Evaluation of Character Education Program in SD IT Nurul Madani Bandar Setia

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Abstract

Character education is absolutely necessary, because education essentially cannot be separated from character. The purpose of this study was to evaluate the achievement of the character education program at SDIT Nurul Madani Bandar Setia. The type of research is program evaluation (formative evaluation) with a qualitative approach. Data was collected through observation, interviews and library research. The results showed that the character education project was included in the good category. Data were analyzed using Milles & Huberman data analysis including: data reduction, data presentation, and data verification. The conclusions of this study are: (1) the readiness of SDIT Nurul Madani schools to implement good character education, judging from the curriculum that has integrated character education, but is still lacking in terms of managing supporting infrastructure and many teachers need more knowledge and skills about character education. ; (2) the implementation of character education has not been seen in learning activities; (3) support from the government in socialization or training is still lacking by schools; (4) monitoring and evaluation of character education is still limited to the curriculum and is carried out through fostering supervisors in each school; and (5) the common obstacles faced by schools are the undocumented assessment of student attitudes, the lack of understanding of teachers to implement character education, and the absence of synergy between education at school and education at home.

Keywords: Program Evaluation, Character Building, School

Introduction

Character education has actually been initiated since the founding of the Republic of Indonesia. Since the beginning of independence, Soekarno has expressed the importance of building identity in the nation through the concept of national and character building and Pancasila. The history of the development of Indonesian education also shows efforts to build character through character education, Guidelines for Practicing Pancasila (P4), Pancasila Moral Education (PMP), Citizenship Education, and so on. That is, character education is no longer a new thing in the world of Indonesian education.

Character education is absolutely necessary because the nature of education

cannot be separated from character, as stated by Ki Hajar Dewantara, that education is an effort to advance character (inner strength, character), mind (intellect), and the body of students. Lickona (2004, p.261) explains the purpose of education is to guide students in the process by which they shape themselves as human persons, armed with knowledge and decision-making power, and moral virtues, at the same time, imparting to them a legacy. spirituality of the nation and civilization in which they are involved.

Lickona (2001) Kristiawan (2016) explains the stages of character education in a model known as "components of good character", including; (1) moral knowing or moral knowledge, namely how a person can know what is good and bad. The dimensions included in moral knowing are included in the cognitive domain, including: moral awareness, knowledge of moral values, determination of point of view, moral logic, courage to take a stand, and self-knowledge; (2) moral feeling, which is the strengthening of emotional aspects to become human with character, including, among others: awareness of identity, self-confidence, sensitivity to the suffering of others, love of truth, self-control, and humility; (3) Moral Action is a moral action that is the result of the two moral components that have been described. To be motivated to do good (act morally), it must meet three aspects of character, namely; competencies, desires, and habits. These three components are very important to direct a person to a moral life, because they form what is said to be with moral maturity. This concept is similar to that conveyed by Ki Hajar Dewantara (1962). According to him, the process of internalizing values in students needs to apply the principle of "ngertic, ngroso, and nglakoni", which means understanding, feeling, and doing.

In the character development plan launched by the government, schools as educational units need to be empowered as a strategy. Character education in schools is included in the micro context of character education, parts that include; (1) classroom learning, (2) daily activities at school (school culture), (3) co-curricular and extracurricular activities.

Based on these explanations, it can be concluded that character education is a continuous systematic effort to shape individual personalities so that they have thoughts, feelings, and actions based on the noble norms prevailing in society.

Evaluation of character education programs is carried out by setting certain criteria as guidelines in evaluating character education programs to determine program achievements. These criteria are based on the Guidelines for the Development of National Culture and Character Education by the Ministry of National Education, namely the Implementation of Character Education in KTSP and School and Class Success Indicators in Developing National Culture and Character Education by the Ministry of National Education (2010b, pp.15-18 and pp.25- 30).

Based on these criteria, the research was conducted on; (1) school readiness includes curriculum, supporting infrastructure for character education, and teaching staff; (2) the process of implementing character education programs both in classroom learning and school culture; (3) support provided by the Education Office to school; (4) monitoring and evaluation of the implementation of character education; and (5) obstacles faced in the implementation of character education programs.

Research methods
Types of research

This study uses a qualitative approach with the type of formative evaluation research developed by this study using a qualitative method by collecting interview data for teachers and students at SD IT Nurul Madani. In this study, certain criteria were set as guidelines in evaluating character education programs to determine the program's achievements. These criteria are based on the Ministry of National Education's Guidelines for the Development of National Culture and Character Education.

Research Time and Place

T   he time of the research took place on May 17, 2022 at SDIT Nurul Madani. which is located on Jalan Pendidikan Dusun II Bandar loyal, Percut Sei Tuan District, Deli Serdang Regency. This means that this study only describes the results in the form of data from interviews that have been given to teachers and students of SD IT Nurul Madani.

Data analysis technique

Data analysis used the Miles & Huberman interactive analysis model. Data analysis consists of three stages, namely data reduction, data presentation, and conclusion drawing/verification.

Research Results/Discussion

From School Preparation

In terms of curriculum. A resource person from the Education Office stated that SDIT Nurul Madani Bandar Setia has used an integrated curriculum for character education. This is confirmed by the results of curriculum observations on research subjects which show that character education has been integrated in the formulation of the school's vision, mission, and goals to planning learning in the classroom.

This cannot be separated from the control carried out by the local government. With checks and corrections from the Education Office, at least the school has a curriculum that is in accordance with character education standards. Curriculum readiness is a good basis for the implementation of character education in schools. Ideally, the school makes a value map that has been selected from the first year to the last year and then integrates it into the syllabus and lesson plans.

Infrastructure

In terms of facilities and infrastructure supporting character education. Several facilities to support the implementation of character education in schools include: worship facilities, places for finding lost items, honesty canteens, school rules, attendance records, display of pearls of wisdom, communication and information media, libraries, and cleaning facilities. The results of observations of these facilities and infrastructure indicate that only a small number of facilities are not available at schools, namely the place where lost goods are found and the honesty canteen. There are shortcomings in terms of the management of facilities and infrastructure, namely: utilization that is not optimal and lack of maintenance.

Teacher In terms

of educators, the competence to be able to integrate character education in learning is closely related to the teacher's understanding of character education. This can be fulfilled if the teacher gets enough socialization. A resource person from one of the SDIT school teachers, Nurul Madani, stated that the teachers had received an understanding of character education through socialization from the Education Office.

The results of the researchers' observations on principals and teachers stated that principals and teachers generally showed good attitudes while at school. The only negative thing observed was the problem of poor timing. In some schools, teachers fail to set the right example to always value time. The teacher's habit of arriving late will form a similar habit to students.

The Process of Implementing Character Education in Learning

The cultivation of character values only appears in certain subjects such as Civics, Social Studies, and Javanese because these values are part of the material that must be delivered. Meanwhile, in exact subjects such as Mathematics and Science, it is not seen that the teacher emphasizes certain values. That means, character education has not been fully integrated through learning, most teachers are still focused on delivering material.

Based on the results of interviews, the assessment of student attitudes is still difficult for a number of teachers. The majority of teachers have made observations on the attitudes shown by students, but what is still an obstacle is recording the results of these observations. Ideally, the teacher should have written notes even in a simple form, for example by making anecdotal notes, namely notes that the teacher makes when he sees behavior related to the developed values.

From this condition, it can be seen that character education as a program is very weak in terms of assessment. Schools do not have clear benchmarks on the criteria for assessing student attitudes. In addition, teachers rarely make written attitude assessments. The majority of teachers continue to observe students' attitudes, but they are not recorded.

Monitoring and Evaluation

Monitoring tasks are delegated to school supervisors. Supervisors who will go out in the field to accompany the school and help the school directly when there are obstacles. One of the obstacles in the implementation of monitoring in the field is the location of schools that are spread in every area. Regarding program evaluation, the agency admitted that there had been no detailed evaluation of the implementation of character education in schools. Evaluation is carried out on the completeness of documents such as curriculum.

Obstacles in the Implementation of Character Education Programs

From the results of research in the field, it was found that there were three main problems experienced by schools. First, teacher training regarding character education is still lacking so that many teachers do not fully understand the concept of character education in schools. All principals and teachers who became resource persons agreed that character education training is still very necessary to continue.

Second, the implementation of character education is still weak in the documentation of student attitude assessment. All subject schools do not have written records of observations on student attitudes, so there is no basis for schools to make conclusions about the achievement of the score indicators possessed by students. In this case, it is clear that the administration that contains the report on character values cannot be fulfilled by the school.

Third, there is a possible gap between the education provided by schools and education at home. In order for every educational implementation to run effectively, schools need to be supported by every existing social element, one of which is the family. This can be achieved if education in schools is carried out by building partnership relationships with families. The goal is to build synergy by involving parents or families in instilling character habituation in children in the home and surrounding environment.

Conclusions and suggestions

The readiness of the SDIT Nurul Madani school in implementing the character education program is considered good based on the curriculum that has been integrated with character education. School unpreparedness is shown in the

management of supporting facilities and infrastructure for character education, including utilization and maintenance that are not yet optimal. Most educators do not have a clear understanding of character education programs and their implementation in schools.

The evaluation carried out by the Deli Serdang Regency Education Office was limited to administrative completeness (curriculum), there was no evaluation to measure the overall achievement of the character education program.

Monitoring is carried out by school supervisors but there are only one or two supervisory personnel per sub-district which is very low compared to the number of schools.

The main obstacles faced by schools while implementing character education are: character education training which is still lacking by the school, the absence of attitude assessment documentation, the gap between education at school and education at home so that it hinders the formation of student character.

Suggestions (presented for building schools)

Starting from planning, every planning and goal of character education must be socialized to all school members so as to create a complete understanding and have a shared commitment in building the character of all school members. Thus, character education can be carried out synergistically to create a school culture that has character and can be maintained as a school specialty.

Schools need to improve the management system for supporting facilities and infrastructure for character education, including optimal utilization and maintenance involving all school members. Thus, the function of supporting facilities and infrastructure for character education will be more effective.

Effective learning in educating students' character is learning that provides opportunities for students to think, be creative, and interact optimally. Therefore, every teacher must provide student-centered learning, namely active and fun learning. The principal has the authority to assess teacher performance so that he can reprimand the teacher if he finds a discrepancy.

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