

# Evaluation of Teachers Always Care Program (Guru Selalu Peduli/ GULALI) in Strengthening Student Character

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**Abstract.** Character building through character education is the primary key to the success of a democratic society. Implementing the GULALI (Guru Selalu Peduli / Teachers Always Care) program at SMA Negeri 5 Bogor City is a form of character education carried out by teachers to students so that there is an increase in their character. GULALI is giving additional tasks to teachers to assist homeroom teachers with guiding and collecting data on student activities before carrying out the learning process. As a program, GULALI requires evaluation to assess the extent to which the objectives of the GULALI program have been achieved, identify constraints and recommend solutions. This research was conducted with a qualitative approach using the CIPP (Context, Input, Process, and Product) model. Based on the CIPP model, it was found that in the context of the character, education is needed in schools and supported by various policies; in terms of input, the school has supported the resources and facilities in the process that the implementation of the GULALI program runs smoothly and well, and from the product side that GULALI has produced the students with better character. This research recommends that the GULALI program be continued, and some areas need improvement

**Keywords:** character education, evaluation, GULALI

## 1 Introduction

Character is a determining factor and a necessity in the sustainability of every human being to face the dynamics of life that exists[1]. The importance of character building and strengthening for each individual is stated in the Education Law No. 20 of 2003 concerning the National Education System (USPN). It is emphasized that the National Education System functions to develop the ability to shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to create the potential of students to become human beings who believe and fear God Almighty, has noble sense, is healthy, knowledgeable, capable, creative, independent and become citizens of a democratic and sensitive to the challenges of the times[2].

Improving character through character or moral education is the primary key to the success of a democratic society. Through character education, values of respect for the rights of each individual can be formed, obedient to rules or laws, willing to participate voluntarily in social life, and caring for general good things [3].

At the education unit or school level, various character problems arise related to students, teachers, and the environment. Therefore, various character problems are also found in SMA Negeri 5 Bogor City. The observations show that several character problems that tend to be found in this school are the basis for the need for a school program to support implementing the character education program launched by the Government.

Realizing these character problems, the principal and teachers launched and implemented the Always Cares Teacher Program (GULALI). GULALI program is a term used to recognize work programs regarding character building. The GULALI program is an adaptation term for the visit and experience of the Head of SMA Negeri 5 Bogor City to Australia while participating in the Continuous Professional Development Training Management for Headmasters organized by the Australian Knowledge Exchange with the Government of South Australia Department for Education and Child Development in Adelaide in August 2014. During the visit, he explained and shared the results with the stakeholders of SMA Negeri 5 Bogor City, who then adapted the Care Group and proposed it as a school program under GULALI (Teachers Always Cares).

As a program, an evaluation is needed to determine the extent to which the program's objectives have been achieved and the possible obstacles that occur that must immediately produce the right solution. The existence of an evaluation will help determine the achievement of program goals by knowing the implementation of program activities [4].

Based on the above background, the author conducted a study on "Evaluating the Implementation of the GULALI Program in Strengthening Character in SMA Negeri 5 Bogor City". This study uses the CIPP (Context, Input, Process, and Product) model developed by Stufflebeam (1966). Using this CIPP model, researchers will conduct an evaluation process on all components of the model. Furthermore, this study aims to determine the extent to which the GULALI program runs effectively and efficiently and to be able to make policies or decisions for improvement in the following year.

## **1.1 Evaluation**

Evaluation is a retention of English, especially "assessment or evaluation." A character named Tyler 1949 began using the term evaluation in his book Basic Principles of Curriculum and Instruction. In addition, Tyler implies that evaluation is a contrasting set of precise information about work capacity and characterized goals to decide the extent to which these goals are known [5]. Meanwhile, Blaine R. Worthen defines evaluation as identifying, clarifying, and applying criteria that determine the value of an evaluation object (value/benefit) associated with these criteria [6]. Iskandar defines evaluation as an effort to collect, compile, process, and analyze facts, information, data, and decision-making that is always related to evaluation. It happens because the evaluation results are the basis for assessing a program and deciding whether it can be continued or still needs to be done. improved for future use[7]. Evaluation is an activity to compare what has been achieved from a program with what should have been achieved based on previously established standards/criteria. In the context of program implementation, the criteria for successful implementation are indicators of the intended criteria, while what is assessed is the process and results of decision-making [8].

Based on the opinions of the experts mentioned above, it is synthesized that evaluation is a systematic and continuous exposition that aims to collect, identify, describe, interpret, and

present information so that it can be used as a basis for making decisions on the object being researched and utilized. as a reference for developing other programs. The estuary of this evaluation exposure is to make a decision/policy on whether to be continued, increased, or discontinued.

## **1.2 Program Evaluation**

Tyler stated that program evaluation is an exposition to determine whether educational goals have been realized [9]. Cronbach and Stufflebeam put forward a more general definition. They argue that program evaluation is an effort to prepare information for decision-makers. Caroline I Magyar defines an assessment program as a set of social affairs data that allows choices regarding the planned or possible changes to a program and an assessment of its value, rewards, implementation, quality, and effect[10]. The program is defined as a unitary unit of activity which is the realization or performance of a policy that takes place in a continuous program and occurs in an organization that involves a group of people[11].

Program evaluation research intends to collect information about the implementation of programs that groups or organizations have determined. Referring to that, analysis can also be used for those who make program decisions. The purpose of evaluation research is to assess program implementation. Have the conclusions have been implemented, but also want to know the performance, what are the causes, where the weaknesses are, and if weak, what are the causes. With other adapted structures, program evaluation research aims to find weak implementation points, which may also be policy weaknesses. Based on the information from the research results, policymaking can improve the soft elements of the policy, the ultimate goal of which is to improve the quality of policy implementation. With program evaluation research, an institution can improve the quality of its performance, or with other adapted structures, this evaluation research has benefits for quality development or quality improvement [9]. Sukardi stated that program evaluation is an activity of searching for information, finding information, and determining information that is explained in an organized manner about planning, values, goals, benefits, effectiveness, and the suitability of the criteria and objectives set [12].

Based on the previous, it can be synthesized that program evaluation is a series of processes for collecting data/information from a program/activity that systematically contains planning, assessment, objectives, benefits, effectiveness, and suitability of activities with predetermined criteria and objectives. Program evaluation aims to measure and assess a program and improve program effectiveness and decision-making. Meanwhile, in its implementation in the field, program evaluation is intended to seek information to obtain an overview of future programs' design and implementation.

## **1.3 Concern**

Based on the bare word "Care," which relates to personal emotions and needs, caring concerns tasks, roles, and relationships. Being social and happy to help in general teaching is recommended by all religions. Social care is an attitude that shows connectedness with humans in general and empathy for every human being as an individual to help others [13]. Meanwhile, according to the Indonesian language, social care is an attitude of heeding

(empathy) in the community [14]. Rahman stated that social care is an attitude or action that wants to assist others in need continuously. , feelings of empathy for the difficulties others face, and driven to do something to help them [15]. Meanwhile, Lamusu stated that caring is a significant value that humans must possess, especially among teenagers today because it is closely related to honesty, humility, compassion, kindness, and friendliness. Social care can also be a natural human condition and the glue that binds humans together[15]

Looking at some of the definitions above, it can be synthesized that caring is a feeling and attitude to involve ourselves in the conditions or circumstances around us proactively.

#### **1.4 Character**

Simaremare argues that character comes from the Greek language, which means checking or marking, and focuses on how to apply good values in actual actions or daily behavior[16]. Character refers to the right choices and positive actions. Character is about doing the right thing. A person's behavior describes his character because character involves a conscience that touches a person's judgments, feelings, and thoughts[17]. A similar meaning is also found in the Oxford Word reference, which describes the character as an actual psychological and moral character of an individual, a particular idea about something, describing the nature of being an individual interestingly or strangely; individual strength and creativity; a person's unique mental and moral qualities; characteristics that characterize; an exciting or unusual view of personal qualities; the power of originality in a person; good reputation[18]. While Maunnah revealed that a person's character is well-formed if he gets the proper support and reinforcement[19].

By looking at some of the definitions above, it can be synthesized that character is the embodiment of the unique values of a person's personality traits that are formed from the thoughts of various policies that are believed and used as a way of viewing, thinking, acting, speaking, and behaving in everyday life. -day.

#### **1.5 CIPP Model**

CIPP is an abbreviation of Context, Input, Process, and Product, where the four adjusted structures are the evaluation targets, namely the exposition component of program activities. The researcher chose this CIPP model based on how the CIPP model evaluation works, which sees evaluation as a system, and the accuracy of using the evaluation model for processing programs such as good character development. Researchers will evaluate all components in developing good character. This is under the CIPP model, which considers the program's details. This CIPP model has three dimensions: 1) Type of evaluation: context, input, and exposition of results; 2) Research benefits: decision-making and evidence of responsibility; and 3) Economic analysis and evaluation, in terms of objectives. , implementation, and results globally (overall)[20]

## **2 Research Methods**

Qualitative research with the CIPP method (Context, Input, Process, Product) is used. The study was conducted on the "GULALI" school program at SMAN 5 Bogor City, which has implemented this program to strengthen character education for teachers and students.

The qualitative research here describes the evaluation of the GULALI program in narrative form. This research approach uses a qualitative approach with the CIPP model developed by Stufflebeam, which includes the components of context, input, process, and product to evaluate the results and benefits of implementing the GULALI program at SMA Negeri 5 Bogor City.

This approach is a program evaluation approach using a descriptive qualitative method. In this approach, the researcher makes a complex picture, examines the respondents' words, detailed reports, and views, and conducts studies in natural situations[21] so that they can ask questions, analyze and construct the object under investigation to be more straightforward—descriptive data in written and oral data from respondents and observed behavior[22].

Concerning data collection, the data used in this evaluation research is sourced from primary data and secondary data. Direct data comes directly from participants involved in the implementation process, while secondary data is data in the form of policies, guidelines, operational instructions, criteria, or standardization of implementation programs.

The techniques used in data collection are observation, documentation, and interviews. Each CIPP component is evaluated based on data and information obtained through interviews with competent informants and resource persons. The data or information is assessed using a rating scale from the lowest 1 to the highest 5.

Informants/resources involved in this study were the principal as the primary informant, the deputy principal; the homeroom teacher; one of the GULALI team; active learners; parents of students; the school committee as a supporting informant, alums, and the community around the school environment as a triangulation. One person represents each informant/resource person.

The rating scale from the lowest 1 to the highest five is determined based on the percentage of the fulfillment of aspects in various assessment categories obtained from the recapitulation of interview results for each component consisting of context, input, process, and product components.

## **3 Results and Discussion**

Evaluation of the GULALI Program at SMA Negeri 5 Bogor City, as a companion program for character education and Child-Friendly Schools launched by the Government through Permendikbud Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units and Child-Friendly School Programs regulated by PP and PA RI Ministerial Regulations Number 8 of 2014 concerning Child-Friendly School Policies is carried out using the Context, Input, Process, and Product models (Stufflebeam, 2014). Namely evaluation of the components of a program which includes the Context component (which consists of aspects of needs analysis (needs assessment), formulation of objectives, and program policies), the Input component (which includes elements of organizational structure, human resource support, support for facilities/infrastructure, budget/financial support, partnership with stakeholders), the Process component (consisting of aspects of work

methods/procedures, activity schedules, team assignments, program implementation, monitoring and evaluation, program assessment), and Product components. (which consists of program aspects). The results of the evaluation of the GULALI Program on each component with its elements can be reported as follows:

#### A. Context Component Evaluation

The evaluation of the context component includes a needs assessment (needs assessment) and the formulation of goals and policies for the GULALI program at SMA Negeri 5 Bogor City. SMA Negeri 5 Bogor City prepared through the Structure of the Program Evaluation Research Instrument. The instruments include Interview Guidelines, a list of questions for the context component, a Recording of Interview Activities with informants, and Field Notes on the Results of the Documentation Study on And Triangularis. As a result, the evaluation criteria in the formulation of program objectives have been met, namely clear, realistic, and achievable, and have gone through a needs assessment process. and the evaluation criteria in determining whether the GULALI program has legality, have been met, namely the existence of a basis or guideline for implementing GULALI issued by the Ministry of Education and Culture regarding the character education program as the basis for implementing the GULALI Program. These two aspects, with excellent assessments, support efforts in strengthening students' character.

#### B. Evaluation of Input Components

Evaluation of input components includes organizational structure, human resources (HR) support, facilities/infrastructure support, budget/financial support, and stakeholder partnerships. The evaluation results of the input components obtained an average value of "good." This value was obtained through interviews with informants with the structure of the Program Evaluation Research Instrument. The instruments include Interview Guidelines, a list of questions for the input component, a Recording of Interview Activities with informants, Field Notes on Documentation Study Results, and Triangularis, according to the needs.; From the HR aspect, most teachers have carried out the process of assigning the GULALI team in a clear, realistic, and relevant manner following the requirements to become a GULALI team; all aspects of infrastructure facilities at SMA Negeri 5 Bogor City meet the standard of completeness of infrastructure facilities following the needs of the implementation of the GULALI Program; Most of the aspects of GULALI's budget/financial support have been met, namely clear, realistic, adequate, accountable, and transparent to support the fulfillment of the readiness of the GULALI program; Most of the aspects of the partnership with stakeholders have been fulfilled, namely transparent, realistic, accountable, and informative cooperation. All good scores in this aspect support the GULALI program, which aims to improve students' good character at SMA Negeri 5 Bogor City.

#### C. Evaluation of Process Components

The evaluation of process components includes work methods/procedures, activity schedules, assignment of the GULALI team, implementation of the GULALI program, monitoring and evaluation, and program assessment. The evaluation results of the process components obtained an average value of "good." The evaluation results were obtained through interviews with informants prepared through the Program Evaluation Research Instrument Structure. The instruments include Interview Guidelines, a list of questions for process components, a Recording of Interview Activities with informants, Field Notes on Documentation Study Results, and Triangularis. Based on the answers from the interviewees, the Head of SMA Negeri 5 Bogor City and the Deputy Principal of SMA Negeri 5 Bogor City,

the homeroom teacher, and the GULALI team, most of the interview answers stated that the method/procedure aspects of the work method and procedures for implementing the GULALI program went well; elements of the schedule of GULALI work activities have been carried out with an assessment category of "very good"; The appointment of the GULALI team went well; while the implementation of the GULALI program has been running well although there are still a few obstacles that can be appropriately resolved; implementation of the monitoring and evaluation aspects of the GULALI program which is well implemented; and lastly, the performance of the GULALI program assessment aspect stated that the GULALI program implementation aspect had been carried out with a "good" assessment category. So that all these aspects support efforts in strengthening the character of SMA Negeri 5 Bogor City students.

#### D. Product Component Evaluation

Product component evaluation includes the achievement of program results and the benefits of program implementation. The evaluation results of the process components obtained an average value of "good." The evaluation results were obtained through interviews with informants prepared through the Program Evaluation Research Instrument Structure. The instruments include Interview Guidelines, a list of questions for product components, a Recording of Interview Activities with informants, and Field Notes on the Results of Documentation Studies on And Triangularis. Parents/guardians of students, students, SMA Negeri 5 Bogor City graduates, and the surrounding community stated that achieving the GULALI program results had been carried out with an average category of "good" assessment. They also noted that performing the results of the GULALI program had been carried out with a moderate rating category of "good." This supports efforts to strengthen the character of SMA Negeri 5 Bogor City students.

## 4. Conclusion

Based on the analysis obtained from the results of research conducted, the implementation of the GULALI Program at SMA Negeri 5 Bogor City, in general, has been going well to support the program's objectives, namely supporting the Child-Friendly school program launched by the Government and increasing awareness of the excellent character of students, especially in terms of discipline and compliance with internal policies so that students are more sensitive, responsive, and contributive to the process of making and implementing public procedures in their environment

All criteria have been met by analyzing program needs, formulation of program objectives, and program policies, which are included in the context component. The organizational structure, human resource support, facilities/infrastructure support, budget/financial support, and partnerships with stakeholders included in the criteria input components have been met. Work methods/procedures, activity schedules, team assignments, program implementation, monitoring and evaluation, and program assessments included in the criteria process components have been met. Achievement of results and benefits of performance, which are included in the product components, all criteria have been met.

The results of direct observations of the implementation of the GULALI Program at SMA Negeri 5 Bogor City it is associated with respondents' answers to interviews in preliminary research, as well as analysis of interviews, documentation, and observations in further research showing the same results, in other words, the problems identified in primary research, are the

same with the issues found in further study. Therefore, this shows that the method used, namely the CIPP (Context, Input, Process, and Product) model, is effective and appropriate in evaluating the implementation of the GULALI Program at SMA Negeri 5 Bogor City.

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