The Effectiveness of Implementing *ANEKA*-*THK*-based *Countenance* Evaluation Application at IT Vocational Schools in Bali

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**Abstract.** Successful implementation of an application on a large scale depends on the effectiveness of the operational test results on the application. The main objective of this research was to demonstrate the effectiveness of the implementation of the *ANEKA*-*THK* (*ANEKA*-*Tri Hita Karana*)-based *Countenance* evaluation application at IT Vocational Schools in Bali. This research used the Borg & Gall design that focuses on the operational test phase to obtain the effectiveness level of implementing the evaluation application. A total of 114 people were included as respondents in this research. Questionnaires were used as tools for assessment in the operational test by respondents. The analysis technique was used in this research was quantitative descriptive, so that the results were obtained in the form of an effectiveness percentage of the implementation of *ANEKA*-*THK*-based *Countenance* evaluation application was 89.93%.

1. Introduction

Evaluation activities have the principle of obtaining information related to the state of an object being observed and then providing recommendations for improvement if an imbalance or problem is found in the object. Many evaluation models can be used to evaluate the learning process. The selection of the evaluation model must be adjusted to the object that is the evaluation focus.

One evaluation model that is often used to evaluate the learning process is *Countenance*. This evaluation model has two main components for evaluating, such as the description matrix and the judgment matrix [1-6]. The description matrix is used to explain the existence and initial conditions of the learning process. The judgment matrix is used to compare the findings obtained in the learning process with established learning evaluation standards. Even though the *Countenance* model is suitable for evaluating the learning process, problems will occur if the implementation is still conventional. Some of those problems include: the evaluation will take a long time, the calculation process is not accurate, and the determination of recommendations is not fast. One effort that had made to anticipate it was to make an application of *ANEKA*-*THK*-based *Countenance* evaluation [7].

This evaluation application can be realized by combining the educational evaluation model, *ANEKA* concept, and the concept of Balinese local wisdom, namely *THK* (*Tri Hita Karana*). The word *ANEKA* is an acronym for the following Indonesian words: ***A****kuntabilitas*, ***N****asionalisme*, ***E****tika publik*, ***K****omitmen mutu*, and ***A****nti korupsi*. *ANEKA* is a concept that is implanted to prospective civil servants through internalizing attitude values. That attitude values, such as accountability, nationalism, public ethics, quality commitment, and anti-corruption in themselves, to carry out their duties properly as a servant of the state serving the community [7,8]. The *THK* concept is local wisdom in Bali that teaches everyone to be able to make good and harmonious relationships, both of which occur between humans and God, humans with each other, and humans with the surrounding natural environment [9,1010, 11].

That *ANEKA*-*THK*-based *Countenance* evaluation application could be used to measure the quality of students’ abilities and character of students in following the learning process (especially in computer learning). But, the step of usage test to determine the effectiveness level on the application had not yet been carried out.

Based on that situation, so the problem statement of this research is how the effectiveness of the implementation of the *ANEKA*-*THK*-based *Countenance* evaluation application in IT Vocational Schools in Bali Province? Referring to that problem statement, the purpose of this research is to know the effectiveness percentage of the evaluation application implementation.

There were four results of previous studies that become the main reasons for this research. The research was conducted in 2019 by Ahyanuardi, and Ratih [11] showed the existence of the effectiveness test of instructional media that was applied at the high school level. In principle, the research was conducted by Ahyanuardi and Ratih has similarities with this research mainly related to testing the effectiveness of a web-based application. The difference lies in the function of the object that was studied. Ahyanuardi and Ratih’s research was more focused on learning media that functions as a learning resource. In contrast, this research was focused on evaluation applications that serve as tools to evaluate the learning process. The research that was conducted in 2017 by Limatahu *et al*. [12] showed the effectiveness testing of the *CCDSR* (*Condition-Construction-Development-Simulation-Reflection*) model that was used to measure the skills of physics teachers in making a lesson plan and worksheet SPS.

Research Limatahu *et al*. has similarities with this research in terms of skills measurement, while the limitation of the Limatahu *et al*.’s research was not yet showed of attitude measurement. The research was conducted in 2018 by Suyatna *et al*. [13] showed the effectiveness of testing the learning resources in the form of e-books that were used to support the learning process to improve students’ critical thinking skills. Limitation of the Suyatna *et al*.’s research was not demonstrated yet the existence of effectiveness testing of learning resources that could affect student attitudes, because in principle, more focused on the cognitive aspects of students. Research that was conducted in 2017 by Sunarti *et al*. [14] showed the effectiveness testing of the *CPI* (*Construction-Production-Implementation*) model, which was used to increase the interest in scientific iterations and the positive attitude of physics teachers towards science. The similarity of Sunarti *et al*.’s research with this research has the same principles for measuring cognitive and affective abilities through a learning process. The difference lies in the object that was studied, where the research Sunarti *et al*. more focused on the implementation of the CPI model that was conducted conventionally. In contrast, this research was focused on the *ANEKA*-*THK*-based *Countenance* model, whose implementation was more likely to use a computer application in the web form.

1. Method

This research was a development study with a research design that follows the Borg and Gall stages, which was focused on the usage test phase of evaluation applications. The number of respondents that were involved in the usage test was 114 people. Data collection tools in this research were questionnaire instruments. The number of instrument items that were used in the usage test was 15 items. The location of usage test was done at the IT Vocational Schools spread over at six districts in Bali. The analysis was conducted on the usage test results using quantitative descriptive techniques. The quantitative descriptive technique that was used in this research was to compare the effectiveness percentage of usage test results with the effectiveness percentage standards that refer to five scales. The effectiveness score calculations of usage test results using the formula of the effectiveness percentage shown in equation (1) [15], while the effectiveness standard scores referring to the five scales can be seen entirely in Table 1 [15].

$Effectiveness Percentage =\frac{\sum\_{}^{}(Respondents Answer \* The Weight of Each Respondents Answer Choice)}{n \* Highest Weight} \* 100\%$ (1)

Notes: n = the total number of questionnaire items, and ∑ = total

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| **Table 1.** Percentage of Effectiveness Standards Referring to Five Scales |
| **Category** | Poor | Less | Enough | Good | Excellent |
| **Effectiveness Percentage** | 0-54 | 55-64 | 65-79 | 88-89 | 90-100 |
| **Follow-up** | Revision | Revision | Revision | No Revision | No Revision |

1. Results and Discussion

The usage test of the *ANEKA*-*THK*-based *Countenance* evaluation application was conducted by two educational experts, two informatics experts, 30 teachers, and 80 students from several IT vocational schools in Bali Province. The usage test results can be seen in Table 2.

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| **Table 2.** Usage Test Results of *ANEKA*-*THK*-Based *Countenance* Evaluation Application |
| **No** | **Respondents** | **Items-** | **∑** | **Effectiveness Percentage (%)** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
| 1 | Education Expert-1 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 68 | 90.67 |
| 2 | Informatics Expert-1 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 69 | 92.00 |
| 3 | Education Expert-2 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 66 | 88.00 |
| 4 | Informatics Expert-2 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 67 | 89.33 |
| 5 | Teacher-1 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 68 | 90.67 |
| 6 | Teacher-2 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 7 | Teacher-3 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 8 | Teacher-4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 70 | 93.33 |
| 9 | Teacher-5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 66 | 88.00 |
| 10 | Teacher-6 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 69 | 92.00 |
| 11 | Teacher-7 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 67 | 89.33 |
| 12 | Teacher-8 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 68 | 90.67 |
| 13 | Teacher-9 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 69 | 92.00 |
| 14 | Teacher-10 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 68 | 90.67 |
| 15 | Teacher-11 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 66 | 88.00 |
| 16 | Teacher-12 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 68 | 90.67 |
| 17 | Teacher-13 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 67 | 89.33 |
| 18 | Teacher-14 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 69 | 92.00 |
| 19 | Teacher-15 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 65 | 86.67 |
| 20 | Teacher-16 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 68 | 90.67 |
| 21 | Teacher-17 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 65 | 86.67 |
| 22 | Teacher-18 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 68 | 90.67 |
| 23 | Teacher-19 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 66 | 88.00 |
| 24 | Teacher-20 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 70 | 93.33 |
| 25 | Teacher-21 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 65 | 86.67 |
| 26 | Teacher-22 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 71 | 94.67 |
| 27 | Teacher-23 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 66 | 88.00 |
| 28 | Teacher-24 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 68 | 90.67 |
| 29 | Teacher-25 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 66 | 88.00 |
| 30 | Teacher-26 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 66 | 88.00 |
| 31 | Teacher-27 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 65 | 86.67 |
| 32 | Teacher-28 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 67 | 89.33 |
| 33 | Teacher-29 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 66 | 88.00 |
| 34 | Teacher-30 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 69 | 92.00 |
| 35 | Student-1 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 68 | 90.67 |
| 36 | Student-2 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 69 | 92.00 |
| 37 | Student-3 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 70 | 93.33 |
| 38 | Student-4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 67 | 89.33 |
| 39 | Student-5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 70 | 93.33 |
| 40 | Student-6 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 65 | 86.67 |
| 41 | Student-7 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 71 | 94.67 |
| 42 | Student-8 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 66 | 88.00 |
| 43 | Student-9 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 71 | 94.67 |
| 44 | Student-10 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 65 | 86.67 |
| 45 | Student-11 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 70 | 93.33 |
| 46 | Student-12 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 64 | 85.33 |
| 47 | Student-13 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 70 | 93.33 |
| 48 | Student-14 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 64 | 85.33 |
| 49 | Student-15 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 70 | 93.33 |
| **No** | **Respondents** | **Items-** | **∑** | **Effectiveness Percentage (%)** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** | **14** | **15** |
| 50 | Student-16 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 65 | 86.67 |
| 51 | Student-17 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 71 | 94.67 |
| 52 | Student-18 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 65 | 86.67 |
| 53 | Student-19 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 68 | 90.67 |
| 54 | Student-20 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 66 | 88.00 |
| 55 | Student-21 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 68 | 90.67 |
| 56 | Student-22 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 66 | 88.00 |
| 57 | Student-23 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 69 | 92.00 |
| 58 | Student-24 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 66 | 88.00 |
| 59 | Student-25 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 68 | 90.67 |
| 60 | Student-26 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 67 | 89.33 |
| 61 | Student-27 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 68 | 90.67 |
| 62 | Student-28 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 68 | 90.67 |
| 63 | Student-29 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 68 | 90.67 |
| 64 | Student-30 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 67 | 89.33 |
| 65 | Student-31 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 68 | 90.67 |
| 66 | Student-32 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 67 | 89.33 |
| 67 | Student-33 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 68 | 90.67 |
| 68 | Student-34 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 66 | 88.00 |
| 69 | Student-35 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 69 | 92.00 |
| 70 | Student-36 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 66 | 88.00 |
| 71 | Student-37 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 72 | 96.00 |
| 72 | Student-38 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 64 | 85.33 |
| 73 | Student-39 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 72 | 96.00 |
| 74 | Student-40 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 62 | 82.67 |
| 75 | Student-41 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 70 | 93.33 |
| 76 | Student-42 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 63 | 84.00 |
| 77 | Student-43 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 70 | 93.33 |
| 78 | Student-44 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 65 | 86.67 |
| 79 | Student-45 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 70 | 93.33 |
| 80 | Student-46 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 63 | 84.00 |
| 81 | Student-47 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 72 | 96.00 |
| 82 | Student-48 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 64 | 85.33 |
| 83 | Student-49 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 69 | 92.00 |
| 84 | Student-50 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 65 | 86.67 |
| 85 | Student-51 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 67 | 89.33 |
| 86 | Student-52 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 67 | 89.33 |
| 87 | Student-53 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 68 | 90.67 |
| 88 | Student-54 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 69 | 92.00 |
| 89 | Student-55 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 67 | 89.33 |
| 90 | Student-56 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 68 | 90.67 |
| 91 | Student-57 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 68 | 90.67 |
| 92 | Student-58 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 67 | 89.33 |
| 93 | Student-59 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 68 | 90.67 |
| 94 | Student-60 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 66 | 88.00 |
| 95 | Student-61 | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 68 | 90.67 |
| 96 | Student-62 | 5 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 68 | 90.67 |
| 97 | Student-63 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 98 | Student-64 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 66 | 88.00 |
| 99 | Student-65 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 68 | 90.67 |
| 100 | Student-66 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 68 | 90.67 |
| 101 | Student-67 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 69 | 92.00 |
| 102 | Student-68 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 67 | 89.33 |
| 103 | Student-69 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 68 | 90.67 |
| 104 | Student-70 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 67 | 89.33 |
| 105 | Student-71 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 106 | Student-72 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 68 | 90.67 |
| 107 | Student-73 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 108 | Student-74 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 67 | 89.33 |
| 109 | Student-75 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 68 | 90.67 |
| 110 | Student-76 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 67 | 89.33 |
| 111 | Student-77 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 112 | Student-78 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 67 | 89.33 |
| 113 | Student-79 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 67 | 89.33 |
| 114 | Student-80 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 68 | 90.67 |
| **Average** | **89.93** |



**Figure 1**. Usage Test of *ANEKA*-*THK*-Based *Countenance* Evaluation Application

Based on the results shown in Table 2 above, it appears that the percentage average of effectiveness was 89.93%. It showed the effectiveness level of implementing *ANEKA*-*THK*-based *Countenance* evaluation application at IT Vocational Schools in Bali province included in the good category. Therefore, in general, it can be said that there is no need for major or minor revisions to that evaluation application. Data in Table 2 also showed there were 15 instrument items used as indicators of the effectiveness measurement of the evaluation application. Those instrument items, such as item-1 about suitableness the appearance of the design and function of the login form, item-2 about the completeness of the features available in the main menu, item-3 about the completeness of the features available on the input form of evaluation indicators, item-4 about the completeness of the features available in the input form of the respondent’s assessment to the evaluation aspects, item-5 about the completeness of features available in the evaluator identity data input form, point 6 about the completeness of features available on the antecedent form in the description matrix, point 7 about the completeness of features available on transaction form in the description matrix, item 8 about the completeness of the features available in the outcomes form in the description matrix, item-9 about the completeness of features in the judgment matrix form had referred to aspects of *ANEKA* and Tri Hita Karana, item-10 about the completeness of features on the decision and recommendation form, item-11 about the suitability of evaluation aspects in the accountability section that was used as a reference by the antecedent components, transactions, and outcomes in the matrix description form, item-12 about the suitability of evaluation aspects in the nationalism section, item-13 about the suitability of evaluation aspects in the public ethics section, item-14 about the suitability of evaluation aspects in the quality commitment section, item-15 about the suitability of evaluation aspects in the anti-corruption section.

This research had become an innovation to solve the constraints of previous research conducted by Limatahu *et al*., and research conducted by Suyatna *et al*. The innovation given to solve the problems from previous studies is presenting an evaluation application that can measure the effectiveness of the computer learning process in terms of cognitive and affective. Although this research was carried out smoothly and obtained good results, there was also an obstacle encountered. The limitation of this research had not yet shown fully of the procedures for obtaining judgment standards based on Tri Hita Karana and *ANEKA* that were used in the judgment matrix.

1. Conclusions

The usage test of the *ANEKA*-*THK*-based *Countenance* evaluation application implemented at IT Vocational Schools spread across six districts in Bali had been running smoothly. The effectiveness of the evaluation application implementation had been the good classified, and it does not need to be revised, so in general, the evaluation application is ready to be implemented on a broader scale. Future work that needs to be done to solve the obstacle found in this research is to show the procedures for determining the evaluation standard in terms of the concept of Tri Hita Karana and the *ANEKA* concept.

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