



DEVELOPMENT OF AN INSTRUMENT FOR THE EFFECTIVENESS OF RELIGIOUS CHARACTER EDUCATION PROGRAMS IN OVERCOMING STUDENT MORAL DEGRADATION (Study in Semester 1 Odd 2024, Agribusiness Department, Faculty of Agriculture Untirta)

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Abstract

This study aims to develop an instrument to assess the effectiveness of a religious character education program in addressing the moral degradation of students. The research employs a development model (research and design) based on primary data collected through a questionnaire consisting of 20 statements aligned with 10 indicators of character education. These indicators include understanding religious values, internalization of values, honesty, responsibility, tolerance, consistency in religious attitudes, social care, discipline in spiritual relationships, and satisfaction with the program. The research instrument uses a rating scale ranging from 1 to 5 and is validated by three education experts from the Faculty of Teacher Training and Education (FKIP). The sample consists of 25 first-semester students from the 2024-2025 academic year, class 1A of the Agribusiness Department, Faculty of Agriculture, Untirta. Data analysis includes content validity testing using Aiken's V formula and intraclass correlation coefficients (ICC) for reliability testing. Empirical validity testing employs product moment analysis, and reliability testing uses Cronbach's alpha, analyzed using SPSS version 23. The findings reveal that: (1) Based on the content validity test, out of 20 statement items, 16 items demonstrate very high validity, and 4 items show 2 high validity, with an average content validity score of 1.000, interpreted as very high. The reliability test using intraclass correlation coefficients (ICC) yields an average measure of 0.971, indicating excellent instrument reliability. (2) From the empirical test results, out of 20 items, 19 items are valid, and 1 item is invalid, with a Cronbach's alpha value of 0.853 (>0.7), confirming the instrument's reliability. Therefore, the validated questionnaire consisting of 20 items is deemed suitable for measuring the effectiveness of the religious character education program.

Keywords: Instrument, Effectiveness, Character Education, Moral Degradation



1. INTRODUCTION

The Indonesian nation is currently facing a major challenge in the form of a moral crisis that affects various aspects of life, including all layers of society. Not to mention, the education sector is also feeling the impact of this crisis. The current state of education is concerning and raises worries, partly due to the crisis of moral or ethical education, which in the modern context is known as the character crisis. This crisis is reflected in various negative behaviors that are increasingly rampant among students, such as acts of violence, sexual harassment, drug abuse, bullying, and other ethical violations. Furthermore, the low sense of responsibility, discipline, and integrity among students also serves as a clear indicator of this character crisis. The lack of attention to value and moral education on campus and at home also exacerbates the situation, causing the younger generation to lose direction and a clear purpose in their lives.

In recent decades, a new trend has emerged that indicates a resurgence of awareness regarding values. This trend is global and can be considered a significant turning point in the evolution of human civilization. Society is beginning to recognize the importance of values, even in fields that were previously considered value-free, such as science and technology. This shift signifies a fundamental change in the way humans perceive the world and their relationship with moral and ethical values. Moreover, issues related to values are receiving increasing attention with the rising popularity of emotional intelligence and spiritual intelligence. Emotional and spiritual intelligence are considered important elements that can help individuals navigate the complexities of modern life more effectively, as well as build more harmonious and meaningful relationships with others and the environment. Thus, the resurgence of awareness of these values not only reflects a change in mindset but also signifies hope for a more moral and ethical future.

The Republic of Indonesia Law Number 20 of 2003 on the National Education System, Chapter I Article 1 Paragraph 1 states that education is a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential. The goal of education is for students to possess spiritual and religious strength, self-control, good character, intelligence, noble morals, and the skills necessary for themselves, society, the nation, and the state. Meanwhile, in Chapter II, Article 3, it is stated that "Education functions to develop abilities and shape the character and civilization of the nation, which is beneficial in the context of enlightening the nation's life, aiming for the development of educational potential to become individuals who are faithful, devout to God Almighty, noble in character, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens."

This empowering education does not stop at merely imparting knowledge, but also strives to instill noble values that form the foundation of community life. By integrating values of divinity, humanity, and local culture, this education aims to shape individuals who are not only intellectually smart but also possess high moral integrity. In addition, this education also encourages the development of a people's economy, which is expected to improve the welfare of all layers of society. This education not only produces a generation that is skilled and knowledgeable but also a generation that possesses a spirit of nationalism and mutual cooperation to build a better nation.

Character education is very much needed by every academic community to strengthen their morality, so that they can be protected from negative influences and able to filter every news and information they receive. Character education must be well integrated into the process of shaping students' personalities. With character education, the educational process can produce Indonesian individuals with character, where the success of education is not only measured by academic aspects but also by the development of good moral aspects. This education aims to



create individuals who are not only intellectually smart but also possess high moral integrity, so they can contribute positively to society and the nation.

2. RESEARCH METHOD

This type of research falls under development research. According to Hamzah, the development method is a research method used to produce a specific product and test the effectiveness of that product (Jannah et al., 2020). In this study, the researcher refers to the model of affective instrument development research (non-test) in the form of a questionnaire proposed by Gaol et al. (2017), which consists of ten steps to develop the instrument and is modified (simplified) into eight steps, which include (1) preparing instrument specifications (instrument grid, instrument rubric, instrument scale, assessment criteria); (2) reviewing the instrument; (3) conducting a theoretical test; (4) analyzing the instrument; (5) revising the instrument; (6) conducting an empirical test; (7) interpreting the instrument results; (8) Final Instrument. The theoretical test for this instrument was conducted with 3 FKIP Untirta lecturers who are experts in the field of education. Meanwhile, the empirical test was conducted on 25 first-semester odd semester students of the 2024-2025 academic year, Class 1A of the Agribusiness Department at Untirta.

This research uses primary data sources by distributing questionnaires as research instruments. The Character Education Program Effectiveness questionnaire consists of 20 statement items across 10 indicators. The research instrument grid is presented in the table as follows.:

Table 1. Instrument Grid for the Effectiveness of the Religious Character Program

Variables	Indicator	Operational Definition	Question Type	Total
Effectiveness of the Religious Character Program	Understanding of Religious Values	students' ability to understand the concept of religious values taught.	Positifve and Negative	2
	Value Internalization	the application of religious values by students in their daily lives.	Positifve and Negative	2
	Honesty	frequency of students showing honest behavior in various situations	Positifve and Negative	2
	Responsibility	awareness and consistency of students in carrying out their duties and obligations properly.	Positifve and Negative	2
	Tolerance	students' ability to respect differences and work with others.	Positifve and Negative	2
	Consistent	student stability in showing	Positifve and	2



	in Religious Attitude	attitudes that reflect religious values.	Negative	
	Social Care	students' tendency to help others as part of the application of religious values.	Positifve and Negative	2
	Discipline	student compliance in carrying out the rules in accordance with religious teachings.	Positifve and Negative	2
	Spiritual Connection	students' level of closeness to God after participating in the program	Positifve and Negative	2
	Satisfaction with the Program	students' assessment of the tangible benefits of the program	Positifve and Negative	2

The research instrument used is a questionnaire, in the form of a number of statements with answer choice categories presented in detail in the following table:

Table 2. Religious Character Program Effectiveness Questionnaire

No.	Statement	Inf	1	2	3	4	5
Understanding Religious Values							
1	I understand well the religious values taught in this program.	Positive					
2	I find it difficult to understand the concept of religious values being taught.	Negative					
Internalization of values							
3	I am able to apply religious values in everyday life.	Positive					
4	I rarely apply religious values in my daily activities.	Negative					
Honesty							
5	I always try to be honest in every situation	Positive					
6	I often don't tell the truth in various situations.	Negative					
Responsibility							
7	I carry out my responsibilities with full awareness.	Positive					
8	I am not very responsible in carrying out my duties or obligations.	Negative					



Tolerance								
9	I respect differences and work together with others.	Positive						
10	I don't really appreciate differences of opinion with other people..	Negative						
Consistency in Religious Attitude								
11	I am consistent in maintaining attitudes that reflect religious values.	Positive						
12	I am not very consistent in showing religious attitudes.	Negative						
Social Concern								
13	I like helping others as a form of implementing religious values.	Positive						
14	I care less about other people's needs.	Negative						
Discipline								
15	I am disciplined in carrying out rules that are in accordance with religious teachings.	Positive						
16	I often break the rules that should be followed.	Negative						
Spiritual Relationship								
17	I feel close to God through this program.	Positive						
18	I feel like this program is not enhancing my spiritual connection.	Negative						
Satisfaction with the Program								
19	This program has provided real benefits to my life.	Positive						
20	This program has not had a positive impact on my life.	Negative						

The Likert scale used uses a rating of 1 to 5 with the answer categories presented in the following table:

Table 3. Scoring of Questionnaire Assessment Answers

	Response				Statment
	Always	Often	Some times	Ever	Never
5	4	3	2	1	Positive
1	2	3	4	5	Negative

Source : Sugiyono
(2018)

The expert validation sheet is used to determine the quality of the material (draft) of the



instrument development of the effectiveness of the religious character education program. While the content validity test uses Aiken's V formula. The Aiken's V formula is explained as:

$$V = \frac{\sum s}{n(c-1)}$$

Description:

V= Aiken's content validity V

n= Number of raters/experts (in this case = 3 experts)

c = Highest rating number (in this case= Likert scale 4)

s = Expert assessment score (r - l)

Criteria for instrument validity according to experts or experts using validity measurement criteria in the following table:

Table 4. Validity Measurement Criteria

Percentage	Criteria
0 -0,2	Very Low
0,21 -0,4	Low
0,41 -0,6	Middle
0,61 -0,8	High
0,81 -100	Very High

Source:Sugiyono
(2018)

The reliability test uses the inter-rater reliability of the intraclass correlation coefficients (ICC) formula using the SPSS version 23 program. The ICC value is the ratio of the object variance to the total variance. ICC values range from zero to one ($0 \leq \text{ICC} \leq 1$). Reliability test criteria using ICC are presented in the following table:

Table 5. ICC Reliability Measurement Criteria

Percentage	Criteria
ICC<0,4	Bad
0,4<ICC<0,75	Medium
ICC>0,75	Very Good

Source:Zaki(2017)

The empirical test was conducted on respondents with a total of 25 people from 1st Semester students Odd academic year 2024-2025, Class 1A Agribusiness Faculty of Agriculture Untirta. Empirical test uses validity test with product moment analysis and reliability test using Cronbach's alpha with SPSS version 23 program.

3. RESULTS AND DISCUSSION

1. Content Validity Test

Content validation was conducted to experts as validators to determine the quality of the material (draft) of the development of instruments for the effectiveness of religious character education programs. In this study, the content validity test used Aiken's V formula with the validity results presented in the following table:

Table 6. Results of Content Validity Test with Aikens Formula V





No Que stio n	Validator1		Validator2		Validator3		Σs	n(c-1)	V (validitas)	Informatio n
	Value	S1 (Value-1)	Value	S2 (Value-1)	Value	S3 (Value-1)				
1	4	3	4	3	4	3	9	9	1.000	Very High
2	4	3	4	3	4	3	9	9	1.000	Very High
3	4	3	3	2	3	2	7	9	0.778	High
4	3	2	3	2	3	2	6	9	0.667	High
5	4	3	4	3	4	3	9	9	1.000	Very High
6	4	3	4	3	4	3	9	9	1.000	Very High
7	3	2	3	2	4	3	7	9	0.778	High
8	4	3	4	3	4	3	9	9	1.000	Very High
9	4	3	4	3	4	3	9	9	1.000	Very High
10	3	2	4	3	4	3	8	9	0.889	Very High
11	4	3	4	3	3	2	8	9	0.889	Very High
12	4	3	4	3	4	3	9	9	1.000	Very High
13	3	2	4	3	4	3	8	9	0.889	Very High
14	4	3	4	3	4	3	9	9	1.000	Very High
15	4	3	3	2	4	3	8	9	0.889	Very High
16	4	3	4	3	4	3	9	9	1.000	Very High
17	3	2	4	3	4	3	8	9	0.889	Very High
18	4	3	4	3	4	3	9	9	1.000	Very High
19	4	3	4	3	3	2	8	9	0.889	Very High
20	3	2	4	3	3	2	7	9	0.778	High
Average Content Validity									1.000	Very High

Source :Datadiolahpeneliti,2024

Based on Table 6, it is known that the results of the content validation of experts analyzed by the Aikens's V formula, show that all coefficients of each question item are greater than the valid criteria, namely 0.30, , items can be said to be valid (Sugiyono, 2018). The results of the assessment in this study show that all 20 items of the proposed instrument are entirely declared valid with an average validity of 1,000 with a very high category.

Furthermore, the reliability test was carried out using inter-rater reliability with the intraclass correlation coefficients (ICC) formula using the SPSS version 23 program. The results of the ICC reliability test are presented in the table as follows:

**Table 7. Reliability Test (Intraclass Correlation Coefficients - ICC)
IntraclassCorrelationC
oefficient**



Case Processing Summary

	N	%
Cases Valid	20	100.0
Excluded ^a	0	.0
Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.972	3

Intraclass Correlation Coefficient

	Intraclass Correlation ^b	95% Confidence Interval		F Test with T df 1 true Value 0 df 2			
		Lower Bound	Upper Bound	Value			Sig
Single Measures	.919 ^a	.866	.954	35.53	20	74	.000
Average Measures	.971 ^c	.951	.984	4	20	74	.000

Two-way mixed effects model where people effects are random and measures effects are fixed.

a. The estimator is the same, whether the interaction effect is present or not.

4. Type A intraclass correlation coefficients using an absolute agreement definition.

5. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Source: Output SPSS versi 23

Based on Table 7, it is known that the calculation results of the ICC test obtained an expert reliability level of 0.971. If the ICC value (0.971) > 0.75 then the reliability of the instrument is declared very good (Zaki, 2017).

2. Empirical Validity Test

Empirical validation is carried out on students as respondents to determine the accuracy of statement items in the instrument (questionnaire) of the effectiveness of religious character education programs. In this study, the empirical validity test used product moment analysis with the SPSS version 23 program. Ghazali (2016: 47) states the validity test criteria, if the r count value is r table (0.3) then the item is declared valid, and if the r count value < r table (0.3) then the item is declared invalid. The value of r table can be known by the formula $df = n$ (sample) - k (number of variables), then $20 - 1 = 19$, obtained the value of r table = 0.3.

The results of the validity test to determine whether the statement items in the questionnaire are valid or invalid are presented in the following table:

Table 8. Empirical Validity Test (Product Moment)

Nomor Item	r hitung	r tabel	Keterangan
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Item Statement Number 1	0,661	0,3	Valid
Item Statement Number 2	0,353	0,3	Valid
Item Statement Number 3	0,292	0,3	Not Valid
Item Statement Number 4	0,613	0,3	Valid
Item Statement Number 5	0,634	0,3	Valid
Item Statement Number 6	0,474	0,3	Valid
Item Statement Number 7	0,683	0,3	Valid
Item Statement Number 8	0,578	0,3	Valid
Item Statement Number 9	0,326	0,3	Valid
Item Statement Number 10	0,456	0,3	Valid
Item Statement Number 11	0,363	0,3	Valid
Item Statement Number 12	0,316	0,3	Valid
Item Statement Number 13	0,647	0,3	Valid
Item Statement Number 14	0,774	0,3	Valid
Item Statement Number 15	0,478	0,3	Valid
Item Statement Number 16	0,685	0,3	Valid
Item Statement Number 17	0,498	0,3	Valid
Item Statement Number 18	0,322	0,3	Valid
Item Statement Number 19	0,569	0,3	Valid
Item Statement Number 20	0,711	0,3	Valid

Sumber: Output SPSS versi 23, 2024

Based on Table 8, it is known that each statement item has a different rcount value between one item and another. The results of testing the validity 20 items, it is known that 19 statement items with a value of $rcount > rtabel$ (0.3) indicate that the item is declared valid. In addition, there was 1 item that obtained a value of $rcount < rtabel$ (0.3) indicating the item was invalid. Handling of invalid items is handled by deleting them. After the validity test is completed, the next step is the reliability test.

The reliability test uses Cronbach's alpha with the SPSS version 23 program. Nunnally in Ghazali (2016: 48) states the criteria in the reliability test, if the Cronbach alpha value is > 0.70 , then the instrument of a variable is declared reliable or reliable. The reliability test results are presented in the table as follows:

Table 9. Reliability Test (Cronbach's Alpha)
Case Processing Summary

		N	%
Cases	Valid	25	100,0
	Excluded ^a	0	,0
	Total	25	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics



Cronbach's Alpha	NofItems
,853	20

Souce:Output SPSS

versi 23

Based on Table 9, it is known that the Cronbach's alpha value is 0.853 with n of items or items that have been validated as many as 20 items with a sample of 25 respondents. If the Cronbach's alpha value $(0.853) > 0.7$ then the instrument is declared reliable or reliable (Nunnaly in Ghozali, 2016: 48).

DISCUSSION

The development of the effectiveness instrument of religious character education program was carried out by testing the content validity of 3 expert validators in the field of education, namely FKIP Untirta lecturers. While the empirical validity test was carried out on the first semester odd students of the 2024-2025 academic year, Class 1A, Department of Agribusiness Untirta, totaling 25 people.

Based on the results of the content validity test of 20 statement items, there are 16 statement items that have very high validity and as many as 4 statement items that have high validity with an average content validity of 1,000 with a very high interpretation. addition, the results of the intraclass correlation coefficients (ICC) reliability test obtained an average measures value of 0.971, indicating the reliability of the instrument in the assessment is very good. Thus, the research instrument for the effectiveness of religious character education programs meets the feasibility so that it can be distributed to students who are the research sample.

After being distributed to students as respondents, empirical tests were carried out to test validity with product moment and reliability with Cronbach's alpha. Based on the results of empirical validity, out of 20 statement items, 19 items were recorded valid, and the remaining 1 item was invalid. The reliability test results of the validated items obtained a Cronbach's alpha value $(0.853) > 0.7$, so the instrument was declared reliable or reliable in measurement. Thus, the instrument of the effectiveness of religious character education programs with a total of 20 items that have been validated is suitable for use by researchers in measuring the effectiveness of religious character education programs.

4. CONCLUSION

Based on the results of the data analysis, the researcher draws conclusions, among others:

1. The results of the content validity test, out of a total of 20 statement items, 16 items have very high validity and as many as 4 statement items have high validity with an average content validity of 1,000 with a very high interpretation, and the intraclass correlation coefficients (ICC) reliability test obtained an average measure value of 0.971 indicating instrument reliability in a very good category,
2. Empirical test results, of the 20 items recorded as many as 19 valid questions and as many as 1 invalid item, and the reliability results with Cronbach's alpha of $0.853 > 0.7$, so the instrument is declared reliable.

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