Contextual Innovative approach in Strengthening Character Education in Elementary Schools

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Abstract. This study aims to evaluate the implementation of Character Education Strengthening activities in Elementary Schools. The focus of implementing the character education program considered is religious values, love for the homeland, and environmental care. Program evaluation uses the CIPP Model: context, input, process, and product. The method used is a qualitative approach with a descriptive type. The subjects of this study were principals, teachers, and students at Elementary Schools **in** Tangerang Selatan. Data analysis was carried out using the Miles-Huberman model: data reduction, data display, and data verification. The results of this study indicate that in terms of the process, several implementations of strengthening character education have the potential such as traditional games to fill break time, which **is** used as innovative contextual approaches in supporting character education. Meanwhile, further studies are still needed to establish procedures for implementing an innovative contextual system that has the same standards and is more consistent in its implementation, especially for the standardization of methods, guidance, and effective and constant supervision related to this research.

Keywords: Character Education Program1, CIPP Model2, Contextual Activities3 Primary School4

1   Introduction

At this time, we often hear about the development of character education for children and adolescents, which is concerning. Where we usually deal with crime, fights show that the character of children and adolescents is in a deplorable condition. Concerns about our nation's problems at this time, among others, the phenomenon of moral degradation and the nation's character is increasingly receding from time to time [6]. This is increasingly concerning with the widespread misunderstanding of democratic practices with freedom without rules. Harmony between regions and ethnic groups is also colored by provocation so that disagreements can often undermine the spirit of nationalism. Conditions like this require developing and strengthening cultural values and national character as the root of the problem. Elementary school is the initial foundation for children to get a formal education. Therefore the formation of character values is

difficult to apply at this time, along with global developments and environmental influences that erode the importance of character, morals, discipline, responsibility, cooperation, and love for the homeland in students. Therefore, evaluation measures are needed in assessing character education programs.

Culture is the values, morals, norms, beliefs (beliefs), and thoughts held by a society/nation and underlie a person's behavior as a member of society and a citizen.[10]. Culture regulates people's behavior regarding what is right, good, and beautiful. Furthermore, a character is formed from values, morals, and norms that underlie a person's perspective, thinking, attitude, and way of acting as well as what distinguishes him from others.[13]. National character is manifested in the character of someone who is a member of the nation's community [4, 7]. The description explains that the function of character at the individual level is correlated with character at a more comprehensive social level or in the diction of "national character". Thus, the case of education is part of shaping individual personality with the noble goal of building the nation's character.

In reality, on the ground, result of observation, the character education program in South Tangerang has been implemented continuously and integrated with curricular programs. However, the school finds it difficult to instill positive character values in students because of the influence of the environment. One of the reasons is the lack of cooperation between parents and schools in implementing character education programs so that positive character values are internalized in students. In addition, the lack of socialization of the direction and objectives of the character education program from the South Tangerang Education Office to the school has resulted in schools not yet being directed to deliver character education programs to committees and parents as guardians of students. Furthermore, have a direct impact on the achievement of this program. On the other hand, no evaluation measures the success and impact of teaching these values in students' daily lives

An elementary school is where primary education for children is very important in improving children's education and obtaining character education. So it is necessary to develop a curriculum to enhance character education in elementary schools at this time. So it is necessary to create the curriculum, especially in improving character education, namely initial planning, implementation, operation, and evaluation of programs implemented in schools, one of which is in elementary school. It is hoped that recommendations for improvement and improvement of character education programs adapted to the SD environment will emerge through an evaluation program. This has not been seen in several studies in the articles that have been reviewed.

Based on this background, the problem of this research is how to evaluate the implementation of the character education program, especially religious values, love for the homeland, and care for the environment, which have become routine learning in elementary schools.

Based on this background, there needs to be a study on evaluating the implementation of character education programs, especially on religious values, love for the homeland, and caring for the environment, which has become routine learning in elementary schools and led to innovative strategies for character education programs (evaluation studies at SD Tangerang Selatan).

2   Method

2.1   Research Design

This study aims to find out how to obtain a description of the evaluation of the implementation of religious values, love for the homeland, and care for the environment in the character education program at the South Tangerang City Elementary School. This study uses a qualitative and observational approach. In this study, the researcher used a qualitative descriptive type of research in the form of spoken or written words about observable human behavior[5]. Qualitative data is in the form of detailed descriptions, direct quotations, and case documentation. Qualitative data is the capture of the words of the research subjects in their language. People's experiences are explained in depth according to the meaning of life, experiences, and social interactions of the research subjects. Here the researcher conducts research by going directly to the field, describing and constructing the existing reality, and approaching the source of information, so it is hoped that the data obtained will be more accurate and maximal. The procedure in this study can be seen in Figure 1
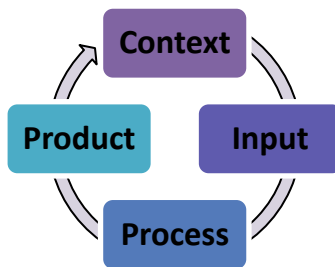

Fig. 1. CIPP Model

The CIPP model has four continuous elements. First, context evaluation leads to identifying strengths and weaknesses and providing input to improve, diagnose the problems encountered, and find solutions. Second, the assessment of information to determine the program in making the necessary changes. Input evaluation looks for constraints and potentially available resources and examines alternatives related to needs and targets. Third, evaluate the process to check the implementation of the plans that have been set, and provide input for managers between the performance of projects and schedules that have been made previously and the efficient use of available resources. Fourth, product evaluation aims to measure, interpret, and assess program achievements in meeting the needs of program targets. Assessments of program success are collected from the people involved individually or collectively and then analyzed.

2.2   Participants

The participants in this study were students, teachers, and the headmaster of Elementary School IT Nurul Amal. The technique of determining participants in this study was using purposive sampling. The purposive sampling technique is used because of specific considerations. The sample used or taken is not based on strata, random (random), or regions but a goal.

2.3   Data Collection

Data Collection Techniques Data collection tools will be essential in determining the quality of research results. If this tool is not accurate, the results will not be accurate. In this research, the techniques used in data collection are as follows: (a) In-depth interview Interview is a form of interpersonal communication in which two people are involved in a conversation in the form of questions and answers. One person asks questions to get information, and the other listens carefully and gives the desired answer until the interview objectives are achieved. (b) Observation (observation) is a complex process composed of various biological and psychological functions, the two most important of which are the processes of observation and memory or a data collection tool carried out by observing and systematically recording the symptoms under study.

2.4   Data analysis technique

At the data analysis stage, using descriptive qualitative data analysis during data collection includes developing field notes and data categories, entering data into analysis formats, and developing questions for further data collection. After that, the analysis of the collected data includes collecting and numbering chronologically according to the time of data collection, re-examining the data and grouping it in one category format and classifying the data according to the code, explaining the data that has been analyzed according to the components of the evaluation model, and drawing conclusions.

Table 1. Observation focus on character education instruments

Observation Focus	Description	School Indicator	Class Indicator
Religious Character	Values are derived from the religious teachings a person adheres to daily life.	• Celebrating religious holidays. • Have facilities that can be used for worship. • Provide opportunities for all students to carry out worship.	• Pray before and after the lesson. • Provide opportunities for all students to carry out worship
Homeland Love Character	Ways of thinking, behaving and acting that show loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation	• Using domestically made products. • Provide information (from printed and electronic sources) about Indonesia's natural and cultural wealth. • Use good and correct Indonesian.	• Displaying: photos of the president and vice president, state flags, symbols, maps of Indonesia, and pictures of Indonesian people's lives. • Using domestically made products.
Environmental Care Character	Attitudes and actions that always try to prevent damage to the surrounding natural environment and develop efforts to repair the damage nature that has happened.	• The habit of maintaining the cleanliness and sustainability of the school environment. • Energy saving habituation. • Helping students in the school area. • Build proper sewerage. • Make a habit of separating the types of organic and non-organic waste. • Assignment to make compost from organic waste. • Handling of practical waste • Program a clean love for the environment	• Maintain the school environment. • Availability of garbage disposal in the classroom. • Energy saving habituation. • Install a sticker commanding to turn off the lights and close the water faucet in every room when finished.

After data collection was completed, the Miles and Huberman model was used to analyze the data. Data reduction was used to determine relevant and focused data that leads to meaning. After the reduction phase was complete, a data presentation was conducted to combine information that provided an overview of the situation.

3   Result and Discussion

3.1   Profile of the Integrated Islamic Elementary School (SD IT) Nurul Amal

Founded in 2005, SDIT Nurul Amal is under the auspices of the Nurul Amal Integrated Islamic Education Foundation. The school's vision is to become an integrated superior model school with global character and insight. Its mission consists of: a) providing integrated Islamic education in a comfortable and pleasant atmosphere, b) preparing a generation that has a noble character, character, and has high-level thinking creativity, is social and independent, c) and develops leadership and entrepreneurial skills, and d) fostering the birth of global competition and cooperation.

SDIT Nurul Amal aims to provide quality education to the community in dealing with situations and global competition and cooperation and to form individuals capable of lifelong learning and have noble character. This school provides various extracurricular programs, including karate, marching band, marawis, qasidah, futsal, and dancing.

3.2   Context Findings of the Integrated Islamic Elementary School (SDIT) Nurul Amal

Schools develop rules to support character education programs, such as habituation to 5S attitudes, namely Smile, Greeting, Greet, Polite, and Courteous. The 5S attitude becomes a habituation routine that is applied at school. Mr. SS, the 5th-grade homeroom teacher, acknowledged the implementation of the 5S attitude at school, namely

"If habituation like that is the essence of this school, so make it a habit every day, Mom: greetings, smiles, greetings every morning, oh, every time you meet school residents, so it's not just teachers, school residents consist of parents, teachers, from any employee."

Habituation applied in schools, namely 5S, smile, greet, greeting, polite, polite, both in class and outside the classroom. In addition, several rules designed by the school are for commemorating various religious holidays, such as Isra Mi'raj, routine flag ceremonies every Monday, celebrating independence day every year, and assessing cooperation between students in the classroom at work group. SDIT Nurul Amal is an elementary school based on religious values , so the policies drawn up refer to values based on religion. A teacher revealed that the superior character values in school, including class, are religious. Like habits in class, before entering class, students muhadasa (conversations of two or more people, namely reciprocity), memorize Asmaul Husna, short hadiths, and short letters, and pray before starting the lesson. Including good morals, with various rules and consequences for student behavior.

In addition to religious values, schools also strengthen the character of integrity and nationalism. When students start to behave religiously and unconsciously, the character of goodness and nationalism also begin to be internalized into students. These values become unified in shaping the attitude of students as a whole. The socialization of the

character education program at SDIT Nurul Amal addressed to parents was delivered at the beginning of the admission of new students. As stated by Mrs. MN, namely:

"For these parents, we are beginning to enter new student admissions. The parents have been informed and have been informed through the fields for the future map of my children's school at SDIT Nurul Amal. "Secondly, we also disseminated the socialization at the first meeting to the entry of children in the new school year. It was conveyed to parents at the first meeting. The entire program of activities at the Nurul Amal School includes the character-building program from all the regulations that we have made. Monitoring is in the form of a book called moral behavior."

The socialization aims to explain the various program activities offered by the school, including the character-building program. From the results of interviews, socialization with parents was carried out once new students were admitted. The principal acknowledged that the planning stage in introducing the character education program was through socialization. Schools need to take action to realize the policies mandated by the education office regarding character education programs. Schools design various programs to support the implementation of character education. Some of the plans that the school designed, namely a) following up on the rules for character education programs from the government by compiling more operational rules, b) designing various programs to support the implementation of character education programs, and c) as well as guidebooks for implementing character education programs.

The school prepares various rules that need to be implemented in schools related to the development of student character education. As implementing character educators, teachers are given guidelines and regulations that must be obeyed. In the character education program, SDIT Nurul Amal conducts routine activities in collaboration with one of the nature-based community institutions, namely, visiting Citra Alam Bogor. This activity aims to strengthen character education, especially concerning nature as God's creation. Through this activity, students are encouraged to be more grateful for God's creation by considering the environment as an integral part of human beings. One of the most prominent values is religious value. Parental involvement is also part of the support in implementing character education programs. Parents are given an understanding of the importance of character education programs and the need to support various school programs related to the development of character education. During the learning process, students are asked to obey the classroom teacher's rules to implement the character education program.

These rules are generally in the form of direct instructions from the teacher, both in the form of orders and prohibitions, such as orders to be honest and prohibited from cheating on tests. Parents are given an understanding of the importance of character education programs and the need to support various school programs related to the development of character education [18]. During the learning process, students are asked to obey the classroom teacher's rules to implement the character education program.

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education programs and the need to support various school programs related to the development of character education [1, 4, 10, 13]. During the learning process, students are asked to obey the classroom teacher's rules to implement the character education program [2]. These rules are generally in the form of direct instructions from the teacher, both in the form of orders and prohibitions, such as orders to be honest and prohibited from cheating on tests.

Mrs. KS also added about the habituation of religious characters, namely, the school designed various rules to familiarize the application of character education values in the classroom. These values are integrated into teaching and learning activities in the classroom. The teacher also admits that implementing positive character has become a school routine.

3.3   Input Findings for the Integrated Islamic Elementary School (SDIT) Nurul Amal

In essence, the evaluation of the input of the character education program in this school is influenced by human resources, namely principals and teachers. Aspects of community-based information include community involvement in providing various human resources, facilities, and evaluations carried out in schools. The human resources in question consist of principals, teachers, parents, and personnel who support the implementation of character education programs. Principals' and teachers' involvement can be seen from the evaluations carried out in implementing the character education program. Related to the evaluation, the principal monitors activities associated with the implementation of character education by supervising classes/visiting classes and observing the development of students, including aspects of attitude. The teacher makes anecdotes in the form of notes about the students' perspectives. Parents are also involved in teaching the same values at school, one parent said that, at home, children are also taught to speak and be positive, such as saying please, excuse me, sorry, and thank you.

Positive values in character education as conveyed by Mrs. S from SD Nurul Amal below:

"You have to get used to doing your work. Then you can't cheat, return borrowed items to friends, then teach your children not to take other people's things. The activities are carried out only through learning, for example teaching children about honesty. Similarly, students must be taught not to take other people's property, not to lie to anyone, not to cheat during the test."

Learning materials are designed by the objectives to be achieved by the school so that it prioritizes religious and other character values. In essence, learning materials seek to include positive characters. The development of learning materials is carried out by prioritizing the values of the character education program, especially religious values. Nurul Amal is an elementary school based on religious values , so the material development plan refers to values based on religion.

As stated in Mrs. MN, namely

"The first one is religious, mother. Because we make habits in our schools before the children enter, it is already muhadasa. There is our child memorizing the Asmaul Husna, short hadiths, and also letters. Short, of course, if you have entered, before the prayer, the prayer before starting the activity has all been entered there. Religion is more prominent. Then there is also what was ahlakul karimah, huh. The good character, yes, especially with the rules and consequences, our children naturally get used to it."

In addition to religious values, schools also strengthen the character of integrity and Pancasila.

As stated by Mrs. MN below,

"If there is integrity here, Pancasila is, of course, from everyday life with us having good morals, with us being religious, automatically Pancasila has also been brought to all mothers."

Learning materials are designed by the objectives that are achieved by the school so that it prioritizes religious values as well as other character values.

Regarding the learning materials in class, Mr. SS stated the following:

"Oh yes, almost all of those lessons are related to character, yes, and indeed it is very important to want to learn SKI too, SKI is Islamic Cultural History, the history of these people. Many characters must be studied. What is it? Given to children, who should be imitated in children. Then any lesson, of course, must insert a character at the beginning. We must be grateful to Allah SWT for any lesson, so there is character."

Mrs. KS added the following about the value of gotong royong,

"To instill the value of gotong royong to students, we allow children to do class pickets. PPKara can do this in teams. They work together and share their duties with members of their team doing their tasks such as cleaning glass, sweeping, mopping, and so on. Then also with what? Class decorating activities are also carried out by working together. They express their ideas and creativity, and the results are posted on the classroom walls. Then the value of cooperation by helping a friend who is sick, they are also the same as asking for infaq as soon as it is collected, they visit their friend who is sick. Then also by giving group assignments, highlight each group."

In addition, several facilities provided by the school to support the character education program: a mosque, AC, Al-Quran, and Iqro'. Facilities and infrastructure already available in schools, namely the presence of a mosque, strengthen students' religious values and provide iqro' and the Koran for each student.

As in the two elementary schools above, at SD Nurul Amal, parents also play a role in school activities. One of the annual activities held by the school is a study tour to various community institutions, such as nature tourism plus education, to develop students' knowledge and a positive character to be closer to nature. Parents are involved in supporting the program to achieve common goals. Institutions that work together provide opportunities for schools to visit are positive inputs.

1.1 Process Findings of the Nurul Amal Integrated Islamic Elementary School (SDIT) process

Process evaluation is aimed at assessing the implementation of a predetermined plan to assist implementers in carrying out activities and will then be able to help other user groups to determine program performance and estimate results. Process evaluation refers to implementing character education programs, namely the integration of character education in learning activities and classroom management.

Schools put more emphasis on student attitudes in school activities so that the implementation of positive character values is highlighted, especially religious values. Strengthening Character Education in the value of caring for the environment is SDIT Nurul Amal carrying out routine activities in collaboration with one of the nature-based community institutions, namely visiting Citra Alam Bogor.

This activity aims to strengthen character education, especially concerning nature as God's creation. Through this activity, students are encouraged to be more grateful for God's creation by considering the environment as an integral part of human beings. One of the most prominent values is religious value. Parental involvement is also part of the support in implementing character education programs. Parents are given an understanding of the importance of character education programs and the need to support various school programs related to the development of character education [4, 8, 16].

The strategies used in character education will be directly integrated with learning. The use of learning methods is quite varied. The teacher uses a projector screen to deliver learning materials in class. In addition to class, the teacher also takes students out of class to learn certain materials, such as environmental themes and planting hydroponics in the school environment. The assessment of student character does not yet have a special format, so the teacher only uses an implicit assessment.

3.4 Product Findings of the Integrated Islamic Elementary School (SDIT) Nurul Amal

Product evaluation is an assessment of the success of the program in achieving its goals. Product evaluation in the character education program is carried out to assess the success of the implementation of the character education program, whether it has been carried out by the objectives or requires improvement. The results of this evaluation show what aspects have been achieved and the program follow-up plans.

The assessment of the character education program begins with an assessment carried out by the teacher in the classroom. A special format for assessing student character has not been provided. The teacher assesses students' attitudes from the results of direct observations made while students are in class. All character values are assessed on an attitude scale written on the assessment sheet. In addition to classroom learning, teachers also carry out learning activities outside the classroom that aim to convey knowledge directly through the surrounding environment and observe student attitudes related to the environment.

The implementation of character education programs is seen from the processes that occur in the classroom, especially positive and negative character values, shown by students through the behavior [11]. Students showed the results of the character program through various positive words, such as the word "permission/excuse me" to the teacher when they were about to leave class. Most students say "please" when asking for help from classmates. Students also say "sorry" when they make mistakes to classmates.

Most students appreciated their friends speaking in front of the class during the learning process, although some students were still busy talking to themselves. After completing the assignment, students can stand in line before the class to ask the teacher to evaluate their work. Assessment of the character education program is also through the "character control book." The book is a pocket book that students must fill out at school and at home. Then at the agreed time, the book is shown to the class teacher to be assessed. In addition to daily pocketbooks, in the holy month of Ramadan, there are also Ramadan books filled at home and school [17].
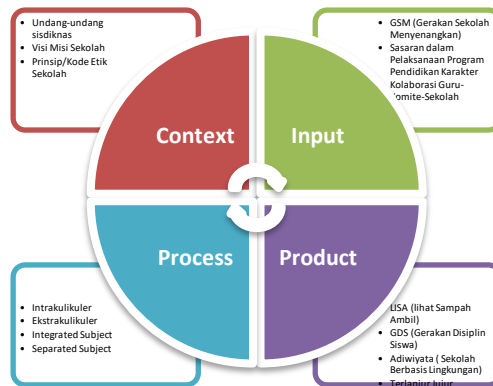

Fig. 2. Mindmap visualization of the CIPP Model on Evaluation of Character Education Programs in Elementary Schools

All the programs that have been set have been implemented but have not shown permanent character formation for all students because they are influenced by various factors such as growth, development, family background, and continuity between character cultivation at school and home. The role of parents of students is very important in providing education [3, 14]. Students interact a lot at home with their parents, and education from parents will shape and familiarize the character of these students [12]. The follow-up to the evaluation results is that together with the teacher council, they make strategic and operational steps to improve the quality and quantity of the program by correcting the deficiencies that still exist and developing the program so it can be fully implemented. This study is in line with research that the implementation of character education policies has generally been carried out based on an analysis of the characteristics of policy problems, policy characteristics, and non-policy variables that affect the

implementation process [9, 15]. However, various obstacles arise, especially in the aspect of technical standardization of its application in learning, which so far is still limited to the demands of administrative requirements.

4   Conclusion

On the aspect of the context in the implementation of character education at Elementary School IT Nurul Amal, to have clear goals and directions as well as references without eliminating the uniqueness of each elementary school, it is necessary to have a flow of an implementation of character education programs to comply with standardization. In the input aspect in implementing character education programs in elementary schools, several facilities are proposed to strengthen the cultivation and habituation of values in character education. In the aspect of the process in implementing character education programs in elementary schools, it can be arranged jointly in the Teacher Working Group and the Principal Working Group, several design processes for integrated character education programs in learning for various types of elementary schools (Independent Elementary Schools, Independent Primary Schools, and Impact Elementary School). In the product aspect of the character education program in elementary schools, an instrument for measuring character education is proposed, especially for the value of "care for the environment," which can be used as a guide in character assessment in elementary schools. The next recommendation is the need for further development studies related to standardization of methods, guidance, and effective and consistent supervision related to character education, leading to Innovative Strategies for Character Education Programs in Elementary Schools.

Acknowledgments

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