



Evaluation of the Character Education Strengthening Management Program At SMK Negeri 1 Batipuh

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Abstract. This research delves into the decline of the nation's next generation's character, attributing it to the lack of character formation from an early age. The primary focus lies on assessing the effectiveness of implementing Presidential Decree No. 87 of 2017 concerning Strengthening Character Education (PPK) at SMK Negeri 1 Batipuh, utilizing the CIPP program evaluation approach. The findings reveal that the school demonstrates a strong grasp of PPK within the Context component, with satisfactory preparation in the Input component, encompassing curriculum support, teacher human resources, facilities, and budget. Program implementation activities, including modeling, class-based activities, school culture, community involvement, and monitoring and supervision, are highly rated in the Process component. In the Product component, students' attainment of character values, evaluated through Religion and Civics education subjects, along with assessments of student and parent attitudes via questionnaires, meet high evaluation criteria. SMK Negeri 1 Batipuh has also attained numerous academic and non-academic accomplishments, underscoring the application of character values. This research constitutes a significant contribution towards enhancing the character education of the nation's next generation.

Keywords: Evaluation, Strengthening Character Education

1. Introduction

Education plays a central role in molding human character, personality, and is widely regarded as the cornerstone of a nation. The emphasis is on nurturing students' potential in both scientific knowledge and moral values. However, in Indonesia, there has been a significant decline in human character, evidenced by acts of intolerance, violence, separatist movements, violent behavior in schools and society, bullying, sexual crimes, student brawls, promiscuity, and drug-related issues (Solihah, Wasliman, and Yoseptry, 2022).

According to the Ministry of National Education (Nurhayani, Yaswinda, and ... 2022), the development of national character is rooted in philosophical, ideological, normative, historical, and sociocultural foundations. Philosophically, the cultivation of strong character is deemed a fundamental principle within a nation. Ideologically, character development aligns with the implementation of the Pancasila ideology. Normatively, national character reflects the State's objectives, as articulated in the Preamble to the 1945 Constitution, aiming to enhance the nation's intellect. Historically, character development has been a pivotal dynamic throughout the nation's history, from colonial times to independence. Socioculturally, character development is imperative for a multicultural nation, with educational values originating from societal elements that thrive and evolve within it (Syukur and Rafiqoh, 2018).

The Ministry of National Education initiated a national movement known as the character education program (2010-2025) through the Decree of the Government of the Republic of Indonesia on May 11, 2010, concerning the national movement for character education based on the National Action Plan (RAN) for National Character Education (Taunu and Iriani, 2019). Subsequently, in 2016, the Ministry of National Education introduced a new policy on character education, now referred to as the Strengthening Character Education policy. Additionally, Presidential Regulation Number 87 of 2017 was issued to support the success of strengthening character education as a concrete manifestation of the National Mental Revolution Movement (Lasia, 2020).

Furthermore, in 2019, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) under Nadiem Makariem's leadership, introduced a new policy known as Freedom to Learn, first announced on Teacher's Day, November 25, 2019 (Rahayu et al., 2022).

In the independent curriculum learning framework, character education is implemented through the Pancasila Student Profile Strengthening Project Program (P5). Government Regulation (PP) Number 4 of 2022 concerning National Education Standards, in Article 6, explicitly delineates various competencies related to character alongside intellect (Kementerian Pendidikan dan Kebudayaan, 2017). These initiatives underscore that education is tasked with developing character as well as intellect, manifested through student competence.

The term "character" originates from the Greek word "charassein," which means to engrave, carve, paint, or draw (Iswantir, 2019). It refers to the traits or attributes of a person that stem from influences received from the environment, including family upbringing during childhood and innate tendencies (Widodo, 2018). Character is often synonymous with personality or morals (Trisiana, 2021). According to Lickona, character is closely associated with moral concepts, attitudes, and behaviors (Ilmi, 2015).

Aligned with the aforementioned perspective, the Director General of Islamic Religious Education at the Ministry of Religion of the Republic of Indonesia posited that character could be construed as the collective sum of inherent personal traits identifiable through unique individual behaviors, distinguishing one person's characteristics from another's (Boko, 2021).

SMK Negeri 1 Batipuh, the largest vocational school in Tanah Datar Regency boasting 974 students, has never undergone evaluation in a character education strengthening program. The school prioritizes a culture of excellence and implements an Internal Quality Assurance System (SPMI), garnering achievements through co-curricular and extra-curricular activities. Since 2018, SMK Negeri 1 Batipuh has forged international collaborations with SMK Mambau, Seremban, Malaysia, and SMA Maehol, Osan, Korea, with a focus on enhancing educational insights. Situated in Tanah Datar Regency, the school enriches Minangkabau culture in accordance with traditional principles of *adat basandi syara', syara' basandi Kitabullah*. Its proximity to the cultural site of the Ula mosque, a hub for religious activities, further enhances the educational experience for students at SMK Negeri 1 Batipuh in West Sumatra (Harbes et al., 2023).

Since 2013, SMK Negeri 1 Batipuh has been executing the Character Education Strengthening Program (PPK) to cultivate outstanding graduate traits. This program integrates religious, nationalist, independence, mutual cooperation, and integrity values into learning, daily activities, and planned events. Active participation encompasses all teachers, fostering collaboration among schools, parents, the community, and other institutions. PPK planning entails establishing the legal framework, administration, designing habituation activities, face-to-face counseling hours, and self-development and extracurricular programs

(Hendarman, 2017). The implementation centers on habituation and setting examples, fostering appreciation in the realms of critical thinking, action, behavior, and interaction with God, nature, and others (Suharjo et al., n.d.).

The head of SMK Negeri 1 Batipuh emphasized that character education is an approach aimed at fostering positive values and attitudes among students. The management of character education strengthening in schools entails several stages, commencing with the establishment of character values with the active involvement of teachers, students, parents, and school staff, and progressing to the development of an integrated character education program aligned with the curriculum. All members of the school community, including teachers, students, staff, and parents, play an active role in implementing the program. Regular monitoring and evaluation are conducted to assess the effectiveness of implementation, fostering a school environment supportive of character values in students' daily lives. Despite various efforts, initial observations suggest the necessity of evaluating the effectiveness of the character education strengthening program. Fundamentally, schools play a pivotal role in shaping student character, and ongoing evaluation is imperative to enhance program implementation.

2. Methods

The research paradigm employed in this study adopts a mixed-method evaluative approach. As defined by Danim, evaluative research involves assessing activities or programs to measure their success and ascertain if they meet expectations (Yuniarti et al., 2021). Data collection encompassed observation, in-depth interviews, document review, and distribution of questionnaires to students and parents. Qualitative data underwent analysis through the interactive model of analysis technique proposed by Miles and Huberman. Quantitative data, on the other hand, was processed and analyzed using SPSS 25 and Microsoft Office Excel. The research conclusions are based on quartile distribution analysis.

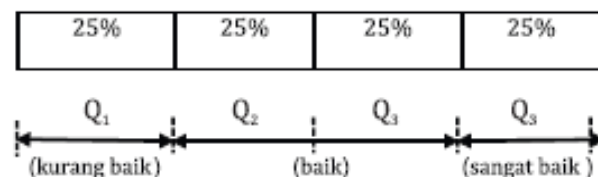


Figure 1 Quartil Quartile Distribution

3. Results and Discussion

3.1 Presentation of Program Evaluation Results

3.1.1 Context Component

In the context component, the aspects under evaluation include: the formal foundation of the Character Education Program; community needs for character education programs; program targets; vision, mission, and school goals.

SMK Negeri 1 Batipuh implements a program aimed at enhancing character education, driven by a collective commitment from various entities including the Center for Curriculum and Books, Research and Development under the Ministry of National Education, Education Unit, and the West Sumatra Provincial Education Office. This initiative is founded upon a robust legal framework comprising pertinent laws and government regulations. Furthermore, the school principal has furnished documentation elucidating the legal underpinnings of

character education, citing references such as the 1945 Constitution, Law Number 20 of 2003 concerning the National Education System, and other relevant government statutes.

Recognizing the imperative for character education within schools, community leaders, committee chairs, and educators have acknowledged rising levels of juvenile delinquency and shifts in student behaviour. The program's scope encompasses all facets of the school community, from the principal down to the students, underpinned by a shared vision, mission, and goals that embody character values. In the broader perspective, the school aspires to cultivate graduates equipped not only with skills but also strong moral grounding to thrive in the professional realm. Additionally, the program endeavours to shape students' character through fostering a culture of collective prayer, Quranic studies, and proficiency in information technology.

Concurrently, teachers and educational staff actively engage in instilling character values into students' daily routines, advocating for the integration of the Pancasila Student Profile, and enhancing the quality of the learning environment.

3.12 Input Components

In this component, the aspects under evaluation include preparation, curriculum, learning plans, staff, facilities and infrastructure, as well as cost availability.

SMK Negeri 1 Batipuh is actively pursuing the character education strengthening program, as introduced by the Curriculum Center. Through engagement with school principals, teachers, and interviews with stakeholders, the school has successfully disseminated the program across all sectors, including teachers, educational staff, school committees, and parents. Following the dissemination, the school embarked on a field study to identify the core character values to be cultivated, such as religiosity, integrity, and collaborative spirit. The findings from this study informed the development of a program document for enhancing character education within the Educational Unit Operational Curriculum.

Conducting a SWOT analysis revealed the school's strengths and weaknesses, available resources, and community challenges. Moreover, in implementing the character education program, SMK Negeri 1 Batipuh underwent a curriculum transition from the KTSP and Curriculum 2013 to the Merdeka Curriculum. This curriculum integrates Pancasila values into both intracurricular and co-curricular activities, fostering students who possess both skills and strong character. Emphasizing cognitive, affective, and psychomotor development, the curriculum aims to provide a well-rounded and comprehensive education.

In striving to incorporate character values into learning activities, teachers at SMK Negeri 1 Batipuh endeavor to formulate Learning Implementation Plans (RPP) that encompass these values. For instance, values such as cleanliness, cooperation, and the courage to express opinions are integrated across various facets of learning.

Moreover, the support of students' parents stands as a crucial factor in the success of character education initiatives. As noted by the principal, parents actively participate in school activities, including lending their support to the character education program. Furthermore, the school maintains regular and intensive communication with parents to elucidate the significance of fostering children's character through education within the school setting.

3.13 Process Components

In the process component, the evaluated aspects encompass activities for implementing character education programs, along with monitoring, evaluation, and supervision.

In implementing the Character Education Program at SMK Negeri 1 Batipuh, the primary strategy revolves around teachers serving as exemplars in shaping student character. The principal underscores the importance of teacher professionalism as a positive influence, with character values seamlessly integrated into subjects using the 5M principles. Additionally, character reinforcement occurs through extracurricular activities, programs rooted in school culture, and community partnerships. Extracurricular activities, religious forums, and competitions foster character development through hands-on experiences and teamwork. Collaborations with various community entities such as TNI, Puskesmas, DUDI, RRI, and BNN further enhance character integration in community-based programs. The provision of facilities and conducive school environments also constitutes a strategic component. Evaluation results indicate success, with the average student assessment reaching 85.51%, reflecting the cultivation of positive attitudes and behaviours in alignment with the imparted values.

In the implementation of the Character Education Program at SMK Negeri 1 Batipuh, monitoring and supervision emerge as crucial elements for success. The principal takes a hands-on approach, directly overseeing school activities, issuing warnings regarding student behaviour, and ensuring teacher attendance and adherence to the 5M principles in teaching. Both Gr2 and Gr1 corroborate the principal's commitment to monitoring activities, spanning both the school environment and extracurricular engagements. Program supervision is conducted with an academic focus on ingraining character values. Despite lacking a fixed schedule, supervision is tailored to meet specific needs, with the principal promptly intervening in classrooms to provide input to teachers. This oversight extends to monitoring classroom cleanliness, teacher conduct, and student involvement in activities like *tadarus*. Overall, this approach has proven effective in guaranteeing the successful implementation of character education programs within the school.

3.14 Product Components

In this research, the evaluated product components encompass students' grades in Religious and Civics education, their attitudes and behaviour, and their non-academic achievements. The results for Religious Education and Civics at SMK Negeri 1 Batipuh yielded satisfactory outcomes, meeting the minimum completeness score (SKM) of 70. Specifically, the average grades for the Religious Education and Civics subjects during the even semester of the 2022-2023 academic year surpassed the SKM, reaching 82.48 and 79.54, respectively.

Students' attitudes and behaviour, integral to the character education program, have demonstrated positive transformations, evident in enhanced discipline, responsibility, and cooperation. Moreover, this program has facilitated students' success across a spectrum of non-academic activities, spanning from district to provincial levels. These achievements encompass a variety of fields including graphic design technology, electrical skills, football, *Paskibra*, *Tahfiz*, volleyball, and others.

Parental assessments of student attitudes and behaviour corroborate these positive changes, indicating the efficacy of the character education program at SMK Negeri 1 Batipuh. Furthermore, students' accomplishments in diverse competitions underscore not only their academic prowess but also the development of non-academic skills and talents.

The principal highlighted that this success reinforces the school's reputation as a hub for creative and entrepreneurial ventures on a national scale, alongside its implementation of the Independent Learning Series Episode 8 (SMK PK) in 2023. The character education program has effectively cultivated a positive and enriching environment, nurturing students' character values to bolster their personal and professional growth in the future.

3.2 Discussion of Program Evaluation Results

3.2.1 Context Component

The Character Education Program at SMK Negeri 1 Batipuh stands on a solid foundation, backed by the collective commitment of institutions such as the Curriculum and Book Center, the Ministry of National Education Research and Development, the Education Unit, and the West Sumatra Provincial Education Office. Technical guidebooks like Concepts and Guidelines for Strengthening Character Education provide essential direction for implementation. Atik Maisaro's research aligns this program with Law of the Republic of Indonesia Number 20 of 2003. The program's legitimacy is further underscored by the support from various government institutions and regulations, exemplified by Presidential Regulation Number 87 of 2017.

The necessity for this program stems from concerns regarding adolescent behavior, particularly issues like drug abuse, as emphasized in Yadi Imansyah's research. Its targets encompass all facets of the school community, from the principal and teachers to administrative staff and students. While the core focus lies on student development, the program also acknowledges the pivotal role of teachers and educational staff.

The vision, mission, and objectives of SMK Negeri 1 Batipuh exhibit a resolute commitment to integrating character education. The vision entails students who embody discipline, skill, creativity, innovation, and exemplary morals. This commitment translates into the holistic development of students, emphasizing not only technical proficiency but also moral values..

3.2.2 Input Components

The character education strengthening program at SMK Negeri 1 Batipuh initiates with a series of preparatory measures, commencing from program outreach to the identification of character values. This underscores the school's dedication to program implementation, facilitated by inclusive program management involving all stakeholders: the school principal, teachers, school committee, and parents. Curricula, such as the 2013 Curriculum and the Merdeka Curriculum, play pivotal roles in shaping character education programs, emphasizing cognitive, affective, and psychomotor aspects.

The learning implementation plan, encompassing RPP and MA, ensures consistent integration of character values at every stage of learning. The school's staff, meeting teacher-to-student ratios in accordance with standards, alongside support from teaching staff, parents, and school committees, constitute crucial elements for program success. While school facilities and infrastructure are generally adequate, there are areas requiring improvement.

The availability of budgetary support from BOS funds and backing from the school committee provides a solid financial foundation for executing character education strengthening programs. Overall, this program thrives on the commitment and collaboration of all stakeholders, fostering an educational milieu conducive to the holistic development of student character.

3.2.3 Process Components

SMK Negeri 1 Batipuh operates a character education program employing a comprehensive learning approach that embeds these values both within and beyond the classroom. Teachers serve as exemplars, infusing character values into subjects, extracurricular activities, and the school culture. Direct observations attest to the application

of these values in teacher conduct, student discipline, and responses. Extracurricular endeavours such as scouting and religious forums further reinforce national values, cooperation, and honesty. Program implementation is closely monitored through direct oversight by the school principal, who intervenes as necessary. Positive assessments and robust execution foster an environment conducive to student development. The school principal conducts responsive and ad hoc supervision to ensure the seamless integration of character values into learning activities, fostering an environment supportive of student character formation. Consequently, the character education program at SMK Negeri 1 Batipuh has successfully instilled attitudes and behaviours in students aligned with the imparted values.

3.2.4 Product Components

SMK Negeri 1 Batipuh has successfully implemented a character education program, evidenced by achieving above-average grades in Citizenship Education (PKn) and Religious Education subjects, surpassing the Minimum Completion Score (SKM). This attests to students' comprehension of the character values integrated into the curriculum.

The program has effectively fostered positive changes in students' attitudes and behaviors, promoting responsibility, creativity, religious values, discipline, curiosity, and compassion. Furthermore, students' accomplishments in diverse non-academic activities, spanning from sub-district to national levels, underscore the holistic quality of education imparted by the school.

Notably, SMK Negeri 1 Batipuh distinguishes itself not only through academic achievements but also through robust support for nurturing students' talents and interests via various extracurricular competitions. This achievement serves as a solid foundation for the school to continually enhance its character education programs, thereby facilitating the development of responsible, innovative, and high-achieving individuals.

4. Conclusions

The evaluation of the character education program at SMK Negeri 1 Batipuh encompasses several key components. The assessment of the Context component focuses on the collective commitment from various stakeholders, adherence to statutory regulations, and alignment of the school's vision and mission with character values. In evaluating the Input component, attention is drawn to aspects such as program socialization, utilization of both the 2013 curriculum and the independent curriculum, and the extent of teacher involvement in integrating character values.

The Manpower component scrutinizes the quantity and qualifications of teachers, indicating overall compliance with standards, albeit challenges persisting from ingrained habits, particularly among senior faculty members. Assessing the Facilities and Infrastructure component reveals that while most criteria are met, deficiencies exist notably in the library, UKS, and prayer room.

Within the Process component, the execution of character education program activities is generally regarded as commendable, although there is room for improvement in monitoring and supervision. Lastly, the evaluation of the Product component showcases above-average performance in religious education and Civics education subjects, positive student attitudes and behavior, and notable student achievements at the national level.

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