



Evaluation of the Character Education Strengthening Program in Elementary Schools in View from CIPP (Context, Input, Process, Product)

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Abstract: This research aims to evaluate the context, input, process, and products in the character education strengthening program at SD Muhammadiyah 05 Pekanbaru. The approach used in this research was qualitative with descriptive methods. Data collection techniques were carried out through observation, interviews, and documentation. Meanwhile, data analysis techniques included reduction, data presentation, and drawing conclusions. The results of this research showed that the character education program at SD Muhammadiyah 05 Pekanbaru had proven to be effective. This can be seen from several aspects: First, the context aspect, where most of it has been fulfilled well. Program procedures, which include a clear and detailed vision, mission, goals, and background, were in accordance with community needs. It is evidenced by the increasing number of students studying and student participation in extracurricular activities, as well as student enthusiasm in carrying out character education programs. Second, is the input aspect, where most of the input components have been fulfilled properly. The majority of teachers implemented character education programs effectively. Third, the process aspect, where all components had been implemented quite well. This can be seen from the value of students' discipline and curiosity, as well as the enthusiasm of educators in guiding and directing students in implementing character education, both in the classroom and outside the classroom. Fourth, the product aspect, where most of the product components of the character education program at SD Muhammadiyah 05 Pekanbaru had shown satisfactory results. This can be seen from the instillation of character values carried out, as well as the implementation or habituation of character education carried out by each student in activities at school. Apart from that, the achievements achieved, both in the academic and non-academic fields, also showed the success of this program.

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Introduction

Character education requires an approach that is oriented towards human values. Therefore, in the teaching and learning process in educational institutions, it is important to strengthen, expand, and instill positive values in students, which can later be applied in everyday life (Lestari & Mustika, 2021). One of the elements of Nawacita planned by the President of Indonesia through the National Spiritual Revolutionary Movement (GNRM) (Yulianto & Sayekti, 2020) is strengthening character education. Following the provisions of Law Number 20 of 2003 concerning the National Education System, this program has been implemented through the implementation of the 2013 Curriculum since 2013. Implementation of the core values of the National Spiritual Revolution Movement, namely religion, nationalism, independence, mutual cooperation, and integrity, emphasizes learning, habituation, and civilization. The aim is to change the behavior, thoughts, and actions of the entire Indonesian nation so that they become better and have integrity.



The importance of the Strengthening Character Education (PPK) program is to form students who have a strong national spirit, competitiveness, noble character, morality, tolerance, cooperation, patriotic spirit, dynamic development, as well as a science and technology orientation with a Pancasila perspective, faith, and devotion to The One Almighty God. Based on the results of an interview with the Principal of SD Muhammadiyah 05 Pekanbaru, it is known that the school officially implemented the 2013 Curriculum (K13) in 2019, and in the learning process, character education has been integrated. The integration of character education can be seen from the joint Koran recitation activities carried out in the field. Even though the PPK program is already running, the school principal revealed that there are still several difficulties faced, such as students who lack discipline, for example not being on time when they enter school. In terms of honesty, there are still students who like to cheat during the learning process. Apart from that, during the ceremony on Monday morning, there were still students who did not take part in the event solemnly. As the administrator of the PPK program, the school principal makes efforts to overcome these difficulties by recording the problems that occur in an attitude journal. After assessing the attitude journal, the principal and the teacher took steps to follow up on these difficulties by holding a meeting with the teacher and the student's parents.

This is in accordance with what was stated by (Wiratnaya et al., 2020) that education still faces various negative challenges. The problem is that human resources in Indonesia do not yet reflect the desired educational goals, as there are still many students who lack honesty and discipline (Andrianto & Suyitno, 2021) also raised similar issues. The urgency of this research is to evaluate the Strengthening Character Education (PPK) program at the basic education level from the context, input, process, and product aspects, to improve the character education of students at SD 05 Muhammadiyah.

Research Method

This research used a qualitative approach with descriptive methods. The data obtained comes from primary and secondary sources. Primary sources in this research included school principals, teachers, students and parents from SD Muhammadiyah 05 Pekanbaru. Meanwhile, secondary data consisted of supporting documents and interview results. Available secondary data includes information regarding school facilities and infrastructure, curriculum documents, Learning Implementation Plans (RPP), and student attitude diaries. Data collection techniques in this research included interviews, observation and documentation. The data validity technique used by researchers was source triangulation. Researchers conducted interviews with school principals to strengthen the information they had obtained. Apart from that, interviews were also conducted with grade 3 and grade 4 teachers, as well as with students and student parent representatives. Researchers also applied method triangulation, namely checking data through observation and documentation. In this research, data collection was carried out before entering the field, while in the field, and after the research was completed. The data analysis technique used in this research was the Miles and Huberman interactive model, which includes data reduction, data presentation, and conclusion drawing (Kafomai & Ramlah, 2023).

Results and Discussion

Implementation of PPK Reviewed From Context

The implementation of strengthening character education in this context aims to analyze the organizational structure of implementing the character education strengthening



program and to meet the needs and relevance of the program to existing conditions. (Krisnawati & Susongko, 2024). According to interviews with school principals, the rules and regulations were prepared by the principal as part of his authority, based on school-based management (SBM) which is adapted to school conditions. Furthermore, these regulations would be socialized and discussed by the teacher council through meetings. Apart from that, the student rules and regulations will also be read by the school principal during the ceremony. These rules are designed to provide guidelines for students to behave in accordance with school expectations, and to create an orderly and conducive school environment. The result is the formation of students who have qualities and characters that are in accordance with school norms and culture. The rules and regulations at SD Muhammadiyah 05 Pekanbaru included the obligation to come to school 15 minutes before class time, participate in group gymnastics, and maintain order when entering and leaving class. Based on observations at SD Muhammadiyah 05 Pekanbaru, the rules for students had been implemented well. However, students often experience problems with time discipline, especially because parents were unable to teach their children to wake up early. In this study, researchers found that some students still violated the rules by buying food in the canteen and playing outside after break time ended. Apart from that, some students did not attend class picket activities, wore unkempt uniforms, and spoke in an impolite manner. Although in general students already obey the rules, this showed that it is important for new students to understand and obey school rules so that they could be implemented well. Despite efforts to provide advice, there are still shortcomings in student actions.

The school's efforts to increase students' understanding of the importance of discipline are carried out by establishing behavior patterns that suit the diverse backgrounds of each student. This was done through guidance and social direction, both inside and outside the classroom. Direct practice in front of students helped them imitate positive behavior from the people around them until it became a habit. If students violate school rules, they will be subject to sanctions appropriate to the violation committed. Apart from that, SD Muhammadiyah 05 Pekanbaru created a conducive school environment by integrating character values in every activity, so that the school could provide a better and optimally effective learning process. Some improvements in character education encouraged schools to engage in classroom, school, and community-based learning activities.

One effort to improve the character of students at SD Muhammadiyah 05 Pekanbaru is to strengthen classroom management, choose appropriate teaching methods, as well as evaluate the teaching and learning process, and develop a local curriculum according to regional needs. School culture-based character education emphasizes main values, such as modeling adult behavior, involving the entire educational ecosystem, and providing space for student potential through extracurricular activities. Strengthening the character of community-based education involves school committee regulations, parents, arts activists, community leaders, and the business world, as well as the implementation of PPK programs in academic environments, non-governmental organizations (NGOs), and collaboration with regional governments, ministries, government institutions, and public.

Implementation of PPK Reviewed From Input

Implementation of the character education strengthening program through input evaluation aims to link objectives, context, input, and process with program results. The focus of input evaluation includes an understanding of the character education program from school principals, teachers, and students, as well as available facilities and infrastructure



(Nurbaya et al., 2024). Based on the results of interviews and observations with the school principal, the researcher concluded that the character education program at SD Muhammadiyah 05 Pekanbaru involved teaching and learning activities (KBM), extracurricular activities, and the promotion of character culture in the school environment. One way to support character education programs in schools is by holding activities such as marching, reading the Koran and Surah Yasin, Hizbul Wathan, Tapak Suci, and group gymnastics. Marching activities begin at seven in the morning when the class bell rings. All students at SD Muhammadiyah 05 Pekanbaru from grades 1 to 6 line up in front of their respective classes, led by the class leader and supervised by the teacher. The following is a note regarding the activities of SD Muhammadiyah 05 Pekanbaru students who were lining up before entering class. According to Jayanti (Sari & Chamdani, 2020), Marching is a form of physical exercise that is important for getting used to living habits that support character formation. The long-term effect of the marching habit is that students can apply the character values taught at school. By practicing the marching culture, children can understand the importance of obeying school rules, being disciplined in school activities, and learning the value of discipline. Based on research at SD Muhammadiyah 05 Pekanbaru, the character value obtained from marching activities is discipline. This activity teaches students to maintain neatness, cohesiveness, order, and alertness. Students are expected to remain patient because the class president as leader will call the most orderly and calm students individually or in groups to enter the classroom first.

Second, the activity of reading Yasin. In this context, teaching students to get used to reading Surah Yasin is very important in forming religious character in the school environment and its surroundings (Nabilla et al., 2023). According to the explanation from the Principal of SD Muhammadiyah 05 Pekanbaru, the aim of this program is so that students can get used to reading and memorizing the Al-Qur'an, as well as improving their Al-Qur'an reading skills from various aspects, such as *makhraj* letters. According to observations at SD Muhammadiyah 05 Pekanbaru, the religious character was obtained through reading Juz Amma and Surah Yasin, which can teach students to worship Allah SWT, speak well, and increase religious knowledge. Apart from that, compliance is also required for students to arrive on time for group reading activities and read Yasin's letter in the morning before lessons start. All students are expected to create a conducive and focused atmosphere during reading activities, where each student must bring their own Juz Amma or Al-Qur'an.

Third, Hizbul Wathan's activities. Hizbul Wathan (HW) extracurricular activities are similar to Scouting (Ashita, 2023). In Hizbul Wathan scouting activities, students and coaches/teachers must be more active and creative so that students remain involved and do not feel bored. According to an interview with the school principal, he explained that HW Islam aims to educate a generation that has faith, intelligence, and physical health, as well as a religious observance so that they become true Muslim individuals and are ready to become leaders in various sectors. Hizbul Wathan (HW) is a scouting activity affiliated with the Muhammadiyah organization, equivalent to Scouting in public schools. With HW activities, it is hoped that students' character will become Islamic and love their homeland. Based on the results of observations at SD Muhammadiyah 05 Pekanbaru, the character values obtained from Hizbul Wathan activities were religious, creative, independent, democratic, curious, and love of the country.

Fourth, Tapak Suci activities. Tapak Suci is a martial art that continues to develop in Indonesia and plays a role in improving character values, such as discipline (Aprilia et al., 2023). Based on the results of the interview, the principal aims to educate and develop the



dexterity and skills of Pencak Silat in martial arts, sports arts, and Indonesian culture. They also want to maintain and develop the Pencak Silat of the Tapak Suci sect as a noble and moral cultural heritage, in accordance with Islamic teachings and free from shirk. Apart from that, they aim to educate members to become Muhammadiyah Cadres. Tapak Suci brings happiness and implements Amar Ma'ruf Nahi Munkar's preaching to increase national resilience. Based on observations at SD Muhammadiyah 05 Pekanbaru, researchers concluded that character values such as religious, responsibility, tolerance, and honesty can be obtained through Tapak Suci activities.

Fifth, joint gymnastics activities. Every Saturday morning, all students in grades 1-6 at SD Muhammadiyah 05 Pekanbaru carried out gymnastics together for one hour on the school field. According to the explanation from the principal of SD Muhammadiyah 05 Pekanbaru, group gymnastics aims to build togetherness through uniform movements that are followed by all students. During gymnastics, students were also taught about leadership through assignments as guides in front of their friends. From observations of these joint activities, the author concludes that the aim is to maintain students' physical fitness and health. Apart from that, this activity could also increase focus between the brain and body when following exercise instructions. The teacher would take turns choosing who will be the gym guide. From the results of observations at SD Muhammadiyah 5 Pekanbaru, character values had been implemented well in classes III, IV, and V by every teacher. The implementation of character values in daily life at school and in the classroom is very important, and almost all students follow and apply the teachings of role models taught by teachers.

In line with what was expressed by the class teacher regarding the targets to be achieved by the character education program at school, the aim is to shape the personality and character of children in accordance with the nation's expectations. The application of character education in the school environment had a positive influence on children's achievements, both in academic and non-academic aspects. Furthermore, children can become the next generation who have good character and can have a positive impact on the wider community. The class IV homeroom teacher stated that the character education program had a significant impact on student development, both in academic and non-academic fields. It is hoped that this generation will inherit a nation with excellence and have a large positive effect on society in general. Apart from that, the class V teacher also said that when dealing with students in implementing character education, it is important for teachers to ask questions related to material that is not yet understood, so that they can find out parts that are still not understood by students.

According to the results of interviews with several students regarding character formation, almost all students stated that school rules had been implemented well. However, there are still several aspects that need to be improved, such as the problem of late entry to class. A grade 3 student expressed the importance of adhering to time and neat appearance in accordance with school rules. The curriculum implemented by SD Muhammadiyah 05 Pekanbaru regulates the teaching process related to the cultivation of character education, one of which is to develop students' faith and devotion to God and encourage noble behavior. In addition, this curriculum aims to increase students' understanding and knowledge about status, rights, and obligations in social, national, and state life, as well as develop individual abilities to become independent and responsible human beings. Based on document data analysis, the lesson plan for class III at SD Muhammadiyah 05 Pekanbaru emphasized core competencies 3 and 4, while competency 1 focuses on religious and social attitudes as part of



character education. This competency was applied indirectly when students study in class. Class IV is also used as a source of information related to learning material.

Implementation of PPK Reviewed From Process

According to (Wage et al., 2020) in educational programs, process evaluation provides information that can influence the decisions made by educators. In implementing strengthening character education at SD 05 Muhammadiyah Pekanbaru, one aspect of the process is carrying out intracurricular and extracurricular activities. According to Shilviana & Hamami (2020), Intracurricular activities are activities that take place in learning related to subjects contained in the curriculum. Intracurricular activities are the main school program implemented by teaching staff during the teaching and learning process to educate and develop students' potential, which in turn will influence their non-academic potential. This activity is carried out through a structured and scheduled process, to arrange learning in accordance with the applicable curriculum and stated in the syllabus. So that the quality of learning at SD 05 Muhammadiyah Pekanbaru can be improved, the school has prepared a guide based on the curriculum to assist teachers in preparing the syllabus, Learning Implementation Plan (RPP), and learning media. In arranging learning tools, an analysis of core competencies and basic competencies in the school curriculum is carried out, as well as preparing an educational calendar in accordance with regulations issued by the education office. Apart from that, analysis of effective learning outcomes, preparation of annual and semester programs, creation of learning syllabi, planning of learning implementation, setting up learning evaluation programs, as well as designing improvement and enrichment programs are also carried out.

At SD Muhammadiyah 05 Pekanbaru, extracurricular activities include Tapak Suci and Hizbul Wathan/Scouts. Extracurricular activities are additional educational activities outside of subjects and guidance that support students' development according to their needs, talents and interests through activities organized by competent and authorized teachers. (Sari, 2020). The following is the schedule of extracurricular activities at SD Muhammadiyah 05 Pekanbaru.

Table 1. Extracurricular Schedule

Type	Day	Time	Place
Tapak Suci	Saturday	07.30-09.30	School outdoor field
HW/ Scout	Thursday	13.30 - 15.40	School outdoor field

According to the results of research at SD Muhammadiyah 05 Pekanbaru, the aim of the PPK movement program at the school is to shape students' character from an early age so that their lives can be harmonious and have good morals. Schools try to improve student character by implementing structured character education programs to improve the quality of character education. Thus, the involvement of school principals, teachers, parents, and the community is very important, because it is a task that must be carried out together.

Implementation of PPK Reviewed From Product

Product evaluation aims to interpret, measure, and assess the achievements of character education programs. This assessment includes the success of the program that has been implemented so that it can be seen whether the program was a success or failure, and is analyzed from various points of view. Product evaluation also aims to identify and provide an assessment of the results achieved from the program implemented, both in terms of implementing activities and in efforts to meet the needs of the target group. (Nurhayani et al., 2022).



According to observations at SD Muhammadiyah 05 Pekanbaru, this activity aims to increase student potential through character education. In the educational process, the character traits that need to be taught must also be instilled because they are very useful in the school environment (Rianti & Mustika, 2023). The integration of character values is not carried out in writing, but through indirect habits, such as discipline, wearing a prescribed uniform, and starting and ending activities with prayer, etc. Through character-based cultural habituation activities in the school environment, it is hoped that students can get used to applying character education values in everyday life, both at school and outside school. At SD Muhammadiyah 05 Pekanbaru, several character values are considered important to be evaluated by the Minister of Education and Culture based on the results of implementing character education indicators.

First, the religious aspect. According to the rules at SD Muhammadiyah 05 Pekanbaru, after the bell rings, students must immediately form a line in front of the class and enter the room to greet the teacher. Then, the students immediately sat down in their respective seats in a neat position, as did Ratih. After that, the teacher asks students or class leaders who are selected on a rotating basis to lead the prayer. Furthermore, students are expected to communicate politely and well. Even though the teacher had reprimanded them, there were still students in class IV who continued to talk to their friends poorly, especially boys. The congregational prayer schedule in class at SD Muhammadiyah 05 Pekanbaru has been well arranged. Each class takes turns being led by the teacher and followed by all students as a form of awareness of the importance of congregational prayer at the beginning of time.

Second, discipline. One of the policies at SD Muhammadiyah 05 Pekanbaru is that students are required to be present at school 15 minutes before lessons start. When the research was conducted, researchers observed that many students had arrived as early as seven in the morning. Some of them were looking after class, having breakfast, and playing. Almost all students observed tried to comply with all the rules that apply at school and in class. They carry out all the tasks given by the teacher with full dedication and complete them on time.

Third, curiosity. Students still feel unsure about asking for explanations regarding material they don't understand. When the teacher asks students to answer questions, they are allowed to ask questions after the explanation is given. Every teacher makes maximum use of school facilities, not only in the classroom but also in open spaces such as the field and school yard, to enrich learning material.

Fourth, friendly or communicative. Most students maintain good relationships with their friends, but there are still some students who like to play pranks or annoy their friends, thus making their friends feel annoyed. In addition, when friends face difficulties, many immediately provide help, while others just watch. When friends are talking, other friends listen carefully and respect the opinions expressed.

Fifth, care about the environment. In the morning and after school, students carry out pickets according to a predetermined schedule. They are responsible for cleaning and tidying the classroom, including sweeping the floor, wiping down the chalkboard, and turning off the fan. Even though most students understand the importance of throwing rubbish in the right place, there are still some who throw rubbish carelessly. During class duty (*piket*), some students did not show activeness in carrying out their responsibilities. Even though the implementation of these values had been done well, there was still room for improvement. Several students from grades three, four, and five still violated the rules regarding the



implementation of character education, based on the results of interviews. This can also be seen in the indiscipline that appears, such as the habit of arriving late to class or continuing to play futsal when lessons have started. Apart from that, there is impolite behavior, especially in class IV, which is influenced by their friends who behave less well.

Discussion

In line with research conducted by (Krisnawati & Susongko, 2024) The implementation of the character education strengthening program, viewed from the context, input, process, and product aspects, is quite effective in elementary schools. This program material is relevant to the school's needs and the school's strategic plans. This statement is reinforced by (Wiratnaya et al., 2020) who concluded that the implementation of the character education strengthening program (PPK) had a very good effectiveness category, seen from the context, input, process, and product variables. Thus, the character education strengthening program needs to be continued with several innovations.

The Ministry of Education and Culture of the Republic of Indonesia states that the character education program aims to instill values that shape the nation's character massively and effectively. This is done through implementing the main values of the National Mental Revolution Movement, which will be the focus of learning, habituation, and civilization. In this way, it is hoped that national character education can change the behavior, way of thinking, and way of acting of all Indonesian people for the better (Jadid & Widodo, 2023). Strengthening Character Education in Formal Education Units is regulated in Article 2 Paragraph (2), which states that the five main values of character education, namely religiosity, nationalism, independence, cooperation, and integrity are interrelated and integrated into the curriculum (Suryadi & Wardani, 2024).

Strengthening character education is of course about the values instilled in students. This value depends on the type of character that will be formed. The Indonesian nation as a Pancasila country of course instills values in accordance with the values contained in Pancasila. Article 87 Article 3 of the 2017 Presidential Decree concerning Strengthening Character Education states democracy, sense of belonging, curiosity, national spirit, love of family, appreciation for achievements, communication, love of peace, love of reading, care for the environment, socializing, and sense of responsibility. Character education has a deeper meaning than moral education. The focus is not only on issues of right and wrong but also on strengthening positive habits to increase awareness and understanding (Mustika & Dafit, 2019). To shape children's character, implementing character education in schools is very important. According to (Purwanti, 2017), Character education helps students understand the concept of right and wrong cognitively, as well as providing appreciation for their emotional aspects and supporting psychomotor development. In line with the view (Suwartini, 2017) Character education includes all actions taken by teachers to influence the character of their students. Muslich (Subhananto et al., 2019) believes that character development is the instillation of character values into a person to form a better character. This process includes several components, namely knowledge, awareness or will, and behavior to carry it out, both towards God Almighty, oneself, and the environment. Samani and Hariyanto (Cahyo, 2017) state that character education is a process that challenges students to have a complete personality in the dimensions of reason, mind, body, feeling, and will.

Conclusion

The conclusion from the results of this research is that the character education program at SD Muhammadiyah 05 Pekanbaru has proven to be effective. This effectiveness



can be seen from several aspects: First, in terms of context, most elements have been fulfilled well. The program's procedures, which include a clear and detailed vision, mission, goals, and background, align with community needs. This is evidenced by the increase in the number of students enrolled and their participation in extracurricular activities, as well as their enthusiasm for engaging in character education programs. Second, regarding the input aspect, most of the input components have been adequately met. The majority of teachers have effectively implemented character education programs. Third, in the process aspect, all components have been implemented satisfactorily. This is reflected in the values of students' discipline and curiosity, as well as the enthusiasm of educators in guiding and directing students in character education, both in and out of the classroom. Fourth, concerning the product aspect, most components of the character education program at SD Muhammadiyah 05 Pekanbaru have shown satisfactory results. This is evident from the instillation of character values and the habitual practice of character education by each student in school activities. Additionally, the achievements in both academic and non-academic fields further demonstrate the success of this program.

Recommendation

For school principals and teachers, it is important to always maintain consistency and responsibility as educators in teaching learning material and implementing character education values more strongly. Students are expected to take part in the school's Character Strengthening Program (PPK) seriously and be actively involved in every activity provided by the school, including intracurricular, extracurricular and other self-development activities.

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