

Evaluation of character education strengthening programs in culture-based schools

Esti Setiawati, Ika Ernawati and Salamah

Universitas PGRI Yogyakarta, Yogyakarta, Indonesia

esti@upy.ac.id

Abstract. This study aims to: (1) evaluate the implementation of the character education strengthening (CES) program, (2) provide recommendations to school principals, teachers, and schools to improve character education strengthening (CES) program. This type of research is program evaluation with formative evaluation. Research subjects: (1) two culture-based state junior high schools, namely SMP Negeri 3 Banguntapan and SMP Negeri 1 Jetis Bantul, (2) two school supervisors; (3) Principal of SMP Negeri 3 Banguntapan and Principal of SMP Negeri 1 Jetis, Bantul, (4) three teachers at SMP Negeri 3 Banguntapan and three teachers at SMP Negeri 1 Jetis Bantul. The data were analyzed qualitatively with the Milles & Huberman model, namely: data reduction, data presentation, and data verification. The conclusions of the research results are: (1) the school is ready to implement the CES program with an integrated curriculum; (2) the percentage of CES implementation in learning is quite good; (3) there is BOS funding support from the government; (4) the M&E process for the implementation of the CES program is carried out periodically by school supervisors; and (5) general barriers that arise are inadequate funding and support from related parties that need to be increased.

Keywords: evaluation, character education, culture-based.

1. Introduction

The character education strengthening program has actually been echoed for a long time. The government has also issued guidelines for the implementation of strengthening character education starting from primary, secondary, to higher education. Character education should not only be given to formal education, but also to family and community education [1] This seems to be related to the increasing number of actions that are not in line with superior character, such as crime, sexual harassment, to cases of intolerable moral degradation, One of the sources of the multidimensional crisis and the decline of the nation's morals is a crisis of identity and the failure to develop national character education [2]. The fluctuations in these cases are indicated to increase along with increasingly sophisticated technological developments, such as student brawls, drug trafficking and other cyber crimes. Responding to the rapid development of technology that has affected the structure and function of educational institutions, the role of teachers is needed to integrate character values in learning comprehensively [3].

Character education has actually been formulated clearly in Law No. 20 / Year 2003 concerning the National Education System. In this law, implicitly the objectives of national education cover a broad range of character education. Because one of the most important educational movements in shaping

student morale and character is character education [4]. In fact, in the previous history of education, the implementation of character education has been formulated through character education, P4 (Guidelines for the Living and Practicing of Pancasila), Pancasila Moral Education (PMP), Pancasila and Citizenship Education (PPKn), all of which have entered the realm of learning. This indicates that character education has actually been implemented and is not something new in the world of education. Because, the character development of the next generation of the nation is an obligation that must be carried out seriously by stakeholders, especially in the education sector, by prioritizing spiritual values that must be implemented [5].

The various strategies that have been implemented in the world of education are expected to be able to build qualified Indonesian students who have religious attitudes, nationalism, independence, mutual cooperation, and high integrity. This becomes our common concern, because the Indonesian nation was once known as a nation that has a spirit of mutual cooperation, high tolerance, culture and noble character [6]. However, this is not in line with the current situation, because all around us there are still many acts of violence, crime, community conflicts, all of which originate from characterless behavior. The success of character education is closely related the role of the principal in the development of various strategies for implementing appropriate character education in schools [7]. The implementation of character education in the curriculum can be integrated into subjects or included in extracurricular programs [8].

The phenomenon of moral decline that occurs in today's society has prompted our government to revive character education with the initiation of the 2010-2025 National Character Development Policy. These programs and activities are a form of strengthening education organized by the government by involving elements of the family, educational units, and society in synergy. Character-based education, then becomes a national movement, starting from Early Childhood Education (PAUD) to higher education, including non-formal and informal education that also needs to be considered. In addition, character education must also be supported by educational stakeholders, so that the moral development of students increases and is academically successful [9]. Schools as education providers have integrated character education into the entire school system, therefore the affective aspect as the main element forming student character must be prioritized [10].

Schools as educational units are obliged to carry out character education whose implementation is integrated with curriculum and learning. The learning process is the most strategic means to assist students in building the desired character, especially a systematic and effective learning model for character-based learning [11]. In substance it is not explicitly written, but in its implementation each subject is obliged to implement the character values that have been contained in the guidelines for strengthening character education that have been issued by the government. In the context of character education, the Indonesian government has prepared students to become strong generations, through shaping the attitudes, behavior, character and leadership of the young generation [12].

Bantul Regency as part of the Special Region of Yogyakarta, has captured the government's message in strengthening character education by launching a culture-based school program. There are several schools that have become pilot projects for culture-based school programs, which are aggressively implementing character education through several activities related to school culture. Through a conducive school culture, character education that is comprehensively integrated in learning, the results will be more effective [13]. The aim is none other than to form a mature character of students so that they are able to face the increasingly complex problems of life in the future. This statement is in line with the opinion of Lickona, which states that the purpose of education is to guide students in the process of forming themselves as human persons who are able to have the knowledge and power to make decisions, moral virtue, and convey that they are involved in it. The involvement of family and community together with the school continues to work together in the value education process, so that the character of students will be strong [14].

To develop a person with mature character, a continuous process is needed in human life. This process is not instantaneous, but requires a relatively long time to instill character values, so that they are closely attached to students, so they are not easily swayed by the increasingly harsh conditions of

the times. The process of developing these character values must be followed by good awareness, full understanding, and high commitment [15]. This process can also be carried out from an early age so that the internalization of character values can be imprinted in a character life attitude. Internalization process character values can be formed well if it starts from family, school, and the environment [16]. The formation of character and personality in individuals is very important starting at the age of children, which is a critical period in his life, because failure to form character has a negative impact when entering adulthood. Through early character building in school, so that students are able to implement noble character values, and behave in accordance with the prevailing norms and regulations [17].

This explanation indicates how great education is for the moral development of students. Moral and character dimensions are an important part of education which basically encourages the optimal positive development of students [18]. Schools as children's educational institutions have an obligation to develop students to become superior humans in various knowledge and behaviors. In this context, the teacher should provide a load of character values to students, through appropriate strategies, methods and learning techniques [14]. Schools are obliged to carry out activities, as a place to sow the seeds of good values that lead to superior character. Superior character refers to a series of attitudes, behaviors, motivations, and skills that are reflected in noble intellectual, social, emotional and ethical attitudes [19]. For this reason, schools must be made as comfortable as possible to learn and socialize students with other school members, so that students' thinking patterns, feelings, and behavior will flourish. A positive school environment will provide students with unique experiences in having positive attitudes and behaviors as well [20].

As a culture-based school, SMP Negeri 3 Banguntapan and SMP Negeri 1 Jetis, Bantul Regency have implemented various programs and activities oriented to school culture, as a vehicle for strengthening the character values of students so that they grow and are able to implement them in daily behavior. The implementation of these programs and activities involves all components in schools and related stakeholders, although they are not optimal. The principal must have high integrity and be able to be a role model for all school members in the implementation of character values.

The movement to strengthen character education places character values as the deepest dimension of education, which civilizes and civilizes education actors. Five main values are indicators of assessment in the evaluation of character education strengthening programs, namely religious, nationalist, independent, mutual cooperation, and integrity. Things that need to be evaluated are the implementation of the character education strengthening program based on school culture and the role of teachers and education personnel in implementing the program.

2. Methods

This study uses a formative evaluation research type from Scriven through a qualitative approach. This formative evaluation is carried out during the program in order to increase the effectiveness of the program. In this study, certain criteria have been determined which are used as guidelines for evaluating the character education strengthening program to determine program implementation. The research was conducted from February to July 2020 in Bantul Regency, with the consideration that in this region there is the first school in Yogyakarta which is a pilot project for a culture-based school program. The research subjects were determined purposively based on certain considerations, namely in accordance with the research objectives that specialized culture-based schools. Based on these considerations, two culture-based schools were established, namely SMP Negeri 3 Banguntapan and SMP Negeri 1 Jetis. Key informants are the principal, teachers, students, and supervisors in each school. Data was collected through interviews, observation, and documentation, while the data analysis technique used the interactive Miles & Huberman model with three stages, namely data reduction, data presentation, and conclusion / verification.

3. Result

3.1 *Conditions for school readiness*

Curriculum readiness. Based on the results of interviews with school supervisors and school principals, as well as existing curriculum documents in schools, character education has been integrated in the curriculum of each school, which is contained in the vision, mission and goals of the school, as well as in the teacher's learning plan. The curriculum used by the school has been validated by the Education Office, so it is suitable for the development of student character values. This is inseparable from the role of the School Board which aggressively "provokes" character education as a runway to strengthen and shape the character of students. The curriculum has adopted character values that are in the guidelines for strengthening character education from the government and is adapted to the local wisdom of school culture. In addition, the school also prepares and implements programs and activities based on noble culture, which are used as a medium for strengthening the character values of students, and involving all residents in the school.

Readiness of Facilities and Infrastructure. The supporting facilities in the character education strengthening program in culture-based schools are relatively sufficient. The availability of supporting funds allocated in School Operational Assistance (BOS) has routinely budgeted a sufficient amount for schools. Several forms of physical facilities that are available include prayer rooms, cultural rooms, gazebos, gamelan instruments, public spaces for posters and cultural knick-knacks, school canteens, green spaces, showrooms, and places for exercising. All forms of supporting facilities and infrastructure for strengthening character education are very useful for the development and strengthening of character values so that they are easily internalized in student behavior in everyday life. For example, the public space for posters is filled with various student works, both in the form of poetry, aphorisms, and batik collages. Several research findings indicate that students and teachers have not optimally used the physical facilities of schools. In addition, program management has not been optimal, so there are several programs and activities that are not carried out routinely.

Readiness of Teachers and Education Personnel. Integrating character education in teacher learning is closely related to how much teachers understand character education. Likewise, best practices in exemplary behavior are closely related to the behavior of all school members, including education personnel. Various workshops and socialization of the character education strengthening program that have been implemented have not fully touched the lower realm, so there are some school members who have not fully understood the character education strengthening program. A school supervisor stated that not all teachers and education personnel were fully involved in implementing the character education strengthening program in schools. This is due to the lack of attention to the importance of character education for the development of student behavior and character. What teachers can do is to be active independently in participating in training or reading guidelines for strengthening character education in order to be able to position themselves as role models in school. This is because the results of education will be more effective if the teacher can act as a figure that students can emulate. Teachers have the power to influence student character, because teachers are able to act as role models for students.

The results of observations and interviews with school principals, teachers, and education personnel who are directly in contact with students, show good behavior at school. However, there are drawbacks, namely that there are still some teachers who arrive late, and there are still some activities that are not implemented optimally. This is due to the density of the curriculum content that must be implemented in a limited period of time.

Implementation of the Strengthening Character Education Program in Learning. The learning process that is relevant to instilling character values in students is to use a learning model that involves students actively. Based on the results of interviews with school principals and vice principals in the field of curriculum, it states that in practice not all teachers have implemented character education in the learning they are teaching, even though the curriculum has included character values that must be developed by the teacher concerned. This is due to many factors, one of which is due to the enormous

content of the material, so that some things are being ruled out. If the learning carried out by the teacher is still like that, then the learning process is carried out only in one direction from the teacher and students receive this information with an extra burden.

The learning process carried out by the teacher should always lead to the formation of student character as a whole. The results of observations and interviews show that teachers who have actually implemented the character values are not yet 100%, if it is considered only about 68%. This is confirmed by the results of interviews with school supervisors, that not all teachers have implemented character education in the learning process. In fact, a pleasant learning experience for students is a very effective medium for instilling character values in students, both through intervention and habituation from the teacher. The active role of the teacher determines the formation of student character, because instilling character values must be clearly programmed through structured activities.

Based on the results of interviews and existing documentation, the implementation of character education in learning in schools has been carried out, although it has not been implemented optimally. This happens because the burden of the teacher in delivering the subject matter is quite a lot, so that the time portion for planting character values is less. To overcome this problem, the school formulates a culture-based school program, as a bridge for teachers to instill character values through various positive activities, such as batik, gamelan, archery, traditional games, and reading literacy which are carried out fifteen minutes before the first hour lesson. started.

3.2 Culture based school program

The development of a culture-based school program aims to introduce students to the cultures of their ancestral heritage, love their ancestral cultures, preserve cultures from their ancestors, and implement cultural values in everyday life. At SMP Negeri 3 Banguntapan, the program is translated into positive activities, including: school bell with Javanese song, playing children's dolanan songs, jemparingan and gobag Sodor, jumenengan, compulsory musical lessons, Javanese culture, extra-curricular traditional batik, panembromo, geguritan, mocapat, the arrangement of Yogyakarta's cultural environment (installation of puppets for each class, Javanese language slogans, batik murals and Yogyakarta culture on the walls and gates, joglo garden gazebo, opening lessons in Javanese), and cultural landing.

Meanwhile, at SMP Negeri 1 Jetis, the program is translated into activities including: morning shaking culture, 5 S culture (Smiles, Greetings, Greetings, Polite and Polite), tadarus Alqur'an, reading the Bible, singing the song Indonesia Raya, the use of music keroncong and folk songs, three-language speech (Indonesian, English, and Javanese), school batik painting, use of traditional clothing, use of gamelan instruments, extra-curricular gamelan, use of Javanese language, cultural corners, traditional games, batik skills, shy culture, and literacy culture.

One of the activities that has a tremendous impact is the culture of morning shaking that is carried out by the teachers with students. Through the culture of morning shaking, the teacher can get to know students more closely and can control the situation of students, especially the daily attitudes and behavior that are shown. Teachers can also check student attendance and ask about the conditions experienced by students, because they are so close between teachers and students at school.

Through the formulated program, not all activities can be carried out, because there are several obstacles experienced by schools, especially after the corona pandemic. During pandemics, the learning process is carried out online, and students learn from home. Even so, culture-based programs and activities to strengthen student character values are still carried out through online learning by inserting into the assignments given by the teacher of each study area, so that they are internalized and firmly integrated into everyday behavior. implemented in a different format.

The strengthening of values in character education at SMP Negeri 3 Banguntapan and SMP Negeri 1 Jetis, Bantul, is carried out by two strategies. The first strategy is carried out inherently in teacher learning activities, while the second strategy is to instill character values through a culture-based school program which is formulated through several activities that are carried out routinely in schools. Before the corona pandemic, schools implemented culture-based school programs smoothly, however after the corona pandemic and students studied at home, all the learning processes changed. The learning program

that had previously been integrated with character education seemed unable to run optimally, because the provision of material online and teachers had difficulty controlling the development of student behavior and character. Even though the school has tried optimally, the character values inherent in learning content cannot be maximized by students because they do not meet face to face directly. This includes the formulated culture-based school programs that cannot be implemented optimally. This program has been carried out regularly for several years with quite encouraging achievements, including musical competitions, prayer competitions, traditional games competitions, and Javanese speech competitions. This activity is carried out as part of the Javanese cultural “nguri-uri” and instilling noble character values, so that they are internalized in the daily behavior and habits of students.

During the corona pandemic and students studying at home, the strengthening of students' character values was carried out in a different format. Programs and activities are carried out online by inserting in student assignments that are done at home. The teacher provides motivation to students through class groups, as well as controlling student assignments and responsibilities within the agreed period between the teacher and students. This process is strengthened by meeting teachers in small groups to discuss student achievements within a certain time and planning the next material and assignments by integrating character values.

However, this program also needs to be reviewed regarding how to restructure this program for learning from home with a clear and measurable structure, both in terms of content, process, evaluation, and implementation feedback. Of course, teachers are at the forefront of determining learning strategies during the corona pandemic so that all subject matter can be conveyed and character values can be integrated and implemented by students properly.

3.3 Program monitoring and evaluation

Monitoring and evaluation is carried out in order to control and control the implementation of the character education strengthening program (PPK) in each school. The task of monitoring and evaluating the KDP program is borne by the school supervisor on duty at the school. Based on interviews and documentation, the implementation of monitoring and evaluation of the KDP program is carried out once a year using the format provided by the local Education Office. Specifically, the objectives of monitoring and evaluation are: 1) to find out how far the KDP program has been implemented by schools, including the support and constraints that exist; 2) knowing how much the KDP program has achieved the school based on the program's key indicators.

3.4 Barriers to implementing the Character Education Strengthening Program (PPK)

There are two main obstacles in implementing character education strengthening programs experienced by schools. First, not all teachers, education staff, and students have awareness and concern for the importance of character education. This is indicated by symptoms, namely that there are still some teachers and education personnel who arrive late and leave earlier than the appointed time, teachers teach not on time, and exemplary that still needs to be improved for all school members. Second, the implementation of the character education strengthening program in the learning process is not optimal, because there are still some teachers who have not implemented it. The document for assessing the attitudes of each teacher is still very simple, so it still needs to be improved. This is because this document will be used as material for assessing the affective aspects of students when they continue their next education level.

4. Conclusion

The readiness of culture-based schools in integrating the character education strengthening program (PPK) is quite good, this can be seen from the curriculum documents and other supporting documents that have integrated the values of character education into the substance therein. The important thing that has not been optimal is the cohesiveness and care of all school members in implementing the character education strengthening program into the implementation of both compulsory and extra-curricular learning.

The support of the School Committee / School Board and the Education Office has been good, this is shown by cooperation and intensive supervision in every activity program implementation in schools. The Education Office periodically monitors and evaluates the implementation of the character education strengthening program through the supervisor of each school using the instruments provided by the Education Office.

5. Discussion

The implementation of the strengthening character education program in schools still needs serious attention, because during the corona pandemic, learning was carried out online, so it was difficult for teachers to control how far the character development of students was while studying at home. This requires a different format and strategy in inculcating character values through learning even though it is done online. Good synergy and collaboration between the school and the parents of students will be a bridge that can help instill character values in students. Another important aspect, teachers must prepare themselves well in mastering the material and the process of implementing online learning. Monitoring and evaluation from the Education Office through school supervisors should be carried out periodically at least once every four months, as well as controlling the course of online learning so that it targets students.

6. Reference

- [1] R. Utami, N. Amalia, H. Prayitno, T. Prihandini, and F. Pradana, "Internalization of character value of social care for madrasah students ibtidaiyah muhammadiyah in education disruption era," no. January, 2019, doi: 10.4108/eai.7-8-2019.2288427.
- [2] S. Handayani and Y. Rosliyah, "internalization of character values through project- based learning , specifically children ' s Song translation," vol. **397**, no. Iclique 2019, pp. 1278–1286, 2020.
- [3] B. Turan, "Smart Board in Mathematics Education, the Use of Cartoon Characters Impact on Student Success," *Procedia - Soc. Behav. Sci.*, vol. **143**, pp. 809–815, 2014, doi: 10.1016/j.sbspro.2014.07.481.
- [4] M. K. Matsuba, T. Murzyn, and D. Hart, *a model of moral identity. Applications for education*, 1st ed., vol. **40**. Elsevier Inc., 2011.
- [5] Juharyanto, "the international of spiritual based characters value in building the culture of education organizations," vol. **1**, no. 1, 2017.
- [6] M. Mislia, A. Mahmud, and D. Manda, "the implementation of character education through scout activities," *Int. Educ. Stud.*, vol. **9**, no. 6, p. 130, 2016, doi: 10.5539/ies.v9n6p130.
- [7] S. Sipiana, A. Suriansyah, and R. Effendi, "the management implementation of character value at junior high school," vol. **2**, no. 3, pp. 204–210, 2020, doi: 10.11594/jk6em.02.03.04.
- [8] H. Hausheer, L. Klages, and W. H. Johnston, "the science of character.," *J. Philos.*, vol. **30**, no. 20, p. 557, 1933, doi: 10.2307/2016365.
- [9] A. Katılmış, H. Ekşi, and C. Öztürk, "efficiency of social studies integrated character education program," *Kuram ve Uygulamada Egit. Bilim.*, vol. **11**, no. 2, pp. 854–859, 2011.
- [10] N. Nurazizah and C. Sutarsih, "implementation character education through school culture," vol. **258**, no. Iceam 2018, pp. 95–98, 2019, doi: 10.2991/icream-18.2019.20.
- [11] L. Silanoi, "the development of teaching pattern for promoting the building up of character education based on sufficiency economy philosophy in thailand," *Procedia - Soc. Behav. Sci.*, vol. **69**, no. Icepsy, pp. 1812–1816, 2012, doi: 10.1016/j.sbspro.2012.12.131.
- [12] F. Rokhman, M. Hum, and A. Syaifudin, "character education for golden generation 2045 (national character building for indonesian golden years)," *Procedia - Soc. Behav. Sci.*, vol. **141**, pp. 1161–1165, 2014, doi: 10.1016/j.sbspro.2014.05.197.
- [13] A. Maftukhah, "value education and character in textbook of PAI and character on junior high school year 2017 (analysis content, implementation and strategy)," *MUDARRISA J. Islam. Educ.*, vol. **9**, no. 2, p. 163, 2018, doi: 10.18326/mdr.v9i2.163-187.
- [14] Y. Şahinkayasi and Ö. Kelleci, "Elementary School Teachers' Views on Values Education,"

- Procedia - Soc. Behav. Sci.*, vol. **93**, pp. 116–120, 2013, doi: 10.1016/j.sbspro.2013.09.162.
- [15] S. Mil, “the effectiveness of the implementation of character education (an evaluation research in state kindergarden, south jakarta),” vol. **58**, pp. 409–415, 2017, doi: 10.2991/icece-16.2017.72.
 - [16] A. Hiroyuki, J. Juliawan, and I. K. Sudarsana, “Internalization values of character education towards the teruna-daha in the medi-median tradition,” *Vidyottama Sanatana Int. J. Hindu Sci. Relig. Stud.*, vol. **2**, no. 2, p. 232, 2018, doi: 10.25078/ijhsrs.v2i2.623.
 - [17] Nur Aisyah and Suratno, “the cultivation of the eeligious values as character forming students,” *EDUTECH J. Educ. Technol.*, vol. **3**, no. 1, pp. 12–19, 2019, doi: 10.29062/edu.v3i1.2.
 - [18] M. W. Berkowitz and A. Bustamante, “using research to set priorities for character education in schools: a global perspective,” *KEDI J. Educ. Policy*, no. SPEC. ISSUE, pp. 7–20, 2013.
 - [19] E. I. Eliasa, “Increasing values of teamwork and responsibility of the students through games : integrating education character in lectures,” *Procedia - Soc. Behav. Sci.*, vol. **123**, pp. 196–203, 2014, doi: 10.1016/j.sbspro.2014.01.1415.
 - [20] M. Feszterova and K. Jomova, “character of innovations in environmental education,” *Procedia - Soc. Behav. Sci.*, vol. **197**, no. February, pp. 1697–1702, 2015, doi: 10.1016/j.sbspro.2015.07.222.

Acknowledgement

Thank you to the Institute for Research and Community Service, Universitas PGRI Yogyakarta, which has provided community service funding support for the 2020 fiscal year.