Empowerment of teachers as evaluators of asynchronous learning based on the combination of the CSE-UCLA model with Daiwi Sampad

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Abstract

The main objective of this research was to show the effectiveness level of the empowerment implementation of teachers as evaluators of *asynchronous* learning based on a combination of the *Centre for the Study of Evaluation-University of California in Los Angeles* (*CSE-UCLA*) model with *Daiwi Sampad* concept. This research was conducted using a quantitative approach in the form of a survey. This study involved 10 elementary school teachers as participants in empowerment activities. Data collection tools were in the form of questionnaires, cognitive tests, and documentation. The technique used to analyse the data was quantitative descriptive. The effectiveness of implementing empowerment activities can be seen from the percentage level of participants' satisfaction and the quality level of the participant's cognitive abilities. The research results showed that the percentage level of participants' satisfaction was 90.33%, which was included in the good category. The quality level of the teachers' cognitive abilities who participated in the empowerment activities was 86.90, which was also in the good category. In general, these empowerment activities had been running effectively and had been able to improve the quality of teachers' cognitive ability as evaluators of *asynchronous* learning.

Keywords: Empowerment, evaluators, *asynchronous* learning, *CSE-UCLA* model, *Daiwi Sampad*.

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1. Introduction

The *COVID-19* pandemic has changed the learning pattern at all levels of education, and elementary school education is no exception. At the elementary school level, many teachers feel confused about choosing learning strategies so that students can learn optimally even though the process is carried out at home (Putri et al., 2020). One of the strategies used by teachers at the elementary school level during the *COVID-19* pandemic is to use *asynchronous* learning strategies. The *asynchronous* strategy is used to ease the learning process during the *COVID-19* period because it does not require a learning process through face-to-face meetings in class but can be done at any time without being bound by space and time (Kim, 2020). *Asynchronous* learning for the elementary school level can be done using *WhatsApp* facilities (Rasmitadila et al., 2020; Suardika et al., 2020). The reason for using *WhatsApp* as a facility to support *asynchronous* learning at the elementary school level for teachers and students is because *WhatsApp* is easy to operate and it has become commonplace for everyone today as facilities for communication and discussion.

However, the *asynchronous* learning process that utilises the *WhatsApp* facility does not always achieve quality learning from the cognitive, affective and psychomotor dimensions. Teachers find it very difficult in determining the quality of learning, especially on the affective dimension. This is evidenced by the number of elementary school students who do not understand the procedure for expressing their opinions or questions via *WhatsApp* so that teachers do not misunderstand or are offended. Based on that problem, teachers need to understand the students' character and try to educate their character from an early age so that in the future the positive character of students will increase. Before encouraging the positive character of students during *asynchronous* learning that utilises *WhatsApp*, the teachers need to know the obstacles that cause students not to show their good deeds. One of the efforts that can be made by teachers to find out these obstacles is to become an evaluator in the implementation of the *asynchronous* learning process using *WhatsApp* facilities. However, teachers in primary schools in general, and in particular in several elementary schools in Bedulu Village had no good ability yet in evaluating the *asynchronous* learning process through utilising *WhatsApp*.

Based on the conditions and problems, the research team agreed with one of the elementary schools in *Bedulu* Village, namely *SD Negeri 4 Bedulu*, which is one of the primary schools of the centre of excellence in *Bedulu* Village to conduct the research activity. This research activity is in the form of empowering teachers as evaluators of *asynchronous* learning during the *COVID-19* pandemic to determine the positive character of elementary school students in Bedulu Village in view of the combination of the *Centre for the Study of Evaluation-University of California in Los Angeles (CSE-UCLA)* model and *Daiwi Sampad* concept.

The *CSE-UCLA* model and the *Daiwi Sampad* concept are used to obtain in-depth recommendations from several components of the *CSE-UCLA* model and refer to the positive characters based on the *Daiwi Sampad* concept. Knowledge of the *CSE-UCLA* model concept which was transferred to teachers in empowerment activities was a form of downstream research results that had been carried out by the research teams in previous years.

Divayana et al.'s (2017) research demonstrated the use of the *CSE-UCLA* model to evaluate expert system learning. The limitation of Divayana et al.'s (2017) research was that it had not shown any evaluation of students' character. Divayana et al.'s (2020) research showed there was an evaluation

application specifically used to evaluate the positive characteristics of students participating in the computer learning process. The limitation of Divayana et al.'s (2020) research was that it had not shown the evaluation results on the socialisation component of the existence of the evaluation application.

Referring to those problems and ideas for problem-solving, the research question was 'How is the effectiveness level in implementing the empowerment of teachers as evaluators of *asynchronous* learning based on the combination of the *CSE-UCLA* model with *Daiwi Sampad*?'

The presence of those empowerment activities is also based on several limitations of previous research. Rantung and Latupeirissa's (2021) research showed the use of the *CSE-UCLA* model in evaluating students' characters in the learning process. The limitation of Rantung & Latupeirissa's (2021) research was that it had not shown a more in-depth socialisation stage of the programme's existence. Naibaho's (2021) research showed the *CSE-UCLA* model was used to evaluate the implementation of online learning during the *COVID-19* pandemic. The limitation of Naibaho's (2021) research was that it had not shown any evaluation of the students' characters in participating in the online learning process. Sudirtha et al.'s (2019) research showed the use of the *CSE-UCLA* model in evaluating human resources viewed from Balinese local wisdom. It has similarities with this research in integrating the *CSE-UCLA* model with Balinese local wisdom for evaluating positive characters.

2. Method

2.1 Research approach

This research used a quantitative approach in the form of survey research. Survey research aims to collect data or information about a large population using a relatively small sample and questionnaires as a primary data collection tool (Ghazi et al., 2019; Younas & Porr, 2018).

2.2 Research location

This research was conducted at *SD Negeri 4 Bedulu*. This elementary school was chosen as the research site because it is one of the primary schools of the centre of excellence in *Bedulu* Village, *Gianyar* District, Bali, Indonesia.

2.3 Data collection techniques

Data was collected by documentation, distributing questionnaires and giving cognitive tests to participants in empowerment activities. Documentation was used as evidence that showed that the empowerment activities were indeed carried out. Questionnaires were used to measure the level of participants' satisfaction in the implementation of empowerment activities. Cognitive tests were used to measure the participants' cognitive abilities after they gained knowledge from those empowerment activities.

Questionnaires and cognitive tests were made by researchers. The content validity of the questionnaires and cognitive tests were tested by two experts, including education experts and informatics experts. The formula used to test the content validity of the questionnaires and cognitive tests was the Gregory formula. Gregory's formula is shown in Eq. (1) (Sugihartini et al., 2020). Specifically, in this research, the reliability test of questionnaires and cognitive tests were not carried

out because those questionnaires and cognitive tests were not used repeatedly and were only used once at the end of the empowerment activities.

$$CV = \frac{D}{A+B+C+D} \tag{1}$$

where:

CV : Content validity;

A : Cell showing disagreement between the two judges;

B and C : Cells showing differences in views between judges;

D : Cell showing valid agreement between the two judges.

The classification of the content validity results refers to Guilford's validity classification, as follows (Ardayati & Herlina, 2020; Fazlina, 2018; Prihatnawati et al., 2017; Putra et al., 2018; Suciati *et al*., 2019):

$r_{xy} \leq 0.00$: Invalid

$0.00 < r_{xy} \leq 0.20$: Very low validity

$0.20 < r_{xy} \leq 0.40$: Low validity

$0.40 < r_{xy} \leq 0.60$: Intermediate validity

$0.60 < r_{xy} \leq 0.80$: High validity

$0.80 < r_{xy} \leq 1.00$: Very high validity

2.4 Sampling techniques

The technique used in selecting participants who take part in empowerment activities was purposive sampling. This technique aims to obtain in-depth information from participants who have good initial skills related to the material provided in empowerment activities. Therefore, the participants involved in the empowerment activities were 10 teachers from SD Negeri 4 Bedulu.

2.5 Data analysis techniques

The data obtained from the results of measuring the satisfaction level of participants were analysed using quantitative descriptive techniques. This technique was carried out by comparing the percentage of participants' satisfaction with the satisfaction standards which refer to an 11-item scale. The formula for determining the percentage of satisfaction can be seen in Eq. (2) (Dalimunte & Salmiah, 2019; Sari & Rezeki, 2019; Sugiharni, 2018; Sujariati, 2020; Sutirna, 2019; Triani, 2019; Yulina et al., 2019). The satisfaction standards referring to the 11-item scale can be seen in Table 1 (Dexter, 2018; Fabian, 2022).

$$SP = (f \times N^{-1}) \times 100\% \tag{2}$$

where:

SP : Satisfaction percentage;

f : Total acquisition values;

N : Total maximum values.

Table 1. Satisfaction Categorisation Refers to the 11-Item Scale

No.	Satisfaction level (%)	Category
1	95-100	Excellent
2	85-94	Good
3	75-84	Advanced
4	65-74	Intermediate
5	55-64	Enough
6	45-54	Elementary
7	35-44	Less
8	25-34	Very Less
9	15-24	Bad
10	5-14	Very Bad
11	0-4	Poor

The data obtained from the measurement results of the participants' cognitive abilities were analysed using a comparison of cognitive test results with standard scores that refer to a 5-item scale. The standard scores can be seen in Table 2 (Mantasiah et al.,2020; Nawawi et al., 2020; Sari et al., 2020; Sitorus, 2017).

Table 2. Cognitive Score Standards Referring to a 5-Item Scale

Range of scores	Grades	Predicates
90-100	A	Excellent
80-89	B	Good
65-79	C	Moderate
40-64	D	Less
0-39	E	Poor

3. Results and Discussion

Photographs of activities' documentation are shown in Figure 1. Details of the participants and the topic of materials provided in the empowerment activities are presented in Tables 3 and 4. The results of the content validity of the questionnaires and cognitive tests are presented in Tables 5 and 8. The results of participants' satisfaction level in the implementation of empowerment activities are presented in Table 11. The cognitive score results of participants after answering the cognitive test that had been given in the empowerment activities are presented in Table 12.

Figure 1. Documentation of Empowerment Activities

Table 3. Detail of the Participants

Range of scores	Grades	Predicates
Teacher-1	Basic education	Subject teacher
Teacher-2	Basic education	Subject teacher
Teacher-3	Basic education	Teacher of class 1
Teacher-4	Basic education	Teacher of class 2
Teacher-5	Basic education	Teacher of class 3
Teacher-6	Basic education	Teacher of class 4
Teacher-7	Basic education	Teacher of class 5
Teacher-8	Basic education	Teacher of class 6
Teacher-9	Basic education	Subject teacher
Teacher-10	Basic education	Subject teacher

Table 4. Detail of Materials' Topic

Materials	Description
1	*Asynchronous* learning
2	Concept of evaluation
3	*CSE-UCLA* evaluation model
4	Concept of *Daiwi Sampad*
5	Indicators in the *CSE-UCLA* evaluation components based on the concept of *Daiwi Sampad* are used to evaluate students' positive character

Notes:

Material 1: *asynchronous* learning

Asynchronous is a learning activity carried out by teachers with students at different time, where teaching materials that have been distributed by teachers can be accessed by students whenever and wherever they are (Pinar, 2021). *Asynchronous* is also an indirect learning process between students and learning resources, where students can carry out learning activities whenever and wherever they want without waiting for the presence of learning resources (Martínez et al., 2020).

Material 2: concept of evaluation

Evaluation is an activity of collecting, analysing and presenting information about an object of research and the results can be used to make a decision (Vishnupriyan, 2017). Evaluation is one of the measurement activities conducted through the process of collecting data, analysing data and interpreting it into information so that the results can be used as recommendations for decision-making (Cahapay, 2021).

Material 3: *CSE-UCLA* evaluation model

The *CSE-UCLA* model is an evaluation model that consists of five aspects, including 1) providing information about the state of the programme being evaluated; 2) selecting effective programmes to meet programme needs; 3) providing information/programme introduction to certain groups that have been determined regarding programme implementation following the plan; 4) providing information about programme performance; and 5) providing information about the results/benefits of the programme (Makaria, 2018). The *CSE-UCLA* evaluation model developed by Alkin has five

stages of evaluation components, including *system assessment*, *program planning*, *program implementation*, *program improvement*, and *program certification* (King and Alkin, 2018). *System assessment* is an evaluation that provides information about the state or position of the system. *Program planning* is an evaluation that helps select certain programmes that are likely to be successful in meeting program needs. *Program implementation* is an evaluation that provides information on whether the programme has been introduced to certain groups as planned. *Program improvement* is an evaluation that provides information about how the programme is functioning, working, or running, and whether it is leading to certain achievements. *Program certification* is an evaluation that provides information about the values or use of the programme.

Material 4: concept of *Daiwi Sampad*

Daiwi Sampad is a Hindu philosophy that shows the good deeds done by mankind (Suwardani et al., 2019). *Daiwi Sampad* is a good deed from within humans (Suparta et al., 2019). Based on these statements, generally, *Daiwi Sampad* is a good attitude carried out by a person in living his life.

Material 5: *CSE-UCLA* evaluation components based on *Daiwi Sampad* used to evaluate students' positive character

The indicator in the *system assessment* component used to evaluate the students' positive character is the fact of the decline in students' character. Examples of some facts about the decline in students' character in participating in the *asynchronous* learning process using *WhatsApp* are shown in Figures 2 to 5.

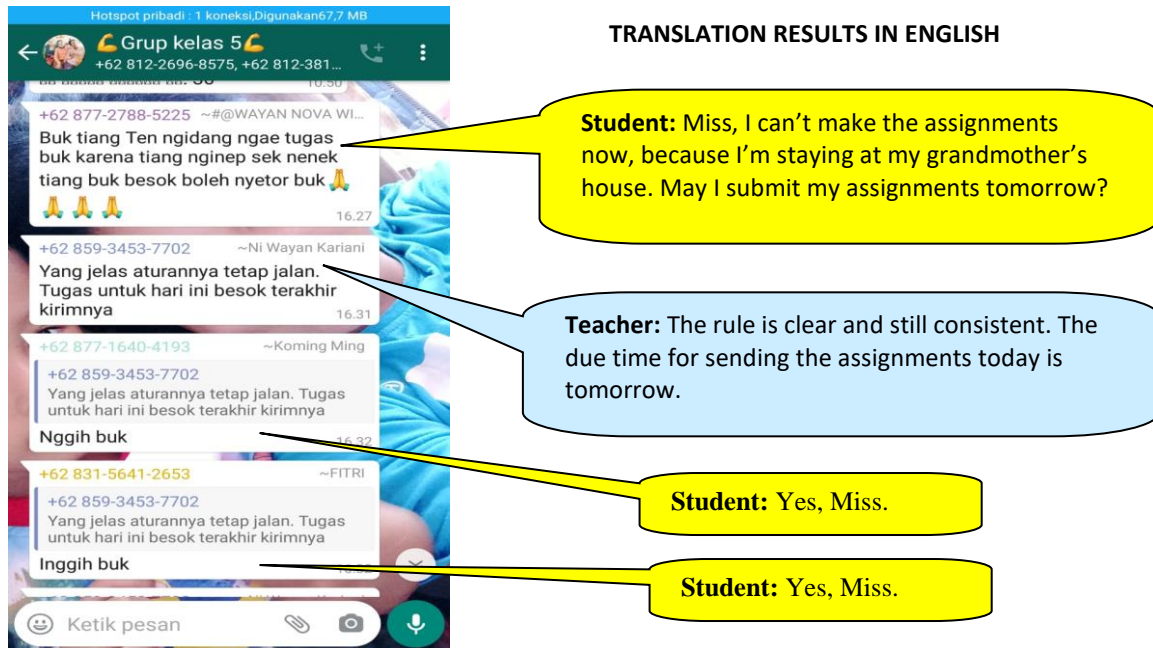Figure 2. The Display of Chat Messages (in Indonesian and Balinese) Showing Students Ditching

Figure 3. The Display of Chat Messages (in Indonesian and Balinese) Showing Students Late in Sending Assignments
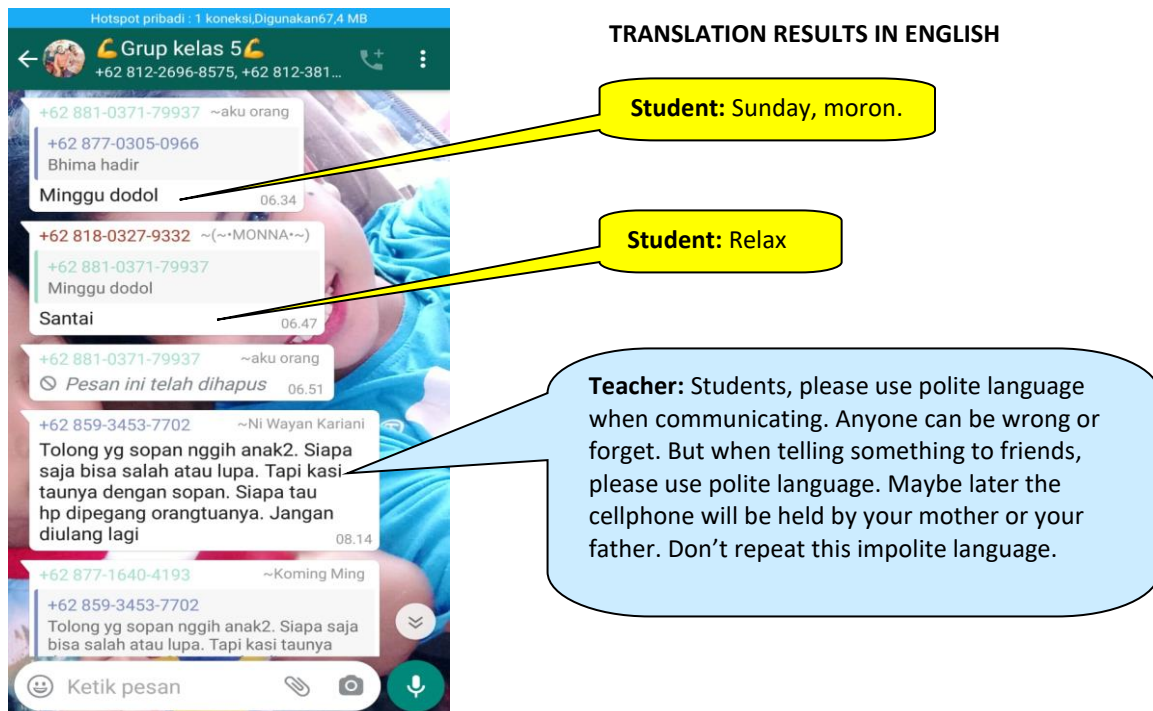

Figure 4. The Display of Chat Messages (in Indonesian and Balinese) Showing Students Using Impolite Words

TRANSLATION RESULTS IN ENGLISH

Student: Miss, why do you often write wrong questions, so that students get confused? For example questions number 12, and 13. Yesterday there were also questions about the typo. Thank you.

Student: Ari Satwika number 6 is in attendance.

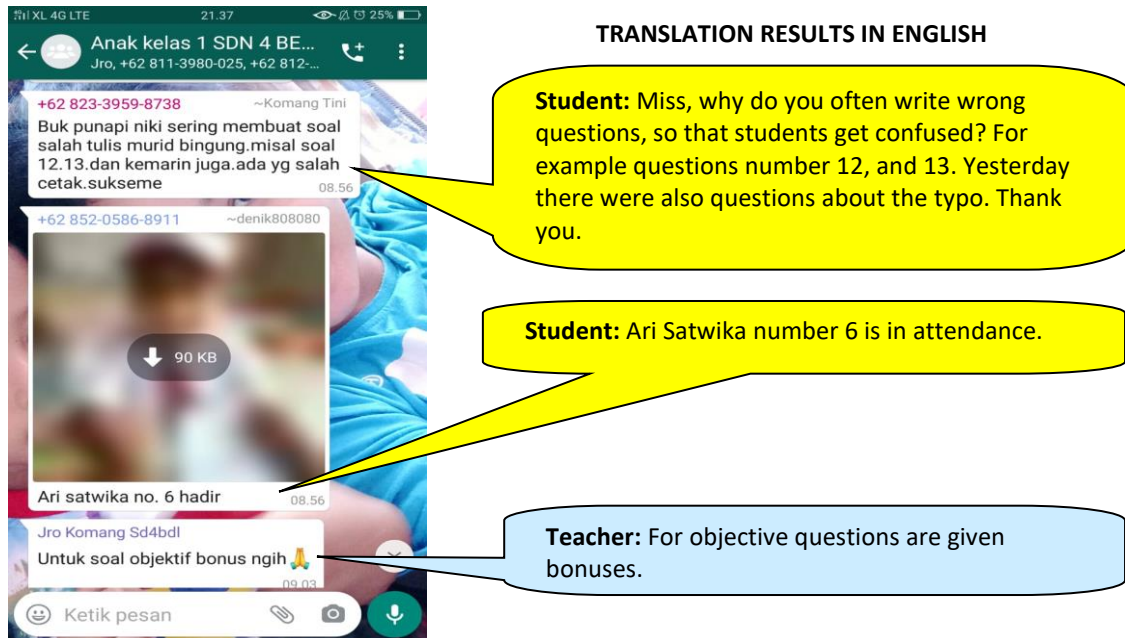**Teacher:** For objective questions are given bonuses.

Figure 5. The Display of Chat Messages (in Indonesian and Balinese) Showing Students Sending Questions that did not Make Sense and by Fierce Intonation or a Slight Complaint to the Teacher

Indicators in the *program planning* component are used to evaluate students' positive character, including teachers' efforts to educate students' character and students' awareness to increase positive character. The teacher's efforts to educate students' character in several ways included: 1) giving examples of good deeds to students based on *Daiwi Sampad* through the *WhatsApp* groups; 2) becoming an appreciator; 3) teaching moral values in every lesson; 4) being honest and open to mistakes; 5) teaching manners; 6) providing opportunities for students to learn to be leaders; and 7) sharing inspirational experiences. The forms of students' awareness to increase positive characters included: 1) awakening self-awareness (by looking at real examples that become references/admired figures) and 2) awakening awareness from outside itself (e.g.,: the influence of friends at schools, associations and parents).

The indicator in the *program implementation* component used to evaluate students' positive character is socialisation efforts to encourage positive character improvement. The forms of socialisation efforts, included: 1) teaching moral values at every start and end of the lesson through *WhatsApp* groups; 2) making examples of pamphlets/posters/photos of slogans that show the positive character of students through *WhatsApp* groups; and 3) announcing to students about giving awards to students who always show positive characters.

The indicator in the *program improvement* component used to evaluate the students' positive character is the teacher's efforts to encourage the real practice of student attitudes that show an increase in positive character. The efforts included: 1) teaching moral values at every start and end of the lesson regularly through *WhatsApp* groups; 2) instructing students to make writings/pictures/slogans that show activities that support the improvement of positive character through *WhatsApp* groups; and 3) giving the right award to students who show positive characters according to real conditions.

The indicator in the program certification component used to evaluate students' positive character is internalising students' positive character values as a habit. The forms of internalisation that positive character values included: 1) civilised greetings to teachers through *WhatsApp* groups at the start and end of lessons; 2) on-time in collecting assignments through the *WhatsApp* groups facility; 3) civilised polite sentences in asking questions to the teacher through *WhatsApp* groups; and 4) diligent and punctual in doing attendance.

Table 5. Results of Content Validity Test on Questionnaires to Measure Participants' Satisfaction in Empowerment Activities

Instrument items	Experts							
	Expert-1 (Field of education)				Expert-2 (Field of informatics)			
	Irrelevant		Relevant		Irrelevant		Relevant	
	1	2	3	4	1	2	3	4
I-1				√			√	
I-2		√				√		
I-3			√					√
I-4			√				√	
I-5	√					√		
I-6			√					√
I-7		√			√			
I-8			√					√
I-9			√				√	
I-10			√				√	
I-11			√				√	
I-12			√					√
I-13		√				√		
I-14			√				√	

Referring to the results of the content validity test shown in Table 5, the results were analysed using the *Gregory* formula with the following calculation process.

1) Compilation of test results from both experts on questionnaires

The compilation results intended are presented in Table 6.

Table 6. Compilation of the Test Results from Both Experts on Questionnaires to Measure Participants' Satisfaction in Empowerment Activities

Expert-1 (Field of education)		Expert-2 (Field of informatics)	
Less relevant (Score: 1 - 2)	Very relevant (Score: 3 - 4)	Less relevant (Score: 1 - 2)	Very relevant (Score: 3 - 4)
I-2, I-5, I-7, I-13	I-1, I-3, I-4, I-6, I-8, I-9, I-10, I-11, I-12, I-14	I-2, I-5, I-7, I-13	I-1, I-3, I-4, I-6, I-8, I-9, I-10, I-11, I-12, I-14

2) Cross-tabulation of test results from both experts on questionnaires
The results of the cross-tabulation intended are presented in Table 7.

Table 7. Cross-Tabulation of the Test Results from Both Experts on Questionnaires to Measure Participants' Satisfaction in Empowerment Activities

		Expert-2 (Field of informatics)	
		Less relevant (Score: 1 - 2)	Very relevant (Score: 3 - 4)
Expert-1 (Field of education)	Less relevant (Score: 1 - 2)	I-2, I-5, I-7, I-13 (4)	- (0)
	Very relevant (Score: 3 - 4)	- (0)	I-1, I-3, I-4, I-6, I-8, I-9, I-10, I-11, I-12, I-14 (10)

3) Calculating the content validity of questionnaires using the *Gregory* formula
 The calculation process intended is explained as follows.

$$CV = \frac{D}{A+B+C+D}$$

$$CV = \frac{10}{4+0+0+10} = \frac{10}{14} = 0.71$$

Based on the comparison of the content validity results of the questionnaires with the Guilford categorisation, generally, the questionnaires were classified as high validity. Therefore, 10 questions in the questionnaires were used to measure the participants' satisfaction with the empowerment activities. The 10 questions included: I-1, I-3, I-4, I-6, I-8, I-9, I-10, I-11, I-12, and I-14. The valid questionnaire form is shown in Appendix 1.

Table 8. Results of Content Validity Test on Cognitive Tests

Instrument items	Experts							
	Expert-1 (Field of education)				Expert-2 (Field of informatics)			
	Irrelevant		Relevant		Irrelevant		Relevant	
	1	2	3	4	1	2	3	4
C-1			√				√	
C-2		√						√
C-3			√					√
C-4	√					√		
C-5			√				√	
C-6		√						√
C-7		√					√	
C-8	√					√		

Referring to the results of the content validity test shown in Table 8, the results were analysed using the *Gregory* formula with the following calculation process.
1) Compilation of test results from both experts on cognitive tests
 The compilation results intended are presented in Table 9.

Table 9. Compilation of the Test Results from Both Experts on Cognitive Tests

Expert-1 (Field of education)		Expert-2 (Field of informatics)	
Less relevant (Score: 1 - 2)	Very relevant (Score: 3 - 4)	Less relevant (Score: 1 - 2)	Very relevant (Score: 3 - 4)
C-4, C-8	C-1, C-2, C-3, C-5, C-6, C-7	C-4, C-8	C-1, C-2, C-3, C-5, C-6, C-7

2) Cross-tabulation of test results from both experts on Cognitive Tests.
   The results of the cross-tabulation intended are presented in Table 10.

Table 10. Cross-Tabulation of the Test Results from Both Experts on Cognitive Tests

		Expert-2 (Field of Informatics)	
		Less relevant (Score: 1 - 2)	Very relevant (Score: 3 - 4)
Expert-1 (Field of education)	Less relevant (Score: 1 - 2)	C-4, C-8 (2)	- (0)
	Very relevant (Score: 3 - 4)	- (0)	C-1, C-2, C-3, C-5, C-6, C-7 (6)

3) Calculating content validity of cognitive tests using the *Gregory* formula
   The calculation process intended is explained as follows.

$$CV = \frac{D}{A+B+C+D}$$

$$CV = \frac{6}{2+0+0+6} = \frac{6}{8} = 0.75$$

Based on the comparison of the content validity results of the cognitive tests with the *Guilford* categorisation, generally, the cognitive tests were classified as high validity. Therefore, six questions in the cognitive tests were used to measure the participants' cognitive capability in empowerment activities. The questions included: C-1, C-2, C-3, C-5, C-6 and C-7. The valid cognitive test is shown in Appendix 2.

Table 11. Results of Participants' Satisfaction Level toward the Implementation of Empowerment Activities

No	Respondents	Items-										Σ	Satisfaction percentage (%)
		1	2	3	4	5	6	7	8	9	10		
1	Teacher-1	3	2	3	3	3	3	2	3	3	2	27	90.00
2	Teacher-2	2	3	2	3	3	3	3	2	3	2	26	86.67
3	Teacher-3	3	2	2	3	3	3	3	2	3	3	27	90.00
4	Teacher-4	3	3	3	2	3	2	3	3	3	3	28	93.33
5	Teacher-5	3	2	3	2	3	2	3	3	3	2	26	86.67
6	Teacher-6	3	3	3	3	3	2	3	2	2	3	27	90.00
7	Teacher-7	3	3	3	2	3	3	3	2	2	3	27	90.00
8	Teacher-8	2	3	3	3	2	3	3	3	3	3	28	93.33
9	Teacher-9	3	3	3	2	3	3	2	3	3	3	28	93.33
10	Teacher-10	3	2	2	3	3	3	3	2	3	3	27	90.00
											Average		90.33

Referring to Table 11, 10 questions were used to determine the level of participants' satisfaction towards the implementation of empowerment activities. Item-1 is about the level of participants' satisfaction towards the delivery of the keynote-speaker regarding the basic concept of *asynchronous* learning. Item-2 is about the level of participants' satisfaction towards the presentation of the keynote-speaker regarding the evaluation concept. Item-3 is about the level of participants' satisfaction towards the presentation of the keynote-speaker regarding the concept of the *CSE-UCLA* evaluation model. Item-4 is about the level of participants' satisfaction toward the presentation of the keynote-speaker regarding the *Daiwi Sampad* concept. Item-5 is about the level of participants' satisfaction towards the delivery of the keynote-speaker regarding the components of the *Daiwi Sampad*-based *CSE-UCLA* evaluation used to evaluate the students' positive character. Item-6 is about the level of participants' satisfaction towards the delivery of the keynote-speaker regarding work steps of *asynchronous* learning. Item-7 is about the level of participants' satisfaction towards the presentation of the keynote-speaker regarding the steps to conduct an evaluation. Item-8 is about the level of participants' satisfaction towards the presentation of the keynote-speaker regarding the work steps of the *CSE-UCLA* evaluation model. Item-9 is about the level of participants' satisfaction towards the delivery of the keynote-speaker regarding the implementation of *Daiwi Sampad* in the evaluation process. Item-10 is about the level of participants' satisfaction towards the presentation of the keynote-speaker regarding how to integrate the *CSE-UCLA* evaluation component with the *Daiwi Sampad* concept used to evaluate the students' positive character.

Table 12. Results of Participants' Satisfaction Level Towards the Implementation of Empowerment Activities

Teachers	Scores	Grades
Teacher-1	85.00	B
Teacher-2	82.00	B
Teacher-3	90.00	A
Teacher-4	86.00	B
Teacher-5	84.00	B
Teacher-6	92.00	A
Teacher-7	87.00	B
Teacher-8	85.00	B
Teacher-9	88.00	B
Teacher-10	90.00	A
Average	**86.90**	

The results in Table 12 were obtained from the teacher's ability to answer questions of cognitive tests consisting of four multiple-choice questions and two essay questions. Four multiple-choice questions were given an assessment score of 10 for each question that was answered correctly and a score of 0 for incorrect answers. Two essay questions were given a maximum assessment score of 30 for each question that was answered correctly and a score of 0 for each question that did not contain an answer.

From the average results shown in Table 11, it appears that the level of participants' satisfaction towards empowerment activity was in a good category. This is because the average percentage of 90.33% is in the range of satisfaction levels of 85%-94% when viewed from the 11-item scale categorisation. From the results of the average cognitive scores of participants shown in Table 12, it appears that the quality of teachers' cognitive abilities at SD Negeri 4 Bedulu on average was in a

good category. This is because the average value of 86.90 is in the cognitive value range of 80-89 when viewed from the assessment that refers to a 5-item scale.

These empowerment activities have become an answer to the limitations of Rantung and Latupeirissa (2021), Naibaho (2021) and Sudirtha et al (2019) research, by showing the combination of the *CSE-UCLA* model with the *Daiwi Sampad* concept. The combination of that model and concept provides convenience in determining the students' positive character in the learning process.

This research is strengthened by several research results which also examine the evaluation of students' character. The research included: Mil's (2016) research which showed the effectiveness of character education implementation; Prihaswati et al.'s (2017) research which showed the evaluation of character education using the *CSE-UCLA* model; Asrial et al.'s (2020) research which showed an evaluation of the student's character in the implementation of the learning independence programme.

The novelty that appears from the results of this research is present knowledge about the combination of the educational evaluation model with the concept of local wisdom and Hindu religion about *Daiwi Sampad* which can be used as a basis for determining the success of evaluation activities in determining the students' positive character in the learning process.

In addition to the advantage and novelty shown, this paper also needs to mention some limitations in empowerment activity. The limitations included were as follows: 1) the materials provided in the workshop were only limited to introducing the indicators in the *CSE-UCLA* components that were used to measure the students' positive character; and 2) there were no direct practices to show the evaluation process of students' character.

4. Conclusion

Generally, the implementation effectiveness of teachers' empowerment as evaluators of *asynchronous* learning based on the combination of the *CSE-UCLA* model with *Daiwi Sampad* was shown from the percentage results of participants' satisfaction and the quality of the participant's cognitive abilities. The percentage of participants' satisfaction levels after participating in empowerment activities was categorised as good. It was evidenced by the average percentage of participants' satisfaction (90.33%). The quality of the teacher's cognitive abilities as an evaluator of *asynchronous* learning also was categorised as good. It was evidenced by the average test score (86.90). The impact of these empowerment activities is that teachers will be better prepared to become evaluators of *asynchronous* learning both during the *COVID-19* pandemic and in the future. Future works that need to be conducted to overcome the limitations in these empowerment activities are to carry out some appropriate activities. Those activities, included 1) preparing more complex and in-depth materials on the evaluation process using the *CSE-UCLA* model based on *Daiwi Sampad*; and 2) conducting workshops on practical procedures to evaluate students' character.

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Appendix 1. Questionnaire to Measure Participants' Satisfaction in Empowerment Activities.

QUESTIONNAIRE OF PARTICIPANTS' RESPONSES TO TEACHERS' EMPOWERMENT ACTIVITIES AS *ASYNCHRONOUS* LEARNING EVALUATORS DURING THE *COVID-19* PANDEMIC IN DETERMINING POSITIVE CHARACTERS OF ELEMENTARY SCHOOLS STUDENTS AT *BEDULU* VILLAGE

IN THE VIEW OF THE *CSE-UCLA* MODEL BASED ON *DAIWI SAMPAD*

We want to know about the results of the responses and satisfaction of the participants in teachers' empowerment activities as evaluators of *asynchronous* learning during the *COVID-19* pandemic to determine the positive character of elementary school students in Bedulu Village in view of the *CSE-UCLA* model based on *Daiwi Sampad*. Therefore, please write down your identity and provide feedback regarding all the items below by placing a cross (×) or circle (O) on the available answer choices.

Name of Respondent   : ....

Gender   : (Male/Female)*

Position   : ....

Field of Study   : ....

Location of Questionnaire Filling   : ....

*) Cross the unnecessary ones

Fill in this questionnaire according to the actual situation without any pressure and influence from other parties!

1. Before joining this activity, did you know about *Asynchronous* learning?

    a. Already know

    b. Just normal

    c. Did not know yet

2. Before participating in this activity, did you know the evaluation concept?

    a. Already know

    b.   Just normal

    c.   Did not know yet

3.   Before participating in this activity, did you know the *CSE-UCLA* evaluation model?

    a.   Already know

    b.   Just normal

    c.   Did not know yet

4.   Before participating in this activity, did you know the *Daiwi Sampad* concept?

    a.   Already know

    b.   Just normal

    c.   Did not know yet

5.   Before participating in this activity, did you know the *Daiwi Sampad*-based *CSE-UCLA* evaluation component used to evaluate students' positive character?

    a.   Already know

    b.   Just normal

    c.   Did not know yet

6.   After participating in this activity, do you know and understand *Asynchronous* learning?

    a.   Understand

    b.   Just normal

    c.   Do not understand

7.   After participating in this activity, do you know and understand the evaluation concept?

    a.   Understand

    b.   Just normal

    c.   Do not understand

8.   After participating in this activity, do you know and understand the *CSE-UCLA* evaluation model?

    a.   Understand

    b.   Just normal

    c.   Do not understand

Divayana, D. G. H., Heryanda, K. K., Suyasa, P. W. A. (2022). Empowerment of teachers as evaluators of *asynchronous* learning based on the combination of the *CSE-UCLA* model with *Daiwi Sampad*. *Cypriot Journal of Educational Science*. *17*(8), 2658-2679. https://doi.org/10.18844/cjes.v17i8.7800

9. After participating in this activity, do you know and understand the *Daiwi Sampad* concept?

   a. Understand

   b. Just normal

   c. Do not understand

10. After participating in this activity, do you know and understand the *Daiwi Sampad*-based *CSE-UCLA* evaluation component used to evaluate students' positive character?

    a. Understand

    b. Just normal

    c. Do not understand

Appendix 2. Cognitive Test to Measure Participants' Cognitive Abilities

QUESTION SHEET OF THE COGNITIVE TEST TO MEASURE PARTICIPANTS' COGNITIVE ABILITIES

IN TEACHERS' EMPOWERMENT ACTIVITIES AS *ASYNCHRONOUS* LEARNING EVALUATORS

DURING THE COVID-19 PANDEMIC IN DETERMINING POSITIVE CHARACTERS OF

ELEMENTARY SCHOOLS STUDENTS AT BEDULU VILLAGE IN THE VIEW OF

THE *CSE-UCLA* MODEL BASED ON *DAIWI SAMPAD*

We want to know the knowledge and understanding of the participants in teachers' empowerment activities as evaluators of *asynchronous* learning during the *Covid-19* pandemic to determine the positive character of elementary school students in Bedulu Village in view of the *CSE-UCLA* model based on *Daiwi Sampad*. Therefore, please write down your identity and answer all the multiple choice questions and essays below. For multiple choice questions, answers that are considered correct according to the choice are given a cross (×) or circle (O), while essay answers are answered briefly but have deep meanings.

Name of Respondent   : ……………………………………………………………..

Gender   : (Male/Female)*

Position   : ……………………………………………………………..

Field of Study   : ……………………………………………………………..

Location of Cognitive Test   : ……………………………………………………………..

*) Cross the unnecessary ones

Answer the questions below according to your understanding!

1. Learning activities carried out by teachers and students at different times, where teaching materials that have been distributed by teachers can be accessed by students whenever and wherever they are. It is often called as ...

   a. Synchronous

   b. Asynchronous

   c. On line

   d. Flipped

   e. Offline

2. An activity carried out by one or several evaluators to collect, analyse and present information related to the quality or level of effectiveness of a particular object is evaluated based on predetermined criteria or objectives and the results can be used in consideration of making a decision. It is often called as ...

   a. Test

   b. Measurement

   c. Evaluation

   d. Exam

   e. Assessment

3. Which one of the following is not a component of the *CSE-UCLA* evaluation model?

   a. System assessment

   b. Program planning

   c. Program certification

   d. Program product

   e. Program implementation

4. A Hindu religious philosophy that shows the good deeds done by human beings is often called…

   a. *Asuri Sampad*

   b. *Daiwi Sampad*

   c. *Tri Hita Karana*

   d. *Tri Kaya Parisudha*

   e. *Tri Pramana*

5. Mention the bad actions that students often do in asynchronous learning via *WhatsApp* that can reduce students' positive character!

   Answer:

   ....

   ....

   ....

6. What have you done in an effort to minimize bad actions that interfere of the *asynchronous* learning process via *WhatsApp*?

   Answer:

   ....

   ....

   ....