The Evaluation of The Character Education Program in Muhammadiyah Elementary Schools

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ABSTRACT

Character education is the core of the implementation of education in general. The school's character education was planned and well carried out, but the evaluation was not maximum. Thus, the study was to evaluate the character education programs at schools, especially the Islam-based elementary school - the Muhammadiyah elementary school in the Kalasan district. This research is evaluation research that uses a mixed method (Qualitative and Quantitative) approach. The study was conducted at 4 Muhammadiyah elementary schools in the Kalasan district. Assessments of context, input, process, and product character education programs. Data collection involves interviews, observations, documentation, and attitude assessments using elementary school emotional and social intelligence (Penilaian Kecerdasan Emosional dan Sosial-PKesSD) applications. Studies show that the program input is very good. Whereas the context, process, and product of the character education program fall into good categories. The result of the average spiritual and social attitude assessment of the student scores above 3 which means good. The assessment of emotional and social intelligence suggests that in both affective and psychomotor aspects, students have high levels of intelligence and moderate cognitive. This means that students have been very good at feeling and acting out the character values they have been taught, but students have not yet understood fully why they do such a thing.
Keywords: Evaluation, Character Education, Mix Method

ABSTRAK

Pendidikan karakter merupakan inti dari pelaksanaan pendidikan secara umum. Pendidikan karakter di sekolah sudah direncanakan dan dilaksanakan dengan baik, tetapi evaluasi belum maksimal. Sehingga, penelitian ini bertujuan untuk mengevaluasi program pendidikan karakter di sekolah, khususnya sekolah dasar yang berbasis Islam yaitu sekolah dasar Muhammadiyah di Kecamatan Kalasan. Penelitian ini adalah penelitian evaluasi yang menggunakan pendekatan mix methode (Kualitatif dan Kuantitatif). Penelitian dilakukan di 4 SD Muhammadiyah di Kecamatan Kalasan. Evaluasi dilakukan terhadap unsur konteks, input, proses, dan produk program pendidikan karakter. Pengumpulan data dilakukan dengan wawancara, observasi, dan dokumentasi, serta angket penilaian sikap menggunakan aplikasi penilaian kecerdasan emosi dan sosial sekolah dasar (PKesSD). Hasil penelitian menunjukkan bahwa bahwa input program sudah sangat baik. Sedangkan konteks, proses, dan produk program pendidikan karakter berada pada kategori baik. Hasil penilaian sikap spiritual dan sosial rata-rata siswa mendapat nilai di atas 3 yang berarti baik. Hasil penilaian kecerdasan emosi dan sosial menunjukkan bahwa pada aspek afektif dan psikomotor, siswa memiliki tingkat kecerdasan yang tinggi sedangkan kognitif sedang. Hal ini berarti bahwa siswa sudah sangat baik dalam merasakan dan melaksanakan nilai-nilai karakter yang telah diajarkan, tetapi siswa belum memahami sepenuhnya mengapa mereka melakukan hal tersebut.
Kata Kunci: Evaluasi, Pendidikan Karakter, Mix Method

A. INTRODUCTION

Following Indonesia's national education goals, education functions to build and shape character. Usually, it is education that must make the greatest contribution to the formation of a child's character and personality. The main function of educational institutions is essentially a place to shape student character (Sandiko, et al, 2022). In addition, the provision of education that is not accompanied by the cultivation of good character will cause damage in the future.

Today the term moral degradation or demoralization is often discussed. This happened because of the many cases of violence committed by school-age children such as fights or brawls between students, students mistreating teachers, and various other inappropriate acts published in the mass media. Seeing the high crime rates that occur, shows the role of education that is less significant in the formation of children's character or morals.

Data according to the official website of the Ministry of Women's Empowerment and Child Protection (PPPA) from the results of the 2018 National Survey of Life Experiences of Children and Adolescents (SNPAR-*Survei Nasional Pengalaman Anak dan Remaja*) with respondents children in the age range of 13 to 17 years, stated that the perpetrators of violence experienced by children as much as 0.6% by strangers, 1% by boyfriends, 11.4% by adults who are known, 12% by family, and the remaining 75% by peers. As is commonplace, the peers that children meet the most are in the school environment.

Responding to issues regarding the condition of the nation's children's character which is quite apprehensive, the government took the initiative to prioritize the development of the nation's character as national development (Zubaedi, 2011). Through education policy, the government launched the PPK (Strengthening Character Education) program. One of them aims to develop a national education platform that places character education as the main soul by paying attention to Indonesia's cultural diversity.

Character education is an essential part of the school's work. Especially at the elementary school level (Putri, 2018). Character education in elementary schools is considered to be the most effective, because elementary school education is a strategic type of general education. After all, it is the earliest formal education that provides the basis for further education (Wardani, 2017). Thus, basic education should not only provide an intellectual foundation or academic achievement for students to continue higher education but also form character or morals for their future life.

Nurturing the character from an early age is very urgent. Freud (Lutfi, 2017) said that the difficulty of hiding good character at an early age will form a problematic personality in

the future. Here the role of educational institutions, especially at the elementary school stage, becomes very important. Elementary schools are required to be able to plan a character education program, and implement and evaluate it. For the sake of creating young people who have good character.

This research is considered important because the first thing that becomes a measure of educational success is the character of its graduates (Subaidi, 2019). The mission of education in general is to make humans become humans. This means that education must direct an individual who has a positive character with human characteristics that are self-aware and aware of their environment (Sobirin, 2011).

The urgency of education/character building is also a concern among academics. Various studies have been carried out, for example by Djailani who stated that character education is needed in Indonesia today, even for the Special Region of Aceh, which incidentally is an area that is thick with Islam and is called the porch of Mecca (*scramble mekah*), there is a lot of violence committed by school-age children. From this research, Djailani suggested that further research should be carried out in other areas throughout Indonesia (Djailani, 2013).

Until 2021 research on character education is still being carried out by researchers, education experts, and students or lecturers at various universities. Character education in schools is associated with the principal's leadership, curriculum, learning methods, and various things that can support the realization of good character education (Afiyanto, 2019., Atmazaki, 2020., Birhan, 2021., (Badrun, et al, 2022). So that the evaluation of character education programs needs to be carried out continuously to achieve the expected results.

This research took schools in Sleman Regency, Yogyakarta Province. These schools are Islamic-based elementary schools located in the Kalasan sub-district. Where Kalasan District is a sub-district that always succeeds in achieving the best academic achievements in Sleman Regency. However, it is lacking in terms of evaluating student attitudes or character. So research on the character education program with this school sample needs to be done. To be an evaluation material for schools. Because the development of national character must be carried out early, in a sustainable manner, and the long term.

B. LITERATURE REVIEW

Evaluation is a determination of good or bad, enough or not enough (assessment), on something that differentiates based on certain things that were previously used and can be accounted for (Muhaimin, et al, 2009). In the world of education, evaluation of a program

is needed in determining the extent to which a program has achieved its goals. If it is not, which part is not, and what are the causes or obstacles? In addition, evaluation is also used for consideration in decision-making (Arikunto dan Jabar, 2014).

There are several evaluation models put forward by experts. One of them is the evaluation of the CIPP model developed by Daniel Stufflebeam. CIPP is an acronym for Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation (Stufflebeam, et al, 1983). This model is the most widely used evaluation in the field of education.

Context evaluation includes describing the background of the program to be evaluated in the form of an analysis of problems or needs related to the environment. A need is defined as a gap between existing conditions and expected conditions (Stufflebeam, et al, 1983). Context assessment includes four elements, namely the background of program procurement, problems that arise based on survey results are then analyzed and discussed in meetings to find solutions by creating a program, appointing person in charge, and then socializing (Arikunto, 2015).

Input evaluation is an evaluation of program preparation. Is means, input evaluation can be interpreted as the school's ability to support the character education program that will be held (Arikunto, 2015). The main elements in preparing a character education program are teacher competence, student abilities, and allocation of funds, and facilities. These facilities include facilities and infrastructure that support the implementation of character education programs.

Process evaluation is an activity carried out to evaluate directed, planned, systematic efforts to research teaching and learning processes that have produced a product, both in the planning phase and in the implementation phase (Arikunto, 2015). In process evaluation, the data obtained is in the form of implementing student character education instilling activities, the material provided, methods, media, and the assessment system used in implementing character education programs.

Product or output evaluation helps measure, interpret, and assess program achievements. Product evaluation consists of determining and evaluating the general and specific impacts of a program, measuring program benefits and program effectiveness, the extent to which results have been achieved, and whether the next program will be replaced, repaired, or continued (Tayibnapis, 2000).

Evaluation of educational programs is a link in the management process. An important key to the school management process is the value of the school's oversight function of

planning and delegated activities (Rusdiana, 2017). One of the many activities planned or programmed by schools is a character education program which is at the same time the core of the implementation of education in Indonesia.

Character education is the actualization of Pancasila, the three pillars of the national movement, mental revolution, local wisdom values, and future challenges. character quality is the main aspect to build a golden generation in 2045, accompanied by skills in aspects of basic literacy and 21st-century competencies (Kemdikbud, 2017). These character values are religion, honesty, tolerant, disciplined, hard work, creativity, independence, democratic, curious, national spirit, love of the motherland, respect for achievement, friendliness, love of peace, fondness of reading, care for the environment, social care, and responsibility.

C. RESEARCH METHOD

This study used a qualitative and quantitative or mixed method approach with ex post facto evaluative research. Mix method research combines qualitative research with quantitative research to better understand research problem-solving (Creswell, 2017). Quantitative data is used to complement qualitative data. Ex post facto evaluative research means evaluating an activity or program that has been implemented (Kurniawan, 2018).

The research was conducted at a Muhammadiyah elementary school in Kalasan District. There are 4 Muhammadiyah elementary schools, namely Muhammadiyah Bayen Elementary School, Muhammadiyah Sambisari Elementary School, Muhammadiyah Dhuri Elementary School, and Muhammadiyah Kadisoka Elementary School. Data collection is done through interviews, observation, and documentation. Interviews were conducted with school principals and teachers as program administrators and implementers. Observations were made on the implementation of programs and student activities in the school environment. Documentation is carried out to view program documents and assessment results from character education programs.

Data analysis was carried out using an interactive model including data condensation, display data, and conclusion drawing or verification (Miles, Huberman, & Saldana, 2014). The activity starts with sorting, categorizing, and describing in a qualitative descriptive manner according to the evaluation component. Evaluation of context, input, and process includes 4 elements each. Assessment standards are grouped into 4 categories. The category is 'very good' if there are 4 elements, 'good' if there are 3 elements, 'good enough' if there are 2 elements, and 'poor' if there is only 1 element.

While the product aspect is seen from the results of the KI-1 (spiritual attitudes) and KI-2 (social attitudes) assessments, as well as the results of the assessment of emotional and social intelligence seen from cognitive, affective, and psychomotor aspects. By using a quantitative descriptive method, assessment standards are grouped into 4 categories. The category is 'very good' if 3 aspects of cognitive, affective, and psychomotor of intelligence are high, the 'good' category if 2 aspects are high, 'good enough' if 1 aspect is high, and 'poor' if none of the aspects is high.

D. RESULT AND DISCUSSION

The evaluation of the character education program at SD Muhamamdiyah District is seen from the four evaluation components, namely context, input, process, and product. This evaluation model was developed by Daniel Stufflebeam and it is popularly known as CIPP (Stufflebeam, 1983). In its development, the CIPP evaluation was widely used to evaluate educational programs (Tayibnapis, 2000), so this model was considered the most appropriate for use in this study.

Figure 1: Evaluation

1. Context

Evaluation of the context of the character education program at Muhammadiyah Elementary School, Kalasan District, was carried out by looking at 4 elements. These elements include 1) the history or background of the implementation of the character education program, 2) problems found in the field are discussed in meetings and then decided to become a program, 3) there is program documentation, and 4) the program is socialized to parents and students.

The results of the evaluation of the context of character education at Muhammadiyah Elementary School in Kalasan District are in a Good category. 3 elements are fulfilled. In each school, there is only one element that is missing, namely the background of the program. The implementation of the program is not based on field surveys or existing problems, but the character education program is a package of the implementation of the 2013 curriculum (the character education strengthening program from the Ministry of

Education) and also instructions from the Muhammadiyah Elementary and Secondary Education Council.

2. **Input**

Evaluation of input is an evaluation of program preparation (Arikunto, 2010). The main elements in preparing a character education program are the competence of teachers, and students, allocation of funds, and facilities. So that the evaluation is carried out on 4 things, namely, 1) teachers are selected, 2) students are selected and classified, 3) there is an allocation of funds, and 4) there are supporting facilities for character education programs.

The results of the input evaluation show that the input of the character education program at Muhammadiyah Elementary School in Kalasan District is very good. All elements are met. Teachers are strictly selected by the elementary school as the person in charge of educational institutions within the Muhammadiyah Foundation. Students are selected if applicants exceed the quota provided by the school, and are classified based on class level. There is also an allocation of funds budgeted from BOS (School Operational Assistance) and school committee fees. Adequate facilities are available to support the implementation of character education programs. Additional facilities such as posters, banner, and writing of character education values on the stairs, walls, and throughout the school environment are also provided.

3. **Process**

Process evaluation is carried out to evaluate directed, planned, systematic efforts to research teaching and learning processes that have produced products, both in the planning and implementation phases (Arikunto, 2011). The evaluation of the character education program at Muhammadiyah Elementary School, Kalasan District includes the preparation and implementation of the program. 4 things are evaluated in the process evaluation. These four things are material, media, methods, and the assessment system used.

The results of the process evaluation show that the process of the character education program at Muhammadiyah Elementary School, Kalasan District is good. There is character education program material that refers to 18 character values. As an Islamic-based school, each school emphasizes religious values following the school's motto Muhammadiyah, Islamic, independent and outstanding. The media used are visual, audio, and audio-visual media. The method used is the lecture method, training, habituation, and exemplary.

Meanwhile, the assessment system implemented based on the 2013 curriculum attitude assessment guidelines is still imperfect. In interviews, the teachers stated that the attitude assessment rubric contained in the 2013 curriculum could not be fully

implemented. Because the time available is very limited. Thus, the assessment is only based on the educator's journal, or the teacher's observation/observation notes on students. Student self-assessments and peer-to-peer assessments were not carried out.

4. **Product**

Product evaluation of the character education program can be seen from reports on student learning outcomes on KI-1 and KI-2 assessments, as well as the results of emotional and social intelligence assessments from the PKesSD application. The results of implementation of the character education program at Muhammadiyah schools in Kalasan District showed good results. all school principals stated that the character education program must continue to be held and the quality must be continuously improved to obtain maximum results.

The product evaluation looked at the results of the attitude assessment from the data of Grade 5 students at Muhammadiyah Elementary School in Kalasan District. The results of the assessment of character education in schools are included in student report cards (student learning outcomes reports). The first assessment is an assessment of spiritual attitudes (KI-1) which includes obedience to worship, gratitude, prayer, and tolerance. The second attitude assessment is social attitude (KI-2) which includes honesty, discipline, responsibility, curiosity, cooperation, courtesy, and self-confidence. Assessment of KI-1 and KI-2 is the result of an assessment for one year (reported every semester). The results of the assessment of spiritual and social attitudes were obtained from observations, self-assessments,

Schools	KI-1 (Spiritual Attitude)				KI-2 (Social Attitude)							Mean
	Obedience	Gratitude	Pray	Tole-rance	Honesty	Discipline	Responsibility	Curiosity	Cooperation	Polite	Confidence	
SD M Bayen	4.00	3.69	3.69	3.75	4.00	3.69	3.44	3.50	3.88	3.88	3.44	3.72
SD M Sambisari	3.39	3.65	3.96	3.48	3.83	3.65	3.57	3.26	3.48	3.78	3.30	3.58
SD M Dhuri	4.00	4.00	4.00	4.00	4.00	3.81	3.88	3.94	4.00	4.00	3.94	3.96
SD M Kadisoka	4.00	3.80	3.90	3.70	3.09	3.09	3.09	3.09	3.09	3.09	3.09	3.37

assessments between students, and educator journals. The following is a recapitulation of attitude assessment in grade 5 student learning outcomes reports.

Table: 1 Average Assessment of Spiritual Attitudes and Social Attitudes

Based on the attitude assessment results table above, the highest character value is seen in religious attitudes. This is quite following the choice of all Muhammadiyah Elementary

Schools in Kalasan Sub-District which chose to highlight religious character in the implementation of character education in their respective schools with a larger portion. Students in three schools got a perfectly average score of 4, and one school, SD Muhammadiyah Sambisari, got a score of 3.39.

Even though it has gone beyond the Good category, according to the statement of the Religion teacher at Muhammadiyah Sambisari Elementary School, the formation of religious attitudes as an Islamic-based school still really needs to be improved. The habit of worship at school is good enough, but students spend more time at home than at school. For example, the habit of praying at school is only the sunnah dhuhr prayer and the obligatory midday prayer. There are still many other obligatory prayers that are not carried out when at home for various reasons. The main thing is that parents don't get used to it at home, and don't set an example for children in carrying out habituation.

From the recapitulation table for assessing spiritual attitudes and social attitudes, it can be concluded that character education products at SD Muhammadiyah Kalasan District are in the category of 'Good' to 'Very Good'. All school average scores above 3. Shows that the results of the assessment of the spiritual and social attitudes of students at SD Muhammadiyah Kalasan District are 'Good'. However, interviews with class teachers who are responsible for implementing the program and carrying out the assessment show that the results of the assessment still have an element of subjectivity.

Meanwhile, for the assessment of the social attitudes of SD Muhammadiyah Kadisoka students, the lowest score was obtained. However, based on the results of observations that the researchers found in the field, students at Muhammadiyah Kadisoka Elementary School had an attitude of discipline, responsibility, curiosity, courtesy, and self-confidence which was more than students in the other three schools. During the research, SD Muhammadiyah Kadisoka students were easier to work with, calm, and had a more polite attitude.

The assessment of KI-1 and KI-2 is only based on simple observations of the class teacher as the main person responsible for implementing learning in schools. Students are not directly involved in the assessment. Although there should be self-assessment and assessment between friends, this is not done. As explained by the teachers and principals, attitude assessment has only been carried out by simple observations of educators. Therefore an assessment using the P-KesSD application is carried out to complete the required evaluation of product data.

The P-KesSD application is an android/web-based emotional and social intelligence assessment instrument developed to assess student character from cognitive, affective, and

psychomotor aspects (Khilmiyah & Suud, 2020). If the KI-1 and KI-2 assessments are dominated by observations/observations and educator journals, the assessment of emotional and social intelligence is dominated by the students themselves. Students filled out a questionnaire and answered each question based on their abilities and intellect, as well as their respective emotions. The instruments contained in the PKesSD application can assess students' emotional intelligence and social intelligence.

The operational definition of emotional intelligence includes five indicators, namely recognizing self-feelings, appreciating self-feelings, managing self-emotions, controlling self-feelings, and feeling the reality of one's spirituality. While the attitudes that will appear in students who have emotional intelligence are having self-awareness, self-confidence, dealing with self-weaknesses, being responsible for oneself, being open-minded, assertive, having the courage to make their own decisions, being able to handle stress, and having the courage to express feelings (Khilmiyah, 2021).

Meanwhile, the operational definition of social intelligence includes five indicators, namely respecting the views of others, realizing social responsibility, working with others, being considerate of others, and communicating effectively with others. Social intelligence will appear in students such as sociable behavior like to help, understanding others, tolerance, care for the environment, harmony, democracy, concern for others, and skills in resolving conflicts (Khilmiyah, 2021). The recapitulation of the results of the evaluation of emotional and social intelligence at Muhammadiyah Elementary School in Kalasan District can be described as the following diagram:
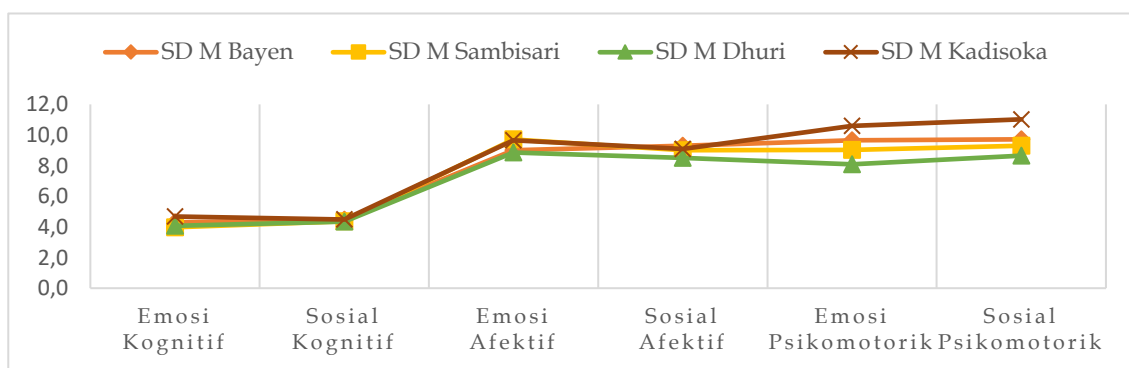
Figure 2: Results of the Assessment of Emotional and Social Intelligence

Based on the recapitulation diagram of the results of the evaluation of emotional and social intelligence at Muhammadiyah Elementary School in Kalasan District, it can be concluded that generally cognitively students at Muhammadiyah Elementary School in Kalasan District have good emotional and social intelligence. The results show that student's

knowledge and understanding fall into the Medium category. Meanwhile affective and psychomotor fall into the High category. This means that students are very good at feeling and doing actions that are following good character.

These findings are consistent with the results of interviews and observations found in the field. Cognitively, 90% of students do not know the term character education. During data collection and interviews, students asked researchers what character education was. Of the 158 students involved in the research, less than 16 students knew the term character education. This shows that the socialization of character education knowledge in schools is lacking.

However, all students know about character values such as discipline, independence, responsibility, love for the motherland, and so on. They admit that they are used to seeing writing of these character values in the school environment. Both in textbooks and paintings/posters pasted in the school environment. In addition, they realize that they practice these values in everyday life. Because according to them the teacher always conveys and reminds these values during the teaching and learning process, inside and outside the classroom. Thus it can be concluded that effectively and psychomotor the character education of SD Muhammadiyah students in Kalasan District is very good compared to the knowledge about character education itself.

As the function of the habituation method applied in schools, students carry out and apply character values out of habit, even though they don't fully understand why they have to do it. Conditions like this are unfavorable, because character values may not last long, and easily change according to the child's changing environment (Dimitrijevic et al, 2019). For example, after students graduate from elementary school and move on to high school, which does not have a sufficiently strict habituation program.

In addition, most students do not apply the same habituation at home as at school. So that the good character values that have been accustomed to at school only apply at school. While students spend more time at home than at school. This is a common challenge in all Muhammadiyah schools in Kalasan District. All school principals agree that providing understanding, direction, and guidance to parents to carry out the same habits as at school must continue to be carried out to improve the quality of the results of character education that has been programmed by the school.

Based on the evaluation of the context, inputs, processes, and products that have been described from the data from interviews, observations, and documentation in the field, the

recapitulation of the results of the evaluation of the character education program at Muhamadiyah Elementary schools in Kalasan District can be seen in the following table:

Table: 2 Character Education Program Evaluation Results

Components	SDM Bayen	SDM Sambisari	SDM Dhuri	SDM Kadisoka
Context	Good	Good	Good	Good
Input	Very Good	Very Good	Very Good	Very Good
Process	Good	Good	Good	Good
Product	Good	Good	Good	Good

the results of the evaluation of the character education program at Muhammadiyah Elementary School, Kalasan District, are generally good. The decision obtained from the results of this evaluation is that the character education program needs to be continuously implemented and its quality improved. The obstacles and problems faced by schools in implementing character education programs were resolved using various methods according to the conditions of each school.

D. CONCLUSION

The evaluation of the character education program at Muhammadiyah Elementary School, Kalasan District, uses the CIPP evaluation model (context, input, process, and product). The results of the research show that the program input is very good. All elements have been fulfilled. Meanwhile, the context and process of the character education program are in a good category. Where there are only 3 elements that are fulfilled properly. For product evaluation results based on the assessment of spiritual and social attitudes, the average student scores above 3, which means good. The results of the assessment of emotional and social intelligence show that in the affective and psychomotor aspects, students have a high level of intelligence while the cognitive is moderate. This means that students are very good at feeling and implementing the character values that have been taught, but students do not fully understand why they do this.

Research on the evaluation of educational programs should be carried out continuously. The results are expected to be a reference or guidance for various parties in implementing other educational programs, to improve the quality of education. Especially character education which is the core of the implementation of education.

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