

Evaluation of Character Education Programsat 3 Air Kumbang State First Middle School

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Abstract

The research objective was to determine and describe the evaluation of character education in SMP Negeri 3 Air Kumbang. The research used in this research is the evaluation of the CIPP model. The primary data sources were from the first informants, namely the principal, homeroom teacher, teacher, students and parents of students of SMP Negeri 3 Air Kumbang. Data collection tools are observation, documentation, interviews and questionnaires. The results of the study can be concluded that the attitudes and behavior of students who show on the religious side, the inculcation of character about honest behavior in students is 86.25% and declared successful, the attitudes and behavior of students who show the character of discipline on average the percentage is 46.25% Thus it can be concluded that the character planting of discipline in students is 80% declared successful, the attitudes and behavior of students who show their concern for the environment have an average percentage of success, those there were 13.75% and "Not visible" there were 12.5%. This success can be seen from the attitudes and behavior of the children which are reflected in the results of the observation sheets in the form; religious attitude, honesty, discipline, environmental care.

Keywords: *Evaluation, Education, Character*

INTRODUCTION

Education basically aims to shape the character of students. The expected objectives in education are contained in Law Number 20 of 2003 concerning the National Education System article 3 which states that "National education functions to develop and shape the character and civilization of a nation with dignity in order to educate the life of the nation, aiming at developing the potential of students so that be a human being who believes and is obedient to God Almighty, has a noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen". Character education is not only required by law, but also by religion. Every religion teaches character or morals to its adherents. In Islam, morality is one of the three basic frameworks of teaching which has a very important position, in addition to two other basic frameworks, namely aqidah and sharia. The Prophet Muhammad SAW in one of his words indicated that his presence on earth carried the main mission, namely to perfect human morals.

Character education programs must be optimized in the process of improving the current moral and character crisis in Indonesia. It is undeniable that after all this time character education has been running in the national education system, there are still many irregular case findings in the implementation of character education in schools and universities in Indonesia. This happens because the program design is not so broad and includes the actors of the character education program. This is in accordance with what Prastowo[1], stated, that there were a number of deviations in the character education program in Indonesia.

This deviation can be found in the character education design, namely that the program design does not touch the mindset aspect, the operational instructions for the

strategy and character education approach are more dominant in the realm of conscious and cognitive minds as well as character education is impressed only as the needs of students.

Recognizing the importance of character education today, so that at every level of formal education a program is made by the government, namely a character education program. Character education is a well-planned and structured program based on ways of thinking, principles and implementation of certain strategies, in accordance with the goals and missions of each educational institution.

According to Aqib and Sujak[2], that "character education is efforts designed and implemented systematically to help students understand the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, laws, manners, culture and customs". Character education can be integrated in learning in every subject. Learning materials related to norms or values in each subject need to be developed, linked to the context of everyday life. Thus, learning character values is not only at a cognitive level, but touches on internalization and real practice in the daily life of students in society.

The implementation of character education in schools must be based on basic character values which are then developed into more or higher values according to the needs, conditions, and the school environment itself. The values that are internalized in character education are religion, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the country, respect for achievement, friendship, love of peace, love to read, care for the environment, care about social and responsibility. Therefore, in order for educational institutions to be aware of the progress and progress, as well as the success of this program, appropriate assessment standards and evaluation procedures are needed so that the program can be improved, enhanced, so that it becomes more effective.

Based on the results of interviews conducted by researchers on Friday, 19 October 2020, several facts were found that the implementation of the character education program at Air Kumbang 3 Junior High School, in the implementation of the character education program at the school was still ineffective, this was reinforced by the presence of students who were still often violating school rules or regulations, for example in the implementation of tests there are still some students who often cheat. In addition, there are also some students who have not been honest, this is evidenced by the existence of an honesty canteen that was made by the school, but the canteen was closed because the capital spent for making the honesty canteen did not return. This shows that the level of student honesty is still low. Meanwhile, in implementing the religious values of the school, perform the noon prayer and Friday prayers in congregation and almost 90% of the school perform it. But the hall that is the place of worship is too small to accommodate all school people who want to perform congregational prayers.

Based on the description above, it is necessary to carry out a program evaluation in order to find out how the program is implemented. Is it in accordance with the goals that have been formulated, or are there obstacles and what are the supporting and inhibiting factors. Evaluation is a process of gathering information to determine the achievement of a program or policy. In addition, evaluation can also be said as an activity to collect information about the work of something, then the information obtained is used to determine the right alternative in making a decision to improve a program that has been running.

Character education is a process of self-development with full awareness as a dignified human being as well as citizens who are aware of their rights and responsibilities, and have a great desire to defend the dignity of the nation. Based on the explanation above, it can be concluded that character education is a system of cultivating values. -The character values which include components of knowledge, awareness, or willingness and actions to carry out these values both towards God Almighty, self, neighbor, environment, and nationality so that they become noble beings.

Previous research was also conducted by Taunu and Iriani entitled "Evaluation of the Integrated Character Education Strengthening Program for Mathematics Subjects in State

Junior High Schools". Based on the analysis of the results of research and discussion of the character education strengthening program at SMP Negeri 2 Waingapu, the following conclusions can be drawn: Implementation of integrated character education in mathematics at SMP Negeri 2 Waingapu starting from the planning, implementation and evaluation stages. The role of the teacher in planning, implementing and evaluating that implements character education has not been carried out optimally so that the program runs as it is 2. The effect of integrated character education in mathematics has a positive influence on students both in terms of achievement and behavior and a negative influence on teachers because with the implementation of a character education strengthening program the workload of teachers increases, especially in terms of attitude assessment 3. Factors What hinders the implementation of integrated character education in mathematics, namely limited facilities and infrastructure, lack of professional teaching staff, limited access to information and the attitudes and mentality of students themselves. The similarities of this study with previous research are both examining the evaluation of character education programs in junior high schools. There is no research difference.

Previous research was also carried out by Syaikhudin[3], The implementation of character education at Ma'arif Elementary School in integrating the values contained in character education. with the calculation of the response of the guardian of students as very high as 20%, as much as 20% high, and as much as 43.3%. Meanwhile, from the teacher's response to students, it can be seen that it is very high, 13.3%, 26.7% high, and 53.3% moderate. The similarity of this research with previous research is to both study character education.

Previous research was also conducted by Ambarwati, Arifin, and Hanoum[4] entitled "Evaluation of the Full Day School Program Based on the 360 Degree Method to Improve Character Education». The results of this study indicate that the planning of the full day school program is carried out well, with adequate facilities and infrastructure and quality human resources. Implementing well-ordered learning programs, character education habituation programs and self-development programs such as extracurricular activities and specializations that are in accordance with student interests. The evaluation of learning outcomes is in the good category, namely most of the students' academic scores are above the KKM, achievements in the extracurricular field and implementing character education in the community. The conclusion of this study is that the implementation and learning outcomes of the full day school program to improve character education are said to be good. Recommendations for curriculum developers need to develop curriculum independently and increase activities in improving character education and self-development. The similarity of this research with previous research is that both study about program evaluation, while the difference is that for previous studies examining full day school, while the current research examines character education.

Previous research was also conducted by Irawan[6], entitled "Evaluation of the Implementation of Character Education in Learning Physics in Man Yogyakarta". The results of descriptive analysis show that MAN Yogyakarta I is good at implementing character education in physics learning as evidenced by the growth of 18 character values in students. The results of the implementation aspects, namely the readiness of physics teachers in good categories with a sufficiently conducive learning climate, planning for physics learning in very good categories, implementation of physics learning in class in good categories, implementation of evaluation of physics learning by teachers in good categories, and physics teacher performance. in either category. The main obstacle faced comes from the teacher factor. The teacher assesses that the allocation of physics lesson hours in the curriculum is insufficient to deliver subject matter and experimental activities so that character pillars are difficult to develop by students. The similarity of this research with previous research is to both study character education. Meanwhile, the difference between this study and previous research is that the current research examines program evaluation, while the previous research examines implementation evaluation.

Previous research was also conducted by Djuanda[5] with the title "Implementation of the evaluation of the CIPP model character education program". To measure the success of

character education programs, it is necessary to carry out comprehensive, systematic, and continuous evaluation, by collecting, analyzing and interpreting data or information about the activities and characteristics of a program by using a systematic method to determine the level of implementation of a program, increase effectiveness and provide information about future program implementation. Character education evaluation needs to be viewed as a system, which includes context evaluation, input evaluation, process evaluation and product evaluation. The similarity of this study with previous research is to both study the evaluation of character education programs.

Previous research was also conducted by Sugiarto and Wijono[7], entitled " Character Education Evaluation Model in High School" The results of this development research data analysis can be concluded as follows. The EPENKAR model is considered a good model for evaluating character education in SMA. This is based on the results of the assessment of experts, users, and character education practitioners as well as the results of the analysis with the LISREL 8.80 program which shows a match between the EPENKAR hypothetical model and field data for questionnaires, implementation for teachers; actualization; implementation for students. The results of expert, user and practitioner assessments indicate that the EPENKAR model evaluation guide is good to use as a reference for model implementation in the field. The EPENKAR model is useful for determining value, strength

METHOD

This research is planned to be carried out at Middle School 3 Air Kumbang, which is located at Jalan Diponegoro Lorong Sirsak Panca Mulya, Kec. Air Kumbang, Kab. Banyuasin Prov. South Sumatra. Research time is planned from October to December 2020.

The evaluation model used in this research is the CIPP evaluation model, because this model is a complex evaluation model that includes Context, Input, Process and Product. And this model is not only very comprehensive but also suitable for the world of sports. This data is obtained through information in accordance with the facts and problems examined in this study. The focus of the information to be explored in this study includes data collection, assessing data quality, presenting data, conducting verification and making conclusions on findings in the field as answers to the problems studied. In obtaining data, researchers must deal directly with information in order to obtain accurate data, so that it is easier for researchers to conduct research.

The data sources in this study consisted of two types, namely: Primary data sources are data sources that directly provide data to data collectors. Input Evaluation: input evaluation to find out including: HR Planning and Scheduling of Financing Facilities and Infrastructure. At the evaluation stage, the input instruments used were interviews, observation and documentation. Process evaluation: process evaluation to find out how far the activities carried out in the program have been implemented according to plan. At the evaluation stage of the process the instruments used were interviews, observation and documentation. Product Evaluation: product evaluation, namely an assessment carried out to measure success in achieving predetermined goals.

RESULTS AND DISCUSSION

Assessment of educational attainment of cultural values and character is based on indicators. For example, an indicator for an honest grade in a semester is formulated by "telling the truth about what he / she saw, observed, learned, or felt" so the teacher observes whether what a student says honestly represents his or her feelings. It is possible for students to express their feelings verbally but it can also be done in writing or even with body language. The feelings expressed may have a gradation from feelings not different from the general feelings of classmates to even those that are contrary to the general feelings of classmates. Assessment is carried out continuously, every time the teacher is in class or at school. The anecdotal record model can always be used by the teacher. In addition, teachers can also give assignments that contain a problem or event that gives students the

opportunity to show their values. For example, students are asked to state their attitude towards efforts to help lazy people, provide assistance to miser, or other things that are not controversial to things that can invite conflict in themselves. From the results of observations, anecdotal notes, assignments, reports, and so on, teachers can provide conclusions or considerations about the achievement of an indicator or even a value. In educational units it is an important aspect to develop the character of school members who have values related to God Who Almighty, myself, others, environment and nationality.

The implementation of education in schools is known to have three main activities, namely intracurricular, co-curricular, and extracurricular activities. The three of them constitute an integral and inseparable part of the effort to achieve the overall educational goals of a school. Intracurricular activities are the main activities of schooling which are carried out using the time quota that has been determined in the program structure. This activity is carried out by teachers and students during lesson hours every day. Intracurricular activities are the main activities of schooling which are carried out using the time quota that has been determined in the program structure. This activity is carried out by teachers and students during lesson hours every day. Intracurricular activities are the main activities of schooling which are carried out using the time quota that has been determined in the program structure. This activity is carried out by teachers and students during lesson hours every day.

These intracurricular activities are carried out to achieve the minimum goals of each subject, whether they are classified as core programs or special programs. To achieve the goal of character education requires the efforts of a leader, be it the principal, teachers, employees, school committee and student guardians so that student character development can take place continuously. The design of activities begins with the preparation of the vision, mission and goals of the school, curriculum content, development of syllabus and lesson plans based on character education. In terms of character education for students, the participation of students' parents is very important, because by providing support and cooperation so that it can contribute to the success of school programs. This is realized because the character formation and character that affects the personality of students a lot is from the family. For this reason, it is necessary to have good cooperation between schools and student families, so that a synergistic educational process occurs between teacher education at schools and parent education at home and in the community.

The success of character education implemented in learning at SMP Negeri 3 Air Kumbang can be summarized with the following notes Character is formulated from the beginning of the school year by inviting various parties and entering into the school activity plan, namely the formulation and creation of a curriculum which is then integrated into the formulation of the syllabus and RPP indicators. character is carried out with full responsibility by the school community. character is carried out with habituation so that students will easily understand, remember and carry out good behavior and leave bad behavior. implementing character education programs the school always collaborates with the school committee and student guardians. teachers constantly improve their abilities, so that they become competent and professional teachers in carrying out their duties and obligations. overcoming the obstacles that hinder the success of character education the school collaborates with various educational stakeholders.

The involvement of parents in supporting the success of disciplinary character education carried out by schools is an important thing that should not be ignored. This activity is carried out with the aim that parents can carry out a disciplined character education program that is developed at school in daily children's activities at home. in addition, parents will also provide information about various things related to children's activities or behavior at home. If the behavior is positive, then reinforcement is given, while if the behavior is deviant or negative, then together between parents and teachers to overcome it.

CONCLUSION

Suggestions for the Principal The character education program implemented at SMP Negeri 3 Air Kumbang has been going well, however, there are still some obstacles that must be faced, for this the school should always improve the character education program by maximizing the existing character education facilities so that in the future SMP Negeri 3 Air Kumbang will produce student output with character so that it is useful for religion, society and the nation. Parents should increase the intensity of cooperation with the school so that problems faced by children can be resolved immediately. For this reason, schools should always improve the character education program by maximizing existing character education facilities so that in the future SMP Negeri 3 Air Kumbang produces student output with character so that it is useful for religion, society and the nation. Parents should increase the intensity of cooperation with the school so that problems faced by children can be resolved immediately. For this reason, schools should always improve the character education program by maximizing existing character education facilities so that in the future SMP Negeri 3 Air Kumbang produces student output with character so that it is useful for religion, society and the nation. Parents should increase the intensity of cooperation with the school so that problems faced by children can be resolved immediately.

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