



## Evaluation of Character Education in Public High School Using the CIPP Model

Gusti Ayu Putu Budi Aryati<sup>1\*</sup>, Dewa Gede Hendra Divayana<sup>2</sup>, I Gede Ratnaya<sup>3</sup> 

<sup>1,2,3</sup> Research and Evaluation Department, Universitas Pendidikan Ganesha, Singaraja, Indonesia

\*Corresponding author: [ayu.budi.aryati@undiksha.ac.id](mailto:ayu.budi.aryati@undiksha.ac.id)

### Abstrak

Pendidikan karakter menjadi salah satu perhatian kontemporer saat ini. Penelitian ini bertujuan menganalisis program pendidikan karakter di SMA Negeri dengan menggunakan evaluasi model CIPP. Data dalam penelitian ini dikumpulkan melalui angket, observasi dan dokumentasi. Data yang terkumpul diolah dengan analisis univariat dengan metode deskriptif kuantitatif. Hasil analisis data menunjukkan bahwa keefektifan program pendidikan karakter di SMA Negeri dari keempat jenis kelompok responden semuanya menunjukkan kategori sangat efektif. Kelompok pertama responden pendidik kategori sangat efektif ditinjau dari variabel Konteks 88,20% variabel Input 81,27%, variabel Proses 87,11% dan variabel Produk 81,65% secara bersamaan menghasilkan (++++). Kelompok kedua responden tenaga kependidikan pada kategori sangat efektif ditinjau dari variabel Konteks sebesar 85,66% dari variabel Input sebesar 86,11%, variabel Proses sebesar 91,25% dan variabel Produk sebesar 93,75% secara bersamaan menghasilkan (++++). Responden siswa kelompok ketiga pada kategori sangat efektif ditinjau dari variabel Konteks 91,78% variabel Input 86,63%, variabel Proses 82,73% dan variabel Produk 86,66% secara simultan menghasilkan (++++). Selanjutnya pada kelompok keempat responden panitia pada kategori sangat efektif ditinjau dari variabel Konteks 82,08% variabel Input 83,71%, variabel Proses 72% dan variabel Produk 89,15% secara simultan menghasilkan (++++).

**Kata Kunci:** Pendidikan Karakter, Evaluasi, Model CIPP

### Abstract

Character education becomes one of the contemporary concerns nowadays. This study aims to analyze the character education program at Public High School by using the CIPP model evaluation. Data in this study were collected through questionnaires, observation and documentation. The collected data was processed by univariate analysis with quantitative descriptive method. The results of the data analysis showed that the effectiveness of the character education program at Public High School from the four types of respondent groups all indicated the very effective category. The first group of educator respondents in the category is very effective in terms of the Context variable 88.20% of the Input variable of 81.27%, of the Process variable of 87.11% and of the Product variable of 81.65% simultaneously producing (++++). The second group of education staff respondents in the very effective category in terms of the Context variable is 85.66% of the Input variable is 86.11%, the Process variable is 91.25% and the Product variable is 93.75% simultaneously producing (++++). The third group of student respondents in the very effective category in terms of the Context variable 91.78% of the Input variable of 86.63%, of the Process variable of 82.73% and of the Product variable of 86.66% simultaneously produce (++++). Furthermore, the fourth group of committee respondents in the very effective category in terms of the Context variable 82.08% of the Input variable of 83.71%, of the Process variable of 72% and of the Product variable of 89.15% simultaneously produces (++++).

**Keywords:** Character Education, Evaluation, CIPP Model

#### History:

Received : March 18, 2023

Revised : March 20, 2023

Accepted : July 19, 2023

Published : July 25, 2023

**Publisher:** Undiksha Press

**Licensed:** This work is licensed under

a [Creative Commons Attribution 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)



## 1. INTRODUCTION

Character education becomes one of the contemporary concerns nowadays, particularly in Indonesia. It concerns the ways to avoid moral decline. In line with this supports that character education is urgently needed in Indonesia to prevent students as the nation's generation from many negative behaviors and emotions (Muthohar, 2021; Syakur et al., 2022). The main concern of character education is to strengthen the character of students, development of local wisdom, and 21<sup>st</sup> century skills (Arifin, 2019; Kartini & Winahyu, 2019). The existence of character education leads students to appropriate ways. Character

education is defined as a collaboration of knowledge, feelings, and actions. It concerns the application of someone's knowledge which is guided by feeling and moral values to show beneficial action both individually and collectively. Moreover previous study emphasize that character education does not only teaches right or wrong, but it instils habits to act something good based on educational values (Suciptaningsih & Haryati, 2020; Taunu & Iriani, 2019). The character education can be achieved by the support from schools, families, and communities (Permatasari, 2021; Syakur et al., 2022). The involvement of those parties strengthens the implementation of character education.

Character education is important since it introduces morals, academic achievement, and social life. Some benefits can be shown by the implementation of character education. Previous study propose three benefits from character education, namely, firstly, it gives a model for students to act and think based on the social values; secondly, it improves negative character of students; and lastly, it can filter cultural values of other nations (Syakur et al., 2022). In addition, previous study add that the importance of character education in which it strengthen the values of life, correct students' behavior, and build harmonious connections with family and society (Zurqoni et al., 2018). Moreover, previous study also argue that character education is beneficial for students to prepare competitiveness in the 21<sup>st</sup> century covering collaboration, communication, critical thinking, and creativity (Khusuma et al., 2022). Students are also engaged with activities to explore the 21<sup>st</sup> century skills. Furthermore, character education presents an opportunity to apply concepts in real-life situations (Panggabean, 2022; Saputro & Murdiono, 2020). Students engage with action of caring, respect, and responsibility. Thus, considering the benefits and importance of character education, it is needed to be involved in the learning process.

Considering the importance of character education, teachers are required to manage the classroom to insert character education in the learning activities. There is study suggest that character education is urgently needed for students to control them in real life situation (Karimah et al., 2023). It is because nowadays current generations make Indonesia famous due to its unfriendly people on social media. People give comment without considering the educational values which may hurt somebody. Moreover, previous study also reveal that many bright scholars have lack character which unable to compete with academics from other countries (Lawung, 2023). Regarding those phenomena, some schools have implemented character education in the learning process. Other study revealed that international high school implemented character education through its curriculum, extracurricular and habituation in school covering eight social attitudes namely achievement, positive, living values, straightforward, process, children unique, tolerance, and Q&A practices (Murestiyanto, 2019). In addition, other study also found that vocational high school also has implemented character education for the learning activities reflected in the curriculum (Subekti & Alinurdin, 2021). Besides that there is also reported that elementary school has implemented character education in the school inserting in greetings and caring (Fathinnaufal & Hidayati, 2020). Then, other study revealed that character education has been established in junior high school through extracurricular (Anisah et al., 2019). The previous studies show that character education has been implemented for all level of education (Mertasari & Yudana, 2022).

However, there is a problem regarding the implementation of character education. There were still some challenges found in the implementation of character education. Studies conducted by reported that primary school faces challenges in implementing character education in the school (Andrianto & Suyitno, 2021; Jhon, 2021; Mustoip et al., 2023). The challenges come from teachers and students. In addition previous study also reported that some schools still face challenges in implementing character education due to differences characteristics of students (Pratiwi, 2018). In spite of the challenges of the previous studies,

another problem was also found in the high school in Tabanan, particularly in SMA Negeri 1 Penebel as one of the public high schools in Tabanan, Bali. The effectiveness of character education in SMA Negeri 1 Penebel was not conducted yet. In order to face the problems above, evaluation is needed to be conducted. The implementation of a program in the learning process cannot be separated with the existence of evaluation. Evaluation is done to gather, analyse, and conclude the application of a program in teaching and learning process (Afridinata et al., 2018; Agus et al., 2023; Andrianto & Suyitno, 2021). In addition, other studies add that evaluation in the education is needed to examine the effectiveness of the learning process along with the measurement of performance (Ajjawi et al., 2020; Colthorpe et al., 2021). Thus, evaluation can be used as the reflection for teachers about what have been implemented in the learning process and can take better decision for the next learning process.

Some models can be used in conducting evaluation of character education. One of them is CIPP model. CIPP model is developed by Stufflebeam and Shinkfield covering context, input, proses, and product (Divayana et al., 2017; Lawung, 2023). This model is suitable to be used in evaluation since it covers assessment planning, process of the assessment implementation, and final outcomes obtained from the implementation of the program (Kurnia et al., 2017; Paridah et al., 2022). There are four main concerns on this evaluation. Firstly, context evaluation deals with the needs, problems, and opportunities in the learning process. Secondly, input evaluation deals with the evaluation of alternative techniques. Thirdly, process evaluation deals with the evaluation of the program's implementation as a framework. Lastly, evaluation of products deals with the effectiveness of a program. Those four aspects above become the main concern in doing evaluation.

Several previous studies have examined the use of CIPP model in evaluating character education. Previous study conducted a study on evaluation of character education at university using CIPP model (Lawung, 2023). Then, other study conducted a study on evaluation of character education in senior high school using CIPP model (Agus et al., 2023). Besides there are studies conducted character education in junior high school using CIPP model in which the model was used to evaluate the character program (Dwi et al., 2018; Nurindarwati et al., 2022; Solehah et al., 2022). In addition there are studies conducted an evaluation on character education in elementary school using CIPP model in which the character education meets the standard (Andrianto & Suyitno, 2021; Bukman et al., 2020; Faujiah et al., 2021). Those previous studies prove that CIPP model can be used to evaluate character education.

Regarding the problems above and the result of the previous studies, CIPP model can be used to conduct evaluation on character education in SMA Negeri 1 Penebel. Therefore, the present study aims at finding 1) the effectiveness of character education in SMA Negeri 1 Penebel in terms of context variables; 2) the effectiveness of character education in SMA Negeri 1 Penebel in terms of input variables; 3) the effectiveness of character education in SMA Negeri 1 Penebel in terms of process variables; and 4) the effectiveness of character education in SMA Negeri 1 Penebel in terms of product variables.

## 2. METHODS

The present study was designed in quantitative evaluation using CIPP model covering context, input, proses, and product (Kurnia et al., 2017; Umam & Saripah, 2018). The population of the study involved all school staff involving principal, vice principal, students, teachers, and committee with total 724. Then, the samples of the study involved 314 school staff from the population of the study.

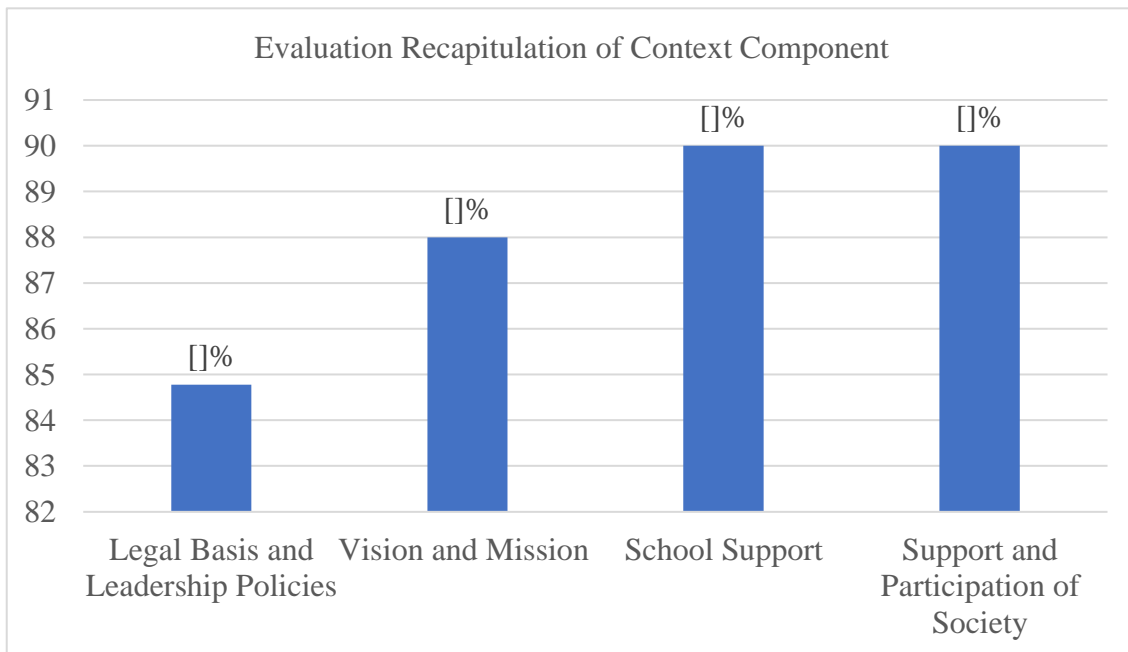
Some instruments were used to collect the data, namely questionnaire and observation sheets. A questionnaire is a structured set of questions used to gather information from individuals or groups. Observation sheets are tools used to record observations of behaviors, events, or phenomena in a systematic and organized manner. This method involves direct observation of individuals, groups, or situations of interest. The instruments had been validated by the experts. Next, the instruments were applied to collect the needed data.

After obtaining the data, they were analysed with descriptive statistic. Data analysis with descriptive statistics involves summarizing and describing the main features of a dataset to gain insights and make it more interpretable. It provides a clear and concise overview of the data's central tendencies, variability, and distribution. Descriptive statistics do not involve making inferences or generalizations beyond the specific data being analysed.

### 3. RESULTS AND DISCUSSION

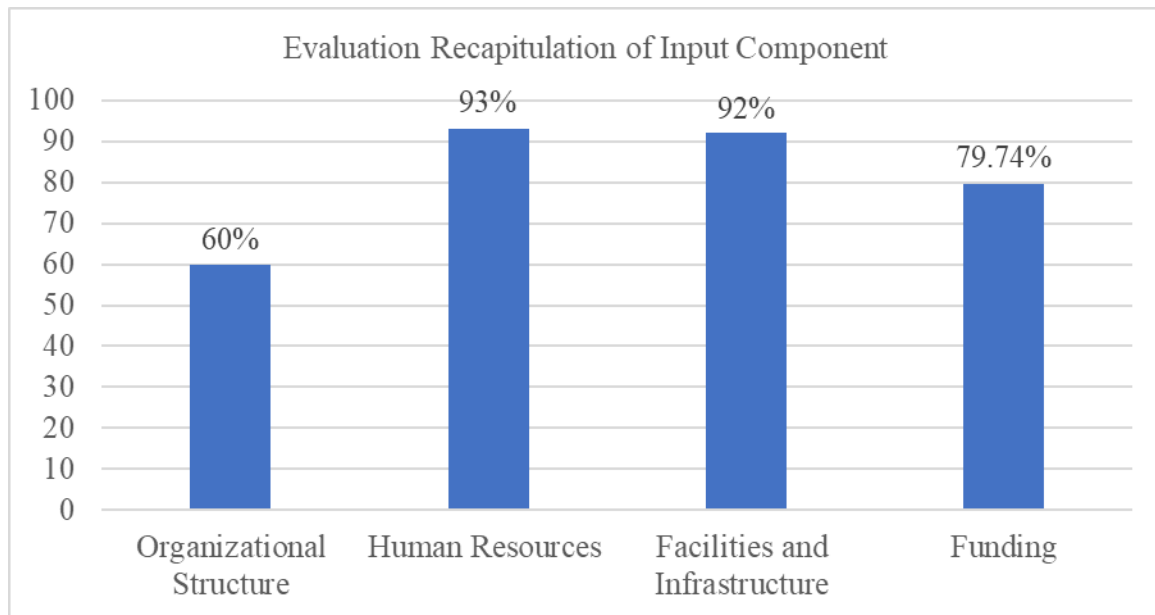
#### Result

The results of the study show four main points, namely the evaluation of context, evaluation of input, evaluation of process, and evaluation of product. The description of the results can be seen in [Figure 1](#).



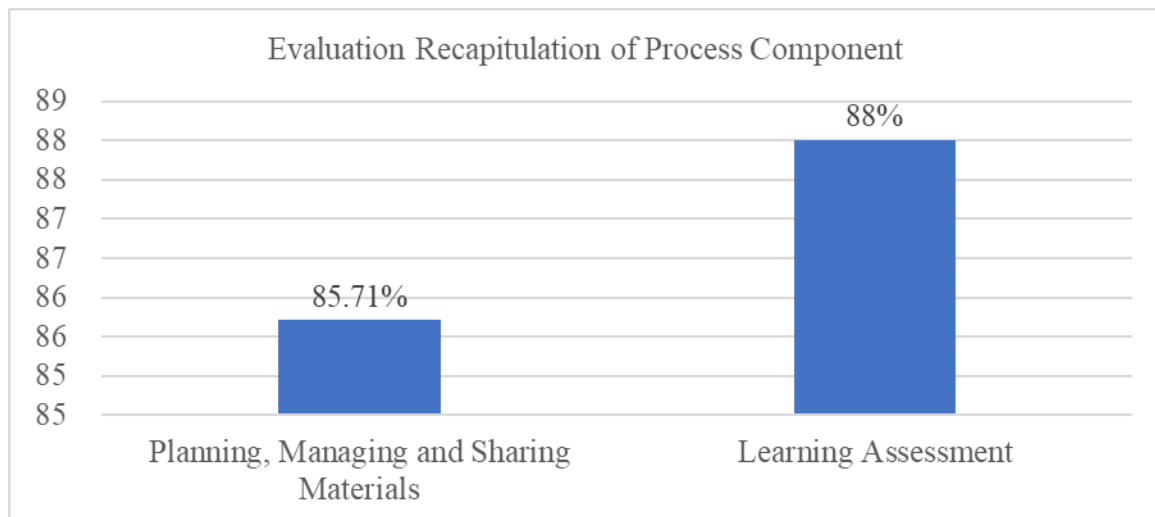
**Figure 1.** Evaluation Recapitulation of Context Component

[Figure 1](#) shows the result of evaluation on context component. Legal basis and leadership policies were categorized into very good category within 84.78%. Vision and mission were categorized into very good category within 88%. Besides, school support was categorized into very good category within 90%. Next, support and participation of society were very good category within 90%. Thus, the mean of context component was categorized into very good category within 88.20%. Evaluation recapitulation of input component is show in [Figure 2](#).



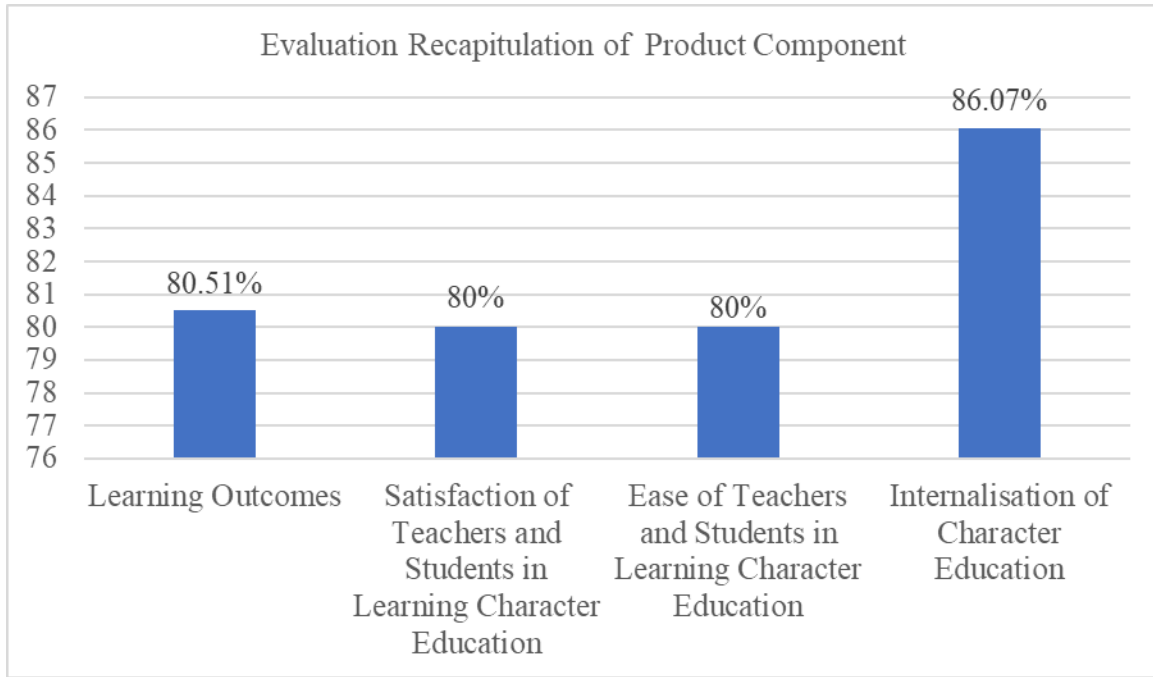
**Figure 2.** Evaluation Recapitulation of Input Component

Figure 2 shows the result of evaluation on input component. Organizational structure was categorized into moderate category within 60%. Human resources were categorized into very good category within 93%. Besides, facilities and infrastructure were categorized into very good category within 92%. Next, funding was categorized into good category within 79.74%. Thus, the mean of input component was categorized into very good category within 87.22%. Evaluation recapitulation of process component is show in Figure 3.



**Figure 3.** Evaluation Recapitulation of Process Component

Figure 3 shows the result of evaluation on process component. Planning, managing and sharing materials were categorized into very good category within 85.71%. Then, learning assessment was categorized into very good category within 88%. Thus, the mean of process component was categorized into very good category within 87.94%. Evaluation recapitulation of product component is show in Figure 4.



**Figure 4.** Evaluation Recapitulation of Product Component

Figure 4 shows the result of evaluation on product component. Learning outcomes were categorized into very good category within 80.51%. Satisfaction of teachers and students in learning character education were categorized into good category within 80%. Besides, ease of teachers and students in learning character education were categorized into good category within 80%. Next, internalisation of character education was categorized into very good category within 86.07%. Thus, the mean of product component was categorized into very good category within 81.65%.

**Discussions**

The findings of the study show four main results. It was found that the evaluation of context component was categorized into very good category. This evaluation was obtained from some aspects, namely the legal basis and leadership policies, vision & mission, school support, and support and participation. The evaluation of all aspects was categorized into very good category. The result of the present study is similar to a study conducted by previous study in which the context aspect of character education done in junior high school is in good category (Dwi et al., 2018). Another study conducted revealed the same result in which that context component was categorized into good category (Andrianto & Suyitno, 2021). In addition, there is also found out that the context evaluation is categorized into good category (Faujiah et al., 2021). Moreover, there is study also discovered similar result in which context component was effective at university level (Lawung, 2023). There is study found out that context evaluation was in good category (Lelono, 2016). Both present and previous studies showed that the vision and mission have been established.

The second finding found that the evaluation of input component was categorized into very good category. This evaluation was obtained from some aspects, namely organizational structure, human resources, facilities and infrastructure, and funding. The similar result is also found by previous studies in which supporting resource of character education is in good category (Dwi et al., 2018; Lawung, 2023; Lelono, 2016). In addition previous study revealed that facilities and infrastructure become one of the influence in input aspect toward the implementation of character education (Andrianto & Suyitno, 2021). Moreover, also found

that human resource influence on input aspect in which the role of principle to organize all activities and school staff is needed.

The third finding found that the evaluation of process component was categorized into very good category. This evaluation was obtained from some aspects, namely planning, managing & sharing materials and learning assessment. The similar results are also found by previous studies in which process of character education is in good category (Lawung, 2023; Lelono, 2016). In addition, previous study revealed that well prepared learning activities become one of the influence in input aspect toward the implementation of character education (Andrianto & Suyitno, 2021). However, the different result is found by previous study the process evaluation of the previous studies was still under-evaluated (Dwi et al., 2018).

The last finding found that the evaluation of product component was categorized into very good category. This evaluation was obtained from some aspects, namely satisfaction of teachers and students, ease of teachers and students in learning character education, and internalisation of character education. In addition, previous study revealed that the improvement of learning outcomes becomes one of indication of success evaluation of product (Andrianto & Suyitno, 2021). Moreover, previous study strengthen that internalization of character also contributes to evaluation of product since students try to internalize the character into themselves (Utomo, 2017). However, the different result is found by other studies in which the process evaluation of the previous studies was still ineffective (Dwi et al., 2018; Lawung, 2023).

The implications of the results of this study can encourage the development and implementation of similar character programs in other schools to improve the quality of student character. In addition, the results of the research can provide insight into education policy about the effectiveness of character education programs and provide a basis for better policy changes related to character integration in the school curriculum. However, this research may be difficult to generalize broadly due to its focus on certain schools and may not be representative of the entire school population in a given country or region. Research on character and education requires quite a long time to observe changes in student behavior or character. Long-term studies are more ideal for evaluating the long-term impact of character programs.

#### 4. CONCLUSION

The present study concludes four main points, namely firstly, evaluation of context component is categorized into very good category viewed from legal basis and leadership policies, vision & mission, school support, and support and participation; secondly, the evaluation of input component is categorized into very good category viewed from organizational structure, human resources, facilities and infrastructure, and funding; thirdly, the evaluation of process component is categorized into very good category viewed from planning, managing & sharing materials and learning assessment; lastly, the evaluation of product component is categorized into very good category viewed from satisfaction of teachers and students, ease of teachers and students in learning character education, and internalisation of character education. The present study focuses the evaluation of character education with CIPP model. The involvement of technology-based is suggested for further research to give optimal result in the 21<sup>st</sup> century learning.

#### 5. REFERENCES

Afridinata, H., Samad, D., & Kosim, M. (2018). Penguatan pendidikan karakter peserta didik melalui program pendidikan bernuansa surau dan budaya minangkabau. *Turast* :

- Jurnal Penelitian Dan Pengabdian*, 6(1), 47–66.  
<https://doi.org/10.15548/turast.v6i1.687>.
- Agus, A., Juliadharma, M., & Djamaluddin, M. (2023). Application of the CIPP model in evaluation of the inclusive education curriculum in Madrasah Aliyah. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 8(1), 31–50.  
<https://doi.org/10.31538/ndh.v8i1.2705>.
- Ajjawi, R., Tai, J., Huu Nghia, T. Le, Boud, D., Johnson, L., & Patrick, C. J. (2020). Aligning assessment with the needs of work-integrated learning: the challenges of authentic assessment in a complex context. *Assessment and Evaluation in Higher Education*, 45(2), 304–316. <https://doi.org/10.1080/02602938.2019.1639613>.
- Andrianto, A., & Suyitno, S. (2021). Evaluasi implementasi program penguatan pendidikan karakter di SD Muhammadiyah Pandes program plus tahun ajaran 2019/2020. *Jurnal Fundadikdas (Fundamental Pendidikan Dasar)*, 4(1), 48–62.  
<https://doi.org/10.12928/fundadikdas.v4i1.3226>.
- Anisah, Ningrum, T. A., & Siska, S. V. (2019). Implementation of character education at junior high school. *Advances in Social Science, Education and Humanities Research*, 337(Picema 2018), 114–118. <https://doi.org/10.2991/picema-18.2019.22>.
- Arifin, M. A. (2019). Developmental history of character education and how it could be defined. *Ekspose: Jurnal Penelitian Hukum Dan Pendidikan*, 16(2), 411.  
<https://doi.org/10.30863/ekspose.v16i2.101>.
- Bukman, M. |, Artanti, L. |, & Sari, P. (2020). Evaluasi implementasi pendidikan karakter di SD negeri 5 betung kabupaten banyuasin. *Journal of Innovation in Teaching and Instructional Media*, 1(1), 26–35.  
<http://ejournal.karinosseff.org/index.php/jitim/article/view/27>.
- Colthorpe, K., Gray, H., Ainscough, L., & Ernst, H. (2021). Drivers for authenticity: student approaches and responses to an authentic assessment task. *Assessment and Evaluation in Higher Education*, 46(7), 995–1007.  
<https://doi.org/10.1080/02602938.2020.1845298>.
- Divayana, D. G. H., Sanjaya, D. B., Marhaeni, A. A. I. N., & Sudirtha, I. G. (2017). CIPP evaluation model based on mobile phone in evaluating the use of blended learning platforms at vocational schools in bali. *Journal of Theoretical and Applied Information Technology*, 95(9), 1983–1995.  
<https://www.academia.edu/download/79301212/10Vol95No9.pdf>.
- Dwi, Y. R., Haryono, & Florentinus, T. S. ; (2018). The evaluation of the CIPP model in the implementation of character education at junior high school. *Innovative Journal of Curriculum and Educational Technology*, 7(2), 65–77.  
<https://doi.org/10.15294/IJCET.V7I2.28391>.
- Fathinnaufal, M., & Hidayati, D. (2020). The implementation of character education in elementary school. *Journal of Educational Management and Leadership*, 1(2), 31–38.  
<https://doi.org/10.33369/jeml.v1i2.11687>.
- Faujiah, N., Muwarni, S., & Driana, E. (2021). Evaluasi program pendidikan karakter di sekolah dasar Islam Daarus Shofwah Bojonggede-Bogor. *Jurnal Penelitian Dan Penilaian Pendidikan*, 3(2), 200–211. <https://doi.org/10.22236/jppp.v3i2.7305>.
- Jhon, W. (2021). Challenges in the implementation of character education in elementary school: experience from Indonesia. *İlköğretim Online*, 20(1), 1351–1363.  
<https://doi.org/10.17051/ilkonline.2021.01.130>.
- Karimah, A., Sulthoni, A., & Atok, R. Al. (2023). *The urgency of character education in the life of society 5.0* (Vol. 1, Issue 5). Atlantis Press SARL. [https://doi.org/10.2991/978-2-38476-020-6\\_8](https://doi.org/10.2991/978-2-38476-020-6_8).
- Kartini, H., & Winahyu, S. E. (2019). The role of school culture in the development of



- characters in elementary school. *International Journal of Innovation, Creativity and Change*, 5(4), 464–475. <http://www.ijimt.org/vol11/869-ES3007.pdf>.
- Khusuma, I. H. S., Sumantri, M. S., & Khaerudin. (2022). Evaluation of strengthening character education in SD negeri kareo, Jawilan district, Serang regency. *International Journal of Innovative Science and Research Technology*, 7(1), 466–473. [https://ijisrt.com/assets/upload/files/IJISRT22JAN465\\_\(1\)\\_\(1\).pdf](https://ijisrt.com/assets/upload/files/IJISRT22JAN465_(1)_(1).pdf).
- Kurnia, F., Rosana, D., & Supahar. (2017). Developing evaluation instrument based on CIPP models on the implementation of portfolio assessment. *AIP Conference Proceedings*, 1868(August). <https://doi.org/10.1063/1.4995187>.
- Lawung, Y. D. (2023). Evaluation of student character education program katolik widya mandira university. *Jurnal Hurriah: Jurnal Evaluasi Pendidikan Dan Penelitian*, 4(1), 125–131. <https://doi.org/10.5806/jh.v4i1.119>.
- Lelono, R. S. (2016). Evaluasi program pendidikan karakter di SMP Islam Matholi'ul Falah Blora provinsi Jawa Tengah tahun 2021. *Angewandte Chemie International Edition*, 6(11), 951–952., 11(1), 1–23.
- Mertasari, N. M. S., & Yudana, I. M. (2022). Formative evaluation instruments of integrated character education in thematic learning. *Journal of Education Research and Evaluation*, 6(2), 289–296. <https://doi.org/10.23887/jere.v6i2.46775>.
- Murestiyanto, A. O. (2019). Implementation of character education in the process of learning on attitude and social behavior (the case study of Budi Mulia Dua International High School). *Advances in Social Science, Education and Humanities Research*, 323(ICoSSCE 2018), 135–139. <https://doi.org/10.2991/icosce-icsmc-18.2019.26>.
- Mustoip, S., Al Ghozali, M. I., As, U. S., & Sanhaji, S. Y. (2023). Implementation of Character Education through Children's Language Development in Elementary Schools. *IJECA (International Journal of Education and Curriculum Application)*, 6(2), 91–100. <https://doi.org/10.31764/ijeca.v6i2.14192>.
- Muthohar, A. (2021). Implementation and development models of character education in school. *Jurnal Penelitian Pendidikan Dan Pembelajaran*, 8(2), 69–82. <https://doi.org/10.21093/twt.v8i2.3236>.
- Nurindarwati, R., Mulyoto, M., & Hasyim, D. (2022). Evaluation model of character education programs in Islamic religious education and moral education learning at SMP negeri I Surakarta. *Journal Research of Social, Science, Economics, and Management*, 1(9), 1453–1472. <https://doi.org/10.36418/jrssem.v1i9.152>.
- Panggabean, J. Z. Z. (2022). Reflecting the value of character education in lesson planning. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 231–241. <https://doi.org/10.23887/jisd.v6i1.41427>.
- Paridah, S., Hidayat, O. S., & Komalasari, G. (2022). Program evaluasi model CIPP (Context, Input, Process, Product) untuk penguatan pendidikan karakter melalui pembelajaran tematik di era pandemik covid-19. *Buana Pendidikan*, 18(1), 61. <https://www.academia.edu/download/91333706>.
- Permatasari, F. (2021). Implementation of character education during the pandemic in TK Aisyiyah 1 Gurah Kediri. *Journal of Childhood Development*, 1(1), 1–9. <https://doi.org/10.25217/jcd.v1i1.1468>.
- Pratiwi, I. A. (2018). The challenges faced by EFL teachers in integrating character education in English subject. *Lingua, Jurnal Bahasa & Sastra*, 19(1), 58–64. <https://ejournal.unsri.ac.id/index.php/lingua/article/view/11036>.
- Saputro, J. D., & Murdiono, M. (2020). Implementation of Character Education through a Holistic Approach to Senior High School Students. *International Journal of Multicultural and Multireligious Understanding*, 7(11), 460–470. <https://doi.org/10.18415/ijmmu.v7i11.2146>.

- Solehah, D. U., Sinaga, A. I., & Rakhmawati, F. (2022). Analisis evaluasi kurikulum pendidikan agama Islam model CIPP (Context, Input, Process, Product) di SMP Muhammadiyah 60 Medan. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 12(4), 851–868. <https://doi.org/10.22373/jm.v12i4.11967>.
- Subekti, H., & Alinurdin, A. (2021). Implementation of Character Education Strengthening in Public Vocational High School. *Journal of English Education*, 6(1), 11–22. <https://doi.org/10.31327/jee.v6i1.1455>.
- Suciptaningsih, O. A., & Haryati, T. (2020). Character education model for junior high school students based on java ethnopedagogic. *International Journal of Scientific and Technology Research*, 9(2), 201–210. <https://www.academia.edu/download/88679434>.
- Syakur, A., Sumardjoko, B., & Harsono, H. (2022). Educational Model for Character Development on the Basis of Role Sustainable Models. *Jurnal Basicedu*, 6(3), 3882–3894. <https://doi.org/10.31004/basicedu.v6i3.2687>.
- Taunu, E. S. H., & Iriani, A. (2019). Evaluasi program penguatan pendidikan karakter terintegrasi mata pelajaran matematika di SMP Negeri. *Jurnal Manajemen Pendidikan*, 6(1), 64–73. <https://doi.org/10.24246/j.jk.2019.v6.i1.p64-73>.
- Umam, K. A., & Saripah, I. (2018). Using the Context, Input, Process and Product (CIPP) Model in the Evaluation of Training Programs. *International Journal of Pedagogy and Teacher Education*, 2(July), 19. <https://doi.org/10.20961/ijpte.v2i0.26086>.
- Utomo, E. P. (2017). Internalization of National Character Value in Social Studies. *SOCIA: Jurnal Ilmu-Ilmu Sosial, an Academic Journal*, 4(2), 132–145. <https://doi.org/10.4108/eai.7-8-2019.2288427>.
- Zurqoni, Retnawati, H., Arlinwibowo, J., & Apino, E. (2018). Strategy and Implementation of Character Education in Senior High Schools and Vocational High Schools. *Journal of Social Studies Education Research*, 9(3), 370–397. <https://doi.org/10.17499/jsser.01008>.