

# **Evaluation of the Implementation of Character Education Strengthening Program in Yogyakarta**

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## **ABSTRACT**

This research aims to conduct a comprehensive evaluation of the implementation of the Character Education Strengthening Program in Yogyakarta using the CIPP model (Context, Input, Process, and Product). The research subjects involve 250 respondents, including school principals, vice principals, heads of departments, administrative staff, school committee members, teachers, parents of students, and student representatives, selected purposively. This study aims to comprehensively evaluate the implementation of the Character Education Strengthening Program in Yogyakarta using the CIPP model (Context, Input, Process, and Product).

In the Context phase, this research reveals that an environment supportive of the program, such as public awareness of the importance of character education, plays a significant role in the success of implementation. Furthermore, support from local government and the commitment of school committees also have a positive impact. The Input phase highlights the quality and relevance of resources required for program implementation. The research findings indicate that the character education curriculum, teacher training, and adequate budget allocation are crucial factors contributing to program success.

In the Process phase, this research describes how the program is executed in the field. Findings show that the use of innovative teaching methods, character-supporting extracurricular activities, and a holistic character development approach are essential factors in the implementation process. Lastly, the Product phase measures the results and impacts of the program on students' character development. The research results indicate that the program has made a positive contribution to increased moral awareness, strengthened ethical values, and student involvement in social activities.

This research provides in-depth insights into the implementation of the Character Education Strengthening Program in Yogyakarta using the CIPP model approach. These findings can serve as a basis for decision-makers to enhance the effectiveness of similar programs in the future and have the potential to strengthen character education across Indonesia. However, several challenges have been identified, including the lack of resources, adequate teacher training, and a consistent understanding of the desired character concept.

**Keywords:** evaluation; character education strengthening; CIPP model.

**Kata Kunci:** *evaluation; character education strengthening; CIPP model.*