

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi program pendidikan karakter di SMA Muhammadiyah Bantul berdasarkan evaluasi konteks, masukan, proses, dan produk.

Jenis penelitian ini adalah penelitian evaluatif, menggunakan pendekatan mixed method dengan model evaluasi dari Stufflebeam dengan prosedur penelitian context, input, process, product (CIPP). Subjek dalam penelitian ini adalah Waka Kesiswaan, Waka Ismuba, Guru BK, Penanggung jawab HW, dan siswa. penelitian context, input, process, product (CIPP). Teknik pengumpulan datanya menggunakan observasi, wawancara, dokumentasi, dan kuisioner. Data kualitatif dianalisis menggunakan tahapan reduksi, penyajian data, dan penarikan kesimpulan. Data kuantitatif dianalisis menggunakan statistik deskriptif.

Penelitian ini mendapatkan kesimpulan sebagai berikut: (1) Evaluasi konteks menunjukkan hasil yang sudah baik berdasar pada komponen sejarah awal mulanya program, pemantapan ide program, persiapan pelaksanaan program dan sosialisasi program., (2) Evaluasi input menunjukkan hasil yang baik berdasar pada komponen siswa, guru (penanggung jawab program) dan sarana prasarana. (3) Evaluasi proses menunjukkan hasil yang cukup baik berdasar pada komponen penilaian, media serta metode dan dari ketujuh macam kegiatan program pendidikan karakter, 4) Evaluasi produk menunjukkan bahwa dari 10 tujuan ketercapaian program pendidikan karakter yang tercapai dengan kategori sangat baik ialah keharmonisan dengan prosentase 91 % , bebas narkoba dengan prosentase 90%, potensi dengan prosentase 89%, ketaqwaan dengan prosentase 87%, dan kebersihan dengan prosentase 85%. Sedangkan ketercapaian tujuan program dengan kategori baik ialah kreatifitas dengan prosentase 76%, kemandirian dengan prosentase 76%, profesional dengan prosentase 74%, ketertiban dengan prosentase 66%. Dan yang terakhir ketercapaian tujuan program dengan kategori cukup baik ialah gemar membaca dengan prosentase 59%.

Kata kunci : Evaluasi Program, Pendidikan Karakter

ABSTRACT

This study aims to evaluate the character education programs at SMA (Senior High School) Muhammadiyah Bantul based on evaluation of contexts, inputs, processes, and products.

The type of this research is an evaluative research, using a mixed method approach with an evaluation model from Stufflebeam with research procedures in context, input, process, product (CIPP). The subjects in this study were deputy head of student affairs, deputy head of Ismuba, Counseling Guidance Teacher, and person in charge for Hisbul Wathan, and students. The data collection technique uses observation, interviews, documentation, and questionnaires. Qualitative data were analyzed using stages of data reduction, data presentation, and conclusion. Quantitative data were analyzed using descriptive statistics.

This study draws conclusions as follows: (1) Context evaluation shows good results based on the historical component of the program, stabilization of program ideas, preparation for program implementation and program socialization. (2) Input evaluation shows good results based on components of students, teachers (person in charge for program) and facilities. (3) Process evaluation shows a fairly good result based on the assessment of component, the media and the seven methods of character education program activities. 4) Product evaluation shows that, among 10 objectives for achieving the character education program, the objectives which are achieved with very good categories are harmony with the percentage of 91%, drug free with a percentage of 90%, potential with a percentage of 89%, devotion with a percentage of 87%, and cleanliness with a percentage of 85%. While the achievements of program objectives with a good category are creativity with a percentage of 76%, independence with a percentage of 76%, professionals with a percentage of 74%, discipline with a percentage of 66%. And the last one to achievements of program objectives with fairly good categories are at reading with a percentage of 59%.

Keywords: Program Evaluation, Character Education