

## THE EVALUATION OF CHARACTER EDUCATION PROGRAM IMPLEMENTATION IN AI-AZHAR ISLAMIC ELEMENTARY SCHOOL KELAPA IVORY NORTH JAKARTA

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### Abstract:

This study aims to explain, uncover facts, and obtain empirical findings and recommendations in the form of guidelines for implementing the Character Education Program at Al-Azhar Islamic Elementary School Kelapa Gading, North Jakarta, which includes context and input process, and results. The research uses a qualitative approach through the CIPP evaluation model (Context, Input, Process, and Product). Collecting data using interviews, observation, and document reviews. The research informants were the Principal, Deputy Principal, Educators/Teachers, Education Personnel, Students, and Head of School Committees. The validity of the data quality test was carried out through triangulation of data, sources, methods and time. The results of the Context Evaluation study, which included the vision and mission, programs, and program objectives, showed excellent results for the Input Evaluation, which included program strategy, program design, and character education program plans. Resource readiness showed excellent results for Process Evaluation which included implementation. The character education program has been running very well. The outcome evaluation results, including the impacts of the program achievements, are excellent. From the results of the overall evaluation, the program can be continued. The program's implementation shows that all aspects have been running according to the goals and expectations and provide results and benefits, even though the program needs to be spread in other places because the program has succeeded very well.

**Keywords:** Evaluation, implementation, program, character education, and CIPP.

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## INTRODUCTION

Character education is the part that does not become inseparable from the achievement vision, and mission development stated nationally in Long Term Development Plan 2005-2025. Achievements: The Long Term Development Plan (RPJP) is carried out through phasing: Phase I: 2010-2014; Phase II: 2014-2020; Phase III: 2020 - 2025. Thus, the development program education character should contain a strategic development education national plan at each project stage. Implementation education character needs plan Applicable Action in context mark by Keep going continuous and sustainable. Policy national education character is the part that does not could be separated from policy federal development character nation mandated by the President Republic of Indonesia at the peak event commemoration of National Education Day, May 11, 2010 (Ministry of National Education, 2010) . In general, education in Indonesia is still focused on aspects of cognitive or academics. In contrast, soft aspect *skills* or non-academic, an element of the main education character, are not enough to get attention. Character education Becomes something must because education character makes the participant educate and intelligent in his knowledge only, will, and

must also have mind character so that his existence as a member of public becomes mean good for herself or other people.

Related with an effort to realize education character as mandated in the RPJPN. The thing meant that already poured in function and purpose of education were national. National education works develop and shape character as well as civilization dignified nation in skeleton educate life nation, aim for development potency participant educate to be a man of faith and piety to God Almighty, have character noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen as well as in charge answer (Depdiknas, 2003). Character education or growth mind character is activity habituation attitude, and behavior positive at school started since day first enter school, orientation participant educates new for level school medium first, school medium top and school medium vocational, until with graduation school (Depdikbud, 2015).

To carry out the regulation president mentioned above, the Minister of Education and Culture of The Republic of Indonesia issued Regulation number 20 of 2018 about Strengthening Character Education in Formal Education Units. In the rules, this is what is meant with The following strengthening of character education abbreviated PPK is movement education below not quite enough answer unit education for strengthening character participant educate through harmonization through heart, feel, process think and exercise with engagement and work same Among unit education family and society as part from the National Movement for Mental Revolution or GNRM (Kemendikbud, 2018). The educational process character involves student or participant education by being active in all activities at school. Head schools, teachers, and other education staff are expected to apply the principle of "tut wuri " handayani " in every behavior shown. Participants are educated in an atmosphere learning is fun and not indoctrinated.

Development values in education character through culture school covers all activities carried out head schools, teachers, counselors, staff administration and participants educated. The classroom's learning process is not missed by various other activities outside class or school in education. Inside, the teacher's class can start by introducing the values that will be developed during learning; the teacher guides participants to be involved by being active throughout the learning process. This thing is done with the conditioned participant educated formulate and propose the question, pose opinions use polite words and sentences, look for source information, collect information from various sources, process information already owned, construct data, facts, or value, present results reconstruction, grow values culture and character in participants educate.

Function education character is for developing, strengthening potency private, and filter influence from beyond the end could shape character participant learn who can reflect culture Indonesian nation. Efforts to establish character are made through a series of activity studies taught well through eye lessons and activities development done in class and participated outside school. Habituations (*habituation*) in life, like religion, honesty, disciplined, tolerance, working hard, love, peace, responsibility, and so on, begin from family and are strengthened in school and community. Character education is no longer an eye lesson or values taught, but more effort planting values good through all eye lessons, development programs, self, and culture school. Deployment marks could be developed through various eye lessons by standard competence (SK) and competence existing basic (KD) in authoritative content (SI), through development programs self as activity routine school, activities spontaneous, exemplary, and conditioning.

Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta has stood up since 1988/1989. R reputation Al - Azhar Kelapa Islamic Elementary School Ivory North Jakarta is very proud and exhilarating. Besides getting predicate accreditation A as other units in Al - Azhar Kelapa Gading North Jakarta, this gets welcome from a school outside society ordinary. It is marked with enough community tall for send to school son daughter at school. Since year lesson 2009/2010 government has givens trust to Al-Azhar Islamic Elementary School Kelapa Ivory becomes stub School standard International (RSBI), according to the Decree of the Directorate General Primary and Secondary Education Management, Ministry of National Education Number 1880/C3/DS/2008. Coconut Al-Azhar Islamic Elementary School Ivory North Jakarta, a school, based on characters who are under

the auspices of the Coconut Al-Azhar Foundation Ivory, already has an educational program character, will but the program still has any there is a weakness or lack good from aspect context, input or input, and process and the result.

Based on studies start done by researchers and experienced researchers as power educators nor education show that one factor no optimal implementation of education character at school caused the school not to have a structured program systematic and detailed. Schools often have a program; however, implementation is not based on the program. The program content and implementation are different. The program only just made ingredients pile bindings and collections emblazoned inside the wardrobe. Furthermore, what is more, fatal is running a school or carrying out education character however school the carry it out no based on a proper program should be made before activities implemented.

The problems faced by Al-Azhar Kelapa Islamic Elementary School are: Ivory North Jakarta in implementation of educational programs character, is as follows:

- a) Still, there are different perceptions from *stakeholders* will the vision, mission and program objectives ;
- b) Not yet entirely from *stakeholders'* high commitment to implementing the program;
- c) Activities preparation teaching teachers less creative and innovative as well as challenging ;
- d) Not yet optimal function supervision, monitoring and evaluation as component controller quality
- e) Not yet have tool evaluation or *instrument* appraisal for evaluating an educational program's character
- f) There is a mismatch between programs created with realization implementation in the field; and
- g) Result implementation of educational programs unfinished character maximum.

Another problem is related to the teacher or power educator. The teacher is one factor determinant in successfully implementing the educational program's character at school, which requires a good understanding of the draft from education character. From observation preliminary to several teachers at Al-Azhar Kelapa Islamic Elementary School North Jakarta, ivory is known that all teachers in the school do not yet understand the truth of education character. According to the education character, namely the process of forming attitude students. That thing causes the teacher has not fully developed values of character participant education in the learning process in the classroom. Fewer teachers develop education character in the learning process. However, one strategy to build education character is to integrate values character nation on every eye lesson to produce consistent participant education in behavior character daily.

None yet similar vision and mission in implementing educational programs character cause inequality in its implementation. Most of the teachers have carried out educational programs character refers to the vision and mission carried out in school. However, some teachers operate duties and obligations and teach by what is understood even though what is taught sometimes is not by the vision and mission school. The teachers and other stakeholders feel the difficulty embedding education character at Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta. This thing revealed from Head Schools that must be standing in front of the participants educate for condition attitude discipline in prayer congregation. They sometimes still joke and still each other chat even though prayer pilgrims will quickly start. Values character who has implanted in school not yet fully follow up and made something habit good in the environment family and society.

Based on the description of program problems that have been described above, the structure of educational program components Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta is suitable with components of the CIPP evaluation model according to Stufflebeam, which consists of: from the component context, component inputs, process components and components result. Because of that, use knows by more profound and accurate about level effectiveness program

implementation, then need to implement program evaluation comprehensive. One of the most widely used program evaluation models known and applied in various fields namely the CIPP program evaluation model (*Context, Input, Process, and Product*). This model was developed by Stufflebeam et al. (1967) at Ohio State University. The CIPP model is an evaluation model that views the program as a system. The CIPP evaluation model can be used for evaluation summative (implemented at the end of the program) aims to forget information about quality and values as well as benefits / meaning a program that is *Summative evaluation: retrospective use of CIPP information to sum up the program's merit, worth, probability, and significance* (Stufflebeam & Shinkfield, 2007). Information obtained from results evaluation is beneficial as an ingredient consideration for the maker's decisions (*decision-makers*) in decisions or policy next.

Based on the background behind the problem above, what becomes the focus of the study? It is a Character Education Program at Al-Azhar Islamic Elementary School Kelapa Gading North Jakarta, with sub-focus research as follows:

1. Vision, content and goals Character Education Program Coconut Al-Azhar Islamic Elementary School Ivory North Jakarta.
2. Resources support in educational program characters includes structure organization, strategy, procedure program implementation, and funding that supports educational programs character at S school The basis of Islam Al- Azhar Coconut Ivory North Jakarta.
3. Program implementation reviewed strategy and existing procedures for implementing educational programs character at S school. The basis of Islam Al- Azhar Coconut Ivory North Jakarta.
4. Implementation results from educational program character at school, the basis of Islam Al- Azhar Coconut Ivory North Jakarta.
5. Guidelines education character at Al-Azhar Kelapa Islamic Elementary School North Jakarta ivory

Based on Focus and Sub Focus In the research above, the question in the study this refers to the concept of *Context, Input, Process, and Product* (CIPP) is as follows:

1. What is the content, content and objectives Character Education Program Coconut Al-Azhar Islamic Elementary School Ivory North Jakarta?
2. How are standards resources used in educational program planning character at S school? The basis of Islam Al- Azhar Coconut Ivory North Jakarta?
3. How does the implementation of the educational program character at S school D ASAR Islam Al-Azhar Coconut Ivory North Jakarta
4. how do results and program benefits education character at S school D ASAR Islam Al-Azhar Coconut Ivory North Jakarta?
5. How do guidelines education character at Al-Azhar Kelapa Islamic Elementary School North Jakarta ivory?

In general, research objectives evaluation is gathering formation for determining value and benefit object evaluates, controls improves, and makes a decision about a thing. Likewise, objective Evaluation Implementation of Character Education Program at Al-Azhar Islamic Elementary School Kelapa Gading North Jakarta is also for measure good value and benefits that for institution education or the school concerned in general nor for answer question research that has been being delivered before, that is related with:

1. Formulating the contents, contents and objectives of education character (context) ch becomes reference implementation or educational program character at S school D ASAR Islam Al- Azhar Coconut Ivory North Jakarta.
2. Availability source power (*input*) in support implementation or implementation of educational programs character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta under review from *stakeholders*, the curriculum used, availability of facilities and infrastructure, and the source of funds used.

3. I implementation educational program character in progress reviewed from planning and implementation and suitability Among regulations, guidelines, planning and implementation education character at S school D ASAR Islam Al-Azhar Coconut Ivory North Jakarta.
4. H result (*product*) of implementation educational program character at S school D ASAR Islam Al-Azhar Coconut Ivory North Jakarta.
5. Guidelines education character at Al-Azhar Kelapa Islamic Elementary School North Jakarta ivory.

Regarding evaluation implementation of educational programs character, after done studies preliminary research, from as many as 60 schools that were netted for answer questionnaire related to the performance of educational programs character, there are 55 schools organized character will but no have a program special. Only five schools have educational programs composed of character with good. It shows that part big school basis in DKI Jakarta Province is not made or no have a Character Education Program by exceptional in implementation education character at school. The main reason is that they think that education character only inserts and the implementation process is integral to the learning program. There is no need for a program special. If seen from function management, the school will have difficulty measuring the success implementation (implementation) of education character held with no schedule. Whereas education character is education should own vital role in formation civilization nation in a country, which should be managed or where by earnest with make a detail making and detailed program so that will produce impact as well and good final product.

From study document about educational programs character at school base results studies preliminary found there are five schools the basis for programming special about education character. of the five schools that create and implement educational programs character that, after reviewed document the program it turns out that the Character Education Program of Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta has many excesses if seen from aspect context, input, process and expected result compared with the fourth school other. Besides that, it was found that the educational program character at Al-Azhar. Islamic Elementary School Coconut Gading North Jakarta has novelty, uniqueness and features typical separately. Novelty, originality, and features typical alone the could see from several programs, activities/activities, documents as well as supporter others that exist, among others: (1) Have a special curriculum that is *Islamic Character Building Curriculum*; (2) Have a complete and detailed Character Education Program; (3) Implementation of educational programs character real and measurable; and (4) Not much made and carried out at school another. It is a one-factor pusher researcher for stage study about evaluation implementation of educational programs character at school.

In the implementation, Al-Azhar Islamic Elementary School Kelapa Ivory blends pattern education based on development character with recent technology information and communication; apart from That is, Al-Azhar Kelapa Islamic Elementary School Ivory has succeeded in reaching a variety of performance good academic, extracurricular, and mental and spiritual, and management from a various party. One of them always gets 97 (Excellent) in accreditation school. Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta has many get an award. All awards won by Al - Azhar Islamic Elementary School Kelapa Ivory North Jakarta is real is form strengthening from validity or validity public on ethos work and teak Al- Azhar Islamic Elementary School Kelapa Ivory always attempted Upgrade quality. Based on a strong spiritual base, all academic and extra programs at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta directed quality, educated, intelligent, and pious human beings to Allah SWT.SD I slam Acompetent teachers in science guide Al-Azhar Coconut Ivory North Jakarta.

System learning carried out at Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta prioritizes *Multi-Channel Learning* and various approaches, such as *Multi Intelligence*, approach study student active, *Quantum Learning*, as well as combines multiple methods and multiple evaluations, as well as approach *humanistic* and elementary school teachers I slam Al-Azhar Coconut Ivory North Jakarta always create an atmosphere conducive and creative, complete with warmth and intimacy.

## METHODS

**Research Place and Time.** The place study is Coconut Al-Azhar Islamic Elementary School Ivory North Jakarta, which is best located on Jalan Raya Bulevar Timur, Kecamatan Coconut Gading, North Jakarta Administrative City DKI Jakarta Province. Selection the place research on schools this based on several things, namely: (1) schools that have an educational program character; (2) schools that carry out educational programs character; and (3) schools with their comprehensive characteristics in the implementation of educational programs character. As for the time implementation study, this is in progress from January 2019 to August 2019.

**Approaches.** In research, this approach used is approach qualitative. The approach used in the study is evaluative with the CIPP evaluation model: *Context, Input, Process, and Product*. Study evaluation belongs to in shape evaluation summative, done by external, retrospective, with an objective for evaluating educational programs character held at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta. The qualitative approach obtains data from observations, interviews, results shooting, analysis documents, and notes for compilation. Data is then analyzed with enriched information, search relationships, and compare and find patterns in the original database. The data analysis results in exposure to the researched situation are presented in a shape description narrative.

**Research Method.** The method used in a study is evaluative, with the CIPP evaluation model. The CIPP evaluation model is an abbreviation for *Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation*. CIPP evaluation model is used in a study because more comprehensive and adequate to describe, obtain, and provide helpful information for evaluating alternative decisions. This model is wider than the other evaluation model because object evaluation is on results only and includes context, input, and process. Stufflebeam's concept of that important objective evaluation is no proof but for a fix.

**Research Model Design.** The research model design connects among criteria in each CIPP aspect. Activity evaluation in this study is effort evaluation on educational program performance character. To serve results "high-low" or "good-bad" measurements over something state or achievement, some data needed to be converted into the shape matrices that can be read difference Among one level with others who will produce a conclusion that will define a phenomenon.

**Instrument Study.** Researchers in study qualitative, with or without the help of others, are tool strategic data collectors. If the empowered tools are not human, it is impossible to adjust the stage to realities on the ground. Other than that, only man as a tool you created with respondent or object other, just humans, is capable of understanding the relationship with the field. Humans can evaluate the situation and conditions infield, acting on the situation and conditions it faces.

**Techniques and Procedures Data Collection.** The primary data is the result data measurement with the interview, supported with results studies observation and study documentation that becomes supporter or complement. Techniques and procedures data collection in a study is done systematically with technique taking subject study by *purposive*. Determination subject research (source/informant) was conducted by *purposive*, determined based on objective research, choosing subject based on knowledge/understanding from a topic and related or as perpetrator from something current activity researched. It is meant to take a real issue, know and understand the object to be evaluated or researched so the data you are looking for could obtain by objective research and easily understand the meaning. Subject research will be selected (*purposive*): head school, vice-principal school educators (teachers), staff education, participant students and parents. Procedure data collection is done naturally, using primary and secondary data. Data collection techniques using Interviews with the speakers or informants. Observation technique done with observation direct to school, to class or the place activity where the input and process of the program taking place, including condition facilities and infrastructure or facilities and observation to behavior *stakeholders* involved. Whereas studies documentation is used for search data in the form of related documents with components evaluation needed from the study.

**Technical Data Analysis.** A study's data analysis techniques are descriptive and qualitative, describing and interpreting data from each indicator component context, inputs, processes, and outcomes. According to Miles, Hubermato to Miles, Hubermann, and Saldafia, activity qualitative data analysis is done through activity data collection, reduction data presentation, and fiction (Milles et al., 2014).

## RESULT AND DISCUSSION

**Profile of Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta.** Coconut Al-Azhar Islamic Elementary School Gading North Jakarta has been standing since 1988. The Elementary School is one of the schools under the auspices of the Coconut Al-Azhar Foundation, Ivory, hosted education from Group Play (KB) until with School Level High School (SMA). Al-Azhar Islamic Elementary School Kelapa Gading North Jakarta is located on Jalan Raya Bulevar Timur, Kelapa Gading, North Jakarta 14250. Tel. 021-4532440, Fax. 021-4532442, email: [info\\_jkt@alazka.sch.id](mailto:info_jkt@alazka.sch.id) and website: [www.alazka.sch.id](http://www.alazka.sch.id). In addition, the Coconut Al-Azhar Foundation Ivory, since 2010, has been developing wings by setting up Coconut Al-Azhar Islamic Elementary School Ivory Surabaya, located in Mulyorejo, Surabaya City, East Java.

Al-Azhar Islamic Elementary School Kelapa Gading North Jakarta's motto is " *Commitment to Quality Education*". The *brand* that is carried out is school-based on Character and Grade International. R reputation Coconut Al-Azhar Islamic Elementary School Ivory North Jakarta is very proud and exhilarating. Besides getting predicate accreditation A as other units in Al - Azhar Kelapa Ivory, the school gets welcome from outside society. This thing is marked with interest enough community tall for send to school son daughter at Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta. System learning carried out in schools The basis of Islam Al- Azhar Coconut Ivory North Jakarta prioritizes *Multi-Channel Learning* and various approaches, such as *Multi Intelligence*, approach study student active *Quantum Learning*, and combining multiple methods and multiple evaluations, as well as approach *humanistic*. School teacher Islam Al-Azhar Coconut Ivory North Jakarta always creates an atmosphere in an innovative and creative learning process, full of warmth and intimacy.

**Research Results Program Background Evaluation (Context Evaluation).** Evaluation component program background outline data summary based on data collection, analysis suitability with criteria evaluation, assessment and deciding on findings or results study evaluation to two things: vision program mission and program objectives.

### a. Program Vision and Mission

- 1) Formulation of Program Vision and Mission: Interview results with Head of Al-Azhar Islamic Elementary School Kelapa Gading North Jakarta, Drs. H. Subagyo, M.Si., stated that the main being base the need for an educational program character because school is very aware that challenge heaviest in produce graduate of school moment this not only in thing academic but precisely how to shape good character for his students. The size wave influences negative from outside as impact globalization is a challenge for creating educational programs more characters hit. Head The school also revealed that the vision, mission, and goals of educational programs character at Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta refers to the vision and mission of SD Islam Al-Azhar Kelapa ivory. **Vision:** Future-oriented education held professionally with integrated IMTAQ and science and technology to prepare scholar Muslims. **Mission:** Organizing Islamic education and quality, through education morals noble and mastery basics knowledge and planting spirit update in prepare scholar Muslim who dominates knowledge and technology.

### b. Program Objectives

- 1) Basic program formulation based on need: Based on results, Interviews with deputy head school field students say that the educational program character at Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta is based on needs will crystallization values

character is facing an era of globalization that does not only create intelligent human however should own faith and devotion to Allah SWT has caring, attitude tolerance, independence, responsibility answer, discipline. It shows that implementing educational programs based on base needs will crystallize values character for face the global era.

- 2) Primary formulation objective based on the problem: Not could it be denied that besides bringing impact positive for progress knowledge and technology, communication art and culture current globalization have an effect negative for inhabitant nation a country. It is what underlies the Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta organizes educational programs character with more big portions than other schools. Strengthening values through educational programs character expected *stakeholders*, expressly participants educated at Islamic Elementary School Al-Azhar Kelapa Ivory North Jakarta, can ward off all negative influence from impact globalization. The rush of current globalization in all lines makes us take extra anticipation, so the bad impact could be prevented and prevented as early as possible. The educational program character is one Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta anticipates negative influence or impact. Based on the interview with the deputy head school field, students state that educational program goals are already based on problems that are problem values must be strengthened by all *stakeholders*, especially participants educated well in environment family, school or society.
- 3) Basic formulation objective notice aspect legality: Good program cannot contradict aspects of existing legality. That means the program should refer to rules or applicable provisions. Interview results with head school, explain that educational program character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta already notices aspect legality, that is referred to regulations issued by the government good that government center in thing This is the Ministry of Education and Culture nor government area namely the DKI Jakarta Provincial Education Office, and Foundation rules that are outlined to in regulation school.

**Evaluation Input (Input Evaluation).** Findings from evaluation input (*input evaluation*) describe a summary of collected data, analysis suitability with criteria evaluation, assessment and decision as findings/results evaluation on 4 ( four ) things: program strategy, program design, program plan, and readiness source program power.

- a. Program strategy: Based on interview results with the deputy head school field curriculum, the educational program strategy character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta is compiled based on the school curriculum. This thing also reinforced my opinion from the deputy head school field student, who declared that the educational program strategy character is grouped into 4 ( four ) aspects of character: rabbinic, character human, character scientific, and character natural.
- b. Program design: Based on an Interview with the Head of Al-Azhar Islamic Elementary School, Kelapa Gading North Jakarta, educational program design character is divided into three categories, namely integrated with curriculum, habituation, and through the task. Like head school, vice-principal school field students state that in this program, school To do analysis program needs with considerations need school moment this, as well as the sustainability of the program in the future, come. Based on the delivery source above, the program design follows applicable rules through analysis needs.
- c. Program plan
  1. Readiness Curriculum: Curriculum education character at Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta uses fusion curriculum from government and curriculum Typical Al-Azhar Coconut ivory. The curriculum is designed with necessary learning for developing ability participant education, compiled based on criteria type desired ability developed, type activities that will be done, and the type eye lesson given. Curriculum goals are desired goals achieved by each educational program related to

- characters with various abilities formulated. According to the Deputy Chief School Field Curriculum, the educational program character implemented no stand up alone with school program will but becomes one unity with other school programs.
2. Teaching Program Plan: A teaching program plan explains program design or curriculum, so arranged refers to the design of the program/ curriculum used. Based on an Interview with Master stated that every compulsory teacher teaching makes Plan Implementation Learning (RPP).
  3. Program Calendar Plan:
    - a. The program calendar is Settings time educational program activities character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta in period one. Based on studies documents, schools already compile educational program calendars loading character components important and elaborate by clear and detailed, so that guidelines or references in educational programs character next.
    - b. Interview results with the head school state that the educational program calendar character already has plan implementation before the program is run. In line with the deputy head curriculum, the representative school stated that the planned calendar of activities made moment meetings work before the year lesson started. Criteria success evaluation on indicators plan educational program calendar character there is setup program calendar online written by the target program needs and described by clear and detailed to in activities activity training as well as operationalized.
    - c. Based on studies, documents and interviews could conclude as follows: a) educational program calendar character poured by written in program plan ( according to criteria ); prepared before the program starts implemented and appropriate with the target program needs ( according to criteria ); c) spelled out by clear and detailed to in calendar program activities ( according to criteria ); and d) can be operationalized ( according to criteria ). With this evaluation with category excellent (100%), the educational program calendar character whole has fulfilled by criteria.
    - d. Source program power like Program Team Readiness, Readiness Students, Readiness of Educators, Readiness of Education Personnel, Readiness of Materials/Teaching Materials, Readiness Budget / Cost and Readiness facilities, infrastructure and facilities. Facilities, infrastructure and facilities are one source the power that becomes a benchmark for measuring worth or whether or not an educational program's character could be implemented with good.
  4. Classroom: Criteria success evaluation input (input) on the sub-indicator readiness room class is availability room class for the activation process study teach by the target program needs, including: safe, comfortable, meet the standard, calm, easily reachable, free from distraction, flexible, lighting enough ventilation good, available table and chairs in accordance needs, and available device computer/laptop, *LCD projector*, and adequate audio equipment. Based on data collection from results observation or observation field compared with criteria existing evaluation, it can be concluded that: the space class for the activation process study taught by the target program needs, including: safe, comfortable, meet the standard, calm, easily reachable, free from distraction, flexible, lighting enough ventilation good, available table and chairs in accordance needs, and available device computer /laptop, *LCD projector*, and adequate audio equipment ( according to criteria ). Thus, assessment with category excellent (100%), i.e., readiness room class whole, is fulfilled by criteria.
  5. Facility supporter other: For support smoothness and success of educational programs character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta, needed another facility supporter. Based on observation ( observation ) that the researcher does to facility supporters, others are already appropriate and categorized in point A. Based on data collection from results observation or observation field compared with criteria existing evaluation, it could be concluded that facility supporters other for support educational program activities

adequate character, appropriate with program needs. Thus, assessment with category excellent (100%), that is readiness facility supporter other has fulfilled by criteria.

**Process Evaluation.** Process evaluation aims to know the suitability Of activities program implementation with program plans that have been made. In stages, evaluation implementation of this program outlines data summary based on data collection, analysis suitability with criteria, assessment and decision as findings/results evaluation to two things: the implementation of programs and activities.

a. Program Implementation

- 1) Implementation Curriculum: Through studies document, in carrying out the mission and reaching objective education at SD Al-Azhar Kelapa Gading North Jakarta, field curriculum and team developer curriculum have developed programs based on standards education national and development customized with superiority local at Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta. The curriculum that applies at Al-Azhar Islamic Elementary School Kelapa North Jakarta's Ivory is The 2013 curriculum adapted with all superiority local and called **Al-Azhar Kelapa Islamic Elementary School Curriculum Ivory North Jakarta**. Load curriculum based on standard content and standard competence arranged graduates in Ministerial Regulation Number 21 and Number 20 of 2016 as well as Regulation of the Minister of Education and Culture Number 24 of 2016 concerning Core Competencies and Basic Competencies of Lessons in the 2013 Curriculum developed in skeleton prepare self for Becomes School based on Character and Grade International (SKBBI). Based on data collection from results studies document nor observation field compared with criteria existing evaluation, it can be concluded that the implementation curriculum is as follows: a) activities actual implementation curriculum refers to the Al-Azhar Kelapa Islamic Elementary School curriculum Ivory ( according to criteria ); b) development curriculum in skeleton Becomes school based on Character and Grade International ( according to criteria ); c) using approach learning thematic integrative ( according to criteria ), and d) curriculum related to educational programs character implemented by consistent ( according to criteria ). Thus, the assessment with the category excellent (100%) implementation curriculum has fulfilled the criteria.
- 2) Implementation of Learning Programs: Based on interviews with some power educators (teachers), the program plan already appropriately implemented general activity learning. Based on the results from interviews, study documents and observations field, it can be concluded that the implementation of learning programs implemented as the following: a) the learning process already implemented under the learning program plan, including principal discussion, teaching materials, amount allocation time, usage methods, use of learning media, and evaluation; and b) implementation of learning programs implemented by consistent by learning program plan. This evaluation category is excellent (100%), which is an implementation of learning programs; everything must fulfill the criteria.
- 3) Implementation of the Calendar of Activities: Based on the results, interviews with deputy head school field curriculum and students state that calendar activity has been implemented consistently by the plans that have been made, and all Theory lessons are done with good plans made. Based on data collection from results from interview and observation field, we can conclude that implementation calendar activities, as follows: a) already there is activity actual implementation calendar educational program activities character ( according to criteria ); b) calendar activity implemented by consistent, appropriate with learning program plan ( according to criteria ). With so, evaluation with category excellent (100%), that is, implementation calendar activity whole has fulfilled by criteria.

b. Activity Program Activities

- 1) Implementation Activity in Intracurricular: Based on the studies document, the education character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta no formulated as a tree discussion by apart, but integrated into eye lessons, development self and culture school. Inside the eye, teacher lessons integrate developed values in education culture and character nation to document syllabus and lesson plans existing and implemented in the teaching process. Based on results observation ( observation ) as listed in the table above, illustrates that implementation activity educator or teachers and participants students ( students ) at Al-Azhar Islamic Elementary School Kelapa Gading North Jakarta, showing things as follows: a) activity actual implementation activity extracurricular education character good teacher and student activities in class already good ( according to criteria ); and b) implementation activity or activity already by program plan ( according to criteria ). With this evaluation category excellent (100%), implementation activity or activity in extracurricular whole fulfill by criteria.
- 2) Implementation Activity in Extracurricular: From study documentation and observation field, extracurricular activities at SD I slam Al-Azhar Coconut Ivory North Jakarta distinguished Becomes two, namely extracurricular compulsory and extracurricular activities. Included extracurricular must is Scouts ( special for classes 4 and 5) Wednesday from 14.30 - 15.30. At the same time, e extracurricular choice covers field arts, *sports*, science and language, and music managed by the coconut Al-Azhar studio Ivory North Jakarta. Every student could choose at least one eye studio. Based on data collection from results, interviews, and study documentation as well as observation compared with criteria existing evaluation, it can be concluded that implementation activity extracurricular in educational programs character as follows: a) activities actual activity extracurricular already implemented ( according to criteria ); and b) implementation activity by program plan ( according to criteria ). With this evaluation with category excellent (100%), that is implementation activity or activity extracurricular whole fulfill by criteria.
- 3) Implementation Activity habituation: Based on studies, the implementation activity or activity habituation was grown through activity routine, spontaneous, and an excellent example in class and outside class. Whereas habituation through activity programs implemented by gradually customized with calendar education, all teachers participate actively in positively shaping character, personality and habits. Based on data collection, it can be concluded that implementation of activity habituation education program character, as follows: a) already there is activity habituation contained in educational programs character ( according to criteria ), and b) implemented according to the program ( according to criteria ). Thus, assessment with excellent category (100%), that is, implementation activity habituation whole, is fulfilled by criteria.
- 4) Implementation Endorsement Budget: Based on the results interview with the head school and study document, the implementation of educational programs characters use a budget of Plan Activities and Budget School (RKAS). Criteria success evaluation on indicators implementation endorsement budget on character education program this is there are activities actual endorsement budget from source definite budget namely RKAS.

Based on data collection can conclude that implementation endorsement education program budget character is as follows: (1) Already there is endorsement education program budget acquired character \_ from RKAS ( according to criteria ); and (2) Available if required ( according to criteria ).

**Evaluation ( *Product Evaluation* ).** Based on studies, documents, interviews with the speakers and observation field related to program achievements, data findings are obtained as to the following: a) Pattern of Character Education Implementation; and b) Escorting Character Development. Character Education Implementation Pattern includes : 1) Culture school ; 2) Moral Message ; 3) Integrated in Curriculum ( learning ); and 4) Integrated in Extracurricular .

Cultural schools should be known by all *stakeholders*, including leaders, teachers, employees, students and parents. Implementation culture school should start with leaders, teachers, employees,

parents, students, and students. Students will deal with an accessible make environment as a model. Leader school ( head of school) school ), teachers, employees, parents students will always be seen by students. A moral message includes messages spoken or verbal and the message written. Message spoken could be delivered in good form of words. These words will be fast recorded through hearing students. Besides the familiar words spoken, it can also shape a message story. Whereas a written message could be delivered with various models, for example, in shape message means pasted on the wall, hung, and banner form. Messages can be submitted through books, story exemplary, and message short (SMS).

Related to education integrated character in the curriculum ( learning ), then school To do things as follows: prepare payload character in Standard Competence Graduates (SKL), developing SKL in shape competence basics and indicators that can be integrated into each eye lesson, identify a character who will develop about character national, make planning for each level class, so that describes the development process character, and make pattern development character. The school carries out book *anecdotes* ( note incidents) and monitoring of escort development character. Book anecdote containing things that will be monitored, including a) friendliness ( attitude ) smile, greeting, greeting, polite); b) order ( attitude in the canteen, in class, and the mosque); c) discipline ( uniform, books, and homework); d) cleanliness ( clothing, environment, and disposal ) trash ); and e) craft ( attitude active learning and achievement students ). Whereas in Thing monitoring, there several things that schools do, among others: a) every 10 to with 15 students accompanied by one tutor; \_ b) discussion development student in weekly or monthly; c) step construction by procedural, start from class teachers, BK teachers, principals schools, and psychologists; and d) notification violation student to parents student ( do if looked at necessary, can through letter or with method *home visits* ).

Criteria success evaluation results in implementation education character, including; a) Character Education Implementation Pattern; and b) Escorting Character Development.

Character Education Implementation Pattern includes : 1) Culture school ; 2) Moral Message ; 3) Integrated in Curriculum ( learning ); and 4) Integrated in Extracurricular . Based on data collection between results observation and study documents, schools already carry out pattern education characters that include: 1) Culture school; 2) Moral Message ; 3) Integrated with Curriculum ( Learning ), and 4) Integrated with Extracurricular. Criteria have fulfilled this evaluation with an excellent category that is part big or whole.

The school carries out book *anecdotes* ( note incidents) and monitoring of escort development character. Book anecdote containing things that will be monitored, including a) friendliness ( attitude ) smile, greeting, polite); b) order ( attitude in the canteen, in class, and the mosque); c) discipline ( uniform, books, and homework); d) cleanliness ( clothing, environment, and disposal ) trash ); and e) craft ( attitude active learning and achievement students ). Whereas in Thing monitoring, there some things that schools do, between others: a) every 10 to with 15 students accompanied one tutor; b) discussion development student in weekly or monthly; c) step breeding by procedural, start from teachers, BK teachers, principals schools, and psychologists; and d) notification violation student to parents student ( do if looked at necessary, can through letter or with method *home visits* ).

Of the whole results study evaluation, the results ( *product evaluation* ) that have been described above get marked excellent (100%), i.e., implementation endorsement budget part big or whole has fulfilled by criteria.

**Discussion.** The following discussion results from the research described above use theories or related concepts or support the Evaluation Implementation of Character Education Program at Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta. Presentation discussion served by stages evaluation using the CIPP model, as follows:

**Program Background Evaluation ( Context Evaluation ):** Suitability vision, mission, goals, and objectives of SD Islam Al-Azhar Kelapa Ivory North Jakarta linked with the formulation of the

Character Education Program, which also refers to the goals school and is derivative from his mission. Evaluation of this strategy shows that vision, mission, goals, and objectives are still consistent, harmonious, superior and *visibly* fulfilled ). Strategic role vision, mission, goals, and objectives in an organization become the main thing and cannot be left only by the organization. Thinking an organization far to front will own vision and mission good organization, where vision and mission Become the main thing in activity organization and become the essential thing before planning.

Every organization should own goal because if not so, the organization will move without direction or even no move same once. Educational program goals character at Al-Azhar Kelapa Islamic Elementary School North Jakarta Gading general is to realize scholar pious and moral Muslim noble, healthy physically and spiritually, believe self, have a strong personality, character warrior, creative, possess the ability to develop himself and his family, as well as a responsible answer on development people and nation based on faith, piety, and development knowledge and technology.

In carrying out a mission to reach a vision above Al-Azhar Islamic Elementary School, Kelapa Gading, North Jakarta, announced that values as " spirit " in realizing a vision. Values the is a professional ( contains elements think scientific, achieving and developing ), innovative ( containing elements creative, critical, and constructive ), visionary ( containing elements insightful, courageous and planned ), commitment ( containing elements whole love, discipline, cooperation and responsibility responsible ), and reliable ( contains elements honest, trustworthy, open and with integrity ).

Vision and mission are evaluated very well, meaning criteria have fulfilled part big or whole. A clear vision and mission are crucial for ensuring long-term sustainability and success. Vision is an insight that becomes the source of direction used for driving the achievement of desired goals. Formulas vision of Al-Azhar Kelapa Islamic Elementary School Gading North Jakarta, already contained values, aspirations, needs and goals period long, and rated fulfill criteria by criteria or characteristics from effective vision, namely: can imagine ( *imaginable* ), interesting ( *desirable* ), realistic could achievable ( *feasible* ), clear ( *focused* ), can be customized self with the environment ( *flexible* ), and easily understood ( *communicable* ). The mission explains the efforts to produce the appropriate output with stakeholders' needs and expectations. As component evaluation context, then formulation vision and mission that includes program needs and objectives achieved, more formerly done with define environment ( *defined environment* ) as background back and consider achievement previous program results. Good vision and mission will give input direction and guidelines in stages of further program planning.

This formula education program vision and mission character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta, which has been very good, could continue and develop to reach goals optimally. Finding or results from study-related activity socialization the program's vision and mission evaluation with results excellent, which means part or whole has fulfilled by criteria. Activity socialization The vision and mission of the program are important factors for conveying purposeful information forgive understanding about a program. Activity socialization should be aimed at stakeholders related, fine of *internal* or *external* because it will Become power to support the program. With the existence of socialization, it is hoped that the program can walk by integrating the program's vision and mission.

Finding or results from study-related with formula objective based on needs get an evaluation with results excellent, which means part big or whole has fulfilled by criteria. A program said effective if it has considered various needs. This educational program needs character, including related needs with participant students, educators, facilities and infrastructure or educational media. Finding or results from study related to formula objective based on problem get an evaluation with results excellent, which means that part big or whole has fulfilled by criteria. Educational program character has formulated to overcome related problems with the formation and strengthening of character. Because it is an educational program character, this is already right because the formula

objective has accommodated and answered the problems that occur and summarized in the designed program.

Finding or results from related research with formula objective consider assets got evaluation with results excellent, which means part big or whole has fulfilled or by criteria. This program has considered assets owned by SD Islam Al-Azhar Kelapa Gading North Jakarta, including assets source power human ( power ) educators and staff education ), assets mean infrastructure and facilities, and budget for budget finance the program. With these educational program goals, the character at Al-Azhar Kelapa Islamic Elementary School Ivory, North Jakarta, has been formulated with considerable assets, already very good and can be next developed.

Finding or results related research with formulation objective notice aspect legality get an evaluation with results excellent, which means that part big or whole has fulfilled by criteria. The run program should fulfill aspect legality, referring to organs or provisions that apply to the institution or school. As a reference to implementing educational programs, the character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta has been according to and by the regulations applicable legislation. Based on the discussion of each aspect of the evaluation program background ( *context evaluation* ) described above, the whole findings evaluation program background gets an excellent rating. With this program, the background can be continued, and enhancement requires needed improvements.

**Evaluation Input ( *Input Evaluation* ).** Discussion findings or results study evaluation input, including program strategy, program design, learning program plans, and readiness resources. Results research related to educational program strategies character get an evaluation with excellent result, which means program strategy formulation almost whole fulfill by criteria. Strategy is a method To do something of planning activities, including formulating goals and setting plans of action to reach the goal. The formulation of the strategy is already enough right because the strategy determines success from an educational program character to reach goals that have been set. Educational program goals character could be achieved if participants educated have good quality character. Educators who will transfer knowledge, experience, and example to participants should be competent for that required effort to enhance quality education by continuously continuing. Success goals are also determined by fulfilling facilities, infrastructure and facilities, and the program budget. Because of that, upgrade strategy means infrastructure and facilities should become priority and support strategy adequate program budget, realistic and transparent management and accountability complete existing strategy formulation. The strategy for the character education program at Al-Azhar Islamic Elementary School Kelapa North Jakarta's Ivory is already excellent, got it continued and for enhancement required improvements with formulating more strategies complete To use achievement objective by optimal program vision.

Finding or results from study-related educational program design character get evaluation very good, which means almost whole fulfill by criteria. Program design is a systematic planning process carried out before the activity starts. Educational program design character describes something procedure or unity draft with components that have similar links. The educational program design character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta is already acceptable to continue development.

Results study related to character education program curriculum get an evaluation with excellent results, which almost entirely fulfill my criteria. A curriculum is a document written about the plan or implementation of learning. Curriculum goals are the desired goal achieved by an educational program. Curriculum content is whole ingredients or organized activities in order and space scope that includes field teaching, eyes lessons, points developed discussion in the learning program. With the existence of educational program curriculum character so explanation activities program activities can be operationalized. With this curriculum, the education character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta is already ok and can be continued and developed.

Finding or results from related research with education program plan character get an evaluation with excellent result, which means almost whole fulfill in accordance criteria. Education program plan character is one device program control and is a Suite activity implementation of planned educational programs based on the curriculum used. With this, this education program plan that character who has to get evaluation good could continue. Finding related research with plan educational program phasing character get an evaluation with excellent results, which means almost entirely fulfill in accordance criteria. With this plan, the educational program is already phasing character and can continue developing.

Finding or results from study related with plan character education program calendar get an evaluation with results good, which means part big or whole fulfill in accordance criteria. The program calendar is Settings time activity in one year of program time taken. An arranged program calendar will make it easy to achieve targets or in its implementation. With this plan, the educational program calendar character is already appropriate so that it could continue and develop. Finding or results from study-related readiness participant educate in educational programs character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta gets evaluation with results good, which means that part big or whole fulfill in accordance criteria. To achieve program objectives as expected, participants need to prepare well. Started with selection reception participant educate, determination participant, educate new taken participant students who have character best through selection. As for the requirements registration for Becomes participant Al- Azhar Islamic Elementary School, Kelapa Gading North Jakarta, among others: age already six years ( if not enough from 6 years old should there is the recommendation from a psychologist ), brought file identity participant educate ( photocopy ) certificate birth, photocopy of KK, photocopy book Kindergarten report card and passport photo ), follow selection aspect development ( ability ) basis and behavior ), following psychotest, and sign letter statement ability for obey the rules school and work together with party school. Determination of participants relates closely to educational program success character, which determines program effectiveness. Because of that, conducting the selection process with goodwill gets participants good education. Thus, the readiness education program participant's character is already good and could be continued and developed.

Finding or results from study related to readiness power educator in educational program character get an evaluation with excellent result, which means part big or almost whole fulfill in accordance criteria. Educators hold an essential role in the smoothness and success of the program. Because of that need chosen power qualified educators, including is own morality karimah, pass the test written which includes pedagogy, knowledge general, and religious knowledge, can read and write the Quran and have competence by field or eye lessons taught, pass the test interview, pass *micro-teaching* and teaching directly in class and pass the test health, With thus readiness power educational program educator character it has been excellent could continue. Finding or results from study related to readiness educational program teaching materials character get an excellent rating, meaning almost all fulfill criteria. Teaching materials are set ingredients structured lessons by coherent and systematic and show values must character owned by participant educate. With this, readiness educational program teaching materials character rated very well and must continue.

Finding or results from study related to readiness facilities, infrastructure and facilities get an excellent rating, which means almost whole fulfill in accordance criteria. Facilities, infrastructure, and facilities are all required devices in the learning process teaching, both moving nor no move, to achieve educational program goals, the character could walk smoothly, regularly, effectively and efficiently. Facilities and infrastructure are critical in program administration because as tools driving and helpful in supporting the implementation of the learning process, teach good direct nor no straight away. Facilities and infrastructure are one source that becomes a benchmark measuring the quality of education program character in a school or institution education and needs enhancement by continuing with the development of knowledge and technology. One much needed tool is room class or room study. Simple, there are three things to do noticed in determining means for organizing educational programs characters, namely : (1) comfortable by physique nor

psychologically and physically geographical easy reachable ( *comfortable and accessible* ); (2) calm, awake from various nuisance, fine voice nor air and others ( *quite, private, and free from interruptions* ); and (3) have convenient space participant educate for the move, see participant others, and the impressions shown in the implementation of educational programs character. In terms of this readiness room class on educational program character already fulfilled by the target program needs, namely: used as the place activity learning everyday, thing this supported by conditions room appropriate class condition that is good, safe, comfortable and fulfilling minimal standard, easily reachable, quiet and free from interference, good lighting and ventilation, available table/chair in accordance needs, and available computer equipment, *LCD projector*, and be equipped with the adequate audio device.

Finding or results from study-related readiness facility other support for educational programs character get an evaluation with excellent result, which means that almost whole fulfill by criteria. Function from facility supporter other is for help smoothness activity study teach and face situations certain as well as need developing technology by the development of the times. Some facility support needed is information media, internet, website, telephone line, and television. Finding or results from study related with readiness source education program budget character get an evaluation with results good, which means part significant fulfill criteria. The program already owns the source budget, Plan Activities and Budget excellent school (RKAS). With this readiness source education program budget character at SD Al-Azhar Kelapa, Ivory North Jakarta is already correct and can be continued and developed. Based on the discussion of each aspect of the evaluation input ( *input evaluation* ) that has been described above, then by whole findings evaluation program input gets evaluation excellent. With this program, the input can continue and maintain and improve the program as needed improvements by need.

**Process Evaluation.** Finding or results from studies related to the implementation of educational program curriculum character get evaluation very good, which means that part big or whole fulfill in accordance criteria. The evaluation of the indicators implementation curriculum is that there are activities of the actual implementation curriculum that refers to the Al-Azhar Kelapa Islamic Elementary School's ivory, development curriculum in skeleton Becomes school based on Character and Grade International (SKBBI), using approach learning thematic integrative, and implemented by consistent program plan. By general curriculum is planned activity learning that contains the goal to be achieved, teaching materials, learning process, allocation time, methods and evaluations that must be guided in program implementation. This thing already by contents curriculum which is whole ingredients organized activities in order and space scope that includes field teaching, eyes lessons, problems and objects that need to be worked on. With this implementation, the educational program curriculum character should continue.

Finding or results from related research with the implementation of teaching programs in educational programs character get an evaluation with results excellent, which means part big or whole fulfill in accordance criteria. The character could be continued with this implementation of teaching programs in educational programs. Finding or results from related research with implementation calendar education in educational programs character get an evaluation with results excellent, which means part big or whole fulfill by criteria. Accommodation implementation program activities have been described and implemented by calendar education made and executed by consistent guidelines in implementation activity. Implementation calendar consistent education show activity in educational program character walk by orderly, smooth in accordance plan, and the end contribute to program results. With this implementation, calendar education in educational programs' character could continue and develop.

Finding or results from studies related to the implementation of educational program activities character get an evaluation with results excellent, which means part big or whole fulfill by criteria. Educational program success character is determined by activity program implementation. In activities learning, participants educate expected own discipline, motivation, attention, sincerity, and responsibility answer, supported with facilities and infrastructure and sufficient facilities

adequate. The effectiveness of one program is determined by the readiness of participants educated in the learning process. The findings show that participants' activities have been excellent for carrying out the learning process. Thus, character education program activities are good and can continue developing to support optimal goals.

Finding or results from related research with implementation activity teaching in educational programs character get an evaluation with results excellent, which means part big or whole fulfill by criteria. Educators have to carry out their job to educate and teach with good. Activity that implements good in-room or in-class (*indoor*) and outside or outside-class (*outdoor*) uses various methods and approaches. With this implementation activity, teaching in educational programs' character could be continued. Finding or results from study related to implementation education program management character get an evaluation with results excellent, which means part big or whole fulfill by criteria. With this implementation activity, education program management character could continue and develop To support optimal program goals.

Finding or results from related research with implementation endorsement budget gets evaluation excellent, which means part big or whole fulfill my criteria. The endorsement budget originated from Plan Activities and Budget School (RKAS) and is already by the plan. With this implementation of an endorsement budget for education programs, the character could continue.

Based on the discussion from each aspect of the process evaluation *that* has been described above, the whole findings evaluation of the program process evaluation is excellent. Thus the program process can continue and maintain and improve the program.

**Evaluation ( *Product Evaluation* )** Work done to reach an objective organization or institution should benefit or positively impact *stakeholders*. Organizations always own purpose and cause without existence clear goals, so the organization has no own clear direction. Destination usually is achievement end. Finding or results from studies related to implementation education character with results evaluation excellent, which means part big or almost whole has fulfilled criteria. Implementation of Character Education includes 1) cultural school, 2) Moral Message, 3) Integrated into Curriculum ( Learning ), and 4) Integrated into Extracurricular.

All stakeholders should know the culture schools arranged in school ok, including leaders, teachers, employees, students, and parents. Implementation culture school started with leaders, teachers, employees, parents, students, then students. Students will with easy make the environment a model. Leader school ( head of school ) school ), teachers, employees, parents students will always be seen by students. For students, it is not only words followed but the behavior of adults who will make examples. The moral message includes messages spoken or verbal and messages written. Message spoken could be delivered in good form of words. These words will be fast recorded through hearing students. Besides the usual words spoken, they can also shape a message story. Whereas a written message could be delivered with various models, for example, in shape message means pasted on the wall, hung, and banner form. The written message can also be submitted through books, story exemplary, and message short (SMS).

Related to education integrated character in the curriculum ( learning ), then school To do things as follows: prepare payload character in Standard Competence Graduates (SKL), developing SKL in shape competence basics and indicators that can be integrated into each eye lesson, identify a character who will develop with referring to character national, make planning for each level class, so that describes the development process character, and make pattern development character. Extracurriculars held at school integrate education character. Because of that school's own signs formation character in each activity extracurricular. With this implementation of education, the character in education programs could continue.

Finding or results from study-related with escort development character got evaluation very good, which means part big or almost whole fulfill criteria. This school carries out book anecdotes ( note incidents) and monitoring. Book anecdote containing things that are monitored, including a) friendliness ( attitude ) smile, greeting, greeting, polite); b) order ( attitude in the canteen, in class, and the mosque); c) discipline ( uniform, books, and homework); d) cleanliness ( clothing,

environment, and disposal ) trash ); and e) craft ( attitude active learning and achievement students ). Whereas in Thing monitoring, there some things that schools do, among others: a) every 10 to with 15 students accompanied by one tutor; b) discussion development student in weekly or monthly; c) step construction procedurally, starting from teachers, BK teachers, principals schools, and psychologists; and d) notification violation student to parents student ( do if looked at necessary, can through letter or with method *home visits* ).

Finding or results from study-related results program achievements evaluation good, which means part significant fulfill criteria. The results of the program for school is done, or implementation of educational programs character at Al-Azhar Kelapa Islamic Elementary School Ivory North Jakarta is suitable with program planning that has been made. Participant education is the formation of character participant education through educational programs character held in school. From result observation or observation, the participant uses that activity or educational program organized character has become customs and culture in life every day. It is just related to care and habits guard cleanliness still less. This thing seen found some rubbish still paper scattered in class. Likewise, the order in the mosque is still less. This thing writer sees you moment observation implementation Friday prayer. However, there is a teacher or officers who have been reminded. However, the mosque's atmosphere is not solemn enough, causing many participant students who speak and lack orderly even though they are already in the mosque. With condition sort of this naturally Becomes challenges in the future come for looking for strategy or method in giving treatment or treatment or habituation so that participants educate with more own awareness self in carrying out discipline for no throwaway trash anywhere place and also application when entering the mosque that has been no can talk again besides meditate and pray. Based on the discussion of each aspect of the evaluation, the results ( *product evaluation* ) that have been described above, then by whole findings evaluation program results get evaluation reasonable. Thus, the program process can continue, maintain, and improve the program is needed improvements by need.

## CONCLUSIONS

Based on results research and discussion results research consisting of from evaluation program background ( *context evaluation* ), evaluation input ( *input evaluation* ), process evaluation ( *process evaluation* ), and evaluate the results ( *product evaluation* ) can be taken to the conclusion as follows:

### 1. Program Background Evaluation ( *Context Evaluation* )

Evaluation program background refers to the formula program vision and mission, activities socialization program vision and mission, basic formulation objective based on the problem, basic formulation objective consider assets, and base formulation objective based on aspect legality. Evaluation results program background shows that formula the vision and mission of the program follow the vision and mission of SD Islam Al-Azhar Kelapa ivory. Formulas vision and mission have by need main program and have spelled out by clear and detailed to in program mission and could be operationalized.

Activity socialization school program vision and mission already implemented in meeting leadership, teacher council, staff education, parents, and participant learn and get positive feedback from all *stakeholders*. In terms of goals, the program has been formulated based on the problems in the program's mission are described clearly and detailed to inactivity program activities, and programs can operationalize. Besides that, the program aims to consider assets owned, including sources of power, people, facilities and infrastructure and budget, clear and detailed to inactivity activity planning source program power, operationalized, and appropriate with program vision. The program objectives have also been formulated notice aspect legality at SD Islam Al-Azhar Kelapa Ivory North Jakarta. Based on the results evaluation program background ( *context evaluation* ) as outlined above, the program can next with necessary program upgrades improvement by need.

## 2. Evaluation Input ( *Input Evaluation* )

Evaluation input refers to strategy, design, plans and resources program power. Evaluation results show that the program has its strategy formulation that has been customized with the goal. Clear and detailed four-character program strategies have spelled out strategy: rabbinic, character human, character scientific and character natural, and strategy formulation can be operationalized. The program has its formula design is written and its applicable procedures related to program design. Formula's program design is done by program needs and has also been spelled out in stages of activity.

The program plan includes a readiness curriculum, teaching program plan, and plan program calendar. The program already has its curriculum delivered at the beginning year lesson. Very relevant curriculum with the objectives of the prepared program by complete and detailed. Al-Azhar Islamic Elementary School Kelapa Ivory North Jakarta has been pouring a program plan written. An appropriate program plan with the target program needs is spelled out in activities teaching. Related to the program calendar, that educational calendar character is written in the program plan. Activity calendar prepared before the program starts implemented and appropriate with the target program needs and described clearly and in calendar program activities.

Source program power includes team readiness, participants, students, educators, staff education, teaching materials, funds/ budget, facilities, infrastructure, and other facilities. For readiness of the program team, Al-Azhar Islamic Elementary School Kelapa Ivory has a directly special program team, with distribution duties and responsibilities to answer each/ For participants, educate in one class capacity of 30 participants. In recruitment, participants educate the school and set various requirements and criteria for Reception New Students. Readiness educator or teachers and staff education required based on evaluation qualification education, competence, commitment, integrity defined with the letter the decision of the Coconut Al-Azhar Foundation Ivory North Jakarta is suitable with terms/conditions good administration nor applicable academics. In terms of total power, educators or teachers and staff education already by need. Readiness ingredients or material, from aspect types and quantities Theory available enough adequate and accessible accessed. For readiness resource budget or educational program funds character has arranged in Plan Activities and Budget Schools (RKAS) are adequate and adapted to the target program needs. Whereas related readiness facilities, infrastructure, and facilities supporters other seen that room class for the activation process study teach by program needs, which include safe, comfortable, fulfilling standard, calm, easily reachable, free from disturbance, adequate lighting, ventilation excellent, table and chairs in accordance needs, PC / laptop, LCD projector and audio devices are adequate. Based on results evaluation input ( *input evaluation* ) as outlined above, the program can next with necessary program upgrades improvement by need.

## 3. Process Evaluation

Process evaluation refers to the implementation of programs and activities or program activities. The evaluation results of the program implementation process consist of: the implementation curriculum, implementation of learning programs, and implementation calendar activity. At the same time, activity or program activities include implementation activity in extracurricular, habituation, and implementation endorsement budget. Implementation curriculum refers to the Al-Azhar Kelapa Islamic Elementary School curriculum Ivory with development curriculum in skeleton Becomes School based on Character standard International (SKBBI) with use approach learning thematic implemented integrative by consistent.

The teaching program plan already implemented the learning process, including tree discussion, teaching materials, amount allocation time, usage method, use of media, and evaluation results study. Implementation of learning programs has implemented consistent with the learning program plan. So is the calendar activity implemented by consistent learning

programs. Implementation of activity Intercurricular, extracurricular and habituation already implemented by the program plan with an endorsement of the budget/funds already poured in Plan Activities and Budget School (RKAS). Based on the results process evaluation outlined above, the program can next with necessary program upgrades improvement by need.

#### 4. Evaluation ( *Product Evaluation* )

Evaluation results refer to the result of program achievements. Evaluation results or evaluation product is an evaluation carried out to results that have been implemented by the educational program character at Al-Azhar Kelapa Islamic Elementary School North Jakarta's Ivory is as the following: a) Pattern of Character Education Implementation, and b) Escorting Character Development. Character Education Implementation Pattern includes : 1) Culture school ; 2) Moral Message ; 3) Integrated in Curriculum ( learning ); and 4) Integrated in Extracurricular.

Cultural schools should be known by all *stakeholders*, including leaders, teachers, employees, students and parents. Implementation culture school should start with leaders, teachers, employees, parents, students, and students. The student will work with ease to make the environment a model. Leader school ( head of school) school ), teachers, employees, parents students will always be seen by students. Only words will follow for students, but the behavior of adults will make an example.

The moral message includes messages spoken or verbal and messages written. Message spoken could be delivered in good form of words. These words will be fast recorded through hearing students. Besides the usual words spoken, it can also shape the message story. Whereas a written message could be delivered with various models, for example, in shape message means pasted on the wall, hung, and banner form. The written message can also be submitted through books, stories, story exemplary, and message short (SMS).

Activity Extracurricular activities are already implemented by scheduled outside classes by coaches and trainers by field extracurriculars. In activities, they produce various skills in aspect competencies, attitudes, and skills according to field and type following extracurricular participant education. This thing seen can be seen in the abilities, attitudes and skills, including 1) technique and art reading the Quran through activity Tilawati and Consolidation of Al-Quran Reading; 2) independence, discipline, responsibility, and care through activity scouting, dancing, chorus sound, *ensemble*, *active part and clay* as well as *comic riders* ; 3) development sportsmanship through futsal, swimming, basketball, Taekwondo activities; and 4) emergence artist and artist in various activity art good by individual nor group.

More results from implementation education character held at Al-Azhar Islamic Elementary School Kelapa Ivory is in shape habituation. This thing could be seen in various activities, including pledges. Participant's education Becomes used to intend and promise to carry out activities because Allah SWT. Used to dhikr or remember Allah every day through activity Liko. Used to pray before doing activity. Used to do prayer with activity prayer dhuhr and Friday prayers in the congregation. Used to close nakedness with habituation use fashion Muslim. Grow attitude care to others via activity infaq weekly for your foster. Used to guard cleanliness class through picket class. Used to answer greetings, request sorry, thank you love, speak politely and courteously, respect elders, and always love to more young through 5S activities ( Smile, Greet, Greeting, Polite and Polite ). Based on results evaluation results ( *product evaluation* ), as has outlined above could conclude that the program can next with necessary program upgrades and improvements by need.

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