

## ABSTRAK

### Evaluasi Pelaksanaan Pendidikan Karakter Berbasis Nilai-Nilai Islam (Studi Kasus di SD Internasional Islamic School)

Penelitian ini bertujuan mengevaluasi pelaksanaan program pendidikan karakter berbasis Islam di SD International Islamic (Intis) School Yogyakarta. Penelitian didasari kenyataan banyaknya permasalahan bangsa disebabkan oleh buruknya implementasi karakter dan budaya bangsa.

Fokus evaluasi meliputi *contex* (konteks) terdiri dari kondisi lingkungan dan budaya sekolah dalam memberikan kontribusi bagi pendidikan karakter berbasis nilai-nilai Islam di SD INTIS School, *input* (masukan) berupa kesiapan guru, kesiapan siswa dan kesiapan sarana belajar di sekolah dalam memberikan kontribusi bagi pendidikan karakter berbasis nilai-nilai Islam di SD INTIS School, *process* (proses) terdiri dari pengelolaan program dan proses pembelajaran dalam memberikan kontribusi bagi pendidikan karakter berbasis nilai-nilai Islam di SD INTIS School, dan *product* (hasil) yang dihasilkan dalam pendidikan karakter berbasis nilai-nilai Islam yang berupa penilaian perilaku siswa.

Metode penelitian yang digunakan adalah penelitian evaluasi dengan pendekatan Model Contex, Input, Process, Product (CIPP) dari Stufflebeam. Pengumpulan data dilakukan melalui observasi, wawancara, studi pustaka, dan kuisioner. Data dianalisis secara mix method dan selanjutnya dilakukan analisis deskriptif.

Hasil evaluasi menunjukkan bahwa : 1) *konteks* berupa aspek lingkungan sekolah dan budaya sekolah cukup kondusif untuk pelaksanaan pendidikan karakter berbasis nilai-nilai Islam (mean 46,00 ideal 40), 2) *input* yang meliputi kesiapan guru, kesiapan siswa, dan kesiapan sarana belajar sangat baik memberikan kontribusi terhadap pelaksanaan pendidikan karakter berbasis nilai-nilai Islam di SD Intis School (mean 60,63 ideal 50,00), 3) *proses* yang meliputi : 1) Perencanaan kegiatan pembelajaran, 2) pelaksanaan kegiatan pembelajaran, 3) pelaksanaan penilaian pembelajaran, dan 4) pelaksanaan remidi dan pengayaan sangat relevan dengan program dengan program pelaksanaan pendidikan karakter (mean 66,16 ideal 50), dan 4) evaluasi *produk* pendidikan karakter efektif memberikan kontribusi terhadap peningkatan perilaku siswa ( 58,74 ideal 50,00).

(kata kunci: pendidikan karakter, nilai-nilai Islam, Sekolah Dasar)

## ABSTRACT

### Evaluation of the Implementation of characters Education based on the Islamic values (Case studies in SD INTIS School Yogyakarta)

This study aims at evaluating the implementation of character education program in Elementary International Islamic ( SD INTIS ) School of Yogyakarta . The study is based on the fact that many national problems caused by the bad implementation of the characters and cultures of the nation.

The focus of the evaluation were context which consist of school environment and culture in contributing to characters education based on Islamic values of SD INTIS School , input, covering readiness of the teacher, students and school facility in contributing to the education of character based on Islamic values in SD INTIS School , process covering the management of the program and learning processes the Implementation of Islamic value based Characters Education in SD INTIS School , and product was produce in the form of students behavior assessments.

The method of the research was evaluation research employing Stufflebeam's Context, Input , Process , Product ( CIPP ) approach . The Data were collected through observation , interviews , literary study , and questionnaires . Analysis with mix method and these were continued with descriptive analysis.

Evaluation results show that : 1 ) the contexts, covering the school environment and school culture was conducive to the implementation of character education based on Islamic values (mean 46.00, ideal 40 ) , 2 ) input covering the readiness of the teacher and students well readiness of the learning facility contribute (mean 60.63 ideal 50.00 ) , 3 ) a processes including : ( 1 ) planning learning activities , ( 2 ) the implementation of learning activities , ( 3 ) assessment of learning , and ( 4 ) implementation of remedial relevant with program plan. category of very relevant ( mean 66.16 ideal 50 ) , and 4) the evaluation of the product in the form of student behavior in category efektif ( mean 58.74 , ideal 50.00).

(keyword: character education, Islamic Values, elementary school)

