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Evaluating the implementation of the character education strengthening program of vocational high schools in Yogyakarta City

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ABSTRACT

The research aims to evaluate the character education strengthening program (CESP) implementation in vocational high schools (VHS) throughout Yogyakarta City. The evaluation is done in the functions of (1) planning, (2) implementation, and (3) evaluation. In this descriptive qualitative research, the researchers collected information related to the implementation of CESP. The subjects are school principals, vice principals, and teachers determined using the snowball sampling technique in four vocational high schools in Yogyakarta City. The evaluation uses the discrepancy model, which looks for the gap between planning and implementation. Data were collected through observation, interviews, and documentation, validated using the source and collection triangulation, and analyzed using a descriptive technique carried out during and after completing data collection within a certain period. The findings show that: (1) the CESP planning consists of elements of initial assessment, CESP socialization, vision and mission, policy design, and CESP design, with an average score of 2.74, meaning that it is good; (2) the CESP implementation consists of the elements including CESP development in learning, school culture development, community participation, and implementation of the CESP main values, with an average score of 2.98, meaning that it is in a good category; and (3) the CESP evaluation has an average score of 2.50, meaning that it is in a good category. The results of this study are recommended as consideration for mapping the CESP implementation, determining education policies related to character education, developing CESP model reference for character research, and as materials for discussions regarding character education.

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INTRODUCTION

The human development index (HDI) states that education is one of the indicators that determine the success of the development of human quality and life expectancy and per capita income. HDI by Country 2020 released that Indonesia was in 117th place out of 190 countries. With a total population of 273,523,615 people, Indonesia has an HDI value of 0.69, the same as Vietnam and Bolivia. HDI classifies the success rate of human quality development into four levels, namely: (1) very high, with a value of 0.8 - 1.0, (2) high, with a value of 0.7 - 0.79, (3) medium, with a value of 0.55 - 0.70, and (4) low, with a value below 0.55. With a value of 0.69, Indonesia is in the middle level (World Population Review, 2020).

The success of education is affected by many aspects, one of which is the implementation of character education. There are currently negative phenomena mostly done by students, including acts of violence, vandalism, student brawls, drug abuse, corrupt behavior, plagiarism, cheating on exams, and social unrest. Manasikana and Anggraeni (2018) describe that in 2010,

there were at least 128 cases of student brawls. This figure increased sharply in 2011 to 330 cases of student brawls that killed 82 students. In the first semester of January-June 2012, some brawls killed 139 students. The National Narcotics Agency estimates that drug addicts increased by 2.8% in 2015 and are beginning to reach primary school-age children. The Indonesian Child Protection Commission (ICPC) explained that there were 171 students whom the Metro Jaya Police Department arrested during a demonstration against the [Job Creation Law](#) on Tuesday, October 20, 2020. The 171 students are in the age range of junior high school, high school, and vocational high school (VHS). They were detained in several places for committing vandalism, social unrest, arson, and fighting against officers ([Egeham, 2020](#)).

Those data and problems show how important character education is in educational institutions. Character education, which is contained in moral and religious teaching materials, which emphasizes the left brain aspect, has not been able to foster strong character and student creativity. The concept of character education must be integrated with the school climate, culture, and learning. As stated by [Nast et al. \(2020\)](#), character education is intentional efforts to develop in young people core ethical and performance values, which are widely affirmed across all cultures. To be effective, character education must include all stakeholders in a school community and must permeate school climate, culture, teaching, and learning.

Character is one of the keys to the success of education. Ki Hadjar Dewantara said that education is an effort to promote the growth of moral (character), mind (intellect-competence), and physic (skills-literacy). The three parts must not be separated from each other so that we can advance the perfection of a child's life. Thus, the success of education depends on the parties' ability to combine character, competence, and literacy skills in one educational concept. Strong character combined with high competence will produce a human resource that is strong, competitive, has integrity, and is reliable at work ([Ministry of Education and Culture, 2017](#)).

Character education develops cultural values and character in students so that it becomes the basis for thinking, behaving, and acting in developing themselves as individuals, members of society, and citizens. Character education is the development of values that come from ideology, history of the Indonesian nation, religion, culture, and the values stated in national education goals. [Mujiyati et al. \(2019\)](#) believe that the problem-based local history module effectively improves the students' critical thinking ability. Through this module, the students are directed to understand various aspects affecting a problem and relate it to the knowledge they have owned.

Character education is developed based on the source of values contained in (1) religion as a source of divine norms, (2) *Pancasila* (five pillars of the nation) as a proven source of character education able to ward off all forms of challenges and divisions, (3) culture as the basis for interpreting events, phenomena, and accidents in society, and (4) the goals of national education as the basis for formulating the goals of character education ([Ministry of Education and Culture, 2017](#)). Character consists of knowing the good, desiring the good, and doing the good. In this case, habits of the mind, habits of the heart, and habits of the action are needed ([Zubaedi, 2011](#)).

The objectives of character education strengthening programs (CESP) are (1) build and equip students as Indonesia's golden generation in 2045 with the spirit of *Pancasila*, (2) to develop a national education platform that places character education as the main soul in education, and (3) to revitalize and strengthen the potential and competence of educators, teaching staff, students, community, and family environment. Character education aims to improve the quality of educational processes and outcomes that lead to complete, integrated, and balanced education of students' character, noble character, in accordance with the competency standards of graduates in each school ([Presidential Regulation No. 87 of 2017](#)).

Character education requires a value internalization process. It must be implemented in all subjects taught in class, underlie all student activities, and become *deoxyribonucleic acid* (DNA) in all learning activities. To demonstrate their abilities, think rationally, and analyze something they see, students must learn and develop competence, tolerance, and togetherness. [Jannah et al. \(2018\)](#) describe that character education is implemented through integrating character education in the

school curriculum and through learning methods. Widiyani et al. (2020) state that the goal of the school partnership program, which is carried out by holding an MoU with partner institutions, is to improve the quality relationship to fostering interests and talents, and achievements. Riantoni and Nurrahma (2020) explain that there is a significant relationship between students' honesty character and integrated science learning outcomes in the very strong category where the Pearson Correlations score is 0.919. The implementation of the CESP must consider, among other things, age and learning models, be based on diverse backgrounds and individual differences, and establish collaboration among all education providers.

The age of students is a consideration for the implementation of character education because vocational high school students are aged 15-21 years with various levels of cognitive ability. The age of vocational school children is at the stage of moving from pedagogy to andragogy, so the learning strategy is very influential for the success of education. Learning models that are suitable, effective, and efficient are the capital of successful education. Wibowo et al. (2018) state that integrated learning is modeled by conducting curriculum study on basic competence of adaptive subjects and inserting productive basic competency subjects on adaptive subjects. After the integrated learning model is prepared, the learning model applied to the class is a competency-based learning model.

The diversity of backgrounds and individual differences of students is the basis for the implementation of the CESP. Handayani and Wulandari (2017) write that applying character values to all students must be based on the diversity of backgrounds (religion, culture, socio-economic status, ethnicity, language, and intellectual abilities) in the school environment. This is confirmed by Mayhew and Rockenbach (2021) that development occurs through exposure to and participation in college experiences that help students achieve the outcomes related to religious, spiritual, and worldview development.

The collaboration of education providers (school principals, teachers, and families) ensures the success of character education. The principal must be able to create an environment that is conducive to improving the quality of character education and creating a good school cultural climate. Effendi (2020) explains that the steps of the principal's transformational leadership role based on cultural, humanistic, and nationalism approaches effectively optimize the implementation of character education strengthening in schools. Teachers, as the spearhead of character education, must have professional competence, as stated by Bunyamin (2016) that teacher professional competence is the ability of a teacher to manage the teaching and learning process, the ability to manage learning supported by classroom management, and the mastery of learning materials, teaching strategies, and use of learning media. Wardoyo et al. (2020) write that teachers understand pedagogical and professional competencies by applying learning strategies and methods relevant to students' characteristics, integrating strengthening character education, literacy, high order thinking skills, and 21st-century skills. Meanwhile, family is an inseparable part of character education, as shown by Asbari et al. (2019) that parenting style and genetic personality have a positive effect and significantly contribute to children's character building.

Vocational high schools (VHS) are formal education institutions that provide vocational education at the secondary education level under the Directorate of Vocational Education. VHS prioritizes the development of student competencies in accordance with certain jobs in a professional manner. For this reason, an integrated vocational learning model integrated with business and industrial sectors is needed to provide work experience to students. Barabasch and Keller (2020) state that some factors contribute to positive learning experiences for apprentices. They support the development of the competencies essential in the modern workplace. They include taking the initiative, acting autonomously, communicating challenges and seeking advice, critical thinking, self-management, ability to work in different teams and the apprentices' management of their own learning process. Misbah et al. (2020) state that school principals, teachers, and students noticed the realization of comprehensive CBE framework principles in the study program to differing degrees, except for the principle of flexibility that is largely absent.

VHS collaboration program with business and industrial sectors aims to bring graduates closer to work situations and to develop independence and social assimilation. Mortaki (2012) reveals that vocational education helps in the social assimilation of various social groups. The development of vocational education and training is based on anticipating quantitative long-term demand for labor and educational needs and on qualitative anticipation of the needs for skilled workers at the national level. Mgaiwa and Ancian (2016) state that cooperation or partnerships in education can solve several problems in financing, management, access, and quality of education. This is in accordance with the theory that in a partnership, there are two or more parties who form a cooperation bond based on agreement and mutual need in order to create the active participation of partnership members and to increase the capacity and capability of a particular field so that it can get better results (Wheeler et al., 2018).

Unfortunately, nowadays, many schools are shackled by an education system that prioritizes material content and demands standardization so that they forget the character aspect as the basis of education. Widowati and Retnowati (2016) research shows that the implementation of character education in state senior high schools in Yogyakarta is in a good category, but there is a gap among exemplary teachers, unavailability of an honesty canteen, and unavailability of facilities for finding lost items. The integration of character education in school subjects is in a good category, but the learning implementation plan made by the teacher does not include student character assessment. School culture in the implementation of character education is also in the good category, but the implementation of al-Qur'an recital every morning for Muslim students has not been carried out.

The data on the results of the evaluation of the implementation of CESP in special needs schools in 2017 show that: (1) not all schools have developed the capacity of the environment, school committees, and other learning resources to support the implementation of the CESP; (2) there are still many schools that do not have instruments and program documentation of CESP, there are still many schools whose principals, teachers, and school committee members have not carried out regular and sustainable monitoring activities, and there are still schools that have not included students in CESP evaluations; (3) there are several obstacles in the implementation of CESP, including: lack of facilities and infrastructure, the absence of continuous CESP training for educators, lack of understanding of the parents and schools about the values of CESP; (4) schools have implemented CESP programs in schools but are not yet organized, well documented, and do not formally have a legal umbrella in the implementation of CESP in schools (Ministry of Education and Culture, 2017).

Based on the description of the concept and the research results on the implementation of CESP programs, the researchers conducted an evaluation study on the implementation of character education in vocational high schools in Yogyakarta City, which had never been done so far. The research is focused on evaluating the CESP in terms of the functions of planning, implementation, and evaluation. The research sample is four vocational high schools in Yogyakarta City. The benefits of the research results can be expected to be used as material for mapping the implementation of CESP in vocational high schools, determining education service policies related to CESP, and developing a CESP model as a reference for character education research, and the material for discussion about CESP.

METHOD

This research is descriptive qualitative research. In this study, the researchers collected the information related to the implementation of CESP at the time the study was conducted, without making changes to the subject under study. The evaluation uses the discrepancy model, which is to find the gap between planning programs and implementation. The evaluation stages include: identifying character education goals, analyzing the three functions of CESP activities (planning, implementation, and evaluation), compiling grids, retrieving data, and processing data. The research subjects are school principals, vice principals, and teachers. The determination of research

informants was carried out by using the snowball sampling technique. The research object is the implementation of CESP with a sample of vocational high schools in Yogyakarta City. The research was conducted from June to December 2020.

The data collection, in an effort to meet the credibility of the implementation of CESP, used the natural setting techniques (natural conditions) as data sources, namely: participant observation, in-depth interviews, and documentation. The guidelines used are the main instruments and supporting instruments. The main instruments are human, while the supporting instruments include interview guides, observation sheets, and documentation checklists. The interview instrument consists of 63 items, based on Instrument Evaluation and Supervision of the Ministry of Education and Culture's CESP program.

Table 1. Techniques of Data Collection

Function	Techniques of Data Collection	Instruments	Data Sources
Planning	Interviews,	Interview guide,	Principals,
Implementation	observation,	observation sheet,	vice- principals,
Evaluation	document checking	checklist	and teachers

³³ The data analysis technique in this study used the qualitative descriptive analysis, which was carried out at the time the data collection took place and after completing data collection within a certain period. The credibility of the data collected is measured through triangulation techniques so that valid data are obtained (Arikunto, 2017). The data collection techniques, instruments, and data sources in research data collection are presented in Table 1. ⁸

FINDINGS AND DISCUSSION

Findings

The data analysis was performed by grouping 63 questions into three functional groups: planning, implementation, and evaluation. The planning function contains 22 questions, including initial assessment, CESP socialization, vision and mission, policy design, and CESP design. The implementation function contains 32 questions, consisting of the elements: developing CESP in teaching, developing school culture, community participation, and implementing the main values of CESP. Meanwhile, the evaluation function contains nine questions that contain the elements of CESP evaluation implementation. In detail, the function grid, elements, and assessment indicators are shown in Table 2.

Table 2. Grids of Functions, Elements, and Assessment Indicators

Functions	Elements	Indicators
Planning	1. Initial Assessment	Item Numbers 1-5,
	2. CESP socialization	Item Numbers 6-8,
	3. Vision, mission, and formulation	Item Numbers 9- ²⁶
	4. CESP policy design	Item Numbers 14-17,
	5. CESP program design	Item Numbers 18-22.
Implementation	1. Developing CESP in teaching	Item Numbers 23-28,
	2. Developing school culture	Item Numbers 29-43.
	3. Community participation	Item Numbers 44-49,
	4. Implementing main values of CESP	Item Numbers 50-54,
Evaluation	CESP Evaluation	Item Numbers 55-63.

Indicators of Planning Function

The planning function consists of five elements: assessment, socialization, vision and mission, policy design, and program design. The initial assessment is indicated by the indicators of

identifying learning resources and infrastructure, human resources who understand CESP, the potential for school culture, sources of funding for CESP development, and school governance.

CESP socialization is indicated by the indicators of CESP dissemination to education stakeholders, prioritizing CESP's main values, and determining the distinctive values of schools. The vision and mission are indicated by the indicators of the formulation of vision and mission according to the main values of character, core values, school branding, the main values according to the 21st-century competencies, and the vision, mission, and branding contained in the curriculum.

The CESP policy design is indicated by the formation indicators of a CESP implementation team, school regulations that support the implementation of CESP, services for students with disabilities, and norms and regulations for the growth of core character values. The CESP design is indicated by the indicators of the compilation of CESP development, featured programs integrating main values, class-based featured programs, student facilitation programs, and school branding support activities.

Implementation Function Indicators

The implementation function consists of developing CESP, developing school culture, community participation, and implementing the main values. Developing CESP in teaching is proven by the indicators of the integration of the main values in the lesson plans, learning materials with life issues, proper methods, inculcating the main values of character, teachers being class managers, and role models, and sustainable capacities. Developing school culture is evidenced by the indicators of the creation of featured cultural traditions, main values of character, local wisdom, learning culture, guidance and counseling that supports CESP, literacy culture, reading corners, featured traditions, reflecting school culture, school branding, religious values, nationalism values, independence value, mutual cooperation value, and integrity value.

Community participation is proven by the indicators of parents' supports of CESP, the school committee's active role in CESP, community involvement in CESP, utilization of external learning sources, raising community funds, and sustainable community input and criticism. The implementation of the main values of CESP is proven by the indicators of the development of the religious dimension, the spirit of nationalism, the independence of students, the spirit of mutual cooperation, and the value of student integrity.

Evaluation Function Indicators

The evaluation of CESP is measured by some indicators of the instrument's construction for successful CESP. These indicators include monitoring activities, feedback mechanisms, follow-up monitoring, activities involving all elements in implementation, use of infrastructures, utilization of media, and increasing academic and non-academic achievement.

Discussion

The results of the interviews in the form of the answers to questions were analyzed based on interview guidelines, which were then matched with the results of observations (field checking) and document checking. For example, the initial assessment is measured by the indicators of identification of learning resources and infrastructure. Question: Does the school identify learning resources and infrastructure? To the answer of not identifying learning sources, a score of 0 was given; to that of identifying less than three valuable learning sources, a score of 1 was given; to that of identifying three to six valuable learning sources, a score of 2 was given; to that of identifying six to nine valuable learning sources, a score of 3 was given; and to that of identifying more than nine valuable learning sources, a score of 4 was given. Respondent's answers are checked against the evidence in the field and documents that are owned. For example: checking learning resources by looking at management documents and checking infrastructures by reviewing rooms, equipment, and supporting facilities.

The indicator value is analyzed to find the mean score of the elements. The mean score of the elements is used to determine the category. There are four categories: “not implemented” category for the mean score of 0.0-0.1; “quite implemented” category for the mean score of 1.1-2.0; “well implemented” category for the mean score of 2.1-3.0; “very well implemented” category for the mean score of 3.1-4.0. Based on the process of grouping the items, assigning values to each element indicator, taking the mean value of the elements, taking the school’s average score, and taking the school’s mean score, the research findings are as follows.

Research Findings of the Planning Function

The score of the indicator of each element of the planning function consisting of assessment, socialization, vision and mission, policy design, and program design for the four schools is presented in Table 3. Furthermore, the average value of each element of the planning function is shown in Table 4.

Table 3. Values of Element Indicators

Schools	Initial Assessment					Socialization			Vision and Mission					Policy Design				Program Design				
	a	b	c	d	e	a	b	c	a	b	c	d	e	a	b	c	d	a	b	c	d	e
VHS S1	4	4	4	2	4	3	3	2	3	3	3	4	4	3	3	0	4	3	0	0	4	3
VHS S2	2	2	1	0	1	1	0	0	1	1	0	0	3	0	0	1	0	0	0	0	1	1
VHS S3	4	4	4	4	4	3	3	3	4	4	4	4	3	2	4	4	4	4	4	4	4	4
VHS S4	4	3	4	4	4	3	4	4	4	3	3	3	4	4	4	3	4	4	4	3	4	3

Table 4. Average Scores of Planning Element

Elements	Scores			
	VHS S1	VHS S2	VHS S3	VHS S4
Initial assessment	3.67	1.00	4,0	3.60
CESP socialization	2.67	0.33	3.00	3.67
Vision, mission, and fomulation	3.40	1.00	3.60	3.60
CESP policy design	3.33	0.33	3.50	4.00
CESP program design	2.01	0.40	4.00	3.60
School average scores	3.02	0.61	3.62	3.70
VHS average score	2.74			

Table 4 shows that the planning of CESP at VHS 1 has a mean score of 3.02, which means that it is in a very good category. At VHS 2, it has a mean score of 0.61, which means that it is in a poor category. VHS 3 has a mean score of 3.62, which means that it is in a very good category, while VHS 4 has a mean score of 3.70, which means it is in a very good category. The mean score in the planning for CESP in vocational high schools in Yogyakarta City is 2.74, which means that it is in a good category.

Based on the respondents' answers, there are answers with a zero score (extreme score) in two vocational high schools, namely: (1) VHS 1 in terms of the service of students with disabilities, the featured program integration into learning, and the featured program of CESP; (2) VHS 2 in terms of the identification of learning resources, identification of CESP fundraising, formulation of CESP's main value priorities, CESP's distinctive values, school branding, formation of a CESP implementation team, regulations that support CESP implementation, CESP implementation rules, CESP program development, integration of featured programs in learning, and class-based featured programs. The results of the analysis show that the planning of CESP at VHS 2 is not implemented, which can be seen from the answers, with many having zero scores. The results of the analysis were corroborated by the results of the interviews with the acting Principal of VHS 2 who said, “This school has not implemented CESP optimally because there are many obstacles in planning, starting from assessment to designing activities, and until now there is no definitive school principal”.

The Findings on Implementation Function

The implementation function, which consists of elements of developing CESP in teaching, developing school culture, community participation, and implementation of the main values of CESP in the four schools, has varied results. The findings of the research at VHS 1 show that the score of 4 is obtained on the indicators including inculcating the main values of character, classroom management and teacher exemplary, sustainable capacity, learning culture, guidance and counseling support for CESP, featured traditions, reflecting school culture, school branding, religious values, nationalism, independence, integrity, and the spirit of mutual cooperation. A score of 3 is obtained on the indicators, including the content of learning materials, accuracy of methods, implementation of parental support, community involvement, utilization of learning resources, sustainable community input and criticism, creation of featured traditions, and local wisdom. A score of 2 is obtained on the indicators, including the school committee's role and raising community funds. A score of 1 is obtained on the reading corner indicator. A score of 0 is obtained on the literacy culture indicator.

The research findings at VHS 2 show that the scores of 4 and 3 are not obtained on any indicator. The score of 2 is obtained on the indicators including the content of learning materials, classroom management and teacher exemplary, main values of character, learning culture, guidance and counseling support, religious values, the active role of the school committee, utilization of external learning resources, sustainable community input and criticism, religious dimensions, student independence, and spirit of mutual cooperation. The score of 1 is obtained on the indicators including the integration of the main values in the lesson plan, the accuracy of the method, inculcation of the main values of character, sustainable capacity, creation of cultural featured traditions, featured traditions, reflecting school culture, nationalism, independence, mutual cooperation, and student integrity. A score of 0 is obtained on the indicators, including local wisdom, literacy culture, reading corner, school branding, implementation of parental support, community involvement, and raising community funds.

The findings of the research at VHS 3 show that the score of 4 is obtained on the indicators including the integration of main values in lesson plans, the content of learning materials, accuracy of methods, inculcation of the main values of character, class management, and teacher exemplary, sustainable capacity, creation of featured traditions, main character values, local wisdom, learning culture, featured traditions, reflecting school culture, school branding, religious values, nationalism, independence, mutual cooperation, integrity, the active role of the school committee, community involvement, utilization of external learning resources, sustainable community input and criticism, the spirit of nationalism, student independence, and also the spirit of mutual cooperation. A score of 3 is obtained on the indicators including guidance and counseling support for CESP, the implementation of CESP's main values, the development of the religious dimension, and student integrity. A score of 2 is obtained on the indicators including the parental support for CESP. Additionally, a score of 1 is obtained on the indicator of a literacy culture and reading corner.

The findings of the research at VHS 4 show that the score of 4 is obtained on the indicators including the integration of the main values in lesson plans, the content of learning materials, accuracy of the method, inculcation of the main values of character, class management and teacher exemplary, creation of cultural featured traditions, main values of character, learning culture, reading corners, featured traditions, reflecting school culture, school branding, religion, nationalism, independence, mutual cooperation, integrity, community involvement, utilization of external learning resources, raising public funds, sustainable community input and criticism, the spirit of nationalism, and student integrity. The score of 3 is obtained on the indicators including capacity on an ongoing basis, local wisdom, guidance and counseling support for CESP, literacy culture, parental support, the active role of school committees, development of a religious dimension, the spirit of mutual cooperation, and student independence. The scores of 2, 1, and 0 were not obtained at VHS 4.

Furthermore, the mean score of each element of the implementation function is shown in Table 5. Table 5 shows that the implementation of CESP at VHS 1 has a mean score of 3.28, which means it is in a very good category; at VHS 2, it has a mean score of 1.26, which means that it is in a sufficient category; at VHS 3, it has a mean score of 3.70, which means that it is in a very good category; VHS 4 has a mean score of 3.68, which means that it is in a very good category. The average score of the implementation of CESP in vocational high schools in Yogyakarta City is 2.98, which means that it is in a good category.

Table 5. The Mean Value of the Elements in the Implementation Function

Elements	Scores			
	VHS 1	VHS 2	VHS 3	VHS 4
Developing CESP in teaching	3.67	1.33	4.00	3.83
Developing school culture	3.33	1.01	3.53	3.80
Community participation	2.67	1.00	3.67	3.67
Implementing main values of CESP	3.20	1.60	3.60	3.40
School average score	3.28	1.26	3.70	3.68
VHS average score	2.98			

Based on the respondents' answers, there are answers with zero scores at two vocational high schools (VHS), namely: (1) at VHS 1 on the development of a reading corner, (2) at VHS 2 on the development of local wisdom, development of a reading culture, literacy programs, reflecting school branding, involving parents in CESP, community involvement in CESP, and raising community funds. The analysis results show that the implementation of CESP at VHS 2 is not well done, which can be seen from many zero-score answers. Especially in relation to the reading corner element, almost all schools have not provided facilities, and this was confirmed by the Head of the Administration of VHS 3, who said, "Our vocational school has not provided a reading corner, due to difficulties in funding and facilities, and student's interest in reading is currently facilitated in the library."

Research Findings on the Evaluation Function

The evaluation function scores as measured by the indicators of the composition of the CESP success instrument, monitoring activities, feedback mechanisms, follow-up monitoring, activities involving all elements in implementation, infrastructure use, media utilization, increasing academic achievement, and increasing non-academic achievement in the four schools are shown in Table 6. Besides, the mean scores of each element of the evaluation function are in Table 7.

Table 6. Element Indicator Scores

Schools	CESP evaluation								
	a	b	c	d	e	f	g	h	i
VHS 1	0	3	3	3	3	4	3	3	3
VHS 2	0	0	0	0	0	2	2	1	1
VHS 3	2	3	3	3	4	4	4	3	3
VHS 4	4	4	4	3	3	2	3	3	3

Table 7. Average Score of Elements in the Evaluation Function

Elements	Scores			
	VHS 1	VHS 2	VHS 3	VHS 4
Evaluation of CESP implementation in teaching	2.78	0.67	3.33	3.22
Private VHS average score	2.50			

Table 7 shows the CESP evaluation function at VHS 1 has a mean score of 2.78, which means that it is in a good category, VHS 2 has a mean score of 0.67, which means that it is in a poor category, VHS 3 has a mean score of 3.33, which means that it is in a very good category,

and VHS 4 has a mean score of 3.22, which means that it is in a very good category. The mean score of the evaluation of CESP in vocational high schools in Yogyakarta City is 2.50, which means that it is in a good category. The indicator scores of 62 and 63 show that the CESP increases academic and non-academic achievement by 62.5%. The analysis results are supported by the explanation of the Principals of VHS 1 and VHS 4, who said, "There is an increase in academic and non-academic achievements after CESP was implemented. National exam scores have increased, and many students have won various competitions, both sports and arts, and culture." This finding is supported by research by Manasikana and Anggraeni (2018), which reports that character education can improve the quality of education as evidenced by the increase in the quality of human resources.

Based on the respondents' answers, there are zero-score answers at two VHSs, namely: (1) at VHS 1 on the assessment indicators, (2) at VHS 2 on the assessment indicators, implementation monitoring, evaluation mechanisms, follow-up evaluations, and involvement of school elements in CESP implementation. The analysis results show that the evaluation of CESP at VHS 2 is not implemented, which can be seen from the many score-zero answers. This is confirmed by the explanation of the Acting Principal of VHS 2, who said, "We still lack human resources who master character education, and no one has participated in character training, so it is still difficult to do a detailed and correct CESP evaluation."

The description of the analysis results shows the constraints and implications of CESP in the four schools, which are generally related to teachers and students. In this regard, the supporting data on the number of classes, teachers, and students in the four schools where the research was conducted are shown in Table 8.

Table 8. School Data

School	Total		
	Classes	Teachers	Students
VHS 1	21	44	672
VHS 2	12	31	277
VHS 3	36	85	910
VHS 4	12	32	210

Table 8 shows that two schools are classified as medium schools, with the student body ranging from 500 to 1000, and two schools are classified as small schools (number of students under 500). The teacher-student ratio of 1:7-15 is a fairly good ratio for vocational schools. In addition, the implementation of CESP in the four schools is depicted in Figure 1.

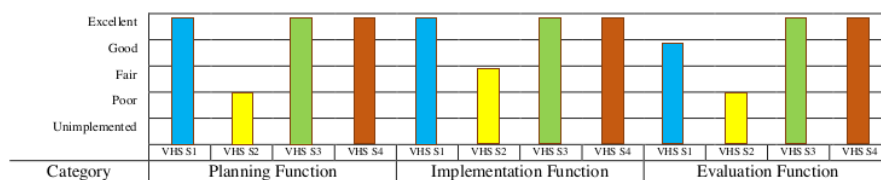


Figure 1. CESP Implementation per School

Figure 1 shows that the implementation of CESP in three private vocational high schools (PVHS) in Yogyakarta City has been carried out very well (75%), and one PVHS has been less than optimal (25%). PVHS 2, in particular, needs guidance, mentoring, and guidance in the implementation of CESP. Many factors affect the inadequacy of CESP. One factor is that the principle is not yet definitive, so more in-depth research is needed. In addition, there is no effect and correlation between school data and the successful implementation of CESP. The successful implementation of CESP depends on the seriousness of all education stakeholders and the school principal's leadership.

CONCLUSION

The planning for the character education strengthening program (CESP) at vocational high schools in Yogyakarta City, consisting of the initial assessment, CESP socialization, vision and mission, policy design, and program design, is in a good category, with a score of 2.74. Meanwhile, the implementation of CESP, consisting of developing learning, developing school culture, community participation, and implementing the main values, is in a good category, with a score of 2.98. These two scores are in line with the evaluation implementation component, which is also in a good category, with a score of 2.50.


The findings also show no effect and correlation between school data and the seriousness and success of the implementation of CESP. In addition, the data on the instrument also show that there are answers to the questions that are extreme (score of 0) in two schools, namely: VHS1 and VHS2, mostly found in VHS 2.

The implication of this research is that in the early stages, VHS felt burdened and had difficulty implementing CESP in terms of planning, implementation, and evaluation. However, at the end of the program, it was proven that CESP impacted the improvement of student's academic and non-academic achievement. The results of this study are recommended as consideration for mapping the implementation of CESP, determining education office policies related to character education, developing CESP models, as a reference for research on character, and as materials for discussions regarding character education.

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