Evaluation of the Educational Programme of Character in the School of SD IT Ummi Aisyah

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ABSTRACT
Program evaluation is an assessment of the results of efforts to address and solve problems used in policies and programmes. Implementation Character Education aims to improve the quality of education leading to the process of achieving the formation of the character of the student in an integral, integrated, and balanced manner, according to the standards of competence of graduates. Character education evaluation is aimed at the cultivation of values within students and the renewal of a common lifestyle that appreciates individual freedom. This research aims to find out the evaluation of character education programmes at SD IT Ummi Aisyah. This research uses descriptive research methods with a qualitative approach. Evaluation of character education programmes is carried out to provide reinforcement, improvement and measure the successful implementation of the character education programme implemented by the educational organizers.

INTRODUCTION

Character education is vital to fulfilling educational goals, such as redirecting behaviour toward positive behavior. The moral character of children in this country is greatly declining and worrying especially because of global influence. (Reni Apriani & Anriani, 2024).

A person's character is influenced by environmental and genetic factors. A person's character is reflected in everyday behavior. Character education involves not only the cultivation of value to the pupils, but also a collective effort to create a moral educational environment. The success of character education in an educational institution cannot be measured as easily as the assessment of the academic skills of the student. In character education, the behavior of the student is judged not their knowledge (Nur DS, 2021).

Character education has actually been applied to learning in schools for a long time, mainly through religious education and citizenship education. However, the implementation is still not maximum because character education is not just memorizing the test material and answering the questions techniques. Character education requires refinement. The habit of doing good, being honest, courageous, embarrassed, deceitful, lazy, and letting the environment be filthy. Character education is the process of transforming the values of life embedded in a person's personality to become part of his behavior. There are three important ideas: the transformation of values, the cultivation in personality, and the integration in behaviour. (Solehat & Ramadan, 2021).

The symptoms of a moral crisis in the society have prompted the Indonesian Government to re-enrich character education through the National Policy for Character Development of the Nation 2010-2025. The program is a government-led effort to revitalize education that involves all aspects of life, including families, educational institutions, and society. Character-based education was subsequently promoted as a national movement starting in the 2011/2012 academic year, covering early childhood education (PAUD) to college, as well as non-formal and informal education. (Syafira et al., 2022).

In achieving the goal of character education, the role of the teacher is crucial in managing character education effectively, creating an atmosphere conducive to the development of desired character values. It is not only about attaching concepts to a particular subject to gain recognition that character education has been implemented, but must have a significant impact on the personality of the student. (Daud et al., 2023).

Teachers in the age of globalization must be able to equip students with praised values that are not only taught, but also instilled through customization and equality. This is important because the progress of modern times is so easily influenced and shifts the values of both characters from pupils into characters that do not conform to norms. The task of teachers is not only to transfer knowledge, but also values and skills. Thus, the goal of national education to realize Indonesian humanity in its entirety through the development of the hearts, minds, feelings, and physical skills of students who have the ability to compete in the face of global challenges will be achieved. (Nur DS, 2021).

Research shows that SD IT Ummi Aisyah is a school that truly applies character education, proved by the presence of several programs and activities that can cultivate character in pupils. Although the character education program in the school has gone well, there are still some aspects that are missing attention. Therefore, as a leader, the head of the school immediately followed up this by socializing the teachers and parents of the students at a certain time to support the successful implementation of character education for the students.

In program implementation, evaluation is an important step. The evaluation allows us to see to what extent the program is successful and whether the objectives of the program have been achieved. These evaluations help in identifying things that need to be improved and can also motivate students and teachers to be more enthusiastic so that the program can run according to shared expectations. (Nurhayani & Yaswinda, 2020).

These criteria are based on the Guidelines for the Development of Cultural Education and the Character of Nations by the Ministry of Education and Culture (Kemendikbud), focusing mainly on the implementation of character education and indicators of school and class success in the development of cultural education and the character of nations. (I. Nasution et al., 2023).

Based on the above explanation, the purpose of this study is to explain (1) the level of school readiness, (2) the efforts to form a school culture, (3) the implementation of character education programmes in learning, and (4) the obstacles encountered in implementing character education programs.

RESEARCH METHODE

This research aims to find out how evaluation of character education programmes in SD IT Ummi Aisyah. This study uses descriptive research methods with a qualitative approach, i.e. research procedures that can generate describing data in the form of written or written words from respondents or from people whose behavior is observed. As for the data-gathering technique in this study, it's an interview. This research was conducted at the Ummi Aisyah IT SD. Interviews were conducted with sources at the school to find out about school preparedness, implementation processes, and obstacles encountered in character education programmes. The interviews were also conducted to the head of school and some teachers to know about the education practice of the nursing home in general at the SD IT Ummi Aisyah and how much government support is associated with the implementation of character education programs. This study describes a variety of things related to the focus of the problem being studied.

RESULT AND DISCUSSION
School Preparedness

All nations want a young generation of character, and character education is the key. The school has an important task as an educational centre to instill the values of dignity and noble dignity in children. Therefore, the evaluation of the school's readiness to implement a character education programme is an important step. It is done to ensure that the program is running well and achieving its objectives. This evaluation can be done in the context of school readiness by evaluating the school's ability to

develop and implement character education programmes. (Z. Nasution, 2019). Some factors can be used to assess school performance, such as:

1) Human resource readiness

   Castetter argues that human resources refers to individuals that include school staff and people who play a role in operations on the school system. (Hadijaya, 2020). From the results of interviews conducted at SD IT school, UMMI AISYAH showed that teachers and staff at this school have a good understanding of character education where teachers are the leading guards in instilling the values of nobleness and dignity to the pupils. For example, the implementation of teachers and school staff education is to always apply a culture of greeting, attendance, politeness and courtesy in interaction.

2) Curriculum Implementation

   Nigley and Evan say that the curriculum is all experiences designed by the institution to help students academic success (Kurniati et al., 2022). From the results of an interview conducted at an IT school, UMMI AISYAH showed that the curriculum has been implemented clearly into the character education content, which demonstrates the school's commitment to instill the values of dignity and noble morality in their children, in accordance with the national educational goals. Character education is included in the curriculum, e.g. included in lessons such as honesty in religion, and responsibility in mathematics. Besides, out-of-school activities, such as flag ceremonies, and religious activities, can be a means of fostering character values such as tolerance, discipline, and leadership.

3) Parental support

   Building solid communication and cooperation with parents is the key to successful implementation of character education programmes in schools. From the results of the interview conducted at the school of SD IT UMMI AISYAH showed that it has been conducted well, i.e. communication and cooperation with parents. For example, they have been communicating with parents through WhatsApp or Telegram groups and have also held live meetings with parents to discuss their child's character development at home and at school. In addition, provide information to parents about school character education programmes.

Formation of the School Culture

According to Zamroni (2011: 111), School culture includes patterns of values, principles, traditions, and customs formed in the course of educational organization. The school culture is very important to a school because it allows the school to adapt to different environments, grow, develop, and produce individuals with positive character. To this, schools must have a basic assumption pattern that is the guideline for all school citizens. Zamroni also emphasized that school culture can be typical habits formed through school programmes, such as activities, rituals, and traditions, which are

managed to the maximum to support the regular behavior of school citizens (Arimbi & Minsih, 2022).

Schools must instill core values in students from an early age, so that they will be able to practice them in real life in society-regardless of their profession. According to Kohlberg, "Wanted to see people advance to the highest possible stage of moral thought (Musfah et al., 1992).

A strongly formed school culture can be a first step in the formation of character, both for students and for school citizens. There are various character values that can be reflected in the presence of school culture. Kemdiknas has formulated in the development of cultural education and student character, which can be developed in each individual is; Love of Peace, Friendly/Communicative, Love of the homeland and National Spirit, Environment, Careful, Honest, Appreciating an Achievement, Self-reliant, Tolerant, Disciplined, Religious, Responsible, Lovely Reading, Creative, Hard Working, Curiosity, Social Care, Democratic.

Academic culture

A strong school culture can be an effective basis in developing the character of students and school citizens. Various character values such as Love of Peace, Friendly/Communicative, Love of Motherland and National Spirit, Environment, Carefulness, Honesty, Appreciation of an Achievement, Self-reliance, Tolerance, Discipline, Religiousness, Responsibility, Readiness, Creativity, Hard Work, Curiosity, Social Care, and Democracy can be developed through a strongly formed school culture.

Social culture

Social culture is the attitude of how individuals interact and relate to other individuals or within a group and how each social unit or group in a region is organized and how it relates to each other. According to Efianingrum, it is mentioned that social culture has an influence on psychological and emotional orientation. In some circumstances, schools with a high level of optimism will have a positive, encouraging, appreciative, and enthusiastic school climate. On the contrary, schools that are always pessimistic, negative cultures and inproductive and negative social environments will flourish in them. This is in line with research by DeWit, who mentioned that students who implement a negative culture in schools are at risk of developing various mental disorders and health and behavioral problems. This disorder can be contagious to peers, this transmission has a negative impact on the student's self-esteem, learning and peers. This can be prevented by providing positive culture and moral support from the environment, whether it be from teachers, parents, or peers. (Pramana & Trihantoyo, 2021).

Culture of Democracy

According to Hanifah, the culture of democracy shows a diversity of life that facilitates differences to build a common progress within the sphere of the nation or group. This culture is far from a pattern of discrimination and unreasonable obedience to superiors. School citizens are always transparent and objective in every decision or action. A culture of democracy can be seen in appreciation and decision-making, as well as a comprehensive understanding of the rights and duties of others, themselves, the nation and the country.

The school culture is a means of instilling the religious character of the pupils. The formation of a religious character involves all the components of the school, including school citizens, facilities, and school norms. Value and character education not only focuses on attitude, but also prioritizes knowledge and skill aspects. Attitude, knowledge, and skills are mutually supportive between one aspect and the other aspects aimed at shaping the intelligence and character of the child. Character education is an attitude that includes several aspects including knowledge, feelings, and actions. School culture or school culture is the beliefs, values, and norms, as well as habits that have been pursued by all school citizens over a long period of time. School culture means someone who behaves according to their values and reflects the purpose at school. Culture is the product of travel, as well as a product of the interaction of the various abilities that come into school, and school culture has a dynamic nature, belonging to school citizens.

The technique of school culture formation consists of developing values, developing technical order, development of social order, the development of school characteristics around students, and evaluating school culture. The values developed by educators are the values of religion, humour, cooperation, tolerance, responsibility, honesty, hygiene, and order. (Huda et al., 2021).

School culture is one of the external factors shaping disciplinary behavior of students at school. The school culture in fact shapes the character one of which is discipline. In order to shape a school culture, it is essential that consensus with all existing school citizens becomes the norm of behavior for every person who has values, customs and habits of both positive and negative nature. School cultural values that are usually developed are leadership, solidarity, hospitality, tolerance, discipline, hard work, environmental care, nationality, etc.

The great influence of school culture on the formation of disciplinary behavior suggests that school culture is an important component in achieving the goal of character education. It is reinforced by the results of research by Andari and Hongboontri & Keawkhong showing that the culture of school influences character formation in school. Some of the efforts that can be made in shaping disciplinary behavior of students in school are through activities in the development of school

culture such as the cultivation of compatibility, the cultivating of spontaneous, the creation of routine and the conditioning. An attempt to enhance a positive school culture will then have a lot of positive impact is to improve academic, social and behavioral results for all students. (Alfansyur et al., 2021).

Process of Implementation of Character Education in Learning

In the development of the character of the nation, which leads to the dignity of the workers and the improvement of noble morals, in a meeting of the leadership of the Ministry of National Education, directly led by Mendiknas, it was stated that every educational unit from Kindergarten (TK) to college (PT) should have an important role as a positive viral agent to the character and culture of the people. Moreover, Mendikknas said that no one denies the importance of the nature and culture, but much more important how to organize its systematics so that the pupils can be more characterized and more culturally.

One of the goals is to develop the ability of the student to judge good and bad in a thing, to be able to nurture what is good, and to realize that good in the behavior of everyday life. The cultivation of character values in the educational process is expected to form a harmony between the students, the environment, and the surrounding community. Through the implementation of character education in class activities, students are expected to incorporate six character values, including obedience behavior, honesty, discipline, responsibility, care, and cooperation. Honest conduct in class, observed when the student is given the test, whether he tries to work on his own, working with his own abilities, not stumbling at the time of the test. (Zendrato et al., 2020).

Truth Character education is more important than moral education because it teaches students not only how to deal with good and bad problems but also how to form habits that lead to good things in life, making students more conscious and knowledgeable. as well as interest and determination to do good in everyday life Education character is very broad, not only related to moral values, but also related to values in society. Character education depends on the education of values so that individuals can communicate well and help other individuals to live according to their freedom. Character education is the process of guiding the student into a whole human being with character in the dimensions of heart, mind, taste, and mind in the context of Islamic thought. The education of this character can be called the education of value, education of goodwill, education for goodwills, or education of badwill (Parepare, n.d.).

There is a problem with the implementation of character education in schools, i.e. (1) Teachers' training on character education is still underestimated so that many teachers do not fully understand the concept of character learning in schools. Character education training for the head of school and teachers is still very much needed to be done; (2) The character education implementation is still weak in student attitude

evaluation documentation. Not all teachers have written records of the results of observations of student attitudes, so there is no basis for making conclusions about the achievement of attitude value indicators related to character values. Teacher also has difficulties because each student has different character achievements. In this case, it is clear that the administration that contains the character values report cannot be met by the school; (3) there is a possible gap between the education given at school and the education at home. In order for any educational arrangement to work effectively, the school needs to be supported by the family. The school builds partnerships with the family. The goal is to build synergies by involving parents or families in instilling character habits in children in their home and surroundings (Parepare, n.d.).

Difficulties in the Implementation of Character Education Programmes

From the results of the field research, there are three main problems that the school is experiencing. First, teachers' training in character education is still felt to be inadequate so many teachers do not fully understand the concept of character education in schools. All the heads of schools and teachers who became sources agree that character education training is still very necessary to continue.

Second, the implementation of character education is still weak in student attitude assessment documentation. Schools do not have a written record of observations of student attitudes, so there is no basis for school to draw conclusions about the achievement of the student's value indicators.

Thirdly, there is a possible gap between education given at school and education at home. In order for any education to work effectively, schools need to be supported by every social element that exists, one of which is the family. This can be achieved when education in schools is done by building partnerships with the family. The goal is to build synergies by involving parents or families in instilling character habits in children in their home and surroundings (Darmayanti & Wibowo, 2014).

Implementation of the PPK (Character Education Program) through practice activities in SD IT UMMI AISYAH has supporting and inhibiting things are the same. However, indeed from different points of view and problems. As with the inhibitor factor:

1. Loose commitment of the teacher in performing his role can also loosen the seriousness of the pupils in carrying out the activities of training,
2. Lack of care of the student guardian also makes pupils have no motivation in conducting the activities in the school.
3. The lack of awareness of pupils to the implementation, because it is not all pupils can be ordered when there is no supervision. (Nurabadi, 2018)

Efforts to overcome obstacle factors in the implementation of character education programmes in SD IT UMMI AISYAH among other things as follows:

1. To engage in communication and coordination intensively all school citizens and is expected to be a guide or example
2. To communicate with parents of students, school committees and directors about student development
3. To provide advice and understanding to students by adding activities related to the cultivation of values of character. (Askal et al., 2018)

CONCLUSION

This evaluation can be done in the context of school readiness by evaluating the school's ability to develop and implement character education programmes. (Z. Nasution, 2019). Several factors can be used to assess school performance, such as: 1) Human resource readiness, 2) Curriculum implementation, 3) Parent support. The school culture is a means of instilling the religious character of the pupils. The formation of a religious character involves all the components of the school, including school citizens, facilities, and school norms. Value and character education not only focuses on attitude, but also prioritizes knowledge and skill aspects. Attitude, knowledge, and skills are mutually supportive between one aspect and the other aspects aimed at shaping the intelligence and character of the child. The cultivation of character values in the educational process is expected to form a harmony between the students, the environment, and the surrounding community.

Three main problems the school is experiencing. First, teachers' training in character education is still underestimated so many teachers do not fully understand the concept of character education in schools. Second, the implementation of character training is still weak in the documentation of student attitude assessment. Third, there is a possible gap between education given at school and education at home.

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