

EVALUATION OF INTEGRATED CHARACTER EDUCATION IMPLEMENTATION WITH LEARNING EYE IN SCHOOL HIGH SCHOOL

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ABSTRACT

The main issue in the character education program in schools so far is the option of whether character education is subjected to individual subjects or integrated in the subject. Finally whether it is through agreement or non-agreement then it is applied that character education is integrated with the subjects. This means that every subject is required to include the content of characters in it either through learning design, learning implementation, and evaluation of learning. This study emphasizes that after some time implementing integrated character education, it is necessary to evaluate whether the program is well or not. The purpose of this research is to know: 1) implementation realization of character education program integrated with subjects in SMK, 2) content character education content integrated with subjects, and 3) achievement of character education program integrated with subjects in SMK.

This research method used evaluation research with quantitative and qualitative approach. While the strategy used given that the research has been planned in detail in the proposal before the researchers plunged into the field, then the appropriate strategy is embedded research (stuck research). The steps are 1) source collection through questionnaire technique; 2) reducing data in order to simplify and categorize data; 3) presents data in the form of an average description; 4) drawing conclusions and 5) preparing research reports, and formulating recommendations of research results.

The result of the research shows that: 1) the implementation realization of character education program integrated with subjects in SMK, has become the mandate of curriculum 2013 which contains KI-1 and KI-2 which contains strengthening character education tujaun in order to instill spiritual ability of relationship between individual with God, and social skills as relationships between individuals and other individuals in the community, 2) character education content of integrated content with subjects covering 18 characters that become priority strengthening character education in Indonesia, religious, honest, tolerance, discipline, hard work, , independent, democratic, curiosity, nationalism or nationalism, love of the homeland, respect for achievement, communicative, peace-loving, avid reader, caring for the environment, social care, and responsibility; and 3) the achievement of the integrated character education program with the subjects in SMK is well enough to be proven by the instructional design done by the teacher has been fully referring to the 2013 curriculum signs starting from arranging tools, planning, implementing, methodology choice, media and material choice teach, to the scoring system that has applied an authentic assessment that assesses the students' real conditions of various dimensions of both spiritual, social, knowledge and skills.

Kata Kunci: *evaluation, character education, SMK*