

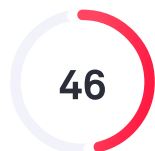
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General metrics

18,097	2,586	194	10 min 20 sec	19 min 53 sec
characters	words	sentences	reading time	speaking time

Score



Writing Issues

230	96	134
Issues left	Critical	Advanced


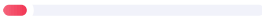





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Writing Issues

129	Correctness	
10	Misspelled words	
38	Improper formatting	
3	Incomplete sentences	
3	Unknown words	
2	Faulty subject-verb agreement	
17	Punctuation in compound/complex sentences	
4	Comma misuse within clauses	
4	Misuse of semicolons, quotation marks, etc.	
6	Incorrect noun number	
19	Determiner use (a/an/the/this, etc.)	
3	Misplaced words or phrases	
2	Faulty parallelism	
5	Wrong or missing prepositions	
7	Confused words	
1	Incorrect verb forms	
2	Incorrect phrasing	
2	Misuse of modifiers	
1	Closing punctuation	
45	Engagement	
45	Word choice	
56	Clarity	
36	Passive voice misuse	
13	Wordy sentences	

3	Intricate text	
3	Hard-to-read text	
1	Word choice	

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unique words

Rare Words

31%

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rare words

Word Length

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Measures average word length

characters per word

Sentence Length

13.3

Measures average sentence length

words per sentence

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The

UCLA METHOD: THE CHARACTER EDUCATION EVALUATION ON BASIC
MATHEMATICS LEARNING IN HIGHER EDUCATION

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231 | Abstract

232 | The external turmoil that occurs today has a negative impact on¹ all the structure and order of the domestic system. One of the recovery efforts is the implementation of mental revolution through character education. The character education can be applied² to the affective aspect of the basic^{3,4} mathematics learning which⁵ will be integrated⁶ with basic⁷ mathematics material using character⁸ to be implemented⁹. In addition,¹⁰ the colleges¹¹ can be a place for student character development. This research was conducted¹² at

233 | Muhammadiyah University of Semarang and Semarang State University. This research is a quantitative descriptive research using UCLA evaluation method. The data were collected¹³ by questionnaire method and interview. The results showed, 1) lecturers have little impact on the development of student character. 2) program planning, given the integrated learning character education. 3) Program implementation, character education has never been introduced or used in the majority of learning. Indirectly, some character education indicators have been embedded¹⁴ in the students. However, most indicators¹⁵ are still not fully embedded¹⁶, such as honesty, religious, caring for others, discipline, hard work, self-reliance, and responsibility. Thus, it is necessary to develop character values on basic mathematics learning applied to processes, techniques, and assessment instruments.

Keywords: Character education¹⁷, UCLA, basic

1. Introduction

²³⁴ The external turmoil that occurs today ¹⁸ has a negative impact on all the structure and order of the domestic system. ¹⁹ To overcome the above problems, it is necessary to restore and strengthen national resilience through the implementation of ²⁰ mental revolution. One of the main factors that can ²¹ be used in the ²² implementation of the ²³ mental revolution is education. Education is a business community or nation to prepare its generation in the face of challenges for the sake of survival in the future (Ghozi, 2010). Character education is one of the means that plays ²⁴ an important role in creating quality and potential ²⁵ human in the present. Through national education is expected to develop the ability and form the character and the tapping of a dignified nation. Directly, educational institutions can create a character education approach through ²⁶ curriculum, disciplinary enforcement, classroom management, and education programs designed (Aqib, 2011).

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There is a tendency of mathematics learning towards the emphasis on procedural capability, calculation counting, formula memorization, only

procedural (algorithmic), and low attention to the process of obtaining concepts, procedures ²⁷ or formulas. Mathematics not only emphasizes the ²⁸ cognitive ability, but also the affective and psychomotor ability. The development of affective ability ^{29,30} ³¹ is one of the instances of character education in mathematics learning. Based on the previous study, Sumarmo (2006 a, 2006 b, 2010) suggests several kinds of mathematical soft skills, namely: the disposition of values, culture, and character in learning mathematics; mathematical ³² disposition; positioned ³³ logical thinking, positioned ³³ critical thinking, and disposition of mathematical creative thinking, mathematical learning independence.

The development of character values in mathematics learning can be applied to process, technique, and assessment instruments. ³⁴ The learning process that ³⁵ prioritizes ³⁶ exploration, ³⁷ problem solving, ³⁸ is the embodiment of one character education. The characters in question are tenacious, diligent, persistent, rational, critical, move according to the rules, and do not like to cut / cut ³⁹ compass (do not want to queue, want to get rich suddenly, through corruption). According to Sugandi (2011) the ⁴⁰ techniques and assessment instruments selected and implemented not only measure academic / cognitive achievement ⁴¹ of students ⁴² ⁴³, but also measure the development of student personalities.

These personality values include religious, honest, tolerant, discipline, hard ⁴⁴ working, creative, independent, democratic, curiosity, ⁴⁵ passionate, friendly / communicative, ⁴⁶ caring, social, and responsible.

University can be a good ⁴⁷ place of education for student ⁴⁸ 'character growth. All forms of lecturing can all be integrated ⁴⁹ through character education. For example, it would be very relevant to connect the data if the data in the statistics subject is related to the character of accuracy and correctness. Teaching national and international law material to students will be very

relevant when it is related with the character of love of motherland. Related to these conditions, to know the application of character education, it is required an evaluation. According Suchman (Arikunto and Cepi, 2010) evaluation is the process of determining the results that have been achieved some activities planned to support the goals achievement. The evaluation of educational programs has many models that can be used. One of them is the CSE-UCLA model (Center for the Study of Evaluation-University of California in Los Angeles). The CSE-UCLA developed by Alkin which evaluates the program in five stages of evaluation: system assessment, program planning, implementation program, improvement program, and certification program (Suryanto, Gafur, and Sudarsono, 2013).

In this research, the researchers will be evaluated the character education in basic mathematics subject using CSE-UCLA method. Based on these evaluations, the researchers hope that they will be used to make decisions whether character education has been instilled by the lecturers integrated in the subject or not. Moreover, it will be obtained the character values that can be embedded in the basic mathematics subject.

2. Methods

2.1 Participants

The population of this study is all students and lecturers in UNIMUS and UNNES. The sample of this research is a student who has taken the basic

mathematics subject in UNIMUS and UNNES and also the ⁷⁴basic mathematics lecturers at both universities. The sampling technique is purposive sampling. ⁷⁵This is in accordance with ⁷⁶the research ⁷⁷conducted

The

⁷⁸by (Sholikhah & Soenarto, 2014) ⁷⁹which stated that to obtain sampling units that have the characteristics or criteria desired in the sampling technique used purposive sampling. ⁸⁰

2.2 Instrument

This research used questionnaires and interview guidelines as the instruments. ⁸¹ The result of the ⁸²questionnaire that needs to be emphasized or confirmed, then the interview will be held. The questionnaires were given to the lecturers and students who are chosen as sample while the interview method is done with ⁸³question and answer with the lecturers and students ⁸⁴discussing about learning ⁸⁵in the subject of basic mathematics. ⁸⁶ ⁸⁷ ⁸⁸ ⁸⁹

2.3 Research Design

The research ⁹⁰ approach used descriptive quantitative. The ⁹¹ criteria of descriptive ⁹² percentage using Arikunto's criteria. They are excellent (80% - 100%), good (66% - 79%), good enough (56% - 65%), poor (40% - 55%), and bad (40%) (Arikunto, 2011). Each item will ⁹⁶ be tested in relation to the ⁹⁷ percentage of the ⁹⁸ variable in question. In this case, each item in the variable will be tested using the relation of the variable percentage. While in the final data analysis, all obtained questionnaire results ⁹⁹ are checked manually to see more detailed results of the initial data analysis.

The research method used in this research is evaluative / evaluation. It ¹⁰⁰ was used to evaluate a ¹⁰¹ program / activity in one particular unit. ¹⁰² This is consistent with the method used by Divayana (2017) and Divayana, Suyasa ¹⁰³ and Sugiharni (2016). The research design of this research is the evaluation model of CSE-UCLA. Five kinds of evaluation ¹⁰⁴ according to ¹⁰⁵ Alkin cited in ¹⁰⁶ (Haryadi, 2011). ¹⁰⁷ They ¹⁰⁸ are 1) system assessment, providing information on the state of the system, 2) program planning, program planning that can meet system requirements, 3) program implementation, providing information on whether the program has ¹⁰⁹ been introduced to certain groups that have been planned before, 4) program ¹¹⁰ improvement, on how the program works and runs. Or is there a new problem that arises. ¹¹¹ 5) program certification, providing information on the value or use of the program. This research is still evaluating at three stages of system assessment, program planning, and program implementation.

3. Results

The result of the questionnaire analysis shows that none of the questionnaire statements have ¹¹² very good criteria. However, ¹¹³ there are two statements that ¹¹⁴ have good ¹¹⁵ criteria, that is, "before leaving college, I always pray first" and

"lecturer always gives opportunity to argue or ask questions". It shows that student's religiosity level and lecturer tolerance have good criteria.

There are ten statements with fairly good criteria. The lecturers' religious level in the lesson that can be said is quite good is shown from the statement "lectures begin by reading prayer first", lecturers give permission for prayer / worship when lectures are underway, "and" when adzan reverberates and learning is ongoing, lecturers stop lecturing to listen of calling to pray ". The character of social care to the students also have a fairly good criteria shown in the attitude of students who always help anyone who needs help, including when needed by friends or institutions. In addition, students also often follow the social activities to help others. The students 'responsibilities character had categorized quite well and shown in the statement "if I was called lecturers outside class hours, I immediately faced him/her although I have a very important activity".

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For the characterization of character education in the samples studied have good enough criterion, such as the lecturer enters the character values in the lecturing, the lecturers give the advice when the lecturing takes place, and the students get the learning that can be applied in everyday life.

For the statements that have bad¹³⁸ criteria¹³⁹ there are 14 statements, including four negative statements and ten positive statements. The analyses of the 14 statements¹⁴⁰ are good discipline character from the students. It was shown¹⁴¹ from the majority of students who are not late in the lecturing. However, the honesty of students is still not good when students are still often cheat¹⁴² and help friends at the time of the exam. The discipline character of the lecturers is also still not good. It was shown¹⁴³ from the lecturer who did not come on time and the implementation of lecturing that are not in accordance with^{144,145} the schedule^{146 147 148 149 150} that has been determined^{151 152,153 154} the¹⁵⁵ learning¹⁵⁶ has not been implemented^{157 158} character education¹⁵⁹, so that less lecturing affects the development of student's character.

The percentage of character education indicator based on the result of interview¹⁶⁰ about the implementation of character education on basic¹⁶¹ mathematics learning can be seen in table¹⁶² 1 as follows.

Table1. Percentage of character education indicator

- No.
- Character
- Percentage
- 1.
- honesty
- 54,55 %
- 2.
- dicipline¹⁶⁶
- 50 %
- 3.
- creative

40,91 %

4.

curious

27,27 %

5.

courageous

40,91 %

6.

responsible

63,64 %

7.

tolerance

27,27 %

8.

hard working¹⁶⁷

36,36 %

9.

demokratic¹⁶⁸

22,73 %

10.

communicative

36,36 %

11.

self-reliance

22,73 %

12.

Religious

45,45 %

13.

caring for others

31,82 %

14.

socialize

27,27 %

From the table above, it shows that the responsibility¹⁶⁹ is one of the characters with the

criteria quite good. Whereas, honesty¹⁷⁰, discipline, creative¹⁷¹, spirit, and religious¹⁷² have less good¹⁷³ criteria¹⁷⁴. In addition, rest¹⁷⁵, curiosity, tolerance, hard working¹⁷⁶, democratic, friendly / communicative¹⁷⁷, independent, care for the environment, and social care were¹⁷⁸ categorized bad¹⁷⁹. Therefore, based on the interview results, it can be concluded that character education has never been introduced or used in the majority of learning.

Based on the result of questionnaire¹⁸⁰ analysis and interview, it can be concluded¹⁸¹ that students and lecturers have good¹⁸² character on religious and tolerance indicators. However, the learning effort that imparts character education to improve the character¹⁸³ of the students has not been done^{184,185}. Proven¹⁸⁶ in the interview results¹⁸⁶, none of the characters have very good and good category because character education has never been introduced¹⁸⁷ or used in learning.

Thus, using the CSE-UCLA method, the evaluation results are obtained, namely

1)

assessment system, lecturing has little impact on student's character

development. 2) program planning, given integrated learning character

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education. 3) Program implementation, character education has never been introduced or used in the majority of learning.

4. Discussion

Based on the results of research that has been done, the evaluation of character education on basic mathematics learning using CSE-UCLA method is able to know the extent

The

of the implementation of character education on the learning of basic mathematics subject. The characters observed are honest, discipline, creative, curiosity, enthusiasm, and responsibility, tolerance, hard working, democratic, friendly / communicative, independent, religious, caring, and social. Based on the results of questionnaire analysis and interviews, it can be seen that the learning efforts that inculcate character education to improve the character of the students have not been done. It can be seen from the interview results, no character has a category very good and good because character education has never been introduced or used in learning. So, it is necessary for the implementation of character education in learning (Tobing, 2007 and Lickona, 2004).

The results can be poured in character education evaluation on basic²¹⁵ mathematics learning using CSE-UCLA method,²¹⁶ and obtained the evaluation result, that is 1)²¹⁸ assessment system, lecturing less impact on student's character development. 2) program planning, given integrated learning character education. 3) Program implementation, character education has never been introduced or used in the majority of learning. Therefore, it is required the development of character values on learning to form students with character. This²¹⁹ is in line with Amri, Jauhari, & Elisah (2011) that character-based education can form a²²⁰ complete²²¹ human character.²²²

5. Conclusions

Dari hasil penelitian dan pembahasan, diperoleh kesimpulan 1) system assessment, perkuliahan kurang berdampak pada perkembangan karakter mahasiswa. 2) programm planning, diberikan pembelajaran terintegrasi pendidikan karakter. 3) Programm implementation, pendidikan karakter belum pernah diperkenalkan ataupun digunakan pada mayoritas pembelajaran. Sehingga dibutuhkan pengembangan nilai karakter pada pembelajaran matematika dasar yang diterapkan pada proses, teknik, dan instrumen penilaian.

From the research and discussion results, the researcher can be concluded²²³ that:

- 1) system assessment, lectures²²⁴ have little impact on the development of student characters.
- 2) program planning, given integrated learning character education.
- 3) Program implementation, character education has never been introduced or used in the majority of learning. Therefore, it takes the development of

character value in basic mathematics learning applied to the process, technique, and assessment instrument.

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1.	has a negative impact on → hurts, harms	Wordy Sentences	Clarity
2.	<i>be applied</i>	Passive Voice Misuse	Clarity
3.	the basic	Determiner Use (a/an/the/this, etc.)	Correctness
4.	basic → underlying, essential	Word Choice	Engagement
5.	, which	Punctuation in Compound/Complex Sentences	Correctness
6.	<i>be integrated</i>	Passive Voice Misuse	Clarity
7.	basic → primary	Word Choice	Engagement
8.	the character, or a character	Determiner Use (a/an/the/this, etc.)	Correctness
9.	<i>be implemented</i>	Passive Voice Misuse	Clarity
10.	In addition → Also, Besides	Wordy Sentences	Clarity
11.	the colleges	Determiner Use (a/an/the/this, etc.)	Correctness
12.	<i>was conducted</i>	Passive Voice Misuse	Clarity
13.	<i>were collected</i>	Passive Voice Misuse	Clarity
14.	<i>been embedded</i>	Passive Voice Misuse	Clarity
15.	indicators → signs, symbols	Word Choice	Engagement
16.	embedded → integrated, inserted	Word Choice	Engagement
17.	education → Education	Misspelled Words	Correctness
18.	has a negative impact on → hurts, harms	Wordy Sentences	Clarity

19.	<i>To overcome the above problems</i>	Misplaced Words or Phrases	Correctness
20.	the mental	Determiner Use (a/an/the/this, etc.)	Correctness
21.	<i>be used</i>	Passive Voice Misuse	Clarity
22.	implementation → application	Word Choice	Engagement
23.	mental → spiritual, psychological	Word Choice	Engagement
24.	an important → a vital, an essential	Word Choice	Engagement
25.	human → humans	Incorrect Noun Number	Correctness
26.	the curriculum	Determiner Use (a/an/the/this, etc.)	Correctness
27.	, or	Punctuation in Compound/Complex Sentences	Correctness
28.	emphasizes not only the cognitive ability	Faulty Parallelism	Correctness
29.	affective → emotional	Word Choice	Engagement
30.	affective → effective	Confused Words	Correctness
31.	ability → knowledge	Word Choice	Engagement
32.	mathematical → precise	Word Choice	Engagement
33.	positioned → placed, posted	Word Choice	Engagement
34.	assessment instruments	Improper Formatting	Correctness
35.	The learning → The learning	Improper Formatting	Correctness
36.	that prioritizes	Improper Formatting	Correctness
37.	exploration,	Punctuation in Compound/Complex Sentences	Correctness

38.	problem solving → problem-solving	Misspelled Words	Correctness
39.	cut / cut → cut/cut	Improper Formatting	Correctness
40.	, the	Punctuation in Compound/Complex Sentences	Correctness
41.	academic/cognitive	Improper Formatting	Correctness
42.	measure not only academic / cognitive achievement of students	Faulty Parallelism	Correctness
43.	students,	Comma Misuse within Clauses	Correctness
44.	hard working → hard-working	Misspelled Words	Correctness
45.	curiosity → curious	Confused Words	Correctness
46.	friendly/communicative	Improper Formatting	Correctness
47.	good → right	Word Choice	Engagement
48.	student → students	Incorrect Noun Number	Correctness
49.	<i>be integrated</i>	Passive Voice Misuse	Clarity
50.	<i>is related</i>	Passive Voice Misuse	Clarity
51.	with → to	Wrong or Missing Prepositions	Correctness
52.	character → nature, style, role	Word Choice	Engagement
53.	the love	Determiner Use (a/an/the/this, etc.)	Correctness
54.	Related → Compared	Word Choice	Engagement
55.	<i>Related to these conditions, to know the application of character education</i>	Misplaced Words or Phrases	Correctness

56.	According to	Wrong or Missing Prepositions	Correctness
57.	, evaluation	Punctuation in Compound/Complex Sentences	Correctness
58.	been achieved	Passive Voice Misuse	Clarity
59.	the achievement of the goals, the achievement of the goal	Incorrect Noun Number	Correctness
60.	evaluation → review, assessment	Word Choice	Engagement
61.	be used	Passive Voice Misuse	Clarity
62.	, which	Punctuation in Compound/Complex Sentences	Correctness
63.	be evaluated	Passive Voice Misuse	Clarity
64.	basic → essential, primary	Word Choice	Engagement
65.	subject → subjects	Incorrect Noun Number	Correctness
66.	the CSE-UCLA	Determiner Use (a/an/the/this, etc.)	Correctness
67.	decisions about, or decisions on	Wrong or Missing Prepositions	Correctness
68.	been instilled	Passive Voice Misuse	Clarity
69.	in → into, with	Wrong or Missing Prepositions	Correctness
70.	be obtained	Passive Voice Misuse	Clarity
71.	be embedded	Passive Voice Misuse	Clarity
72.	basic → primary, underlying, essential	Word Choice	Engagement
73.	basic → essential, primary	Word Choice	Engagement
74.	basic → necessary	Word Choice	Engagement

75.	<i>This</i>	Intricate Text	Clarity
76.	in accordance with → <i>by, following, per, under</i>	Wordy Sentences	Clarity
77.	<i>conducted.</i>	Closing Punctuation	Correctness
78.	by → <i>By</i>	Improper Formatting	Correctness
79.	<i>, which</i>	Punctuation in Compound/Complex Sentences	Correctness
80.	<i>by (Sholikhah & Soenarto, 2014) which stated that to obtain sampling units that have the characteristics or criteria desired in the sampling technique used purposive sampling.</i>	Incomplete Sentences	Correctness
81.	the instruments	Determiner Use (a/an/the/this, etc.)	Correctness
82.	questionnaire → <i>survey, inquiry, poll</i>	Word Choice	Engagement
83.	questionnaires → <i>surveys, polls, quizzes</i>	Word Choice	Engagement
84.	<i>were given</i>	Passive Voice Misuse	Clarity
85.	<i>the sample, or a sample</i>	Determiner Use (a/an/the/this, etc.)	Correctness
86.	while → <i>. At the same time,</i>	Hard-to-read text	Clarity
87.	<i>a question, or the question</i>	Determiner Use (a/an/the/this, etc.)	Correctness
88.	about	Wrong or Missing Prepositions	Correctness
89.	<i>The questionnaires were given to the lecturers and students who are chosen as sample while the interview method is done with question and</i>	Wordy Sentences	Clarity

answer with the lecturers and students discussing about learning in the subject of basic mathematics.

90.	The research → The research	Improper Formatting	Correctness
91.	approach used → approach used	Improper Formatting	Correctness
92.	used descriptive	Improper Formatting	Correctness
93.	descriptive quantitative	Improper Formatting	Correctness
94.	criteria of → criteria of	Improper Formatting	Correctness
95.	of descriptive → of descriptive	Improper Formatting	Correctness
96.	<i>be tested</i>	Passive Voice Misuse	Clarity
97.	in relation to → about, to, with, concerning	Wordy Sentences	Clarity
98.	<i>be tested</i>	Passive Voice Misuse	Clarity
99.	<i>are checked</i>	Passive Voice Misuse	Clarity
100.	<i>was used</i>	Passive Voice Misuse	Clarity
101.	program/activity	Improper Formatting	Correctness
102.	<i>This</i>	Intricate Text	Clarity
103.	, and	Comma Misuse within Clauses	Correctness
104.	, according	Punctuation in Compound/Complex Sentences	Correctness
105.	Alkin,	Punctuation in Compound/Complex Sentences	Correctness
106.	Haryadi,	Punctuation in Compound/Complex Sentences	Correctness

107.	<i>been introduced</i>	Passive Voice Misuse	Clarity
108.	ertain → specific	Word Choice	Engagement
109.	<i>been planned</i>	Passive Voice Misuse	Clarity
110.	<i>They are 1) system assessment, providing information on the state of the system, 2) program planning, program planning that can meet system requirements, 3) program implementation, providing information on whether the program has been introduced to certain groups that have been planned before, 4) p...</i>	Hard-to-read text	Clarity
111.	<i>5) program certification, providing information on the value or use of the program.</i>	Incomplete Sentences	Correctness
112.	very good → perfect, excellent, outstanding	Word Choice	Engagement
113.	two statements have	Wordy Sentences	Clarity
114.	good → right, proper	Word Choice	Engagement
115.	criteria → rules, standards	Word Choice	Engagement
116.	the opportunity, or an opportunity	Determiner Use (a/an/the/this, etc.)	Correctness
117.	↵ → ."	Misuse of Semicolons, Quotation Marks, etc.	Correctness
118.	good → right, proper	Word Choice	Engagement
119.	good → useful	Word Choice	Engagement
120.	statement → report, account	Word Choice	Engagement
121.	↵ → ,"	Misuse of Semicolons, Quotation Marks, etc.	Correctness

122.	prayer / worship → prayer/worship	Improper Formatting	Correctness
123.	adzan	Unknown Words	Correctness
124.	adzan reverberates	Improper Formatting	Correctness
125.	, and	Punctuation in Compound/Complex Sentences	Correctness
126.	and learning → . Learning	Hard-to-read text	Clarity
127.	⋮ → . "	Misuse of Semicolons, Quotation Marks, etc.	Correctness
128.	fairly → reasonably	Word Choice	Engagement
129.	fairly good criteria, a fairly good criterion	Determiner Use (a/an/the/this, etc.)	Correctness
130.	needed → required	Word Choice	Engagement
131.	In addition → Also, Besides	Wordy Sentences	Clarity
132.	the social	Determiner Use (a/an/the/this, etc.)	Correctness
133.	her although → her although	Improper Formatting	Correctness
134.	a very important → a significant, an essential, a critical, a vital	Word Choice	Engagement
135.	⋮ → . "	Misuse of Semicolons, Quotation Marks, etc.	Correctness
136.	criterion → criteria	Incorrect Noun Number	Correctness
137.	be applied	Passive Voice Misuse	Clarity
138.	bad → wrong, inadequate	Word Choice	Engagement
139.	criteria,	Comma Misuse within Clauses	Correctness

140.	statements → reports, comments	Word Choice	Engagement
141.	was shown	Passive Voice Misuse	Clarity
142.	are still often cheating	Incorrect Verb Forms	Correctness
143.	good → right	Word Choice	Engagement
144.	was shown → was shown	Improper Formatting	Correctness
145.	was shown	Passive Voice Misuse	Clarity
146.	of lecturing → of lecturing	Improper Formatting	Correctness
147.	lecturing that → lecturing that	Improper Formatting	Correctness
148.	that are → that are	Improper Formatting	Correctness
149.	are not → are not	Improper Formatting	Correctness
150.	not in → not in	Improper Formatting	Correctness
151.	in accordance → in accordance	Improper Formatting	Correctness
152.	in accordance with → by, following, per, under	Wordy Sentences	Clarity
153.	accordance with	Improper Formatting	Correctness
154.	with the → with the	Improper Formatting	Correctness
155.	the schedule → the schedule	Improper Formatting	Correctness
156.	schedule that → schedule that	Improper Formatting	Correctness
157.	been determined	Passive Voice Misuse	Clarity
158.	<i>It was shown from the lecturer who did not come on time and the implementation of lecturing that are</i>	Wordy Sentences	Clarity

not in accordance with the schedule that has been determined.

159.	In addition → Also, Besides	Wordy Sentences	Clarity
160.	the learning	Determiner Use (a/an/the/this, etc.)	Correctness
161.	<i>been implemented</i>	Passive Voice Misuse	Clarity
162.	education,	Punctuation in Compound/Complex Sentences	Correctness
163.	the interview, or an interview	Determiner Use (a/an/the/this, etc.)	Correctness
164.	basic → essential	Word Choice	Engagement
165.	table → Table	Misspelled Words	Correctness
166.	dicipline → discipline	Misspelled Words	Correctness
167.	hard working → hardworking	Confused Words	Correctness
168.	demokratic → democratic	Misspelled Words	Correctness
169.	the responsibility	Determiner Use (a/an/the/this, etc.)	Correctness
170.	Whereas,	Punctuation in Compound/Complex Sentences	Correctness
171.	creative → creativity	Confused Words	Correctness
172.	religious → religion	Confused Words	Correctness
173.	good → useful	Word Choice	Engagement
174.	criteria → standards, rules	Word Choice	Engagement
175.	In addition → Also, Besides	Wordy Sentences	Clarity

176.	hard working → hard-working	Misspelled Words	Correctness
177.	friendly/communicative	Improper Formatting	Correctness
178.	were → was	Faulty Subject-Verb Agreement	Correctness
179.	bad → badly	Misuse of Modifiers	Correctness
180.	the questionnaire	Determiner Use (a/an/the/this, etc.)	Correctness
181.	be concluded	Passive Voice Misuse	Clarity
182.	a good, or the good	Determiner Use (a/an/the/this, etc.)	Correctness
183.	character → nature, role, integrity, style	Word Choice	Engagement
184.	been done	Passive Voice Misuse	Clarity
185.	done → made	Incorrect Phrasing	Correctness
186.	Proven in the interview results	Misplaced Words or Phrases	Correctness
187.	been introduced	Passive Voice Misuse	Clarity
188.	has → have	Faulty Subject-Verb Agreement	Correctness
189.	been done	Passive Voice Misuse	Clarity
190.	basic → essential	Word Choice	Engagement
191.	is able to → can	Wordy Sentences	Clarity
192.	of → Of	Improper Formatting	Correctness
193.	basic → primary, essential	Word Choice	Engagement
194.	subject → subjects	Incorrect Noun Number	Correctness
195.	of the implementation of character	Incomplete Sentences	Correctness

education on the learning of basic mathematics subject.

196.	hard-working → hard-working	Misspelled Words	Correctness
197.	working → work	Confused Words	Correctness
198.	friendly/communicative	Improper Formatting	Correctness
199.	be seen	Passive Voice Misuse	Clarity
200.	inculcate → teach	Word Choice	Clarity
201.	been done	Passive Voice Misuse	Clarity
202.	done → made	Incorrect Phrasing	Correctness
203.	be seen	Passive Voice Misuse	Clarity
204.	,no → ; no, , and no, . No	Punctuation in Compound/Complex Sentences	Correctness
205.	very good → outstanding, excellent, perfect	Word Choice	Engagement
206.	good → right, useful, proper, kind	Word Choice	Engagement
207.	been introduced	Passive Voice Misuse	Clarity
208.	for the → for the	Improper Formatting	Correctness
209.	the implementation	Improper Formatting	Correctness
210.	implementation of	Improper Formatting	Correctness
211.	of character → of character	Improper Formatting	Correctness
212.	character education	Improper Formatting	Correctness
213.	education in → education in	Improper Formatting	Correctness
214.	in learning → in learning	Improper Formatting	Correctness

215.	basic → essential	Word Choice	Engagement
216.	the CSE-UCLA	Determiner Use (a/an/the/this, etc.)	Correctness
217.	method,	Comma Misuse within Clauses	Correctness
218.	, 1	Punctuation in Compound/Complex Sentences	Correctness
219.	This	Intricate Text	Clarity
220.	form → create, build, develop	Word Choice	Engagement
221.	complete → completely	Misuse of Modifiers	Correctness
222.	character → nature	Word Choice	Engagement
223.	be concluded	Passive Voice Misuse	Clarity
224.	lectures → lecturers	Confused Words	Correctness
225.	, 2004	Punctuation in Compound/Complex Sentences	Correctness
226.	, (2014	Punctuation in Compound/Complex Sentences	Correctness
227.	smk	Unknown Words	Correctness
228.	tahun	Unknown Words	Correctness
229.	direktorat → director at	Misspelled Words	Correctness
230.	Jogyakarta → Yogyakarta	Misspelled Words	Correctness
231.	<i>Abstract The external turmoil that occurs today has a negative impact on all the structure and order of the domestic system. One of the recovery efforts is the implementation of</i>	Garuda - Garba Rujukan Digital http://garuda.ristekdikti.go.id/autor/view/207905	Originality

mental revolution through character education. The character education can be applied to the affective aspect

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| 232. | <i>basic mathematics learning which will be integrated with basic mathematics material using character to be implemented. In addition, the colleges can be a place for student character development. This research was conducted at Muhammadiyah University of Semarang</i> | Ucla Method: the Character Education Evaluation on Basic ...
https://www.neliti.com/id/publications/170659/ucla-method-the-character-education-evaluation-on-basic-mathematics-learning-in | Originality |
| <hr/> | | | |
| 233. | <i>State University. This research is a quantitative descriptive research using UCLA evaluation method. The data were collected by questionnaire method and interview. The results showed, 1) lecturers have little impact on the development of student character.2) program planning, given the integrated l...</i> | Ucla Method: the Character Education Evaluation on Basic ...
https://www.neliti.com/id/publications/170659/ucla-method-the-character-education-evaluation-on-basic-mathematics-learning-in | Originality |
| <hr/> | | | |
| 234. | <i>The external turmoil that occurs today has a negative impact on all the structure and order of the domestic system.</i> | Ucla Method: the Character Education Evaluation on Basic ...
https://www.neliti.com/id/publications/170659/ucla-method-the-character-education-evaluation-on-basic-mathematics-learning-in | Originality |
| <hr/> | | | |
| 235. | <i>integrated learning character education. 3) Program implementation, character education has never been introduced or used in the majority of learning.</i> | Ucla Method: the Character Education Evaluation on Basic ...
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| 236. | <i>integrated learning character education. 3) Program implementation, character education has never been introduced or used in the majority of learning.</i> | Ucla Method: the Character Education Evaluation on Basic ...
https://www.neliti.com/id/publications/170659/ucla-method-the-character-education-evaluation-on-basic-mathematics-learning-in | Originality |
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[on-basic-mathematics-learning-in](#)

237. *integrated learning character education. 3) Program implementation, character education has never been introduced or used in the majority of learning.*

Ucla Method: the Character Education Evaluation on Basic ...
<https://www.neliti.com/id/publications/170659/ucla-method-the-character-education-evaluation-on-basic-mathematics-learning-in>

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