

THE EVALUATION OF HONESTY CHARACTER EDUCATION PROGRAM ON THE ELEMENTARY STUDENTS OF SD MUHAMMADIYAH SAPEN YOGYAKARTA

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ABSTRACT

This research aims at revealing and analyzing the character education level of honesty value affective domain, and at finding out the strategy in improving the honesty of the students in SD Muhammadiyah Sapen Yogyakarta.

This research used mixed method, which is the combination of qualitative and quantitative approaches. The subjects of the research were the school Head Master, classroom teachers and students. The data collection was conducted through questionnaire, observation, interview and documentation. The data analysis was carried out through the steps of data reduction, data display and data interpretation.

The research result shows that the level of honesty character education of students in SD Muhammadiyah Sapen is that: there are 2 students (>97,5) categorized as excellent, 27 students (75 until 97,5) categorized as good, 2 students (52,5 until 75) categorized as poor, and no single students categorized as very poor (< 52,5). It can be concluded that the students' level of honesty in SD Muhammadiyah Sapen is categorized as good.

The honesty character education in SD Muhammadiyah Sapen is implemented through 1) integration in learning, 2) school culture, 3) extracurricular activities, and 4) cooperation with parents and societies. First, the honesty character education through integration in learning is done by fostering honesty either explicitly or implicitly within the curriculum and school learning activities. Second, the honesty character education through school culture was done in the physical artifact strata, which is actually performed through exemplary, routines, spontaneous and conditioning activities. Third, the honesty character education through extracurricular activities is divided into four activities, involving religion, language, art and sport. Fourth, the honesty character education through cooperation with parents is done by having the Saturday morning activities as well as achievement consultation, while the cooperation with societies is done by socializing the character education program that has been established by the school towards the surrounding society.

Key Words: Evaluation, character values, honesty values