



## Development of Character Education Evaluation Model (In Schools and Islamic Boarding Schools)

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Article Info	Abstract
<b>Article History</b> Received: 2023-09-17 Revised: 2023-10-23 Published: 2023-11-04  <b>Keywords:</b> <i>Evaluation Model; Character Education; Schools; Madrasah and Islamic Boarding Schools.</i>	The research objective focuses on developing an evaluation model for character education in schools, madrasas and Islamic boarding schools with proper character education evaluation, so that these character values are actually internalized in the souls of students, displayed in good behavior, and finally emerge as a habit. cultured. This research uses a qualitative approach with content analysis techniques. Content Analysis Studies defines this method as a detailed and systematic examination of the content of a given set of materials for the purpose of identifying patterns, themes or biases. Research shows that the results of character education are more emphasized in the affective and psychomotor domains than the cognitive domains. Evaluation techniques that can be used include 1) Actualization of Character Education Values through Evaluation 2) Authentic Assessment as the Main Means of Implementing Character Education in Schools 3) Research Rubric 4) Evaluation of the Implementation of the Character Education Program by TIM. Evaluation of the results of character education is not only carried out by the teacher, but by a team consisting of teachers, principals, other school staff (administrative staff, laboratory assistants, technicians), school committees, parents, the general public, and also the students themselves to assess changes in attitude. to himself or his group.
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2023-09-17 Direvisi: 2023-10-23 Dipublikasi: 2023-11-04  <b>Kata kunci:</b> <i>Model Evaluasi; Pendidikan Karakter; Sekolah; Madrasah dan Pesantren.</i>	Tujuan penelitian berfokus pada pengembangan model evaluasi Pendidikan karakter di sekolah, madrasah dan pesantren dengan evaluasi pendidikan karakter yang tepat, sehingga nilai-nilai karakter tersebut secara nyata terinternalisasi dalam jiwa anak didik, tertampilkan dalam perilaku yang baik, dan akhirnya muncul sebagai habit (kebiasaan) yang membudaya. Penelitian memakai pendekatan kualitatif dengan teknik analisis konten. Studi Analisis Konten mendefinisikan metode ini sebagai pemeriksaan yang mendetail dan sistematis terhadap isi suatu kumpulan materi tertentu untuk tujuan mengidentifikasi pola, tema, atau bias. Penelitian menunjukkan bahwa hasil pendidikan karakter lebih banyak ditekankan pada domain afektif dan psikomotor daripada domain kognitif. Teknik evaluasi yang dapat digunakan antara lain 1) Aktualisasi Nilai-nilai Pendidikan Karakter melalui Evaluasi 2) Penilaian Otentik sebagai Sarana Utama Pelaksanaan Pendidikan Karakter di Sekolah 3) Rubrik Penelitian 4) Evaluasi Pelaksanaan Program Pendidikan Karakter oleh TIM. Evaluasi hasil pendidikan karakter tidak hanya dilakukan oleh guru, melainkan oleh satu tim yang beranggotakan guru, kepala sekolah, staf sekolah lainnya (staf administrasi, laboran, teknisi), komite sekolah, orang tua, masyarakat umum, dan juga siswa sendiri untuk menilai perubahan sikap pada dirinya sendiri atau kelompoknya.

### I. INTRODUCTION

The Ministry of National Education has launched a character education program in 2010. One of the six programs that are the priority of the Ministry of Education and Culture is to improve religious, moral, and character-building education. According to the Guidelines for the Implementation of Character Education issued by the Ministry of National Education Research and Development Center for Curriculum and Books 2011.

The definition of character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, character, behavior, personality, nature, character, temperament, and character. Character refers to a series of attitudes (attitude), behavior (behavior), motivation (motivation), and skills (skills). According to John Dewey, it is commonplace in educational theory that the formation of character (character) is the general

objective of teaching and character education in schools. (Gunawan, 2012)

Character education aims to develop the values that shape the nation's character, namely Pancasila, including: (1) developing the potential of students to become human beings with good hearts, good thoughts, and good behavior; (2) building a nation with Pancasila character; (3) developing the potential of citizens so that they have self-confidence, are proud of their nation and country and love humanity. (Kurikulum & Perbukuan, 2011). Based on what has been stated above, character education is not just teaching what is right and what is wrong. More than that, character education is an effort to instill good habits (habituation) so that students can behave and act based on the values that have become their personality. In other words, good character education must involve good knowledge (moral knowing), good feelings or loving good (moral feeling), and good behavior (moral action) so that the embodiment of the unity of behavior and attitudes of students is formed.

The application of character education requires a clear understanding of the concept of character formation and character education itself. By having a comprehensive understanding, the vision of character education can be implemented properly, which in turn will have a positive impact on the formation of a superior national character. However, in reality, the competence of school graduates is still not following educational goals. There are still incidents of students being involved in brawls, drug abuse, and free-sex behavior. This is a challenge for the world of education, especially the government and society, to reformulate education following the demands of the times while still strengthening the superior national character.

Strengthening moral education or character education in the current context is very relevant to overcoming the moral crisis that is currently sweeping our country. These crises include increased promiscuity, rampant rates of violence against children and adolescents, crimes against friends, juvenile theft, cheating habits, drug abuse, pornography, and destruction of other people's property which have become social problems that have so far not been able to be overcome. completely (Akhwan, 2011). In this context, schools have a great responsibility in forming a good character for students. Schools must play an active role in character education by integrating values and character learning in

the curriculum, as well as providing proper guidance and supervision of student behavior. Thus, schools can become agents of change that contribute to the formation of good character and build a better generation in the future.

In conclusion, so that character education runs optimally, several factors must be considered including: 1) some schools have not optimally evaluated the implementation of character education, 2) not all educators can be used as models for implementing character values, 3) some educators have not optimally instilled character education in learning, 4) the integration of character values in school culture has not gone well, and 5) there is no evaluation model yet. (Sugiharto & Wijono, 2016)

The main problem faced by schools in evaluating character education is that there are no operational guidelines for evaluating character education. Until now, schools do not have a character education evaluation model that can evaluate students' character education appropriately, efficiently, and effectively. With the evaluation model, it is hoped that schools can capture information about the current state of student character so that appropriate improvements can be made. (Sugiharto & Wijono, 2016)

This research will answer the questions: (a) Definition of Character Education, and (b) development of character education evaluation models in schools, madrasas, and Islamic boarding schools to evaluate character education appropriately, so that these character values are actually internalized in the souls of students, displayed in good behavior, and eventually emerge as an entrenched habit.

## **II. METHOD**

The approach used in this study is a qualitative approach with content analysis techniques. Content analysis studies (Leedy and Ormrod 2001) define this method as "a detailed and systematic examination of the content of a given body of material to identify patterns, themes, or biases." Content analysis examines forms of human communication including books, newspapers, films, and other forms to identify patterns, themes, or biases. This method is designed to identify certain characteristics of content in human communication. Researchers explore verbal, visual, and behavior patterns, themes, or biases. The procedural process for content analysis studies is designed to achieve the highest possible analytical goals and involves

identifying the body of material to be studied and defining the characteristics or qualities to be examined. (Leedy & Ormrod, 2001).

The type of data used is in the form of secondary data. The research was carried out by identifying the problems that occur in the Evaluation Development of character education in schools, madrasas, and Islamic boarding schools, then data is collected, analyzed, and concluded according to needs which might be a solution to these problems in the form of a development strategy using library research.

### III. RESULT AND DISCUSSION

#### A. Character Education

Character education is an effort to train children to be able to take responsibility for every action and make decisions wisely and practice them in everyday life so that they can make a positive contribution to their environment.

Character is part of the affective domain. According to Andersen (Anderson, 1981), two methods can be used to measure the affective domain, namely the observation method and the self-report method. The use of the observation method is based on the assumption that affective characteristics can be seen from the behavior or actions displayed, psychological reactions, or both. The self-report method assumes that the one who knows a person's affective state is himself. However, this requires honesty in revealing one's affective characteristics.

#### B. Purpose of Character Education

1. Develop the affective potential of students as human beings and citizens who are cultured and have a national character.
2. Develop commendable habits and behavior of students.
3. Instill a spirit of leadership and responsibility.
4. Develop the ability of students to become independent, creative, national-minded human beings.
5. Developing a school life environment as a learning environment that is safe, honest, full of creativity and friendship, as well as with a high sense of nationality. (Gunawan, 2012)

#### C. Benefits

1. There is improvement in morale and awareness within the individual.

2. Can overcome moral degradation.
3. Individuals have a high tolerance.
4. The level of violations and juvenile delinquency will decrease.
5. And most importantly the individual is expected to be responsible for the knowledge he has. . (Gunawan, 2012)

#### D. Character Education Learning Model in Schools

At the macro level, character development is divided into three stages, namely planning, implementing, and evaluating results. At the planning stage, character sets are developed which are explored, crystallized, and formulated using various sources.

To further strengthen the implementation of character education, 18 values have been identified that originate from religion, Pancasila, culture, and national education goals, namely: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard Work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love of the Motherland, (12) Respect for achievement, (13) Friendly/Communicative, (14) Love Peace, (15) Enjoy Reading, (16) Care for the Environment, (17) Care for Social, (18) Responsibility.

##### 1. Example 1 (One) Character Education Model

Learning activities within the framework of student character development can use a contextual approach as a learning and teaching concept that helps teachers and students relate the material taught to real-world situations so that students can make connections between the knowledge they have and its application in their lives. That way, through contextual learning students have more comprehensive results not only at the cognitive level (thought processing), but at the affective level (thought the heart, feeling, and intention), as well as psychomotor (exercise) (Fahham, 2013). Contextual learning includes several strategies, namely: (a) problem-based learning, (b) cooperative learning, (c) project-based learning, (d) service learning, and (e) work-based learning. These five strategies can provide a nurturing effect in developing the character of students, such as intelligent character, open-mindedness, responsibility, and curiosity. (Fahham, 2013)

According to Lickona, three elements need to be considered in the character education process, namely: moral knowing, moral feeling, and moral action (Muslich, 2022). In Koesoema's view (Koesoema, 2007) The process of character education should pay attention to the human anthropological structure which consists of body, spirit, and mind.

## 2. Character Education Model Example 2 (Two)

By implementing a character education model that is appropriate and appropriate to the age of students and their environment, these results will become a benchmark for the success of a model in implementing education. Suparno writes the model for implementing this education in his book *Character Education in Schools* that there are 4 ways of implementing moral education, namely character education as a separate subject (monolithic), integrated moral education in all fields of study, and moral education taught outside of formal teaching, and the combined model (Melati & Suparno, 2020).

### a) Character Education Model as a separate subject (monolithic)

The application of the monolithic model in schools makes character education a separate subject without having to integrate it with other subjects. so teachers in the field of character education must prepare and develop their learning tools. The material presented in this subject will also be more focused and structured. However, this approach with a monolithic model has been considered a model that is no longer suitable for application in the millennial era. The impact that emerges from this monolithic model is only on the cognitive aspect. This model produces effects that are less influential in directing students to become individuals with character (Lubis & Nasution, 2017).

### b) The model is integrated in all fields of study

This application model is an integrated model implemented by all schools and taught in an integrated manner to each student's field of study. With this integration model, each

teacher is responsible for delivering material and instilling character education values. (Achmad Husein et al, 2010)

### c) Models outside of teaching

Teaching positive values can also be applied outside of formal learning or outside school hours. By prioritizing the formation and inculcation of values through an activity, this method is an easy way to apply because students understand and implement it from the knowledge they have gained from school. This model can be implemented by educators by entrusting it to other institutions. Students will get hands-on experience and concrete. (Achmad Husein et al, 2010).

### d) Combined models.

This approach combines the integration model and the character education model outside of formal teaching. This combined model can be implemented with the cooperation of teachers and parties outside the school. Learners receive explanations about values and are added to concrete experiences through activities (Achmad Husein, 2010).

## 3. Character Education Model Example 3 (Three)

The character education model is a system of instilling character values in school members which includes components of knowledge, awareness or will, and actions for the benefit of individual citizens but also the community as a whole. According to the deliberate use of all dimensions of school life to foster optimal character development, character education according to the deliberate use of all dimensions of school or madrasah and Islamic boarding school life for optimal character formation in school or madrasah and Islamic boarding school life to help optimally shape character. The character education model is inspired by Islamic education theory, namely: there are three models, namely:

a) The Tadzkirah model has the following meanings: Q: Show an example; The exemplary concept has been given by the way Allah sent the Prophet to be a good role model. A: direct (give guidance); D: encouragement

(providing motivation/reinforcement); Z: zakiah (pure/clean-plant sincere intentions); K: continuity (a process of habituation to learn, behave and do); I: remind; R: repetition (repetition); A/O: organize H: heart.

- b) The Istiqomah model means I: imagination (teachers must be able to generate imagination far ahead, both for the benefit of science and creating technology from nothing to exist and benefit human prosperity. S: Student center. Students as activity centers; T : Technology (teachers can take advantage of technology); I: intervention; human behavior is influenced by their past; Q: Question and Answer; Ask and answer; O: Organization (teachers can control the pattern of organization of knowledge students have acquired); M: motivation (teachers can motivate students) A: application (the peak of knowledge is charity) H: Heart, liver (teachers must be able to generate spiritual strength in students).
- c) The iqra model Fikir - Dhikr has the meaning: I: inquiry; investigation; Q: Question; ask; R: Repeat; repetition; A: Actions; the pinnacle of learning is charity. F: Fun; fun learning activities; I: Ijtihad; ijihad door; K: Concept; I: Imagination; R: Neat. D: Prayer, Z: Remembrance, I: Faith, K: Commitment, I: Pledge, and R: reality.

## **E. Character Education Evaluation Model**

### **1. Actualization of Character Education Values through Evaluation**

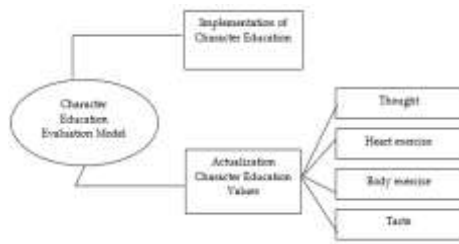
Evaluation Model Character education cannot be separated from the process of learning character education in schools, namely through programming, planning, learning, and evaluating learning outcomes. In essence, character education is the embodiment of the function of the totality of psychology which includes all individual human potential (cognitive, affective, conative, and psychomotor) and the function of the totality of socio-cultural in the context of interaction (in the family, educational units, and society) and lasts a lifetime. The most important function of character education in schools and society is to achieve consensus on democratic values. Character configuration in the

context of the totality of psychological and socio-cultural processes can be grouped into Spiritual and emotional development, Intellectual development, Physical and kinesthetic development, and Affective Sports. and Creativity development). (Masruroh, 2022)

Each of the psychosocial processes (exercise of the heart, exercise of thought, exercise, and exercise of taste and intention) conceptually can be treated as a cluster or group of noble values which contain some values. In evaluating character education. Criteria are standards that are believed to have certainty, so something can be decided based on these criteria. There are eleven criteria selected as standards that will guide character education efforts, namely caring, cooperation, commitment, courage, change, relationships, coherence, consensus, communication, culture, and criticality. (Mertasari, 2016). Character education has a higher meaning than moral education, because it is not just teaching what is right and what is wrong, more than that character education instills habits (habituation) about good things so that students become aware (cognitive domain) about what is good and wrong, able to feel (affective domain) good value and used to do it (behavior domain). (Masruroh, 2022)

Evaluation of Character Education in SMA is an evaluation instrument model that is quite simple in implementation, but the information disclosed is very complete, so it is an alternative that can be applied by school leaders to evaluate the quality of character education in their school environment. The character education evaluation model instrument has been tested, the results of which show that the implementation of this evaluation model is quite practical, economical, and objective. (Sugiharto & Wijono, 2016)

This Character Education Evaluation Model (EPENKAR) is a specific form of a set of sequential components and procedures to realize a character education evaluation process. A set of procedures here means several procedures that are combined in one unit.



**Picture 1.** Actualization Character Education Values

The figure explains that the EPENKAR model consists of two major components, namely:

- a) implementation of character education
- b) actualization of character education values consisting of a) thought process, b) heart exercise, c) exercise, and d) taste/intention exercise.

Implementation of character education has a strong influence on character education values (Sugiharto & Wijono, 2016)

So character education is closely related to habits or habits that are continuously practiced or carried out. At the results evaluation stage, a program assessment for continuous improvement is carried out which is designed and implemented to detect character actualization in students as an indicator that the process of cultivating and empowering character is successful. An assessment of character education can be carried out on the performance of educators, education staff, and students. The performance of educators or educational staff can be seen from various things related to various rules attached to employees, including:

- a) Work results: quality of work, quantity of work, timely completion of work, compliance with procedures;
- b) work commitment: initiative, quality of attendance, contribution to work success, willingness to carry out tasks from the leadership;
- c) working relationships: cooperation, integrity, self-control, and the ability to direct and inspire others. do well, and produce a strong attitude and an argumentative mind.

Learning activities from the preliminary, core, and closing stages of activities are selected and implemented so that

students practice the targeted character values. As mentioned earlier, it is recommended that the principles of Contextual Teaching and Learning be applied to all stages of learning because these learning principles can also facilitate the internalization of character values in students. In addition, the teacher's behavior throughout the learning process must be a model of implementing values for students. In this learning, the teacher must design learning steps that facilitate students to be active in the process starting from the introduction, core, to closing. Teachers are required to master various methods, models, or active learning strategies so that learning steps are easily arranged and can be practiced properly and correctly. With a process like this, the teacher can also make observations as well as evaluate (assess) the processes that occur, especially the character of their students.

## 2. Authentic Assessment as the Main Means of Implementing Character Education in Schools

Today's authentic assessment model is widely discussed in the world of education because this model is recommended, or even emphasized, for its use in assessing student learning outcomes. One of the problems that arise is that not all teachers/lecturers understand the concept and implementation of authentic assessment. If a concept is not understood, how can we want to use it for practical purposes in learning activities? Maybe people think or say they have used authentic assessment to assess student learning outcomes, but in reality, this is not the case.(Abidin, 2011)

Authentic Assessment is the process of collecting various data that can provide an overview of student learning development. The description of student learning development needs to be known by the teacher to ensure that students experience the learning process correctly. If the data collected by the teacher identifies that students experience learning jams, the teacher can immediately take appropriate action so that students are free from learning jams. Because an overview of learning progress is needed throughout the learning process, this assessment is not

only carried out at the end of the period (end of the semester). Assessment activities are carried out simultaneously with learning activities.(Abidin, 2011)

Taking authentic assessments for character education, there is an attitude or affective assessment, an attitude assessment technique for the effective domain is a realm related to mentality and values. For example relating to behavioral characteristics such as feelings, interests, attitudes, emotions, or values. Ability in this aspect is related to interests and mentality that arise from within in the form of responsibility, cooperation, discipline, courage, confidence, honesty, mutual respect, and the ability to control oneself (Kunandar, 2015).

The competence referred to in this aspect is an expression of the values or perspective of life that is owned by a person and appears in the form of behavior. Assessment of attitude competence in learning is a series of activities intended to measure students' attitudes as a result of a learning program. The basic use of attitude assessment as part of learning is a reflection of the understanding and progress of the attitudes of individual students (Al-Maududy, 2014). Kunandar also explains or discloses competencies related to attitudes. Assessment of competencies related to attitudes consists of five; receiving or paying attention, responding or responding, assessing or appreciating, organizing or managing, and character. So, in this assessment, students can respond or respond to the results obtained to distinguish something that is considered good and bad in the learning process, then these results can be implemented in their daily lives.

In addition to the five points above, Abdul Majid (Majid, 2017) (Majid & Andayani, 2017) also revealed techniques and instruments. Techniques and instruments in this affective aspect are called tools for measuring an object in collecting data related to attitudes and behavior. These techniques include; self-assessment observation, peer-to-peer assessment, and journal (small notes).

a) Observation is a technique that is carried out continuously by using the senses, either directly or indirectly on

the observed behavior. In the independent curriculum learning observations of the competence of social and spiritual attitudes of students. Therefore, the teacher must determine the aspects needed before making observations. In making observations, these aspects are equipped with a rubric and scoring instructions. The rubric contains a checklist or scale assessment, while the scoring instructions contain scores and how to organize them into the final grade.

- b) Self-assessment is an assessment technique that is used by asking students to express their strengths and weaknesses in the context of achieving attitude competency, both spiritual and social. What is needed in this self-assessment is a simple assessment sheet.
- c) Assessment between friends, namely an assessment technique that can be used to measure the level of achievement of social and spiritual attitude competence by asking students to assess one another. So, this assessment is carried out by students and will be assessed by several students with values including honesty, racial tolerance, discipline, mutual respect, and diligent.
- d) Journals or small notes / daily are daily assessments carried out by the teacher both in class and outside the classroom, both spiritual and social. This note serves to collect information on individual students both in terms of the weaknesses and strengths of students. Then from this record, an attitude assessment will be made for one semester (Kunandar, 2015).

**Table 1.** Attitude Evaluation

ATTITUDE			
Observation	Self-assessment	Between Friends	Journal

### 3. Assessment rubric

Character is a person's nature that needs to be developed through the educational process, so in the first step, the teacher must know more deeply about the substance of a character, how to facilitate its growth and development, and how to evaluate it. To describe a character, it is necessary to examine the definition of the contents of the character. For example, the

character that the school wants to develop is "discipline". (Salirawati, 2021)

The first step that must be taken is to define or give specific meaning to what is meant by "discipline". The clearer the meaning contained in the character, the easier it is to describe the indicator (Salirawati, 2021). The second step is to elaborate on the substance of meaning contained in the character through a behavior hierarchy. As an example, this character will be described using the format from Ryan & Lickona, namely moral knowing, moral feeling, and moral action, or using the moral hierarchy of behavior developed by Bloom, namely cognitive, affective, and psychomotor, or hierarchies other.

After reflecting on a character in a behavioral hierarchy, the third step is to compile indicators of learning outcomes that must be mastered by children according to their stage of development. It should be noted, that what is called competence includes something whole, which includes creativity, and taste (Salirawati, 2021). The fourth step is to describe the character indicators into assessment indicators. Assessment indicators are formulations regarding the main points of behavior that can be used as a reference for assessing the achievement of a character. In general, students are used to being assessed for their attitudes using only simple assessment instruments made by the teacher. It is rare to find teachers conducting attitude assessments using an attitude assessment instrument in the form of an observation sheet accompanied by an assessment rubric. In general, teachers only use observation sheets with aspects that have not been translated into criteria, so they are not accurate in assessing student attitudes. There are even some teachers who assess students' attitudes without using assessment instruments, only observing students' attitudes during the learning process. (Salirawati, 2021).

**Table 2.** Syllabus Grid and Continuous Assessment System

Basic Competence	Indicator	Character Data	Material and Description	Experiments Learning/Task/ Instruction	Evaluation	Time Allocation	Source/ Test materials
					Kill Type Instrument's Rogers		Example of instrument

Discipline is an action that shows orderly behavior and obeys various rules and regulations

**Table 3.** Example of a character assessment sheet accompanied by an assessment rubric for disciplinary character

Character	Criteria	Rating Scale (Score)				
		1	2	3	4	5
Discipline	a. Obey the class rules.					
	b. Follow the lessons in class well.					
	c. Doing tasks according to the allotted time					

Information: 5 = Very Good, 4 = Good, 3 = Fair, 2 = Poor, 1 = Very Poor

**Table 4.** Assessment rubric

No	Criteria	Score	Description
a	Obey the class rules.	5	not late for class, don't make noise in class, and dress neatly.
		4	not late for class, not making noise in class, but dressed sloppy.
		3	not late for class, but making noise in class, even though dressed neatly.
		2	not late for class, but making noise in class, and dressing sloppy.
		1	being late for class, making noise in class, and dressing sloppy
b	Etc		

#### 4. Evaluation of the Implementation of the Character Education Program by TIM

The most recommended evaluation technique is mixed methods. The involvement of experts in the selection of assessment methods and processes should be maintained. Several quantitative evaluation techniques can be applied in the evaluation of character education. In addition, qualitative techniques can also be used by making deeper observations and richer descriptions of what is happening at school. (Mertasari, 2016)

##### a) Effectiveness Scale

Lickona (Mayasari et al., 2022) published eleven principles of effective character education. Lickona designed a formative assessment instrument, known as the eleven principles of character education assessment, this instrument can be developed for its own needs and can also be used for other researchers, each principle is considered as one component, and each component consists of several sub-components, the resulting score From this assessment there are three, namely scores for each sub-component, scores for each principle, and an overall score, the range of scales for each sub-component is as follows:



b) Program Executor (Assessment Team)

At the end of the first year or so, observations are needed to find out how school staff view character education. The evaluation committee may develop an informal perception scale. Respondents circled one answer for each item. The answers to these items include the form of no opinion, definitely, sometimes, or not at all. Some of the points suggested for use include: 1) there is a rationale for a character education program at school, 2) most people in this school know the vision and expectations of the character education program, and 3) school staff are well prepared to start the program.

c) Student Behavior Inventory

The evaluation team wants to know from school personnel or the committee members themselves about the frequency of deviant behavior and the possible causes. well prepared to start the program.

d) Inventory of School Problems

If the assessment team wants to collect initial data before the moral education program is implemented and wants to compare it with data collected after three years of the program, an inventory can be used. This inventory can be used to find out where the program is making positive changes. In the inventory, T can be made to represent the total number of students involved and % to represent the percentage of students involved. In the following, some inventory items are presented.

Informal inventory can be used for this purpose. This inventory attempts to find the frequency of behavioral deviations by asking the respondent to mark a line under the frequency (frequently, moderately, rarely) and circling the number that causes the behavior deviation. The cause number referred to is as follows.

- 1) Home environment
- 2) parental attitude
- 3) Lack of parental control
- 4) Group influence
- 5) Due to school or teacher
- 6) Students have personal problems

7) Students have learning problems

8) All causes.

e) Poll Against Parents

Several ways can be used to determine parental knowledge and assess their views, perceptions, and involvement in character education programs in schools. For example, parents' opinions on character education programs in schools can be assessed through an inventory form which is often called an opinion. Opinionaries can also be used for teachers, students, and other teaching staff. Opinionaries must be presented in clear language. Here is an example of an opinion for parents.

"In your opinion, what is the positive influence of the character education program on your son/daughter, according to the following items".

f) Evaluation by the General Public

The general public, especially the community around schools can be involved in evaluating character education. Evaluation by the general public can be carried out by distributing questionnaires or inventories to members of the public or by receiving reports both written and oral from the results of community observations. If the school has cooperation with certain institutions or companies, then a similar assessment can also be given by the company or institution that is invited to cooperate.

g) Student Portfolio

The student portfolio is a collection of results of intelligence and reflection of existing student work documents. Teachers can take advantage of this portfolio assessment for character education. Each teacher was asked to group students, with group members of two people. Each group develops a portfolio with a focus on one of the values in the character education program. For example, one group took the value "honesty", another discussed "respect", and still another took "self-discipline". The portfolio includes, among other things: 1) written summaries about values; 2) observation record journal about value; 3) pictures,

cartoons, and comics are accompanied by a description of how the author illustrates values; 4) book reports explaining how the story describes values; 5) a collection of poems, stories or fairy tales about values; 6) newspaper or magazine clippings related to values; 7) television program reviews that introduce a value; 8) reviews of how values are introduced by politicians, corporate leaders, professional athletes, and celebrities; 9) recommendations to help other students learn about values; and 10) reflection on character education in schools.

h) Evaluasi Oleh Masyarakat Umum

Masyarakat umum, khususnya masyarakat di sekitar sekolah dapat dilibatkan dalam evaluasi pendidikan karakter. Evaluasi oleh masyarakat umum dapat dilakukan dengan menyebarkan angket atau inventori kepada anggota masyarakat atau dengan menerima laporan baik tertulis maupun lisan dari hasil pengamatan masyarakat. Jika sekolah memiliki kerja sama dengan institusi atau perusahaan tertentu, maka penilaian serupa juga dapat diberikan oleh pihak perusahaan atau institusi yang diajak bekerjasama.

i) Portofolio Siswa

Portofolio siswa adalah kumpulan dari hasil kecerdasan dan refleksi dokumen kerja siswa yang sudah ada. Guru dapat memanfaatkan penilaian portofolio ini untuk pendidikan karakter. Setiap guru diminta mengelompokkan siswa, dengan anggota kelompok dua orang. Setiap kelompok mengembangkan portofolio dengan fokus pada salah satu nilai dalam program pendidikan karakter. Sebagai contoh, salah satu kelompok mengambil nilai "kejujuran", yang lain membahas "rasa hormat", dan yang lain lagi mengambil "disiplin diri". Portofolio antara lain memuat: 1) ringkasan tulisan tentang nilai; 2) jurnal rekaman observasi tentang nilai; 3) gambar, kartun, dan komik dilengkapi dengan deskripsi tentang bagaimana pengarang mengilustrasikan nilai; 4) laporan buku yang menjelaskan bagaimana cerita

melukiskan nilai; 5) koleksi puisi, cerita, atau dongeng tentang nilai; 6) kliping koran atau majalah yang berhubungan dengan nilai; 7) ulasan program televisi yang memperkenalkan suatu nilai; 8) ulasan tentang bagaimana nilai diperkenalkan oleh para politisi, pemimpin perusahaan, atlet profesional, dan selebritis; 9) rekomendasi untuk membantu siswa lain belajar tentang nilai; dan 10) refleksi dari pendidikan karakter di sekolah.

#### IV. CONCLUSION AND SUGGESTION

##### A. Conclusion

Based on the presentation of the research results, it can be concluded that the results of character education are more emphasized on the affective and psychomotor domains rather than the cognitive domain. Therefore, the evaluation of character education involves more evaluation in the affective and psychomotor domains. Evaluation techniques that can be used include 1) Actualization of Character Education Values through Evaluation 2) Authentic Assessment as the Main Means of Implementing Character Education in Schools 3) Research Rubric 4) Evaluation of the Implementation of the Character Education Program by TIM. Evaluation of the results of character education is not only carried out by the teacher, but by a team consisting of teachers, principals, other school staff (administrative staff, laboratory assistants, technicians), school committees, parents, the general public, and also the students themselves to assess changes in attitude. to himself or his group.

##### B. Suggestion

The discussion regarding this research is still very limited and requires a lot of input. The suggestion for future authors is to study it more deeply and comprehensively about Development of Character Education Evaluation Model.

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