

EVALUATION OF CHARACTER EDUCATION PROGRAMS

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ABSTRACT

This research is an evaluation research which aims to find, prove, and analyze the success of the character education program in Madrasah Ibtidaiyah Az Zarofah Jakarta Timur. This research uses the CIPP evaluation model, which stands for Context, Input, Process, and Product. The research method uses a qualitative approach, namely by obtaining scientific data including data collection carried out through observation, interviews, and documentation techniques. The subject in this research of the headmaster, student field, curriculum field, student guardian, teacher, treasurer or head of administration, students, and alumni. Then the data are analyzed by reduction, presentation and drawing conclusions. Based on the research conducted, the following results were obtained: 1) The context aspect is divided into three components of evaluation, namely, philosophical foundations, vision and mission and program objectives, as well as program urgency. The analysis of the three aspects can be concluded to have high actuality. 2) In the input aspect consisting of the curriculum, the competence of the principal, the character of teachers, students, financing, and parental support, it's just that the facilities and infrastructure need to be improved. 3) In the process aspect, learning is well designed starting from learning activities, extracurricular activities, and supervision. 4) In the product aspect, which consists of internalizing character values, academic impact and non-academic impact has high actuality. This shows that students are able to apply character values well, have a positive impact on academic achievement, and have a positive impact on non-academics, namely daily behavior

Keywords: *Curriculum, Principal Competency, Teacher*

INTRODUCTION

Education is a pillar of the nation's civilization, which is a measure of the country's success. Education can affect people's lives that are able to make citizens become quality people, both in science and faith and morals. As national education has the goal of developing capabilities and forming national character and civilization that are useful for educating the nation's life, it aims to develop the potential of students to become human beings who are faithful, capable, creative, independent, and become citizens of a democratic and responsible state.

One of the government's efforts to create a quality Indonesian society is by strengthening character education in schools and universities. These efforts are expected to be able to shape the behavior of students who have good character as the nation's generation.

Character education as an arena for carrying out the process of change and maturity, especially for forming dignified national character and civilization in the context of educating the nation's life. Character education aims to develop the potential of students to become human beings who have faith and are devoted to God Almighty, have noble character, are knowledgeable, creative, independent, and become citizens of a democratic and responsible state.

Character education in Indonesia still has several problems, such as many schools and educators who ignore character education and think that character education is only knowledge (cognitive). Character education is only used as a complement to academic lessons. In fact, character education involves cognitive, affective, and psychomotor aspects that need to be sharpened specifically and planned.

This problem is also found in Madrasah Ibtidaiyah Az Zarofah. Madrasah Ibtidaiyah Az Zarofah has implemented a character education program since 2006, but according to initial observations some students still have not implemented character values in the form of adab, both at school, at home and in the community. After going through the evaluation stage by the school, these deviations occurred due to a lack of parental support in implementing character education while at home and educators who were still lacking in providing good *qudwah* (examples) to students. This incident became an inhibiting factor in achieving the goals of character education at Madrasah Ibtidaiyah Az Zarofah.

Some parents of students at Madrasah Ibtidaiyah Az Zarofah tend to have the mindset that academic education is more important than character education. So parents tend to pay more attention to academic lessons to be strengthened at home, rather than strengthening adab and character values. When at home, most students are preoccupied with taking private general subjects without being accompanied by strengthening adab and character values. This problem shows that students only get reinforcement of adab and character values while at school.

One good way to apply character education to children is in the school environment. All activities that occur in schools can be integrated into character education programs. Thus, character education is a joint effort of all components of the school to foster a positive culture in students. The formulation of the problem used in this study: (1) What is the context of the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta? (2) What is the input for the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta? (3) What is the process of the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta? (4) How is the product of the character education program at Madrasah Ibtidaiyah Az Zarofah, East Jakarta?

METHOD

In this study the method used was qualitative where the instrument in this study was the author himself who collected data carefully and comprehensively. The evaluation model used in this program evaluation research uses an evaluation model developed by Stufflebeam, et al at Ohio State University, namely Context, Input, Process, Product (CIPP). The aim is to collect accurate and comprehensive information, this information is then used as a consideration for Madrasah Ibtidaiyah Az Zarofah in making decisions to improve programs, improve the implementation of character education, and become a reference in developing character education programs in a better direction. Data collection methods used are interviews, observation, and documentation. The data validity checking technique used is data triangulation (source triangulation, technical triangulation, and time triangulation).

FINDINGS AND DISCUSSION

Evaluation of the Context of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

The results of the evaluation on context evaluation are divided into three evaluation aspects, namely, the philosophical basis, the program's mission/objectives and the urgency of the character education program. The analysis of these three aspects can be concluded to have high actuality. This conclusion is because the three aspects of the evaluation are in accordance with the evaluation criteria or indicators, that is, have a clear philosophical basis. Have a clear program mission/objectives and disseminate them to parents of each masta (ta'aruf period) at the beginning of the semester as well as during meetings and distribution of development reports and report cards. The program has a high urgency, because character education is a characteristic of Madrasah Ibtidaiyah Az Zarofah which was established to become an educational institution that makes Islamic values into a character.

Throughout the interviews and observations that the researchers conducted regarding the philosophical foundations, mission/goals, and urgency of the character education program at Madrasah Ibtidaiyah Az Zarofah, data was found that both teachers and parents knew the philosophical foundation, program objectives, and the urgency of the character education program and understood it. The philosophical foundation, program objectives, and the urgency of the program are always conveyed to teachers at meetings and parents during students' ta'aruf period or when distributing progress reports. This is conveyed in order teachers and parents keep this in mind and are motivated to be patient in teaching students to apply character values.

Input Evaluation of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

Input analysis in this study includes several components, namely curriculum, competence of principals, teachers, students, infrastructure, financing, and parental support. Analysis of the input of the character education program at Madrasah Ibtidaiyah Az Zarofah can be concluded that it has been implemented properly, only in terms of facilities and infrastructure that are inadequate. However, with all the limitations that exist, Madrasah Ibtidaiyah Az Zarofah tries to achieve the program's goals with existing facilities.

However, with limited facilities and infrastructure, Madrasah Ibtidaiyah tries to carry out development in terms of curriculum and teacher competence so that the program objectives are still well achieved even though it is constrained by the construction of facilities and infrastructure. The curriculum developed is the 2013 curriculum which is integrated with a curriculum based on the workings of the brain (Brain Base Learning), character-based education (Character Building), and education based on Islamic values (Islamic Holistic Base Education). Based on the results of interviews and observations of Madrasah Ibtidaiyah Az Zarofah is committed to implementing character values in each subject. In addition, the application of character values is also through habituation to school activities, both core and studio activities.

Process Evaluation of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

In this process evaluation research includes 3 things namely, intracurricular learning activities, extracurricular activities, and supervision. The results of the process evaluation research analysis have very good actuality. This is because intracurricular learning is structured and refers to the curriculum contained in the syllabus. In addition, extracurricular activities called studios are an opportunity for students to develop their interests and talents as well as instill character values in students. Monitoring and evaluation is always carried out once a week or once every two weeks.

Based on the results of observations in class, it was found that intracurricular and extracurricular activities are always accompanied by instilling character values. In Teaching and Learning Activities (KBM), each teacher is responsible for helping students apply character values during learning such as being honest, disciplined, responsible, helping each other, confident, polite, and caring for the environment. In addition, the teacher also conducts habituation and accompaniment and supervision of students in applying character values such as welcoming arrivals, when playing, worshipping and during the implementation of studios.

Product Evaluation of the Character Education Program at Madrasah Ibtidaiyah Az Zarofah

Product evaluation research includes 3 aspects, namely internalization of character values, academic and non-academic impacts. Based on document analysis and interview results it was determined that the evaluation decision was in good actuality. The academic impact shows the influence between the application of character education and academic achievement, students who have

If the character is good then the results of the academic report cards are also good. The non-academic impact shows a change in mindset and pattern of action in students, such as they feel better towards themselves, their parents, teachers and friends.

Character education is carried out through the internalization of character values in students. From the process of internalizing character values, it will be seen the impact of this process on academic and non-academic, namely the behavior of students. According to the evaluation findings, it proves that the process of the character education program at Madrasah Ibtidaiyah Az Zarofah has been going well and has good academic and non-academic impacts.

CONCLUSIONS

Based on the results of the research obtained on the context aspect: the philosophical foundation is clear, the mission/purpose of the program and the urgency of the character education program have good actuality, but it is necessary to print the three evaluation aspects to remind all teachers, students, and parents of students who visit school. Input: Analysis of the input of the character education program at Madrasah Ibtidaiyah Az Zarofah can be concluded that it has been implemented properly, only in terms of facilities and infrastructure that are inadequate. However, with all the limitations that exist, Madrasah Ibtidaiyah Az Zarofah tries to achieve the program's goals with existing facilities.

Process, intracurricular learning activities, extracurricular activities, and supervision have good actuality. The product, based on document analysis and interview results, determined that the evaluation decision was in good actuality. The academic impact shows the influence between the application of character education and achievement academic. The non-academic impact shows a change in mindset and pattern of action in students, such as they feel better towards themselves, their parents, teachers and friends.

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