



Model of Monitoring and Evaluation of Character Education at Universitas PGRI Semarang

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Abstract

Universitas PGRI Semarang has integrated character education into the fabric of its academic and non-academic activities. It has consciously set about creating a moral climate within university's fourth pillar of Catur Dharma/ Modeling. Dynamic monitoring and evaluation system for character education is impetus in order to adequately meet the demands of recommended core values: personal and social awareness, self-management, and social skill. Though its slogan and core values are in the domain of character education, its monitoring, evaluation, and assessment have not integrated one and another yet. Thus, it is pertinent to conduct a research for designing an effective model of monitoring and evaluation of character education. The study used three stages of R & D research method: designing, revising, and field testing. Expert validation scores had gained 83.35 % while professional validation was 84.5%. It means the model both theoretically and practically is appropriate for evaluation of characters education. The results indicated that to be fully effective and ongoing of the program, integrated monitoring, measuring, and assessing system should be in conjunction with monitoring evaluation design, its implementation as well as its instruments. The study recommends the university and other institutions have to transfer this conceptual model into an implementation model in which character education functions harmonically and in a coordinated manner to provide effective and efficient results.

How to Cite

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INTRODUCTION

The increasing rate of violences, other pathological and social ills aftermath the reformation era, has brought special attention to the school teachers, university professors, researchers, families, neighborhoods, and other parties. More people deny human rights, ignore moral values and public ethics. In Indonesia, changes toward positive character are rather slow (Muqoyyidin 2011: 12). Those moral hazards can be seen from high number of student violences, premature sexual activities, drug abuses, frauds, cheatings, fakes, swindles and corruptions, forgery of diplomas and certificates, and many others. To anticipate the shifting from bad into worst condition, character education should be promoted to set the society back to Indonesian core characters and values--belief in God, self-reliant, dignity, and tolerance. In teaching character education, all stakeholders in a school, at home, and in the community should take part.

Conceived character education helps students to develop important human qualities such as justice, diligence, compassion, respect, and courage, and to understand why it is important to live by them. Thus, all public constituents either educational or non educational institution, both formal and private schools should start thinking about how to improve the nation's character through integrated character education in all sections of subjects, specializations, courses, etc. There should be common ground from the conceptual perspective to the implementation phases among the policy makers, teachers, parents, and communities.

Universitas PGRI Semarang has a many-layered approach to building character. Its character education message is visible everywhere: in its mission and belief statements, core curriculum, and main courses. It has formally mentioned in its fourth pillar of academic purposes called Catur Dharma. Modeling by the staff, professors, students, and other academicians is the key performance of character education during the process of teaching and learning not only develop the students become smart but also become good. Character education at Universitas PGRI Semarang provides effective solutions to ethical and academic issues that are of growing concern. It also becomes the stake in conducting research, and doing community service. This university strives to nurture good character into its students, professors, employee/staff, and alumni. Among the stressing core values woven into the curriculum are honesty, discipline, diligent, hardworking, responsibility, talent, intelligent, creative, integrity, hard working, and sincerity. These qualities are known as UPGRIS.

Nevertheless, no single script for monitoring and evaluation exist. No guiding principles to measure the success and attainment of character education against the determined goals. Character-based implementation indicators also have not been properly set up. Thus the effectiveness of character education and modeling at the Universitas PGRI Semarang has not been academically proven.

Based on the background above, the researchers decided to conduct a research on "Designing Effective Monitoring and Evaluation Model of Character Education at Universitas PGRI Semarang"

LITERATURE REVIEW

Character Education

Long life character education should be started from an early age to college level to enable students to realize the integrity of the core values of the Indonesian people. Students grow to understand core values of Pancasila (five principles) ; believe in God, respect differences in unity, observe justice and welfare of the humankind. Students learn to care about core values by developing empathy skills, forming caring relationships, developing good work habits, taking on meaningful responsibilities, helping to create community, hearing inspirational stories, and reflecting on life experiences. Individual characters that are reflected are sourced from the heart, thought, sport, and if the work is set out in the Nation Character Building Design 2010-2025 (Government of the Republic of Indonesia 2010).

The grand design of character education according to Samani and Hariyanto (2012: 48) shows that substantively the character consists of three operative values: values in action or three behavioral attitudes that are mutually related and consist of moral knowledge (moral knowing), moral feeling, and moral behavior. A good character consists of knowing what is good, desiring to do good, and doing good. Besides, good character is also supported by habitual thinking, habit, and action.

Based on the indicator above, character education in college is not actually in the stages of formation or character planting but rather on habituation or modeling. Further implementation in higher education is started from a character-based higher education curriculum. Implementation of essential values should be simple, and easy to implement. According to the characteristics of higher education, it should be implemented in accordance with the planning, and performance indicators.

There are four main components to be considered in the learning process. According to Young and Edwards (2006: 95) they are the interaction of personnel, laboratory and infrastructure, school relations with the community, and leadership development and individual independence. In the development of character education three main things that should be underlined are the interaction of the person, the school relationship with the community, and the development of leadership and individual self-reliance. The interaction of the person involves the interaction between the educator (teacher or lecturer) with the students (students or students), the interaction of the learner, the interaction of the educator, and the interaction of the educator, the learner with the environment. School relations with the community show a harmonious bond in the learning community. Schools or colleges show the importance of harmonizing relationships that characterize the environment and society. The development of the soul of leadership and individual independence is the tip of a characteristic personal development. The breadth of knowledge and the depth of cultural understanding and academic climate become an important element of success as an academic leader. If it is not developed then a teacher or lecturer who teaches well will not be able to lead his or her class organization effectively (Cherif et al., 2009: 17). These three basic components are key indicators in reviewing the successful implementation of character education.

The attitudes and behaviors of educators and learners according to Marlow (2004: 22) as academic leaders are shown in Table 1.

Table 1. Attitude and Behaviour of PGRI Academic Leaders

Self awareness	<i>Social skills</i>	Social Skill	Self Managment
Diferent profesion	Motivate for <i>sharing</i>	Create Community	Tolerance, Responsibility
Deep understanding on interaction in learning and teaching process	Able to do adaptation	Try to be independent	Fleksible
The value is the results of professional assessment	Ditunjukkan dalam setiap peluang kejadian	Support all people for students' development	Do not blame others

Monitoring and Evaluation Model

Education is an evidence-based process. Education guides the discovery of contextual factors in the classroom or school (Hargreaves, 1997: 411). The discovery becomes the founder of the goal set. Stages in the process should be monitored and evaluated to see how well the program is being implemented. What are the constraints that occur and how improvements will be made after a series of evaluation activities are undertaken

As a leader in the classroom, teachers and university professors should be able to develop and implement learning programs. The design and building of the system, collaboration among staff, collaboration and cooperation between them as educators, students and staff become the key to success of teacher / professor as course developer. The development of a mentoring, monitoring and evaluation systems will improve educational success.

Continuing education does not only strengthen skills, knowledge and problem-solving skills but also teaches decision-making process in the academic interest and development of learning (Pelonis et al., 2009: 75). Monitoring activities is designed to match the planning with a process of empowerment that is useful for the development of teaching and learning skills (Kitchen and Jeurissen, 2006: 40).

The model in Figure 1 below is a schematic profile of monitoring and evaluation, reflection, and follow-up in the educational process involving the self-development of teachers / lecturers and students / students. The model is not perfect yet because there are blurred boundaries and reflection responses that reflect the numbers. Nevertheless the amazing thing is the findings that relate to the professional and personal context in the cognitive and affective areas. Professional context includes work in the field of pedagogic-didactic, while the personal context is related to self-awareness, sensitivity, trust, communication with students and fellow teachers, and personal experiences of the past (Zohar 2002: 254). The findings were developed in the monitoring of teachers / lecturers. Further development should be modeled for the overall monitoring and evaluation system, which can be seen in Figure 1 below:

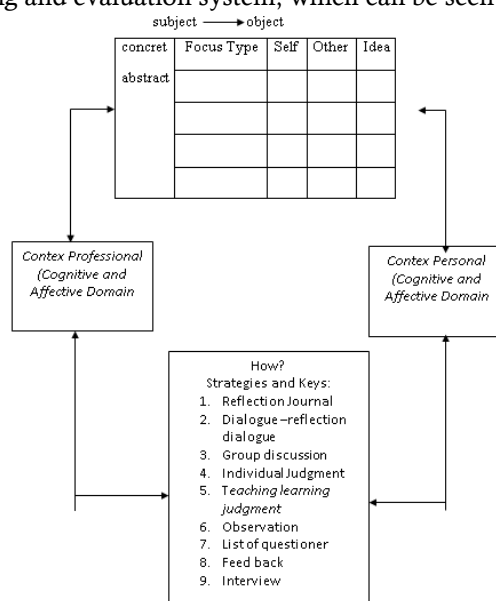


Figure 1. Monitoring, evaluation and Reflecting Teaching Model (Zohar, 2002: 253).

METHOD

Research Procedures

The research design used in this research was Research and Development (Borg and Gill, 2009). The expected results achieved in this research are the conceptual model of Monitoring and Evaluation of Character Based Education and implementation guidelines. To be able to produce the product then the researcher conducted the needs analysis. Research development was conducted in an attempt to test the effectiveness of products in small groups.

In this research, not all stages recommended by Borg and Gill were used because of time constrain. Therefore only 5 stages were applied:

1. Problem identification. Potential problems that occur were observed with the empirical data of the academic community on the implementation of character education based on modeling.
2. Collecting various information that can be used as material for planning the model
3. Designing the Model as the end result of research and development activities in the form of a conceptual model design complete with guidelines
4. Validation of the design; Design validation was conducted to assess whether the product design, rationally more effective than the previous one. Validation in this case is validation judgment based

on rational thinking. Design validation is done by expert validation and validation of practitioners implemented in Focus Group Discussion.

5. Revision / Design Improvement was made to finalize the design.

Subject of the research

The subject of this research were students and lecturers of PGRI University of Semarang. Samples were chosen through purposive random as they should represent their study programs. Moreover, they came from the class that implement character education which is integrated comprehensively in the course.

Data Collecting

The data in this research include qualitative data were taken from observation, interview, and document analysis. Quantitative data were gathered through questionnaire and competence test. The measured performance indicator of content validity of model was 75%.

Data Analysis

The data were analysed by using the following formula:

$$\text{Score} = \frac{\sum n \times \text{value}}{\sum n}$$

Where n is total item. The ranges of the score are as follows:

1. POOR=0-30
2. FAIR =30,0-60
3. GOOD =60,0- 90
4. VERY GOOD = 90-100

RESULTS AND DISCUSSIONS

Monitoring and Evaluation Model

The monitoring and evaluation of character education activities were majorly conducted to the students and lecturers who are synergistically connected as "accepting the habit" and "modelling the character". Monitoring and evaluation were designed in an integrated way involving faculty staff, students, lecturers, study program staff, and faculty quality assurance team. The initial model description was developed based on simple conditions of student characters in the classroom as given in Figure 5.

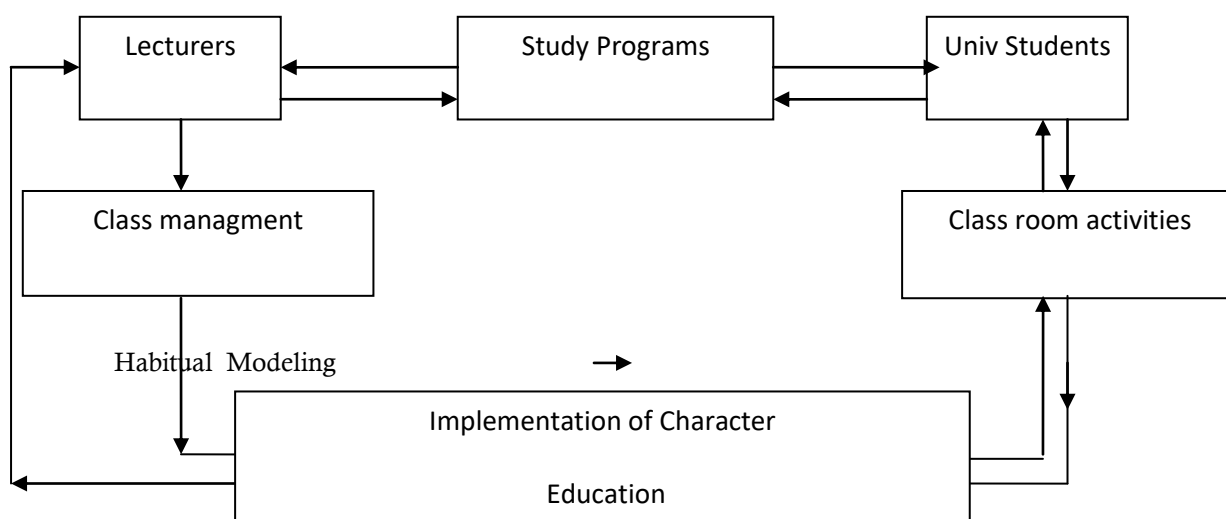


Figure 3. Initial Model of Monitoring, and Evaluation of Character Education

The design was validated by 2 experts in the related field. Both are full professors at Universitas PGRI Semarang. Validation is done as an important process particularly when an instrument is being developed to measure the construct in the context of the concepts being studied. Validation in this research first was performed by validator 1. It shows content validity 53.3% (8 out of 15 items received positive scores). It gives the decision that the model is still too general in the implementation of character education. According to the 2nd validator, the formulation should be based upon rules and policies. What are the policies, rules and guidelines of character education made by the university leaders? If the policy base has been observed then the monitoring model can be arranged accordingly.

The same thing is also mentioned by validator 2. The model designed by the researcher was still describing the general description of character education at PGRI University of Semarang. The monitoring and evaluation model had not been equipped with other supporting tools yet. Further validator 2 explains that this model will be useful model for the development of character education to achieve benchmarks and follow-up activities. Hopefully, this model will be developed in other education units. Validation results performed by validator 2 show content validity of 66.7% (10 out of 15 items have positive scores). It implies that the model can not be used either.

Model improvements were made by analyzing expert suggestions for the development of monitoring and evaluation model. The improvement model had included all activities of the University PGRI Semarang academicians' character such as self-awareness, social awareness, social skills, and self-management. They are exhibited in figure 4.

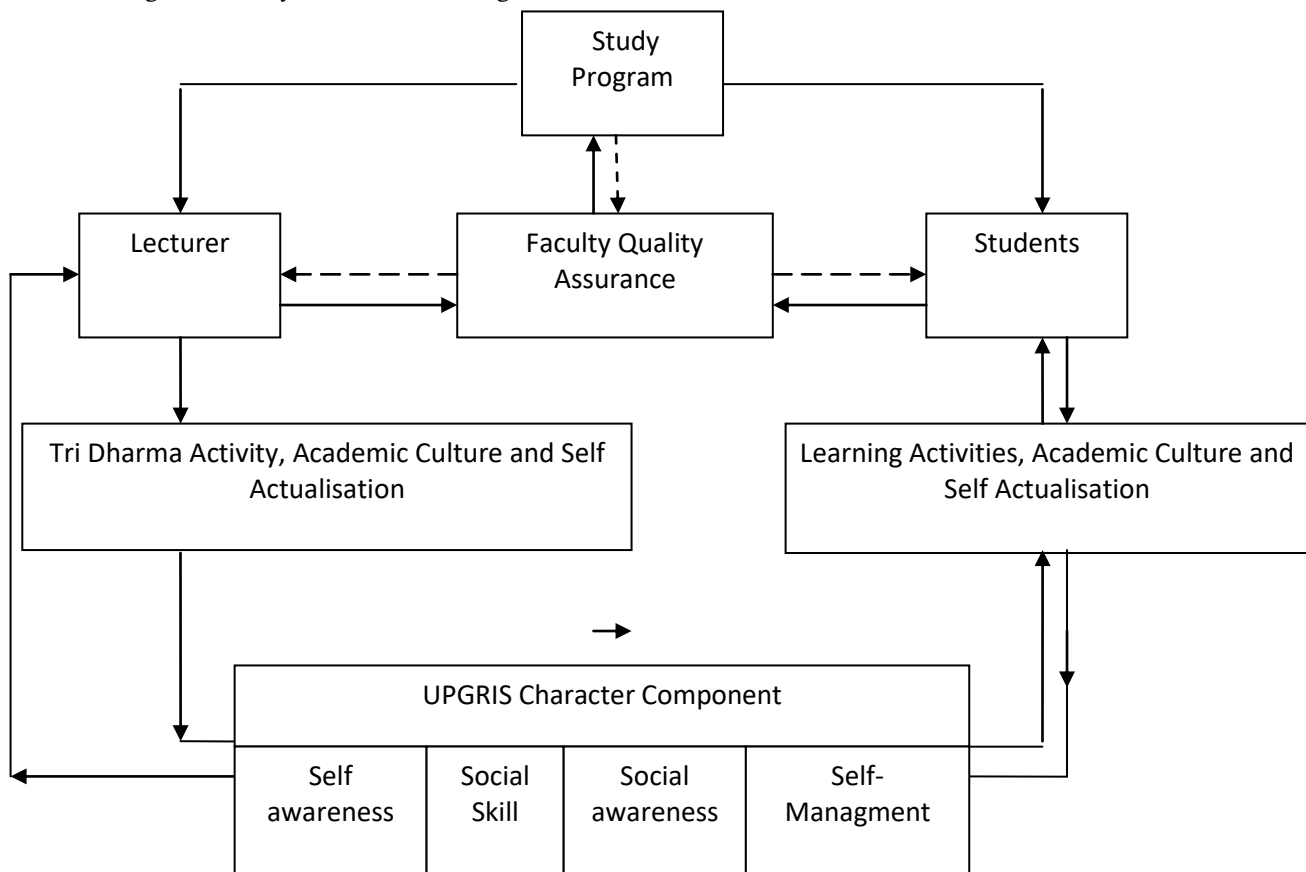


Figure 4. Improvement Model of Monitoring and Character Education Evaluation

The second phase validation of the improved design was performed by validator 1 and 2. The results from validator 1 showed 80% valid (12 out of 15 items have positive scores). It indicates that the model can be used. Validator 2 suggests the design should be made for each subject to facilitate the officers who

perform monitoring and evaluation. Guidelines for the implementation of the design should be as detailed as possible which makes it easier for others to read and implement the model. Validator 2 puts more emphasis on instruments that support the model. Furthermore, he said that in general the model can be read and implemented but details guideline and supporting instrument do not available yet. Validation results given by validator 2 show a score of 86.7% (13 out of 15 items have positive scores). This leads to the decision that the model can be implemented.

After having validation from the experts, the team also asked practitioner validation. Practitioners were selected according to research criteria. They are from PGRI lecturers and students. The validation result by practitioner I shows that the model can be implemented with the focus of monitoring and evaluation. He suggested the main focus should be on the students. The practitioner validation result shows content validity 80% (10 out of 15 items with positive scores). It means the model can be implemented too. The results were supported by questionnaire submitted to UPGRIS lecturers that the policy of implementing characters at UPGRIS is very clear and assertive since character building policy at UPGRIS is stated in acronym of GATI UPGRIS (Excellent, Care, Persistence, Religiosity, Integrity, and Synergy)

The result of validation from practitioner II-- student of semester VII PGSD-- showed 86.67% (13 out of 15 items have positive scores). The student said that it is very happy to have monitoring and evaluation model beyond academic activities in the classroom. Validation made by practitioner II shows that the model can be implemented for students. Then validation given to practitioner III, as lecturer at UPGRIS, indicates that model is very useful in developing character education at UPGRIS. The implementation at the Universitas PGRI Semarang should be designed with attention to the characteristics of students. The result of validation of practitioner III shows content validity 86.67% (13 out of 15 items with positive scores). The decision is that the model can be used for assessing character education at university level.

CONCLUSION

Monitoring and Evaluation of Character Education Model can be summarized as follows: 1. The model was developed by looking at the four components; self-awareness, social skills, social awareness, and self-management character; 2. The design of the model was carried out for monitoring and evaluation of the academic activities including Tri Darma Perguruan Tinggi activities, self-development, and academic culture; 3. Experimental validation results show content validity of 83.35% which is higher than performance indicator of 75%; 4. The validation test of practitioners shows the average of 84.5% model which leads to the decision that it can be implemented as a model of monitoring and evaluation of education at Universitas PGRI Semarang.

Research recommendations are given to: 1. The study program: The model should become an effort to foster and develop the potential and behavior of academic character. Through monitoring and evaluation model, the study program should pay attention to the reflection, and follow up of the activities of the academics to design the sustainability of the activity; 2. Quality assurance team; The development of monitoring is not only for the student and lecturer in classroom, but also for monitoring Tri Dharma of the lecturers, self improvement, and academic activities so that four character components can be realized as visualization of UPGRIS behavior; 3. LPPM; It should be able to facilitate research activities and dedication aimed at developing character education at PGRI University Semarang.

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