

THE IMPORTANCE OF STRENGTHENING CLASS-BASED CHARACTER EDUCATION IN KATINGAN REGENCY ELEMENTARY SCHOOL

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ABSTRACT

A person's character, psychological traits, character or character and character will certainly differ from one another. Characters are innate, heart, soul, personality, character, behavior, personality, traits, character, temperament. Character is an attitude, behavior, motivation, and skills. All of them are very important to be managed in order to achieve the success of an education. The character education is education that fosters, develops and strengthens the character of the nation in each student so that they have strong values and character, have dignity as individuals, as members of society, and citizens who believe, have a sense of nationality, are productive, creative and behave in accordance with the rules and norms. Character education is basic values that must be understood and implemented in everyday life so that there is a sense of togetherness, living in peace, safety and peace.

Keywords: *character, education, class-based program, evaluation*

INTRODUCTION

The main objective of Strengthening Character Education (PPK) is to support national education policies. In the Mental Revolution National Movement (GNRM) it is said that this PPK policy changes the mindset, attitude and behavior, and character for the better. Awareness of the increasingly complex challenges ahead and uncertainty became the background for the birth of PPK and saw a lot of hope for the future of the nation. Generations are prepared by forming them into individuals who are strong in moral, spiritual and scientific values. Educational institutions, both formal and non-formal, are places to implement the program. It

is very important for educators to know the background, basic concepts and the importance of Strengthening Character Education (KDP) which is then implemented in their respective areas according to local culture (Koesoema, 2017).

The aim of the PPK program is to strengthen the national character values effectively and massively through a program of main values, namely religiosity, nationalism, independence, mutual cooperation and integrity. These main values are integrated into the educational unit curriculum which is designed based on the national curriculum reference by paying attention to school self-evaluation. The PPK provides provision to students in the framework of the golden generation of Indonesia in 2045 as well as developing a National Education platform that leads to the character of Education, revitalizes, strengthens the potential and competence of the quality education ecosystem.

In its implementation, the PPK movement can be carried out based on existing curriculum structures compiled by schools, namely class-based character education, school culture, and society / community. Class-based PPK is applied by integrating the teaching and learning process in the classroom and outside the classroom through the subject curriculum, both thematic and integrated in subjects, strengthening class management, selecting methodologies, and evaluating learning, developing local wisdom according to local conditions (Koesoema, 2017). In order for Class-Based PPK in schools / madrasahs to be managed optimally, its implementation must be integrated through school rules and regulations, classroom teaching and learning processes, and extracurricular activities. In addition, educators are also required to provide good examples or characters for their students. Class-based PPK implementation through class management activities has been carried out by integrating character values in it, which is carried out through class agreement activities, class control, and classroom arrangement (Dewanti, 2018).

In several socialization activities for PPK have been carried out in the Katingan district, such as during the 2013 curriculum guidance. In each of these supervision and training activities, there is always material for PPK. Likewise, the strengthening of PPK for impacted schools has also been carried out with the aim of school principals and teachers being able to understand. Based on the description above, this research was conducted using the evaluative method. By using this evaluative research method, it is hoped that it can become the basis for the Class-Based PPK program strategy in elementary schools in Katingan Regency.

PROGRAM EVALUATION

Definition

The definition of evaluation written in the Oxford Advanced Learner's Dictionary of Current English AS Hornby (Suharsimi and Cepi, 2014) evaluation is "to find out, decide the amount or value, which means action to determine the value or amount". In addition to the meaning based on the translation, the meaning contained in the definition proves that evaluation activities must be carried out carefully, using techniques and can be justified. Based on this understanding, Sukardi (2008) stated that it is an instrument to measure the achievement of program objectives.

For the purposes of making a decision, evaluation is needed as a process of understanding an activity, extracting data, which is then communicated as information. This is in line with Suchman's view in Andriani (2015), in order to support the achievement of goals, the results of several activities can be determined by an evaluation process. Furthermore, the definition of evaluation according to Worthen and Sanders is looking for something meaningful about something. Collecting information about the existence of programs, processes, products, so that they can propose alternatives to achieve predetermined goals".

Furthermore, the definition of evaluation according to The Joint Committee Definition of Evaluation states "Evaluation the systematic investigation of the worth on merit of an object" means that evaluation is a systematic study of the value or benefit of an object". The advantage of this definition is that it is short, consistent. Then the definition of value-oriented evaluation (expanded definition) states "Evaluation is the systematic assessment of an objects of merit, worth, probability, safety, significance, and / or equity", meaning that evaluation is a systematic assessment of service, value, honesty, feasibility., safety, meaning and or equity of an object. The definition of evaluation is further expanded by Stufflebeam and Shinkfield (2007), to describe the main tasks in evaluating any program and showing the types of information collected, stating "Evaluation is the Systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some objects of merit, worth, probability, feasibility, safety, significance, and / or equity "meaning that evaluation is the process of describing, obtaining, reporting, and applying assessment and descriptive information about services, value, honesty, safety appropriateness, meaning and or equity of an object which is carried out systematically. Meanwhile, according to Owen & Rogers (1999), "Evaluation is a product of knowledge based on systematic research to help make decisions about a program".

From some of the evaluation definitions mentioned above, the authors conclude that evaluation is a systematic and planned activity to obtain a clear

picture or information about a particular object to achieve a certain goal. In relation to this research, this program evaluation activity is expected to provide a clear picture and information for the government and the public about the program's achievements.

Program

In general, "program" can be interpreted as "plan". A plan can be in the form of a desire to achieve work performance, develop a business to be more advanced, provide guidance to farmers, or have not determined any plans. "Program" can also be defined as a unit or unit of activity. Based on this understanding, the program is a system, namely a series of activities carried out continuously.

In particular, the definition of "program" when connected with program evaluation, as an activity unit is the realization or program of a policy, carried out continuously, occurs in an agency or unit that involves a group of people.

Smith in Owen & Rogers (1999) defines the program as follows: "a set of planned activities directed toward bringing about specified change (s) in an independent audience", in other words that the program is a series of planned activities directed to bring changes that have been determined and identified together. Based on this understanding, the program has two important components:

- A documented plan, and
- Be consistent with the documentation contained in the action plan

A program is not just one activity that can be completed in a short period of time, but is an ongoing activity because it implements a policy. Evaluators need to understand the program to be evaluated so that the evaluation itself is carried out well. In this connection, an evaluator needs to study the program and compile a program theory which is often called a program logic model. There are three components in program theory, namely:

(1) Organizational plans, relating to how to store, configure and share resources, and organize program activities so that the service system presentation to be achieved is developed and maintained.

(2) The program plan and service utilization, relates to how the intended target population receives the expected number of services and planned interventions through interaction with the program service delivery system.

(3) Influence theory, this component states how interventions aimed at the target population produce the desired social benefits (Ludang, 2010; Ludang et al., 2011).

In the context of program logic, the organizational and service plans form the theory of program processes and the influence of program components known as

program logic. Program logic is a systematic and visual way to describe and share understanding of the relationship between the resources to operate the program, the activities that are planned to be carried out and the changes or results that are expected to be achieved. Basically program logic is a systematic and visual way of presenting and sharing an understanding of the relationship between the resources that must be operated in the program, the activities that must be carried out and the changes or results expected to occur.

Inputs describe the resources required by the program. Resources include human resources, finance, and community resources which the program can use to design and implement the program. Activities are processes, equipment, events, technology and actions that are part of program implementation, which are also referred to as program intervention or treatment. Program output is a direct product of program activity, which can be the target type and level of service that the program must provide. The effect (outcome) is a specific change in the behavior, knowledge, skills, status and level of functioning of program participants receiving services or interventions. The objectives of the programming logic modeling are:

(1) Identifying the short-term, mid-term and long-term outcomes of the program.

(2) Linking influences to one another with program activities and inputs using identified logic, a theory or model for the program, for example describing hypothesized cause and effect.

(3) Describe medium-term outputs and the effects that must occur before long-term effects occur.

(4) Make implicit programming theory explicit.

Furthermore, in the context of program evaluation, program evaluation can be interpreted as part of research, namely evaluative research. Evaluative research is research to determine the product of a policy program, as material recommendations for further policies.

Characteristics and requirements

In line with the meaning contained in program evaluation, according to Suharsimi and Cepi (2014) evaluative evaluation has the following characteristics and requirements:

1) Paying attention to research principles in general.

2) Thinking systematically, which is where the program under study is a unit consisting of components or elements that cannot be separated in supporting the success of the object being evaluated.

3) There is component identification to get the condition of the object being evaluated.

4) In making conclusions, must use criteria, or benchmarks.

5) Recommendations based on conclusions.

6) Identification of sub-components, indicators of the program that are evaluated as a follow-up to the identification of program components.

7) Standards, criteria, or benchmarks are applied to indicators, which are the smallest parts of the program so that we can accurately identify the weaknesses of the activity process.

Destination

Each activity carried out has a specific purpose. Likewise, with evaluation. The general purpose of program evaluation is to determine the achievement of the overall program objectives while the specific objectives are more focused on each component, both the foundation or basis for program implementation, program input, the implementation process and the results of the program.

The effectiveness of a program can be determined by conducting an evaluation. Therefore, to measure the success of implementing a program in achieving predetermined goals, it is necessary to constantly evaluate it. So that based on the recommendations from the program evaluation, new data-based policies can be established. Data, conclusions and recommendations are taken into account for decision makers in making decisions whether the program needs to be revamped, continued or even stopped.

Muryadi (2017) stated the purpose of evaluation based on its form aims to improve and develop activities that are sometimes carried out (formative evaluation) and for accountability, information, selection and follow-up (summative evaluation). There are two evaluations, namely proactive evaluation, which aims to serve decision-holders, and retroactive evaluation aims for accountability purposes. Based on the explanation above, evaluation has the aim of helping the development of a program, the need for a program, program improvement, accountability, selection, motivation, increasing knowledge and support from stakeholders.

STRENGTHENING CHARACTER EDUCATION

Definition

Education to realize learning and the learning process so that students actively and creatively develop their potential, learn independently, have sensitivity to the environment, are intelligent, have noble character, and have competencies that are beneficial to themselves, society, nation and religion in accordance with the Republic Act Indonesia number 20 of 2003 concerning the National Education System.

Humans are expected to be able to recognize their own potential and position themselves as whole humans who have features compared to other creatures. Driyarkara (1980) stated that the formation of a person's personality must be manifested in all educational processes or efforts. At least education has main characteristics, namely: the process of developing abilities, character, and other behaviors in the surrounding community, social processes, a person cannot be separated from social interactions to achieve optimum social competence and individual growth, and the process of developing personality or character. This understanding is similar to the opinion of Malik (2016), that education is changes that remain in behavior, thoughts, character, and character produced by environmental influences. The main function of education is guidance to someone to fulfill their needs and desires in accordance with their potential which ultimately obtains satisfaction in all aspects of their personal and social life.

Character

A person's character, psychological traits, character or character and character will certainly differ from one another. In Greek, the word character is 'kharassein' which means to carve or carve, while in Latin the character means a sign. Characters are innate, heart, soul, personality, character, behavior, personality, traits, character, temperament, character. Character is an attitude, behavior, motivation, and skills. Character is very closely related to behavior (Vasquez, 2019). In order to achieve the success of an education, character is needed. Someone said to have good character is someone who is ready to take responsibility for the decisions he has made. National character development is very important to be implemented.

Strengthening

Strengthening Character Education (PPK) is an educational movement in which education units have the duty and responsibility to strengthen the character of students through harmonization of heart, feeling, thinking, and sports by establishing cooperation between educational units, families and communities according to the Presidential Decree. 87 of 2017 concerning Strengthening Character Education.

The character education is education that fosters, develops and strengthens the character of the nation in each student so that they have strong values and character, have dignity as individuals, as members of society, and citizens who believe, have a sense of nationality, are productive, creative and behave in accordance with the rules and norms. Character education is basic values that must be understood and implemented in everyday life so that there is a sense of togetherness, living in peace, safety and peace. Values such as conversion, respect for

others, personal responsibility, a sense of the same fate, suffering, conflict resolution, are values that should be prioritized in character education (Koesoema, 2017).

Importance

Strengthening moral education or character education in current conditions is very relevant in overcoming moral degradation which is quite concerning in our country. There are many negative behaviors that we can see, including promiscuity, bullying, dishonest conduct, drug abuse, pornography, spreading hoax news and personal irritability which is a social problem that currently cannot be completely resolved. The process of learning character is limited to mere text, and does not prepare students to respond to and live a contradictory life (Sion, 2016).

Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System defines the functions and objectives of national education that should be used in developing education efforts in Indonesia. National education has the function of developing self-potential, shaping students' morals to become human beings who believe and fear God Almighty, have creativity, become citizens who comply with applicable laws and regulations, respect differences and have integrity.

The objectives of the Character Education Strengthening Program (PPK) are:

a. Preparing students as a generation who plays an active role in 2045 based on Pancasila and has a strong character to face the dynamics of change in the future;

b. Developing a national education platform that places character education as the main soul in the delivery of education for students with the support of public involvement through formal, non-formal, and informal education by taking into account the diversity of Indonesian cultures;

c. Revitalizing and strengthening the potential and competence of educators, educational staff, students, the community, and the family environment in programming Strengthening Character Education (KDP).

Class Based

Of the three bases of Strengthening Character Education (KDP), class-based is a very large portion of the basis. Both seen from the duration of time and the process of interaction between teachers and students. Learning can be done in the classroom, it can also be done outside the classroom which is known as learning outside the classroom. Thus, the PPK is very decisive in strengthening the character values of students.

A teacher is required to be able to apply various kinds of learning models so that the main values of character education can make students into individuals with character in accordance with the objectives of the PPK movement. The KDP is

not a separate subject or subject theme, but is integrated into all existing subjects and subject themes. This also requires a teacher to be able to design learning scenarios in which in the implementation of learning, the main values of character education can be conveyed to students. Classroom management is also important in order to create a pleasant learning climate and indirectly accustom students to behavior that can develop the character of students. Like learning in general, an evaluation of learning is carried out with the intention of assessing the extent to which character values can be understood and applied in the daily lives of students.

There are five main values of PPK which are integrated into the learning process, namely religiosity, nationalism, independence, mutual cooperation and integrity. The five main values constitute a unity that does not stand alone because they are a reflection of other character values such as being honest, tolerant, obedient to one's religion, being confident, being able to work together, helping each other, being proud of nation and culture itself, polite, responsible, disciplined and so on.

The activities that the teacher needs to do in implementing Class-Based PPK are as follows:

1. Analysis of Character Values in Basic Competencies.
 - The teacher analyzes the basic competencies and learning materials to be studied.
 - The teacher finds the values contained in the basic competencies and the material to be taught
 - The teacher determines the priority values to be taught in one basic competency.
2. Integrate Character Values in Learning Planning.
 - Choosing learning methods and models
 - Describe the learning steps
3. Implement Learning.
 - Manage the class
 - Carry out learning in accordance with the lesson plan
 - Enrich and balance learning activities
 - Reflect on the implementation of learning through feedback, questionnaires, anecdotes and celebrations
4. Evaluation and Learning Assessment.
 - Develop assessment instruments based on basic competency analysis
 - Carry out an authentic assessment
 - Report the results of the assessment through effective communication to parents of students and teachers at the next level
 - Follow up on the results of the assessment.

Evaluation Model

There are many evaluation models put forward by experts, which can be used to evaluate a program based on the context of the program to be evaluated. The goal-based evaluation model distinguishes the various evaluation models, namely:

"(1) program goal oriented - goal oriented, (2) decision oriented - decision oriented, (3) activity oriented and the people handling it - transactional oriented, (4) program influence and impact oriented - research oriented".

There are eight program evaluation models, namely:

1. Goal oriented Evaluation Model, developed by Tyler.
2. Goal Free Evaluation Model, developed by Scriven.
3. Formative Summative Evaluation, developed by Michael Scriven.
4. Countenance Evaluation Model, developed by Stake.
5. Responsive Evaluation Model, developed by Stake.
6. CSE-UCLA Evaluation Model, emphasizes on "when" the evaluation is carried out.
7. CIPP Evaluation Model, developed by Stufflebem.
8. Discrepancy Model, developed by Proveus.

The CIPP model (Contexts, Input, Process, Product), developed by the Phi Delta Kappa National Study Committee, and the model developed by the University of California at Los Angeles (UCLA), namely the Center for study evaluation, are two models currently widely used in program evaluation, especially those that are decision-oriented. The CIPP model is based on the definition of evaluation as "the process of describing, obtaining and providing useful information to consider alternative decisions". Meanwhile, the UCLA Model states "Evaluation is the process of ascertaining a decision area of concern, selecting the right information, and collecting and analyzing information in order to report summary data that is useful for decision makers in choosing several alternatives"

The model used in the Evaluation of Class-Based PPK in Katingan Regency is the CIPP Model Evaluation. The basic assumptions underlying the selection of the CIPP Model, according to Stufflebem (Muryadi, 2017) are:

1. Evaluation is carried out to assist decision makers, therefore evaluation must provide useful information for decision makers;
2. Evaluation is a cyclical process, continuous and therefore must be programmed through a systematic program;
3. The evaluation process includes three main steps describing, obtaining, and providing. These steps provide the basis for the evaluation methodology;
4. The delineation and provision step in the evaluation process is an interface activity that requires collaboration between the evaluator and

the decision maker, while the step to obtain data is generally a technical activity carried out by the evaluator.

Furthermore, when viewed from the point of view of the accuracy of the model, according to the form of the activity, the CIPP Model Evaluation is included in the processing program. In the CIPP Model Evaluation, through a process, raw materials (input) are processed into finished materials (products) as a result. As an evaluation model, "processing program" is characterized by an input which is an initial state that is processed into a product as a result and is an objective desired by a program. In the context of the Class-Based PPK, the bad habits of students are the initial conditions, through the learning process in the classroom that integrates character values will be successful if it produces graduates who have religious, nationalist, independent, cooperative character and have integrity that is useful for the life of oneself, family and society.

Based on the results of the discussion about the CIPP evaluation model, it can evaluate the implementation of Class-Based KDP, starting from the context which is the basis for implementation, input which is a supporting factor, the implementation process to how the results are the product of the activity.

Evaluation Criteria

A program that is evaluated will determine its success, which refers to the objectives of the program. To measure the success of a program, evaluation criteria are needed as benchmarks, so that the conclusion of the evaluation is not an assumption.

Criteria in other terms "benchmarks" or "standardization" are used as minimum limits or benchmarks for something that is measured or valued. Decision makers will determine the follow-up recommendations made based on the results of the evaluation, so it is necessary to understand the data in an evaluation. One of them is clear criteria to take into account the success of a program being implemented. criteria that are commonly used and known to the public, for example 1 - 5 or a scale of 1 - 100 if an evaluator does not use specific criteria in accordance with the statements of Suharsimi, A., & Cepi, S. (2014).

There are several reasons for the need for criteria in conducting an accountable program evaluation, namely:

- 1) Criteria are benchmarks for the evaluator so that they are not confused in determining the value of the object being evaluated.
- 2) Criteria are materials to answer the evaluation results if there are questions that want to explore the evaluation results more deeply.
- 3) Criteria are guidelines for evaluators not to draw conclusions based on personal assumptions.

- 4) Criteria are benchmarks so that evaluation results do not occur even though they are carried out by other parties at different physical conditions and times.
- 5) Criteria prevent different interpretations if the evaluation is carried out by several evaluators.

CONCLUSION

How is the character of students, by strengthening the character values of religiosity, mutual cooperation and integrity, resulting in more positive education? Learning with a collaborative model will strengthen the main values of the character of mutual cooperation, because there will be an awareness of a sense of togetherness and mutual respect for one another. Likewise, the lesson plans by analyzing subject matter that contains the values of honesty and integrity will be able to further strengthen the main values of integrity character education.

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