

EVALUATION OF STUDENT CHARACTER EDUCATION PROGRAM KATOLIK WIDYA MANDIRA UNIVERSITY

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Abstract

This study aims to analyze and determine the effectiveness of the implementation of student character education programs at Widya Mandira Catholic University in terms of context, input, process and product variables. This research includes evaluative research, which evaluates the implementation of learning programs. In this study, analyzing the effectiveness of implementing learning with the CIPP model (context, input, process and product). Respondents in this study were 150 students. Data was collected using questionnaires, interviews, observations, documents and APKG. Data were analyzed by descriptive analysis. To determine the effectiveness of implementing the student character education program, raw scores were transformed into Z then into T-Scores then verified into the Glickman prototype. In connection with the findings of this evaluative study, the results of the analysis of the context, input, process and product variables respectively show a value of (+ + + -), and if converted into the Glickman quadrant, the quality of the effectiveness of implementing student education programs at Widya Catholic University Mandira in 2021, classified as effective. To ensure that this program is more effective, the substance that needs to be refined is the product factor

Keywords: Evaluation program. Character education

Abstrak

Penelitian ini bertujuan untuk menganalisis dan mengetahui efektifitas pelaksanaan program pendidikan karakter Mahasiswa di Universitas Katolik Widya Mandira dilihat dari variabel konteks, input, proses dan produk. Penelitian ini termasuk penelitian evaluatif, yang mengevaluasi program pelaksanaan pembelajaran. Dalam penelitian ini menganalisis efektifitas pelaksanaan pembelajaran dengan dengan model CIPP (context, input, process dan product). Responden dalam penelitian ini adalah 150 orang mahasiswa. Data dikumpulkan dengan menggunakan kuesioner, wawancara, observasi, dokumen dan APKG. Data dianalisis dengan analisis deskriptif. Untuk menentukan efektifitas pelaksanaan program Pendidikan karakter mahasiswa, skor mentah ditransformasikan ke dalam Z lalu ke Skor-T kemudian diverivikasi ke dalam prototype Glickman. Sehubungan dengan temuan studi evaluatif ini, bahwa hasil analisis dari variabel konteks, input, proses dan produk secara berturut-turut menunjukkan nilai (+ + + -), dan jika dikonversikan kedalam kuadran Glickman, maka kualitas efektifitas pelaksanaan program pendidikan mahasiswa pada Universitas Katolik Widya Mandira tahun 2021, tergolong efektif. Untuk menjamin bahwa program ini lebih efektif, maka substansi yang perlu disempurnakan adalah pada faktor produk.

Kata Kunci: Evaluasi program, Pendidikan karakter

PENDAHULUAN

Character education in tertiary institutions is critical for shaping and developing students into individuals with character in accordance with the noble principles of Indonesian State ideology, as well as for strengthening the character acquired by students at previous levels of education. Furthermore, character education must be established at tertiary institutions because there are already

many scholars who are bright but lack character, making them unable to compete with academics from other countries. Character education must be implemented among students not just by the academic community, but also in conjunction with stakeholders and the community in order for character education to continue in the future. Students are those who study (students) in tertiary institutions, according to the Indonesian definition. (Ministry of National Education Language Center, 2008: 895). According to Flexner dalam Syukri (2009) berpendapat bahwa College serves as a center for human training as well as a location to seek knowledge, solve diverse difficulties, and analyze works produced. Students are so educated and schooled in tertiary institutions to become intellectual human beings with strong thinking abilities, comprehensive and acute analysis, extensive knowledge, and commendable behavior.

However, the implementation of character education among students faces numerous obstacles, as evidenced by the institution's mission (Syukri (2009) Teaching, research, and application of science all imply that character development is not the responsibility of higher education. Several factors contribute to student perplexity regarding the application of character education, including:

1. Before entering college, a person's character has already been formed, and it is the responsibility of parents to shape their child's character.
2. Universities, particularly lecturers, have no interest in character development because they are not hired to do so.
3. Character is a term that refers to a conservative religion or ideology, whereas universities in the West tend to distance themselves from particular religions or philosophies.

From the preceding explanation, it can be concluded that character education for students in tertiary institutions can be a supplement to the pre-formed character traits acquired by students at the previous level of education; however, this has not worked as intended. Nevertheless, universities in Indonesia must implement character education for their students. Soetanto (2012) Describes the five pillars upon which the implementation of character education in postsecondary institutions is predicated.

1. Tri Darma Higher Learning Integrating character education into education, research, and community service activities is possible.
2. College Culture (campus)/ Organizational Culture
4. Student Activities Character education can be created through integration into student activities which involve students in the committee system.
5. Daily Activities The application of habituation to daily life in the home, dormitory, and community can enhance character education.

6. Academic Culture The value of character education in perspective is formed by the totality of academic culture.

Character education can be readily applied to students, as every unit in higher education is capable of accommodating character education empowerment, as demonstrated by the preceding description. Therefore, all stakeholders involved, including not only lecturers as subject tutors, but also academics, parents, the community, and students, must be able to collaborate within the context of character education implementation. The purpose of this study is to evaluate the character education programs implemented thus far for Widya Mandira Catholic University students. Evaluation of the character education program for students is required. At this time, character education that imparts moral values to students is necessary.

The character education that has been implemented thus far has been implemented in an integrated manner to form character, the student's personality as a whole, which is reflected in the form of words, actions, attitudes, feelings of work, and excellent work. (Zuriah, 2007). It is merely reasonable for lecturers to make various endeavors to enhance the implementation of character education for students. Widya Mandira Catholic University is believed to have implemented the program thus far; this has advantages on the one hand and disadvantages on the other. The program's advantages are the impetus to continue implementing the program, whereas the program's weaknesses are obstacles that can not only reduce the program's benefits but also halt the program from being implemented (terminated program). As a result, program evaluations must be carried out both formatively and summative to examine what has been accomplished and what is still occurring in a program, which is a very constructive activity. We can sort out the beneficial things that a group of acts has done this way.

The evaluation role is generally separated into two parts: summative evaluation and formative evaluation. (Wijaya, 2009:93). Formative evaluations are conducted over the course of the program to provide helpful information to program directors for program improvement. Summative assessment is an evaluation performed after the program has been implemented to provide information to potential consumers about the benefits or usefulness of the program. Summative evaluation can also be used to determine the efficacy of program implementation. The four primary purposes of evaluation are diagnosis, prediction, selection, and warning, which are as follows: (1) The function of our diagnosis can identify student deficiencies in terms of what they are unable to achieve. Diagnostic exams allow us to determine whether students require more instruction; (2) the prediction function is when we administer assessments to identify students' talents and abilities. This type of test is designed in such a way that diverse abilities can be served. We can forecast students with creative, technical, or artistic orientations based on this type of test, so teachers can provide activities to help develop their particular interests and talents, and (3) the selection function allows us to determine whether more

resources are required. As a result, evaluation is used to identify people who are qualified for subjects, jobs, positions, and so on, and (4) the evaluation improvement function is used to rate students based on their learning achievements.

Based on the two evaluation functions described above, it is possible to evaluate a program both while it is being implemented and after it has been completed. This can be done in a program simultaneously, which means that while the program is being implemented, the evaluation can already be started so that later steps can be received to continue the program, and it can be done again once the program has been completed. The overall evaluation considers whether the program is still appropriate for the future.

The CIPP model is an evaluation model developed by Stufflebeam and Shinkfield (Marhaeni, 2006 :48) This model describes evaluation as the process of describing, receiving, and giving information that can be used to compare different decisions. This is the most frequently recognized and used evaluation paradigm among evaluators. The model name CIPP comes from *context, input, process, dan product*. According Widyodoko (2017, hlm. 181) The CIPP model evaluation can be used in a variety of sectors, including education, management, and business, as well as at various levels, such as projects, programs, or institutions. The CIPP evaluation model is one of the frameworks for constructing CIPP evaluations, which contain the dimensions of assessment types, evaluation usefulness, and evaluation process steps. Evaluation gives information that can be used to make decisions and hold people accountable. The CIPP evaluation procedure consists of three major steps: explaining, obtaining, and offering.

1. Context evaluation examines needs, problems, and opportunities as a foundation for defining objectives, priorities, and outcomes.
2. Input evaluation evaluates alternative techniques to establish the tools and resources needed in program design.
3. Process evaluation evaluates the program's implementation as a framework and subsequently assists in explaining the program's impact.
4. Evaluation of products refers to both expected and unanticipated effects, which both help protect the process from departing from the program that has been established and determine the effectiveness of a program.

3. METHOD

The descriptive evaluative research on the character education curriculum for students at Widya Mandira Catholic University employs the CIPP approach. (*context evaluation, input evaluation, proses, and product evaluation*). This study was conducted at Widya Mandira Catholic

University, with a total of 150 students as research subjects. All data were turned into T-scores before being examined.

The T-score is a number on a scale that uses the mean (average) and standard deviation (SD). the Z number multiplied by SD, then the mean is added to the formula used to calculate the T-score = $10 Z + 50$, while the Z value is calculated by the formula:

$$Z = \frac{X - M}{SD}$$

(Sutrisno Hadi,1991 :266-268).

The data that has been processed or processed is next descriptively examined with the assistance of computer analysis of the excel application. When examining each context variable, the normal curve is applied to the input, process, and results.

Each variable's quality score is calculated using the T-score category. If $T > 50$ (mean) is positive or high (+) and $T < 50$ (mean) is negative or low (-), the final result of each context, input, process, and product variable is found by summing the positive and negative scores (+ and -). If the number of positive scores is greater than or equal to the number of negative scores, the result is positive; if the number of positive scores is less than or equal to the number of negative scores, the result is negative.

RESULT AND DISCUSSION

The context variable on the emotive dimension has assisted the implementation of the character education program for Widya Mandira Catholic University students, as has the cognitive dimension. In terms of management, it has aided in the program's implementation. The implementation of the student character education program has been aided by process variables in the dimensions of learning planning and teaching and learning. Similarly, the proportions of facilities and infrastructure meet the criteria.

Process variables on the dimensions of lesson design, teaching, and learning implementation have supported the execution of student character education programs well. Product variables on academic achievement and student psychological products have not been created optimally as a result or output of the quality of the implementation of effective student character education programs at Widya Mandira Catholic University. When the implementation of the student character education program is assessed as a whole for the context, input, process, and product variables, the results of the overall analysis yield (+ + + -).

CONCLUSIONS

1. The effectiveness of the character education program for Widya Mandira Catholic University students is influenced by contextual variables (+).
2. From the input factors, the quality of the implementation of the character education program for Widya Mandira Catholic University students yields beneficial outcomes (+).
3. The implementation quality of the character education program for Widya Mandira Catholic University students as measured by the process variable yields positive results (+).
4. The efficacy of the character education program implementation for Widya Mandira Catholic University students based on product variables yields ineffective results (-).

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