

EVALUATION OF IMPLEMENTATION CHARACTER EDUCATION IN SCHOOL CULTURE

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ABSTRACT

This evaluation aimed to finding the context of the implementation of the Character Education Program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok, readiness of students, educators and educational personnel, facilities and infrastructure, the process of implementing character education programs, and the achievement of program implementation. The method in this evaluation using descriptive qualitative method by looking at empirical data and facts, and the model used the CIPO model (Context, Input, Process, and Output). Data retrieval was carried out scientifically included observation, structured interviews, and documentation. Interviews were conducted with the Principal, Deputy Head of the Curriculum Division, Deputy Head of Facilities and Infrastructure, Deputy Head of Responsible Affairs, Committees, Parents and Students. Then the data obtained was analyzed using the source triangulation method, data display, and conclusion. The conclusion of the evaluation research, While in the process of implementing character education programs there are obstacles including: facilities and infrastructure as well as time that is less supportive in implementing character education. Although in the implementation was founded obstacle, the implementation of the character education program at Pondok Duta Islamic Middle School for the 2017/2018 Academic Year continued to run optimally because these obstacles could be overcome properly. The implication of the implementation of this student character education program was to measure the level of learning achievement of students, especially those related to the behavior of students. It is hoped that schools will be more ready in preparing for this character education program.

Keywords: Character Building, CIPO (Context, Input, Process, Output).

INTRODUCTION

Character education is everything that educators do to influence the character of students.

Educators help in shaping the character of students by providing examples, how to speak or convey good material, tolerance, and various other related things. These character values can be divided into main values, the values of human behavior in relation to God Almighty, oneself, fellow humans, the environment, and nationality. In this era, in this sophisticated era, children are more introduced to technology. However, there is very little awareness of the importance of morals and manners. Even though these morals should be our common concern. We often find the speaking style of children nowadays which is less polite, especially towards teachers, parents and friends. On the basis of this situation, the government was moved to restructure Indonesia's education pattern by presenting a character education program. In accordance with Law number 20 of 2003 about national education

system which states that national education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, aiming to carry out the potential of students to become human beings. have faith and fear to God Almighty, have a good character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. Based on Presidential Regulation number 87 of 2017 concerning Strengthening Character Education.

Strengthening Character Education refers to the education movement under the responsibility of the education unit to strengthen the character of students through the harmonization of feelings, thinks, sports with involvement and cooperation between education units, families and communities as part of the National Movement for the Mental Revolution.

The objectives of Strengthening Character Education based on Presidential Regulation Number 87 of 2017 are a) to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good education to face the dynamics of future change; b) developing a national education platform that places character education as the main soul in the implementation of education for students with the support of public involvement through formal, non-formal, and informal education by taking into account the diversity of Indonesian culture and c) revitalizing and strengthening the potential and competence of educators, education staff, students, the community and the family environment in implementing strengthening character education

Integrated Islamic Junior High School Pondok Duta Cimanggis Depok, has implemented character education through the 2013 curriculum and refers to Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education . However, until now there has been no research on the implementation character education that evaluative. This of course has not identified curriculum achievement and obstacles or constraints in the implementation of character education.

METHOD

This research uses a qualitative approach, in principle a qualitative approach wants to provide, explain, critically describe, or describe a phenomenon, an event, or an event of social interaction in society to seek and find meaning in the real context (natural setting). . Qualitative research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action, etc., holistically and by means of descriptions in the form of words or language, in a special natural context and making use of various scientific methods.

Data collection was carried out scientifically which included observation, structured interviews, and documentation. Interviews were conducted with school principal, principal representatives of the curriculum, principal representatives of facilities and infrastructure, educators and education personnel, committees, parents and students.

By using the method of triangulation of sources, triangulation of techniques, and triangulation of time. The model used in this evaluation is the CIPO model (Context, Input, Process and Output). The four words which are abbreviated as CIPO are evaluation targets, which are nothing but components of the process of an activity program. In other words, the CIPO model is a model that views the program being evaluated as a system. Thus, to evaluate a program must analyze the program based on its components. The accuracy of determining the evaluation model in evaluating a program is very important in evaluating a program that has been running or will be running.

According to Sitiatava (2012) Evaluation is a process, where information and considerations are processed to make a future policy. In other words, evaluation requires assessment and appraisal in a broader scope.

According to Latief (2014) evaluation is one of a series of activities to improve the quality, performance or productivity of an institution in implementing its program.

According to Daniel L. Stufflebeam (in Ngalim Purwanto, 2013) define that evaluation is the process of delinieting, obtaining, reporting, and applying descriptive and judgmental information about some object's merit, worth, probity, and significance in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena.

FINDINGS AND DISCUSSION

Context of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The response of the informant on the implementation of character education at the private school Integrated Islamic Junior High School Pondok Duta Cimanggis Depok strongly supports the programs implemented by the government. The background of the character education program is to determine the beginning of the formation of character education and the goals to be achieved with this character education program. The character education program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok actually existed before the government launched the Strengthening Character Education program. So, since 2011 Integrated Islamic Junior High School Pondok Duta Cimanggis Depok has accustomed its students to implementing character education programs. Where at that time the activities were only slightly unprogrammed, there was no character book yet. It can be said that the residents of Integrated Islamic Junior High School Pondok Duta Cimanggis Depok realize how important character education activities are to change the behavior of students for the better.

School support for character education programs, where the school has made efforts to implement a character education program which is one of the goals of the school in shaping the character of students so that they become students with noble character, discipline, responsibility, courtesy.

From the results of interviews with program implementing stakeholders, there are several objectives that the program stakeholders want to expect, including:

The school hopes that with the implementation of the Character Education program, it is hoped that students will not avoid activities of habits of good behavior in everyday life which include praiseworthy character, noble character, mental attitudes. For this reason, Integrated Islamic Junior High School Pondok Duta Cimanggis Depok made a character education program in which students not only take part in the implementation of character education but also have the ability to understand and apply good character in everyday life. It has been explained that the evaluation of this context clearly describes the program objectives to be achieved.

Input of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The input evaluation in implementation of the character education program in Integrated Islamic Junior High School Pondok Duta Cimanggis Depok includes students, facilities and infrastructure, and educators.

The availability of facilities and infrastructure in schools is still limited. Not all of them support the implementation of character education programs. Such as the limited facilities for the mosque building, infocus, and school uniforms for the School Discipline Enforcement Team.

Process of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The process evaluation in implementation of the character education program in Integrated Islamic Junior High School Pondok Duta Cimanggis Depok includes the process of implementation activities, implementation stages, obstacles, and solutions to these obstacles. In the process of implementing the character education program, it shows that the educators have implemented a character education program in accordance with the character education guidelines. This is proven by the character education program that has been running well Integrated Islamic Junior High School Pondok Duta Cimanggis Depok. The findings show that schools have made adjustments to the implementation of character education programs in accordance with character education guidelines.

Output of implementation Character Education in Culture School at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok

The output evaluation in implementation of the character education program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok seeks to assess the impact of changes in student attitudes, and obstacles of implementing character education program.

CONCLUSIONS

Integrated Islamic Junior High School Pondok Duta Cimanggis Depok is one of the schools that organizes character education programs.

At the context level of the implementation of the character education program at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok which is related to the Government's policy regarding the Character Education Program, it is related to the existence of these rules or policies. Documents in the form of the Government and also the curriculum as well as the document called Strengthening Character Education in the form of character book program and program guideline for strengthening character education have been socialized to the teacher council and stakeholders at the beginning of the school year. The level of understanding is not yet fully understood. In general are understood, but in practice it's around 80%. In the environmental needs of students, it is very necessary to take part in a character education program because to shape the character of students to be students who have noble morals, responsibility, discipline, work together and please help. For the program target to all students of Integrated Islamic Junior High School Pondok Duta Cimanggis Depok the achievement has only reached 70%. The vision and mission of the school is very supportive of the character education program because it is in accordance with the reference for the strengthening character education program

At the input level at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok which concerns the facilities and infrastructure, one of which must be prepared is the focus for each class so that learning leads to character education. Also a library which is a means of reading books that must be prepared. Character books already exist to students for activities. As for the obstacles, there is no uniform for the School Discipline Enforcement Team but so far it has been running although it is not optimal. For the solution, it is still being reviewed because this program has just been running. The review is making a schedule for student of the School Discipline Enforcement Team . so that the team of School Discipline Enforcement Team is able to discipline their friends.

As educators, they certainly have a very important and involved in the implementation of the character education program at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok to guide students to learn good character. For character education programs already in the character education manual book, all forms of activities already exist In the guidebook, one of which is the activities of muroja'ah, tahfiz Qur'an, mentoring, and blessing Friday. Students really need to take part in the implementation of character education programs so that students can learn morals well and

become individuals who have noble characters. The implementation process has been running but it is not optimal because there are obstacles that are still being found, one of which is the limited facilities and infrastructure. For the solution, educators always guide students so that they have better character.

At the process level in implementation of the character education program Integrated Islamic Junior High School Pondok Duta Cimanggis Depok is accordance with the character education guidebook, there are several activities related to character building of students, including tahfiz Al-Qur'an, Muroja'ah, Mentoring, and Friday blessings. For the target is all students at the Integrated Islamic Junior High School Pondok Duta Cimanggis Depok. The achievement is only 90%, because there are still students who are still difficult to direct but we still guide them so that students have good character. The obstacle found was the lack of parental cooperation in terms of time discipline because there were still students who did not arrive on time. The solution is as an educator to always lead to time discipline.

At the output level at Integrated Islamic Junior High School Pondok Duta Cimanggis Depok the achievement of the character education program has gone well but has not been optimal. The results of the change in attitude are seen to have increased. Changes in attitudes are shown by changes in the attitudes of students from polite, discipline, respect for teachers and parents that have been felt for teachers and parents of students

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