

## EVALUATION OF THE IMPLEMENTATION OF CHARACTER EARLY CHILDHOOD EDUCATION

Oleh:

Suwardi<sup>1</sup>

Universitas Al Azhar Indonesia

**Abstract:** *Character education in particular are still enforced in early childhood institutions, while at the next level of education is still limited in Pancasila and Citizenship Education. On the other hand we are still very often obtain information about the behavior of learners in education levels after early childhood institutions are often brawls (the character of tolerance and peaceful), cheating during exams (characters honesty), and a number of other behaviors. It is one of the things that underlie this research; is necessary to evaluate the implementation of character education at early childhood. Research evaluation of the implementation of character education on early childhood aimed evaluated well as provide recommendations on the implementation of character education early childhood. The method used is descriptive qualitative evaluation model developed by Stufflebeam CIPP (Context, Input, Process, and Product), which phase of the evaluation context and input..Object that implemented in research in this study is the early childhood institution.*

**Keyword:** *Evaluation, Character Education*

**Abstrak:** Pendidikan karakter khususnya masih ditegakkan di lembaga pendidikan anak usia dini, sedangkan pada tingkat pendidikan berikutnya masih terbatas di Pancasila dan Pendidikan Kewarganegaraan. Di sisi lain kita masih sangat sering memperoleh informasi tentang perilaku peserta didik di tingkat pendidikan setelah lembaga anak usia dini sering bertengkar (karakter toleransi dan damai), menyontek saat ujian (karakter kejujuran), dan sejumlah perilaku lainnya. Ini adalah salah satu hal yang mendasari penelitian ini; diperlukan untuk mengevaluasi pelaksanaan pendidikan karakter di AUD. Evaluasi penelitian terhadap pelaksanaan pendidikan karakter AUD bertujuan mengavaluasi dengan baik serta memberikan rekomendasi pada pelaksanaan pendidikan karakter AUD. Metode yang digunakan adalah model evaluasi kualitatif deskriptif yang dikembangkan oleh Stufflebeam CIPP (Konteks, Input, Proses, dan Produk), yang fase dari konteks evaluasi dan input. Obyek yang diimplementasikan dalam penelitian dalam penelitian ini adalah lembaga AUD.

**Kata Kunci:** Evaluasi, Pendidikan karakter

### INTRODUCTION

One of the goals of the state in the 1945 Constitution is the intellectual life of the nation and is also one of the objectives of human resource development in Indonesia to be realized from the ideals of the nation, besides that every Indonesian citizen is entitled to obtain quality education in accordance with the interests and talents possessed regardless of social status, race, ethnicity, religion and gender.

Thus the equality and quality of education will make citizens recognize and overcome problems themselves and the environment, and encourage the establishment of civil society and modern-imbued Pancasila values, the efforts undertaken by the government, such as encouraging the growth of educational institutions both in the government sector as well private. While in social reality, with the increasing number of educational

---

<sup>1</sup>Universitas Al Azhar Indonesia, Email: [suwardi@uai.ac.id](mailto:suwardi@uai.ac.id)

institutions but the less the quality of education. School is an organization where education providers in which there are several components that are related. The components are: principals, teachers, employees, counselors, students, and school committees are classified as human resources who work together to achieve the goals that have been determined. Components of teachers is an important component, because the teacher is one of the inputs of schools that have tasks and functions that affect the learning process in the School. A good teacher in carrying out his duties and functions will seek to develop potential potency in the learner, as mandated by the Law of the National Education System Number 20 of 2003 in article three which affirms that national Education functions to develop capability and shape the character and civilization of dignified nation in the framework of the intellectual life of the nation, aims to develop the potential of students themselves to be human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. Currently special character education materials are still enforced in PAUD institutions, while in the next level education is still limited in Pancasila and Citizenship Education. Play can be the alternative strategy for nurturing character in early childhood. (Istianti, et. al, 2016) for On the other hand, we are still very often informed about the behavior of learners at the level of education after the PAUD (often tolerant and peaceful), cheating on the exam (character of honesty), and a number of other behaviors. This is one of the things that underlies this research; it is necessary to evaluate the application of character education to early childhood.

### **Problem Formulation**

Based on the background that has been described above, then the problem formulation is:

1. What is the formal basis, needs analysis and feasibility study of organizers implementing a competency-based curriculum?
2. How is the effectiveness of the competency-based curriculum program?
3. How is the implementation of assessment, extracurricular, and the diversity of student tasks and activities?
4. How is the effectiveness of output (output) on learning outcomes, learning achievement, and absorption of moral values?

### **Objectives and Urgency Research**

Specific objectives and urgency of this research are to:

1. Provide recommendation material in the direction of government policy in Directorate of Research and Community Service Directorate General Strengthening Research and Development Ministry of Research, Technology and Higher Education
2. Related to the implementation of character education in Early Childhood
3. Contributing to the wider community that is useful for making children nation of character.
4. Contributing to the development of science, especially for the field of science education in early childhood 'especially regarding the importance of strategies and methods learning, in order to achieve maximum results.
5. Input for teachers to develop early childhood education based on character fun.

### **Character Education**

Character Education The decline and fall of a nation depends on the quality of human resources, natural wealth is not everything in determining the progress of the nation but the quality of human relationships is good, reliable,

responsibility, hard work is an important quality of human resources (HR). Likewise, the contrary self-destructive behavior such as involvement in drugs, liquor, gambling and tawuran is one of the other indicators of failure in character formation. Every human being basically has the potential to characterize in accordance with the nature of human creation at birth, but in his life then requires a long process of character building through caregivers and early childhood education. Therefore, character education as an active effort to establish good habits, should be instilled continuously as the nature of the child's good since childhood. Thomas Lickona (1991) explains that the character consists of 3 interrelated parts, namely knowledge of morals, feelings about morale (moral feeling) and moral behavior (moral behavior). Thus the human character is the individual who knows about the good (knowing the good), want and love the good (loving the good) and do good (acting the good). Understanding the character according to Suyanto (2010, p. 2) is a way of thinking and behaving that characterize each individual to live and work together, both within the family, society, nation and state. Individuals with good character are individuals who can make decisions and are prepared to account for any consequences of the decisions he makes. Character is the values of human behavior associated with God Almighty, self, fellow human, environment, and nationality embodied in thoughts, attitudes, feelings, words, and deeds based on the norms of religion, law, etiquette, culture, and customs. Andrias Harefa (2001, p. 3), states that he sees the character as two things, namely first, as a set of conditions that have been given just like that, or have been there for granted, which is more or less forced in us. Such a character is regarded as something that has existed from its nature (given). Second, the character can also be understood as the level of 10 forces

through which an individual is able to master the condition. Such a character is referred to as a desired process (willed). Furthermore, Yogi Herdani (2009, p. 4) states that man has an open anthropological structure when faced with the contradictory phenomenon found in him, ie between freedom and determination, between stable characters with more dynamic and changeable peripheral expression. With this human image, it is asserted that the individual always moves forward toward the future. So humans have the ability to hope and dream, because these hopes and dreams are a kind of thrust that enables him to optimistically look at the future by taking into account the actual power he currently has. Character is the anthropological structure of man, the place where man lives his freedom and overcomes his limitations. This anthropological structure sees that character is not merely the result of an action, but is simultaneously the result and process.

### **Evaluation**

Such information may be the process of program implementation, the impact of the results achieved, the efficiency and utilization of the evaluation results that are focused on the program itself, that is to take the

Evaluations have different meanings from assessment, measurement or test. Stufflebeam and Shinkfield as quoted by Widoyoko (2009), stated that: Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of some object's goal, design, implementation, and impact in order to guide decision making, needs for accountability, and promote understanding of the involved phenomena (Widoyoko, 2009, p. 4). Evaluation is a process that provides information that can be taken into consideration to determine the price and value (worth and merit) of the objectives achieved, the design, the

implementation and the impact to make decisions, help accountability and improve understanding of the phenomenon. Meanwhile, according to Stufflebeam and Shinkfield say (Daniel L. Stufflebeam & Anthony J. Shinkfield, 2007, p.13). This sense indicates that evaluation is a systematic assessment or a project of benefits, values, fairness, worthiness, safety, meaning or equity. Gronlund explains that evaluation as a systematic process to determine the extent to which educational objectives have been achieved (Norman, 2000, p. 5-6). According to the formula, the core of evaluation is the provision that can be used as material in making decisions. UCLA's Study Committee on Evaluation (Stark & Thomas, 1994, p. 45), states that:

- Evaluation is the process of ascertaining of the decision of concern, selecting appropriate information, and collecting and analyzing information in order to report summary data to decision makers in selecting among alternatives (Norman E, 2000, p. 98). Evaluation is a process or activity selection, collection, data analysis and presentation of information that can be used as a basis for decision making and further programming. Furthermore, Griffin (1991) states: Measurement, assessment and evaluation are hierarchical. The comparison of observation with the criterion is the assessment and the judgment of the value or implication of the behavior is an evaluation (Widoyoko, 2009, p. 102). Measurement, assessment and evaluation are hierarchical. Evaluation is preceded by assessment, while assessment is preceded by measurement. Measurement is defined as comparing the results of observations with the criteria, the assessment is the activity of interpreting and describing the measurement results, while the evaluation is the determination of values or behavioral implications. Still as quoted by Widoyoko, Brinkerhoff (1986) explains that evaluation is a process that determines the extent to which

educational goals can be achieved. According to Brinkerhoff in the evaluation there are seven elements to be done: 1) determination of focus to the evaluation, 2) designing the evaluation, 3) collecting information, 4) analysis and analyzing and interpreting, 5) reporting information, 6) managing evaluation, and 7) evaluating evaluation (Sudjana, 2008, p. 25). From this understanding indicates that in doing the evaluation in the early stages must determine the focus to be evaluated and the design to be used. This means there must be clarity on what will be evaluated which implicitly emphasizes the purpose of the evaluation.

### **CIPP Program Evaluation Method (Context, Input, Process, Product).**

This CIPP evaluation model is one of several evaluation techniques of an existing program. This model was developed by one of the evaluation experts, Stufflebeam (2007), which was developed in 1971 based on four dimensions: context dimension, input dimension, process dimension, and product dimension. The evaluation of this model aims to compare the performance of the various dimensions of the program with a number of specific criteria, to finally come to the description and judgment of the strengths and weaknesses of the evaluated program. The CIPP model was developed by Stufflebeam and colleagues (1967) at Ohio State University. CIPP which is an abbreviation of the initial letter of four words, namely:

1. Context evaluation: evaluation of the context
2. Input evaluation: evaluation of input
3. Process evaluation: evaluation of the process
4. Product evaluation: evaluation of the results

The four mentioned words in the abbreviation CIPP is an evaluation target, which is nothing but a component of the process of an activity program. In other words, the CIPP model is an evaluation model that views the program being evaluated as a system.

## **RESEARCH METHODS**

### **Place and Time of Research**

The research will be conducted at Institution of Early Childhood in Jabodetabek. Study time is approximately 12 months from January 2016-December 2016.

### **Research Methods**

Research methods are very closely related to the type of research used, this is because each type and purpose of research designed to have consequences on the choice. Sugiyono (2006, p. 90) defines research methods can be defined as steps or scientific ways to obtain data with a specific purpose and usefulness. To describe and evaluate the implementation of Early Childhood Character Education implementation in detail and actual according to problem and research objectives, the research method used in this research is descriptive qualitative research, that is a method used to examine a group of people, an object, a condition, a system of thought or a particular class of events. The purpose of the descriptive study as mentioned in Moleong (2005, p. 56) is to describe, describe or describe specifically, systematically, factually and accurately about the facts, nature, social environment, and the relationship between the phenomena investigated.

### **Research Subject**

Population is the whole of the object studied is whether individuals, groups, organizations, etc. According to Sudjana (2008) Population is the whole object of research that can consist of humans, objects, plants, events, test values, or events as a source of data that has certain characteristics in a study. The population in this study is the institution of early childhood as jabodetabek. So the unit of analysis in this study is the institution of early childhood. The unit of analysis in this case can not automatically be a respondent in the study, so that the required respondents who are considered

to represent respondents and represent the agency. The sample is part of the population. According to Nawawi in Sudjana (2008, p. 46), the sample is partly taken from the population by using certain means. The sample in this research is as much as 5 (five) group of competition participants where each group there are 10 people. Researchers also take a specific sample per area ie 10 people include: 1 head of the district education office, 4 school supervisors, and 5 heads of early childhood institutions. The sample chosen in this study is determined and represents the population as a whole, the sampling technique used is by probability (probability sampling).

### **Collection Techniques**

Moleong's data (2005, p. 67) confirms that in order to collect data of qualitative research process there are three activities, namely the process of entering the research location (getting in), while in the research location (getting along), and the data collection stage (logging the data). The data collection in this study is based on the instruments used in this study

## **RESULTS**

This evaluation research is choosing social situation that is choosing the national standard early childhood institution that is early childhood institution which have national curriculum, that is using national curriculum, the teacher has S1 degree, has followed the upgrading of national curriculum implementation by Balitbang Curriculum Center and has learning facility quite complete in accordance with the standards. The second step is to establish key informants to facilitate the researcher conducting intensive research. Interview and give questionnaires to informants conducted to know the implementation of early childhood character education.

## **CONCLUSION**

Based on the previous description, the progress report obtained instrument interview and questionnaire instrument. The instrument still needs to be validated and evaluated from PAUD experts and character education specialists. Based on the above, the researcher suggests the need for further stages whether it is validation of interview instruments and questionnaires as well as distributing questionnaires and assessments to the expert team to evaluate the implementation of character education on the early childhood that has been made. Further data analysis, reporting and seminar results and then publications on accredited national journals so that obtained in the form of recommendations of the implementation of education character of the early childhood is optimal and effective.

#### ACKNOWLEDGEMENT

Thank you from the authors go to:

1. Directorate for Research and Community Services, Directorate General Strengthening Research and Development of the Ministry of Research, Technology and Higher Education that has funded this research to implement the research grants.
2. The Institute for Research and Community Service (LP2M) University of Al Azhar Indonesia.

#### REFERENCES

- Brinkerhoff, Robert O., et. al. (1986). *Program Evaluation: a Practitioner's Guide for Trainers and Educationers*, Fourth Edition. Boston: Kluwer Nijboff Publishing. Davies. Definisi Pengertian Diklat. <http://spot.com/2009>. Diakses pada tanggal 24 Maret 2014.
- Griffin, P. & Nix, P. (1991). *Educational assessment and reporting*. Sydney: Harcourt Brace Javanovich, Publisher.
- Harefa, Andrias. (2001). *Pembelajaran di Era Serba Otonomi*. Jakarta; PT. Kompas Media Nusantara.
- Herdani, Yogi. (2009). Pendidikan Karakter Sebagai Pondasi Kesuksesan Peradaban Bangsa. Diambil dari: <http://www.dikti.go.id/index.php?option=com>
- Istianti, T., Hamid, S. I., & Abdillah, F. (2016). Menelisik moral sosial kewarganegaraan dalam permainan pada pendidikan anak usia dini. *Jurnal Moral Kemasyarakatan*, 1(2), 86-96.
- Kenzin, Norman D. & Lincoln, Yvonna S. (2000). *Handbook of Qualitative Research*, Second Edition. London: Sage Publication, Inc.
- Lickona, Thomas. (1991). *Educating for Character: How Our School Can Teach Respect and Responsibility*. New York, Toronto, London, Sydney, Aucland: Bantam books Mc.
- Moleong, P. (2005). *Dr. Lexy J. Metodologi Penelitian Kualitatif*.
- Sudjana, Djuju. (2008). *Evaluasi Pendidikan Luar Sekolah*. Jakarta: PT. Remaja Rodaksara.
- Sugiyono. 2006. *Metode Penelitian Pendidikan*. Alfabeta: Bandung
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, and applications*.
- Stark, J.S. & Thomas, A. (1994). *Assessment and program evaluation*. Needham heights: Simon & Schuster Publishing.
- Suyanto, P. D. (2010). *Model Pembinaan Pendidikan Karakter Di Lingkungan Sekolah*. Jakarta: Dirjen Dikdasmen Direktorat Pendidikan Dasar Dan Menengah Kementerian Pendidikan Nasional.
- Widoyoko, Widodo. (2009). *Evaluasi Program Pembelajaran Panduan Praktis Bagi Pendidik dan Calon Pendidik*. Jakarta: Pustaka Belajar.