

EVALUATION OF CHARACTER EDUCATION STRENGTHENING PROGRAM AT SMA NEGERI 2 KEDIRI

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Abstract: This article aims to review the evaluation of the character strengthening Program (PPK) with models of CIPP models (Context, Input, Process, and Product). The character education reinforcement Program aims to instil the values of the nation's character formation massively and effectively through the implementation of the key values of the national movement of the Mental revolution. The purpose of this research is to evaluate the implementation of character education strengthening at SMA Negeri 2 Kediri. This article is a result of field research using the Mixed Methods approach. Data sources obtained from principals, deputy principals, educators, and learners. The population is focused on the XI class students with a sample of 38 students while product component data is collected through questionnaires. The results showed that on the Context component, the school's understanding of PPK was not maximized, environmental support was excellent, and the purpose of the program was obvious. The Input component indicates that the availability of human resources educators and funding sources insufficient categories. The Process component is good enough with evidence of the implementation of class-based programs. Product component Achievement Five main values of PPK students of class XI SMA Negeri 2 Kediri with the average value of a poll obtained by 78.6 shows the very good category in achieving five main values of PPK characters.

Keywords: Evaluation, character education strengthening program.

Introduction

Education plays an important role in determining the future of the nation. Education is a means of shaping and fixing the problems of the nation's characters who have challenges in determining the future of the nation. Character is a pillar of the state that cannot be separated into national and state life. Therefore the character becomes very important to build a strong nation, has a strong identity and strong character to form the personal dignity of the nation.¹

The education of character has been planned by the government since 2010, even in character education schools has also been implemented by educators in schools. But the growing era, character education began to shift so that character education could be less attentive. As stated by Akhmad Muhaimin Azzet, that education in Indonesia has been deemed to have no problems in the role of education in the nation's children, but still considered less successful in embedding or forming Noble personality learners. Therefore, character education in Indonesia becomes an urgent necessity.²

Education that is considered a quality is an education that can cultivate a generation of nations that suit the purpose of national education contained in law No 20 the year 2003 on the national education system. It has been mentioned that the national education serves to develop the ability and shape the character and civilization of the nation dignified to educate the life of the nation, aims to grow the potential of learners to Be a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic citizen and responsible.³ From the quote, it can be concluded that education has the function and purpose of forming a good character for learners. This demonstrates the seriousness of the government in the effort to realize the character education in Indonesia.

¹ Wahyu Sri Wilujeng, "Implementasi Pendidikan Karakter Melalui Kegiatan Keagamaan Di SD Ummu Aiman Lawang" (Skripsi, UIN Maulana Malik Ibrahim, Malang, 2016), 1–2.

² Akhmad Muhaimin Azzet, *Urgensi Pendidikan Karakter Di Indonesia* (Yogyakarta: Ar-Ruuz Media, 2011), 15.

³ "Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional & Peraturan Pemerintah RI.Tahun 2010 Tentang Penyelenggaraan Pendidikan Serta Wajib Belajar," Pub. L. No. UU 20/2003 (2003).

Some of the causes of moral decadence in the students include Free association, juvenile delinquency, a brawl between students, rising free sex associations, illegal drug abuse, theft, violence against adolescents and Deprivation of the rights of others to cause social problems that are now not resolved completely.⁴ Seeing that moral condition signifies that the moral knowledge gained in school bench has not been able to change the students ' character well so that there needs to be habituation of character education that is applied together in the school environment.

The condition of the nation is experiencing moral decadence, especially among students, inviting various parties, especially governments who handle in the field of education, to further emphasize character education in schools. President Joko Widodo issued the presidential Decree of Law No. 87 the year 2017 about strengthening character education. The purpose of the establishment of the character Education Strengthening Act is to instil the values of the nation's character formation massively and effectively through the implementation of the main values of the national movement of the Mental revolution (Religious, nationalist, independent, and team and integrity) that will be the focus of learning, habituation and in the culture so that it becomes the education of the nation's character that can change the behaviour, way of thinking and the way of acting all nations Indonesia becomes more and more integrity.⁵ Thus, the objective of the character education reinforcement program is clear so that the character of the students can be formed in the hastening of the generation that excels in the nation.

The implementation of character education has been long applied in SMA Negeri 2 Kediri. But due to the program of government character Education strengthening, then SMA Negeri 2 Kediri strives to adjust the character education that is following the PPK in hopes that the education of character applied more directed and Of course under the mandate of the previous fighters in realizing.

The implementation of character education strengthening at SMA Negeri 2 Kediri has been held since 2016 until now, therefore,

⁴ Iskandar Tsani, "Evaluasi Pelaksanaan Pendidikan Karakter Di Pondok Pesantren Darul Ma'rifat Sumber Cangkring-Gurah Kediri," *Didaktika Religia* 1, no. 2 (2013): 61.

⁵ Kementerian Pendidikan dan Kebudayaan Republik Indonesia, "Modul Pelatihan Penguatan Pendidikan Karakter Bagi Guru" (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016), 1–2.

the strengthening of character education has been evaluated to determine how far successful the strengthening Character Education in embedding character education to students in SMA Negeri 2 Kediri. Thus, this article aims to know how to evaluate context, input, process, and product in implementing character education strengthening program in SMA Negeri 2 Kediri.

This article is the result of field research using a mixed-method (a combination of the qualitative method and quantitative method in one study). In the setting of this research, qualitative methods are more dominant than quantitative methods. Qualitative methods are used to determine the evaluation of context, input, and process, while the quantitative method to know the product evaluation.

Evaluation of this character education strengthening implementation using the CIPP model by looking at the four interconnected components. Hopefully to be input in the implementation of character education strengthening in SMA Negeri 2 Kediri. The data sources in this study are divided into two, namely primary and secondary data sources. Primary data sources of words and actions related to the research focus obtained directly from the parties involved in the research process.⁶ In this research, primary data was obtained from interviews with informers that include principals, deputy headmasters, educators and students, and primary data also obtained from observations conducted by observers in the environment of SMA Negeri 2 Kediri relating to the character education strengthening implementation. While secondary data sources are obtained from photographs, documents, and objects that can be used as a complement to primary data sources. Characteristics of secondary data sources are documents such as books, scientific works, letters, or archives in SMA Negeri 2 Kediri.

The population is the entire subject of research. The population in this study was a student of XI SMA Negeri 2 Kediri, amounting to 364 students. Samples are part of the research subject. If the subject is less than 100, it is better to take all, but if the large population amount can be taken 10-15% or 20-25% of the population.⁷ In this research, because of time constraints caused by students are being repeated semester, so the authors use Google form media in poll spreads. For

⁶ Ahmad Tanzeh, *Pengantar Metode Penelitian* (Yogyakarta: Teras, 2009), 54.

⁷ Suhasimi Arikunto, *Prosedur Penelitian "Suatu Pendekatan Praktek"* (Jakarta: Rineka Cipta, 1996), 120.

responding to 38 students, the author took 10% of the population of 364 learners.

To obtain the data in the field to describe and address the issues being researched, researchers collect data using interview methods, observations, documentation, and questionnaires. The form of an interview or interview used is a guided free interview in an interview. The researcher carries guidelines that contain outlines about what to ask. This method of interview is conducted for data collection related to strengthening character education. This interview method can be done at the principal, deputy principal, educator and students to determine the implementation process of character education reinforcement that has been set by President Joko Widodo for the Implementation of education Character through Formal School by law No. 87 the year 2017 on strengthening character education. Interviews can be done with the informant and to record the results of the interview with the permission of the informant, researchers can use the tool in the form of notebooks and HP.

In the implementation of observation, researchers present at the site of research and try to observe and record any symptoms arising in SMA Negeri 2 Kediri with relation to the observed phenomenon that is about the implementation of character education strengthening. The observation or observation carried out in the study was direct observation of the character education reinforcement implementation directly and completely without the addition of any reduction of symptoms present in the field. Then, from observation, researchers recorded systematically regarding the symptoms in the ongoing observation.

Documentation is used to find the official document data, especially internal documents on the general picture of SMA Negeri 2 Kediri Character education strengthening implementation. The Data obtained from this documentation are forms of activities and programs conducted by the school to implement character education reinforcement at SMA Negeri 2 Kediri. While the questionnaire is a sheet containing a collection of information that contains several written questions to be answered by the Respondent with written answers also. Respondents chose only one answer that was considered the most correct. In this case, the author spreads the poll link through Google form to some students of class XI in the state

High School 2 Kediri as a sample evaluation, then the writer awaiting a response from the respondent through Google form.

Character Education

The definition of character can be concluded behaviour, a common personality in his daily life that will affect the mindset and behaviour that will characterize the individual with others. If two vocabulary is combined, it becomes a character education that has the meaning of a transformation process of life's values to be grown in one's personality so that it becomes one in the person's life behaviour. In the definition, three important thought ideas process the transformation of values, grown-up in personality and become one in behaviour.⁸

Meanwhile, according to Thomas Lickona quoted by Mahbubi says that character education is a deliberate attempt to help people understand, care for and act based on ethical values. Character education can be interpreted as "The deliberate use of all dimensions of school life to foster optimal character development."⁹ This is reinforced by Kertajaya, which suggests that character is a characteristic that is owned by an object or individual. The distinctive characteristic is genuine and rooted in the personality of the object or individual and is a machine that encourages how one acts, behaves, says and responds to something.¹⁰

Strengthening character education (PPK) is a continuation and revitalization of the national movement of character education that has begun in 2010. The strengthening of character education is prioritized due to issues that threaten the integrity and future and integrity of the homeland.

One of President Joko Widodo is strengthening the education of the national character. The President wants to conduct a national movement of the Mental revolution that will be applied at all levels of education. The President has a great expectation of the character education that establishes and improves the moral children of the

⁸ Abdul Majid and Dian Andayani, *Pendidikan Karakter Perspektif Islam* (Bandung: Remaja Rosdakarya, 2011), 11.

⁹ M. Mahbub, *Pendidikan Karakter: Implementasi Aswaja Sebagai Nilai Pendidikan Karakter* (Yogyakarta: Pustaka Ilmu Yogyakarta, 2012), 41.

¹⁰ Mufarrihul Hazin, "Implementasi Kebijakan Pendidikan Karakter Pada Perguruan Tinggi (Studi Multikasus Di Universitas Negeri Surabaya Dan UIN Sunan Ampel Surabaya)" (Disertasi, Universitas Negeri Surabaya, 2017), 50.

nation. Therefore, the general said that the nation had suffered a lot of moral deterioration. Therefore, the President issued a presidential regulation on strengthening character education. With the expectation, that the character education in Indonesia is directed by PPK that can change the behaviour, way of thinking and how to act all the nation of Indonesia for better and integrity.

Education is considered as a dimension in the implementation of national education, so that character education as a shaft is very basic in education. It is hoped that the character education that is implanted can help learners to develop good culture and character for the nation's generations in various aspects, so that character education can reduce the problem of Moral slump and Indonesian characters.¹¹

In presidential Regulation No. 87 year, 2017 on the strengthening of the character education mentioned in article 1 that further strengthening the strengthening of Character education hereinafter abbreviated as PPK is the education movement under the responsibility of the Unit Education to strengthen the students' character through the harmonization of care, exercise, sports, and sports with engagement and cooperation between education, family, and society as part of the national movement of the Mental Revolution (GNRM).

The PPK movement puts character education as the deepest dimension or core of national education, so that character education becomes the shaft of implementing primary and secondary education. Furthermore, the movement synchronizes various programs and character education activities that have been implemented until now.¹²

Based on the above understanding, character education can be concluded that character education is an educational of ethics, moral, and ethical education. Character education is very well implanted as early as possible to the child to be accustomed to the noble character. So that the child will be accustomed to doing until he becomes an adult and the child will certainly have a good personality that can be applied anywhere.

CIPP Evaluation Model

¹¹ Enggar Dista Pratama, "Pelaksanaan Penguatan Pendidikan Karakter (PPK) Di SMK Negeri 2 Pengasih" (Skripsi, Universitas Negeri Yogyakarta, 2018), 16.

¹² Pratama, "Pelaksanaan Penguatan Pendidikan Karakter (PPK) Di SMK Negeri 2 Pengasih."

The evaluation model used in this study was a CIPP model developed by Daniel L. Stufflebeam. CIPP stands for Context, Input, Process, and Product. In an applied research book by Endang Mulyatiningsih, it suggested that CIPP evaluation is known as formative evaluation to make decisions and improvement of the program.¹³ The CIPP Model rests on the view that the most important goal of the program evaluation is not to prove, but rather to improve. Therefore, this model is also categorized in an evaluation approach that is oriented towards improvement-oriented evaluation.¹⁴

Sudjana and Ibrahim translated each of these dimensions with the meaning of (1) Context, is a situation or background affecting the types of objectives and the educational strategy to be developed in the system concerned, the situation This is an external factor, such as the perceived educational problem, state economic state, and the view of community life; (2) inputs, relating to the means, capital, materials, and strategies planned to achieve the objectives of education, Input components include students, educators, designs, tools, and facilities; (3) process, is the implementation of the strategy and use of means, capital, and materials in the real activities in the field, the process components include learning activities, mentoring, and training; and (4) *Product*, Is the result achieved both during and at the end of the development of the relevant education system, the product components include knowledge, ability, and attitude (students and graduates).¹⁵ The evaluation model in the study uses the CIPP (Context, Input, Process, and Product) model that is initiated by Stufflebeam.

Evaluation of this character education strengthening implementation using the CIPP model by looking at the four interconnected components. Hopefully to be input in the implementation of character education strengthening in SMA Negeri 2 Kediri.

Evaluation focus with CIPP model in this study as follows:

1. The context evaluation, resulting in information relating to the school's understanding of PPK, program legality, environmental support, and program objectives.

¹³ Daradjat Daradjat and Wahyudhiana Wahyudhiana, "Model Evaluasi Program Pendidikan," *ISLAMADINA* XIV, no. 1 (2015): 5.

¹⁴ Daradjat and Wahyudhiana, "Model Evaluasi Program Pendidikan."

¹⁵ Ihwan Mahmudi, "CIPP: Suatu Model Evaluasi Program Pendidikan," *At-Ta'dib* 6, no. 1 (2011): 91.

2. Evaluation of inputs, providing information related to human resources that support PPK, infrastructure facilities and resources implementation PPK.
3. The evaluation process provides information about the implementation of PPK-based classes, implementation of PPK-based culture, implementation of community-based PPK, monitoring the implementation of PPK and barriers encountered in implementing the program. The evaluation process provides information about the implementation of PPK-based classes, implementation of PPK-based culture, implementation of community-based PPK, monitoring the implementation of PPK and barriers encountered in implementing the program.
4. Product evaluation, providing information about the planting achievement of five main values of PPK.

Evaluation Context Implementation of Character Strengthening in SMA Negeri 2 Kediri

Strengthening character education is a government program strengthened by Perpres No. 87 the year 2017 about strengthening character education. Character education has certainly been implemented since the previous year. Since the official regulations, some schools are appointed as referral schools which means that the referral school will be an example of several other schools. With its appointed as a referral school, the course has a challenge that is quite heavy as well as having to follow all the development of education programs from the Kemendikbud. Along with its appointment as an automatic referral school, It is also appointed to implement character education reinforcement (PPK) in hopes of improving the students' character to prepare the competitiveness of students of the 21st century.

Strengthening character education is a program for organizing character Education with a guide for Kemendikbud. To be able to implement PPK certainly need a clear understanding to be able to implement well. However, the government is incomplete in giving guidance such as the implementation of PPK modules to SMA Negeri 2 Kediri so that the school to implement PPK with what is understood in an outline according to the value of five major characters PPK, whereas the PPK consists Three (3) class-based movements, school culture, and community-based. So the school only

understands PPK at a glance five key values PPK characters. Likewise, the school does not fully understand the Presidential decree No. 87 the year 2017 on the strengthening of character education.

Nevertheless, the implementation of PPK goes smoothly according to the conditions of the school with the support of both the curriculum committee, community leaders, school citizens, and alumni. It can be helpful once in achieving the program objectives to conduct the education of character in the Pancasila spirit and improve the performance of learners.

Evaluation of Input Implementation of Character Education Strengthening at SMA Negeri 2 Kediri

Evaluation of the inputs studied includes human resources supporting PPK, infrastructure, and resources. Data retrieval to obtain information is through the interview, observation, and documentation.

Human resources that support the implementation of PPK is involving all educators in the school. Such as PPK-based classes, school-based and community-based cultures are all undetached from the role of all educators. Educators are given responsibility in a field so that educators perform their roles according to their duties and responsibilities. In addition to conducting lessons in educator classes, we also feed on PPK based on class.

Facilities of school infrastructure have supported the implementation of PPK and student activities of both the Intrurricular, co-curricular and Ectrurricular. Both the completeness of the learning building, the extracurricular activities space learners, laboratories, libraries, bathrooms, fields, and parking lots are all in good condition so that the school facilities are good enough in supporting student activities and implementation of PPK.

The source of funds used to implement the PPK program is a fund obtained from the central Government (APBN) which is dropped once a year once. The first time government funding dropped four hundred million used for the construction, completing the school facilities in supporting PPK and learning and used for the needs of school activities. It was second year onwards, and the government fund dropped about a hundred and twenty million for all PPK activities and school needs. So all the funds are managed for the needs and requirements of the school.

Evaluation Process of Character Education Reinforcement Implementation at SMA Negeri 2 Kediri

Evaluation of the researched processes includes the implementation of PPK-based, class, school-based culture, community-based, monitoring and evaluation and barriers encountered in the implementation of character education reinforcement. To obtain such information the author uses interviews, observations, and documentation.

In the implementation of the class-based program, educators integrate PPK grades that implement 21st-century learning characters that include critical thinking, creative, able to communicate and collaborate). Educators are always implementing discipline, honest and well-behaved education. At the time of teaching an educator is not bored to remind about good behaviour to learners. Educators then associate the content of the material with life's participants through stories and examples in life. Educators are constantly implementing ongoing curriculum developments because the school initiative develops the capacity of educators sustainably. It will be able to support the quality of school education.

In addition to the implementation of class-based programs, the school also conducts a culture-based program that is a leading tradition and the main value of PPK in daily life. The activities of the flagship tradition consist of literacy movements, safe schools, ethical education, and entrepreneurship. The school has implemented literacy movements to increase the interest in reading learners as well as to develop students' ability to work with writing, such as making short stories, poetry, and KTI. To implement safe schools, schools have imposed points for learners to practice discipline and orderly. Meanwhile, the school's character education gives students the authority of the BK educators to fill the ethics subjects to the learners. And these entrepreneurship program schools invite students to practice entrepreneurial by visiting a place of industry and cultivation.

Furthermore, the habituation of the primary value of PPK character applied in daily life in schools includes the habituation of 5S (smile, Sapa, greetings, politely and polite) when entering the school gate, tolerance to other religious people. Religious habituation includes prayer Dluha, prayers and the Asar in the congregation, Tadarus al Qur'an, praying to start and end learning, religious studies.

The commonly applied nationalist habituation included singing the Indonesia Raya song before the beginning of the lesson began, the flag ceremony every Monday and the flag ceremony at the PHBN time. The habituation of Gotong Royong applied is to help each other in cleaning the class and mutual assistance in completing the group tasks. The usual self-habituation of the school is literacy and competing for movement. And the habituation of integrity is to implement honesty, discipline and orderly rules. With the application of habituation that has been applied in day-to-day activities is expected to be the character that can be internalized in students to become generations who have the spirit of Pancasila and have a good character.

Also, the school implements the implementation of community-based programs. In support of school programs will certainly involve various parties to smooth in realizing the school program. Contributions and caring school committees, parents, community leaders, and alumni are very enthusiastic about helping each other in the implementation of PPK. It shows the school program of the community.

The headmaster and its representatives always conduct monitoring of PPK program implementation and evaluate the programs that are already running. Monitoring is done to determine the process of implementing PPK as it progresses with monitoring through journals and CCTV that monitor the implementation of activities. Then the school evaluates after the implementation of PPK to know the successful implementation of PPK. Then in the implementation of PPK, schools rarely encounter obstacles except for only time for the implementation of PPK activities at the same time as the activities of other learners. From that, the authors finally find out that in the implementation of PPK schools rarely encounter obstacles, and most of its programs realized well.

Evaluation of the Character Education Strengthening Performance in SMA Negeri 2 Kediri

The evaluation of the researched product is a character education that has been internalized by looking at the development of students ' character with habituation activities applied by the school. If the student's character education has been internalized on the

student's soul then he/she will carry out activities with good characters. Thus the student's character reflects the good character.

Results derived from product evaluation are using poll calculations to several learners. Research evaluation of the implementation of PPK to cultivate the character of the Pancasila spirit that is seen from the study carried out the character of religious, nationalist, Gotong Royong, independent and integrity. Results of the calculations seen from what has been obtained through poll assessment.

Internalization of the main five values of PPK character in SMA Negeri 2 Kediri through the cultural activities of the school can be felt by the father of teachers. According to some educators' opinions when encountered during the interview, there are various character changes in the students. Nuryani explained that "since the implementation of this PPK children's change can be felt. They become accustomed to praying Dluha, worshippers Dluhur and Asyar, Discipline, orderly with the rules and regulations made by the school, accustomed to do the ceremony, the majority of his polite and decent is good enough, they also have the attitude of mutual assistance. In anything like the event of a school Milad and clean the mosque."¹⁶

Rulina added that "Children's characters are good enough, they when meeting educators applying the 5S though sometimes there are still 1 or 2 learners who are interested in the educators who are not educators who teach in their classrooms, have a tolerance for their friends, School and no one has been cheating during the exam."¹⁷

Musito expressed the same thing, that "no problem, it is good enough. They are disciplined, orderly, tolerances with different friends of religion, assisted mutual help, responsible for his duties. So I value that the students' character is good."¹⁸ The same is also conveyed by Supriyadi, that "they have met the educators of YA manners to apply 5S, then also tolerance fellow friends, if the test there is rarely a child cheating if the father tempted him teacher Tau he told to do in the room Special that has been provided, they are disciplined to enter the school, for example, it is late he hit points if there was a student who got the school with climbing the fence of the school if there is now

¹⁶ Ahmad Nuryani, Pencapaian lima nilai utama karakter, April 10, 2019.

¹⁷ Rulina Rulina, Pencapaian Lima Nilai Utama Karakter, April 16, 2019.

¹⁸ Musito Musito, Pencapaian Lima Nilai Utama Karakter, April 16, 2019.

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Moreover, in this case, the authors proved by spreading the poll to some learners focused on the XI class either the MIPA class or IPS. Here are the results of poll processing:

Table 1.

Poll processing Results

No	Char acter value s	Questions	Percentage Mount			
			Always	Often	Seldom	Never
1.	Religi ous	Be safe with educators when they arrive at school and when they meet educators	10,5%	42,1%	47,4%	0%
		Pray before and after learning	76,3%	23,7%	0%	0%
		To perform the Dluha prayer at AL Anwar Mosque	2,7%	28,9%	50%	18,4%
		To perform prayers and Dluhur in the congregation at Masjid Al Anwar	34,2%	34,2%	28,9%	2,7%
		Follow the FIS/prayers/COTTON	2,7%	28,9%	31,6%	36,8%
		Follow the Qur'an	2,6%	21,1%	42,1%	34,2%
		Follow Istighasah/Morning Prayer/ALPHA	2,7%	10,5%	26,3%	60,5%
		Tolerance to other faith and peace and harmony with other religions	100%	0%	0%	0%
2.	Nasio nalist	Singing Indonesia Raya song before learning	84,2%	15,8%	0%	0%

¹⁹ Supriyadi Supriyadi, Pencapaian Lima Nilai Utama Karakter, April 16, 2019.

No	Char acter value s	Questions	Percentage Mount			
			Always	Often	Seldom	Never
		Follow the flag ceremony every Monday and PHBN	84,2%	15,8%	0%	0%
		Diligent learning to be an accomplished	57,9%	28,9%	10,5%	2,7%
		Admission School/class on time	57,9%	36,8%	5,3%	0%
		Speak politely with educators and friends	52,6%	34,2%	13,2%	0%
		Complying with school rules and codes	50%	39,5%	10,5%	0%
3.	Mandiri	Dare to convey opinion	36,8%	39,5%	23,7%	0%
		Creative in working about and working	26,3%	47,4%	26,3%	0%
		Strive to realize hope, dreams and ideals	73,7%	23,7%	2,6%	0%
		Work on all tasks in earnest	44,7%	36,8%	18,4%	0%
4.	Gotong Royong	Deliberation in resolving the problem	44,7%	47,4%	7,9%	0%
		Help each other in cleaning the class	36,8%	44,7%	13,2%	0%
		Help each other clean the school garden or mosque	10,5%	21,1%	50%	18,4%
5.	Integritas	Honest in acting and saying	36,8%	52,6%	10,5%	0%
		Responsible for the issues faced	52,6%	44,7%	2,7%	0%
		Actively involved in social life	42,1%	31,6%	26,3%	0%
		Familiarize yourself with anti-corruption in any form	71,1%	26,3%	2,6%	0%

After the author calculates the poll value of each respondent and collects it. Hence the results of the poll that can be seen in the following table:

Table 2.

Respondents' poll value about achieving five main values of PPK characters

No.	Respondents	Poll value
1	A	80
2	B	91
3	C	80
4	D	76
5	E	89
6	F	93
7	G	79
8	H	88
9	I	87
10	J	79
11	K	81
12	L	86
13	M	76
14	N	88
15	O	90
16	P	82
17	Q	67
18	R	76
19	S	83
20	T	68
21	U	90
22	V	69
23	W	74
24	X	80
25	Y	80
26	Z	89
27	AB	84
28	AC	78
29	AD	73
30	AE	61
31	AF	77
32	AG	75
33	AH	90
34	AI	58
35	AJ	70
36	AK	57
37	AL	71
38	AM	74
Amount		2989

To know the average value of the habituation of the PPK character five main values as follows:

$$MX = \frac{\sum X}{N}$$

Description:

M_x = Mean (rata-rata)

$\sum X$ = Number of variables

N = The number of samples processed

$$MX = \frac{2989}{38} = 78,6$$

Table 3.

Category five main value achievement PPK character

Score	Grade
76 - 100	Excellent
51 - 75	Good
26 - 50	Average
0 - 25	Bad

According to the calculation of 25 items related to habituation of five main values of PPK character that received a response from 38 students of class XI SAM Negeri 2 Kediri in familiarizing five main values of PPK character included in the category “Very good”. This is evident from the results of the study stating that the outcome of the average value of the 78.6 polls is in a very good category.

This is per the statement Wakasek curriculum, Wakasek Keattendee was educated, Catholic religious educators and teachers of BK at the interview, that he said an increase in the students ‘ character is quite a lot and can be felt by Mr. IBU educator. Learners have a polite character of politeness, discipline, tolerance, mutual assistance and a competitive soul in achieving achievements.

Of all the habituation of the five main values of the character PPK calculation result is derived from religious, nationalist, Gotong Royong, Mandiri and integrity as a whole in the category very good. However, it is necessary to improve on the habituation of religious characters and *gotong royong* students to increase. As for the nationalist character, Mandiri and integrity are already in excellent categories. Planting five main values of PPK characters to foster the spirit of students Pancasila to date is quite successful with a very good category.

Strengthening character education is very important for students to have a superior personality, according to the morality of

Indonesia based on Pancasila and the CONSTITUTION 1945. So, the aspect of the students ' morality is not only the responsibility of religious educators only, but the content of the curriculum is integrated into a solution that must be sought together by all the school citizens. Thus, students ' morality can be well controlled so that they will have the personality and character of religious, nationalist, Gotong Royong, Mandiri and integrity.

Conclusion

In terms of the evaluation of Context, SMA Negeri 2 Kediri has not been so well understood about the PPK's movement base, which covers class-based, school-based and community-based culture. Schools are quite aware of PPK as strengthening character education. It is possible because the school is not given a complete guide on PPK. In terms of the legality of the program, PPK is a program of Kemendikbud that has had the official law of Perpres No 87 the year 2017 about strengthening character education. However, the school has not been memorized with the law governing PPK. Environmental support for the implementation of PPK is good enough. They were seen from the support of all the school residents, committees, parents, community leaders, and alumni. They help with the implementation of mutual assistance in building mosques and realizing other school programs. The objective of the PPK Program is to foster good character education and the Pancasila spirit.

In regards to the evaluation of inputs, the student is very enthusiastic in supporting the implementation of PPK. The school formed the PPK team to divide several fields and to block the insurer to be more focused on the program it is responsible for. The facility of school infrastructure has been supportive of the implementation of PPK and KBM. School facilities that consist of field, parking, mosque, study room, laboratory, library, and unit room or extracurricular are quite good and feasible for PPK implementation. Source of funds used in the implementation of PPK sourced from the central government. The funds go down once a year. This means that the funds are used for two (2) semesters, then the financial part manages the funds for the school's needs and the implementation of PPK programs.

In terms of process evaluation, the school carries out a class-based Program. Educators integrate PPK's core values in the design

of the 21st-century characters, teaching educators with varied methods and learning strategies to make learning in class fun and comfortable. Also, educators associate the material with the problems of everyday life. Educators also emphasize discipline, courtesy, honesty, and responsibility to learners. To add the quality of educators, the school also gives training in the form of workshops conducted every semester.

The school also conducts school culture-based programs. Schools apply habituation to students through routine activities conducted daily. Refraction carried out such as 5S (smile, Sapa, greetings, polite and polite), tolerance, religious character (prayer Dluha, prayer Dluhur and Asar in a congregation, Tadarus Qur'an, Istighasah, religious and spiritual development), nationalist character (Sang Indonesia Raya song before the beginning of learning, the flag ceremony every Monday and PHBN), independent characters (discipline, literacy, literacy), character Gotong Royong (Mutual help in cleaning the class, caring for the garden, Gotong Royong in Completing group tasks), character integrity (honest, anti-corruption, responsible).

Besides, the school also conducts community-based programs. The school established cooperation with various parties for the implementation of school programs, such as local governments, communities, students and alumni parents. Also, schools utilize environmental potential and support from community leaders and the industrial world for learning resources.

In terms of Product evaluation, the achievement of the five main values of PPK characters belongs to the category very well. This category is derived from the calculation of the poll results reaching an average value of 78.6, which indicates the achievement of the category is very good.

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