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The Evaluation of Implementation Strengthening Character Education's Program at Junior High School in Sorong Regency

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Abstract

Strengthening Character Education (*PPK*) is one of the Nawacita points that was proclaimed so that the national character education process must be carried out actively by education providers in developing the learning process by carrying out the process of internalization and appreciation of the character values reflected in the curriculum. This research aims to determine teachers' understanding regarding the Strengthening Character Education program, implementation, and results of the *PPK* program in mathematics subjects at Sorong Regency Middle Schools, Southwest Papua, Indonesia. This was evaluation research using Stake's Countenance Evaluation Model. The research subjects were all junior high school teachers and students in Sorong Regency. The research sample was determined using the purposive sampling technique. Three schools were selected from all junior high schools in Sorong Regency, one each with A, B, and C accreditation, with a total sample of 695 consisting of 648 students and 47 teachers. The evaluation of program implementation was reviewed based on teachers' understanding, implementation, and results of implementing the *PPK* program. Data collection was carried out through documentation, interviews, and questionnaires. The study showed that 1) teachers' understanding and planning regarding the *PPK* in mathematics subjects is in the good category; and 2) the implementation of the *PPK* in mathematics subjects is still not running optimally. These results can be used to recommend improvements to the character education program.

Keywords: Evaluation program, *PPK*, strengthening character education

INTRODUCTION

Strengthening Character Education (*PPK*) is one of the Nawacita points launched by President Joko Widodo through the National Mental Revolution Movement (GNRM). *PPK* is in line with the mandate of Law Number 20 of 2003 concerning the National Education System. The nation's character education process must be carried out actively by education providers in developing the learning process by carrying out the process of internalization and appreciation of the character values reflected in the curriculum (Irawatie et al., 2019). Ironically, news from the mass media shows that many school-age children commit acts that lead to a moral/character crisis, such as brawls, violence, bullying, drugs, crime, pornography, and so on. The Indonesian Child Protection Commission (KPAI) has received complaints of 4,683 child cases during 2022 which are still considered high (KPAI, 2022). The trend of increasing the number of child cases is shown in the Table 1.

Table 1. Child Case Complaints 2018 – 2022

Year	2018	2019	2020	2021	2022
Amount	4,885	4,369	6,519	5,953	4,683

(KPAI, 2022)

From the KPAI report, in 2022 there will be 5 major child complaint cases which are quite worrying and indicate weak character, including those related to children dealing directly with the law, related to family and upbringing, children's cases related to pornography and cyber crime, children's cases related to education such as brawls and bullyin, as well as cases of children related to health and drugs. Other data from the Sorong

Regency regional police also stated that junior high school students were involved in fights and acts of mischief on the street, related to drug cases and drug trafficking, and many junior high school students in Sorong Regency even had to drop out of school due to being pregnant out of wedlock (Darmayanti & Wibowo, 2014). Initial findings of the implementation of *PPK* include that there are still many cases that lead to a moral crisis, namely juvenile delinquency, public perception that the *PPK* program has not been successful in overcoming the problem of juvenile delinquency, so there is a need for a study and evaluation of the implementation of character education in learning in junior high schools in Sorong Regency with the hope that character education has been implemented based on the expected principles and provisions.

Character education is an educational process that emphasizes the development and formation of morals, character, good or positive traits in students so that students understand, care about and act on the character education values so that they become better students. Effective and comprehensive character education in schools includes three design bases in its programming. The three bases are class base, school culture base and community base (Albertus, 2010; Muslich, 2011. Furthermore, the Strengthening Character Education program aims to equip students as the 2045 golden generation with the spirit of Pancasila and good Character Education to face the dynamics of change in the future (Peraturan Presiden Republik Indonesia No 87 Tahun 2017). Pancasila values in character education that need to be instilled in students include: religious, honest, tolerant, disciplined, working hard, creative, independent, democratic, curiosity, national spirit, love of the country, respect for achievements, communicative, love of peace, like to read, environmental care, social care, and responsibility.

Evaluation of educational policy is an important thing to do, policy in the world of education is a public policy. This means that educational policies in the field of education function to solve a problem (Bakry, 2010). Educational policy evaluation is the process of identifying educational problems, or knowing and assessing whether an educational program has achieved its objectives, by comparing the specified criteria or objectives to be achieved with the results that have been achieved. The results of the evaluation are information that can be used to determine program sustainability, program improvement or program termination. In implementing the character education policy, there needs to be support from all school members, including principals, teachers, parents, school committees, employees and students (Annisa, 2018). The success of a program or activity can be determined by conducting an evaluation. Program evaluation is a series of activities carried out to see the level of program success (Arikunto, 2012). Conducting program evaluation is an activity to find out how high the level of success of the planned activities is. The purpose of holding a program evaluation is to determine the achievement of program objectives by knowing the implementation of program activities, because the program evaluator knows which program components and sub-components have not been implemented and why. Therefore, before carrying out the evaluation, the evaluator needs to clarify the objectives of the program to be evaluated (West Java, 2014). In program evaluation, the implementer (evaluator) wants to know the level of achievement of the program and if the objectives have not been achieved the implementer (evaluator) wants to know where the deficiencies are and why. The results are used to determine follow-up actions or decisions to be taken. In program evaluation activities, indicators are a guide to determine the success or failure of an activity.

One evaluation model that is quite relevant to this research is the Stake's Countenance evaluation model. The Stake's Countenance evaluation model will evaluate starting from planning, process to the end, so

that the research problem formulation that wants to know how teachers understand, plan for the program, how it is implemented and the results of implementing the *PPK* program in subjects will be answered. This evaluation model consists of two matrices, a description matrix and a consideration matrix (Lukum, 2015). With these two matrices, the Stake's Countenance evaluation model provides a description and consideration of the Strengthening Character Education program for students in Sorong Regency Middle Schools. The consideration phase is a phase for reviewing and measuring the results of program implementation, then it can be determined what follow-up actions should be taken by teachers and the government in implementing the program (Af'idah & Jaedun, 2020). The components of the description matrix include the category of objectives (intense) and observations, while the consideration matrix consists of antecedents, transactions, and outcomes.

The formulation of the problem in this research is: (1) What is the teacher's understanding regarding the *PPK* program for the eyes at Sorong Regency Middle School?; (2) How is the implementation of the program to strengthen character education in the eyes of SMP Negeri Sorong?; (3) What are the results of the implementation of the character education strengthening program for the eyes in the Sorong Regency Middle School?

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METHOD

This research is an evaluation research using Stake's Countenance Model. An evaluation was carried out on the implementation of the *PPK* program at the Middle School in Sorong Regency, Southwest Papua. This research approach is descriptive quantitative. The evaluation model used is the Stake's Countenance Model (Stake 1967 in Muh. Ansar et al., 2021). The stages of program evaluation are described as Figure 1.

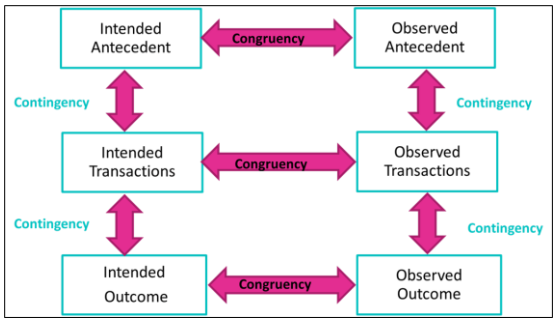

Figure 1. Stake's Countenance Model's Program Evaluation Flowchart

The Stake's Countenance Model emphasizes two main things like making descriptions and judgments. These two main things are obtained through the evaluation stages, such as: (a) Preliminary Stage (Antecedent), the teacher's understanding of the *PPK* program; (b) The Process (Transaction) Stage, a description of the implementation of the program to strengthen character education in subjects at Sorong Regency Middle School; (c) Outcomes stage, the way to measure the results of implementing a program to strengthen character education in subjects at SMP, Sorong Regency. the results of the observations will be compared with the standards in the consideration/judgment column to determine suitability. If there is no conformity with existing standards, then further consideration will be given regarding the implementation of *PPK*. Considerations can be used to make decisions/policies by other parties. Giving consideration to this study by using ideal standards, for example the desired standards/criteria according to *PPK* demands. Next, we also look at possible relationships between stages. The countenance Stake's Countenance evaluation model procedure consists of four steps, see Figure 2.

The population of this study were all junior high school (JHS) students in Sorong Regency. The sampling technique in this research used a purposive sampling technique, namely a sampling technique based on certain considerations. From all junior high schools in Sorong Regency, 3 schools were selected, one

school each with A, B and C accreditation, see Table 2.

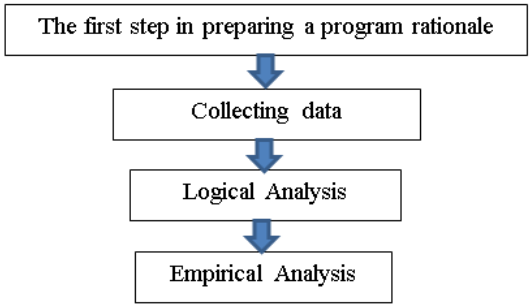

Figure 2. Flow Diagram of Program Evaluation Procedures

Table 2. Research Sample

School Name (Pseudonym)	School Accredi-tation	Number of Students	Number of Teachers
JHS X	A	292	20
JHS Y	B	224	17
JHS Z	C	132	10
Amount		648	47

Data collection techniques in this research used documentation, interviews and questionnaires. The data collection instruments used were instruments for understanding and implementing *PPK* as well as instruments resulting from the *PPK*. The instrument in the research is a questionnaire with a Likert scale rating with a score of 1 = Very Poor, 2 = Poor, 3 = Fairly Good, 4 = Good, and 5 = Very Good.

The validity in this study used content validity with the Gregory index, then continued with construct validity using the EFA (Explonatory Factor Analysis) validity technique. Content validity assessment using the Gregory Index was obtained based on the results of assessing item relevance with 2 expert indicators (Gregory, 2014). Relevance scores range from 1 – 4. Score 1 is for assessing irrelevant items, score 2 is less relevant, score 3 is quite relevant, and score 4 is very relevant. The expert agreement index for content validity will be calculated using the Table 3.

Table 3. Gregory Index Contingency

		Rater 1	
		Weak	Strong
Rater 2	Weak	A	B
	Strong	C	D

(Retnawati, 2016)

with A = Both Raters disagree, B = Rater 1 agrees and Rater 2 disagrees, C = Rater 1 disagrees and Rater 2 Agrees, and D = Both Raters agree.

In this study, two questionnaires were used, one questionnaire was aimed at measuring student character, and the other questionnaire was addressed to teachers to measure teachers' understanding of the *PPK*. Each questionnaire contains positive and negative questions to make the questionnaire ideal. Construct validity in this research was carried out using Confirmatory Factor Analysis (CFA). Confirmatory factor analysis was carried out by looking at the T-Value and Standardized Loading Factor values. Variables are valid if 2 of the 3 criteria are met which are a measure of suitability, namely the RMSEA value < 0.08, the Chi-Square obtained has a probability of > 0.05 and the Goodness of Fit Index > 0.90 (Suranto et al., 2014).

There are two types of instrument reliability in this research, namely the inter-rater reliability test and the reliability test using the Alpha Cronbach formula. Reliability test results of the teacher questionnaire used the Cohen's Kappa inter-rater reliability test, namely looking for agreement between two experts in assessing the research questionnaire (Handayani et al., 2017) with categorization of inter-rater reliability level < 0.00 = Very Low, 0.00 – 0.20 = Low, 0.21 – 0.40 = Fair, 0.41 – 0.60 = Good, 0.61 – 0 .80 = Very Good, and .81 – 1.00 = Almost Perfect (Prihatini et al., 2013). The results of the student questionnaire test used the Alpha Cronbach formula with an interpretation of the reliability coefficient α with intervals 0.00 – 0.199 = Very Low, 0.20 – 0.399 = Low, 0.40 – 0.599 = Moderate, 0.60 –

0.799 = Strong, 0.80 – 1.00 = Very Strong (Sugiyono, 2018).

Data analysis in this research was carried out in a qualitative descriptive manner. Qualitative data were analyzed using thematic analysis, namely comparing data at three stages of stake, namely: antecedent, transaction, and outcomes in the description matrix with the standards in the consideration matrix, then it was concluded. In this thematic analysis, an analysis flow is followed which consists of data collection, data reduction and verification conclusions.

The assessment data was analyzed using descriptive statistics. Data in the form of numbers will be processed and then described with the help of statistical software. After obtaining the score questionnaire data, then the criteria values scores are calculated so that they can be categorized. The formula for finding the criteria score is as follows:

$$\text{Criteria Score} = \frac{\text{answer scale value}}{\text{largest answer scale value}} \times 100 \quad (1)$$

The results of the analysis will then be categorized as shows in Table 4.

Table 4. *PPK* Criteria

Score	Category
<21	Very less good
21–40	Not good
41–60	Pretty good
61–80	Good
81–100	Very good

(Ananda & Rafida, 2017)

The percentage achievement score shows how much program implementation can be achieved. The percentage score is then used to describe the conformity between the established learning process standards and the results found in the field.

RESULTS AND DISCUSSION

This research was conducted at junior high schools in Sorong Regency, namely SMP Negeri 2 Sorong Regency, SMP PGRI Salawati Sorong Regency, and SMP IT Al Ikhtiar Sorong Regency. There are two descriptions of the results of the questionnaire on understanding and implementation of the character education strengthening program, namely the first is the data from the results of the questionnaire instrument aimed at teachers and the second is the questionnaire aimed at students. The research questionnaire aimed at teachers, from the 3 schools tested the results of teacher responses are shown in the Table 5.

Table 5. Data on the Results of Understanding and Implementation of the *PPK* Program

Aspect	Indicator	$\overline{X_i}$	$\overline{X_A}$	*S*
Teachers' understanding of the *PPK* Program	A	3.66	3.76	0.92
	B	3.53		
	C	4.07		
Planning	D	3.66	3.66	0.77
PPK Program implementation	E	3.72	3.90	1.02
	F	4.09		

Based on the Table 5, it can be seen that the mean or average for each aspect shows that the average aspect of teachers' understanding of the *PPK* program is 3.76, the planning aspect is 3.66, and the implementation aspect of the *PPK* program is 3.90. The standard deviation for each aspect shows that the standard deviation in the teacher understanding aspect of the *PPK* program is 0.92, in the planning aspect it is 0.77, and in the implementation aspect of the *PPK* program it is 1.02. For the mean or average of each indicator, the data obtained for the first indicator is not knowing the objectives of the *PPK* program, which is 3.66, indicator B, knowing the character values that must be applied to the subject, is 3.53, the average for indicator C is choosing learning activities. associated with character values of 4.07,

From the results of the questionnaire calculation, the teacher's understanding of the character education strengthening program was 75.2, which was in the good category, for planning, the result was 73.2, which was in the good category, and for the implementation of the *PPK* program, the result was 78, which was also in the good category. This shows that the

teachers' understanding and planning are in the Good category, the teachers do not have a deep understanding of the *PPK* program. Some teachers only know that the program must be implemented, but do not understand in detail what characteristics must be taught to students, while each subject has different characteristics that must be taught.

Next is data about questionnaires aimed at students. Research questionnaire for students from 3 research sample schools. The results of student responses are shown in Table 6.

Table 6. Data on Student Character Results

Character Value	$\bar{x}$	s	Category
Religious	2.72	1.09	Good
Honest	2.77	1.01	Good
Tolerance	2.88	1.09	Good
Discipline	2.78	0.95	Good
Hard work	2.90	1.09	Good
Creative	2.98	1.01	Good
Independent	2.84	0.95	Good
Democratic	2.68	0.95	Good
Curiosity	2.92	1.09	Good
Spirit of nationality	2.72	1.16	Good
Homeland love	2.84	1.06	Good
Rewarding-Achievement	3.00	1.03	Good
Communicative	2.65	1.23	Good
Love peace	2.70	1.13	Good
Like to read	2.61	1.12	Good
Environmental care	3.09	1.01	Good
Social care	2.73	1.03	Good
Responsibility	2.52	1.00	Good

Based on the Table 6, the religious character value has an average score of 2.72 and a standard deviation of 1.09. The honest character value has an average score of 2.77 and a standard deviation of 1.01. The tolerance character value has an average score of 2.88 and a standard deviation of 1.09. The discipline character value has an average score of 2.78 and a standard deviation of 0.95. The character value of hard work has an average score of 2.90 and a standard deviation of 1.09. The creative character value has an average score of 2.98 and a standard deviation of 1.01.

For the next students' character results the researcher would present the independent character value that has an average score of 2.84 and a standard deviation of 0.95. About the democratic character value has an average score of 2.68 and a standard deviation of 0.95. For the character value of curiosity has an average score of 2.92 and a standard deviation of 1.09, and also the national spirit character value has an average score of 2.72 and a standard deviation of 1.16. Next, the character value of love for one's country has an average score of 2.84 and a standard deviation of 1.06. Then, the character value of respecting achievement has an average score of 3.00 and a standard deviation of 1.03, and for the communicative character value has an average score of 2.65 and a standard deviation of 1.23. Afterward, the peace-loving character value has an average score of 2.70 and a standard deviation of 1.13. The character value of liking to read has an average score of 2.61 and a standard deviation of 1.12. Furthermore, the character value of caring for the environment has an average score of 3.09 and a standard deviation of 1.01, also the social care character value has an average score of 2.73 and a standard deviation of 1.03. And for the final character value of responsibility, it has an average score of 2.52 and a standard deviation of 1.00.

The last six students' character result that would be explained are communicative character values have an average score of 2.65 and a standard deviation of 1.23. Next, peace-loving character values have an average score of 2.70 and a standard deviation of 1.13. Then, the character value of fond of reading has an average score of 2.61 and a standard deviation of 1.12. Afterward, the character value of caring for the environment has an average score of 3.09 and a standard deviation of 1.01 but for the social care character value has an average score of 2.73 and a standard deviation of 1.03. For the final character value, responsibility has an average score of 2.52 and a standard deviation of 1.00.

After measuring the character values taught, it can be seen that students have different character values. The categorization based on the assessment table shows that all character values are in the good category. If the teacher is able to understand the program in depth, then it is likely that students will have characters that are in accordance with the objectives of the program.

The evaluation model used in this study is the Stake's Countenance Model. Each evaluation stage is presented in the Stake's Countenance Model matrix, program components are grouped according to antecedents, transactions and outcomes, then congruence and contingency are analyzed.

Antecedent Components

The counting matrix of antecedent component is can be seen in Table 7.

Table 7. Counting Matrix of Antecedent Components

Standard	Description	Judgments
Lesson plan components in accordance with the standard learning process include: (a) school identity; (b) Subject identity; (c) Material; (d) Time allocation; (e) Learning objectives; (f) Competency and competency achievement indicators; (g) Learning materials; (h) Learning strategies, approaches, models and methods; (i) Learning media; (j) Learning resources; (k) learning steps that contain the stages of preliminary, core and closing activities; (l) Assessment of learning outcomes	The actualization of the achievement of lesson plans made by teachers is in the good category, not all teachers plan learning in accordance with the criteria set out in the Minister of Education and Culture's process standards	Some of the lesson plans made by mathematics teachers are not in accordance with the Minister of Education and Culture regarding standard learning processes.

The first component is the antecedent, in the antecedent component the component that is evaluated is the lesson plans made by teachers in the three schools that were the research targets. The lesson plans made by teachers in the target schools are included in the good category. Conformity in the description matrix found that there was no compatibility between the availability of lesson plans made by the teacher and the standard learning process, namely the components of selecting learning resources and the characteristics of students. for other components such as the selection of learning media, most of them are in accordance with indicators of conformity with the approach used, using various learning methods so as to create active learning. In terms of learning activity indicators, learning method components and learning scenarios.

Transactions Component

The components evaluated in this Transaction component are mathematics learning implementation activities in the three schools used as research samples. The actualization of the achievement of implementing mathematics learning is in the good category. It was found that there were several discrepancies between the implementation of learning carried out in schools and the standards for the learning implementation process. The discrepancy found in the introductory component is the indicator of asking questions to relate previous knowledge to the material to be studied as well as conveying the contextual benefits of the material to be studied in relation to students' daily lives. In the core activities, not all teachers apply active learning in accordance with the models and methods in learning planning. Table 8 presented the transaction component countenance matrix.

Table 8. Transaction Component Countenance Matrix

Standard	Description	Judgments
Implementation of learning in accordance with process standards includes: (a) Introduction, the activities carried out are preparing students to take part in the learning process, providing motivation by conveying the benefits of the material to be studied in relation to daily life, asking questions by linking previously learned knowledge with the material. to be studied, as well as conveying the purpose and scope of the material to be studied. (b) Core activities, application of models, methods, media, learning resources that are adapted to the characteristics of students and subjects (c) Closing, In the closing activity the teacher and students conclude the learning outcomes learned, the teacher provides feedback on the learning process, carries out follow-up actions and informs the learning plan at the next meeting.	The actual achievement of learning implementation carried out by teachers is in the good category, not all teachers carry out learning in accordance with the criteria set out in the Minister of Education and Culture's process standards	The implementation of junior high school mathematics learning in Sorong district is not fully in accordance with the standards of the learning implementation process.

Outcomes Component

The counting matrix of outcomes components is shown in Table 9.

Table 9. Counting Matrix of Outcomes Components

Standard	*Description*	*Judgments*
Student scores on daily tests, assignments, midterm exams, final semester exams, report cards according to the specified minimum completeness criteria	The actual achievement of mathematics learning outcomes is in the good category, it is still found that some students do not complete according to the set KKM	The learning outcomes of students before fully fulfilling the KKM on all assessments carried out by the school.

The component that was evaluated in the Outcome component was the results of students' mathematics learning at the three schools that were the research samples. Students' mathematics learning outcomes are in the good category, this is because not all teachers have mastered authentic assessment which assesses students' readiness, processes and learning outcomes as a whole. Mathematics learning carried out by teachers does not yet combine cognitive, affective and psychomotor assessments through an authentic assessment process.

The relationship between antecedents, transactions and outcomes shows that all evaluation results are in the good category. Character education is integrated into the learning process starting from the planning, implementation and evaluation stages. Learning plans are designed in the form of a curriculum and lesson plan in accordance with content standards. In the lesson plan program you can see the character values that have been integrated into each mathematics subject. Several factors affect the low achievement which causes some teachers to be less creative in choosing learning resources and learning

media that are in accordance with the approach used so that learning is designed not in accordance with applicable standards (Winaryati et al., 2013).

Implementation of mathematical character education begins at the planning, implementation and evaluation stages. In the first stage, the lesson plan is implemented by the teacher in a programmed and planned manner from the start. At this learning planning stage, the teacher prepares all administration in the form of annual program (prota), semester program (promes), textbooks, lesson plans, media, and other supports. The lesson plan prepared by teachers on average are not lesson plan made individually or in groups due to a lack of teacher knowledge and the concept of character education itself. This makes it impossible for teachers to choose character values that are appropriate to the subjects they teach, teachers do not have enough skills to integrate character values. Good learning planning requires good learning planning, which means that students' learning success is determined by the plans made by the teacher. Teachers' efforts to select and identify types of character that will be integrated into school learning, especially mathematics and science. Determining the type of character is easy for teachers to write in the lesson plan, but in practice, most teachers do not understand the types of character written in the lesson plan which are emphasized in the learning process (Sardjijo & Ali, 2017).

The success of character education applied by teachers to students is measured by changes in students' attitudes. student learning outcomes can be measured by doing assessment. The function of assessment is to measure the level of students' understanding in mastering teaching materials, measuring the teacher's success in providing teaching materials related to the methods and media being taught. The assessment carried out is an authentic assessment. Authentic assessment is an assessment that covers three areas of knowledge, attitudes and skills. The assessment is carried out objectively and comprehensively on the skills acquired by students, however attitude assessment is still considered difficult to carry out. Assessment of learning outcomes based on attitudes does not get the teacher's attention. Teachers evaluate more on one area of knowledge (Sudjana, 2019). Apart from that, the lack of professional teaching staff means that teachers' awareness of the concept of character education is incomplete. This is in line with research which states that the results show that determining the type of character is found to be easy for teachers to apply in lesson plans; but in its implementation, he said that most teachers did not understand the types of characters written in the lesson plans that were emphasized in the learning process (Sardjijo & Ali, 2017).

CONCLUSION

Based on the results of research analysis and discussion of the character education strengthening program in junior high schools in Sorong Regency, the following conclusions can be drawn: (1) teachers' understanding and planning regarding the *PPK* program in mathematics subjects in Sorong Regency is in the Good category; (2) the implementation of the *PPK* program in mathematics subjects starting from the planning, implementation and evaluation stages is still not running optimally because teachers' understanding and planning of the program is relatively not yet optimal.

Future researchers are expected to be able to develop research instruments and carry out program evaluations in other subjects, so that the implementation of the character education strengthening program can be evaluated more widely, not only in junior high school mathematics subjects.

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