

EVALUATION OF THE PROGRAM FOR STRENGTHENING CHARACTER EDUCATION IN SMAN 97 JAKARTA

By: Gilang Dwi Raharjo

Email: gilangraharjo17@gmail.com

This study aims to provide information about the character education strengthening program implemented at SMAN 97 Jakarta. This evaluation research uses the Context, Input, Process, and Product (CIPP) evaluation model with a qualitative approach. The method used in this research is evaluative research where data is obtained through interviews, documentary studies, and distributing questionnaires to the research object. This study involved principals, teachers, and students in collecting data. The results of this study indicate that the context aspect is 88.26%, the input aspect is 92.85%, the process aspect is 83.81%, and the product aspect is 89.13%. The implication of the CIPP evaluation starts from the foundation of strengthening character education supported by input aspects in the form of human resources, facilities, and funding to carry out extracurricular and extracurricular activities to obtain results from strengthening character education. . program. The conclusion from the evaluation of the character education strengthening program at SMAN 97 Jakarta is the value of integrity and independence that must be considered. Suggestions from the evaluation results are that teachers must innovate again in strengthening the 5 main values of learning to observe character education in intraculricular activities.

Introduction

According to Screenco (Hartono & Mulyanto, 2019) character education can be interpreted as a genuine effort in which way positive personality traits developed, encouraged and empowered through exemplary, historical studies of wise thinkers and practice of emulation (maximum effort to realize wisdom. of what is observed and learned).

According to Noll (Hartono & Mulyanto, 2019) character education can be

interpreted narrowly and broadly, in a broad sense character education includes almost all school businesses outside the academic field, especially those aimed at helping students grow into someone who has good character. whereas in a narrow sense character education is interpreted as a kind of moral training that reflects certain values.

Education character is an arena to perform a process of change and maturity, especially to raise the next

generation that has ideal properties, quality and character appropriate foundation of Pancasila and the Constitution of 1945.

According to Goleman (2008) stated how the human personality dominates 80 percent of a person's life , compared to 20 percent of their sheer intelligence . This means that no matter how progress is achieved, it can be destructive if it is not equipped with a balanced character which incorporates ethical, moral and religious principles (Yuliana, 2010) . Developed nations and countries are not because they have good leaders, have abundant natural resources, and not because of the age of a country or the length of independence but because of the good character possessed by these nations. therefore, without the good character of a nation, the aim of establishing a country will not be successful .

The development of the times has removed the roots of Indonesian education, namely the culture of the nation itself. Many students commit deviant actions such as bullying, brawls, sexual harassment, violence, using drugs, free sex and harsh or impolite speech that is spoken in everyday life. This case has been done for a long time in various forms. According to data released by the Indonesian Child Protection Commission (KPAI) (Waradewa, 2020) , there are many cases of adolescent

recognition that are currently occurring, as stated in the following table:

Delinquency case data table

Case Form	Year					amount
	2016	2017	2018	2019	2020	
Children of Student brawls	76	74	88	84	2	324
Child as Violence at School (<i>bullying</i>)	181	116	127	51	6	481
Children who use narcotics	96	46	63	52	6	263
Children as perpetrators of online sexual crimes	188	142	134	148	39	651

2020 KPAI Data Sources

To realize the development of the characters in the mandated Pancasila and the 1945 Constitution then the government has made the development of the character as one of the priority programs. The government officially issued Presidential Regulation (Perpres) No. 87 of 2017 concerning the Strengthening of Character Education (PPK), where strengthening character education occupies a fundamental and strategic position when the national character revolution government is listed in nawacita (Nawacita 8), encouraging the National Movement for Mental Revolution , and publishes the 2014-2019 RPJMN based on Nawacita. The PPK Movement is defined as a mental revolution

movement as well as an integral part of Nawacita (Ir. Hendarman, M.Sc. et al., 2018).

One of the government's priority program on strengthening character education, the government works together with education units to run the program. Interior from high school (SMAN) 97 Jakarta has run strengthening character education program of 2018. When the researchers conducted interviews to Drs Ruslan as a teacher of SMAN 97 Jakarta and as vice principal Kesis field waan to determine the extent to which the program strengthening character education in SMAN 97 Jakarta is running. He said that several activities to strengthen the character education program at SMAN 97 have been running since 2018, such as integrating learning materials and implementing program support activities.

The problem that schools always face regarding character education is about discipline. The average student who violates the discipline regarding discipline per month is 19 people. Starting from not showing up on time, incomplete school attributes of cheating, not collecting assignments on time and not participating in extracurricular activities. Where in the school rules it has been explained that students are obliged to take part in compulsory and optional extracurricular activities. What students have done has not reflected the 5 main values of the character education

strengthening program, namely the value of integrity, the value of nationalism and the value of independence. It's no shortage proficiency level in implementing the strengthening program of character education, therefore, must conduct an evaluation in carrying out strengthening character education program.

The learner character development program will be carried out well if the school makes the RK (Activity Plan) correctly and the school is also obliged to evaluate the activity. Conducting an evaluation that is continuous in nature from time to time, the character education strengthening program will be of higher quality. From the results of the evaluation, it is possible to make improvements, develop and improve the character education strengthening program so that line with the expectations and objectives of program implementation.

Evaluation program according to Tyler is a process to find out whether the goal has been realized (Ananda & Rafida, 2017). According to Blaine R. Worten and James R. Sanders (Munthe, 2015) said program evaluation is a process of description, data collection and information delivery to decision makers that will be used to consider whether the program needs to be improved, terminated or continued.

E valuation using using the CIPP model developed by .L Stufflebeam, developed at

Ohio State University. According to Stufflebeam and Shinkfield (1985) in Marhaeni (2007), the evaluation model using CIPP (Context, Input, Process, Product) can be used as a basis for decision making in four types of decisions, namely: (1) planning (which affects selection of objectives and activity sasaran), (2) structuring (which determines the optimal strategy and design procedures for achieving goals), (3) implementation (which provides tools for program implementation and improvement of existing programs), and (4) recycling (determine whether an activity needs to be continued or changed or stopped). To achieve the fourth goal, the model CIPP evaluate the four kinds elements: (1) context (2) inputs, (3) process, and (4) the product of an activity (Kadek et al., 2017) .

Research methods

The study is an evaluative penelitian using a qualitative approach. The qualitative approach is data that is collected, processed, and presented in the form of sentences that describe the facts or information that actually occurs in the field. This study looks at the social reality in the field regarding character education in the process of activities at SMAN 97 Jakarta.

The subjects of this study were the principal, 2 teachers and 91 students. The time of the research was conducted in October-December

2020. Data collection techniques were interviews, literature study and questionnaires. Qualitative data analysis techniques include data reduction, data presentation and conclusions. Furthermore, the data were analyzed using simple statistics using the following presentation calculations:

Information :

P = Percentage

F = Answer Frequency

N = Number of Respondents

From these calculations can be made in the form of a percentage. The evaluation criteria used to interpret the data for each questionnaire or questionnaire item are as follows:

**Table
of Evaluation Criteria Used**

No.	Range (%)	Criteria
1	81% - 100%	Very good
2	61% - 80%	Good
3	41% - 60%	C scent
4	21% - 40%	K urang
5	0% - 20%	Very less

Research Results and Discussion

Evaluation Context (*Context*)

Strengthening program profile Educator 's Character

Vision and Mission of SMAN 97 Jakarta

The results of the documentary study of the vision and mission of SMAN 97 Jakarta are very good with a success rate of 100% in accordance with the point of the vision and mission, especially in holding it in the field of religion because SMAN 97 Jakarta has a very religious habit or school culture. Religious activities are like tadarus every morning for Muslims and for non-Muslims worshiping according to their teachings in a special room. In the level of achievement, SMAN 97 Jakarta is famous for sports championships up to the national level.

Regulations for SMAN 97 Jakarta

The results of the documentation study show that the discipline is said to be good with 66,6 % success made for all interests where the rights and obligations are in accordance with the needs of students. Rules are made for the benefit of students which will create comfort for all parties in learning activities at school. Already listed several obligations that must be obeyed by all students and if not, they will get sanctions in the form of violation points. This code of conduct is

based on several laws in implementing learning activities in schools, but does not include Presidential Decree 87/2017 as a foundation in character education.

Character Education Strengthening Program Documents

Based on the results of the documentation of the legal basis researchers implementing a character education program, namely Perpres No. 87 of 2017 concerning strengthening character education, in article 6 paragraph 3, which is implementing school-based management, where it is said that character education can be carried out intracurricularly, curricularly and extracurricularly. This has been said to be very good with an achievement level of 100%

Needs Analysis

Teachers Know the Purpose of the KDP Program in Learning

Basically, the aim is to strengthen character education, namely to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future. From the results of interviews with SMAN 97 Jakarta teachers that strengthening character education is very important to be implemented in schools because the existence of this program makes students have good personalities who are

Pancasila in spirit and do not violate the norms prevailing in society and the country.

Students Knowing the KDP program held by the school is carried out

Based on the results of the questionnaire that the researchers distributed to 91 students of SMAN 97 Jakarta. There is an aspect of the background that the researcher becomes a question so that students can understand the objectives of the research in depth. Namely with the items to determine the character education strengthening program run by SMAN 97 Jakarta

The results of the distributed questionnaire concluded that the students' knowledge of the character education strengthening program carried out by the school was good. 74.7% of students knew the program and 25.3% answered they did not know about the program.

Overall calculated on bagiasn aspect kritria context of reaching 88 , 26 % indicate that the section aspect has been very good success criteria.

Input Evaluation Results (*Input*)

Headmaster

Understanding of the Principal

The principal's duty as a leader is to manage, organize and supervise all activities in the school. In addition, it is the duty of the

principal of SMAN 97 Jakarta to be responsible for coordinating all teachers to form a team of learning evaluation results , and to direct teachers to provide role models for students, and to develop school activities for the achievement of more advanced school goals. In addition to teachers who have great influence on students in every activity in the school, namely the role of the principal is also to lead the character education program while providing direction through coordination to the parties concerned.

Principal's Support

The school principal must also support the character education strengthening program through holding several activities containing strengthening character education carried out by schools, through school culture, special programs containing character education, and extracurricular activities. From the questionnaires distributed to students regarding the head of school, they provide support for character education in schools, such as (tadarus , participating in non-academic and academic competitions) 91.2% said YES and 8.8% said NO.

Supporting and inhibiting factors

Every program has certain obstacles, especially in implementing character education. With that the school should be

more synergy in mengu payakan education implementation char er every activity in the school. The results of interviews and observations with the principal, the author can conclude , that the principal has socialized and made commitments to teachers , through teacher council meetings and then socialized it to students through their respective homeroom teachers .

Planning and Evaluation of Character Education Pengauatan Program

The principal makes plans and preparations to develop character values, involving all school stakeholders, socialized through meetings or interacting with each human resource to commit and carry out the principal's mandate as well as possible. After planning and preparing, the principal will evaluate routine activities carried out by the school to develop character values through meetings and coordination.

Character Education Program

In each school has a special character education program owned by the school. such as SMAN 97 Jakarta has a school culture where every morning students do habituation such as tadarus, literacy and smiling greetings to the teacher in the morning. According to drs Ruslan, the habituation in the morning will make students have respect for elders and have a

solid religious foundation, by doing these habits so that students instill good things to be applied daily until habituation arises in their life. And if in this semester there is a program through the empowerment of student council and extracurricular activities aimed at increasing national insight, love for the country, and the values of nationalism of students .

Teacher or Educator

As a teacher or educator, teachers are required to have extensive knowledge and not forget to be role models by practicing character values so that they are easily imitated and imitated by students. This demand is what a teacher must have about understanding character education, especially the character education strengthening program organized by schools. With the understanding that a teacher has, it will be easier to implement in school activities such as teaching and learning activities in the classroom, as an extracurricular trainer and daily activities in the school environment.

In implementing the character education strengthening program, teachers must know the objectives of the program being carried out, therefore in implementing the program the teacher must not half-heartedly carry out the program in schools and in teaching and learning activities. Teachers must also know the supporting factors and occupying factors in implementing the character education

strengthening program. The supporting factors in implementing the program become a guide in carrying out the program activities, while the inhibitor must find out as soon as possible and find a way out to be overcome.

Meanwhile, according to the results of the questionnaire distributed to students, it was said that teachers who taught were in accordance with the character education strengthening program 91, 2 % said YES and 8.8% said NO. This indicates that the teacher's understanding is very good in carrying out the character education strengthening program.

d. Curriculum

Based on the results of interviews with the principal, of course it is flexible in nature so that it can be integrated into the curriculum structure, namely through intracurricular, curricular, and extracurricular activities. The character values in the KDP concept can be expanded and implemented through various subjects, local content, and classroom management. Guided by the 2013 curriculum, which contains an assessment of character.

The teachers or educators will formulate each of their respective lessons to then produce learning tools, where each learning must contain core and basic competencies that contain the main character values in learning each subject chapter

Facilities and infrastructure

Based on the observations of researchers and documentation, the facilities provided by the school include; Speakers, projectors, computers, internet, whiteboards. The means in the KDP content are very diverse, because the use of the learning media itself cannot be separated from the methods used by each subject teacher in their respective kbm. Supporting other character education activities, SMAN 97 Jakarta has facilities such as mosques, audiovisual rooms, laboratories, etc.

Financing

Budgeting is very important to support the character education strengthening program. The budget can function as a guideline in carrying out activities that contain character education. In this case, SMAN 97 Jakarta is unable to show budget flow documents regarding the character education strengthening program due to reasons of confidentiality in the school budget that cannot be shown to outsiders which it shouldn't.

Based on the results of the principal's interview, the allocation of funds for the character education program is a shared responsibility starting from the government, independent funds (involving the public, parents, teachers). Sman 97 Jakarta funding comes from the DKI Jakarta education office online. The activity started

from the submission of proposals from representatives of the curriculum field and their staff, representatives of student affairs were given to extracurriculars.

Plus the budget from the government for online learning activities, the school has provided a quota assistance during this pandemi and the school has also lent smartphones to less fortunate students for learning activities

However, because SMAN 97 Jakarta was unable to show the financing flow document in the character education strengthening program, the researchers could not conclude that the financing was going well or not .

The overall calculation in the input aspect, the criterion of success, reached 92 , 85 % indicating that the success criteria aspect was very good.

Evaluation Process (*Process*)

Intracurricular Activities

Intracurricular as the main school program implemented in the process of teaching and learning activities carried out by educators in schools to educate and develop the potential of students who will also affect non-academic potential. This is carried out through structured and scheduled activities in preparing learning which is bound by the educational unit curriculum that is valid and is contained

in the syllabus. To improve the quality of learning, SMAN 97 Jakarta membu at the guidelines derived from the curriculum in order to facilitate teachers in membuatUntuk improve the quality of learning, SMAN 97 Jakarta membu at the guidelines derived from the curriculum in order to facilitate teachers in making rencana implementation of learning. During this pandemic, intracurricular activities are carried out online, for character education in intracurricular activities must also be included in it. The main value of strengthening character education should be included in the learning activities during. Inovasi can educators do to implement character education in online learning begins with the way the discipline of learning time and collection tasks. Another method can be used by describing the material that contains religious values, nationalism, integrity, independence, and mutual cooperation. Finally, the teacher must innovate to make online learning as creative as possible so that the main values of strengthening character education can be implemented. However, from the results of interviews with SMAN 97 Jakarta teachers, there is only a 20% success rate of the 5 main values of strengthening character education contained in the rpp, the main value in the rpp contains religious values, but forgets the other 4 main values. That is what is emphasized in online learning.

According to the results of the questionnaire distributed to 91 students said that the teacher who taught was in accordance with the strengthening of character education 91 , 2 % said YES and 8.8% said NO. The results of the next questionnaire said that the teacher carried out the learning process with learning methods and media containing the content of strengthening character education 86 , 8 % said YES and 13.2 said NO. The results of the questionnaire regarding the teacher being able to convey messages about character education in each subject matter 83.5 said YES and 16 , 5 said NO. The subject matter given by the teacher can be done in the school environment or outside the school environment 83 , 5 % said YES and 16.5 said NO. This is the opinion of students in class regarding learning activities in class whether it is in accordance with the character education strengthening program. The percentage above shows very good things regarding the delivery of lessons that contain character education in class

While the results of the questionnaire other learners about the teacher's behavior in class regarding guru open early lesson by praying 92 , 3 % said yes and 7.7% say NO. Meanwhile, the teacher gave examples and guided students to differentiate between good and bad deeds 89% said YES and 11% said NO . Teachers instill values in teaching and learning activities 84 , 6 % said YES

and 15.4% said NO. The percentage of the success of the character education strengthening program was very good regarding the actions of teachers teaching in classes that contained character education.

The results of other questionnaires in classroom learning according to students whether the subject matter provided by the teacher can be carried out in the school environment or outside the school environment said 83.5% YES and 16.5% said NO. The percentage of the success of the character education strengthening program is very good regarding the material being taught in class, which can be done both inside and outside of school.

Extracurricular Activities

One of the strategies for implementing character education at SMAN 97 Jakarta is through extracurricular activities. This extracurricular activity aims to provide opportunities for every student to develop their interests and talents. Extracurricular not only develops interests and talents but also includes character education. Implement character education through extracurricular activities can be done by way of making internal organizational structure so that the organization of extracurricular activities to run smoothly. With the existence of an organizational structure, the main value of strengthening character education can run smoothly such as religious values where

extracurricular activities can be started by praying first, the value of integrity where in the organizational structure all members have their respective duties to carry out their duties, this fosters a sense of responsibility. Responsible and trustworthy within the organization, the value of nationalism, namely by including citizenship material for each extracurricular implementation can be in the form of singing the national anthem and celebrating national holidays, the value of independence where each member has their respective responsibilities as extracurricular members in these activities, the value of mutual cooperation can be in the form of cooperation between extracurricular members in extracurricular activities.

However, during this pandemic period, many extracurriculars were eliminated, according to the interview the deputy principal said that extracurricular activities were carried out outside the room and caused the crowd to be eliminated first, such as football, futsal, etc. Meanwhile, extracurricular activities that can be done at home online are allowed, such as spiritualists, choirs, choralists, etc. In the school discipline, students are obliged to follow scout extracurricular and optional extracurricular activities. According to the questionnaire distributed to students that 84 , 6 % took extracurricular activities and 15.4% did not take extracurricular activities. The percentage of success

regarding the activeness of students in participating in extracurricular activities is very good, but in the discipline it requires students to take extracurricular activities to develop the talents and interests of students in addition to increasing good character in the souls of students.

In extracurricular activities, it is certain that there is a person in charge or a trainer in their respective extracurricular activities. In carrying out extracurricular activities, you must instill character education in it, not only develop talents. According to the questionnaire distributed to students, it shows that extracurricular trainers disseminate learning plans or extracurricular activities 92 , 3 % said YES and 7.7% said NO. Meanwhile, the results of the extracurricular trainer being able to convey messages about character education in each material were 92 , 3 % said YES and 7.7% said NO. This shows that the coach or person in charge of extracurricular activities is very good at carrying out extracurricular activities in arranging activities and there is strengthening of character education in extracurricular activities.

In this case the school must also be responsible for the results of the extracurricular activities held. The school must monitor the extracurricular activities that are held. The results of the questionnaire distributed to students stated that the school monitors

every extracurricular activity 90 , 1 % said YES and 9.9 said NO. This shows that the school has done very well in holding extracurricular activities, showing that the school is responsible and plays an active role in these activities.

Supervision (Supervision)

The principal's duty as a leader is to manage, organize and supervise all activities in the school. In addition, it is the duty of the principal of SMAN 97 Jakarta to be responsible for coordinating all teachers to form a team of learning evaluation results , and to direct teachers to provide role models for students, and to develop school activities for the achievement of more advanced school goals. In addition to teachers who have great influence on students in every activity in the school, namely the role of the principal is also to lead the character education program while providing direction through coordination to the parties concerned.

In the supervision of strengthening education carried out by the school, it must be felt by students directly or indirectly. In conducting supervision, the principal plays a major role in doing this, namely the principal, the principal is directly involved or not. According to the questionnaire distributed to students , 85 , 7 % YES and 14.3% said NO in the case that the principal is directly involved in the activity of

monitoring strengthening character education. It is very good that the principal is directly involved in monitoring activities of observing character education that students feel. While the results of the questionnaire in terms of the principal mengontrol activity strengthening character education is 81 , 3 % menagatakan menagatakan 18.7% YES and NO. This has been done very well by the principal in controlling activities to strengthen character education.

The overall count in the aspect of the critical success process is 83 , 81 % indicating that the success criteria aspect is very good.

Product Evaluation Results (Product)

Internalisation

From the character education strengthening program implemented by schools, does it have a positive effect in making the character of students even better. Character values assessed by researchers are the main values in observing character education, namely, religious values, nationalism values, integrity values, independent values and mutual cooperation values.

Based on the results of the questionnaire distributed to 91 students related to the implementation of the 5 main values of strengthening character education, namely, religion, nationalism, integrity, independence, and mutual cooperation that

have gone very well. In the character education strengthening program it can increase the religious value of students, respondents stated 86 , 8 % YES and 13.2% said NO. In strengthening character education program to increase the value of nationalism learners respondents expressed 87 , 9 % yes and 12.1% said NO. In the character education strengthening program, it can increase the integrity value of students, the respondents stated 80 , 2 % YES and 19.8% said NO. In the character education strengthening program it can increase the independent value of students, respondents stated 84 , 6 % YES and 15.4% said NO. In the character education strengthening program it can increase the value of mutual cooperation of students, the respondents said 89% YES and 11% said NO.

Academic and Non Academic Achievements

In the learning process in the class, students are faced with daily assignments, midterm tests and final semester tests. Students are said to pass in each subject and must achieve the minimum value in tests and assignments. Based on the distribution of questionnaires to students, they said that the students' academic scores were very good, 92.3% said that they had reached the passing standard (KKM) and 7.7% said they were not in the graduation criteria.

While the results of the questionnaire distributed to 91 related students were related to students knowing my affective value in the final study report said 86 , 8 % YES and 13.2% said NO ... it was very good about knowing the existence of affective value in the results report card. learn.

Non-Academic Achievements go in line with the academic achievements of SMAN 97 Jakarta, having won a lot of championships from various kinds of competitions ranging from regional to national levels.

From the results of a documentary study regarding the non-academic achievements of SMAN 97 Jakarta from 2019 to 2020, it has decreased significantly, due to this pandemic, where many of the competitions carried out at the regional level to the international level have been stopped. This has resulted in the non-academic achievements of SMAN 97 Jakarta only until March 2019 before Large-Scale Social Restrictions (PSBB) were launched by the government.

Keselu calculated Ruhan on bagiasn aspects of product kritri a success rate was 89 , 13 % indicate that the section aspect has been very good success criteria.

Conclusion

Evaluation of Context

Based on the tabulation and discussion of research results on the evaluated aspects of the character education program context above, it can be concluded that the context aspect is very good with success criteria reaching 88, 26 %. However, there are indicators from the context aspect that must be improved again, namely the level of students' knowledge about the character education strengthening program is still low, socialization regarding the character education strengthening program should be increased again to the students, so that students know the objectives of the program held by the school.

Input Evaluation

Based on the tabulation and discussion of research results on the aspects evaluated in the input of the character education program above, it can be concluded that the input aspect is very good with success criteria reaching 92, 85 %. However, there are indicators from the context aspect that must be improved again, namely the level of facilities and infrastructure regarding the character education strengthening program is said to be low. The budget allocation for strengthening character education should be distributed to the facilities and infrastructure to support the activities of the character education strengthening program.

Process Evaluation

Based on the tabulation and discussion of research results on the aspects evaluated in the process of strengthening the character education program above, it can be concluded that the input aspect is very good with success criteria reaching 83.81%. However, there are indicators of process aspects that must be improved again, namely the level In extracurricular activities, teachers in intracurricular activities only apply 1 of the 5 main values in KDP, namely religious values, less applying the other 4 values. Teachers should apply the 5 main values in teaching and learning activities. Extracurricular activities that need to be improved again that learners must follow extracurricular activities with the rules listed in the learners, tabulation of the data say only 84, 6 % who follow extracurricular activities. The school should have recorded students taking extracurricular activities or not. In the normal control or supervision by questionnaire data learners principals to control or supervise Strengthening the Character Education in school at 81, 3 % is fairly low preformance indicators of supervision, it should be the principal should supervise directly so that learners can know that the principal is directly involved in overseeing character education strengthening program activities.

Product Evaluation

Based on the tabulation and discussion of the results of research on the aspects evaluated in konteks pengauatan character education program above, it can be concluded that this aspect has been very good input with the criteria of success reached 89 , 13 %. However, there are indicators from the aspect of the process that must be improved again, namely the internalization of internalization values and independent values, schools should improve through teaching and learning activities, school special programs and extracurricular activities so that the students' ingteritas and self-esteem scores increase.

Bibliography

Ananda, R., & Rafida, T. (2017). Pengantar Evaluasi Program pendidikan. In *Medan: Perdana Publishing* (Vol. 53). <https://doi.org/10.1017/CBO9781107415324.004>

Hartono, R., & Mulyanto, Y. (2019). Evaluasi Program Pembelajaran Karakter Berbasis Revolusi Mental SMP di Kabupaten Sumbawa. *Jurnal TAMBORA*, 3(3), 51–58. <https://doi.org/10.36761/jt.v3i3.395>

Ir. Hendarman, M.Sc., P. ., Saryono, P. D. D., Supriyono, P. D., Kamdi, P. D. W., Sunaryo, P. D., Latipun, P. ., ... S., T. H. (2018). *Konsep dan Pedoman*

PENGUATAN PENDIDIKAN KARAKTER (M. P. Dr. Liliana Muliastuti, Ed.). Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.

Kadek, N., Kumari, I., Keluarga, P. K., Pura, U. D., Keluarga, P. K., Pura, U. D., ... Sekolah, M. (2017). *EFEKTIVITAS PELAKSANAAN PROGRAM MANAJEMEN SEKOLAH*. 1, 74–86.

Munthe, A. P. (2015). PENTINGYA EVALUASI PROGRAM DI INSTITUSI PENDIDIKAN: Sebuah Pengantar, Pengertian, Tujuan dan Manfaat. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 5(2), 1. <https://doi.org/10.24246/j.scholaria.2015.v5.i2.p1-14>

Waradewa, R. (2020). Komisi Perlindungan Anak Indonesia (KPAI). Retrieved from KPAI website: <https://www.kpai.go.id/berita/infografis/update-data-infografis-kpai-per-31-08-2020>

Yuliana, E. D. (2010). Pentingnya pendidikan karakter bangsa guna merevitalisasi ketahanan bangsa. *Udayana Mengabdi*, 9(2), 92–100.