

Conference Paper

School Readiness in Implementing and Evaluating the Reinforcement of Character Education Program in Yogyakarta City

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Abstract

The Reinforcement of Character Education (PPK) program was started in 2019 and has been implemented in various schools including the Yogyakarta City elementary schools. This study aimed to describe the readiness of schools in implementing and evaluating this program in Yogyakarta City. This study used a descriptive quantitative approach. The sample was determined using simple random sampling techniques and consisted of 119 schools. The results showed that only 5% of the schools were ready to implement the program; schools had not yet implemented the PPK program, and had not yet optimized the associated triple education function, namely concerning family, schools and communities. PPK implementation was through the curriculum and habituation in schools because all teachers understood it. Only 4% of schools were ready to evaluate the program, because schools did not have well organized program evaluation teams. This showed that schools need to get assistance in implementing and evaluating PPK, to ensure that it is successful in helping to build character.

Keywords: school readiness, program implementation, reinforcement of character education program

1. Introduction

Full day school is a term used for schools that apply teaching and learning activities for 5 working days. Meanwhile, according to the regulations made by the Ministry of Education and Culture, full day schools are used to implement PPK (Reinforcement of Character Education) policies. The Ministry of Education and Culture has launched the Reinforcement of Character Education (PPK) in stages starting in 2016.

Reinforcement of Character Education (PPK) is an educational movement in schools to strengthen character through the process of forming, transforming, transmitting, and developing the potential of students by harmonizing hearts (ethics and spirituality), feeling (aesthetics), thinking (literacy and numeracy), and sport (kinesthetic) according to the philosophy of life of Pancasila (five pillars of Indonesian Ideology). For this reason, support for public involvement and cooperation among schools, families and

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communities is needed which is also a part of the National Movement for the Mental Revolution (GNRM) [3].

Character education is a national movement to create schools that foster young generations who are ethical, responsible, and caring [9]. Data from the BNN [1] stated that character deviation is still high in Yogyakarta, including the second highest narcotics abuse in Indonesia, amounting to 2.8%. Data from the Yogyakarta Health Office 2015 about cases of pregnancy outside of marriage, which was high, amounting to 976 cases [4]. Character education is also not just teaching the right and wrong of an event or process, but rather an effort to instill good habits (habituation) so that students are able to behave, and act based on the values that have become their personality. In other words, good character education must involve moral knowing, good feeling and moral action.

The Reinforcement of Character Education (PPK) program has been implemented in recent years. It is an education program to shape children's character which is implemented at the level of the education unit (school). Character education is the foundation for children's cognition and skills, especially for children in elementary schools. PPK is a program that has only been used in 2019 and has been implemented in various schools including the Yogyakarta City Elementary School. However, the extent to which school readiness in implementing PPK program in the city of Yogyakarta has never been studied before. In addition, to see the development of the program, it is necessary to study policy analysis for the implementation of PPK program in Yogyakarta city. The scope of this study is elementary schools in the city of Yogyakarta. Several aspects or categories that can be used as a guide to see the extent of readiness for the implementation of PPK program that has been implemented in Yogyakarta City, namely the implementation of PPK program and its evaluation.

2. Related Works/Literature Review

Several experts have reviewed the meaning of policy, one of which is James E. Anderson [10] who states that policy is defined as a direction of action that has a purpose, which is determined by a person or several actors to solve the problem. Dunn [11] writes that policy analysis is an intellectual activity to produce relevant information on one, several, or all stages of policy. Departing from the policy that was launched in 2010, the government began to reinforce character education with the issuance of the Regulations of the Minister of Education and Culture Number 21 of 2015 concerning the Movement for Character Culture in Schools. However, recently the regulation was replaced by

Presidential Decree Number 87 of 2017 concerning Reinforcement of Character Education to end the full day school polemic as well as complement Number 23 of 2017 concerning school days [7]. Presidential Decree Number 87 of 2017 emphasizes that the implementation of full day school is optional [6]. Schools are given the freedom to determine their policies depending on the resources they have. Furthermore, in 2018 the Minister of Education and Culture issued the Minister of Education and Culture Regulation number 20 of 2018 concerning PPK in Formal Education Units. The PPK movement can be implemented based on the curriculum that the school already has. PPK can be designed based on class, school culture, and society / community. In this study, the focus of PPK studied was class-based and school culture-based PPK. This research focuses more on discussing two stages of policy, namely readiness for implementation and evaluation of Reinforcement of Character Education [3].

In this study, the focus of the analysis studied was school policy in the city to implement PPK program. Currently elementary schools in the city of Yogyakarta have implemented a character education strengthening program since 2019, but it is not certain the extent of school readiness in implementing or implementing and evaluating the PPK program. The results can be used as input for other schools that have not implemented PPK policies. On the one hand, city school policies to implement PPK policies can be analyzed using an empirical and evaluative approach, because the data collected are activities that have occurred and can be assessed to provide input for other schools. On the other hand, the normative approach is also used to provide policy suggestions for schools that have not implemented PPK policies, learning from the results of the evaluative analysis from schools in the city that have implemented the PPK policy. Through a deeper understanding of the implementation process that has been carried out, recommendations can be formulated that can be used to improve or prepare for a better implementation process [8].

Cheema and Rondinelli [2] identified four factors that influence the performance of policy implementation, including: environmental conditions, inter-organizational relationships, resources, character implementation agencies.

Previous research conducted by Regina and Irawan [12], on the Implementation of Character Education Policy in Integrated Islamic Elementary School, the similarity of research conducted by Yolanda with researchers is the topic of character education policy in elementary schools. The difference in research conducted is that Regina's research focuses on the implementation of character education policies in integrated Islamic elementary school, while the research conducted by researchers is to review

school readiness in implementing and evaluating policies to strengthen character education. Regina's research is within the scope of Islamic-based elementary schools with a qualitative research approach while this research is in the scope of public elementary schools using a descriptive quantitative approach. The results of Regina's research show that: 1. Reinforcement of character education in schools was supported by the environment in terms of safety and comfort. 2. The dimensions of the input program was to strengthen character education supported by the completeness and availability of facilities and infrastructure in schools and human resources, namely the principal, teachers, education staff and students. 3. The process dimension was supported by the strategy of implementing character education reinforcement which was carried out through intracurricular, cocurricular and extracurricular activities. 4. product dimension was produced religious character, nationalism, independent, mutual cooperation, and integrity.

Research that has been conducted by Meiyawati and her friends [5], concerning Evaluation of Character and Moral Education in Elementary School aims to describe and evaluate the implementation of character-moral education in primary schools in Indonesia. While this research focuses on the implementation and evaluation of character education reinforcement programs in the city of Yogyakarta. The findings and arguments presented by Meiyawati show that the three schools were able to implement character and moral education well in context, but the rest were still some obstacles to program input. It's like there is no government funding, poor school facilities, and uncertified teachers. In the process, the implementation of character and moral-based education can be clearly seen in co-curricular, extracurricular, literacy activities, and school-specific programs. Suggestions for related parties that need synergy between the school, parents, and community so that the values of character and morality can be consistently internalized in students.

3. Material & Methodology

This study used a quantitative approach with a percentage descriptive quantitative method. The results of this study describe the extent to which the readiness of the implementation of the PPK program that has been implemented in elementary schools in Yogyakarta City is the implementation of the PPK program and the evaluation of the PPK program.

Data were collected using a questionnaire. The validity of the data was done by triangulation method, discussion, and extension the research process. The units of

research analysis were schools with a primary research population in Yogyakarta city. The samples of research were determined by simple random sampling technique and the sample size was 119 schools. The data were extracted using a questionnaire and analysis by calculating the percentage.

4. Results and Discussion

4.1. Implementation of the Reinforcement of Character Education Program in Yogyakarta City

The Reinforcement of Character Education (PPK) program in the city of Yogyakarta is one of the key programs in order to increase students' moral values so that it is expected to improve the character quality of students, especially elementary school students.

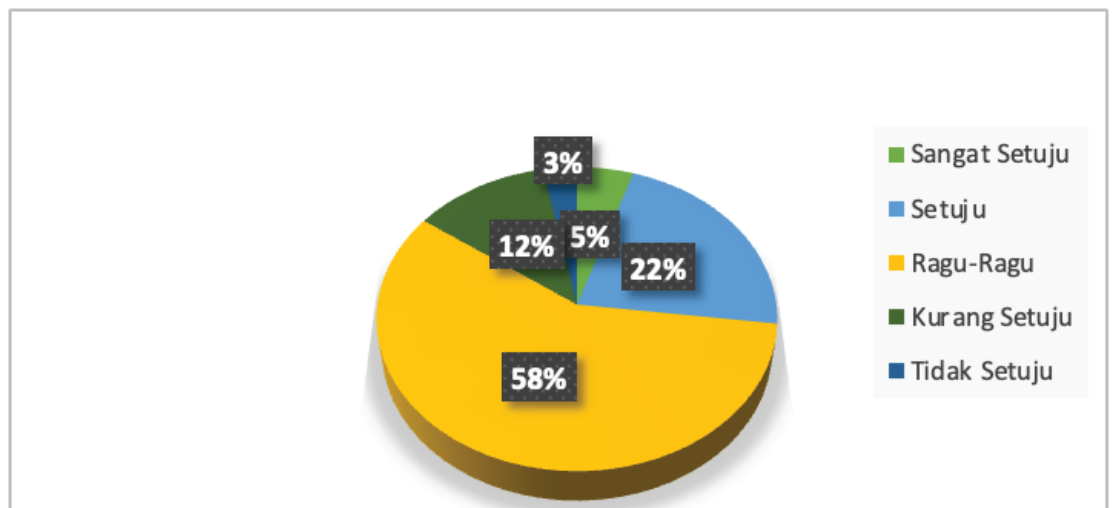


Figure 1: Implementation of the Reinforcement of Character Education Program in Yogyakarta City

The implementation of the PPK program is to see the extent to which schools have implemented the PPK program in accordance with the indicators or aspects of PPK program implementation which consists of five, namely PPK program implementation guidelines, PPK program implementation strategies, class-based PPK approaches, culture-based PPK approaches and community-based PPK approaches. The diagram above clearly shows that 58% of schools are still doubtful in this aspect of implementation, 12% disagree (not ready) and 3% still disagree. However, there are already 22% agree (ready) and 5% schools who strongly agree (very much ready) that their school has implemented well according to the PPK program implementation guidelines, PPK program implementation strategies, class-based PPK approaches, culture-based PPK

approaches and community-based PPK approaches and has a strategy in implementing PPK policies in their schools.

The implementation of the KDP program consists of five aspects or indicators. These indicators are used. to find out to what extent the readiness of elementary schools in the city of Yogyakarta in implementing the Strengthening Character Education or KDP program. These indicators consist of KDP policy implementation guidelines, KDP policy implementation strategies, class-based KDP approaches, culture-based KDP approaches, and community-based KDP approaches. This can be illustrated according to the diagram below.

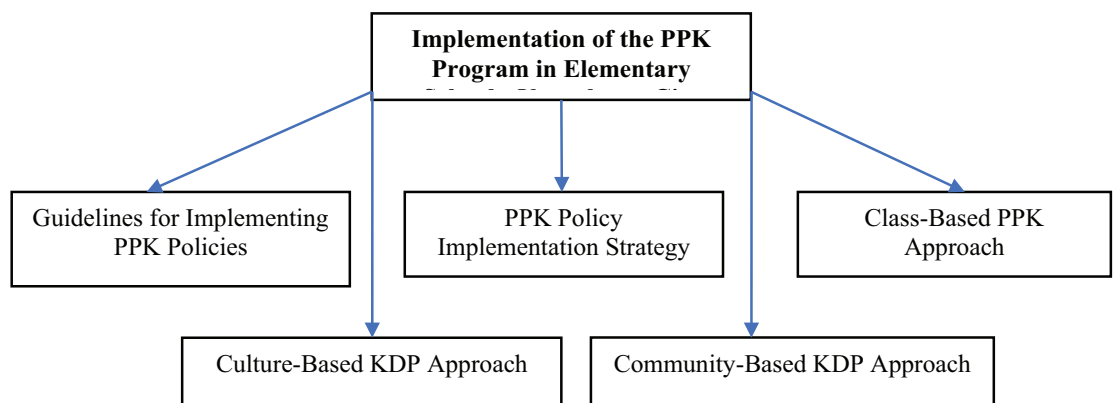


Figure 2: Implementation of the PPK Program in Elementary Schools, Yogyakarta City

Based on the data presented above, it is known that the implementation aspects of the PPK program include PPK policy implementation guidelines, PPK policy implementation strategies, class-based PPK approaches, culture-based PPK approaches, and community-based PPK approaches. Guidelines for implementing PPK policies include optimizing the three education centers, the availability of learning spaces according to the number of study groups for access to transportation and integrated character content in the curriculum and habituation. The PPK policy implementation strategy includes the implementation of PPK in schools carried out with a class-based, school culture-based and community-based approach, planning learning / mentoring methods according to the character of students and compulsory extracurricular activities that students must follow.

4.2. PPK Program Evaluation in Yogyakarta City

The evaluation of the PPK program consists of several aspects that serve as guidelines, namely the existence of an evaluation team, the evaluation process, and the follow-up of PPK policies.

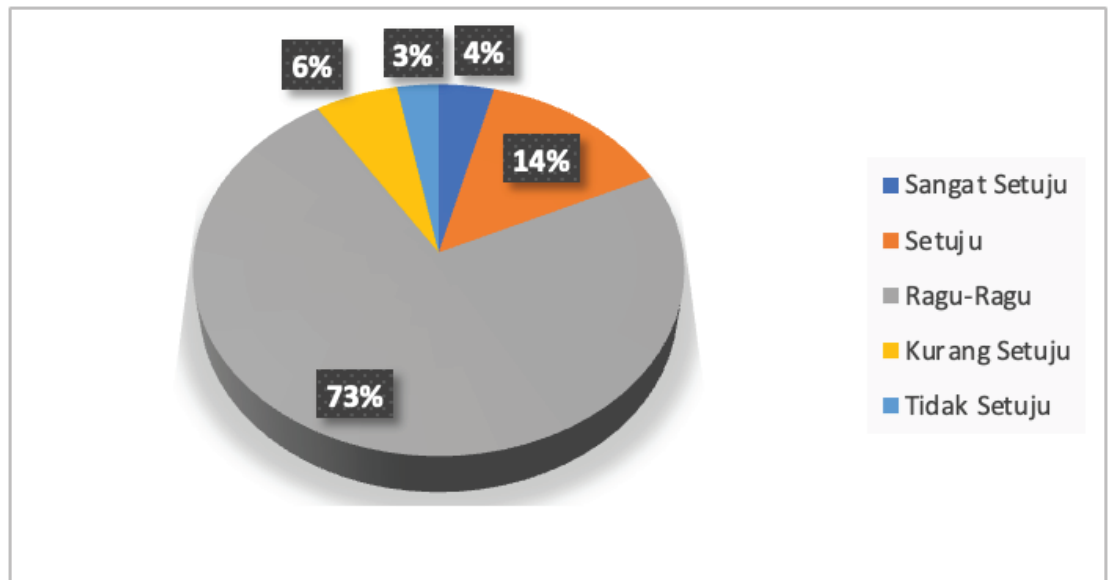


Figure 3: PPK Program Evaluation in Yogyakarta City

From the results of the analysis, it can be concluded that most schools have not evaluated properly, namely 73% (doubtful) and this figure is very large in value plus 6% disagree (not ready) and even 3% disagree (not ready) meaning the school did not conduct an evaluation at all. It can also be seen that only 14% of schools agreed (ready) and only 4% (very ready) of schools that had evaluated according to existing guidelines.

The evaluation of the Strengthening Character Education (PPK) program has three aspects or indicators as a guide in evaluating the PPK program in elementary schools in Yogyakarta, namely the KDP program evaluation team, the PPK program evaluation process and the PPK program follow-up. These three aspects or indicators can be seen in the diagram below.

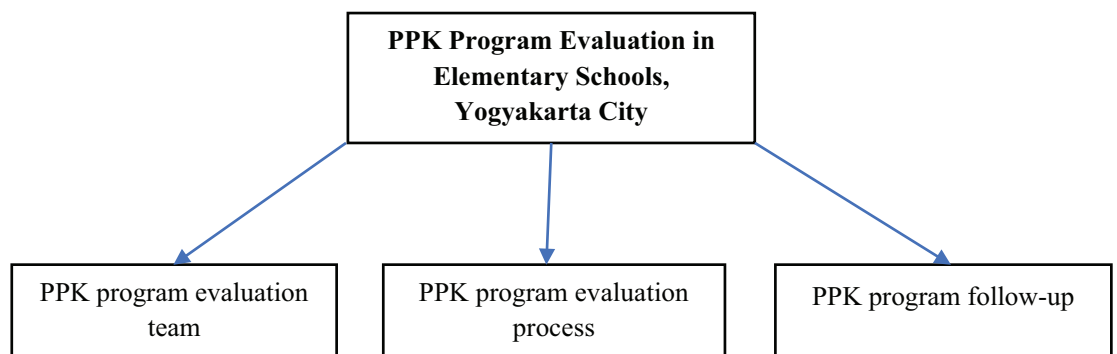


Figure 4: PPK Program Evaluation in Elementary Schools, Yogyakarta City

The research results show that the readiness in implementing PPK was still doubtful, stated by 58% of schools. The truly ready school was just 5%, ready was 22%, while not ready yet was 12% and not ready was 3%. The readiness in conducting evaluation was

also still low, with truly ready was 4%, ready was 14%, and 73% of the school was still doubtful in evaluating PPK in their schools, while 6% of the school was not ready yet and 35% was not ready in conducting PPK evaluation. Besides that, collectively it can be explained that only 5% of schools are truly ready to implement PPK policies where these schools already have policies to implement the PPK program. This means that there are still many schools that experience confusion in implementing and evaluating PPK policies. This indicates that there is still a need for awareness and hard effort for each school to better understand the PPK program implementation guidelines, namely the implementation of the PPK program, the PPK program implementation strategy, the class-based PPK approach, the class-based PPK approach, the culture-based PPK approach and the community-based approach. to achieve better PPK program implementation.

Meanwhile, regarding the evaluation of the PPK program, it is also necessary to always pay attention to who the PPK program evaluation team is to assess the success of PPK policies in schools, the program evaluation process by compiling instruments made based on indicators of the success of the PPK program in accordance with the goals made by the school, as well as the follow-up of the PPK program. where the results of the evaluation are used by schools to formulate new programs and decisions to improve PPK policies.

The readiness of schools in implementing PPK program can be seen from 5 aspects, namely: First, related to the PPK program implementation guidelines, schools have not optimized the function of the education trip center consisting of families, schools, and communities, but they are still more focused on schools. Regarding the availability of study groups that the school already has a study room, but the number is not suitable. Regarding the availability of transportation access to school, it is adequate because on average students are driven by their parents using their respective vehicles. Sometimes what is still an obstacle is implementation through curriculum and habituation in schools because not all teachers understand it.

Second, related to the PPK program implementation strategy with a class-based and culture-based approach it is considered easier to implement than community-based because it is supported by the 2013 curriculum which integrates character values in thematic or thematic integrative learning, although there are still schools that find it difficult to manage. class so that it is indirectly easier for schools to instill character values spontaneously, it's just that there are still not many schools that carry out learning evaluations or mentoring optimally. This is in accordance with the Ministry of Education and Culture [3]. The PPK movement can be implemented based on the curriculum that

the school already has. PPK can be designed with a PPK program implementation strategy, strengthening class-based character education, school culture, and society / community.

Third, the class based PPK approach is easier to apply because teachers have started to integrate the inculcation of character values in schools through each subject they are teaching, besides that the school has also conducted learning evaluations at its school, it's just that the evaluation has not been fully in accordance with the guidelines for evaluation of learning or evaluation. appraisal.

Fourth, the culture-based PPK approach is often carried out by providing habituation, exemplary, developing uniqueness of students and increasing school excellence or competitiveness, schools provide space for students in extra-curricular activities, but schools still have difficulty understanding school members and have not involved all stakeholders. interest means that not all school members understand their role in implementing a culture-based approach in schools.

Fifth, the community-based PPK approach is still considered difficult because of the social capital from schools that have not involved parents and the community in empowering and involving community shops, industries, arts and culture activists, alumni, academics and non-governmental organizations to build student characters. It can be seen that the results of the study indicate that readiness in implementing PPK is still uncertain, which is stated by 58% of schools. This means that more than half of the primary schools in the city of Yogyakarta are not yet ready to implement PPK program.

The readiness of schools in evaluating PPK policies is also in the unprepared stage because schools did not have a well-organized PPK program evaluation team yet, although only a small number of schools already have the evaluation team. Thus, for schools that did not have the evaluation team, they did not have any good instrument to assess the success of PPK program in their schools which are based on indicators of success of PPK program that are in accordance with school objectives, so that many schools have not followed up in making decisions as an effort to improve PPK program. Readiness in evaluating is also still low, namely only 4% of them are really ready, the ready category is 14% and 73% of schools are still hesitant in evaluating PPK in their schools, while 6% of schools are not ready and 35% are not ready to evaluate PPK.

The results of this study illustrate that schools still have to work hard to be better prepared in implementing and evaluating the PPK program in their schools.

5. Conclusion

1. The conclusion that the readiness in implementing PPK was still doubtful, stated by 58% of schools with the truly ready school was just 5%. Some of the things include because schools have not implemented the PPK program in accordance with the guidelines for implementing PPK policies, schools have not optimized the function of the education trip center consisting of families, schools, and communities, but are still more focused on schools, implementing PPK through curriculum and habituation in schools because not all the teacher understands it. The availability of study groups that the school already has learning spaces, but the number is not in accordance with the community-based PPK approach is still considered difficult because the social capital from schools has not involved parents and the community in empowering and involving community shops, industry, arts and culture activists, alumni, academics and non-governmental organizations to build student character
2. The readiness in conducting evaluation was also still low, with truly ready was 4%, in conducting PPK evaluation. This is because not many schools have carried out the maximum evaluation of learning or mentoring, namely that schools do not yet have a well-organized KDP policy evaluation team, although only a small proportion of schools already have evaluation teams.
3. Policy analysis for the implementation of the Reinforcement of Character Education program in Yogyakarta City is still low and it can be said that schools are not ready to implement PPK program.

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