

## EVALUATION OF THE IMPLEMENTATION OF THE CIPP MODEL CHARACTER EDUCATION STRENGTHENING PROGRAM (CONTEX, INPUT, PROCESS, PRODUCT)

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### Abstract

The Character Education Strengthening Program (PPK) is an educational program in schools to strengthen students' character through harmonization of heart, feeling, thought and sports with the support of public involvement and cooperation between schools, families and communities which is part of the National Movement Mental Revolution (GNRM). The aim of the research is to evaluate the Character Education Strengthening Program by taking samples at SD Muhammadiyah Pacul, Tegal Regency. This research method is evaluative descriptive research which aims to provide an overview of the scope of the program to be evaluated. For this reason, the data analysis technique used is descriptive analysis using the CIPP (Context, Input, Process, Product) Model. The population in this study was the academic community and students of SD Muhammadiyah Pacul. The sample in this study included school principals, teachers and staff as well as grade 5 students. The determination of the student sample was based on the theory of child psychological maturity. The results of the research show that the implementation of the character education strengthening program at SD Muhammadiyah Pacul in terms of context, input, process, product, is quite effective at SD Muhammadiyah Pacul. Because This program material is relevant to school needs. Judging from the school's strategic plan. The obstacles that exist are more external factors such as school culture related to the role of parents in children's education at school and internal factors related to teachers' mastery of information technology skills, especially teachers who are no longer young.

**Keywords:** Implementation Evaluation, Strengthening Character Education., CIPP Model.

### INTRODUCTION

Education is not enough just to make children smart, but it must also be able to create noble values or national character. Therefore, instilling noble values or character must start from an early age so that later they will be able to become proud children of the nation. Facing the problem of declining morals or character in children at school, innovations are needed to shape character in children in order to reduce various moral crises.

Through literature research, it is known that character education is values education, character education, moral education, character education which aims to develop the abilities of all school members. The formation of student character at

school can be carried out through activities at school and the role of teachers. Activities at school can be carried out through various routine and spontaneous activities to shape children into positive or good behavioral values. Meanwhile, the role of the teacher can be carried out through learning activities and example. In this regard, it is recommended that for schools, routine and spontaneous activities require good care and cooperation between the school, school committee and parents. For teachers, they can develop learning strategies that innovate in character building and provide examples of good behavior through example.

In the world of education, we often encounter several problems that are beyond our expectations. We often carry out learning activities that are centered on teacher activities alone, not students. Most teachers play a dominant role, so that teachers function as learning resources and hold authority in learning activities (teacher centered). By looking at the reality on the ground like that, the government created the Merdeka curriculum. There are characters that will be instilled in students which are stated in the Pancasila student profile, namely faith and devotion to Allah Almighty and noble character, independence, mutual cooperation, global diversity, critical reasoning and creativity. which aims to ensure that teachers do not play a dominant role. Indirectly, students are required in learning to be creative and independent. However, in reality there are still many schools that find it difficult to implement the Merdeka curriculum. In the Independent Curriculum students are also required to think critically or reason critically. In critical thinking, students are required to be able to think at a complex level using analysis and evaluation processes.

Character education is a powerful tool used to refer to democratic shared life as a reflection of the human character that grows in each individual in the context of collective life. However, the reality on the ground shows that not all students are able to practice character values well. There are various efforts that can be made to develop the character of students, one of which is developing and displaying a good school culture in front of students.

School culture is a system of values, beliefs and norms that are mutually accepted and implemented with full awareness as natural behavior formed by the environment by creating a common understanding of school activities (Johannes et al., 2020; Silkyanti, 2019; Sukadari, 2020). School culture is a set of values that underlie the behavior, traditions, habits and daily life practiced by school principals, teachers, parents, students and the community (Degeng et al., 2019; Johannes et al., 2020; Norianda et al., 2017; Octaviani et al., 2019).

The success of an educational institution is not only supported by facilities and infrastructure, but quality teachers or good student input also have a big influence. School culture is very important in forming student character. School culture includes interactions between the principal and teachers (Hasnadi, 2019). Teachers with teachers, teachers with parents, teachers with students, students with students,

school employees with schools. The implementation of character education in schools leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits, and various symbols that are practiced by all school members and the surrounding community (Putry, 2019; Silkyanti, 2019). This shows that school culture has a big influence on the process of achieving success in character education.

Based on the background description above, the researcher took up research with a problem formulation, namely:

1. How effective is the character education strengthening program at Muhammadiyah Pacul Elementary School?
2. What is the role of the supporting facilities available at SD Muhammadiyah Pacul in supporting the success of the character education strengthening program?
3. What are the obstacles to implementing the character education strengthening program at Muhammadiyah Pacul Elementary School?
4. What are the skills of the teachers in implementing the character education strengthening program?

Based on the problem formulation taken by the researcher, the aim of this research is to:

1. Knowing and evaluating the effectiveness of the character education strengthening program at Muhammadiyah Pacul Elementary School.
2. Know and evaluate the role of available supporting facilities in supporting the success of the character education strengthening program at SD Muhammadiyah Pacul.
3. Knowing the obstacles in implementing the character education strengthening program at Muhammadiyah Pacul Elementary School.
4. Knowing the skills of teachers in implementing character education strengthening programs.

## **METHOD**

This research is descriptive evaluative research which aims to provide an overview of the scope of the program to be evaluated. For this reason, the data analysis technique used is descriptive analysis. This descriptive technique is to provide an overview of the data obtained in percentages. From the presentation of the data in percentage form, it is then described and conclusions are drawn about each factor and indicator based on the specified criteria.

## **Research variable**

The variables to be studied are as follows:

### **1. Context Variables.**

This context variable describes the relevance of the program to the needs and objectives of fulfilling the program as well as the organizational structure of the character education strengthening program.

### **2. Input Variables.**

Input variables include: participant characteristics, program materials, supporting facilities and character education strengthening program managers. A questionnaire was used to collect data regarding participant characteristics and program materials. Participant characteristics are the participant's identity which includes: (1) participant's name, (2) institution of origin, (3) subject teacher, (4) gender, (5) level of education, (8) employee status, (7) years of service. Character education strengthening program material, including the relevance of program material to the main tasks, increasing ability in preparing KBH, solving difficulties in implementing KBM, developing improved teaching techniques, Education and Culture policies, developing teaching media, assessing student learning outcomes. Data collection tools regarding facilities are used as observation guidelines. The supporting facilities in question include: the condition of the facilities and infrastructure (visual aids or teaching media, required books and supporting books), the condition of the studio space (lighting, comfort and cleanliness), administrative equipment (attendance books and activity archives). The data collection tool regarding managers of character education strengthening programs is to use interview guidelines. This interview guide is to reveal readiness, duties and responsibilities, program results, program benefits, program impact, program obstacles and difficulties in the field as well as suggestions for improvement.

### **3. Process Variables**

Process variables include participation and quality of implementation. The data collection tool is a questionnaire. Participation or participation is measured by the level of participation of program implementers in participating in character education strengthening program activities such as attendance, discipline, and activeness. The quality of implementation can be measured by the clarity of providing information, the accuracy of using teaching aids, the accuracy of using activity methods or techniques and asking questions.

### **4. Outcome Variable**

The outcome variables include the benefits of the character education strengthening program and the skills of the character education strengthening program participants after participating in program activities. The data collection tool is a questionnaire. Program results can be measured from skills in carrying out teaching and learning activities (KBM) in the classroom. The usefulness of the program can be measured

from the level of usefulness in overcoming difficulties in implementing character education strengthening programs in the field.

### **Place and time of research**

The research location is at SD Muhammadiyah Pacul, Tegal Regency. The time of this research is during the even semester 2022/2023

### **Research Population and Sample**

The population in this study was the academic community and students of SD Muhammadiyah Pacul. The sample in this study included school principals, teachers and staff as well as grade 5 students. The determination of the student sample was based on the theory of child psychological maturity.

### **Data collection technique**

#### **1. Variable Identification**

The variables studied were participant characteristics, supporting facilities, character education strengthening program managers, program materials, participant participation, quality of implementation, program benefits and skills in carrying out teaching and learning activities. The explanation is as follows:

- a. Context variables will describe the relevance of the program to participant needs and the goals of meeting those needs and organizational structure.
- b. Input variables include participant characteristics, program materials, supporting facilities and program managers. The questionnaire for participant characteristics is in the form of entries, while the questionnaire for program material is prepared using a Likert scale model consisting of four answer choices arranged in stages. The interview guide for program managers is in the form of a form, while the data for facilities and infrastructure is obtained using observation guidelines.
- c. Processes are matters relating to the implementation and use of resources or materials, methods or forms of activities and props to achieve the desired results. This process variable includes participant participation and the quality of implementation of character education strengthening program activities. The data collection tool used was a questionnaire with a Likert scale model consisting of four answer choices arranged in stages.
- d. Outcome variables include the usefulness of character education strengthening program activities and participants' skills in carrying out teaching and learning activities in the classroom. Program benefit data was obtained through a questionnaire using a Likert scale model consisting of four assessment scales. The skills of program participants include skills in carrying out teaching and learning activities in class. Data on participants' skills in carrying out KBH in class based on student opinions.

To sharpen the data, free interviews were also conducted with participants in the character education strengthening program. Apart from that, observations were also made of the process of implementing activities to strengthen character education programs in schools. This is intended to obtain a comprehensive picture of the process of implementing the program activities.

## 2. Research Data Source

The purpose of this evaluation research is to determine the effectiveness of the program. According to Rossi and Freeman (1982), evaluations that are often carried out include evaluation of input, process and results. To achieve this goal, this research does not carry out any treatments but only reveals existing facts.

### **Development of Instruments and Measurement Techniques**

To obtain the desired data in this research, instruments in the form of questionnaires, observations and interview guides were used. This questionnaire instrument is used to collect data: (1) input includes participant characteristics, program materials, supporting facilities and program management, (2) process includes participant participation and quality of implementation, (3) results include the usefulness of teaching skills.

Instruments on participant characteristics are not treated with scoring. This questionnaire is used to find out the participant's name, institution of origin, subject teacher, gender, education level, employee status and length of service.

Supporting facilities is an assessment of the availability of supporting tools in carrying out program activities such as mandatory books, supporting books, teaching aids, the condition of the space in the studio and completeness of administration. To reveal this data, an observation sheet is used.

The material is an assessment of this program related to the relevance of the main tasks, increasing abilities in preparing teaching and learning, preparing teaching and learning, solving difficulties in implementing KBH, developing improved teaching techniques, Education and Culture policies, developing educational media, skills in carrying out teaching and learning in the classroom and assessing student learning outcomes. These aspects are outlined in 9 questions.

Management is an assessment of program implementation. The management will reveal readiness, duties and responsibilities, program results, program benefits, program impact, obstacles in the field, difficulties and suggestions for improvement. The management instrument uses an interview guide in the form of an interview.

Participation is an assessment of participants' involvement in participating in the character education strengthening program. The indicators are attendance, discipline, activeness and creativity in scheduling activities. These aspects are stated in the questions. Quality of implementation is an assessment of program implementation

related to clarity in providing material, use of methods/forms of activities. use of props, timeliness in delivering material and asking questions.

This skill reveals the skills in carrying out teaching and learning activities in class. These skills include teaching and learning management skills, class management skills, asking questions, mastering the field of study and student evaluation skills. This skill is a teacher's teaching skill that is assessed by students during teaching and learning activities in class. Skill aspects are outlined in 21 questions.

### **Validity and Reliability of Assessment Instruments**

The assessment instrument tested was only a questionnaire, while the interview and observation guidelines were only strengthened through consultation with the supervisor. Test the instrument to determine the validity and reliability of the instrument so that the results obtained reflect convincingly the problems observed.

Instrument validity testing is determined using construct validity. The content validity test is intended to determine whether the items in the instrument reflect the indicators of change in question. Construct validity is intended to obtain types of questions that are appropriate to the level of understanding of each respondent.

This validity test is carried out by discussing with the program implementer and holding consultations with the supervisor. From the results of discussions and consultations, items that did not meet the requirements were corrected and then the results were tested to obtain construct validity.

Sutrisno Hadi (1987:110) defines validity as being able to express "accurately" what is to be measured. Criteria used to determine whether an assessment is valid or not. For each aspect it is 4 if the respondent chooses the answer very often, 3 if often, 2 if sometimes and 1 if never.

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This validity test is carried out by discussing with the program implementer and holding consultations with the supervisor. From the results of discussions and consultations, items that did not meet the requirements were corrected and then the results were tested to obtain construct validity.

### **Data analysis technique**

This research is descriptive evaluative research which aims to provide an overview of the scope of the program to be evaluated. For this reason, the data analysis technique used is descriptive analysis. This descriptive technique is to provide an overview of the data obtained in percentages. From the presentation of the data in percentage form, it is then described and conclusions are drawn about each factor and indicator based on the specified criteria.

## **RESULTS AND DISCUSSION**

### **A. Character building**

#### **1. The Nature of Education**

Education in general is a conscious and planned effort to help someone elevate their dignity by optimizing and developing their abilities. This is in line with Kompri's opinion that, "Education is a conscious effort made by educators in carrying out self-development activities for students so that they become complete human beings in accordance with predetermined goals."

The elements in education have an interrelated relationship so that learning can be carried out optimally. Elements in education include: educators, students, curriculum, educational facilities, and environment. The explanation is as follows:

- a. Educators, namely professional staff who are responsible for the quality of learning and education for students individually and classically. A teacher tries to educate students, instill character values, and provide an understanding of the importance of applying moral values in everyday life.
- b. Students, namely members of society who strive to develop all the potential they have through the learning process at certain levels, paths and types of education.
- c. Curriculum, namely a stage and level of delivery of learning material that is implemented effectively and efficiently to improve the quality of learning. The curriculum has a very determining position in the world of education. Curriculum management must be directed so that learning can be meaningful by optimizing all the potential that students have to achieve learning goals. The curriculum functions as a guide for teachers to carry out learning activities.
- d. Educational facilities, namely the facilities and infrastructure used in learning activities to support the success and meaningfulness of learning. Facilities are one of the factors that influence the continuity of learning.
- e. Environment, namely the place where a learning and educational process occurs which is carried out in a programmed, systematic and planned manner from the basic level to the higher level to achieve a meaningful process and maximum results.

#### **2. The Nature of Character**

Character is generally related to the character, morals or manners that a person has as their identity or personality characteristics that distinguish a person from other

people. In other words, character is a person's good habits as a reflection of his identity. This is in line with Hill's opinion that, "*Character determines someone's private thoughts and someone's action taken. Good character is the inward motivation to what is right, according to the highest standard of behavior in every situation*".

A person's personality can determine how to think and act based on motivation towards goodness in facing all situations. This way of thinking and acting has become one's identity in acting and behaving in accordance with what is morally good, such as: being honest, responsible, and able to work together well.

The above opinion is in line with Berkowitz's opinion that, "*Character as an individual's set of psychological characteristics that affect that person's ability and inclination to function morally*". It can be understood that character is a set of psychological characteristics that every individual has and influences the ability and tendency to function morally.

In terms of etymology, character comes from Greek which means "carving patterns, implementing good values in actions in accordance with moral rules, so that one is known as an individual with noble character". Meanwhile, in terms of terminology, character is seen as "a way of thinking and behaving that is characteristic of each individual in everyday life and working together in the family, school and community environment.

From the opinion above, character is seen as each individual's way of thinking to implement good values in an action or behavior, so that it becomes a characteristic for each individual. An individual with character is an individual who is able to make a decision and is ready to take responsibility for any impacts of the decision that has been made. This is in line with Thomas Lickona who believes that, "Character is a value in action that starts from an inner awareness that can be relied upon to respond to situations in a way that is morally good".

### **3. The Nature of Character Education**

Education is a planned effort to humanize humans in the process of socialization to improve character and train students' intellectual abilities in order to achieve maturity. This is in line with Kadir's opinion that, "Education is a planned effort to humanize humans through socialization to improve character and train students' intellectual abilities."

Meanwhile, character is the morals inherent in a person, which begins with a person's awareness of the entire system of behavior in the way of thinking and acting based on the prevailing morals through education with habituation that trains students' sensitivity to the moral values in the environment where they live. Thus, character is considered as an inner awareness that is typical of a person in thinking and acting.

Thus, character education is a conscious effort to instill and develop good values in order to humanize humans, to improve the character and intellectual training

of students, in order to create a generation of knowledge and character who can provide benefits to the surrounding environment. This is in line with Zubaedi that, "*Character education is the deliberate effort to cultivate virtue that is objectively good human qualities that are good for the individual person and good for the whole society*". In principle, character education cannot be created quickly, so it must go through a long, careful and systematic process.

## **B. CIPP Model Evaluation Method**

The program evaluation model used is a decision-making oriented one developed by Stufflebeam, known as CIPP (Context, Input, Process and Product Evaluation). This evaluation is carried out based on the program implementation stages which include context, input, process and results.

The reason for using the CIPP model is because the evaluation of the character education strengthening program is expected to provide input for the program organizers. With this model, it is hoped that recommendations can also be provided in making decisions regarding planning, implementation, results and follow-up of character education strengthening programs.

As the name suggests, the CIPP evaluation model highlights four aspects, namely: context, input, process and results. For the implementation of the evaluation of the character education strengthening program, each aspect will be explained as follows:

### **1. Context Evaluation**

Context evaluation is intended to look at the organizational structure implementing the character education strengthening program and the objectives of meeting needs as well as the relevance of the program to needs.

### **2. Input Evaluation**

In the character education strengthening program, the data required for input evaluation are the program participants, which includes: participant characteristics, program materials, supporting facilities and program managers or organizers of the character education strengthening program.

### **3. Process Evaluation**

Matters related to the process are the process of implementing program activities which includes participant participation and the quality of implementation.

### **4. Evaluation of Results**

The effectiveness of the character education strengthening program can be seen from the achievement of training results in the form of skills in teaching and learning activities in the classroom. In addition, the effectiveness of the program can be seen from the benefits of the character education strengthening program activities themselves.

### **C. Muhammadiyah Pacul Elementary School Character Education Strengthening Program**

#### **1. Effectiveness of the Character Education Strengthening Program**

By using the CIPP (Context, Input, Process, Product) model evaluation, it is known that the character education strengthening program is effectively implemented at Muhammadiyah Pacul Elementary School. This program material is relevant to school needs. Judging from the school's strategic plan.

2. Judging from the facilities and infrastructure of SD Muhammadiyah Pacul, it still needs facilities and infrastructure to support the implementation of the character education strengthening program. Facilities and infrastructure currently rely on BOS funds, school infaq funds and donations from alumni.
3. The obstacles encountered are related to facilities and infrastructure that are still inadequate, time management from program implementers in schools and awareness from parents of students in understanding character education. There are still many older teachers who still use old teaching patterns and still do not master information technology/internet.
4. Teachers' skills still need to be improved, especially in terms of mastery of information technology/internet considering that there are still teachers who are technologically illiterate. Teachers have started to make their own teaching materials apart from using learning media that are already available at school. Especially upper class teachers, grades 5 and 6.

### **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that the implementation of the character education strengthening program at SD Muhammadiyah Pacul in terms of context, input, process, product, is quite effective at SD Muhammadiyah Pacul. Because This program material is relevant to school needs. Judging from the school's strategic plan.

Facilities and infrastructure are still inadequate to support the implementation of this program. Regarding the skills possessed by teachers, they include managing the teaching and learning process in the classroom which is considered good and continuously improving. The obstacles that exist are more external factors such as school culture related to the role of parents in children's education at school and internal factors related to teachers' mastery of information technology skills, especially teachers who are no longer young.

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