

Evaluating the Implementation of Strengthening Character Education Program using CIPP Model in Elementary Schools

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Abstract: Character education, a national movement in Indonesia since 2010 and in 2017 through Presidential Regulation No. 87/2017, has become a Strengthening Character Education (SCE) Program. It is an ongoing program aiming to form a set of 5 main character values, namely: religious, cooperation, independence, nationalism and integrity. Consequently, it is necessary to evaluate the strengthening character education program that has been implemented at schools. This study aimed to evaluate the implementation of strengthening character education program in elementary schools. The evaluation program recommended the improvement of character education that will be adjusted to the school environment. Evaluation of the program implementation used CIPP Model, i.e., context, input, process, and product. The method used was qualitative approach with descriptive type. The data were collected through informants, namely: the principal, teachers, and students. Data analysis was carried out using a miles-huberman model, namely data reduction, data display, and data verification. The results of this study showed that some schools have understood the program concept and applied it in varied behavior, practiced between teachers and students, and students and students in the classroom. The SCE program at schools in South Tangerang schools, Indonesia had been practiced in the classroom. It is expected that SCE program can be continued so that it takes the habituation of teachers who work with parents of students and students by developing character education.

1 INTRODUCTION

Human resources who have a strong character will be able to adapt to changing times and be creative in addressing problems due to the shift in the value of life as a consequence of discoveries in the digital era 4.0. Strong character formation is the main objective of national education apart from the formation of competencies. Character education, a national movement in Indonesia since 2010 and in 2017 through Presidential Regulation No. 87/2017, has become a Strengthening Character Education (SCE) Program.

The objectives of the SCE Program are to prepare students becoming excellent human resources in facing the changing times, to develop the basis of national education by putting character education as the core spirit in carrying out education, and to increase the potential of all elements involved

in strengthening character education (educators, students, parents and the community).

The SCE Program has the main values of religion, nationalism, independence, cooperation, and integrity, all of which become one unit that develops together to form a whole personality (Putri, 2018; Sekretaris Jenderal Kementerian Pendidikan dan Kebudayaan, 2017). The SCE Program is carried out in three approaches, namely classroom-based SCE Program, school-based SCE program and community-based SCE Program. The focus of this article is the implementation of classroom-based SCE Program approach. There were several studies on SCE program that presented the implementation of the SCE Program integrated in several activities at schools, such as classroom activities in languages, through extracurricular activities, involving parents, and using various learning strategies such as through

traditional songs and discovery learning approach (Fauzi, & Zainuddin, 2017; Sulistiyowati, 2013; Ridwan, 2018).

The main values of SCE program are integrated into the curriculum intended to foster and strengthen knowledge, instill awareness, and practice the core values of SCE. Teachers can make optimal use of the material that is already available in the curriculum contextually by strengthening the main values of SCE. The importance of SCE is related to various problems that occur in the community, such as violence, corruption, and manipulation; therefore, the SCE program is needed at school. Gradual improvement can be achieved by incorporating character education programs into integrated education curricula and ultimately impacting on the improvement of character education for schools (Chen, 2012; Maruyama, 2013).

Previous studies have shown that student character assessment has not used the appropriate measuring tool. Some of values of character education can be observed from the behavior exhibited by the teacher and students during the learning activities. Some elementary school students that were observed showed respect for teachers, such as greeting when they met and asking permission before leaving class. While some other students seemed not to care about the teacher who was teaching in class. It indicates that the impact of the character education program have not been fully reflected in the behavior of students at schools.

South Tangerang City is a twin city that supports Jakarta, the capital city of Indonesia. In line with the slogan of the city, Smart, Modern, and Religious, the SCE Program is one of the policies of the City Government to be implemented. In 2017, there were 157 elementary schools that implemented the SCE program. However, there has not been a comprehensive evaluation since the program was implemented for 3 years. In this study, researchers focused more on evaluating the implementation of the SCE program in elementary schools in South Tangerang using the CIPP Model that had never been done by other researchers before. Previously, there were two studies on the evaluation of the SCE Program that showed different results. In terms of planning, implementation, and the results of the SCE Program in primary school, it was conducted well. However, the implementation of the SCE Program in junior high school, especially mathematics, needed to be improved, especially from the readiness of the teacher (Syamsani, 2019; Taunu & Iriani, 2019).

Context, Input, Process, Product (CIPP) model is an evaluation developed by Daniel Stufflebeam. Context means stages or background that influences SCE program planning. Context also means how rational the SCE program is. Input means quality of input that can support the achievement of the coaching program. Process means the implementation of programs and use of facilities in accordance with what has been planned. Meanwhile, Product means the results achieved in the implementation of the program. The researcher selected the CIPP evaluation model since each type of evaluation related to decisions is related to more operational planning and provides a more comprehensive evaluation format for the object being evaluated (Mahmudi, 2011).

2 METHOD

The method used in this study was qualitative approach with descriptive type. Data were collected through non-participant observation and in-depth interview at five elementary schools in South Tangerang, Indonesia. The selected schools represented several primary school categories. There are elementary schools appointed by the Government to be a model in the implementation of the SCE Program. Furthermore, elementary schools learn from model schools and independent schools, i.e. elementary schools that carry out the SCE Program independently. Participants consisted of six people from each school, namely school principal, two class teachers, and students of lower and upper grade. Observation is carried out by observing and recording the behavior of students who are shown during learning activities. Each observation was made with a duration of approximately 60 minutes. Researchers conducted observations in each upper class and lower class. The key informants in this study were teachers, while other supporting data were obtained through additional informants, namely principals and students. Researchers conducted interviews with five principals and ten class teachers; the results of the interview were recorded. Some items that became questions in the interview related to school policy, five main values, program structure, SCE implementation approach, the process of integrating activities in class, school, and outside school, supporting facilities, and school evaluation of SCE programs.

The research data that has been obtained through several collection techniques was then analyzed by reducing data according to the needs of the study

focus. Based on Miles-Huberman model, qualitative research was conducted in three steps, namely reducing data, data display, and data verification. The data that has been reduced was then presented and conclusions were drawn. Checking the validity of the data was conducted by researchers to examine the truth of the data that has been obtained. The validity of the data was done through credibility techniques including triangulation and extension of the time of observation.

The objective of this study was to evaluate the extent of the implementation of strengthening character education programs using the CIPP evaluation model. The CIPP Model according to Nicholson, Stufflebeam, and Doyle and Wood (Asfaroh, 2017) consists of context evaluation, namely to assess needs, problems, assets and opportunities to help policymakers set goals and priorities, and help other groups of users know goals, opportunities and results. Input evaluation was carried out to assess alternative approaches, action plans, staff plans and funding for the continuity of the program in meeting the needs of the target group and achieving the stated objectives. Process evaluation was intended to assess the implementation of a predetermined plan to help implementers carry out activities. Then, product evaluation will be able to help other user groups to know the program performance and estimate the results (Farida, 2008).

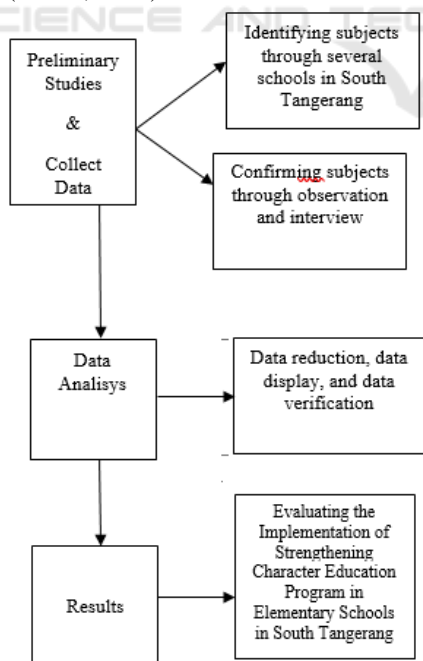


Figure 1. Procedure of the Research

3 FINDINGS AND DISCUSSIONS

The evaluation of the CIPP model aims to evaluate educational programs, including programs to strengthen character education. CIPP is an evaluation model that evaluates a program comprehensively from each component, i.e. context, input, process, and product.

In terms of context, this study is planning a program to strengthen character education in elementary schools; input is supporting facilities in implementing SCE program; processes include SCE program implementation activities; and product is SCE program.

CIPP has the ability to study programs on four different but interrelated aspects (Osokoya, Atinmo, Ajayi, & Sarumi, 2010). The feedback process is more focused on all program components and allows the placement of different focus on each aspect. The CIPP model aims to improve rather than test the effectiveness of a program (Asfaroh, 2017).

This research is limited to the evaluation of classroom-based SCE program. From data analysis, the results of evaluating the implementation of SCE Program using the CIPP model in South Tangerang Elementary Schools cover four aspects as follows:

3.1 Context Evaluation

A positive classroom climate for students will motivate students to enjoy class activities. Students' views on the classroom environment had an impact on classroom conditions that are conducive to learning. Students understand how the classroom environment supports their learning experiences (Kershner, 2000). The context evaluation aims to identify the needs, problems, and potential of the school in helping make decisions and design programs to achieve the program's objectives. The context evaluation in this study was plan designed by the school in implementing the SCE program. Planning is a unit that contains the objectives and activities to be carried out to achieve the goals set, which contains the vision - mission, integrity of values in the school program, identification of types of activities in school, development of learning materials, and development of implementation activities. The five schools that were the subjects of the study used the 2013 curriculum. The implementation of the 2013 curriculum emphasizes the thematic style of learning that inserts character education.

Learning planning activities start from providing a learning program design, which incorporates the values of character education. At the planning stage, the school conducts outreach to teachers about SCE programs that need to be implemented by the school. Schools design various programs, namely 1) following up on the rules of the SCE Program from the government by compiling more operational rules, 2) designing various programs to support the implementation of the SCE program, and 3) a guidebook for SCE program manager. The schools develop various rules which need to be implemented in schools related to the development of student character education. Teachers as manager of character education are given guidelines and rules that need to be obeyed.

3.2 Input Evaluation

Input evaluation includes several items, namely human resources, class management, and supporting facilities. Human resources include the principal, teachers, and students. The role of the principal is to be a trusted and visionary leader in helping implement the SCE program. While the teacher is authorized and has autonomy in the learning process to direct, build a learning culture, evaluate and invite all students to make a joint commitment so that the learning process becomes more effective and successful. In terms of teachers input, all teachers had and were undergoing PGSD S1 qualification education and had more than 10 years of teaching experience in elementary school. While the characteristics of students from 10 classes had diverse backgrounds in terms of economy and ability. However, none of these students were included in children with special needs.

Class management was still managed in a conventional manner, tables and benches are placed facing one direction, i.e. to the front of the class. However, one school conducted the learning process on the floor without using benches and desks. In each classroom, a bathroom is provided for students to clean their bodies after taking a nap. It is the core of the activities in the classroom. School support facilities generally include prayer rooms, libraries, classrooms and the field. Facilities at schools need to be considered because various facilities at the school where students' interactions affect the development of student character (Darmayanti, Stovika E., Wibowo, 2014).

In terms of students input, they are students with average or moderate abilities. Class and student

management, the use of learning strategies, and the use of attitude measuring instruments are parts of the process aspects. Most teachers claimed to use varied learning strategies. Some had used LCD equipment and laptops to explain the material.

3.3 Process Evaluation

Process evaluation refers to the practice of implementing SCE programs, namely the integration of SCE program into the curriculum, classroom management, and the learning process or teaching and learning activities in the classroom. SCE program values had been implicitly included in the learning implementation plan. However, in practice, learning is more focused on academic assessment.

Based on the SCE Program, the learning design had not fully referred to the SCE Program indicators. Learning is implemented in accordance with the curriculum used by adding some of the SCE Program values. In the implementation phase, the teacher implicitly enters the SCE values during the learning process so that the subjects being taught can be mediated to develop student character education.

In addition, school community tried to be exemplary that referred to SCE values, including principals, teachers and students. Exemplary started from the beginning of the existence of students at school until the end of class. This is used as daily habituation aiming that the school community can develop character education. These habits include courtesy at school, such as greeting the teacher, asking permission if they want to go outside the classroom, apologizing when they do wrong, familiarizing cooperation between students and respecting each other, respecting time by prioritizing discipline, maintaining cleanliness, caring for environment, and other matters related to the five main SCE values, namely religious, nationalism, integrity, independence, and mutual cooperation.

One of the school's efforts to implement religious values was taking part in the "Recite Islam Holy Book Program" every Friday instructed by the Tangerang City Education Office. The study program aims to get students used to doing religious activities. While the value of nationalism is developed through regular ceremonies every Monday, commemorating Independence Day, and learning and introducing a variety of languages, cultures, and tribes in Indonesia.

Coaching and refining SCE is carried out in an integrated manner in daily activities at school. Teacher guidance to continue implementing SCE is carried out through various outreach and routine

meetings held at schools. While students are given an understanding of the value of SCE through lectures and daily and monthly activities. Examples of daily activities that have been accustomed are reading prayers before starting the activity, exchanging greetings, class picket activities, getting used to doing assignments honestly without cheating, and throwing garbage in trash bin. While monthly activities include conducting tours to tourist attractions or religious and historical sites.

Learning is not always a lecture, but it is combined with practice, group discussions, even experiments. All teachers had used a measuring instrument to assess the attitude in the form of a rubric. There were several studies related to the management of learning that can strengthen the character of their students through various learning strategies that have a scientific approach (Fauzi & Zainuddin, 2017; Daniati & Subiyantoro, 2019). All teachers admitted that they and students applied the values of character education in the classroom such as praying before starting lessons, acting polite speech, and familiarizing things that were good to students such as asking permission if going out to the bathroom. On the other hand, direct observation in the classroom showed that there were teachers and students who had not revealed speech acts that supported the planting of SCE values in the classroom. Each student had their own behavior, while the teacher could not control the commotion of the students. Exemplary teachers were examples of moral attitudes, behavior, speech and mentality that were used as examples for students (Mulyana, Sunjaya, Widaniati, Ruswandi, Fajar, 2019)

3.4 Product Evaluation

The last aspect in CIPP evaluation is product. Product evaluation is an assessment of the success of the program in achieving its objectives. Product evaluation on the SCE Program is carried out to assess the success of the SCE Program implementation, whether it has been carried out in accordance with the objectives or requires improvement. The results of this evaluation show what aspects have been achieved and the program's follow-up plans. Changes in student attitudes or behavior are not easy to observe. All teachers used the attitude assessment rubric to keep abreast of the values of each student's character. Some teachers also provided behavioral development books that must be filled at home by parents and by the students themselves. From the appearance of everyday student behavior, it was found that

habituation to acting speech and being polite had become a habit (shaking hands with guests without being told, and greeting guests with greetings). But there were still a small number of students in elementary school who show less polite speeches and indifferent to guests. Therefore, it can be traced that the role of the teacher in terms of speech acts has an influence on students' obedience in terms of politeness. There was a belief that teacher politeness has an indirect effect on students' intentions to obey (Sondang, 2015)

Based on the result of the evaluation using CIPP models, SCE program in South Tangerang schools had been practiced by teachers and students in class. One indicator that the evaluation process can run effectively is that the school needs to analyze the needs of the first character to be given to students at school (Soekardi, 2015). Evaluation of character education can be developed so that character education can be applied more effectively at elementary schools (MAK, 2014)

4 CONCLUSIONS AND RECOMMENDATION

Evaluation of the implementation of class-based strengthening character education program in the South Tangerang elementary schools using CIPP had been carried out in accordance with SCE program guidelines. However, there were some students show behaviors that did not reflect character values.

Therefore, it is recommended to develop learning devices to habituate character values. The learning set need to be used in the classroom to familiarize teachers and students to act politely.

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