EVALUATION OF CHARACTER EDUCATION PROGRAM AT SDN TANJUNG DUREN UTARA 02 JAKARTA

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ABSTRACT

This study evaluates the implementation and success of the character education program at SDN Tanjung Duren Utara 02 Jakarta using the CIPP model (Context, Input, Process, Product). The research aims to identify strengths and gaps in the program while providing recommendations for improvement. Participants include the principal, teachers, and parents, with data collected through interviews, observations, and documentation, then analyzed descriptively and qualitatively. The findings indicate that the program has met most evaluation criteria but requires improvement. In the context stage, the program's vision, mission, and objectives have been effectively socialized, but the absence of a formal implementation team decree (SK) leads to varied understandings of roles and responsibilities. The input stage highlights a need for stronger principal supervision and improvements in facilities to support consistent program quality. In the process stage, teachers are encouraged to apply character values more consistently in both classroom and extracurricular activities. The product stage shows promising results in fostering character education among students, but limited monitoring and evaluation reduce the program's overall effectiveness in achieving its goals. Overall, the character education program is categorized as sufficient but requires further development. Recommendations include formalizing the program structure through an implementation team decree, increasing principal oversight, ensuring consistent application of character values, and conducting regular and systematic evaluations to optimize program outcomes.

Keywords: Program Evaluation, Character Education, CIPP Model

INTRODUCTION

Numerous studies have explored character education and its advantages (Farikah, 2019; Goss & Holt, 2014; Holtzapple et al., 2011; Marvul, 2012; Silverthorn et al., 2017), but limited research has focused on character education specifically in primary schools (Stephens & Wangaard, 2013). Most existing research, conducted at the elementary school level, highlights the benefits of implementing character education programs, including positive impacts on academics, attendance, and disciplinary outcomes. Effective school leadership plays a crucial role in ensuring the success of these programs. Several studies have emphasized the significance of effective leadership and outlined strategies for achieving it (Cansoy, 2019; Dunlap et al., 2015; Huff et al., 2018; Mombourquette, 2017; Sun et al.,

2016; Webster & Litchka, 2020). According to Huff et al. (2018), the actions and routines of school leaders significantly influence the success of schools, including the implementation of new initiatives.

Character education, though not universally defined, focuses on fostering positive character development within schools (Berkowitz & Hoppe, 2009). It has been linked to numerous benefits, such as reducing bullying and discipline issues, enhancing academic performance, improving attendance, lowering dropout rates, and creating a better school climate (Berkowitz & Hoppe, 2009; Berkowitz et al., 2012; Elias, 2010; Jeynes, 2017; Stephens & Wangaard, 2016; Stiff-Williams, 2010). Williams et al. (2003) found that character education provides not only immediate benefits for students during their school years but also lasting advantages throughout their lives. Pala (2011) further emphasized that character education is critical for the success of schools.

Although character education has shown significant potential, its benefits are often unrealized without strong school leadership (Cansoy, 2019; Dunlap et al., 2015; Huff et al., 2018; Mombourquette, 2017; Sun et al., 2016; Thornton et al., 2019; Urick, 2020; Webster & Litchka, 2020). Prior research has identified several key elements of effective school leadership, such as establishing a clear vision, utilizing data-driven approaches, maintaining consistent practices, demonstrating ethical leadership, and encouraging shared leadership. A well-defined school vision is particularly critical, as Thornton et al. (2019) suggested that it should articulate necessary changes within a school and connect these changes to broader system goals. Effective school leaders should align their actions with sound educational philosophies, involve stakeholders in improvement efforts, plan based on the school's culture, facilitate innovation, assess progress using diverse data sources, and celebrate achievements to promote ongoing growth (Mombourquette, 2017). Researchers (Cansoy, 2019; Dunlap et al., 2015; Mombourquette, 2017; Thornton et al., 2019) have consistently highlighted the benefits of a shared vision, including enhanced student outcomes, increased teacher satisfaction and retention, and greater stakeholder engagement.

Using data-driven approaches had significant implications for student learning, goal setting, teacher feedback, and instructional practices across schools (Huff et al., 2018; Mombourquette, 2017; Sun et al., 2016). Researchers identified data usage as a critical component for effective school leadership. Sun et al. (2016) highlighted that school leaders approach data differently from classroom teachers. The data analyzed by principals included standardized test results, attendance records, behavioral trends, teacher-generated formative assessments, student demographic information, best practice insights, and feedback from teachers. Effective leaders use this information to set school goals, enhance teachers' decision-making abilities, foster a data-driven culture within the school, and refine instructional methods (Sun et al., 2016). Additionally, the use of data was vital in the successful implementation and sustainability of new programs (Huff et al., 2018; Sun et al., 2016).

The importance of establishing consistent routines and practices by school leaders was also highlighted (Huff et al., 2018; Leithwood et al., 2020; Thornton et al., 2019). Leaders who maintained consistent practices helped minimize disruptions for staff during instructional time, ensuring a focus on teaching and learning. This was crucial because the quality and quantity of instructional time significantly impacted student achievement (Leithwood et al., 2020).

SDN Tanjung Duren Utara 02 Jakarta faces several challenges in implementing its character education program within the school environment. Despite having a strong vision and mission to develop students with noble character, piety, and environmental awareness, the program's execution in the field has not been fully optimized. The teaching staff at this school are bachelor's degree holders and possess adequate competence, yet consistency in instilling character values remains an issue. Furthermore, the involvement of teachers and parents in supporting this program has not been maximized, resulting in student behavior that still shows a lack of discipline and occasional non-compliance with school rules, both inside and outside the school environment.

To address these challenges, there is a need to enhance supervision and monitoring of program implementation, as well as foster closer collaboration between the school, teachers, and parents. Active

involvement from all stakeholders is crucial to ensure that character values are not only taught but also integrated into students' daily lives. Through these improvements, the primary goal of character education—producing a generation that excels academically and embodies noble values—can be achieved more effectively.

METHOD

The research design utilized in this study is a qualitative approach. According to Denzin and Lincoln (1994), qualitative research is conducted in a natural setting to interpret phenomena, employing various relevant methods. Ericson further explains that qualitative research aims to describe activities narratively, including the impacts of actions taken in everyday life (Anggito, 2018).

Thus, this study employs a qualitative approach to describe conditions or situations narratively, focusing on the process of implementing the character education program at SDN Tanjung Duren Utara 02 Jakarta. The study not only examines the program's implementation but also identifies gaps observed in the field when compared to the guidelines or criteria established for implementing the character education program. This approach facilitates a detailed understanding of the problems, enabling appropriate solutions and follow-up actions.

The researcher uses the CIPP (Context, Input, Process, Product) evaluation model to assess the extent to which the character education program at SDN Tanjung Duren Utara 02 has been implemented. Additionally, the evaluation aims to determine whether tangible results and positive impacts on educators (teachers) and students at the school have been achieved.

In this study, the researcher created criteria in determining the evaluation subjects, including: 1) Principal, this is because the subject is directly involved in making decisions on the implementation of the Character Education program; 2) Vice Principal, this causes the subject to become a manager in the implementation of the character education program; 3) Class teachers and subject teachers, this is because the subject is directly involved in the success of the implementation of the character education program; 4) Students, this is because the subject also feels and carries out the implementation of the Character Education program at SDN Tanjung Duren Utara 02 Jakarta; 5) Parents and school committees, this is because the subject also feels and carries out the implementation of the Character Education program at SDN Tanjung Duren Utara 02 Jakarta.

FINDINGS AND DISCUSSION

Context

At the context stage in this research, several components are included, including program profile, program regulation, history of Character Education program, and needs analysis. From the interview results, it was found that the school did not have a Decree for the Character Education program task implementation team, while the principal had provided socialization, mobilized all school residents to apply it in every school activity related to this Character Education program, but in the field there were still teachers who were not optimal in implementing it.

Input

Input in this study consisted of the principal, teachers, curriculum, parents of students, students, and facilities and infrastructure. The results of the researcher's observations found that educators or teachers as a whole had completed their undergraduate degrees and were in accordance with their competencies. Facilities and infrastructure were also quite supportive of the Character Education program, it's just that there were still rooms that needed more optimal maintenance.

Based on the results of research observations both in the classroom and outside the classroom, educators or teachers have implemented Character Education well for students, but have not implemented it optimally, such as when the bell rings to enter the class, there are still teachers who are late to enter the class, likewise during activities in the field, all students are present in the field but only a few teachers are new in the field, because educators or teachers are less disciplined, students also become indifferent to the values of discipline, it can be seen that there are still many students who have not come down and it can be seen that many are still in the canteen to eat and drink. The concern of the parents of students has mostly supported this Character Education program, there are even parents who think "yes it is very good so that students have better characters, especially in their attitudes and discipline", there are also parents who say "but the activities carried out or held by the school are often inconsistent, yes, recently there was enthusiasm but after a while the activities were no longer carried out", this is known from the results of interviews with teachers. There are still parents of students who do not understand how important it is to educate from the smallest things that can shape and build children from an early age, for example when a teacher reprimands a student for violating discipline but the parents do not accept their child being reprimanded, the parents assume that their child is being scolded, even though the reprimand is to help improve the character of the student to be more disciplined.

Process

The process in this study consists of several components consisting of intracurricular learning activities and extracurricular learning. The results of the research observation found that intracurricular activities in schools in the Character Education program have not been a priority in each subject and have not even run optimally, only as a habitual activity. Then, related to the supervision of the principal, the supervision of the Character Education program has not been carried out because there is no Decree from the Team of teachers who are assigned only routinely with regard to the teacher's picket schedule as a guideline for the Character Education program activity schedule has not become the main education and has not been comprehensive.

Results (Product)

The results of the process in this study include several elements, namely character values. Based on observations, interviews, and questionnaires, what has been done from the product aspect on the elements of religious character values, discipline, curiosity, communication, and caring for the environment has gone well, however, basically they still need guidance, direction and are always reminded because they are still in the development stage and are more likely to be influenced by the character education of their friends. Based on the description of the results above, the gap analysis can be described in the table below.

CONCLUSION

After conducting an evaluation analysis of the character education program at SDN Tanjung Duren Utara 02 Jakarta which has been described previously, using the CIPP model, gaps were found in the four evaluation stages as follows:

1. Context Stage, Most of it has been fulfilled well, from the program profile in the form of (Vision, Mission, and Objectives) is very clear and detailed, the program is in accordance with the needs of the community as evidenced by the increasing number of students who are enthusiastic in participating in every activity of the character education program. However, there is no Decree from

the Character Education task implementation team, which assumes that the school community already understands the school's vision and mission that have been socialized at the teacher council meeting and parent-teacher meeting held at the beginning of each semester. In fact, the program is the responsibility of all school residents to apply it.

2. Input Stage, Most of the input elements have been fulfilled well, such as teachers who have completed their undergraduate degree and are linear with their place of duty. Most have also run the Character Education program. However, the principal has not carried out supervision related to the program, and only a few teachers who design their learning have activities related to the Character Education program. For infrastructure, there is still a need for a lot of maintenance to be improved again. The Character Education Program also really needs support from parents so that schools can continue to improve this Character Education program well.

3. Process Stage, All aspects of the process have been fulfilled well but still need to be improved, especially in terms of character values. Likewise, teachers are expected to be more consistent in providing direction and guidance to students in instilling Character Education both in activities in and outside the classroom, in addition to guiding and directing, supervision is also needed both in terms of implementing monitoring, evaluation, and control of each student activity from when students arrive at school until students return home from school.

4. Product Stage, The product of the Character Education program at SDN Tanjung Duren Utara 02 Jakarta, the application of character values carried out both in and outside the classroom has obtained good results, as well as the development of Character Education both in and outside the classroom for each student at the school is getting better.

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