

THE EVALUATION OF SCHOOL READINESS IN IMPLEMENTING *PENGUATAN PENDIDIKAN KARAKTER (PPK)* PROGRAM

Devi Anggriyani¹, Taofan Ali Achmadi²

^{1,2}Yogyakarta State University, Jln. Colombo No 1 Yogyakarta, Indonesia
devianggriyani58@gmail.com

Abstract

This study was conducted with the aim of evaluating PPK readiness in terms of its planning including human resources, facilities, budget allocation, operational guidelines, and regulations. This study was designed with evaluation research approach. CIPP was chosen as model of this evaluation (context, input, process, and product); the evaluation exclusively focused on context and input. Purposive sampling was adopted in this study which high school (SMPN 15 Yogyakarta) settled Yogyakarta city was chosen. The data were collected using observation sheet (checklist) and interview. The research was conducted during 1 month. The data was analyzed using descriptive statistics. The finding of readiness quality in SMP N 15 Yogyakarta is good (B); the total score of PPK is 3.2. The school is categorized as ready to implement PPK.

Keywords: Character building, CIPP model, evaluation, PPK program

1 INTRODUCTION

Character education has a very important function in the building of character and culture of the nation. Character education aims at enabling character building, good character and national cultural values of learners in intact, integrated and balanced way in accordance with the competency standards (Amri, Jauhari & Elisah, 2011: 31). Through character education, students are expected to be able to independently improve self-quality and personal values in his/her daily life.

However, these expectations seem to have not been optimally realized, this can be witnessed by the interference of mass media about the rampant intolerance and violence in terms of religion. The latter threatens the diversity and integrity of NKRI. Besides that, there are also the emergence of separatist movements, violent behavior in the educational environment and in the community, sexual

crimes, student brawls, promiscuity and young children's tendency towards drugs. All of these are the barriers to character education.

All the events stated above indicate that the values of the character education policy stance proclaimed by the ministry of education and culture have not achieved optimal results. Therefore, the strengthening of the national character became one of the points of Nawacita proclaimed by President Joko Widodo through the National Movement of Mental Revolution (GNRM). This commitment was followed up by the Presidential direction to the Minister of Education and Culture to prioritize and cultivate character education in the world of education. On this basis, Kemendikbud (Minister of Education and Culture) proclaimed the Strengthening of Character Education (PPK), gradually starting by 2016.

Strengthening Character Education (PPK) is a revitalization program of national character education movement that

began in 2010. The PPK Movement is becoming more urgent to be prioritized due to various issues that threaten the integrity and future of the nation, such as the rise of intolerance and violence in terms of religion, that threatens the diversity and integrity of NKRI, the emergence of separatist movements, violent behavior in the educational environment and in society, sexual crimes, student brawls, promiscuity and the tendency of young people to drugs. In addition to issues that threaten the integrity and future of the nation, Indonesia also faces challenges concerning the competition in the global stage, such as the low index of Indonesian human development that threatens national competitiveness, physical weakness of Indonesian children due to lack of exercises, low sense of art and aesthetics and ethical understanding which has not been formed during the educational period. These reasons have become a strong base for the Ministry of Education and Culture to strengthen national identity through national education movement by launching a Character Education Reinforcement Movement (PPK) which would be conducted thoroughly and systematically at the elementary and secondary levels.

Strengthening the character of the nation became one of the points of the Nawacita proclaimed by Joko Widodo, President of Indonesia, through the National Movement of the Mental Revolution (GNRM). Thus, character education was rooted from movements of Mental Revolution and it has started spreading all over the country.

Most importantly, prior to the overall character education, we should look at the school readiness to implement the PPK program so that the school is able to operationalize the PPK program well. Therefore, in this paper, the researchers discuss about school preparedness in implementing PPK program. The school in which the program under evaluation is ongoing, is SMP N 15 Yogyakarta. The

school was chosen by the government for PPK program testing purpose.

In optimizing character education in schools, the steps to implement character education include: planning, implementing, monitoring and evaluating (Buchory & Swadayani, 2014). To optimize the results of the implementation of PPK, there should be planning as the upholding step. In this paper, the latter is the most basic point in the evaluation of PPK implementation readiness. The question to find answer to, in this study, is "What is the level of PPK readiness in terms of its planning at SMP N 15 Yogyakarta?"

2 MATERIALS AND METHODS

This study primarily used descriptive evaluation with quantitative approach. The researchers also adapted qualitative approach so as to support the primary approach of the research. As the model of evaluation, the researchers chose CIPP (context, input, process, and product); the evaluation exclusively focused on context and input. The period through which the study was conducted values 1 month.

2.1 Procedure

The implementation criteria of PPK in schools are assessed based on the calculation of the scores of all indicators. PPK score of a school ranges from 0-4. How to read the results of PPK scores is as follows:

0-0.99 (E): There is still a vacuum in implementing PPK

1-1.99 (D): School is committed to implementing PPK

2-2.99 (C): PPK readiness traces are already in school environment

3.0-3.5 (B): PPK readiness at school has become a habit

3.6-4.0 (A): PPK readiness is excellent and has become school culture

2.2 Object

Purposive sampling was adopted to select the object of this study, junior high school (SMP N 15 Yogyakarta), settled in Yogyakarta city. The authors chose the

school because it is one of the schools pinpointed by the government to test the program. Informant of the study was one teacher in charge of the program. The variable in this study is the readiness of school in implementing PPK program. Readiness is evaluated by relying on human resources, facilities, budget allocation, operational guidelines, and regulations (Buchory & Swadayani, 2014). These components were chosen because of this study limited by the readiness in implementing PPK program.

2.3 Instrument and Technique of Collecting Data

The data used in this study were collected with observation by using observation sheet (checklist) and interview by using structured interview. During observation, the researchers used the instrument, checklist, developed by Center of Policy Analysis and Synchronization of Ministry of Education and Culture (Kemendikbud).

2.4 Data Analysis Technique

The data was analyzed using descriptive statistics. The data from observation analysed through three steps; data scoring, data tabulation, and data application. The data from interview analysed using Miles and Huberman (1994) technique. This technique consists of three steps; data reduction, data displayed, and drawing and verifying conclusion.

3 RESULTS AND DISCUSSION

In this section, the researchers displayed the results from the analysis of the data collected during observation and interview. For the first component, context, the results based on the interview, data analysis were discussed. For the second component, input, the results from observation data analysis were discussed.

3.1 Context of PPK Program in SMPN 15 Yogyakarta

Four questions were directed to member of the school about the character building in terms of PPK program: "What

is the background of implementing PPK program? What is the important mean PPK in this school? What are the purposes of PPK program? The findings for the questions were analyzed using descriptive analysis.

Teacher of SMPN 15 Yogyakarta, explains:

"Education is not just the transfer of knowledge but students also need to be provided with the value of life for themselves and society. In SMPN 15 Yogyakarta, we not only teach knowledge and skill, but also relate to the values of character attitude. We also teach the students, if they pass from school they can become a person with the character, they if becoming an official will not be oriented to money which ultimately do corruption. So, in the school we equip students with a religious attitude, discipline, responsibility and cooperation." (Interview on October 5, 2017).

From the interview above, it was provided an illustration that the background of the implementation of the Character Education Reinforcement Program (PPK) is to instill the character values in students from an early age in order to become a habit in their daily life. The students expected in this era of globalization are those who are not easily influenced by nowadays misconduct which are not appreciable in national community and the whole country in general.

Education is a conscious and well-planned effort to create an atmosphere and process of learning so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, good character, as well as the skills needed of him and society. This shows that the purpose of dedication in addition to sharpen the knowledge and skills of students and shapes the character of students to be a good human being, citizens are good (Kemendikbud, 2003).

So character education is the process of giving guidance to learners to become whole human beings, characterized in the dimensions of heart, mind, body, and taste and karsa (Wiyani, 2013: 27). Through character education learners are expected to provide good or bad decisions, displaying good character in daily life with a vengeance.

Furthermore, the objectives of PPK in school, SMPN 15 Yogyakarta, teacher explained:

"First, to build and to equip children with true values of life. Second, to restore character education to become an important part of education that has been directed to knowledge and skills. Third, strengthen the stance and personality of children so that when they pass from school they have a good integrity, in the sense that a child who is only smart in the knowledge side alone feared the future can make a boom and used for negative things but if the child has a good national character, they can make drugs for the benefit of the people".

(Results of interview on October 5, 2017).

The results of the interview provide an idea that basically the goal of character education in SMPN 15 Yogyakarta is to form learners who are not only academically smart but also can be a person who has strong character. Character cannot be separated from moral values and religion as stock in the society life. So they can be candidate of leader who have high integrity, maintain and display the values of good character in daily life

Through character education, learners are able to inculcate habits of good things in life, shown in real action through good behavior, honest, responsibility, respect for others and other noble character values in daily life (Mulyasa, 2013: 3). This shows that the character closely related to the habit that continues to be practiced.

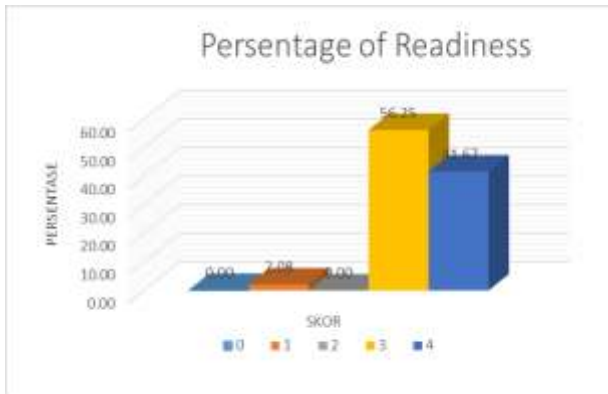
3.2 Input Penguatan Pendidikan Karakter (PPK) Program in SMPN 15 Yogyakarta

The results from observation are fully shown in table below (table 1).

Table 1. The Distribution Score

ITEM	SCORE				
	0	1	2	3	4
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
Total item	0	1	0	9	5
Total score	48				
Mean	3.2				
%	80				

According to the table 1, the total score of scale 0 is zero, scale 1 is one, scale 2 is zero, scale 3 is twenty seven, and scale 4 is twenty. Then the mean of all items is 3.2. The value is between 3.0 and 3.5. If we compare this value to the criteria (successful standard), so the results is B. We can see the percentage of readiness in implementing PPK at SMPN 15 Yogyakarta in graph below.



Graph 1. Percentage of PPK Readiness

According to the graph above, the statements was given score 3 (56.25%), score 4 (41.62%), score 1 (2.08%), and 0% for both of score 0 and 2. The graph shown that most of indicators to evaluate PPK readiness at SMPN 15 Yogyakarta took scale 3 of 5 scale (0-4). For the indicator no 4, budget allocation, the score is 1 because from the observation, the school has no the other income sources, except BOS and BOSDA (funds from government). For the other indicators, the score are 3 or 4. From total scores, it means that the school ready to implement PPK program.

4 CONCLUSION

According to the level of PPK readiness in terms of its planning at SMP N 15 Yogyakarta is B with score 3.2. It means that PPK readiness at school has become a habit. The school can be included to be able to implement the PPK program. However, the school are categorized as ready to implement PPK but there is one aspect that needs to be improved, budget allocation, so that the implementation of PPK program in the future will optimally run.

Based on the conclusion, the suggestions from the authors are as follow:

1. There are should be financial special allocation for PPK program;
2. The school should be initiated to look for other financial sources instead of depending on national budget (fiscal year).
3. The other schools which implement the program should evaluate the PPK readiness for optimizing the process in implementing PPK.

5 ACKNOWLEDGEMENT

Upon completion of this paper, the author thanked that sincerely to all those who has helped, especially to the principle of SMPN 15 Yogyakarta and to the teachers. The authors thanks to the University of Muhammadiyah Purworejo (UMP), who has received our papers and provided the space and time to read the results of this paper, so it can be presented at 1st International conference in University of Muhammadiyah Purworejo.

REFERENCES

- [1] Amri, S., Jauhari, A., & Elisah, T. (2011), Implementasi Pendidikan Karakter dalam Pembelajaran: Strategi Analisis dan Pengembangan Karakter Siswa dalam Proses Pembelajaran. Jakarta: Prestasi Pustaka.
- [2] Buchory & Swadayani, (2014), Implementasi Program Pendidikan Karakter di SMP.
- [3] Kemendikbud, (2003), Peraturan Menteri Pendidikan dan Kebudayaan No 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- [4] Miles, N.B., Huberman, M., (1994), Qualitative Data Analysis: An Expanded Source Book (2nd Edition). London: Sage Publishing.
- [5] Mulyasa, H.E. (2013), Management Pendidikan Character. Jakarta: Bumi Aksara.
- [6] Pusat Analisis dan Sinkronisasi Kebijakan Kemendikbud, (2017), Panduan Penilaian Penguatan Pendidikan Karakter. Jakarta: Kemendikbud.
- [7] Wiyani, N.A., (2013), Membumikan Pendidikan Karakter di SD: Konsep, Praktik & Strategi. Yogyakarta: Ar-Ruzz Media.