The Evaluation of the CIPP Model in The Implementation of Character Education at Junior High School

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Article Info	Abstract
	St. Francis Junior High School Kayu Putih has the ideals in line with the goals of national education, the formation of character towards a dignified nation of civilization. The age of students in junior high school is a transitional age, therefore, need a particular approach technique to bring out good characters for them. The purpose of this study is to analyze the basis of character education preparation, supporting resources, implementation of character education and character education achievement in St. Francis Junior High School. Kayu Putih, East Jakarta. This study is a CIPP model evaluation research that effective for making decisions for improving the program. The subjects were principals, deputy principals of curriculum, teachers, parents, the graduates, and students. The primary data collected using observation and interviews, whereas, the secondary data was taken from the documentation. We use qualitative data to analyze. The results show that: (1) the basis for the preparation of character education is well structured, but lacking for the aspects of school policy, (2) the supporting resources were sufficient, however, need the teachers to assist students with special cases, (3) the implementation of the character education was still under-evaluated in each of its activities, (4) for the achievement of the character education, students less able to interpret events and actions related to moral feelings. Generally, this study is beneficial for schools, teachers, parents, governments, and researchers to create innovation in the implement and make policy regard to the program of character education, especially for religious-based schools.

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INTRODUCTION

National Education in Law No. 20 of 2003 Article 3 aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. This means that the goal or core of national education is the formation of character (morals). A noble character can realize a dignified nation's civilization as stated in PP No. 19 of 2005 Article 4. Therefore, these noble goals must receive special attention so that this nation does not lose its character (Budiono, 2018).

Character education starts at an early age (Mustadi, Suhardi, Susilaningrum, Ummah, Purwatiningtyas, and Wijayanti, 2017). The application of character education enables the noble characters to be internalized into Indonesian children early (Hurlock, 2011). Between late childhood and adolescence in the age range 11-16 years, there is a transition period. The transition period is synonymous with the search for identity. This change raises doubts, feelings of inadequacy and insecurity. It even results in poor behavior in parent and child relationships. Charlotte Buhler named this period as the negative phase, which means the individual takes an "anti" attitude towards life or seems to lose good qualities that have previously developed. The less sympathy and understanding that children receive from parents, siblings, teachers, friends, the greater the psychological impact of physical changes. For example: being introvert, bored, incoordination, social antagonism, heightened emotions, loss of self-confidence, and too simple (Santrock, 2010).

Implementation of character education needs appropriate strategies and includes the school's mission and vision embodied in planning, implementation, constraints, and achievements. Thus, the integration of character education values with all subjects in schools needs to be taken as a paradigm that all subject teachers must play a role in character education so that a common thread exists between character education in the family, community, and school (Nur, Sopandi, and Mustapha, 2016). In contrast to the statement found in (Karyono, 2015), that even though since at kindergarten, students obtain Religious Education and Pancasila Moral Education, however, there are still many deviant behaviors, such as cheating, bullying in school, brawls, including adult behavior who are happy with conflict and violence.

Character education is not only taught as limited as knowledge but must be exemplified by real behavior. The supporting factors are self-development activities, structuring the school environment. Constraints faced are low knowledge, family environment, social environment, the influence of globalization, and lack of example (Sutarmi et al., 2016) (Panuntun, Sutoyo, and Wibowo, 2018; Edy, Setyowati, and Wasino, 2018.

Every human being has the opportunity to develop in all aspects. Even from the beginning of his life, humans grew because of learning Lickona (2015), Nurdin (2017), Haryono, Syaifudin, and Widiastuti (2015). This is in line with Arthur who stated that "Teachers are expected to teach certain skills, understandings and attitudes which are tools for living" (Pertiwi, and Marsigit, 2017). Learning is a change in temperament or ability of a person that lasts long (Sumaryanto, 2005).

Education, particularly in the area of religion, military, arts, language, and media always leads to good things (Suprawito, 2010), (Ningsih, and Sukidjo, 2014), (Margana, Rohidi, Iswidayati, and Kartika, 2018), (Djasadi, Wasino, and Florentinus, 2012), (Sumaryanto, 2003) and (Sumaryanto, and Utomo, 2015). Like the educational practice community organization in RKWK (*Rumah Kreatif Wadas Kelir*) develops intelligence, creativity, and character. The concept includes the aspects of the head (intellect, intellectual, cognitive), the heart (heart, emotions, character, and affective) and the hand (physical aspects, skills, creativity) of students (Sumiarti, Kuntoro, and Sutrisno, 2016).

Curriculum 2013 prioritizes a balance between cognitive domain competencies and the affective domain of students. This is realized by developing character values that are integrated

into learning activities (Jailani, Sugiman, and Apino, 2017). "In the USA, the current model for most middle schools is one that focuses on academics, citizenship, and social/emotional development" (Sanzo, Sherman, and Clayton, 2011).

The training of Curriculum 2013 for teachers has given three experiences; they understand curriculum ideas and designs, strategies for presenting curriculum implementation, and delivering curriculum concepts. All teachers must be sure of the curriculum and want to be able to master it (Budiani, Sudarmin, and Syamwil, 2017). The character is not finished goods but is formed through the process of education that is taught starting from family, society, and educational institutions and local wisdom (Otaya, 2014). Character related to behavior. A person's behavior is determined by environmental factors, with the theoretical foundation of conditioning. That is, a person will become a person who has character if he grows up in a characteristic environment. Learning resources also support the environment. For example, teaching materials such as student books, are very supportive of building the character of students (Nugrahani, 2017).

One of the ways to restore national identity and character is through mental revolution. With a mental revolution, human resources are strong and ready to face the challenges of the world (Syaifudin, Zuriah, and Taufik, 2016), (Inanna, 2018). Victor Battistch formulates character as a combination of attitude, action, motivation, and skill. It can be grouped in the heart, though thinking, exercise and kinesthetic, as well as feeling and intention. Current character education cannot only rely on one approach (indoctrination) but must be multi-approach (Mudlofir, 2013), (Leavy, 2016), (Mann, 2006).

Values derived from family, society, customs, and folkways then develop into adat and become imprinted as values and norms that must be followed and obeyed by every member of the community (Hadi, 2016), (Desyandari, Dardiri, and Astuti, 2015). Then, it needs an internalization process, a revitalization process,

and a continuous maintenance process so that it reaches the integral stages of consciousness and becomes a whole attitude. Such as the use of role-playing learning methods that facilitate character evaluation (Wijayanti, 2015).

All educational institutions have programs that must be accountable. To find out the level of achievement, it is necessary to evaluate the program that has been implemented. The evaluation must also be multidimensional (comprehensive). So that it will be known what remains to be improved, developed and continued (Arikunto, and Jabar, 2008), (Sudjana, A, 2011), (Sudjana, D., 2014). Program evaluation is an evaluation that is closely related to educational activities, including curriculum, human resources, infrastructure, program organizers, and community relations. With evaluation, it will be known the level of achievement of program objectives and where the deficiencies are located and why (Arikunto, and Jabar, 2008), (Suparno, 2015). According to Stufflebeam, the CIPP evaluation model is a comprehensive framework to direct the implementation of evaluations of programs, personnel, products, institutions, and systems. This model is used by internal evaluators (Sukardi, 2014). The implementation of character education must have control and evaluation to ensure the effectiveness of the method, the consistency of the people involved, and the positive implications on student character (Izfanna, and Hisyam, 2012).

According to Lickona (Koesoema, 2015a), to realize character values in personality, it is necessary to emphasize three important components (components of good character) that become indicators as human beings who have good personal qualities, namely; moral knowing, moral feeling, and moral action. The three indicators emanate in 5 (five) times, namely: though thinking, though the heart, exercise, taste, and intention.

Selleck (Widodo, and Kadarwati, 2013) recommends three practical steps for the teacher, namely (1) the model: giving an example, (2) teaching: giving guidance, and (3) encouraging: giving motivation. The

implementation of cultivation at the junior secondary level is carried out through habituation, extracurricular and intracuricular activities (Wuryandani, Fathurrohman, and Ambarwati, 2016), (Gaol, Khumaedi, and Masrukan, 2017). The implementation of character education in several regions is carried out through three stages, namely: the planning, implementation and evaluation stages. In its implementation it also uses various methods (Aeni, Zamroni, and Zuchdi, 2016), (Jaya, and Kartowagiran, 2015), (Nurdin, 2017), (Zuchdi, 2014).

The implementation of character education must ensure the development of meaningful lives of students, both as individuals and in social unity (Ihwanto, Sutoyo, and Sudarmin, 2017), (Rohani, and Syaifullah, 2012), (Sunaryo, Zuriah, and Kusniarti, 2017). The approach of a deep approach to learning helps students to develop well. The program begins with the determination of the vision, mission, and goal, standard of graduation, compiling the curriculum and integrating into the subjects included in the syllabus and lesson plans. The Character Education Strengthening Program (*Penguatan Pendidikan Karakter*) is a continuation and revitalization of the national character education movement, which began in 2010 and existing values come from religion, Pancasila, culture, and from national education goals (Darminto, and Setiawan, 2008).

Curriculum 2013 puts attitude and behavior competencies in the first rank because attitude is a reflection of the characters who occupy the dominant portion in basic education, then behaviors, emoticons, and cognitions (Kusuma, 2017). Deep approach learning techniques can also help develop student character (Nuryana, Widhiastuti, and Murniawaty, 2016), (Haryati, Widodo, and Masrukhi, 2016), (Kuswanto, Sastroatmodjo, Masruki, and Soesanto 2017). Learning carried out on the reality of people's lives which can actually provide benefits for the development of character behavior of students from birth, especially on tough and caring characters (Haryono, Subkhan, and Widhanarto, 2017),

(Musyafa, 2017), (Kader, and Sugiharsono, 2014), (Koesoema, 2015b).

The pastoral note of the Indonesian Bishops' Conference (KWI) in 2008 emphasized the role of Catholic Education Institutions (*Lembaga Pendidikan Katholik*) as institutions that smelled of the spirit of love, were loyal to the intelligence of the nation's life, loyal to Catholic characteristics, and loyal to the founder's noble spirit. In the Gravissimum Educationis document, from now on referred to as GE, it is stated that the Vatican Council II respects "schooling," and does not see it as the only place of education. Education in the broadest sense includes family, school, and society. This council pays attention to the formation of the whole human person as a whole in society (Suparno, 2017), (Paulus, 1965), (Gerejawi, 2016).

Considering the situation of the community, the younger generation, the goals of national education, and the appeal of the church, Dwi Bakti Foundation (YDB) was established by the Franciscan Sisters of Saint Georgius Martir (FSGM) based in Lampung. This foundation manages education from the Learning Group level to the High School level, one of which is St. Francis II Middle School. St. Francis Asisi is the protector of all schools managed by the Dwi Bakti Foundation. An education unit is a strategic tool for the formation of national character because it has a system, infrastructure, and support for educational ecosystems that are spread throughout Indonesia (Kemdikbud, 2017).

Implementation character education of previous research less reveal aspects of a character entirely. In this study, the novelty that is to be demonstrated was the evaluation of the implementation of character education starting from the easy-to-remember basis of students, the school motto, the division of teacher assignments, to the results seen from three aspects namely moral knowledge, moral feeling, and moral action. This study has the purpose to analyze and evaluate the level of achievement and suitability between the plans that have been set and the results achieved. The form of evaluation of the CIPP model in the implementation of character education at St.

Francis Junior High School included the basis for the preparation of character education, supporting resources in schools, the implementation of character education, and the achievement of character education. This study will be useful for schools, teachers, parents, government, and researchers to create innovation in implementing and making policies related to character education programs, especially for religious-based schools.

METHODS

This study applied a qualitative evaluation approach with the CIPP model in the implementation of character education at St. Francis Junior High School in East Jakarta. This qualitative research was chosen by the researcher who wanted to examine something in terms of the process. The CIPP evaluation model was used in this study since it is more comprehensive and covers the context, input, process, and results and also effective in describing, obtaining and providing information that is useful for assessing the alternative decisions. The concept of Stufflebeam considers that the important purpose of the evaluation is not to prove but to improve.

The subjects of this study were principals, deputy principals of curriculum, teachers, parents, alumni, and students. This study was phenomenological. Therefore, the researcher chose the location of the study in a certain place, at St. Francis Junior High School. The study was conducted from May to October 2018. The study started by conducting observations and interviews to collect the primary data, then continued with documentation to collect the secondary data. The data were analyzed qualitatively using Miles and Huberman until the data is saturated. The researcher conducted data analysis and source triangulation interactively. The data found was reduced and then contrasted with the existing theory for conclusions and verification.

RESULTS AND DISCUSSION

The vision of the school is a community of learners who excel in discipline, intelligence, tolerance and personality based on a merciful God. While its mission is: developing personal relationships with God, creating a conducive atmosphere, upholding discipline, developing spiritual, social, emotional, intellectual, and fighting power, encouraging skilled use of science and technology, driving a sense of caring towards human dignity and creation, accept, and appreciate differences in diversity, open up to cooperate and network, sharpen conscience so that life is simple, honest, polite, responsible, sensitive to art and artwork, acting on the basis of God's loving love in humility, mutual willingness forgiveness, joy, and true brotherhood. The Francis School aims to educate the life of the nation based on the person of Jesus Christ, the spirit of Mother M. Anselma as the founder of the Congregation of the Franciscan Sisters of St. Georgius Martir (FSGM), and Fransiskus Asisi with the realization of superior education to produce disciplined, intelligent and tolerant graduates, the formation of learning communities supported by professional resources in the spirit of Mother M. Anselma, and Francis Asisi, fighting for, promoting true brotherhood and acting on the basis of Allah's merciful love, the realization of a community of learners who care about the dignity of humans and creation. Whereas, the school's motto is Francis Magnanimous: faithful, simple, happy and brothers. This motto is implied in a song called Francis Magnanimus which is sung every day at exactly 12.00 before the Angel of God prayer begins. By using this motto, all school members are given the same provision, which is to become a person with the character of Magnanimous. The annual agenda of the school was still carried out and developed by the dynamics of the students and the ability of the school. Starting from the meeting of parents of students in each new school year, the introduction of the school environment, extracurricular activities, school spiritual and protective activities, national warnings, scout camps, study tours, basic

leadership training, counseling groups, and retreats. However, in the process, each annual agenda only flows, lacking evaluation to see the results of the work that has been achieved. School policies always follow the foundation's policies and are adjusted to the demands of the local government. However, in the school itself, the teacher was less involved in determining the teaching material to be used. In determining the curriculum, currently, it has used Curriculum 2013 at every level. Each year also always emphasizes certain character values that must be delivered to students at all times. Therefore, not all characters are required to do everything but take turns which are the most preferred and the other character values were still emphasized but using a different treatment. The basis for the preparation of the program was still not well programmed, particularly in the aspects of school policy.

St. Francis Junior High School has nine classrooms complete with AC and LCD, lab computer, science lab, counseling guidance room, library, administration room, basketball court, volleyball court, spacious parking lot, Maria cave, kitchen, band room, function room, traditional musical instruments and modern. For facilities and infrastructure, routine checks are always held. Schools always try to complete the lack, accommodate the needs needed to foster the interests and talents of students both in terms of academic and non-academic. The existing educators were very competent and experienced in their fields, and for young teachers also developed by being given the opportunity for further study. The fifteen teachers, three administration, one librarian, six preacher, and two security guards. Educational staff in the school help students in the learning process and even consider themselves as brothers. The green environment in the school is very comfortable to help the learning process. Shady trees are equipped with chairs for group discussion, plants that are given Latin names, are routinely cleaned and cared for. However, the environment around the school, where many stalls and migrant residents, make the school also try to make the conditions safe and comfortable while staying in

touch with the residents around the school. All teachers have other duties and responsibilities besides teaching. In each activity, all teachers have been the committee chair. This helps them to learn from one another, complement each other and cooperate in teams. The supporting resources were still lacking in educators who can assist students with special cases.

The implementation of character education was carried out in three activities, namely intracuricular, extracurricular and habituation. All schedules have been arranged by representatives of the curriculum field very carefully. There was tutoring in schools according to the interests of students, and for the third grade, there are additional hours of study at school. Habits started with the students entering the school gate until they return home. Outside of study hours, students were invited to revive the spirit of the brothers, religious and nationalism by greeting, sharing the lead of the task of praying together, writing reflections, picketing, singing the national anthem and folk songs. The lesson schedule was made according to the government guidelines for the junior high school level and is added by emphasizing the character values in each lesson. Also, there were craft lessons to foster an entrepreneurial spirit and the spirit of sharing. The spirit of protecting the school is explored in the activities of fostering faith and Christianity by inviting competent assistants. Extracurricular activities are quite a lot in this school, even reaching 16 branches which are accompanied by teachers and students can choose according to their talents, except those that are required, namely scouts. The extracurricular branch covered the fields of drawing, writing, music, dance, sports, science, photography and traditional arts. The implementation of character education was still not optimal, particularly in evaluating each of its activities.

The three elements of success in character education according to Lickona (Koesoema, 2015a) are moral knowledge, moral feelings, and moral actions. With a series of annual programs prepared by the school and based on the results of interviews and observations, the school

community has understood and has moral knowledge. Those in transition age can distinguish which ones are good and what are not, but in action often still follow what others do. In responding to everything around it, it still has to be reminded continuously, lacking initiative. Moreover, also still in the stage of seeking attention. They have not been able to interpret personally the risks that will be accepted if doing certain things. For example, in the observation, it was found that when students arrived late for the third time at school, they would be asked to write reflections or clean the yard. They still understand that it is too late to be punished. Not to the point of embarrassment or loss because of leaving the lesson. In activities that are spiritual and reflective, they are invited to see themselves, recognize self-tendencies, motivations and moral feelings that are less applied in the face of daily life events. So that more appears to form a lack of confidence, rejection, and avoidance of responsibility. This also needs attention from families and communities around them. Middle school is a very important period because of the transition from children to adults. In achieving the programs, the school was still less capable of interpreting events and actions related to moral feelings.

Evaluation of Basic Preparation

A well designed and correct learning plan will affect the next step (Oktaria, 2015). The curriculum must be relevant to the needs of life and the environment (Daryanto, 2014). With good planning, alumni will emerge who have sufficient competent personality qualities in aspects of maturity and emotional stability while working (Nurrochman, 2016). Character education planning involves all educational resources so that schools can realize the school's vision, mission, goals, and objectives through programs that are carried out in a planned and gradual manner (Kurniasih, and Sani, 2014). Catholic schools have been recognized for their quality in building the character of their students to become a dignified nation (Ratriawan, 2012), (Sulistyowati, 2012).

In compiling curriculum and issuing policies, St. Francis Junior High School is always guided by the vision and mission of the school and school and government policies. The agenda of activities is arranged at the initial meeting of the year while compiling the learning tools that will be delivered to students along with the character values proclaimed in the school year that apply according to the needs of today's society, for example this school year explores the value of honesty to balance various news about corruption cases and news hoax. Planning is carried out jointly and gradually until it is finally delivered to the parents of students at the beginning of the school year by looking at the agenda of activities of the government. All of these things aim to build the character of students. According to one of the graduates, the school has provided excellent provisions with various activities and policies that are very much needed by each person. There is even pride in being part of Francis' brotherly school. From the results of the analysis, evaluation, and conformity with the conditions in the field, the basis for the preparation of character education in St. Francis Junior High School is appropriate and still relevant to its identity as a Catholic school and by the objectives of national education.

Evaluation of Supporting Resources

The most important resources in education are human resources, then infrastructure (Fattah, 2008), (Latifah, 2016), (Wiratri, 2016). An educational environment that values life is by evaluating how the patterns of relationships between individuals in the school are formed so that they become good people (Koesoema, 2015b), (Sudiarja, 2014). The division of tasks among teachers aims to train social competencies and managerial competencies both in the classroom and outside the classroom. Likewise, the empowerment of education personnel who are by the appropriate qualifications and abilities becomes the carrying capacity in the character education program and can carry out work well (Kurniasih, and Sani, 2014).

The human resources available at St. Francis Junior High School start from security

guard to educators and education staff to integrate each other in educating students according to their respective competencies. Also, the school provides an opportunity for teachers to develop themselves by attending further studies. The available environment and learning space are also in good condition and very supportive. However, books that are used as one source of learning, there are still those that are not yet by the ability of the teacher. So, it still depends on the school principal who determines. From the results of analysis, evaluation and conditions in the field, for the infrastructure, educators, education staff, division of tasks and environment are appropriate, and those that are not appropriate are in the learning resources section to be reviewed in the planning process before the school year begins, so the teacher can teach with full responsibility and loyalty.

Evaluation of Implementation

The implementation of character education in schools is integrated into the basic of the school's vision and mission, learning, extracurricular activities, and school culture. Educators must look far ahead, must see their current work for a future whose objects are associated with things that exist today (Dewey, 2009).

The first word in the school's vision is a community. Therefore, since the first time students entered the school gate, the process of character education has begun. This habituation activity strongly supports the formation of students' character. They are beginning with the habituation of the value of discipline by arriving on time, habituating nationalist values by singing the national anthem, habituating religious values and gratitude by praying together and writing reflections, habituating the value of responsibility with the division of tasks in class, habituating the values of tolerance and brotherhood in group assignments. Habituate the value of love for the environment by wanting to clean the class. Next is the intracuricular activity. In this activity, it becomes a process of merging values in habituation and values in extracurricular activities. Therefore, become a mediator for

students. After being able to make habituation, students can follow the classroom learning well and are responsible for getting good achievements. Moreover, the ability of students is not only explored in the classroom but also activities outside the classroom, namely extracurricular activities. The results of the analysis, evaluation, and conditions in the field of study indicated conformity since habituation activities, intracuricular, and extracurricular activities are packaged into a circle that supports and complements each other.

Evaluation of Achievement

An individual who considered being monitored will always be a good and right person. Supervision from educators will be an external control, which will guide and sanction if deviated (Helmawati, 2017). Taru Pohtola said that giving students more responsibility in the classroom and letting them evaluate themselves; they would have more freedom to develop. Charlotte Mason (Ridwan, Nathan, and Hendra, 2018) analogizes habits like the railroad tracks. If good habits have been put one by one in the child's mind, then he will glide along the path easier to get to the destination. Early age is the right time for forming habits. Young people cannot see and realize all the difficulties that will be faced. There is fear accompanied by a strong desire to fight (FSGM, 2014), (Pradipto, 2007).

Three elements become the foundation of the achievements of character education in schools. Students have enough understanding of moral knowledge. They know that if they violate there are consequences that must be accepted. Also, the order that was previously socialized to parents is also a means to see the extent to which students understand the demands of the school. Moreover, learning activities by Curriculum 2013 have an attitude assessment, so that each student has sufficient understanding of how to behave and act. However, the trends that occur, they still follow the words of friends, are less independent and less able to interpret the actions taken. Even though you already understand what should be done. The actions taken are due to their awareness, but there are also those who are forced

and without motivation. So, activities such as retreats, recollections, other spiritual activities that encourage the ability to reflect still need to be improved in a manner that is appropriate for their situation and condition. From the results of the analysis, evaluation, and conditions in the field there are those that have not yet matched and require creativity and innovation by the school in character education for the students.

CONCLUSION

St. Francis Junior High School preparation of a character education program has been guided by the vision, mission, and goals of the school. Then internalization in a motto, "Francis Magnanimous." The annual agenda, policies, and curriculum become the door of the vision, mission, and goal to be bargaining power of this school more striking in the community who are looking for schools with priority on character education. "Francis Magnanimous" as a school's motto is binding force between the graduates, both now and in the future. The supporting resources in St. Francis Junior High School have been sufficient for the teaching and learning activities and with the maintenance of facilities and guidance for teachers and employees, enabling school residents to be able to work together in developing themselves and their personality and attention to the environment. Implementation of character education in St. Francis Junior High School includes intra-curricular, extracurricular, and habituation activities. Habituation begins with teachers who welcome students before beginning all learning activities.

Furthermore, the teacher continued the habituation during the intra-curricular activities and finally, the students carried out personally and responsibly as a character in extracurricular activities. Achievement of character education in St. Francis Junior High School can be seen in three elements, namely moral knowledge, moral feelings, and moral actions. Moral knowledge is already known to all school people, but there are those who have not yet reached a moral feeling especially to moral actions. Therefore, through

habituation, activities, and policies made by schools, students can become individuals who have strong character, firm belief and act attentively.

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