Character Education Evaluation Model Based On School Culture for Elementary School

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Abstract: *The purpose of this study to recognize the evaluation of character education and to improve it based on character for elementary school. Using the R & D with qualitative methods paradigm as the research the model will be improved. The elementary school as the first formal education has to plant the good and strong character for the children. Every nation has a good culture as a base for character building. This research will be executed two years, for the first years will recognize the pattern of character learning in elementary school and to improve it based on school culture; The second years will evaluate the effective models which already established in first years.*

Keywords: *Evaluation; Culture; Character education; Elementary School*

I. Introduction

The rumor of corruption case, the juvenile delinquency and moral degradation require the character education since elementary school as the announce by national movement since year 2011. Its in line with the government decree no 20/2003 about National system of Education. The government already formulate the grand design for character education since elementary school up to University. But the specific design for character education not yet established.

Based on the observation, 70 % of Elementary school already teach the character building, and the rest of 30% already plan to teach it. But some of the teacher still confuse how to evaluate the character education. Yahya Khan (2010:8) said, one of the problem in improvement the character education is how to evaluate. The evaluation of character education need some innovation to evaluate, because to measure the result of character education can not be done as we measure some knowledge in hard skill.

This research have a purpose to find the evaluation model especially in character education with collaboration between the teacher, parents, and also the society for the external environment. The model evaluation have big impact for increasing education quality, because according Kesuma (2007:1) one of big problem for increasing quality education in Indonesia is evaluation. There are many educators not really understand the evaluation procedure, by using the effective evaluation procedure the education quality able to be increased. The find of model also will help some educator in giving the education evaluation in character because the guide of character education by the government not yet giving the details in evaluation of the subject. The choice of the research objection of this research is elementary school with the reason, the primary school is the first and basic education for the children. The available of guide of character education evaluation will give the exact result of character education, that will measure all aspect of education achievement, as said by Hermawan Kertajaya (2010:15) the character education should taking the student to recognize the value of cognitive, apperception in the affective, and the end will apply it in the real life.

Regarding the discussion above so the problem of this research will be formulate such as: (1) How is the evaluation for the character education in elementary school?; (2) What are the components be used in evaluation for the character education in elementary school?; (3) How is the evaluation for the character education based on school culture models can be improved in elementary school?;

Character education not only important because the claimed by the decree and some regulation of the government, but also requirement for the people who live in globalization era. Beside it character is the equipment for the success of the life, according the Harvard University research (Ali Ibrahim Akbar, 2000:1) the success of life of the people not only because hard skill competencies but also the soft skill competencies, hard skill only contribute 20 % for the success meanwhile the rest of 80 % is soft skill. Another research also mention about the important of character for better achievement, Linda J. Reetz dan Geralyn M.Jacobs (1999:208) find the relationship between character education and the achievement, character education has positive influence to the perception of student, education staff, and community who live in good culture, and for the student able to increase the learning achievement.

Elementary school need the character education. Elementary i the basic education system need to be planted the good character as a fundament. Character building is important venture that be given to human being, the characters education for the children have to covered as: (1) attitude; (2) behaviors; (3) motivation; and (4) skills (Ellen G. White cited by Sarumpaet 2001: 12). In character education should be based on the basic

character and then be continued with the high value (abstract and absolute) in the environment matching with the need of school, community and the future live. (Web Milson J Andrew ;2000:89)

The research finding by Esti Y Widayanti (2009 : 1) to have good effect in character education for elementary school, it has to be planned, be good taught, and be right evaluated.

Evaluation is a part of the process learning in systematically system improving by the educational institution with the objective to increasing of learning quality. According Suharsimi Arikunto (2012) there are three aspect for the evaluation as like : (1) Personnel; (2) material; (3) operation. For the evaluation technique as the guide of BNSP (National Bureau for Education Standard), the teacher be recommended to developing with the ability. Krathwoll cited by Tri Anni, said to evaluate the character is very difficult, even though the teacher have to determine the instrument with the measurement indicator aspect that being evaluated. The indicator should be in line with the purpose of the learning. The teacher also have to notice the three activities in education learning evaluation i.e: objective identification; structuring the evaluation design; and set up the standard measurement (Suharsimi;2010)

II. Methodology

Regarding the purpose of this research, The R & D methods will be used to execute this research. The step of this research will be 2 years, the first years will find some information by identify the process evaluation of character education in elementary school, the component using in evaluation, and the base and the information the design of evaluation character education based on culture model will be formulated. For the second years to evaluate the effective of the evaluation character education based on culture model.

Using The qualitative paradigm for the research, the data will be analyzed using triangulation data, for maintain the validity and reliability of the data. The data will test using the credibility, conformability, transferability and dependability. The collecting data using the snowball methods with the question list for the guide. The best instrument in qualitative method is the researcher. The Source of the data at three elementary Schools in Kodia Semarang, related institution and the education expert.

III. Data Presentation and Discussion

The learning of the Character in Elementary school of the research object through three activities such as: inclusive in the lesson; apply in school culture; and extra curricula as pramuka (scouting). Not all of the elementary school make planning for the character learning.

Character education into the process of learning to adapt to the theme. In addition, the school culture as line up before entering the classroom, greeting and kissing the hand of teacher and older people, behave, dress modestly reflect the implementation of character education in schools. Besides planting values - values and character formation of students is also conducted through extracurricular activities and scouting. Values of mutual cooperation, mutual respect and appreciate one another, discipline, mutual helpfulness, honesty, responsibility, confidence, creativity, tolerance, perseverance, love peace, and unity based on the curriculum, religion, and culture prevailing in the environment school.

Based on interviews with teachers and principals, every school has a character education planning and evaluation. However, the planning and evaluation of character education is not comprehensive or exhaustive. Planning is only concerned with character education in the learning process. While the planning and evaluation of the implementation of character education beyond learning has not made carefully and in writing.

Character education during extra-curricular activities and scouting has not planned carefully included in the evaluation. From interviews with the teacher evaluation instrument used by the character education is the teacher observation sheets and tests. In preparation of the instrument teachers still have difficulty in adjusting between theme and character in subjects to be assessed and instruments. Executing from evaluation in character education during this time was a teacher. Principals, parents and the committee has not been involved optimally. Though the involvement of the principal as one of the components of the school, parents and the committee in the evaluation of character education is needed. During this time the school has always maintained communication with parents related to character education students, but the involvement of parents in character education evaluation yet.

Overall the process of implementation of character education that took place during the time in school is not well planned, besides the evaluation has not been a comprehensive character education. Implementation evaluation of character education in elementary schools have problems in the absence of guidelines or guideline-based evaluation of character education comprehensive culture, the ability of teachers to create evaluation tools are also limited, and the involvement of parents, and community committees in the evaluation of character education is not optimal.

Preparation of design models for Evaluation Model in Primary Schools Character Education is based on a literature review and field studies have criteria, that are : 1) Evaluation model has three main components, namely; aspects of the evaluation; The evaluation and meet the principles of evaluation, 2) Model evaluation

should provide the ability to distinguish levels of student achievement, 3) Model evaluation should be practical in the sense that it can be used easily and have a clear groove. Referring to the findings of the design model can be described as follows:
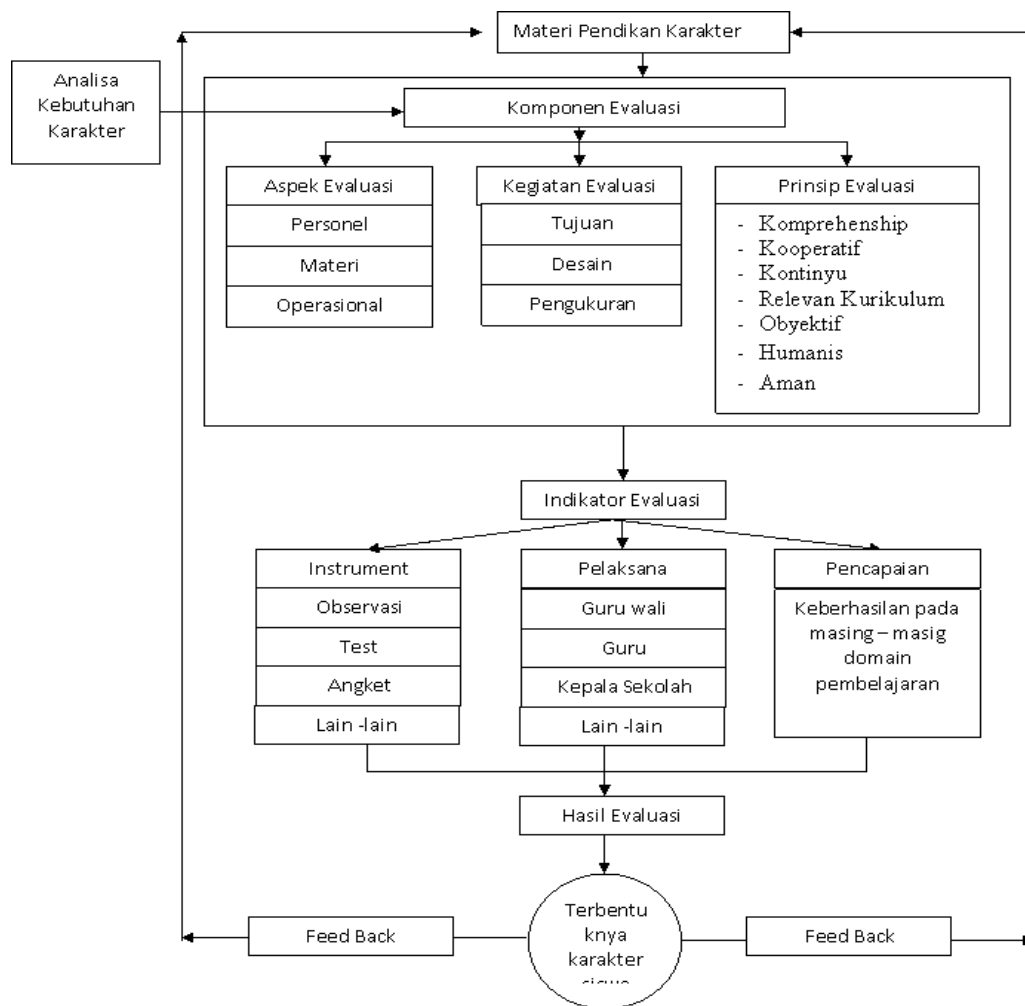
IV. Conclusion

The conclusions of this study are: 1) Implementation of character education in elementary school, which lasted for the subjects of this inclusive, school culture, and extra curricular activities of scouting, 2) Components in the evaluation of character education in elementary school, there are aspects, activities and principles, 3) Evaluation model of character education in an elementary school that was developed includes an evaluation component, evaluation indicators, and feed back. It also added to the analysis of the needs of the character.

In order for the evaluation of character education in schools can be well then: 1) Involve all personnel directly related to the evaluation of character education is the principal, teachers, parents, and school committee, 2) Schools should analyze first character needs will be imparted to the students in the school, 3) order for teachers to have no difficulty in the preparation of character education evaluation instrument, it's important to hold group discussions among all parties and expert school regularly.

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