

Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity

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Abstract—The purpose of this research is to analyse the decision support system for student character assessment in elementary schools. This is done so that the assessment of student character by the class teacher is objective. This research uses a quantitative method with a pretest and posttest control group design. The research subjects, conducted with a random sample technique, were 45 people consisting of teachers and principals in 8 elementary schools in Kasihan Bantul, Indonesia. A questionnaire design was conducted to collect the data to measure the system implementation effectiveness. The data analysis was completed by analyzing the system effectiveness. The results present a fact that the decision support system can provide a more objective and consistent assessment of student character. The teachers and principals found that the system provides valuable insights in monitoring the character development of the students and identifying indicators that need more attention. Challenges in implementing the system include a lack of knowledge of the decision support systems and assistance for teacher training implementation. This research contributes to provide insights to enhance the character assessment of elementary school students. The research implication is that the system implementation should be supported by adequate teacher education and support to assure its effectiveness. It is concluded that the decision support system is an important system applied to improve student character education in elementary schools, and teachers' understanding and support are crucial to the successful implementation of this system.

Keywords—decision support system, character assessment, objective, elementary school, random sample

I. INTRODUCTION

Character education portrays a critical role in developing morals and positive values of elementary school students [1, 2]. Elementary schools are considered as the students' initial foundation to understand the principles of ethics, honesty, empathy, cooperation, and other positive characters shaping them into responsible individuals and ethical members of society [3]. Elementary schools have an autonomous morality [4] which can be seen from children's judgement that something is good depending on its purpose. Thus, character education is critical at this age to help children internalize good values [5]. Presidential Regulation No. 87/2017 on Character Strengthening Education to streamline the role of schools in character building was issued by the government [6] aiming to enhance student character by combining ethics, aesthetics, literacy, and kinesthetics with collaboration among schools,

families, and communities [7].

Character Strengthening Education Program [8] is based on the philosophy of Ki Hajar Dewantara, while the development is spirituality, academic ability, moral integrity, art, and culture; and also, sports is meant to be healthy and able to actively participate as citizens. It is implemented by implementing Pancasila values to character education [9]. Religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, spirit, love for the country, achievement respect, communication, peace-loving, fondness for reading, environmental care, social care, and responsibility are considered as Pancasila values [10, 11]. The eighteen values are simplified into five main character values covering religion, nationalism, independence, integrity, and mutual cooperation at the Education Assessment Center.

In this modern era, there has been an increase of efforts to improve the character education effectiveness at the elementary school level. One approach that is starting to develop is the application of decision support systems [12, 13] in assessing student character. This system [14, 15], has the potential to assist educators and schools in understanding and measuring student character more objectively and systematically. Some research that have been done including research [16] about a system to determine exemplary students, research [17] about a system for determining eligibility for promotion, research [18] about a problematic student prediction and research [19] about a student character assessment system using five aspects. The four studies have different methods and aspects of assessment. The implementation is carried out at one school, but there has been no research that analyses the objectivity of teachers when inputting the value of the aspects used as the basis for assessment.

There are many methods in decision support systems [20] including simple additive weighting, analytic hierarchy process, fuzzy logic, TOPSIS, and weight product, each of which has differences in the calculations described in Table 1.

Table 1. Decision support system method

No.	Method	Calculation
1	Simple Additive Weighting	A method done to select the best choice from a set of alternatives based on a certain criterion.

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No.	Method	Calculation
2	Analytic Hierarchy Process	An implemented method to find the best alternative of all with many criteria by comparing each pair of alternatives and criteria.
3	Fuzzy Logic	A method used to deal with uncertainty in problems that have many answers.
4	TOPSIS	Multicriteria decision-making based on the principle that the chosen option is the one to be the furthest from the negative ideal solution and the one that is most distant from positive ideal solution.
5	Weight Product	A technique to relate attribute ratings involving multiplication which the rating must first be multiplied by the weight of the attribute in question

The research purpose is to analyze the decision support system of student character assessment in elementary schools to improve the assessment objectivity conducted by teachers. This system [21, 22] has applied the simple additive weighting method as the character assessment calculation basis, because this method [23] is simpler and able to find the best decision from a number of alternatives with certain criteria that match the problem, namely student character assessment to improve teacher objectivity. The analysis conducted includes an evaluation of the effectiveness of these systems [24, 25] in providing meaningful character assessment, as well as how these systems [26] can contribute to improve student character education in the elementary school curriculum. The question of how student character is measured and improved is an ever-relevant issue, hence this study is expected to provide deeper insights into the role of character assessment systems, especially with simple methods [27] to support the character education at the elementary school level. The study implications are expected to make beneficial contributions to a more effective character education development system in the future.

II. METHODS

The quantitative method has been implemented with a before and after decision support system design to assess the student character assessment in elementary school. The research subjects were teachers and principals at eight elementary schools in Kasihan, Bantul, Yogyakarta. There were 45 people as the sample based on random sampling [29] techniques conducted in March 2023.

The decision support system [30, 31] was developed by applying a simple additive weighting method [32] because it is easier for teachers and principals to use this system. The simple additive weighting calculation uses the following calculation procedure:

- 1) Alternative determination (A_i);
- 2) Determining the criteria as reference material (C_j);
- 3) Giving a suitability rating value to each alternative and criteria;
- 4) Giving weight (W) to each criterion, $W = [W_1 \ W_2 \ W_3 \ W_4]$;
- 5) Creating a decision matrix (X) from the match rating table (each alternative (A_i) and each criterion (C_j)) that has been determined, where $i = 1, 2, \dots, m$ and $j = 1, 2, \dots, n$, in Eq. (1).

$$X = \begin{Bmatrix} C_{11} & C_{12} & \dots & C_{1j} \\ C_{i1} & C_{i2} & \dots & C_{ij} \end{Bmatrix} \quad (1)$$

X: matrix
C: Criteria

- 6) Doing normalization process by doing a calculation of the normalized performance rating value (r_{ij}) of alternative A_i on criteria C_j with the following formula: If j is a benefit as in Eq. (2), then

$$R_{ij} = (X_{ij} / (\max \{X_{ij}\})) \quad (2)$$

R_{ij}: normalized matrix

X_{ij}: matrix

If j is a cost as in Eq. (3), then

$$R_{ij} = (\min \{X_{ij}\} / X_{ij}) \quad (3)$$

R_{ij}: normalized matrix

X_{ij}: matrix

[With: R_{ij} = normalized performance rating value]

The results of the above calculations will form a normalized matrix (R)

- 7) Normalized matrix in Eq. (4).

$$R = \begin{Bmatrix} C_{11} & C_{12} & \dots & C_{1j} \\ C_{i1} & C_{i2} & \dots & C_{ij} \end{Bmatrix} \quad (4)$$

R: normalized matrix

C: Criteria

- 8) The preference result (V_i) was obtained from the sum of the multiplication of the rows of the normalized matrix (R) with the preference weights (W) according to the matrix column (W) in Eq. (5).

$$V_i = \sum n_j = i W_j R_{ij} \quad (5)$$

V_i: ranking for each alternative

W_j: weight value of each criterion

R_{ij}: normalized performance rating value

If in ranking V_i the value is greater, then it will be selected as an alternative.

[The data analyses used in the study include review of the system to media experts, material experts and teachers as users and product effectiveness analysis. It is determining the character education assessment decision support system effectiveness using inferential statistical quantitative analysis techniques which a prerequisite test is carried out before hypothesis testing.

- 1) Prerequisite tests are carried out to determine whether the research data are statistically parametric or non-parametric by means of both tests namely tests of normality and homogeneity.

A normality test is conducted to determine if a data distribution is normal. A homogeneity test is carried out to determine if the sample data obtained in the study has a homogeneous variance, carried out by means of the Test of Homogeneity of Variance.

Based on the test criterion, if the significance value shown is > 0.05, H₀ is rejected. It can be inferred that the data has a homogeneous variance.

- 2) Statistical tests are carried out after the prerequisite test. Then, the type of statistical test used to determine the difference can be determined. If the data has a normal distribution and homogeneous variance, a parametric statistical test can be carried out. While, a non-parametric statistical test is carried out if the data is not normally distributed. Before conducting statistical testing, the hypothesis is formulated first:

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Hypothesis 1:

H1o: There is no difference in character assessment using the Decision Support System.

H1a: There is a difference in character assessment using the Decision Support System.

Hypothesis 2:

H1o: There is no difference in increasing the objectivity of character assessment using a Decision Support System for teachers.

H1a: There is a difference in increasing the objectivity of character assessment using a Decision Support System for teachers

A. Research Design

The case diagram [24, 33] presents four actors, namely teachers, administrators, principals, and student parents who will use and have their respective access rights in the system. Five use-cases are presented, namely to sign-in, to input sub-criteria weights to view class character assessment reports, to input student, teacher, principal, and class data, and to view student character assessments. The further explanation of the use case diagram of the character assessment system presented in Fig. 1.

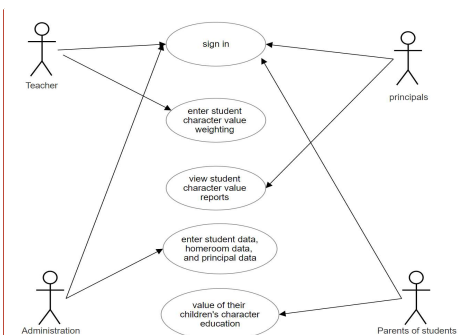


Fig. 1. Use-case diagram of character assessment system.

In Fig. 1, explain that the use-case diagram has four actors, namely admin, teachers, principals and parents of students who each have different access rights, admin has access rights to enter student data, homeroom data, and principal data, teachers have access rights to enter student character value weighting factors, principals have access rights to view student character value reports in each class, while parents of students can access their child's character education value.

B. Criteria

According to the findings of interviews between the research team and the school, as well as references from the Education Assessment Center, there are five assessment criteria to determine the character and elementary school students' attitude assessment of presented in Table 2.

Table 2. Assessment criteria

No.	Criteria	Attribute	Information
1	Nationalism	Advantage	Thinking process, acting, and caring demonstrating devotion to care for, and high regard for the nation language, environments of physical, social, cultural, economic, and political that

No.	Criteria	Attribute	Information
			prioritizes the nation and state interests over one's own and the group's.
2	Religion	Advantage	Attitudes and actions that uphold their religion's principles, are accepting of other religions' practices, and coexist peacefully with those who practice them
3	Integrity	Advantage	Acting in a way that demonstrates his best attempts to establish his reliability in all of his words, deeds, and labor
4	Independent	advantage	Attitudes and actions that don't rely on others as much and put effort, thinking, and time into realizing goals and ideals
5	Mutual cooperation	advantage	attitudes that are representative of behaviours that cherish the cooperative spirit and collaborate to solve challenges

The criterion attributes are beneficial. It can be inferred that when the value is higher, the outcomes is better. The five criteria in this study are independence, religion, nationality, integrity, and mutual cooperation in which each criterion includes a sub-criterion.

C. Weighting

By assigning a certain amount of weight to each of the numerous aspects involved in a process, weighting is a technique for making decisions. The process of allocating weights can be done either scientifically using statistical calculations or subjectively by doing so.

Table 3 shows that the sub-criteria include the weighting of behavioral indicators. The provisions that are deemed as priority weighting 5, less priority weighting 4, and the not a priority weighting 3.

Table 3. Weighting indicator

No.	Scale	Weighting
1	Priority	5
2	Less Priority	4
3	Not a Priority	3

The modified criteria as the behavior indicator with a preset value are assigned a value, which is the behavior indicator value.

The indicator values described in Table 4 present the value of cultivating (cultured) has a weight of 4, developing has a weight of 3, starting to develop has a weight of 2, and requiring assistance (needs guidance) has a weight of 1.

Table 4. Scores of behavioral indicators

No.	Scale	Weighting
1	Cultured	4
2	Developing	3
3	Starting to Develop	2
4	Needs Guidance	1

The behavioural indicators of the five criteria are described in Table 5, which includes: the first criterion of religion in number 1 and number 2, the second criterion of nationalism in number 3 and number 4, the third criterion of integrity in number 5 and number 6, the fourth criterion of independence in number 7 and number 8, and the fifth criterion of mutual cooperation in number 9 and number 10.

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Table 5. Behavioral indicators

No.	Behavioral Indicators	Weighting
1	Religious event participation done at school or another place.	5
2	Loving every God creation.	4
3	Attending school flag ceremony	5
4	Singing the national anthem	4
5	Always going alone	4
6	Doing own homework	5
7	Cleaning the classroom	5
8	Throwing garbage in the trash	3
9	Applying honesty in every activity	5
10	Always being disciplined at school/home	4

III. RESULTS AND DISCUSSION

A. Results

Decision support system for character education assessment in elementary school students using simple additive weighting methods before being implemented in eight schools in the Kasihan Bantul Region, application and media testing are carried out, testing character education material by reviewers who are experts in the field of applications and media and material. The app and media reviewer for this developed application is Mr. Muhammad Fairuzabadi, M.Kom., who is a media, information systems, and software expert.

Table 6 explains that there are two aspects used to assess the system: appearance design, visual communication and software engineering with each indicator having good criteria.

Table 6. Results of system expert review

No.	Aspect	Indicator	Criteria
1	Display Design and Visual Communication	Product Display	Good
		Facilities to the User	Good
		Sound effects, text and images	Good
		Design, shape and layout	Good
		Interactivity and ease of understanding	Good
		Reliability	Good
		Manageability	Good
2	Software Engineering	Usability	Good
		Appropriateness of application selection	Good
		Compatibility	Good
		Programmed packaging	Good
		Completeness of documents in the programmed	Good
		Reusability	Good

The material expert review was conducted by Dr. Ari Wibowo, M.Pd., who is a material expert in the field of character education and civic education. Table 7 explains that there are five indicators used to review the education material character contained in the character of education assessment guidelines. The results of the review by the material experts are three indicators that have very suitable criteria, while the other two indicators have suitable criteria.

In order for the system to be built in accordance with the character education guidelines and in accordance with the user, it is necessary to have a review from the user (the teacher) to find out the interaction of humans and computers. The teacher who gave the review was one of the teachers who served at Brajan public elementary school, Mrs. Suti Harni, S.Pd.

Table 7. Results of material expert review

No.	Indicator	Criteria
1	The characters assessed in the developed system are appropriate for character strengthening assessment.	very suitable
2	The attitude/behavior indicators to be assessed in the developed system are theoretically appropriate for assessing the characters to be assessed.	very suitable
3	The attitudes/behavior to be assessed in the developed system support the overall system development objectives.	very suitable
4	The statements of attitudes/behavior to be assessed, are easy to understand and unambiguous.	Appropriate
5	The attitudes/behavior of the characters to be assessed are attitudes or behavior that can be encountered/observed during learning.	Appropriate

Table 8 explains that there are five indicators used to review material on character education contained in the system. Two of the five indicators have very good criteria, while the other three indicators have good criteria.

Table 8. Results Review of material and system usage

No.	Indicator	Criteria
1	The menu of the system for determining the character values of elementary school students according to the teachers' need in conducting character assessments.	Very Good
2	Appropriateness of button placement and usage	Good
3	Ease of system operation for teachers	Good
4	The time required when this system is running	Good
5	This system has a function for teachers in conducting character assessments	Very Good

The sample used was 45 people based on random sampling techniques carried out at 8 primary schools in Kasihan, Bantul, Indonesia. The demographics of respondents are described in Table 9 which the variables are age, latest education and position.

Table 9 explains that the 45 respondents consisted of 8 principals/head masters, 7 teachers of certain subjects and 30 homeroom teachers, where the last education was 43 undergraduates and 2 masters with an age range of 30 years to 60 years.

Table 9. Respondent demographics

No.	Category	Frequency
Age	20-35 years old	15
	36-50 years old	20
	51-65 years old	10
Education	Bachelor	43
	Master	2
	Doctorate	0
Position	Class Teacher	30
	School Principal/head master	8
	Teachers of specific subjects	7

Based on Kolmogorov-Smirnov and Shapiro-Wilk, a normality test is conducted to determine if the data utilized in this investigation is regularly distributed. The difference between the two is in the number of samples used. If the

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sample is greater than 50, Kolmogorov-Smirnov is used. If the sample is smaller than 50, it is better to use Shapiro-Wilk, as shown in Table 10.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-test	0.144	45	0.020	0.964	45	0.169
Post-test	0.162	45	0.004	0.961	45	0.139

a: Lilliefors Significance Correction

Table 10 explains that in Shapiro-Wilk, the significance value for the pre-test is 0.169 and the post-test significance value is 0.139. It states that the significance value is greater than 0.05 which means that the research is normally distributed. While, in Kolmogorov-Smirnov, the pre-test significance value is 0.020 and the post-test significance value is 0.004. It shows that the research is not normally distributed. In this study, because the sample (df) is 45, it is advisable to implement the Shapiro-Wilk normalization test. Meanwhile, the results of the pretest scores of 45 samples are described in Fig. 2.

In Fig. 2, it is explained that of the 45 samples used in the pretest, the lowest score was 45 with 1 respondent; the highest score was 60 with 10 respondents; and the average was 55.82 with a standard deviation of 6.365.

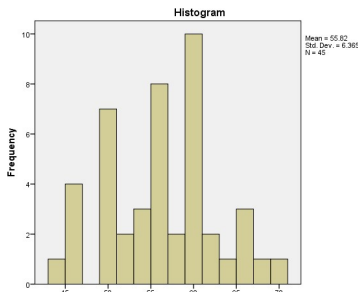


Fig. 2. Result pre-test.

In Fig. 3, it is explained that there are some values above and below the straight line but not too far from the straight line. It states that the pretest values are not too far apart.

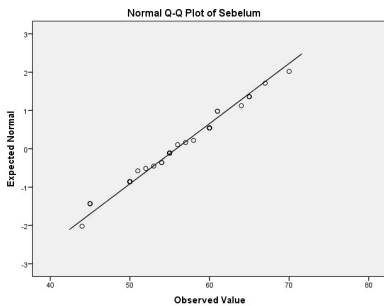


Fig. 3. Graphics normal Q-Q plot pre-test.

Fig. 4 explains the pre-test score distribution from a range of 40 to a range of 70, which has the same range between the bottom and the top. During the system implementation, another questionnaire was distributed to 45 respondents

who were assigned to do the pretest, with the results shown in Fig. 5.

Fig. 5 explains that out of 45 respondents, 70 was the lowest post-test score, as many as 1 respondent. The highest post-test score was 95 (4 respondents). The average value was 85.6 with a standard deviation of 5.933.

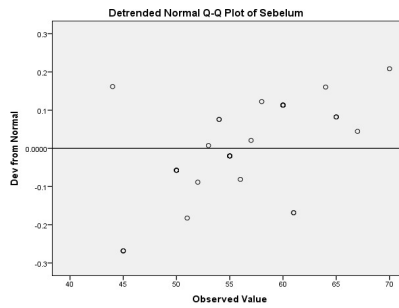


Fig. 4. Graphics detrended normal Q-Q plot pre-test.

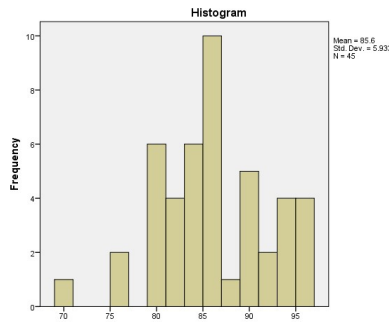


Fig. 5. Result post-test.

Fig. 6 explains that there are some values above and below the straight line but not too far from it. It means that the post-test values are not too far apart.

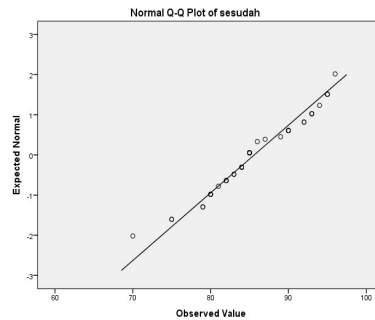


Fig. 6. Graphics normal Q-Q plot prot-test.

Fig. 7 explains the post-test score distribution from range 70 to 95, which has a different range between the bottom and the top. A homogeneity test is to find out if the variation of some data from the population has the same variance and to determine the next statistical test.

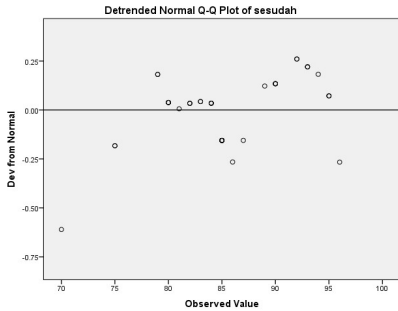


Fig. 7. Graphics detrended normal Q-Q plot post-test.

Table 11 presents the homogeneity test result. It is explained that the signification (sig) value is 0.487 which means that the sig value is greater than 0.05. It shows that the variants of two or more population data (the results of the pre-test and post-test) are the same (homogeneous).

The t-test was to find out the average difference from two samples or related samples.

Table 11. Homogeneity test result

Levene Statistic	df1	df2	Sig.
0.487	1	88	0.487

Table 12. T-Test result

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig.(2-tailed)
				Lower	Upper			
				Pre-test-Post-test	-29.778			

B. Discussion

By assigning weights (W) to each criterion for each character, creating a decision matrix based on criteria (Ci), normalizing the matrix depending on the kind of attribute, and generating a normalized matrix (R), testing is done using normalization to demonstrate the system. A normalization table of religious criteria and calculation results is also shown to the choices that the two students entered during implementation, as seen in the accompanying picture. Fig. 8 displays the data on the religious criteria of two students as well as the normalization findings.

Table 15. Normalization matrix

Initial data		Criterion	
Student Name	Loving Fellow creature of God	Celebrating religious days at school/outside if school	
Jennie	4	3	
Andi	2	3	
Normalizom Matrix			
Student Name	Loving Fellow creature of God	Celebrating religious days at school/outside if school	
Jennie	1	1	
Andi	0.5	1	

As shown in Table. 15, the input results of the value of the behavioral indicators of the religious criteria:

	Mean	N	Std. Deviation	Std. Error Mean
Pre-test	55.82	45	6.365	0.949
Post-test	85.60	45	5.933	0.884

From the results, the pre-test mean score was 55.82 with a standard deviation of 6.365, according to the paired samples statistic data, whereas the post-test mean score was 85.60 with a standard deviation of 5.933.

Testing the link between the pre-test and post-test variables is the goal of the paired sample correlations table. Table 13 explain that the correlation value is 0.500 and the significance value is 0.000 based on the test findings. It is possible to conclude that there is a link between variables of the pre-test and post- because the significance value is less than 0.05.

Table 13. Paired samples correlation

	N	Correlation	Sig.
Pre-test and Post-test	45	0.500	0.000

Table 14 explains that the results of the paired sample t-test, obtained a calculated t value of -32.426; df value of 44; and a significance value (2-tailed) of 0.000. If the significance value (2-tailed) is smaller than 0.05, then H2o is rejected and H2a is accepted. That is, there is a difference in increasing the objectivity of character assessment by using a decision support system for teachers.

The decision matrix is X, as in Eq. (1).

The decision matrix in Table. 15. is $X = \begin{pmatrix} 4 & 3 \\ 2 & 3 \end{pmatrix}$

Normalization process

The normalizing procedure is performed by computing the normalized performance rating the alternative value based on the criteria using the formula:

If the benefit attribute as in Eq. (2), then

$$R_{ij} = \frac{X_{ij}}{\max \{X_{ij}\}}$$

In religion criteria, the normalisation matrix calculation uses the benefit attribute as follows:

$$R_{11} = \frac{4}{\max \{4, 2\}} = \frac{4}{4} = 1 \quad R_{12} = \frac{3}{\max \{3, 3\}} = \frac{3}{3} = 1$$

$$R_{21} = \frac{2}{\max \{4, 2\}} = \frac{2}{4} = 0.5 \quad R_{22} = \frac{3}{\max \{2, 3\}} = \frac{3}{3} = 1$$

$$\text{Normalized matrix } R_{ij} = \begin{pmatrix} 1 & 1 \\ 0.5 & 1 \end{pmatrix}$$

After acquiring the normalization matrix, the next step is to compute the religion indicator values. Table. 16 shows the results of the accumulation of religious criterion values.

Table 16. Calculation of religious criteria

The Calculation results		Criterion		Result
Student Name	Loving Fellow creature of God	Celebrating religious days at school/outside if school		
Jennie	5	4		9
Andi	2.5	4		6.5

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In Table. 16, the results of each student's religious criteria are automatically derived from the number of behavioral indicator values in the system, while the manual calculation is weight, as in Eq. (6).

$$\text{The sum of the weights} = C1 + C2 \quad (6)$$

C: criteria

The weighting results are as follows for Student 1 and Student 2:

$$\text{Student 1} = (4+1) + (3+1) = 9$$

$$\text{Student 2} = (2+0.5) + (3+1) = 6.5$$

To calculate the total of all criteria, a comparable examination is performed using the indications on the criterion. The value of each criteria that has been inputted and normalized according to the behavioral indications for each criterion is shown in Table. 17.

Table 17. Results report

No.	Character	Score
1	Religious	9
2	Nationalist	5.25
3	Self-sufficient	9
4	Mutual cooperation	8
5	Integrity	6.418

In Table. 17 demonstrates that the results of all criteria (religious, nationalist, independent, mutual cooperation and integrity) are obtained by summing the values of the each criterion behaviour indicators.

In Table. 18, the following illustrates how student achievement is assessed using daily behavioral markers. These findings can be utilized as a reference and decision assistance for teachers when making action recommendation in class.

Table 18. Achievement category results

No.	Achievement Category	Explanation
1	Need Guidance	Student have not displayed the behavior stated in the behavior rubric.
2	Starting to Develop	Student display the behavior stated the behavior rubric are not consistent.
3	Develop	Student begin to consistently display the behavior stated in the behavior rubric.
4	Civilize	Student always consistently display the behavior stated in the behavior rubric.

Table. 18 presents the conclusion of each student achievement. This system explains the achievement category starting from guidance needs, starting to grow, growing and cultivation as well as an explanation of each category for student character development categories.

IV. CONCLUSION

The results mention that the decision support system can provide a more objective and consistent assessment of student character. Teachers and principals found that the system provides valuable insights in monitoring students' character development and identifying indicators that need more attention. Challenges in implementing the system

include a lack of understanding of the use of decision support systems and support for teacher training. The contribution is that it provides insights in improving student character assessment in elementary schools. The implication of this research is that the implementation of the system should be accompanied by adequate teacher education and support to ensure its effectiveness. In conclusion, the decision support system for student character assessment in elementary schools using the simple additive weighting method is very important for teachers and principals as input for objective decision making on student character education in elementary schools. In the future, it is hoped that there will be further research that discusses character education assessment using different variables and methods, in order to get improvements.

Commented [a54]: Please integrate it to sentences.

Commented [H55R54]: ok

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Setia Wardani found the main topic, drafted the proposal, conducted the research and drew conclusions from the research findings. Rianto Rianto developed the decision support system to assess elementary student character. Arita Witanti verified the data, reviewed the manuscript. Selly Rahmawati analyzed data obtained from the field.

ACKNOWLEDGMENT

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1. Submit

The screenshot shows the OJS author dashboard for a submission. The submission title is "Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity" by Setia Wardani. The submission is in the "Copyediting" stage. Under "Submission Files", there is one file: "setia, 20231112_manuscript Setia.pdf" uploaded on November 12, 2023. Under "Pre-Review Discussions", there are three entries:

Name	From	Last Reply	Replies	Closed
[Jijet] Manuscript ID: IJJET-11956 - Article Processing Charge Confirmation	sunny_qu 2023-11-13 02:16 PM	setia 2023-11-15 08:58 AM	3	<input type="checkbox"/>
Please confirm	sunny_qu 2023-11-13 02:16 PM	-	0	<input type="checkbox"/>
Article Processing Charge Confirmation	setia 2023-11-15 09:02 AM	setia 2023-11-15 11:44 AM	2	<input type="checkbox"/>

2. Konfirmasi

The screenshot shows the same OJS author dashboard as above, but with a confirmation modal open. The modal title is "[Jijet] Manuscript ID: IJJET-11956 - Article Processing Charge Confirmation". It contains the following text:

Participants
Ms. Sunny Qu (sunny_qu)
setia (setia)

Messages

Note	From
Dear setia: Thank you for submitting your manuscript "Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity" to International Journal of Information and Education Technology. Submission URL: https://ojs.ejournal.net/index.php/ijet/authorDashboard/submission/11956 Before further processing, please confirm that you support open access publishing, which allows unlimited access to your published paper and that you will pay the Article Processing Charge (450 USD). http://www.ijet.org/list-17-1.html , please note that the APC only applies if your paper was accepted after standard peer-review. By the way, please note that the publication may take over half a year after the paper being accepted. If it is acceptable, please confirm the above information. Thank you in advance for your cooperation. We look forward to hearing from you. Ms. Sunny Qu sunny.qu@ejournal.net	sunny_qu 2023-11-13 02:16 PM

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Messages

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Dear setia, Please confirm that this is the updated version of the paper IJIEET-11950, and then we will process the paper based on this one. Best Regards Sunny Qu	sunny_qu 2023-11-13 02:16 PM

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Analysis of Decision Support System
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Dear ms Sunny Qu Thank you for the information. I am very happy to read this information from you. I will wait for the reviewer's inputs to support and provide feedback on this research. Thank you. setia wardani	setia 2023-11-15 11:44 AM

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Setia Wardani

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-	0	<input type="checkbox"/>
setia 2023-11-15 11:44 AM	2	<input type="checkbox"/>

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3. Revisi

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Title: Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity

The editorial team had assessed your submission and feels that it has potential for publication, so we would like to invite you to revise the paper and resubmit it for further review.

You can find reviewers' comments at the end of this email.

Important notice: Please revise the manuscript according to the reviewers' comments and upload the revised file **within one month**. Any revisions should be clearly highlighted, for example using the "Track Changes" function in Microsoft Word, so that changes are easily visible to the editors and reviewers. Please provide a cover letter to explain point-by-point the details of the revisions in the manuscript and your responses to the reviewers' comments. ([download author response template](#))

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Ms. Alivea Kar
alivea.kar@ejournal.net

notifikasi

The screenshot shows the author dashboard for manuscript IJJET-11956. It includes a navigation bar with 'English', 'View Site', and 'setia' options. The main content is organized into several sections:

- Notifications:** A list of three notifications regarding the manuscript's status: 'Major Revision' (2023-12-28), 'Accept after Revision' (2024-01-26), and 'Accepted for Publication' (2024-02-01).
- Reviewer's Attachments:** A section with a search bar and the text 'No Files'.
- Revisions:** A table listing two revisions submitted on January 19, 2024: a Word document and a cover letter.
- Review Discussions:** A table showing three discussions with columns for Name, From, Last Reply, Replies, and Closed.

Review Discussions					Add discussion	
Name	From	Last Reply	Replies	Closed		
[Ijiet] Manuscript ID: IJJET-11956 - Manuscript is being sent to peer-review	alivea_kar 2023-11-16 11:25 AM	-	0	<input type="checkbox"/>		
Manuscript ID: IJJET-11956 [improve revision]	alivea_kar 2024-01-17 03:45 PM	setia 2024-01-19 11:21 AM	1	<input type="checkbox"/>		
[Ijiet] Manuscript ID: IJJET-11956 - Revised Version Received	alivea_kar 2024-01-19 02:11 PM	setia 2024-01-23 12:09 PM	1	<input type="checkbox"/>		

4. Accepted for Revision

The screenshot shows the author dashboard for manuscript IJJET-11956. The status is 'Accepted for Revision'. The main content area displays the following information:

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2024-01-24 06:00 PM

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Important notes: Please revise the manuscript according to the reviewers' comments and upload the revised file **within one week**. Any revisions should be clearly highlighted, for example using the "Track Changes" function in Microsoft Word, so that changes are easily visible to the editors and reviewers. Please provide a cover letter to explain point-by-point the details of the revisions in the manuscript and your responses to the reviewers' comments. **download author response template**

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Do not hesitate to contact us if you have any questions regarding the revision of your manuscript.

Ms. Alivia Kar
alivia.kar@ijournal.net

Reviewer A

Comments to Authors

In reviewing the paper titled "Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity", I appreciate the authors' efforts in revising the paper according to previous review suggestions. However, there are a few areas that require further improvement to enhance the paper's quality:

1. Improved readability of Figure 1: The text for Figure 1 needs to be clearer for better visibility. Ensuring the clarity of figures is crucial for readers' understanding.
2. Completion of Proposed Tables: Several tables in the paper are cut off, potentially causing confusion for readers. It is essential to adjust these tables so that all information is visible and comprehensible.
3. Filling of Tables in Results and Discussion Section: Some tables in the Results and Discussion section lack titles. Adding clear titles to these tables will aid readers in understanding their context and content.
4. Expansion of Conclusion Section: The Conclusion section should include a discussion on future research plans and prospects. This addition will provide insight into the potential directions for further investigation in this field.
5. Enhancement of Reference List: The reference list needs listing up. Also, considering the paper's international audience, it is advisable to use references in English to facilitate broader understanding.

These improvements are expected to enhance the readability and overall quality of the paper, ensuring effective communication of its contents to an international audience.

5. Accepted for Publication

The screenshot shows the author dashboard for manuscript IJJET-11956. The status is 'Accepted for Publication'. A notification pop-up is displayed over the dashboard content.

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We are excited to move forward with your submission. We will now make the final preparation, and then return the edited manuscript to you for your approval.

Please feel free to email us with any questions.

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Reviewer's Attachments:

Revisions:

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International Journal of Information and Education Technology

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Notifications

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- Manuscript ID: IJET-11956 - Editor Decision - Accepted
- Manuscript ID: IJET-11956 - Editor Decision - Accepted

Reviewer's Attachments

Revisions

- Manuscript (Word), 240119_Review_Manuscript
- Cover Letter, 20240119_Manuscript ID: IJET-11956

Review Discussions

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Note

From: Ms. Alvea Kar (alvea_kar) setia (setia)

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Your submission had been sent to peer-review, you may log into the submission system to track the progress.

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Participants

Ms. Alvea Kar (alvea_kar)

setia (setia)

Messages

Note	From	Date
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International Journal of Information and Education Technology

Manuscript ID: IJET-11956 - Improve revision

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- Manuscript ID: IJET-11956 - Editor Decision - Accepted
- Manuscript ID: IJET-11956 - Editor Decision - Accepted

Reviewer's Attachments

Revisions

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- Cover Letter, 20240119_Manuscript ID: IJET-11956

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Note

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ijet Manuscript ID: ijET-11956 - Editor Decision - Acco

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Reviewer's Attachments

Revisions

- ijet Manuscript ID: ijET-11956 - 240719_Review_Manuscript
- ijet Manuscript ID: ijET-11956 - Cover Letter 20240119_Manuscript ID: ijET-11956

Review Discussions

ijet Manuscript ID: ijET-11956 - Manuscript is being sent to us

Manuscript ID: ijET-11956 - Approve revision

ijet Manuscript ID: ijET-11956 - Revised Version Received

ijet Manuscript ID: ijET-11956 - Revised Version Received

Participants

Ms. Alvea Kar (alvea_kar)

setia (setia)

Messages

Note	From
Dear Authors, Thank you very much for providing the revised version of your paper: Manuscript ID: ijET-11956 Title: Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity Submission URL: https://ojs.ejournal.net/index.php/ijet/authorDashboard/submission/11956 We will continue processing your paper and will keep you informed about the submission status. Ms. Alvea Kar alvea.kar@ejournal.net	alvea_kar 2024-01-19 02:11 PM
Dear Ms. Alvea Kar Thank you very much for give me information the revised of my paper. We will continue wait processing paper and information about the submission status from you. Ms. Setia setia@upy.ac.id	setia 2024-01-23 12:09 PM

International Journal of Information and Education Technology
Website: <http://www.ijet.org/>
Email: ijet@ejournal.net
Indexed in Scopus (CiteScore 2022: 2.0)

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7. Pembayaran

ojs.ejournal.net/index.php/ijet/authorDashboard/submission/11956#

English

View Site

setia

Submission Library

View Metadata

Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity

Setia Wardani

Submission

Review

Copyediting

Production

Copyediting Discussions Add discussion

Name	From	Last Reply	Replies	Closed
ijet Manuscript ID: ijET-11956 - Payment	alvea_kar 2024-02-01 03:19 PM	setia 2024-02-06 02:01 PM	1	<input type="checkbox"/>

Copyedited Q Search

No Files

Platform & workflow by OJS / PKP

https://ojs.ejournal.net/index.php/ijet/\$\$\$call\$\$\$/tab/author-dashboard/author-dashboard-tab/fetch-tab?submissionId=11956&stageId=4

8. Workflow

The screenshot shows the author dashboard for submission 11956. The page title is "11956 / Workflow / Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher A...". The main content area is titled "Workflow" and "Publication". It includes a "Round 2 Status" section indicating "Submitter accepted". A "Notifications" section lists several messages from the editor, including "Editor Decision - Minor Revision" (2023-12-28 02:57 PM), "Editor Decision - Accepted after Revision" (2024-01-26 09:09 PM), "Editor Decision - Accepted for Publication" (2024-02-01 09:18 PM), and "Send to Production" (2024-04-01 02:19 PM). A "Revisions" table shows two entries: a "Cover Letter" (2024-01-27, 2024) and a "Manuscript (Word)" (2024-01-27, 2024). A "Review Discussions" table shows three entries: "Manuscript to be reviewed" (2023-11-16 11:25 AM), "Manuscript ID: IJIEET-11956-improve-revision" (2024-01-17 09:45 PM), and "Revised Manuscript Received" (2024-01-19 02:11 PM).

[https://ojs.ejournal.net/index.php/ijiet/\\$\\$\\$call\\$\\$\\$tab/author-dashboard/author-dashboard-tab/fetch-tab?submissionid=11956&stageid=3](https://ojs.ejournal.net/index.php/ijiet/$$$call$$$tab/author-dashboard/author-dashboard-tab/fetch-tab?submissionid=11956&stageid=3)

9. Proofreading

The screenshot shows the author dashboard for submission 11956, specifically the "Proofreading" stage. The page title is "[ijiet] Manuscript ID: IJIEET-11956 - Proofreading". The "Participants" section lists "Ms. Alveea Kar (alveea_kar)" and "setia (setia)". The "Messages" section contains a message from "alveea_kar" dated "2024-03-07 04:23 PM". The message text is as follows:

Dear Authors,

We invite you to proofread your manuscript prior to publication:

Title: Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity

Submission URL: <https://ojs.ejournal.net/index.php/ijiet/authorDashboard/submission/11956>

Please read the following instructions carefully before proofreading:

- (1) Download the manuscript from the above link (copyediting menu-copiedited).
- (2) Please use Microsoft Word's built-in track changes function to highlight any changes you make or send a comprehensive list of changes in a separate document. Note that this is the "last chance" to make textual changes to the manuscript.
- (3) All authors must agree to the final version. Check carefully that authors' names and affiliations are correct, and that funding sources are correctly acknowledged. Incorrect author names or affiliations are picked up by indexing databases, such as Scopus, and can be difficult to correct.

Once proofreading is done, please click on the above link to open the submission system, create a new discussion and upload the final approved version. (copyediting - add discussion - add Journal editor as Participants). After proofreading, final production will be carried out. Once a paper has been published online, we will not accept any corrections or changes to the published version. Changes made later will be published separately via a Correction or Addendum.

In case of any questions regarding final proofreading, please don't hesitate to contact

10. Workflow

International Journal of Information and Education Technology

Workflow Publication

Submission Review Copyediting Production

Copyediting Discussions Add discussion

Name	From	Last Reply	Replies	Closed
[ijiet] Manuscript ID: IJJET-11956 - Payment	alivea_kar 2024-02-01 03:19 PM	setia 2024-02-22 10:41 AM	7	<input type="checkbox"/>
[ijiet] Manuscript ID: IJJET-11956 - Proofreading	alivea_kar 2024-03-07 04:23 PM	setia 2024-03-29 06:41 AM	1	<input type="checkbox"/>
[ijiet] Manuscript ID: IJJET-11956 - Proofreading Reminder	alivea_kar 2024-03-25 05:59 PM	setia 2024-03-28 11:54 AM	1	<input type="checkbox"/>
revision	setia 2024-03-29 06:49 AM	-	0	<input type="checkbox"/>

Copyedited Search

52298	IJJET-11956-Proofreading.docx	March 7, 2024	Manuscript (Word)
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https://ojs.ejournal.net/index.php/ijiet/\$\$\$call\$\$\$/tab/author-dashboard/author-dashboard-tab/fetch-tab?submissionId=11956&stageId=4

11. Send to production

Notifications

[ijiet] Manuscript ID: IJJET-11956 - Send to Production

2024-04-01 02:19 PM

Dear Setia Wardani:

The editing of your submission is complete. We are now sending it to production.

Manuscript ID: 11956
 Title: Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment Objectivity
 Submission URL: <https://ojs.ejournal.net/index.php/ijiet/authorDashboard/submission/11956>

Please note the papers in the production queue will be arranged for publication within four months. Please wait patiently.

Ms. Alivea Kar
 alivea.kar@ejournal.net

--

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12. Published

← → ↻ ojs.ejournal.net/index.php/ijiet/authorDashboard/submission/11956 🔍 ☆ ⬇️ ⓧ ⋮

International Journal of Information and Education Technology

← Back to Submissions

11956 / W

Workflow

Submis

Prod

Name

Mat

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Discussion

Closed

Manuscript ID: IJIE-11956 - Paper has been published

Participants

IJIE Editorial Office (ijiet)

setia (setia)

Messages

Note	From
Dear Setia Wardani,	ijiet
We are pleased to inform you that your article "Analysis of Decision Support System for Character Assessment of Elementary School Students to Improve Teacher Assessment" has been published in "International Journal of Information and Education Technology" and is available online:	2024-07-19 03:39 PM
Website link: https://www.ijiet.org/show-207-2756-1.html	
Please take a moment to check that everything is correct. You can reply to the journal editorial office (ijiet@ejournal.net) if there is a problem. Note that at this stage we will not accept further changes to the manuscript text.	
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