education.

Keywords: *e-assessment, reading literacy, character education*

Introduction

Language and literary works are two sides of the same coin. They both create a mutualistic and complementary relationship. Language is the content in this relationship, while literary work is the form. The content (language) can teach through its form (literary work). Literary works serve as a real-world example of how language works. To work with literary texts, a teacher must exhibit specific pedagogical and personal skills. Knowledge and take a political stance a setting that prioritizes the acquisition of literacy skills as a key learning assessment (Cremin et al., 2014). The

¹ Dr. M.Pd, Faculty of Tarbiyah and Teacher Training, State Islamic University (UIN) Prof. Saifuddin Zuhri Purwokerto, Indonesia, tutuk@uinsaizu.ac.id

² M.Hum, English Department, Faculty of Adab and Cultural Science, Islamic State University Sunan Kalijaga, Yogyakarta, Indonesia, dwi.yuwono@uin-suka.ac.id

³ Dr. M.Ag, Faculty of Tarbiyah and Teacher Training, IAIN Pekalongan, m.sugeng.s@iainpekalongan.ac.id

⁴ Dr. M.Hum. Faculty of Dakwah, State Islamic University (UIN) Prof. Saifuddin Zuhri Purwokerto, Indonesia, abdulwachidbs@gmail.com

use of challenging literary texts in reading and writing ensures that students develop skilled reading practices and more dynamic responses to text, which has the added benefit of improving reading test scores. Quality literature and good pedagogy go hand in hand for increasing the literacy skills of our students (Anand & Hsu, 2020; Brownell & Rashid, 2020; Gibson & Ewing, 2011), so teachers must have professional confidence to plan lessons from literary texts (Isidro & Teichert, 2021; Jenkinson, 2012).

Reading is one of the most critical elements of culture in the modern world and a tool for increasing an individual's intellectual and creative potential. Various academic specialists have studied the problem of reading over the past decades: there is a clear trend in the change of reading practices associated with capturing literature text on the global Internet (Shabalina & Bikov, 2021). Reading is not fair to understand the meaning of content. There are two vital comprehension aptitudes for understanding the explicit meaning of writings. Education abilities for the 21st century, reading classrooms require students to consider real-world circumstances and the changing identity of the writings they ought to socialize and peruse (Shaimardanova et al., 2020; Jose, 2021).

However, improving literacy skills is not just by reading literature for pleasure but also by increasing the students' critical power and character education with their collaboration, reflection, and presentation emphasized on their reading text using assessment (Almerico, 2014; Mullis & Martin, 2019). In Indonesia, many schools use literacy programs to improve their reading skills and integrate them with character education (Ahmadi & Yulianto, 2017; Pantiwati et al., 2020; Zurqoni et al., 2018). One of them is the senior high school in Sleman. They use a literacy program to immerse character education for their students, but since pandemic Covid-19 the program has a problem doing it. One of them is how to assess the improvement of students' literacy skills in online ways.

A better assessment procedure will depend on some factors, including the purpose of the assessment, the quality of the assessment tool, the skills of the person using it, and the educational decisions that must make. Disagreements arise when the richness of literacy is oversimplified by assessments that are not multidimensional or authentic, such as the overuse of multiple-choice questions. Assessments that truly measure growth are required to track a student's literacy progress. Progress-monitoring assessments give a baseline of a student's success, and periodic reassessment as the student progresses toward learning outcomes, rather than simply taking a snapshot of the student's achievement at a single moment in time. To reflect the assessment's goal of simulating

an authentic reading experience, the reading passages, whether presented digitally or in printed formats, as well as the simulated online materials, must be typical of those read by students in their everyday experiences and reflect students' authentic reading experiences, both in and out of school (Mullis & Martin, 2019). As a result, a new model of e-assessment of student literacy skills is required.

One alternative assess students' achievement of reading literacy is using ICT (Mullis & Martin, 2019; Putri et al., 2021). The use of information technology provides experiences for the students as part of the learning process at home. Technology development has started innovations that might play an essential part in restructuring learning technology development (Simon and Garcia-Belmar, 2016). According to these explanations, it is expected that students will be able to read more and be excited to understand the reading text related to human values for their character in life (Mullis & Martin, 2019). The description above becomes found of the researchers to raise the topic of the use of the e-assessment in learning Indonesian literacy for senior high school. It is used in the learning process, and it is expected to increase student motivation in literacy programs and improve the students' critical reasoning capacity, especially in character education.

Objective of Study

This paper aims to describe the significance and effectiveness of e-assessment for Indonesian literacy that was integrated with character education in senior high school, as well as define the adequacy of e-assessment, in order to respond to the question of how the respondents' pre- and post-experiment state of attitude scores compared with the use of an e-assessment in the high school students toward their Indonesian literacy skill achievements.

Research Questions

The authors' main research question is how implementation e-assessment Indonesian literacy integrated with character education for high school students. This threshold issue elaborates the following research sub-questions:

1. Is there any significant influence of the e-assessment toward character education on Senior High School students?
2. Is there a significant influence of the reading fiction literacy skill toward character education on Senior High School students?

3. Is there any interaction of the e-assessment and reading literacy skill toward character education on Senior High School students?

Hypothesis

Based on the theoretical study and research questions above, the following hypotheses can be formulated:

- H₁: There is a significant influence of e-assessment literacy (X1) toward character education (Y) on senior high school students.
- H₂: There is a significant influence of the reading fiction literacy skill (X2) toward character education (Y) on senior high school students.
- H₃: There is an interaction between the e-assessment literacy and reading literacy skill toward character education (Y) on senior high school students.

Literature Review

E-assessment

Assessment is how to monitor or analyze the student's progress during the learning process; utilizing erroneous responses as clues to adapt the learning process is essential for the teacher's role. The term "assessment" was appropriately introduced into the concept of constructivist education and so became a different pedagogical aspect. Assessment is a method of determining the extent and degree of learning within or outside of the classroom (Bittman & Russell, 2016). A subject module or qualification's skills, knowledge, and attitudes can be measured against a predetermined standard set by the tutor or examining body. Assessment serves a variety of functions (Idowu et al., 2020). It can be used to assess learners' progress, select candidates for jobs or courses, demonstrate the effectiveness of a course's content and tutors' abilities, and provide learners with a long-term goal (UKEssays, 2018). The assessment also provides an opportunity to adjust teaching to ensure that all targets or criteria are met. However, some argue that assessment is an unreliable, inaccurate, and poor predictor of a student's future performance.

Furthermore, the electronic resources may perform a variety of tasks in pedagogical tasks. For example, a computer or the web can operate as a basis from which diverse educational aspects are accessed and assist or aid in executing certain pedagogical elements like assessment (Hench,

2015). While research has increased dramatically in recent years around the world, generating new models and assessment objects, there is still more that can be done to boost creativity in e-assessment, given that, as Bevitt (2015) points out, there remains a significant literacy gap.

Incorporating online assessment into the education system is a significant technological advancement. In today's world, testing should not be a challenging experience because technology has revolutionized. Assessments can now be completed online without the need for paper and pencil. Computerized tests save time, and the most valuable product is paper (Hettiarachchi et al., 2015). These are why every educational institution with a computer and an internet connection accepts these online method elements associated with education and the environmental context. Assessments are the most important aspect of the education system since they provide students with a clear image of where they are concerned, encouraging the learner to do better. They function as a motivator and positive. Because of this, quality assessment is crucial because it pinpoints an area with total precision. Qualitative evaluations must include the following characteristics: To make it easy for the candidates to understand the text, it should be straightforward whenever possible. It should be done under the syllabus and the specific learning topic. It means that there should be no defects in the content. As well as being 100 percent correct, it should also be The test should pique the students' interest, which is why it should always be objective, interesting, and engaging (Hench, 2015).

Weschke and Canipe (2010) propose an interactive assessment technique that incorporates indications such as course evaluations, self-assessment, presentations, and rubric achievement, acknowledging the importance of cooperative assessment for professional development in this way. Lejk and Wyvill (2010), in a similar spirit, stress the relevance of self-and peer-assessment in online learning. Portfolios, which are collections of assigned projects that demonstrate individual triumphs, encourage self-evaluation, and provide a different focus on the assessment process, will begin to emerge as alternative strategies. An e-rubric is an effective means of certifying evaluation in which the student serves as the primary evaluator. Simultaneously, new technology has arisen that allows for synchronous communication with students while maintaining the nonsituational elements of e-learning. Videoconferencing can be used for initial (of prior knowledge), processive (monitoring of student engagement), and final (e.g., oral presentations and assessments) evaluation (Serrano & Cebrian, 2011).

In this study, researchers propose an e-assessment that uses the e-rubric model and synchronous communication using G-meet for the e-assessment of Indonesian literacy integrated with character education. Character education can benefit from e-assessment because it is possible to determine what has been learned and assist pupils in retaining and reproducing the material. By providing students with opportunities to analyze their learning process through feedback, the deployment of an appropriate e-assessment model is essential for enhancing their overall learning experience. The e-assessment model was chosen as the starting point because it demonstrates the relationship between e-assessment and practical learning (Mullis & Martin, 2019; Putri et al., 2021).

Literacy and Literature

Over time, people's perceptions of what it means to be literate have shifted. 'Being literate' used to be described as having two distinct abilities: the ability to read and the ability to write (Freebody, 2007; Johnson, 2020; Mills & Unsworth, 2016; Doyle et al., 2017). However, literacy is now commonly recognized as a complex and sophisticated construct that includes multiliteracies and is multimodal and multifunctional. These characteristics interact, intertwine, and integrate as a complicated mechanism for generating meaning. Literacy defines as the ability to decode and produce text in order to make sense. Literacy is a science as well as a skill. It refers to the mechanics of reading and writing. It is responsible for the engineering structures and patterns that allow literature to exist (Cremin et al., 2014; Cronin, 2014). Literacy is the cornerstone of all verbal communication. Students today are expected to master literacy skills. Teaching children to read and write is one of the most challenging tasks a teacher will face. An effective literacy program assists teachers in completing that difficult task effectively. There are numerous types of literacy programs available. Each with its own set of components. Everything from personal teaching experience to popular educational theory can impact the components used in a literacy program. Phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing are the six basic components of an effective literacy program (Jones, 2016).

The art of reading and writing, on the other hand, is referred to as literature. It is both cerebral and visceral. It feeds off of ambiguity and nuance. It necessitates that both the reader and the writer have a profound understanding of the human condition and comprehend and convey those ideas with skill and imagination. Literature, both its production and interpretation, necessitates excellent literacy skills for both the writer and the reader to access and produce text. Teachers can designate

literature texts because they are immersive of humankind's life and allow students to use top-down strategies to learn the language and develop their thinking skills (Cremin et al., 2014; Shatunova et al., 2021; Simpson, 2016). Teachers can scaffold their students' literacy skills by understanding how a reader responds to a text and makes a transaction with a text in order for them to acquire language skills, particularly reading skills.

According to literacy studies, the emergence of the literate ecosystem represents the expansion of the values of lifelong learning in all learning elements involved. This integration is taught inside the context of reading text, and students realize tendencies that include character and value are essential and interesting aspects of the natural world around them (Almerico, 2014; Gunning, 2012). However, improving literacy skills is not just by reading literature for pleasure but also by increasing the students' critical power and character education with their collaboration, reflection, and presentation emphasized on their reading text using assessment (Almerico, 2014; Mullis & Martin, 2019).

Character Education through Literature

Firstly, the term character was indicated by several experts. According to Lickona (1991), a character is a person's natural trait in responding to situations morally, which shows real action, namely good, honest, responsible behavior, respecting others, and other noble characters. In addition, a character is associated with temperament, which gives him a definition that emphasizes the psychosocial elements associated with education and environmental context. To conclude, a character is a way of thinking, behaving, and acting, which becomes the characteristic of a person who becomes a habit and is displayed in community life (Ningsih, 2020). Inculcating values to school members means that character education will only be effective if students, teachers, school principals, and non-educators are involved in character education practices. Finally, character education can be interpreted as value education, moral education, and personality education, aiming to develop student's abilities to make good or bad decisions.

Hoge (2002) defined character education as any overt or deliberate endeavor to influence the development of appealing personal attributes or qualities. Even though the writing contains some definitions and explanations of character education, the content of programs usually adapts to the standards and values of liberality, benevolence, trustworthiness, resistance, belief, judgment, devotion, decency, opportunity, correspondence, and regard for different qualities (Bohlin et al.,

2001; Brooks, 2001). Character education is the modern term for the growth of character values in education. It is defined as an organized and efficient method to being a great citizen in terms of self-respect, obligation, authenticity (Çubukçu, 2012), as well as a unique educational module that should be developed to teach understudies about the qualities and characteristics of great characters (Almerico, 2014). The educational part of character development is important. Character education aims to improve pupils' ability to comprehend moral principles and use that understanding to take "good and best" acts and comprehend their genuine life goals (Battistich, 2005). Furthermore, character education improves the quality of educational implementation results in schools, resulting in the establishment of students' character and nobility in an overall, integrated, and balanced manner following the standard governing competencies (Nurhasanah & Nida, 2016).

In practice, there are some obstacles to overcome while conducting character education. According to Lee (2009), the approach of character education has at least four major flaws: (1) Few teachers have the professional capacity in the domain of morale and character education; (2) several parents object to participating in the character education process; (3) students face many academic pressures and, as a result, they focus only on grade achievement. As a result, they concentrate solely on getting good grades. Furthermore, multiple teaching techniques such as role-playing, drama, simulation, educational games, debate, discussion, project, group work, educational visitation, interview, and brainstorming may be used to improve morale and character values (Chowdhury, 2016). Consistent habituation may be achieved through the execution of school laws, and reinforcement could be achieved through religious and national holidays, social service, and the creation of synergy with society and parents.

Many ways character education methods have done. One of them is using literature reading (Almerico 2014; Novianti, 2017). Literature integration is a viable way to educate children with almost positive character characteristics. Excellent writing with character improvement subjects has the power to create, shape, and fortify miens fundamental for ingraining in understudies vital center moral values. As character education concepts are instructed inside the literature setting, understudies realize that characteristics such as regard, genuineness, boldness, and benevolence are genuine and curiously angles of the world around them (Almerico, 2014). As more researchers and educational experts have emphasized the importance of character education in college, the number of studies on literature for character education in college has gradually increased. "Good literature tackles the profound themes of humanity and gives us insight into human nature: growth

and initiation, relationships and love, alienation and death," Sweeney (2008:7) say literature gives a fun way to integrate academics and character development.

On the other hand, the definition of "excellent literature" continues to be a matter of debate to the point where it is no longer relevant. As a result, rather than choosing books based on subjective conceptions of what constitutes good novels or literary works, books for character education that are relevant to student life are preferred in this scenario. Besides that, it needs teachers to give tasks or assessments that give students the ability to find moral value or character-building from literature for their lives. That is why the researchers propose an e-assessment of Indonesian literacy integrated with character education for senior high school students.

Method

Design

The study employed a quasi-experimental research design to examine how the use of Indonesian literacy e-assessment and reading literacy skills influenced students' character education. In this study, the causal associative approach was used to generate a systematic description of the data (Stevens & De Bruycker, 2020). The study employed two types of variables: independent and dependent variables. The e-assessment and other aspects of the independent variables were examined. This study was conducted at three different senior high schools from November 2020 to December 2020. In Sleman, Indonesia, they are the Islamic state high school, the state high school, and the private senior high schools.

Sample

The research focuses on the Islamic state high school, which has 251 students in grades 10 and 11, the state high school, which has 271 students in grades 10 and 11, and the private senior high schools in Sleman, which have 121 students in classes 10 and 11. The proportional random sample strategy was utilized in this study. Sortition was used to sort the entire six courses, or 25% of each class, in three schools (Pitard, 2019). The researchers discovered 178 students across three high schools. In Sleman, Special District Yogyakarta, Indonesia, they are 66 students from Islamic State High School, 70 students from State High School, and 42 students

from a private high school. They have different characteristic that describe in table 1.

Table 1.
Characteristics of the Sample

	Islamic State High School	State High School	Private high school
Gender			
Men	28 (42%)	30 (42,8%)	10 (38,4%)
Women	38 (58%)	40 (57,2%)	32 (61.6%)
Grade			
10 th	33 (50%)	36(54%)	21 (50%)
11 th	33 (50%)	34 (46%)	21(50%)
Department			
Physics	33 (50%)	35(50%)	21 (50%)
Social	33 (50%)	35 (50%)	21(50%)

a. N : 178

b. n1 : 66, n2 : 70, n3 : 42

Instrument Data Collection

In this study, the instrument is a questionnaire. A Likert scale questionnaire was used to assess the components in this study (Retief, Potgieter, & Lutz, 2013). The questionnaire comprises three indications for the variable e-assessment. They are cognitive, affective, and conative assessments that involve use of information and communication technology (ICT). Table 2 provides more information, and reading literacy skills employ indicators 5 W and H questions to determine the structure of the reading text and the student's comprehension. Table 3 summarizes them. As a dependent variable, character education provides valuable indicators such as impact, value, and response from the e-novel *Hikayat Bayan Budiman*. Table 4 summarizes them.

Table 2.
Questionnaire e-assessment of reading literacy

Aspect	Indicator	Sub Indicator	Number of Items	
E-assessment of reading literacy	Cognitive	1. Knowledge about the element of the story in e-novel using e-rubric	1,2,3,4, 5, 6,7,8,9,10	
		2. Knowledge of the technique of reading fiction in e-rubric		
	Affective	1. Express the feeling of the story in synchronous online meeting		
		2. Feedback and critical thinking from the story in WAG online discussion		
	Conative	Doing the good value of the story in social media.		

Table 3.*Questionnaire the reading fiction literacy*

Aspect	Indicator	Sub Indicator	Number of Items
Reading Fiction Literacy Skill	Who	1. Character of e-novel <i>Hikayat Bayan Budiman</i>	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22.
		2. Find main and supporting character e-novel <i>Hikayat Bayan Budiman</i>	
		3. Describe the characterization e-novel <i>Hikayat Bayan Budiman</i>	
	Where	1. The setting of place e-novel <i>Hikayat Bayan Budiman</i>	
		2. Describe the places in the e-novel <i>Hikayat Bayan Budiman</i>	
	When	1. <i>The setting of time story</i> e-novel <i>Hikayat Bayan Budiman</i>	
		2. <i>Describe when the story happens and how the author description</i> e-novel <i>Hikayat Bayan Budiman</i>	
	What	1. The theme of the story e-novel <i>Hikayat Bayan Budiman</i>	
		2. Finds the central idea of e-novel <i>Hikayat Bayan Budiman</i> .	
	Why	1. Describe the order of e-novel <i>Hikayat Bayan Budiman</i>	
		2. Describe cause-effect of e-novel <i>Hikayat Bayan Budiman</i>	
	How	Describe the message of e-novel <i>Hikayat Bayan Budiman</i>	

Table 4.*Questionnaire the character education*

Aspect	Indicator	Sub Indicator	Number of Items
Character Education	Useful	The function of e-novel <i>Hikayat Bayan Budiman</i> in character education	23, 24, 25, 26
	Impact	The senses of human life in e-novel <i>Hikayat Bayan Budiman</i>	
	Value	Find and describe the good values of e-novel <i>Hikayat Bayan Budiman</i>	
	Response	The lesson learned for human life from the e-novel <i>Hikayat Bayan Budiman</i> .	

Based on the KMO and alfa cronbach, the validity of the e-assessment questionnaire is 0.353. These results were then consulted with r_{table} at a significance level of 0.05, and a result of 0.148 was obtained, because $r_{12} > r_{table}$ or $0.353 > 0.148$, the question item in the questionnaire was reliable. The reading literacy competence questionnaire provided a calculation result of 0.252. Because $r_{12} > r_{table}$ or $0.252 > 0.148$, the question item in the questionnaire was dependable, the

results were verified with the r table at a significance level of 0.05, and a result of 0.148 was reached. The character education questionnaire has a high level of reliability. This is determined by the calculation results generated by the reliability of 0.383. The results are then examined with r_{table} at the 5% significance level. The result is 0.148 because $r_{12} > r_{table}$ or $0.383 > 0.148$, indicating that the questionnaire question items are trustworthy.

Data Collection

This study was conducted at three different senior high schools from November 2020 to December 2020 in Sleman, Indonesia, they are the Islamic state high school, the state high school, and the private senior high schools. The data was gathered using an offline and online questionnaire. The data collection in private high school is used offline with 42 students as samples. Beside that, the researcher get the data from 136 students of two senior high schools, they are used online with G-form. Through the questionnaire, the students were asked to answer the questions regarding the strategy and the obstacles to implementing e-assessment reading fiction literacy toward character education.

Data Analysis

A simple regression test was used to see a significant relationship between e-assessment reading literacy and reading literary literacy skills towards character education. The mean T-test hypothesis is a statistical test that determines whether a particular value (provided as a comparison) departs considerably from the sample's average (Chaudhuri, 2019). The data utilized to run the average difference test with the T-test were quantitative. The paired T-test is a hypothesis testing procedure that uses non-independent data (paired). Individuals are the most common features seen in paired cases.

Findings

The research data consisted of independent variables, namely the E-assessment reading literacy (X1), the reading fiction literacy (X2), and the dependent variable, namely character education (Y). To describe and test the relationship between the independent and dependent variables in this study, we tested the analysis prerequisites before analyzing the data as follows:

Normality Test

Statistical tests such as Kolmogorov-Smirnov are used in the normality test. Below are descriptions of the normality test to estimate the E-assessment of reading literacy, reading literacy skills, and character education samples that have the equivalency of setting the mean and variance of the reference distribution equal.

Table 5.

Normalized gain normality test on e-assessment reading literacy, reading literacy skill, character education

	Variable	Factors	Score
1	E-assessment reading literacy	Kolmogorov-Smirnov Z value Probability	1,233 0,07
2	Reading Literacy Skill	Kolmogorov-Smirnov Z value Probability	1,451 0,09
3	Character education	Kolmogorov-Smirnov Z value Probability	1,312 0,08

Table 5 reveals that the E-assessment reading literacy score was 1.233 with a probability of 0.07 (Asymp. Sig. (2-tailed)). If the probability or $p > 0.05$ in the Kolmogorov Smirnov test, the data requirements are said to be normal. Table 5 reveals that the E-assessment reading literacy variable data is normally distributed or passes the normality test with a p value > 0.05 . For the reading literacy skill variable results, the value was obtained Kolmogorov Smirnov = 1.451 with probability 0.09 (Asymp. Sig. (2-tailed)). The data requirement is called normal if the probability or $p > 0.05$ on the test Kolmogorov Smirnov. Table 5 shows that the p value > 0.05 , then it is known that the reading literacy skill variable data is normally distributed or meets the normality test's requirements. The Character education variable results obtained the Kolmogorov Smirnov value = 1.312 with the probability of 0.08 (Asymp. Sig. (2-tailed)). Data requirements are called normal if the probability or $p > 0.05$ in the Kolmogorov Smirnov test. Table 5 indicates that the p value > 0.05 shows that the variable data attitudes are normally distributed or meet the normality test requirements. Its mean variable e-assessment reading literacy, reading literacy skill, and character education is equivalent to setting the mean and variance of the reference distribution equal to the sample estimate.

Linearity Test

The purpose of the linearity test is to establish a link between the independent and linear dependent variables. If the estimated F value is less than the F table and the significance threshold is 0.05, the

relationship between the independent and dependent variables is linear. The following are the findings of the linearity test:

Table 6.

Linear test variabel X1, X2, Y

Variable	Df	F count	F table	Sig	Information
X1 → Y	385	0,871	3,86	0,632	Linear
X2 → Y	385	0,677	3,86	0,867	Linear

In table 6, the linearity test results for variables X1 and Y show that the calculated F value is 0.871, and the F table value is 3.86, with a significance value of 0.632. These findings suggest that the calculated F value is 0.05), implying that the relationship between X1 and Y is linear. In table 6, the linearity test results for variables X2 and Y show that the calculated F value is 0.677, and the F table value is 3.86, with a significance value of 0.867. These findings show that the calculated F value is 0.05), indicating that the relationship between X2 and Y is linear. The linearity test is used to determine whether the data distribution is centered on the straight line of the equation. The functional relationship between the variables X and Y is linear if it is centered on the straight line of the equation. Table 6 shows that the linearity test results show a straight line of the functional relationship equation between the variables, implying that these findings can be used to test the study's hypothesis.

Homogeneity Test

The F-test was used to test the variance homogeneity of the sample in the reading literacy skill (X1) variable, the character education (X2) variable, and the E-assessment reading literacy (Y), provided that F count F table, the variance of the group of sample was homogeneous. The following results were obtained based on the homogeneity test results:

Table 7

Homogeneity Test

	Levene Statistic	Df1	Df2	Sig.
Reading literacy skill	3.990	115	270	.000
Character Education	2.987	115	270	.000

Table 7 shows that the r-value of the group of sample in the reading literacy skill and character

education variables is less than the levels used, namely $0.000 < 0.05$ and $0.000 < 0.05$. As a result, the scores on the group of sample reading literacy skill and character education variable were equally distributed or homogeneous.

Descriptive Statistic Result

A simple regression test was used to determine whether or not there was a significant relationship between e-assessment reading literacy and reading literary literacy skills in relation to character education. The mean T-test hypothesis is a statistical test that determines whether a specific value (provided as a comparison) deviates significantly from the sample's mean. The data used to run the average difference test in conjunction with the T-test were quantitative. The paired T-test is a hypothesis testing procedure that employs data that is not independent (paired). Individuals are the most frequently observed features in paired cases.

Hypothesis Testing

H1: There is a significant influence of the E-assessment literacy on character education of senior High School students'

The first hypothesis tested in this study was "There is a significant influence of the E-assessment literacy on character education of senior High School students"

Table 8

*Regression Equations test of X1 - Y
Coefficients (a)*

Model	Unstandardized Coofeciints		standardized coefficients	T	Sig.
	B	Std. Error	Beta		
e-assessment	31,273	234,1		11.315	.00
	0,58	0.21	.385	1.113	.00

Based on table 8 the regression direction coefficient is 0.58, and the regression equation is $Y = 31.273 + 0.58X1$. The criterion used is that the value of r is greater than a certain value, then H_0 is accepted. Conversely, if the value of r is less than a certain value, then H_0 is rejected.

Table 9

Correlation of simple regression test on reading literacy skill with E-assessment reading literacy

ANOVA (b)

Model	Sum of Squares	Df1	Mean square	F	Sig.
Regression	2210.047	1	2210.047	43571	.000 (a)
		.322	270		
Residual	987.011	.215			.000
Total	3197.058				

a. Predictors : e-assessment

b. Dependent variable: Character education

Based on table 9, Because the P-value is less than the level used, 0.000 0.05, H₀ is rejected. As a result, the regression equation is $31.273 + 0.58X_1$; the E-assessment has a positive influence with Character education, with a score of 43.571.

Hypothesis 2

H₂: There is a significant influence of the reading fiction literacy on character education of senior High School students'

The second hypothesis tested in this study was "there is a significant influence of reading fiction literacy skill on high school students character education."

Table 10

Regression Equations test of X₂ - Y Coefficients (a)

Model	Unstandardized Coefeciients		standardized coefficients	T	Sig.
	B	Std. Error	Beta		
Reading fiction literacy skill	9,273	214,1		8.315	.00
	0,52	0.21	.385	1.011	.00

The regression direction coefficient is 0.52, and the regression equation is $Y = 9.273 + 0.52X_2$. The criterion is that if the value of r exceeds a certain threshold, then H₀ is accepted. In the opposite case, if the value of r is less than a certain value of a, H₀ is rejected.

Table 11

Correlation of simple regression test on reading fiction literacy with character education ANOVA (b)

Model	Sum of Squares	Df1	Mean square	F	Sig.
Regression	2210.047	1	2210.047	43571	.000 (a)
		.322	270		
Residual	987.011	.215			.000
Total	3197.058				

- a. Predictors: reading fiction literacy skill
b. Dependent variable: character education

Because the P-value is less than the level used, 0.000 0.05, H₀ is rejected. As a result of the regression equation $9273 + 0.52X_2$, reading fiction literacy significantly influences character education of High School students.

Hypothesis 3

H₃: There is a significant influence of the e-assessment and reading literacy on character education of senior High School students'

The first hypothesis tested in this study was "an interaction between E-assessment and reading fiction literacy on character education in high school students. Multiple regression analysis is used to test the third hypothesis, which predicts that two independent variables influence the value of one dependent variable.

Table 12

Multiple Regression tests of X₁, X₂ - Y Coefficients (a)

Model	Unstandardized Coefecients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
One constant	7,273	2142,1		.515	.342
e-assessment	0,441	0.131	.239	.511	.234
reading fiction literacy skill	0,532	0.321	.381	.311	.056

According to table 12, the multiple regression direction coefficients of the E-assessment (b1) are 0.441, and the coefficient of multiple regression of the reading fiction literacy skill (b2) is 0.532, with a constant (a) of 7,273. $Y = 7.273 + 0.441X1 + 0.532X2$ is the regression equation. The following are the findings of the multiple regression significance analysis:

Table 13

Correlation of simple regression test on character education with E-assessment reading literacy ANOVA (b)

Model	Sum of Squares	Df1	Mean square	F	Sig.
Regression	2344.194	2	1581.082	18.509	.000 (a)
		.322	370.34		
Residual	820.876	.370			.000
Total	3165.07				

- a. Predictors: E-assessment
 b. Predictors: reading fiction literacy skill
 c. Dependent variable: character education

According to table 13, the value of r was less than the level of 0.05, so H0 was rejected. E-assessment and reading literacy skills have a significant impact on character education High School students. The positive correlation can be explained by the regression equation $Y = 7,273 + 0.441X1 + 0.532X2$, which yields the multiple regression value Y: 18.509. If the interaction between E-Assessment and reading literacy scores improves, so will the interaction between E-Assessment and reading fiction literacy skills on character education of high school students. Thus, it can be explained that increasing the E_assessment and reading fiction literacy skill by 2344.94 will increase character education.

According to statistic descriptive above, the constant value is 31.273, and the value B is 0.58. The simple regression equation for Y over X1 is then: $Y = 31.273 + 0.58X1$. According to Table 11, the constant value is 9.273, and the value B is 0.52. Then $Y = 9.273 + 0.27X2$ is the simple regression equation Y over X1. The table above shows that $F_{count} > F_{table}$, indicating a significance value of 0.000 0.05. It implies the e-assessment (X1) and reading fiction literacy skill (X2) in High School, both with character education. The proposed hypothesis in this study accepts H1, H2, H3 and rejects H0. The conclusion of hipothesis describe on Figure 1:

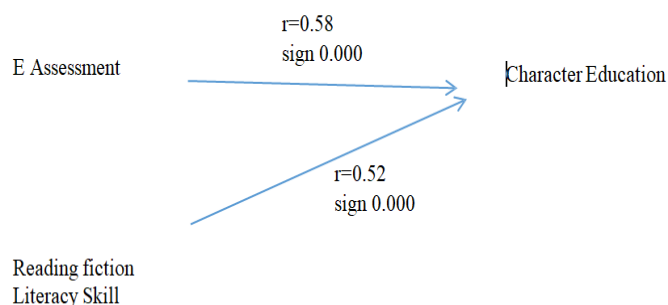


Figure 1.
significant of E-assessment and reading literacy skill toward caharacter education in High School

Discussion

We conducted an analysis using this study regression test after identifying the appropriate indicators related to the Indonesian literacy e-assessment and reading fiction literacy skill literacy significantly can improve character education of high school students. Based on the findings, using e-assessment Indonesian literacy skills and reading fiction literacy skills correlate with character education give moral and ethical personalities development. Besides that, it will help teachers implement e-assessment in Indonesian reading literacy, giving significant critical skills toward character education for high school students.

Based on the significant E-assessment for character education, the process of e-assessment is an educational process that uses the capabilities of digital technologies to create content, assess student ability, and improve student-teacher engagement. The Indonesian literacy e-assessment has made students interested with their assessment activities, notably in employing e-rubric and synchronous online meetings for the assessment process, based on their questionnaire answers. They like the e-assessment since it allows them to use social media to discuss the literary text via video chats and present their thoughts via WhatsApp. These findings were related to the Indonesian high school integrated literacy movement. The literacy movement is a habit that is actively promoted by schools. To foster students' reading interests, most schools can adopt this initiative by offering 15 minutes of reading time before the first online lesson. Schools customize reading

time with an e-book to improve their interests and give feedback for the character education based on their reading activities. The Indonesian literacy e-assessment has made students interested with their assessment activities, notably in employing e-rubric and synchronous online meetings for the assessment process, based on their questionnaire answers. Relate with (Elodie, et al 2020; Erbay Çetinkaya, 2020) in this research find that students like the e-assessment since it allows them to use social media to discuss the literary text via video chats and present their thoughts via WhatsApp. These findings were related to the Indonesian high school integrated literacy movement. The literacy movement is a habit that is actively promoted by schools.

In second hypothesis, using fiction as reading literacy give more impact for student to understand human life value. For example, of the 20 students in private senior high school, between 11-17 of them are capable to retell and analyze *The Tale of Bayan Budiman*. These students are not only able to find out the intrinsic and extrinsic elements of the text, but also able to create a vlog in which they tell the story with their words. This program has become a central part of literature education at the Senior High School, and the students can internalize the desirable values and character traits presented through the literary work. It is related with (Almerico 2014; Novianti, 2017; Ismakova et al, 2020) that conclude literature integration is a viable way to educate children with almost positive character characteristics. The e-book story with character improvement subjects has the power to create, shape, and fortify mind fundamental for ingraining in understudies vital center moral values.

On the other hand, this study provides an alternative for teachers to improve student character value education. However, (Basal & Eryilmaz, 2020; Putri et al., 2021) explain that the effectiveness of online learning must be supported by a system that includes audiovisual material. However, this study adds something new by requiring an e-assessment literacy and reading fiction literacy skill when implementing online learning in Covid 19. As a result, students can also seek information about actions to counteract moral degradation. Even though not all online education can support learning during the Covid 19 pandemic for rural high school students.

The third hypothesis results show that depending on the learning pattern used, and students can adapt and become comfortable with ICT learning. The E-assessment reading literacy cannot be performed alone during the learning process because students require information related to the character education to do online learning. This study contrasts with Kuhfeld's et al (2020) explanation of why project-based learning is the best to take in the online learning process.

However, an inquiry approach was not always possible during the Covid-19 transition to online learning. The teacher's role is changing dramatically, and it is now necessary to provide students with learning materials and innovate and provide real-life examples for online learning to be successful. As a result, Basal and Eryilmaz (2020) explain that online learning effectiveness must be supported by a system that has audiovisual material. this study demonstrates the impact of e-assessment literacy and reading fiction literacy skills on High School students' character education as effective system during the pandemic era.

Conclusions and Implication

Based on the finding and discussion, it can conclude that e-assessment Indonesian literacy and reading fiction literacy skills have effectively increased the character education in high school students in Sleman. In summary, the regression analysis results show that the first hypothesis of this study has a significant influence on character education High School students' E-assessment literacy. The second hypothesis, with a Correlation test of 0.52, demonstrates a significant influence of reading fiction literacy skills on character education of High School students. The third hypothesis finds an interaction between E-assessment literacy and reading fiction literacy skills in high school students concerning character education. They have a new experience using their social media and give more critical thinking for their reading literature with character education integration. As a result of research, it can be suggested for schools or teachers to use learning management services for the integrated online class and e-assessment system in the Indonesian literacy program that is integrated with character education. They can develop more literature books with different genres that give more experience in reading literacy and improve students' critical thinking in a fun way.

Limitations and Future Research Prospects

Despite meeting its objectives, this study has several limitations like the place and the number of students of e-assessment used, and the factor e-assessment only on the cognitive, affective, and cognitive aspects that could be addressed in future reviews and studies. First, the study should be replicated with specific variables included. Second, the data for this study were gathered through a self-assessment survey, which limits the study's generalizability. The use of a detailed mixed-methods approach is thus encouraged in order to validate the current study's findings. Future

research could also take one of two paths: The first step would be to create facilities for LMS service development. This should include software advancements and their incorporation into e-learning and assessment. A framework for involving volunteers in ethical evaluations of participants, such as friends, families, peers, and general volunteers, should also be developed. On the other hand, future work could be based on an empirical examination of the model. Such studies could be conducted on the internalization of individual ethical values.

References

- Almerico, G.M. (2014). Building character through literacy with children's literature. *Research in Higher Education Journal Volume 26* –October, 1-13.
- Ahmadi, A., & Yulianto, B. (2017). Descriptive-analytical studies of literacy movement in Indonesia, 2003-2017. *International Journal of Humanities and Cultural Studies*, 4(3), 16-24.
- Anand, D., & Hsu, L. (2020). Think outside the book: Transformative justice using children's literature in educational settings. *Journal of Curriculum Studies Research*, 2(2), 122-143. <https://doi.org/10.46303/jcsr.2020.13>
- Basal, A., & Eryilmaz, A. (2020). Engagement and affection of pre-service teachers in online learning in the context of COVID 19: engagement-based instruction with web 2.0 technologies vs direct transmission instruction. *Journal of Education for Teaching*, 47:1, 131-133, DOI: [10.1080/02607476.2020.1841555](https://doi.org/10.1080/02607476.2020.1841555)
- Battistich, V. (2005). *Character education, prevention and youth development* [Electronic version]. Retrieved October 15, 2016 from http://www.character.org/atf/cf/{77B36AC3-5057-4795-8A8F-9B2FCB86F3EB}Battistich_Paper.pdf.web.
- Bevitt, S. (2015). Assessment innovation and student experience: A new assessment challenge and call for a multi-perspective approach to assessment research. *Assessment & Evaluation in Higher Education*, 40(1), 103–119, doi:10.1080/02602938.2014.890170
- Bittman, B., & Russell, W. (2016). Civic Education in United States: A Multiple Regression of Civic Education Scores from the National Assessment of Educational Progress. *Research in Social Sciences and Technology*, 1(2). <https://doi.org/10.46303/ressat.01.02.1>
- Bohlin, K.D., Farmer, & Ryan, K. (2001). *Building character in schools resource guide*. San Francisco, CA: Jossey-Bass.
- Brooks, D. (2001). *Reading activities for character education: A resource guide for teachers and students*. Peterborough, NH: Cobblestone Publishing.
- Brownell, C., & Rashid, A. (2020). Building Bridges Instead of Walls: Engaging Young Children in Critical Literacy Read Alouds. *Journal of Curriculum Studies Research*, 2(1), 76-94. <https://doi.org/10.46303/jcsr.02.01.5>

- Cremin, T. Mottram, M., Collins, F., Powell, S. & Safford, K. (2014), *Building communities of engaged readers: Reading for pleasure*, Routledge, London.
- Chowdhury, M. (2016). Emphasizing morals, values, ethics, and character education in science education and science teaching. *The Malaysian Online Journal of Educational Science*, 4(2), 1–16.
- Cronin, M. K. (2014) The Common Core Literature and Literacy. *English Journal 105 issue 4*, 46-52
- Çubukçu, Z. (2012). The effect of hidden curriculum on character education process of primary school students. *Educational Sciences: Theory & Practice*, 12(2) [Supplementary Special Issue], 1526–1534.
- Doyle, K., Te Riele, K., Stratford, E. & Stewart, S. (2017). *Teaching literacy: Review of literature*. Hobart: Peter Underwood Centre.
- Elodie, G, Chen, R., & Yang, Z. (2020). Development of theory of mind on online social networks: Evidence from Facebook, Twitter, Instagram, and Snapchat. *Journal of Business Research*. 10.1016/j.jbusres.2020.03.001.
- Erbay Çetinkaya, Ş. (2020). Bringing Classroom and Outside World Together: Mobile Instant Messaging via WhatsApp© for Extracurricular Writing. *The Qualitative Report*, 25(12), 4319-4351. <https://doi.org/10.46743/2160-3715/2020.4326>
- Freebody, P. (2007). *Literacy Education in School: Research perspectives from the past, for the future*. Victoria: ACER press
- Gibson, R. & Ewing, R. (2011). *Transforming the curriculum through the arts*, Palgrave Macmillan, Melbourne.
- Gunning, T. (2012). *Building literacy in secondary content area classrooms*. Boston: Pearson.
- Hench, T. (2015). e-assessment: Past, Present, and Future. *International Journal of e-Assessment*. 4.
- Hettiarachchi, Enosha & Huertas, Maria & Mor, Enric. (2015). E-Assessment System for Skill and Knowledge Assessment in Computer Engineering Education. *International Journal of Engineering Education*. 31. 529–540.
- Hoge, J. (2002). Character education, citizenship education, and the social studies. *Social Studies*, 93(3), 103-108.
- Idowu, S., Ifedayo, T., & Idowu, E. (2020). Assessing the Career Conflict Options of Senior Secondary School Students of Ado-Odo Ota Local Government, Ogun State, Nigeria. *Research in Social Sciences and Technology*, 5(3), 55-77. <https://doi.org/10.46303/ressat.05.03.3>
- Isidro, E., & Teichert, L. (2021). Towards Socially Just Literacy Teaching in Virtual Spaces. *Journal of Curriculum Studies Research*, 3(1), 21-41. <https://doi.org/10.46303/jcsr.2021.6>

- Ismakova, A., Pirali, G., Begmanova, B., Kozhekeyeva, B., & Oisylba, A., (2020). The Role of Classical Literature in The Formation of a Personality's Worldview. *Journal of Research in Applied Linguistics, 11 (special issue) Proceedings of the 7th International Conference on Applied Linguistics Issues (ALI 2020)*, Saint Petersburg.
- Jenkinson, A. (2012). 'A second golden age of Canadian children's literature, *Booknews, Summer 2012, vol. 5, no. 3*, pp.4–5.
- Johnson, M. (2020). Serious with the Wordplay: Battle Rap as a Critical Literacy Site and Model. *Journal of Culture and Values in Education, 3(2)*, 24-41. <https://doi.org/10.46303/jcve.2020.11>
- Jones, E. (2016). *Six Component of an Effective Literacy Program*. <https://dataworks-ed.com/blog/2016/02/six-components-of-an-effective-literacy-program/> retrieved 12 October 2021.
- Jose, K. (2021). “Google and me together can read anything.” Online reading strategies to build independent readers in the ESL classroom. *Journal of Language and Linguistic Studies, 17(2)*, 896-914. Doi: 10.52462/jlls.62
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. *Educational Researcher, 49(8)*, 549–565. <https://doi.org/10.3102/0013189X20965918>
- Lee (Angela), Chi-Ming. (2009). The planning, implementation and evaluation of a character-based school culture project in Taiwan, *Journal of Moral Education, 38(2)*, 165-184.
- Lejk, M., & Wyvill, M. (2010). The effect of the inclusion of self-assessment with peer assessment of contributions to a group project: A quantitative study of secret and agreed assessments. *Assessment & Evaluation in Higher Education, 26(6)*, 616–636.
- Lickona, T. (1991). *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York: Bantam Books.
- Mardapi, D. (2012). *Pengukuran penilaian dan evaluasi pendidikan (Education measurements, assessment and evaluation)*. Yogyakarta, Indonesia: Nuha Medika
- Mills, K., & Unsworth, (2016). *The SAGE handbook of curriculum, pedagogy and assessment*. Ed. Wyse, D., Hayward, L., Pendya, J. United Kingdom: SAGE Publication Inc.
- Ministry of National Education. (2010). *Developing cultural education and national characters-school guidelines*. Jakarta: Department of Research and Development.
- Mullis, I. V. S., & Martin, M. O. (Eds.). (2019). *PIRLS 2021 Assessment Frameworks*. Retrieved from Boston College, TIMSS & PIRLS International Study Center website: <https://timssandpirls.bc.edu/pirls2021/frameworks/>
- Nadeem, S. (2020). Coronavirus Covid-19: Available free literature provided by various companies, *Journals And Organizations Around The World Journal Of Ongoing Chemical Research, 5(1)*, 7-13.
- Ningsih, T. (2020). Mental Revolution Education Strategy in Realizing Child-Friendly Schools Based on Character Education Strengthening Strategi Pendidikan Revolusi Mental dalam

Sekolah Mesra Keluarga Berdasarkan Pengukuhan Pendidikan Karakter.s *Akademika* 90(1), April 2020: 113-122

- Novianti, N. (2017). Bildungsroman for character education in higher education: An Indonesian context. *International Journal of Education*, 9(2), 126-132 doi: [dx.doi.org/10.17509/ije.v9i2.5474](https://doi.org/10.17509/ije.v9i2.5474)
- Nurhasanah, N. & Nida, Q. (2016). Character building of students by guidance and counseling teachers through guidance and counseling services. *Jurnal Ilmiah Peuradeun*, 4(1), 65-76. doi: 10.13140/R.G.2.1.3085.4160
- Pantiwati, Y., Permana, F. H., Kusniarti, T., Miharja F., M., (2020). The Characteristics of Literacy Management in School Literacy Movement (SLM) at Junior High School in Malang – Indonesia. *Asian Social Science* 16, (4) 15-24.
- Pitard, F. F. (2019). Theory of Sampling and Sampling Practice. Retrieved from <http://publications.lib.chalmers.se/records/fulltext/245180/245180.pdf><https://hdl.handle.net/20.500.12380/245180><http://dx.doi.org/10.1016/j.jsames.2011.03.003><https://doi.org/10.1016/j.gr.2017.08.001><http://dx.doi.org/10.1016/j.precamres.2014.12>
- Plangsom, B., Poopan, S., (2017). Development of producing and using e-books competencies of teachers in Chachoengsao, Thailand. *World J. Educ. Technol.* 9 (2):112–117.
- Putri. K. Y.S., Fathurahman, H., Safitri, D., Sugiyanta, L., (2021). The Use the Elaboration phase in ICT and Social Studies to Educate Junior High School Students about the Covid 19 Pandemic. *Journal of Social Studies Education Research* 12 (2), 100-125. Retrieved from <https://jsser.org/index.php/jsser/article/view/3043>
- Ravitz, J. (2010). Assessing the impact of online technologies on PBL use in U.S. high schools. Draft of paper to appear in Proceedings of the Association for Educational Communications and Technology. Anaheim, CA. http://www.bie.org/research/study/online_supports_for_pbl_use
- Retief, L., Potgieter, M., & Lutz, M. (2013). The usefulness of the rasch model for the refinement of likert scale questionnaires. *African Journal of Research in Mathematics, Science and Technology Education*, 17(1–2), 126–138. <https://doi.org/10.1080/10288457.2013.828407>
- Shabalina, N. Bikov, A. (2021). Problem of Forming a Literate Reader in the Digital Age Based on the Material of Modern Children’s and Youth Prose *Journal of Social Studies Education Research* 12 (3), 175-203. Retrieved from <https://jsser.org/index.php/jsser/article/view/3356>
- Shaimardanova. M., Akhmetova, L. & Nikishina, S (2020). Socialization of Foreign University Students Through the Formation of Reading Literacy. *Journal of Social Studies Education Research* 11 (1), 42-63. Retrieved from <https://jsser.org/index.php/jsser/article/view/1133>
- Shatunova, O., Bozhkova, G., Tarman, B. & Shastina E. (2021). Transforming the Reading Preferences of Today’s Youth in the Digital Age: Intercultural Dialog, *Journal of Ethnic and Cultural Studies*, 8(3), 62-73. DOI: <http://dx.doi.org/10.29333/ejecs/347>
- Simon, J., Garcia-Belmar, A., (2016). Education and textbooks. *Technol. Cult.* 57 (4):940–950.
- Simpson, A. (2016). Choosing to Teach With Quality Literature: From Reading (Through Talk) to Writing. *SCAN Volume 35, Issue 4* 26-38

- Schleicher, A., & Echazarra, A. (2016). Country note - Program for international student assessment (PISA) result from PISA 2015. Retrieved from <https://www.oecd.org/pisa/PISA-2015-Indonesia.pdf>
- Serrano, J., & Cebrian, M. (2011). *Study of the impact on student learning using the e-Rubric tool and peer assessment*. In A. Mendez-Vilas (Ed.), *Various: Education in a technological world: Communicating current and emerging research and technological efforts* (pp. 421–427). Badajoz, Spain: Formatex Research Center.
- Sweeney, L. (2008). *The case for character education*. Shawnee Mission, KS: Marsh Media
- Syarif. (2020). Building plurality and unity for various religions in the digital era: Establishing Islamic values for Indonesian students. *Journal of Social Studies Education Research* 11 (2), 111-119. Retrieved from <https://jsser.org/index.php/jsser/article/view/2295>
- UKEssays. (November 2018). Principle And Practice Of Assessment Theory. Retrieved from <https://www.ukessays.com/essays/education/principle-and-practice-of-assessment-theory-education-essay.php?vref=1>
- Weschke, B., & Canipe, S. (2010). The faculty evaluation process: The first step in fostering professional development in an online university. *Journal of College Teaching & Learning*, 7(1), 45–58.
- Wurdinger, S., Haar, J., Hugg, R., & Bezon, J. (2007). A qualitative study using project-based learning in a mainstream middle school. *Improving Schools*, 10(2), 150-161.
- Young-Jones, A. D., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: does it really impact student success? *Quality Assurance in Education*, 21(1), 7-19. <https://doi.org/10.1108/09684881311293034>
- Zurqoni, Retnawati, H., Arlinwibowo, J., Apino, E., (2018). Strategy and Implementation of Character Education in Senior High Schools and Vocational High Schools. *Journal of Social Studies Education Research*, 9(3), 370-397. Retrieved from <https://jsser.org/index.php/jsser/article/view/294>