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EVALUATION MODEL OF CHARACTER EDUCATION PROGRAMS IN ISLAMIC RELIGIOUS EDUCATION AND MORAL EDUCATION LEARNING AT SMP NEGERI I SURAKARTA

Rismiyati Nurindarwati[1*]
Mulyoto[2]
Dardiri Hasyim[3]
[1,2,3]Program Doktor Pascasarjana UNU Surakarta
e-mail: rirismiharjo@gmail.com[1] mulyoto_tp_uns@yahoo.com[2] adardirihayim@gmail.com[3]
*Correspondence: rirismiharjo@gmail.com

Abstract. The study aimed at describing the achievement of evaluation model of character education program in learning Islamic Religion and Attitude subject, in implementing teaching learning activity, extracurricular and implementing character education program in SMP Negeri 1 Surakarta. The study used CIPP (Contest, Input, Process, and Product) model as means to conduct evaluation. The approach used in this study was descriptive. The data were collected during evaluation process were by interview, observation, document and questionaire. The data were analyzed by using data reduction, data presentation, and drawing conclusion. The data sources were headmaster, committee, Islamic Religion teachers, students' parents, and students of VIII and IX year. Result of the study showed that character education program in learning Islamic Religion and Attitude subject have achieved good result implemented by the school holder. On the stage of context, the mean achievement was 88.33% belonging to effective category. On the stage of input, it has achieved 91.78% belonging to effective category. On the stage of process, it has achieved 87.60% belonging to effective category. Finally, the stage of product showed the mean of 90.04% belonging to effective category. Overall, the implementation of character education program in learning Islamic Religion and Attitude subject has fulfilled the criterion standards, but there were several things to improve, such as: 1) headmaster in coordinating the activity together with the school holder needs to develop school activity to achieve excellent school, 2) teachers of Islamic Religion and Attitude use the whole competences in performing their duties as educator full of affection and improving character values in daily activity at school, 3) students in implementing their the character education values at school must be improved, 4) parents must give more attention for their children in educating and implementing habit in doing good behavior in daily life.

Keywords: evaluation model; character education program; learning Islamic religion and attitude; SMPN 1 Surakarta.

INTRODUCTION

Education is an integral part of the life of a nation, education is a cultural process to improve human dignity, with human education can develop individual potential so that they can live optimally both as individuals and members of society. Education is a necessity for human life throughout their lives, both as individuals, social groups, and as a nation and state. Through good and quality education and formed individuals with good character with good individual characters will form a good society, with good community character it will form a good character of the nation and state as well.

With the social phenomena that occur that can show character degradation behavior, globalization does not penetrate all corners of our country, big cities, small towns, and even to villages and remote areas. This negative influence can damage morale and religious defenses. The internet, mobile phones, television, and other media are information and communication media that continue to run rapidly and can damage the established order that has been firmly and firmly held. This negative globalization has undermined the morality and character of the Indonesian nation today, the collapse of the morality and character of this nation has resulted in various calamities and disasters in this country. These disasters and disasters extend to the social, religious, legal, and political realms. Socio-religious disasters can be observed in the loss of human ethics, good and noble social manners, shocks in the field of law and politics can be observed in cases of corruption that occur in institutions in this country from the top to the bottom level. The practice of bribery can be seen from the central level to the village level, the existence of money politics, the number of brawls between students, between students or between youths, between communities, between schools. Drug abuse, gambling either in the city or in the village, cheating in exams, promiscuity, many acts of violence that disturb the community such as persecution, bullying, and murder.

The Ministry of National Education has indicated that the source of disaster and calamity that destroys the morality of the Indonesian nation is the neglect of character education. Character is a very important aspect to improve humanity in the future.

Strong character is a prerequisite to being a winner in the current or future competition field. Character education is a very important nation's foundation and needs to be instilled in children from an early age (Masnur, 2011)

Character education is an effort to build a child's mental development both physically and mentally from his natural nature towards a better human civilization. Character education is a continuous and continuous process so that it can produce good and quality personal tenacity based on religious values, Pancasila, and the nation's cultural values. This has become an urgent need due to the degradation of morals, degradation of knowledge, and degradation of morals that have been very acute which infects the Indonesian nation in all circles, especially among students, students, youth, and the community. Character education in schools is the

inculcation of character values to school members which includes components of knowledge, awareness or willingness and actions to implement these values both towards God, to oneself, fellow human beings, the environment, and nationality.

The government is very concerned about and has provided a regulatory basis for the growth of character values.

1. Law no. 20 of 2003 Article 3, national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and have insight into God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

2. National Medium-Term Development Plan (RPJMN) 2015-2019 "*Strengthening character education for school-age children at all levels of education to strengthen the moral values, character, and personality of students by strengthening character education that is integrated into subjects*".

3. Presidential Regulation No. 87 of 2017 concerning strengthening character education (PPK), which is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought and sports activities with involvement and cooperation between education units, families and communities.

Character education is character education that involves aspects of knowledge (cognitive), feelings (feeling), and action (action). Without these three aspects, character education will not be effective (Cheung & Lee, 2010); (Birhan et al., 2021). Character education in schools all components (stakeholders) must be involved, these components include curriculum, learning, and assessment processes, handling or managing subjects, school management, activity implementation, implementation of extracurricular activities, empowerment of infrastructure, financing, and work ethic for all school members (Agus, 2012); (Muliyono et al., 2019); (Sumirattana et al., 2017).

Controlling the quality of education is essentially controlling the quality of human resources in the system. Quality control can be obtained through evaluation, assessment, testing, and measurement of education that is valid, credible, comparable, and carried out professionally (Giarti, 2015). Assessment is expected as an instrument of quality assurance, quality control, and improvement of the quality of the education system, both at the class, school, regional, and national levels.

In general, the implementation of character education in schools involves three (3) management functions, namely planning, implementation, and control. The first function is planning which involves the formulation of basic competencies, determining the types of characters, and estimating how they are formed (Retnawati et al., 2018); (Pala, 2011); (Syarnubi et al., 2021). The second function, an implementation which is a process that provides certainty in learning, has human

resources and facilities so that it can form the desired competence and character. The third function, control or commonly called assessment. This aims to ensure the performance that has been achieved so that it can be in accordance with the plans and goals that have been set. Every educational institution is recommended to be able to carry out continuous character education assessments at SMP Negeri I Surakarta. It has also planned and implemented a character education program in Islamic religious education and character education which is followed by all students from every level, so character or moral education is the essence From learning Islamic religious education, it is hoped that the goals of Islamic religious education and character at SMP Negeri I Surakarta can be achieved more quickly and well.

Character or morality is the main thing that is formed through the teachings of Islam (Laeheem, 2018). Allah SWT sent the prophet Muhammad SAW in order to improve human character. Intellect is an advantage given by God to help humans determine whether they will become human beings with noble and civilized character or not.

Allah has revealed the noble character of the prophet Muhammad SAW which is explained in the Qur'an Surah Al Qolam verse 4 which means "And indeed you (Muhammad) really have a noble character (Ministry of Religion of the Republic of Indonesia, 2007).

Character education can be interpreted as value education, moral education, character education, character education which aims to develop the self-potential of students to realize the goodness in everyday life, as in Islamic religious education seeks to provide guidance both physically and spiritually for students (in This is junior high school students) developed all human resources and human nature towards the formation of the main personality.

To realize character values can be owned, understood, and practiced by students. For junior high schools, it is necessary to implement character education in Islamic religious education in junior high schools, especially by Islamic religious education teachers and other teachers who are supported by school principals, so that the goals of character education can be achieved properly. To describe the character education program in the learning of Islamic Religious Education and Budipekerti at SMP Negeri I Surakarta, it is necessary to evaluate. In order to be fully covered, the CIPP evaluation model from Stufflebeam is used, namely Context, Input, Process, and Product, by evaluating the context, input, process, and product of character education in Islamic religious education and character education. character in SMP Negeri I Surakarta.

From the above background, the author is interested in bringing it up in a study entitled "A Model of Evaluation of Character Education Programs in Islamic Religious Education and Budipekerti Learning (Case Study at SMP Negeri I Surakarta).

METHODS

This type of research is evaluation

research that focuses on the evaluation model of character education programs in Islamic religious education and character education using the CIPP (context, input, process, and product) model from Stufflebeam. Program evaluation includes the implementation of program materials with an emphasis on evaluating context, input, processes, and products.

Context evaluation research includes educational readiness, learning climate, and the importance of implementing character education and its constraints, vision, mission and objectives of character education implementation, development of character education values in schools through habituation.

Evaluation of inputs, namely support for schools for character education, learning planning by PAI teachers which includes the PAI curriculum, preparation of
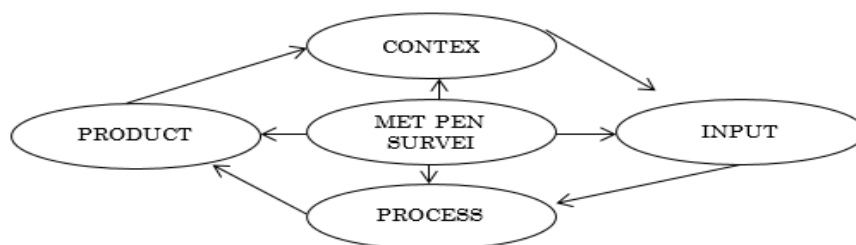
CIPP evaluation model research steps

syllabus and lesson plans, readiness of students in the implementation of character education, supporting factors and obstacles in implementing character education in schools. Process evaluation includes the implementation of PAI learning and manners in the classroom (intracurricular) and outside the classroom (extracurricular), character formation and habituation in learning and the implementation of learning evaluations carried out by PAI teachers. Product/outcome evaluation includes the refraction of character education which has become a student's need, increasing the value of student report cards/achievements, teacher performance, meeting minimum completeness criteria for attitude, knowledge, and skill competencies.

Figure 1. Use of Survey Research Methods for Program Evaluation Research, Stuflebeam Model (Alwi et al., 2021).

Qualitative data activities are carried out interactively and take place continuously until complete so that the data is saturated. The researcher uses data analysis which includes three stages, namely data reduction, data model (data display), and conclusion drawing/verification.

RESULTS AND DISCUSSION

Context Evaluation Analysis of Character Education in PAI and Budipekerti Learning at SMP Negeri 1 Surakarta

1. Education Programs are Activities Conducted in the Framework of Educational Goals, in accordance with the Strategies and Policies Implemented at SMP Negeri 1

Surakarta

a. Conducive Learning Climate in School

A conducive learning climate in schools is one of the determinants of an effective teaching and learning activity, students feel the learning atmosphere in the classroom and in the school environment is safe and comfortable in carrying out learning activities, a conducive learning environment brings students to learn calmly, happily and comfortably. enthusiastically, it is hoped that student learning achievement can be achieved optimally. Teachers as learning managers who are able to create a learning climate in good classroom management allow students to learn in a comfortable, safe, and fun way so that they can focus their minds on what is being studied. Good environmental conditions of the building, tidiness, cleanliness, security, and comfort of the educational environment so that the school atmosphere is conducive to learning. The objective reality of the results of the author's observations or observations is that 95% of the learning climate in schools is conducive.

b. Orderly and Scheduled Learning

Orderly learning is an educational program at SMP Negeri 1 Surakarta, namely activities carried out in order to achieve goals according to the expected educational strategies and policies,

namely schools carry out active, innovative, creative, effective, and fun learning. Empowering learning according to the potential of students to master the expected competencies. The vice-principal in the curriculum sector makes a learning schedule for all lessons from class VII to class IX so that the implementation of learning can take place well, safely, and regularly, all teachers/educators can carry out learning activities by applying what is stated in the lesson schedule. The objective reality of the results from the author's observation is that it is proven that 100% of the learning is scheduled in an orderly manner.

c. Learning Islamic Religious Education and Morals

Islamic religious education and character education is a conscious (Taufik, 2020); (Suyono, 2021); (Anggraini et al., 2022), planned effort in preparing students to practice, understand and live so that they have faith, piety, and noble character in practicing Islamic teachings from the main source of the holy book the Qur'an and hadith through teaching guidance.

Islamic Education and Budipekerti learning in schools is a learning that is responsible for developing the faith, devotion, and character of students as mandated by the national education goals set out in the explanation of Law no. 20 of 2003 concerning the national education system, namely religious education is carried out to form

independent students who have faith and fear of God Almighty and have noble character. The implementation of Islamic religious education and Budipekerti in SMP Negeri 1 Surakarta formally according to the 2013 curriculum is scheduled for 3 hours per week, in addition to extracurricular activities which are led by three (3) PAI teachers, namely Rohmad Rois, S.Ag., M.Pd., Buchori, S.Ag and Ulfah Husniah Wahyuni, S.Ag., M.Pd.

PAI and Budipekerti subjects in the 2013 curriculum are fields of study developed in schools through the learning process and fostering the physical and spiritual development of students so as to achieve the desired learning goals based on an integrated character. The purpose of Islamic religious education in schools is to form and increase faith through giving and cultivating knowledge, appreciation, observing an experience of students about the religion of Islam so that they become human beings who believe, fear God Almighty, and have a noble character in personal, social, national and international life. patriotic. The objective reality according to the author's observations is that 100% of Islamic religious educators have carried out PAI and Budipekerti learning in an orderly manner at school.

2. Regulation Program

Regulations, which are commonly called rules and regulations, are used as a basis for bringing order and creating a sense of security and comfort. Regulations or rules at SMP Negeri 1 Surakarta are based on policy guidelines from educational institutions, regulations/rules are drawn up by the principal as the authorized party then socialized and discussed with the teacher council through joint meetings to be implemented in schools. The rules relating to students are read out by the school principal during the ceremony, namely student rules in intracurricular activities before the learning process takes place, during the learning process, prohibitions that must be obeyed by students, and sanctions for students who violate school rules. according to the severity of the offense.

Rules are used as a benchmark/guideline for students to behave in accordance with what is expected by the school so as to create a conducive and orderly school atmosphere. The objective reality, according to the results of the documentation study, is that 65% of school rules and regulations are available, but the Decree of the Implementing Team does not exist.

3. Needs Analysis

Needs analysis according to the results of interviews from several sources such as principals, homeroom teachers, parents, and

students, all stated that character education programs are needed for the development of students' attitudes and behavior to be better/positive. Based on the results of interviews and needs analysis tables, 95% of character education programs are proven by schools, principals, homeroom teachers, teachers, guardians of students and students, but there are 5% of the responses that feel there is no need for character education programs, namely from students. This is because he is not yet aware of the importance of implementing character education in schools.

4. **School Culture/ Climate**

SMP Negeri 1 Surakarta always tries to create a conducive school environment by familiarizing/applying the character values of each activity so that the learning atmosphere becomes comfortable and calm so that the learning process can be better and optimal. The school implements school culture-based learning, namely:

a. Strengthening class-based character education such as integrating the learning process in the classroom through curriculum content in subjects, developing local content according to regional needs.

b. Strengthening school culture-based characters such as emphasizing the habituation of the main daily values at school, 5S habituation (smiles, greetings, greetings, courtesy, and manners).

c. Strengthening community-based characters such as implementing and empowering the environment as a source of learning with the existence and support of education activists and NGOs.

The development of character values in schools through various activities and habituation according to the observation of 75% that the habituation of 5S schools is going quite well. The conclusion of the average achievement at the context evaluation stage is 88.33%, which is in the high category (in the effective category).

Analysis of Character Education Input Evaluation in PAI and Budipekerti Learning at SMP Negeri 1 Surakarta

1. **Principal**

The principal's task is to carry out the implementation of education and teaching in schools.

a. As a principal, in carrying out his main duties he also functions as an administrator, namely planning, organizing educational and teaching programs, and supervising all educational activities in schools. The principal is responsible for coordinating all teachers, forming a learning outcomes team, and developing school activities towards achieving a superior school. The objective reality based on the results of observations and interviews is 95% of school principals socialize with school residents in routine and incidental meetings and ceremonies.

b. Principals make plans and

preparations to develop character values by involving all school parties, being socialized through meetings, or interacting with each HR so that they are committed to carrying out the principal's mandate as well as possible. The principal also evaluates the activities carried out by the school in developing character values through meetings and coordination. Based on the results of observations and interviews, 85% of school principals make plans and preparations for developing character values by socializing through meetings with school residents.

c. Principals assist teachers in designing activities to support character education by taking into account the existing obstacles to implementing character education in schools. The school through the teacher council then socializes it to students through routine Monday ceremonies as well as ceremonies on national days incidentally at school. Based on the results of observations and interviews, 87% of school principals facilitate activities according to the required needs.

2. Character Education Program

The character education program at SMP Negeri 1 Surakarta is carried out through teaching and learning activities, extracurricular and character application in the school environment, other efforts to support character education programs in schools (religious values, discipline) by holding: 1) Dhuha prayer in congregation carried out during breaks first.

2) The dhuhr prayer in congregation is carried out during the second break by students in grades 7, 8, and 9 who are accompanied by teachers

3) Friday prayers at school which is attended by all students who are Muslim and accompanied by the teachers

4) Al-Qur'an tadarus is held every Tuesday and Thursday guided by the Islamic Religion teacher from the principal's office which is carried out in parallel, this activity is to discipline students so that they can come to school on time for tadarus activities. Al-Qur'an and create a calm and conducive atmosphere

5) perform Eid al-Adha prayers and carry out slaughter sacrifice. Funds were collected from teachers and students, on average each year 4 cows can be sacrificed, the meat of which is distributed to school neighbors, to the poor, pedicab drivers, and requests from areas in need.

Based on the results of observations and interviews, 90% have been proven by students in implementing character education programs in schools.

3. Homeroom and Teacher

a. The homeroom teacher is responsible and has the ability to design learning programs as well as a mediator and counselor who is

able to organize and manage the class. The homeroom teacher acts as a mediator if there are problems between teachers, students, and guardians of students. In addition, the homeroom teacher is a teacher who is burdened with tasks according to the subjects being taught. Based on the results of observations, 88% of each homeroom teacher is responsible for managing learning programs in managed classes and knowing the condition of their students.

b. The homeroom teacher has an important role in supporting the implementation of the character program, being responsible for handling the classes he manages with the school's main tasks assigned to him because the character education program is very influenced by the students' personalities to achieve the achievements to be achieved both academically and non-academically. Based on the results of observations and interviews, 82% support the character education program.

c. The task of the teacher as an educator is to teach, train, guide, and direct and assess, besides that the teacher is also a role model for students to instill character education values so that teachers are easily imitated and imitated by students. Character education is applied through teaching and learning activities in the classroom, the teacher provides an understanding of the material to students by applying and instilling character values on the sidelines of learning. Based on the results of interviews, 80% of teachers act as role models and instill character education in learning.

4. **Islamic Religious Education Teacher**
   a. The PAI and Budipekerti learning implementation plan includes curriculum, syllabus, and lesson plans

   In the 2013 curriculum, learning activities are an educational process to develop the potential of students into abilities that can be seen in the aspects of attitudes, knowledge, and skills. Islamic religious education and character education is education based on aqidah which contains the Oneness of Allah SWT as the main source of life values for humans and the universe. Aqidah is the basis for developing the character values of the Indonesian nation.

   Learning planning is designed in the form of a syllabus and lesson plan (RPP). The syllabus is a reference for the preparation of the learning framework for each subject study material. In addition, the syllabus is used as a reference in developing lesson plans. The syllabus is developed based on graduate competency standards and content standards for primary and secondary education units according to the learning pattern in each particular academic year.

The lesson plan (RPP) is prepared based on the basic competencies set out in the curriculum. Every educator has the obligation to compile a complete and systematic lesson plan so that learning can take place interactively, be fun, and motivate students to participate actively. Based on interviews with PAI teachers and Budipekerti, PAI teachers prepare RPP referring to the teacher's handbook and syllabus that have been determined in accordance with the Regulation of the Minister of Education and Culture No. 103 of 2014 concerning learning in primary and secondary education, the elaboration of the components of the learning implementation plan. RPP is translated from the syllabus to direct student learning activities in an effort to achieve basic competencies (KD).

Based on the results of interviews and documentation, 100% of PAI and Budipekerti teachers prepare RPP in accordance with the Regulation of the Minister of Education and Culture No. 103 of 2014.

b. Character education planning in PAI and Budipekerti learning

Based on the search for syllabus documents and character education lesson plans in PAI and Budipekerti learning enter character values by looking at basic competencies (KD). The character values developed by the Ministry of Education and Culture are eighteen (18) character values originating from religion, Pancasila, culture, and national education goals, namely religion, honesty, disciplined, tolerance, hard work, creativity, independence, democratic, curiosity know, the spirit of nationalism, love of peace, social care, care for the environment and responsibility are included in the basic competencies of Islamic religious education subject matter and character education. PAI teachers in explaining PAI and Budipekerti learning materials can also explain character values that need to be instilled in students' personalities. Based on the results of interviews and documentation, 95% of PAI and Budipekerti teachers include character values in the lesson plan (RPP).

5. **Learners**

Students are an important element in the world of education as a determinant of the ongoing teaching and learning process in the classroom. Students are the main factor in the formation of character education programs in schools. The results of student interviews about students' knowledge of character education and the readiness of students to carry out character education.

a. Students' knowledge of character education from class VIII D and IX B students totaling 64 students

1) Do students understand character education?

Answering yes: 57 students: 96.06%, answering no: 7 students: 10.94%

2) Can character education form a better person?
Answer yes : 56 students, 87, 50%, no : 8 students : 12,50%

3) Does the teacher give examples and guide students to distinguish between good and bad deeds?
Answered yes : 50 students : 78.13%, no : 14 students : 21.87%.
Average answer yes: 84.91%, no: 15.09%

b. Readiness of students in carrying out character education

1) Are students ready to carry out any activities that increase their abilities and talents?
Answer yes : 60 students : 93.75%, answer no : 4 students : 6.25%

2) Will the students carry out the rules in school well?
Answer yes : 64 students : 100%, no : 0 students : 0%

3) Do students always get used to applying character values such as religion, honesty, disciplined, friendly, caring for the environment, and responsibility?
Answered yes : 55 students : 85.93%, no : 9 students : 14.07%.
Average answer yes: 93.33%, answer no: 10.67%.

From the results of interviews about students' knowledge of character education and students are ready to carry out character education. Average answer yes: 89.12%, answer no: 12.88%.

c. Obstacles in carrying out character education

1) Are there still many students who are lacking in carrying out character values at school?
Answering yes: 7 students: 10.94%, answering no: 57 students: 89.06%

2) Is the school environment less conducive/comfortable to carry out activities?
Answering yes: 6 students: 9.37%, answering no: 58 students: 90.63%

3) Are there still many students who get sanctions/punishments given by the teacher?
Answering yes: 4 students: 6.25%, answering no: 93,75%.
Average answer yes: 8.85%, answer no: 91.15%

Based on the results of interviews, 88.83% of students understand character education and are ready to carry out character education, and 91.15% of students do not experience problems in implementing character education in schools.

6. Curriculum

The syllabus and lesson plans are prepared based on a curriculum that reflects character education. The curriculum is used as a guide in regulating educational activities and

teaching Islamic religious education and character education, associated with character education values including:

a. Forming students to become people of faith and piety to God Almighty and have noble character.

b. Increase awareness and insight of students on the status of rights and obligations in the life of society, nation, and state.

c. Improve yourself as an independent and responsible human being and instill habits of thinking, scientific behavior that are critical, creative, and independent.

The lesson plan (RPP) is a learning procedure to achieve basic competencies. Based on the results of interviews and documentation of 95%, the syllabus and lesson plans for Islamic religious education and Budipekerti reflect the values of character education.

7. Infrastucture

Infrastructure as supporting the success of the educational process in schools. Equipment to support the implementation of education in teaching at SMP Negeri 1 Surakarta, infrastructure facilities can be said to be complete, classrooms, principal's room, teacher's room, curriculum room, administration room, library, mosque, computer laboratory, lab. Science, social studies, mathematics, UKS room, student council room, sports room, equipment room, gallery room, cleaning service room, meeting hall, meeting room, BK room, scout room,

PAI library, function room, picket room, warehouse, ceremonial fields, sports fields, parking fields, tool rooms, and skill materials can be said to be very complete. Based on the results of observations and documentation, 100% of the infrastructure facilities in SMP Negeri 1 Surakarta are complete and good to support the implementation of the teaching and learning process.

8. Parental Support

Parental support by holding periodic meetings to discuss school programs, children's development, results that have been achieved, and existing problems. According to the results of observations and interviews conducted by researchers, all parents support educational programs in schools, both religious education and character education, so that good habits at school will affect the attitudes and behavior of children at home and outside the home. Based on interviews, 90% of school principals hold meetings with parents to provide information regarding children's development at school or through circulars about children's development at school.

9. Financing

In the implementation of character education programs which are implemented through intracurricular and extracurricular activities as well as the application of character culture in schools. Schools allocate funds for educational costs which consist of operational costs and personal costs for

instructors for extracurricular activities in detail. Based on the results of interviews and documentation, 100% of schools have data containing the use of BOS and BOP funds to be clear and detailed.

The conclusion of the average achievement at the input evaluation stage is 91.78%, which is in the high category or in the effective category.

Analysis of the Process Evaluation of Character Education in PAI and Budipekerti Learning at SMP Negeri 1 Surakarta

1. **Intracurricular Learning Activities**
   a. **Implementation of Character Education in Islamic Education and Character Education**

   The implementation of character education in Islamic religious education and character education is carried out in two ways, namely by intracurricular and extracurricular education. Activities in the intracurricular implementation of character education incorporate character values into all subject matter for Islamic religious education and character education. The general material aspects given to students are the Qur'an, Hadith, faith, morality, fiqh, tareah, and Islamic culture.

   Based on the results of observations, documentation, and interviews, 95% of the character values entered into PAI and Budipekerti subjects were carried out to explain/apply character

values while explaining the PAI and Budipekerti material.

   b. **Evaluation of PAI Learning and Behavior**

   Assessment is a form of PAI teacher activity to measure the achievement of the learning objectives that have been set. The assessment is carried out comprehensively starting from the input, process, or outcome covering the domains of attitudes, knowledge, and skills. Evaluation of learning outcomes is carried out during the learning process and at the end of the lesson, a unit using methods and tools: oral/action tests and written tests. The final evaluation results are obtained from a combination of process evaluation and evaluation of learning outcomes. The value of PAI and Budipekerti learning outcomes obtained an average of 91.14%, while the KKM value was set at 81, meaning that the PAI value could exceed the specified KKM material.

   The PAI teacher gives a score of 90 which means assessing the character attitudes of students with the predicate A. When following the character education assessment issued by the Ministry of National Education, the implementation of character education in PAI has four (4) categories, namely BT (not yet visible), MT (beginning to be seen), MB (starts to develop), MK (cultured) means that students

continuously demonstrate the behavior stated in the indicators consistently. Of the four categories, the implementation of character education in PAI and Budipekerti learning includes MK, meaning that students of SMP Negeri 1 Surakarta continuously demonstrate the behavior stated in the indicators consistently. Based on the results of interviews, observations, and documentation of 93%, the evaluation of PAI and Budipekerti's learning has exceeded the KKM score.

2. **Extracurricular Activities**

Familiarize students with positive attitudes and behaviors in everyday life through extracurricular activities. Extracurricular activities are not just to develop student's talents and interests but can also improve students' cognitive, affective and psychomotor abilities. Extracurricular activities according to the curriculum are grouped into 2 parts, namely compulsory scout extracurricular and there are five (5) choices, namely paskibraka, PMR, dance/music arts, the art of reading the Qur'an, and Pencak silat/karate. Scout extracurricular activities based on observations and interviews have values of a religious character, discipline, curiosity, friendly/communicative, environmental care, responsibility, and independence. Based on the results of observations and interviews, 87% of students get

used to having positive attitudes and behaviors in everyday life through extracurricular activities.

3. **Supervision**

The main task of schools is to carry out supervision of character education by monitoring and evaluating the implementation of character education in schools. Conduct incidental evaluations of the character development of students: a) evaluation meetings are conducted by the principal together with teachers and education staff, b) take immediate action against students with problems such as bullying/injuring friends, doodling on walls, smoking, it will immediately be addressed/addressed by giving warnings/advice as well as giving educational sanctions, c) preparing picket teachers for routine supervision at school, d) providing reports to parents about the condition of students at school on a regular basis. Based on the results of observations and interviews, there were 83% of principals, teachers, and picket teachers worked together in monitoring and directing the implementation of character education.

4. **Movement for Strengthening Character Education (GPPK)**

As a driving force for school residents to implement character education. Schools seek to strengthen the character of students through programmed character education movements in

order to increase the quality of character education. This activity involves school principals, teachers, education staff, parents, and the community. Based on the results of observations and interviews, 80% of almost all schools (principals, teachers, education staff) and parents have instilled character values in students.

The conclusion of the average achievement at the process evaluation stage is 87.60%, which is in the high category or in the effective category.

Product Evaluation Analysis of Character Education in PAI and Budipekerti Learning at SMP Negeri 1 Surakarta

1. Character Values

The values of character education through integration into teaching and learning activities (KBM) in accordance with the learning implementation plan (RPP) made by PAI teachers and other subject teachers in accordance with the national curriculum guidelines, it is hoped that students can get used to carrying out character education in everyday life, both at school and outside of school.

The character values developed by the Ministry of Education and Culture are eighteen (18) character values, from eighteen (18) characters there are eight (8) character values which are the basis for character development at SMP Negeri 1 Surakarta, namely the values of a religious character, discipline, honesty. , tolerance, friendly/communicative, curiosity, care

for the environment, and responsibility.

From the results of student interviews as many as 64 students of class VIII D and IX B obtained the number of percentages:

a. Religious

Students pray before and after learning, students shake hands with the teacher when they arrive at school, students greet friendly when entering the room, perform the dhuhr prayer in congregation. Answer yes: 89.06%, sometimes: 10.94%.

b. Discipline

Students come to school and enter class on time, students obey school rules, students do all assignments seriously on time. Yes, answer 85.93%, sometimes: 14.07%.

c. Honest

Students work on tests/exams honestly, if they make mistakes, they are ready to admit it, students report data or information as they are. Always: Yes: 86.98%, sometimes : 12.5%, no : 0.56%.

d. Tolernce

Students respect the opinions of others, students accept agreements even though they have different opinions, as students forgive other people's mistakes. Answered yes : 81.25%, sometimes : 17.71%, no : 1.04%.

e. Friendly/Communicative

Maintaining good relations between friends, students helping those who are having difficulties, students listening and respecting the opinions of others. Answered

yes : 77.61%, sometimes : 20.83%, no : 1.56%.

f. Curiosity

Students ask teachers or friends about learning materials that they don't understand, students use school facilities such as libraries to increase knowledge, students study subjects that will be taught tomorrow. Answered yes : 68.75%, sometimes : 27.08%, no : 4.17%.

g. Environmental care

Students carry out class pickets according to schedule, students throw garbage in its place, students participate, and keep the school environment clean. Answered yes: 79.69%, sometimes : 19.27%, no : 1.04%.

h. Responsible

Students perform individual tasks well, students accept the risk of the actions taken, students return borrowed items. Answer yes: 86.46%, sometimes: 13.54%.

Based on the table of student interviews, the average character value who answered yes carried out the character value as much as 81.97%; and sometimes execute character values as much as 16.99%.

2. Internalization

Internalization is the process of instilling a belief, attitude, value that becomes a person's social behavior so that he does it because he feels it is a necessity. The formation of the habit of carrying out character education in schools has become a necessity or routine for students such as always respecting elders, always being honest at all times, trying not to lie to anyone, being moved to give help to other friends in need, trying to practice thinking independently. so that the exam or test does not stagnate, change a bad attitude for the better, increase worship because it will be improved later there will be an afterlife and others. Based on the results of interviews and observations, 87% of students are accustomed to carrying out character education in schools.

CONCLUSIONS

Based on the analysis of the evaluation results of each stage that has been obtained, it can be concluded that the character education program in learning Islamic religious education and character education at SMP Negeri 1 Surakarta can be categorized as effective. This can be seen from the following four aspects:

1. Context evaluation is in the effective (high) category, most of which have been fulfilled well, from education programs, a conducive learning climate, orderly learning, regular PAI and character education learning, clear and detailed regulation of character education programs that adhered to by students, the program is in accordance with the needs of the community, which is needed by increasing students' learning and participation in extracurricular activities as well as the enthusiasm of students in carrying out character education programs. A conducive school culture/climate by getting used to applying character

values in every activity so as to make the learning atmosphere better and more enjoyable, but 5S habituation is not optimal because basically, students need to be guided and directed to get used to implementing 5S in everyday life.

2. Evaluation of inputs (input) is in the effective (high) category, most of the input components have been fulfilled properly, the principal has coordinated all activities with school residents to develop school activities towards achieving superior schools. The character education program is implemented through teaching and learning activities and extracurricular activities. Planning for character education in Islamic religious learning and the character values of PAI teachers incorporate character values into PAI subject matter by looking at basic competencies to be explained and applied to students. Parental support holds periodic meetings with school principals to discuss school programs, foster children's development, and existing problems. The majority of students understand character education and are ready to implement it by getting used to applying character values, only a few students do not get used to applying character values because of their lack of understanding.

3. Process evaluation is in the effective category (high) and all components have been implemented well. The implementation of character education in PAI and Budipekerti learning has been carried out well, the evaluation of PAI and Budipekerti learning outcomes has achieved good achievements and has exceeded the KKM score, students get character education scores with A predicate including the MK category (cultured). However, the formation and habituation of character in school activities must be improved, such as religious values, discipline, honesty, tolerance, curiosity, environmental care, and responsibility. The supervision/supervision component needs to be further improved in the implementation of monitoring, evaluation, and control of student activities at school.

4. Product evaluation is in the effective (high) category, most of the product components have gotten good results, in terms of character value cultivation, internalization, or habituation of carrying out character education values in observing character education in schools is good, as well as from the results The increase in the value of PAI and Budipekerti learning outcomes which are able to describe the acquisition of learning outcomes in the form of developments in improving aspects of attitudes, knowledge, and skills in odd and even semesters has exceeded the predetermined KKM value. Likewise, the results of the achievements, both academic and non-academic, show good results.

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