

How Far a School Program Build Students' Character? A CIPP Model Evaluation

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ABSTRACT

The overarching objective of this research is to investigate a private boarding school's character education program. Stufflebeam's CIPP evaluation model served as the basis for the research, which covered the study's context, input, process, and product. After administering a questionnaire to 35 second-year students, we compiled the necessary data through in-depth interviews with the principal and three teachers. The questionnaire was explored quantitatively using regression analysis with a statistical application called SPSS statistics-25. Meanwhile, thematic analysis was utilized to analyze the qualitative data throughout condensation, and regression analysis from SPSS result to be used to conduct a quantitative investigation of the questionnaire. The qualitative data was analyzed using theme analysis throughout the condensation process, beginning with description, progressing through reduction, categorization, and interpretation of data. The results showed that the school positively affected students' character development through the combination of academic and extracurricular programming (*dayah*, debate, and public speaking programs). Similarly, pupils felt like they were making headway. Having full support from the institution, even from alums to boost their juniors' motivations, is a massive plus for character-building programs. In return, the school gains the same merit, boosting the favorable profile of students so that the communities may recognize the school's characteristics. A reciprocal advantage in developing students' character is available between the school and the pupils.

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INTRODUCTION

In this digital and information technology-driven era, education faces a massive challenge in educating the next generation. Today, with rapid advances in science, technology, and the influence of social media, there has been an enormous increase in the amount of easily obtainable knowledge and, at the same time, a continuous shift in the moral landscape. In aspects of morals, the students' character tends to deteriorate. In the beginning, issues such as cheating, irresponsibility, lack of discipline, and loss of concern happen in the school atmosphere¹. The scenario could happen worse. The character issue within the world of education is marked by rising promiscuity, rampant rates of child and teenage aggression, cheating habits, drug misuse, pornography addiction, bullies, violence, and property destruction, among other factors². Hence, educational institutions must maintain a balance to protect students from the harmful aspects of technology and other character matters. It is due to the inability of parents to provide both technological and spiritual advancement to control their children; boarding school is the solution from the parents' perspective³.

Moreover, students are sent to boarding schools and must live in school and attend classes full-time. There, at the very least, they are expected to be able to get the kind of moral instruction they would typically receive at home. Likewise, it does become observable since many parents consider education a gateway to a decent life in the future. However, because schools are supposed to improve students' cognitive and affective development, many schools focus on the first one only. Teaching students a positive, affective attitude from a young age is crucial. The continuous attention to technology without adequate guidance from educational aspects can eat away at students' minds, which finally influences the brain. It is proved by a study that frequent media exposure and technology use are associated with increased indications of attention deficit disorder, diminished interpersonal and emotional intelligence, technology addiction, social isolation, decreased brain development, and disturbed sleep⁴. Since using technological

¹ Sri Rejeki and Bernadus Ikir Wilhem, "Penanaman Karakter Moralitas Dan Disiplin Melalui Program Ekstrakurikuler Dan Ko-Kurikuler Di SMA Negeri 2 Donggo," *CIVICUS: Pendidikan-Penelitian-Pengabdian Pendidikan Pancasila Dan Kewarganegaraan* 9, no. 1 (2021): 76, <https://doi.org/10.31764/civicus.v9i1.5987>.

² Mashuri, ““Penanaman Karakter Peserta Didik Melalui Peran Pendahuluan Bangsa Indonesia,” *Jurnal Cendekia : Jurnal Kajian Teori Dan Praktik Kependidikan* 11, no. 3 (2021): 495–509.

³ Selviyanti Kaawoan, “Understanding the Concept of Islamic Education for Millennial in Indonesia” 5, no. July (2021): 1426–38.

⁴ Gary W. Small et al., “Brain Health Consequences of Digital Technology Use,” *Dialogues in Clinical Neuroscience* 22, no. 2 (2020): 179–87, <https://doi.org/10.31887/DCNS.2020.22.2/gsmall>; Kamarullah, Asnawi, and Abdul Manan, “Applying English Video Learning Materials In,” *English Education Journal* 9, no. 4 (November 2018): 527–39, <http://journal.unsyiah.ac.id/EEJ/article/view/12512/9667>.

devices is routine, technology appears to be a natural learning environment⁵. At this point, the goal of moral or character-building would help students develop themselves as individuals who fully contribute positively to their communities and the larger world.

Lickona⁶ identifies three essential elements of character: knowing the good (understanding goodness), desiring the good (adoring the truth), and doing the good⁷. It aligns with the Character Education (PPK) policy that promotes *nawacita*, the nine goals of development proposed by Joko Widodo, the president of Indonesia, throughout the education system. The National Movement of Mental Revolution (GNRM) encourages proper thinking, acting, and changing through this PPK policy. PPK also promotes religion, patriotism, independence, cooperation, and integrity, which are taught in the national education system⁸. The national constitution's role is to give all people the same right to pursue education and simultaneously strengthen their character through educational movements administered by the Ministry of Education⁹. The concept of character also generated the notion that a person's character is fundamentally shaped by interactions within the entire society¹⁰. It is assumed that someone is not living alone; societies play an important role in influencing the attitude of oneself. Apart from the socialization and interaction within communities, character building is critical, encompassing most everyday life.

Moreover, the Lickona's dimensions¹¹ of character content for good people show the mental, emotional, and willpower to be able to live and work. The next one indicates that the community stands conducive to teaching and learning when it is civil, compassionate, and purposeful. Last, society's problems must be independent of violence, dishonesty, greed, and contempt. The character is built as a conscious effort to convince the students' behavior through adjusting repetitively; a school-based program for boosting the mental well-being among

⁵ Meylina Meylina, Lidwina Sri Ardiasih, and Rahmiyat Rahmiyat, "Teachers' Digital Competences: An Overview on Technological Perspectives," *Linguists: Journal of Linguistics and Language Teaching* 7, no. 2 (2021): 29–43.

⁶ Thomas Lickona, "Character Education: Seven Crucial Issues," *Action in Teacher Education* 20, no. 4 (1999): 77–84, <https://doi.org/10.1080/01626620.1999.10462937>.

⁷ Handreas Sudarmiko Akimas et al., "Volume 7 | Nomor 1 | Maret 2022 Pengembangan Pendidikan Karakter Berdasarkan Teori Thomas Licona Di Bimbingan Belajar Barengkok Desa" 7 (2022): 12–21.

⁸ Rasha M. Abdelrahman, "Metacognitive Awareness and Academic Motivation and Their Impact on Academic Achievement of Ajman University Students," *Heliyon* 6, no. 9 (2020): e04192, <https://doi.org/10.1016/j.heliyon.2020.e04192>.

⁹ Hazairin Habe and Ahiruddin Ahiruddin, "Sistem Pendidikan Nasional," *Ekombis Sains: Jurnal Ekonomi, Keuangan Dan Bisnis* 2, no. 1 (2017): 39–45, <https://doi.org/10.24967/ekombis.v2i1.48>.

¹⁰ Julia and Tedi Supriyadi, "The Implementation of Character Education at Senior High School," *SHS Web of Conferences* 42 (2018): 00085, <https://doi.org/10.1051/shsconf/20184200085>.

¹¹ Lickona, "Character Education: Seven Crucial Issues."

students utilizing morality and moral values development; and a unique curriculum that should be established to teach the classes about the features of a good individual¹². Character building is essential to enhance students' moral awareness, ability to take "good and best" actions, and awareness of their natural life goals. Student management tactics like coaching-based, flexible supervision, and a balanced success formula can be used to develop students' character and improve school quality¹³. To prepare students for what is both right and wrong, character education provides students with how to make better decisions.

Moreover, character building is a determined attempt to establish principles that will shape the identities of all individuals in an academic unit. To transmit character values, it is necessary to consider information, awareness or willingness, and practices to execute them¹⁴. Moreover, it is discovered that the inculcation of moral behavior and self-control across co-curricular activities could indeed be accomplished via learning programs both in and out of the classroom by continuing to develop Pancasila and civic education subjects, counseling guidance and religious education¹⁵. Therefore, a good program shapes character building, which substantially helps implement good students.

Several studies have described the development of moral and disciplined characters through extracurricular and co-curricular programs. The result mentioned that morality and discipline could be inculcated through extracurricular activity programs through *paskibra* (flag raisers), scouts, and student councils¹⁶. One study claimed that students participating in extracurricular activities manifest an attitude of maintaining unity, which includes maintaining friendship among friends, prioritizing common interests, utilizing mutual respect, utilizing cooperation without discrimination between ethnicities and religions, and establishing group solidarity¹⁷. A study was also about the Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School. It illustrated that the program for reinforcing

¹² Zurqoni et al., "Strategy and Implementation of Character Education in Senior High Schools and Vocational High Schools," *Journal of Social Studies Education Research* 9, no. 3 (2018): 370–97, <https://doi.org/10.17499/jsser.01008>.

¹³ Amilda, "Student Management Model through Character Building: An Effort to Improve the Quality of Education in Vocational High School," *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)* 8, no. 2 (July 6, 2023): 805–19, <https://doi.org/10.31851/jmksp.v8i2.11708>.

¹⁴ Firman Mansir, "Aktualisasi Pendidikan Agama Dan Sains Dalam Character Building Peserta Didik Di Sekolah Dan Madrasah," *J-PAI: Jurnal Pendidikan Agama Islam* 7, no. 2 (2021): 87–93, <https://doi.org/10.18860/jpai.v7i2.11704>.

¹⁵ Rejeki and Wilhem, "Penanaman Karakter Moralitas Dan Disiplin Melalui Program Ekstrakurikuler Dan Ko-Kurikuler Di SMA Negeri 2 Donggo."

¹⁶ Rejeki and Wilhem.

¹⁷ Mila Septian Haryati, "Menumbuhkan Nasionalisme Pada Siswa Melalui Kegiatan Ekstrakurikuler Pasukan Pengibar Bendera (Studi Kasus Di MAN 2 Model Mataram)," *Jurnal Pendidikan Sosial Keberagaman* 5, no. 2 (2018): 163–76, <https://doi.org/10.29303/juridiksiam.v5i2.67>.

students' noble character education through Scout extracurricular activities was well conducted. Even though the result showed that strengthening through scout extracurricular activities has met its objectives, the program can only be measured when students are in school¹⁸.

Nevertheless, Wati et al.¹⁹ analyze character development by providing a stimulus for students' learning activities. The result depicted that the teacher's role in shaping students' character at Karitas Watuneso High School is positive because they provide students with motivation, guidance, and advice, serve as an example, implement routine stimuli, be honest, assume responsibility, manage time, dress neatly, and have good manners. However, some students at that school continue to break the rules despite the teacher's efforts. On this point, the researcher was curious about why some students were brave enough to abstain from the program's implementation, whether it is affected by the surrounding community²⁰. In fact, if the pupils follow their teachers' as a role mode, it might boost their learning motivation²¹, even from a teacher teaching non-character focus subject, physical education, in promoting his religious character²².

Another study from Ulfandi²³ reveals that the boarding school management program could improve student achievement and religious character via the following stages: the program planning phase for enhancing students' academic performance and spiritual nature, system implementation of the accomplishment improvement program commences, and the evaluation step towards the outcomes. The previous studies contributed to the improvement of the character education program. The related previous research is up-and-coming. However, the exposure to the study, which aims to determine what kinds of accomplishments can be obtained through boarding school systems, is also

¹⁸ A. Rahman et al., "The Implementation of Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School," *Journal of Education Research and Evaluation* 5, no. 4 (2021): 633, <https://doi.org/10.23887/jere.v5i4.32858>.

¹⁹ Lismam Wati, Nurdin H Rahman S, and Murjoli Rodja, "The Role of Teachers in the Character Building of Students at Karitas Watuneso High School," *Economics and Education Journal (Ecducation)* 2, no. 2 (September 24, 2020): 112–19, <https://doi.org/10.33503/ecoducation.v2i2.844>.

²⁰ Yenny Nur Andini and Afakhrul Masub Bahtiar, "The Role of the Teacher in Developing Students' Character at MI Muhammadiyah 2 Karangrejo Gresik," *Paedagogia: Jurnal Pendidikan* 12, no. 2 (September 27, 2023): 297–308, <https://doi.org/10.24239/pdg.Vol12.Iss2.447>.

²¹ Siti Nur Annisa and Asnil Aidah Ritonga, "The Influence of Teacher Characters on Students' Learning Interest at Budi Mulia Tanjung Mulia Hilir Junior High School Padang," *Paedagogia: Jurnal Pendidikan* 12, no. 2 (September 27, 2023): 283–96, <https://doi.org/10.24239/pdg.Vol12.Iss2.454>.

²² Tatang Muhtar et al., "Religious Characters-Based Physical Education Learning in Elementary School," *International Journal of Learning, Teaching and Educational Research* 18, no. 12 (December 30, 2019): 211–39, <https://doi.org/10.26803/ijter.18.12.13>.

²³ Ihsan Zikri Ulfandi, "Manajemen Boarding School Dalam Peningkatan Prestasi Dan Karakter Religius Siswa Ma'had Alqolam MAN 2 Kota Malang," *Ulul Amri: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (June 27, 2022): 157–72, <https://doi.org/10.18860/uajmpi.v1i2.1381>.

valuable. Will the public school achieve the same result after implementing a sound management system? The researcher was also curious about the private school, where the government does not provide as much support. From the previous research, it can be concluded that the more innovative programs at school are implemented, the better changes happen to students, even though those results had a growing impact on improving their cognitive skills and following the character of a student by gaining the reward of their competence. Moreover, it is also crucial to discuss a character-building program established in a boarding school where students spend all their days at school. As the situation may be unique, examining or evaluating boarding school programs is relatively rare, primarily when utilizing a structured evaluation tool.

Nevertheless, it is expected that any program from formal and informal education in Indonesia could promote cognitive skills and encourage character development to meet all national education objectives. That is because cognitive, interpreted as intellectual competence, or affective, which refers to character building, is essential for molding the students as the next generation. Moreover, the importance of affective or so-called character building is eclipsed by cognitive competence. This condition could be related to the idea that intellectual intelligence, also known as Intelligence Quotient (IQ), is the standard for cognitive achievement. As measured in one study, lower cognitive skills are strongly linked to doing worse in school. It is claimed that hard work and persistence are insufficient to compensate for a lack of intelligence in academic performance²⁴. However, the Indonesian government stipulated that character education is a foundation in families, religions, and schools, emphasizing the verse about character building under the regulation of the Republic of Indonesia No. 87 of 2017²⁵. Education aims to develop cognitive skills and affective, moral, courageous, and responsible qualities. Problems with cognition can be learned and easily solved as it is likely practical, yet character issues will be distinctive unless they are formed sooner.

Furthermore, in the context of knowledge, the school has a constructive role and function, especially as a center of creation, potential equality, and self-development. As a pillar of character development, schools are responsible for instilling values, ethical principles, good character, and resilient and strong

²⁴ Jane Smith John Doe, "Intelligence Quotient (IQ), Emotional Quotient (EQ), and Spiritual Quotient (SQ): A Comprehensive Review," *Journal of Intelligence and Emotional Development* 12, no. 2 (2019): 145–62; Amir Jahanian Najafabadi et al., "Intelligence, Beliefs on IQ and Learning Style Predict Academic Performance in Mechanical Engineering Students," *U.Porto Journal of Engineering* 8, no. 1 Special Issue (2022): 59–72, https://doi.org/10.24840/2183-6493_008.001_0007.

²⁵ Presiden Republik Indonesia, "Peraturan Presiden Republik Indonesia Tentang Penguanan Pendidikan Karakter" (2017).

attitudes²⁶. Moreover, at a very minimum, all school programs should increase character-building at all levels of education. Also, curriculum content is being promoted through numerous education initiatives under the Ministry of Education and Culture, such as research funding from the Center for Education Policy Research (*Puslitjakdikbud*) and the Ministry of Research, Technology, and Higher Education (*Kemenristekdikti*). However, there has been a limited number of studies on the deficiencies of school programs in the field of character building in Aceh Province, Indonesia, particularly in schools with a dormitories system.

Since most schools are located in the region's eastern rural areas, additional assessments are needed there²⁷. It is essential to investigate since, in boarding institutions, children spend significantly more time at school than in other environments. In the research school, living in a school encouraged independence from the primary group system of the parents, and the school created the right environment for this cultural change to happen²⁸. Consequently, school substituted a home as the cohort's primary source of social value. Instead, it did not replace the role of the family, but it existed alongside it as part of the secondary social system of the boarding school; therefore, the school should provide a quality curriculum and program to help students develop excellent character. Students' activities and experiences will determine their future achievement, with academic and non-academic activities as tools for maximizing their cognitive, emotional, and psychomotor skills. Therefore, educational programs that include entire curriculum instruction impact how pupils are formed at school. It is essential to justify extracurricular and intra-curricular programs from numerous curriculum frameworks. When determining how to devote their time to optimize their interests (whether educational or recreational), students are presented with several choices.

The educational institution should adopt intra-curricular and extracurricular activities to support school programs. This study will focus on extracurricular activities designed to enhance and refine lessons learned in the classroom. Extracurricular activities are intended to help students reach their full potential. Accordingly, it can have significant effects on the school curriculum. Moreover, extracurricular activities significantly supplement intra-curricular activities to enhance students' comprehension of lessons, which generally consist of

²⁶ Aningsih et al., "How Is the Education Character Implemented? The Case Study in Indonesian Elementary School," *Journal of Educational and Social Research* 12, no. 1 (2022): 371–80, <https://doi.org/10.36941/jesr-2022-0029>.

²⁷ Misri A. Muchsin et al., "An Overview of Inclusive Education in Eastern Aceh, Indonesia: What Do the Educational Elements Say?," *Jurnal Ilmiah Peuradeun* 10, no. 2 (May 30, 2022): 297, <https://doi.org/10.26811/peuradeun.v10i2.631>.

²⁸ Mathew A. White, "An Australian Co-Educational Boarding School: A Sociological Study of Anglo-Australian and Overseas Students' Attitudes from Their Own Memoirs," *International Education Journal* 5, no. 1 (2004): 65–78.

homework, assignments, or other duties linked to intra-curricular subjects that must be completed by the student²⁹.

Further, there are various ways an extracurricular program can be implemented, and who is the initiator or actor in the school who's in charge of making the program succeed to influence the students to have a good character? Behavior and emotional character development for character-building purposes can be accomplished through co-curricular activities by developing educational subjects in and out of the class³⁰. Other than that, extracurricular activities build subject-specific knowledge. Extracurricular activities are part of the school. Extracurricular activities prepare students for the real world³¹. Due to their participation in extracurricular activities, students are expected to be competent in various subjects. In addition, students must strengthen their belief in God, be devout, have knowledge and talent, enhance their mental and physical condition, be honest and independent, and be responsible members of society and country.

The researchers applied the Context, Input, Process, and Product (CIPP) evaluation model to examine the school program. This evaluation model is predicated on the notion that the primary objective of the evaluation is not to prove but to enhance. It is a move against the assumption that evaluations ought to be 'witch hunts' or merely accountability techniques³². Moreover, academics and policymakers underline the importance of school improvement in quality management, monitoring systems, performance measurement, and progress. The goal of the CIPP model, which emphasizes process evaluation, is to investigate all evaluation strategies and aspects to discover solutions to these issues³³. Stufflebeam recommends that professionals follow the following steps as a logical structure for designing each evaluation type: focusing on the analysis, collecting information, organizing information, analyzing data, reporting information, and administration of evaluation³⁴.

The CIPP model included checklist base evaluation on an entity's merit (quality), worth (in meeting targeted beneficiaries' needs), probity (integrity,

²⁹ Rahman et al., "The Implementation of Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School."

³⁰ Rejeki and Wilhem, "Penanaman Karakter Moralitas Dan Disiplin Melalui Program Ekstrakurikuler Dan Ko-Kurikuler Di SMA Negeri 2 Donggo."

³¹ Rahman et al., "The Implementation of Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School."

³² Daniel L. Stufflebeam, "The Cipp Model for Program Evaluation," *Evaluation Models*, 1983, 117–41, https://doi.org/10.1007/978-94-009-6675-8_7.

³³ Karatas Hakan and Fer Seval, "CIPP Evaluation Model Scale : Development , Reliability and Validity," *Procedia - Social and Behavioral Sciences* 15 (2011): 592–99, <https://doi.org/10.1016/j.sbspro.2011.03.146>.

³⁴ Daniel L. Stufflebeam, "The CIPP Model for Evaluation," in *Evaluation Models: Viewpoints on Educational and Human Services Education*, ed. Daniel L. Stufflebeam, George F. Madaus, and Thomas Kellaghan (Berlin: Springer, 2000), 279–317, https://doi.org/https://doi.org/10.1007/0-306-47559-6_16; Hakan and Seval, "CIPP Evaluation Model Scale : Development , Reliability and Validity."

honesty, and absence of graft, fraud, and abuse), significance (its importance beyond the entity's setting or time frame), and lessons learned³⁵. Under that point, context can be related to the institution's background, record, aims, and ambitions. Inputs refer to the human and material resources required for the organization to perform efficiently. The process entails the execution of various school activities. Product focuses on the quality and utility of student achievement for the person and society. In addition, the CIPP model facilitates researchers' comprehension of the program by emphasizing the clarity of identifying program components³⁶. It needs to be done as examining school programs is essential to analyze the continuation of any intra-curricular and extra-curricular program to determine whether a school contributes to improving students' character. It is indeed due to the prior research focusing solely on academics. As a result, almost little is known regarding patterns of collaborative engagement in various curricular and extracurricular programs or their overall effect on education attainment. Therefore, CIPP model for evaluating the projects, programs, and operations of institutions, numerous assessment methods and models can be employed. Stufflebeam introduced the CIPP model for curriculum evaluation in 1983 (Aziz et al., 2018). This model can be used effectively to evaluate the quality of school education, mainly to analyze the school program in building students' character. Exploring the entire context, input, process, and product or using the CIPP model evaluation is very useful to see the whole school system that implements the character-building program. In detail, this study analyzed as follows:

- How is the context of the character-building programs implemented in SMAS Cut Nyak Dhien Langsa?
- How is the input for the character-building programs implemented in SMAS Cut Nyak Dhien Langsa?
- How is the process of the character-building programs implemented in SMAS Cut Nyak Dhien Langsa?
- How is the product of the character-building programs implemented in SMAS Cut Nyak Dhien Langsa?

METHODS

This research was done by applying a descriptive qualitative approach. This approach was intended to describe the current state of the craft, presenting the

³⁵ Daniel L Stufflebeam, "Cipp Evaluation Model Checklist," 2007; Stufflebeam, "The CIPP Model for Evaluation."

³⁶ Akpur Uğur, Alıcı Buuml lent, and Karataş Hakan, "Evaluation of the Curriculum of English Preparatory Classes at Yıldız Technical University Using CIPP Model," *Educational Research and Reviews* 11, no. 7 (2016): 466–73, <https://doi.org/10.5897/err2016.2638>.

data in three streams: data reduction, data display, and drawing conclusions³⁷. The researchers selected the purposive sampling technique since the participants directly interacted with the central phenomenon or important topic being investigated³⁸. The sample utilized in this study was SMAS Cut Nyak Dien Langsa students. According to the school's website, the school is one of the private institutions and has a dorm system. This example was chosen since this school is well-known for its many academic programs. It could be perceived that the school has produced numerous student accomplishments and made significant headway in recruiting new students since the principal's transition. It was assumed the principal had a solid plan for expanding the school's internal or external curriculum. Compared to private and boarding schools in Langsa, this school was eligible to be selected for evaluation with the idea that its goals and program could serve as a model for the other schools in the district³⁹. Later, the research was conducted as interviews and documentation reviews to gain complete data concerning the school program⁴⁰. The instrument for the study was the structured interview with the principal and teachers, which was based on the indicator of character-building adopted from the study of Lickona⁴¹ to cover the CIPP model evaluation. Additionally, questionnaires were distributed to the students.

The research will consist of an interview and questionnaire for data execution of related accurate educational school programs. The interview was conducted with the school principal and selected teachers. The participants were asked questions about the school program for interview purposes. It consisted of (1) Context; vision, and mission of the school; (2) Input; extracurricular and intracurricular program implemented; (3) Process; how extracurricular and intracurricular program implemented; and (4) Product; the result of the program implementation. Data 1 was obtained from interview results taken from the principal and teachers. Moreover, data 2 (questionnaire) from the students to review the broader perspectives towards character-building programs.

This research integrated the data analysis by Miles et al.⁴² (reducing data, displaying data, and drawing conclusions. In this research, the researchers modified specific items to determine how character-building developed in the

³⁷ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd ed. (London: SAGE, 2018).

³⁸ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (New York: Routledge, 2007).

³⁹ Abdul Manan et al., "Educational and Social Constructions of the Sharia Implementation in Aceh, Indonesia," *MIQOT: Jurnal Ilmu-Ilmu Keislaman* 47, no. 1 (2023), <https://doi.org/10.30821/miqot.v47i1.923>.

⁴⁰ Patrick J. Hopkinson, "Book Reviews: Qualitative Data Analysis. An Expanded Sourcebook," *International Journal of Social Psychiatry*, 1997, <https://doi.org/10.1177/002076409704300109>; Sarah Lewis, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, *Health Promotion Practice*, vol. 16 (SAGE Publications, 2015), <https://doi.org/10.1177/1524839915580941>.

⁴¹ Lickona, "Character Education: Seven Crucial Issues."

⁴² Miles, Huberman, and Saldana, *Qualitative Data Analysis: A Methods Sourcebook*.

school program. Those items had been validated by the previous researchers, who also did a similar project using the CIPP evaluation model. The interview questions were designed to elicit context, input, process, and product evaluation information. Along with the interview item, the students were given a questionnaire regarding the CIPP model evaluation information. A thematic analysis was used to determine the outcome of the evaluation; also, the questionnaire results illustrated the mean (m) and standard deviations (Sd) of the specific scales, which will be characterized using descriptive statistics from the student's perspective. Cronbach's alpha is used to examine the inner consistency of the scales to show their reliability. The descriptive statistics findings have been provided based on the mean scores. Each of the following determinants of context in the CIPP model was investigated using regression analysis.

RESULT AND DISCUSSION

Findings

Analysis of interview data provided by the principal and teachers toward the character-the-building program at school has broken into four sub-domains. The result can be drawn as the basis of evaluation using the CIPP model (See Figure 1).

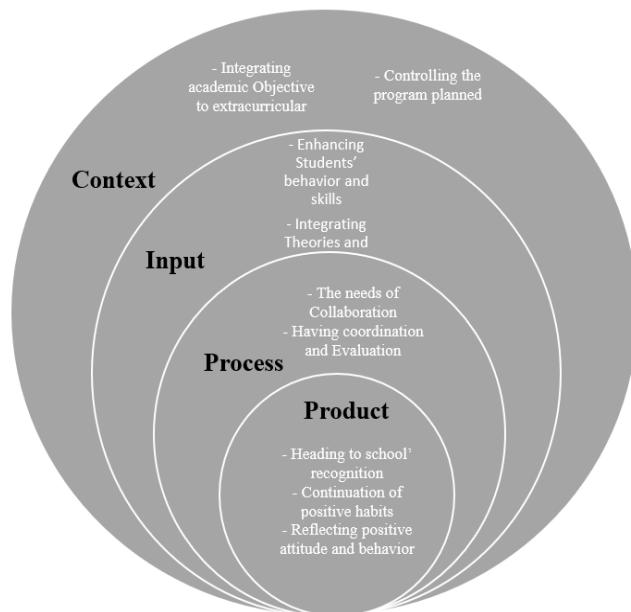


Figure 1 Result of Interview coding

The result of the interview portrayed the stages of the CIPP evaluation model. In the first stage, "Context," we extensively condensed the data. We

figured out how the school fosters the character-building program by integrating the school objective into the extracurricular program. Existing data analysis demonstrates that intra-curricular activities have covered cognitive, affective, and psychomotor aspects, but there is still little time to cover behavior comprehensively and behaviors and attitudes. Integrating the school objective into the extracurricular program is the first step in shaping a student's character development. Likewise, controlling the intended program is the step that should be taken to assess the program's effectiveness. On behalf of program planning, it was also revealed that time management for students is problematic. *Dayah* and debating classes produced independent learning strategies, which led students to talk to their seniors and peers to support one another in solving the issue. In the second stage, input, based on the results of 19 structured interviews with one principal and four teachers, it can be determined that a good program would show a difference among students, specifically improving students' behavior and talents. It includes more than just attitude and behavior, but also creativity and critical thinking of the students. In addition, in the input evaluation, a well-planned program has established the integration of theory and practice. Public speaking and debate programs are part of a systematic thinking program developed to help students improve their theoretical and practical skills, as well as their communication and logical thinking.

The next stage is the process, which is the need for collaboration to involve the appropriate expertise to support the program. These are related to the expertise from external parties, combined with teacher collaboration, which contributes to comprehensive program design. Further, having coordination and evaluation, which implies the importance of interconnectedness among schools, promotes cross-disciplinary growth and enriches the character of learner's growth. The last stage is "product." Under this evaluation, it can be revealed that the school's effort in character-building development produced students with a positive attitude and behavior. It also resulted in continuing the positive habits as a routine habituation from students and teachers. Moreover, the progressive trial and error of the expected program led to good recognition from the other parties, either from the local government or the national levels.

The researchers also explored distributing questionnaires to this school to learn what students thought of the school's character-building program. The questionnaire was distributed to 35 students, even though the student population is less than other state schools in Langsa. It is interesting to get the information from the students as the number of students has shown a big difference in recent years. This school is one of the private schools that previously obtained fewer students than those numbers. It was found that from all three grades, 2015 to 2019, not 20 students from all grades. Nonetheless, from 2021 to 2023, the admission for new students significantly increased, so 35 students from one grade were categorized higher than before.

Table 1. Statistical Analysis of Cronbach's alpha on (Context) of items

Items		Cronbach's Alpha (Item)	M (SD)
<i>Context</i>	I know the program in my school, which relates to the character-building.	.69 (4)	3.95 (.83)
	I know the objective/ aims of the program.	.68 (4)	3.61 (.91)
	I like the program offered in my school.	.71 (4)	3.42 (.85)
	I hope a similar program will exist in my school in the future.	.70 (4*5*)	4.13 (.87)
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)			

Primary data processed, 2023

Table 2. Statistical Analysis of Cronbach's alpha on (Context) of Items

Items		Cronbach's Alpha (Item)	M (SD)
<i>Input</i>	I think my ability has changed day by day after following the program.	.63 (4)	3.76 (.91)
	After following the program, I saw my friend showing the differences in skills.	.75 (4)	3.79 (.66)
	I can follow the program and, at other times, e.g., after school, I repeat the vital activity from the program.	.63 (4)	3.34 (.70)
	I know several supporting resources to support my involvement in the program, e.g., money, books, internet plans, smartphones, laptops, or other stuff to follow the program implemented in your school.	.72 (4)	3.92 (.88)
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)			

Primary data processed, 2023

Table 3. Statistical Analysis of Cronbach's Alpha on (Process) of Items

Items		Cronbach's Alpha (Item)	M (SD)
<i>Process</i>	I prepared myself for the program. (e.g., I am trying to be punctual; I am trying to bring a notebook everywhere I go, et cetera)	.69 (4)	3.89 (.98)
	I participate in the program by myself. If any, with whom do you think it is good to collaborate in implementing the character-building program? (e.g., friends, neighbors, families, strangers, etc.)	.65 (4)	3.61 (.91)
	In the process of running the program, I got several help to follow the program.	.70 (4)	3.42 (.85)
	I think all members of my school work together to implement the program to support the character-building.	.70 (4*5*)	4.13 (.87)

Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

Primary data processed, 2023

Table 4. Statistical Analysis of Cronbach's Alpha on (Product) of Items

Items		Cronbach's Alpha (Item)	M (SD)
<i>Product</i>	I see many changes in my daily life. (e.g., I have a better score in my study, I earn achievements after the program, others)	.63 (4)	3.61 (.75)
	I carry out the good habits after the programs end.	.63 (4)	3.61 (.75)
	I think my quality as a student is increasing	.74 (3)	3.68 (.62)
	The program influenced me after being involved in the program.	.72 (4)	3.82 (.60)
	My school is famous now, and its reputation has improved during the program's implementation.	.77 (4)	3.82 (1.01)

Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

Primary data processed, 2023

DISCUSSION

In identifying several projects implemented for correction and best practice results, CIPP evaluation could be emphasized to highlight the most fundamental project features to enhance the character-building program. This model has been selected because the feasibility of school programs can be evaluated under the context, input, process, and product scheme. Furthermore, the findings here consent on our four components measured existed:

Context Evaluation

Based on interview results from the school principal and several teachers, in terms of context in the CIPP model, the researchers discovered that the school had determined the aims of the school program to satisfy the requirements of a character-building program. It is in line with the purposes of the context in CIPP model evaluation that has been examined in the previous research, which was to evaluate the status of the ongoing program⁴³. It assures the capability of a subject, such as the program's convenience to enhance the students' character, adjusting their skills, standardizing the criteria of the program, the sufficiency of program

⁴³ Elmer A. Irene, "Evaluation of Teacher Education Curricula and Its Relevance to Licensure Examination Using Context, Input, Process and Product (CIPP) Model," *Social Sciences and Humanities Open* 8, no. 1 (2023): 100607, <https://doi.org/10.1016/j.ssho.2023.100607>.

time and difficulty level of the subject, or the intention of students' interest towards the program implemented⁴⁴.

Moreover, from Figure 1, it was identified that there were two crucial points in the identification of programs fostering character development. Firstly, the school authority integrated the extracurricular activities with intra-curricular objectives. "Most programs that support character building in our school are the *Dayah* program, public speaking class, and debate class." From the statement, it can be understood those three programs are implemented to infuse a specific value that cannot be fulfilled in the regular class. Indeed, the right choice of an extracurricular program can support the whole school's mission. On that issue, it has all been proven to enhance character development at the school enormously. This is similar to one empirical study on the interaction of history and STEM, which proved that curriculum integration seeks to make the academic program particularly compatible with actual-life scenarios or concerns⁴⁵. Despite efforts to assist teachers in integrating subjects into their classroom practices, it was demonstrated that curriculum integration generated objectives related to provoking students' moral responses to history, particularly as the curriculum topic concerned issues at the national level⁴⁶.

Further, with the help of extracurricular and intra-curricular activities, character education is absorbed⁴⁷. In addition, in the process of infusing character-building into students, the school's well-planned program, including the *dayah* program, debate, and public speaking, was set to support the vivid aims of the school program. Those programs are believed to be components of character-building that can help individuals develop their self-confidence⁴⁸. The school calculated that the program ran smoothly throughout the process for the program implementation. Either from national accreditation, the school's measurement, or any inspection of the students' daily interactions and behavior. Correspondingly, the application of accreditation in inspecting and controlling the program leads to the overall assessment of the school⁴⁹. Likewise, to investigate the context

⁴⁴ Hakan and Seval, "CIPP Evaluation Model Scale: Development, Reliability and Validity."

⁴⁵ Wonyong Park and Hohee Cho, "The Interaction of History and STEM Learning Goals in Teacher-Developed Curriculum Materials: Opportunities and Challenges for STEAM Education," *Asia Pacific Education Review* 23, no. 3 (2022): 457–74, <https://doi.org/10.1007/s12564-022-09741-0>.

⁴⁶ Park and Cho.

⁴⁷ Afridel DN Afridel, "Principal Management Sekolah Umum Berbasis Pesantren (SUBP) in Strengthening Character Education of Students," *WARAQAT: Jurnal Ilmu-Ilmu Keislaman* 7, no. 1 (2022): 19–29, <https://doi.org/10.51590/waraqat.v7i1.211>.

⁴⁸ Thomas Lickona, "Eleven Principles of Effective Character Education," *Journal of Moral Education* 25, no. 1 (1996): 93–100, <https://doi.org/10.1080/0305724960250110>; Lickona, "Character Education: Seven Crucial Issues."

⁴⁹ Mahmut Sağır, Süleyman Göksoy, and Orhan Ercan, "Views of School Administrators Regarding Accreditation Implementations in Educational Inspection," *Procedia - Social and Behavioral Sciences* 116 (2014): 1604–9, <https://doi.org/10.1016/j.sbspro.2014.01.442>.

model of evaluation, student perspectives are crucial to evaluate how the school has implemented an excellent program for character development when examining the program's setting. The findings of the questionnaire, from which the students responded, are also shared the results. All items of the context model were modified based on the need for the assessment for classifying the character-building programs developed in one state boarding school⁵⁰.

As illustrated in Table 1 above, the aspects considered include context, type of program or activity, activity's plan/program plan, objective of activity/plan, and the aims of programs⁵¹. All items indicated that they had a four 4-point Likert scale, which means most of them recognized the character-building program in their school. One category for the expectation of a similar program even rated five on the scale, which means students hope to have similar programs implemented in other schools. From the context evaluation, it can be addressed that the school has implemented precise character-building planning. Nevertheless, from the identified context, the researchers are still questioning the other points, such as how the school structures the program to fit the intended curriculum, because, from the interview result, the principal mentioned some challenges in the following statement.

“One of the most challenging issues is locating qualified instructors who can teach the specialist subjects such as *fiqh*, *akhlak* (moral), and *aqidah* (faith) within the *dayah* program. The complex balance between teachers' prominent positions, which must work outside the school, such as being imams, and their responsibilities in the *dayah* program demands significant thought. In addition, student time management is a challenge, especially for first-grade children who must remember Quranic chapters, even though this time the answer incorporates peer support and autonomous learning practices.”

At that point, school authorities struggled to make the program curriculum. In addition, the researchers worried that the changing situation would impact the psychology of the students. Even though those programs had implications for building the character of students and the formation of individuals with honest, responsible, and good character, at the same time, students are more likely to experience stress early in their lives.

⁵⁰ Guili Zhang et al., “Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs,” *Journal of Higher Education Outreach and Engagement* 15, no. 4 (2011): 57–84; Abdul Manan et al., “Evaluating Paper-Based Toefl Preparation Program Using the Context, Input, Process, and Product (Cipp) Model,” *Studies in English Language and Education* 7, no. 2 (September 3, 2020): 457–71, <https://doi.org/10.24815/siele.v7i2.16467>; Stufflebeam, “The CIPP Model for Evaluation.”

⁵¹ Shamsa Aziz, Munazza Mahmood, and Zahra Rehman, “Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study,” *Journal of Education and Educational Development* 5, no. 1 (May 30, 2018): 189, <https://doi.org/10.22555/joed.v5i1.1553>.

Input Evaluation

Input evaluation contributes to determining the scope of a program that meets the specified requirements. "How should it be done?" asks questions and the identification of procedural design or educational strategies that are most likely to deliver the expected outcome⁵². According to the findings of the interviews, various points can be outlined as frameworks found in the school program as disparities in students' character-building. First and foremost, it was discovered that students' discipline and time management skills improved during the *dayah* program and debate class instruction. It shares the management strategy Amilda⁵³ found to enhance the students' character by coaching. The principal mentioned that students' parents have noticed improvements in their children's behavior and achievements. Furthermore, positive parent feedback from social media groups indicates that character-building activities have significantly improved children's attitudes and achievements⁵⁴.

The advantages of activities such as the *dayah* program, public speaking, and debate class are visible in students' enlarged viewpoints, critical thinking abilities, and cognitive ability development. Even though debate classes were considered as having a relationship in the L2/FL setting, particular research has widely acknowledged that debate enhances critical reasoning but lacks empirical evidence that indisputably shows a causal link between debate and argumentation skills⁵⁵. On the other hand, it has also been demonstrated in previous studies that activities such as intensive regular recitation conducted in a dormitory significantly impact the students' character education⁵⁶. It can be said that character-building programs have resulted in observed changes in pupils' behavior and skills⁵⁷.

Furthermore, from input evaluation, the researchers found the integration of theory and practice in programs. It is described as character-building and is considered to be applied in learning to real-life scenarios. Programs like public speaking and debate help students develop their communication skills, logical thinking, and theoretical and practical application talents. It is supported by the previous study that students with critical thinking abilities are aware of their learning experiences and apply them to various problem scenarios to solve them.

⁵² Zhang et al., "Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-Learning Programs."

⁵³ Amilda, "Student Management Model through Character Building: An Effort to Improve the Quality of Education in Vocational High School."

⁵⁴ Rini Sugiarti et al., "The Influence of Parenting on Building Character in Adolescents," *Heliyon* 8, no. 5 (2022), <https://doi.org/10.1016/j.heliyon.2022.e09349>.

⁵⁵ F. Rombout, J. A. Schuitema, and M. L.L. Volman, "Teaching Strategies for Value-Loaded Critical Thinking in Philosophy Classroom Dialogues," *Thinking Skills and Creativity* 43, no. November 2021 (2022): 100991, <https://doi.org/10.1016/j.tsc.2021.100991>.

⁵⁶ Rahman et al., "The Implementation of Strengthening Character Education Program through Scouts Extracurricular Activities in Islamic Senior High School."

⁵⁷ Lickona, "Eleven Principles of Effective Character Education."

When youngsters are conscious of their learning experiences, they also comprehend what they need to do to complete more challenging activities⁵⁸. In line with that view, three indications are included on the scale of youth character building: peace, respect for difference, and awareness. Respect for difference is demonstrated in the freedom of opinion and the respectful manner in which they communicate their arguments⁵⁹.

After all, all programs, such as adequate teaching resources, are measured based on methodologies as one key feature in supporting the ongoing character-building program, which is highly valuable for the school to implement and improve⁶⁰. Moreover, the intensity with which various programs and teaching contexts are used and how demands are dealt with impact learning results is available. The extent of learning outcomes is influenced by using learning opportunities⁶¹.

Furthermore, Table 2 depicted a similar scale for all the input evaluations. The result indicated the variety of learning skills that exist shows that most students agree to claim they saw many improvements from skill as an aspect in character-building on the 4-scale rating. The balance between practical and theoretical work also proved that students dominantly agreed to mention that during the program implementation, they could follow the curriculum. They repeated the critical activities at other times, such as after school. The result of the questionnaire indeed supported the previous result from the interview section in the input evaluation above. It explains why learning resources were beneficial for the student, which corresponds to the point that students noticed the resources that schools employ for effective teaching and learning/programs by giving four on 4-point that are already good. Hence, it can be concluded that the resources aspect, student-led learning in project-based subjects, is one of the input models in CIPP evaluation that has met the expectation.

⁵⁸ Rabia Meryem Yilmaz, Fatma Burcu Topu, and Aysegül Takkaç Tulgar, “An Examination of the Studies on Foreign Language Teaching in Pre-School Education: A Bibliometric Mapping Analysis,” *Computer Assisted Language Learning* 35, no. 3 (March 4, 2022): 270–93, <https://doi.org/10.1080/09588221.2019.1681465>; Fatma Gizem Karaoglan-Yilmaz et al., “Metacognitive Awareness, Reflective Thinking, Problem Solving, and Community of Inquiry As Predictors of Academic Self-Efficacy in Blended Learning: A Correlational Study,” *Turkish Online Journal of Distance Education* 24, no. 1 (2023): 20–36, <https://doi.org/10.17718/tojde.989874>; Ranti Maulya and Kamarullah Kamarullah, “Reading Comprehension of Analytical and Hortatory Exposition: A Comparative Study,” *EDUJ: English Education Journal* 1, no. 1 (2023): 8–14, <https://doi.org/10.59966/eduj.v1i1.467>.

⁵⁹ Sugiharti et al., “The Influence of Parenting on Building Character in Adolescents.”

⁶⁰ Xianhan Huang et al., “What Drives Teaching for Creativity? Dynamic Componential Modelling of the School Environment, Teacher Enthusiasm, and Metacognition,” *Teaching and Teacher Education* 107 (2021): 103491, <https://doi.org/10.1016/j.tate.2021.103491>.

⁶¹ Rombout, Schuitema, and Volman, “Teaching Strategies for Value-Loaded Critical Thinking in Philosophy Classroom Dialogues”; Huang et al., “What Drives Teaching for Creativity? Dynamic Componential Modelling of the School Environment, Teacher Enthusiasm, and Metacognition.”

Process Evaluation

The process component is related to how the program's mission, preparation, and support for program implementation and goals are carried out and how resources and structures are included throughout the process. Three types of code lists are formed around the process component key ideas. The first is the collaboration in implementing the character-building program, another is the external support system, and finally, the third is the coordination of the program. Regarding the program's collaboration, the school is found to broaden the competencies development by inviting the expertise to guide the students' understanding towards any activities they formulated. Moreover, based on the interview, program implementation is satisfactory and productive overall. Debate class performance extends to other competitions and more outstanding accomplishments, demonstrating program efficacy. It follows that the domain of character-building qualities is used to refer to moral traits, civic traits (e.g., acceptance, politeness), 'performance' attributes, intellectual traits (e.g., curiosity, open-mindedness), or some mix of these⁶². The program benefits academic or non-academic accomplishment; students can think critically and positively impact self-confidence and character, mainly a broad range of skills created and responsible for their lives.

The preparation, participation, and implementation components are used for the students in the previous Table 4 to compare the interview results from the school authority. With a 4 out of 5 rating, it could have been seen that most students tried to be on time and with everything they needed prepared. As evidenced by the fact that they chose a 4-point scale, they were not pressured into joining the program. Even sure, students strongly agree with that point. In addition, in terms of implementation, students believed they received support to join the program and that all school members embraced the school's mission to conduct the program.

Product Evaluation

Product evaluations reveal expected and unanticipated outcomes to keep the system on track and assess the program's performance⁶³. From the frameworks, it is employed that graduate students adopting long-lasting positive habits maintain success. Eventually, people's genuine control over their actions is represented by the components of the theory of planned behavior. It postulates three conceptually distinct drivers of an intention to do a behavior: attitude

⁶² Robert E McGrath et al., "What Does Character Education Mean to Character Education Experts? A Prototype Analysis of Expert Opinions Experts? A Prototype Analysis of Expert Opinions," *Journal of Moral Education* 00, no. 00 (2021): 1–19, <https://doi.org/10.1080/03057240.2020.1862073>.

⁶³ Stufflebeam, "The CIPP Model for Evaluation."

toward the action, personal standards, and perceived control over behavior⁶⁴. Moreover, the positive habits implied the habituation of the program. In this term, it is explained that such leading, habituation, educational environment conditioning, integration in learning across all areas, and integration through extracurricular activities are character-building approaches for children⁶⁵. Our finding also discovered that programs trigger a broad range of development. It motivates teachers to develop themselves and raise their levels continually. It is similar to when teachers create learning communities and expand possibilities for job-embedded, small-group, and content-specific collaboration, which are other essential outcomes⁶⁶.

On the aspect of the school's program, which has drawn the attention of the local government and societies, it is likely evidence that the school has progressed and increased its reputation. It is also supported by the questionnaire in Table 5 that from product evaluations, the entire program was positive, with most students (4-scale) reporting that the program matched their requirements "agree." All students (100%) admitted that the reputation improved during the program's implementation. Similarly, when the school can accommodate the required schedule to be executed, the entity will also benefit. On that point, a similar study stated that educational institutions are becoming more involved with non-academic professionals in facilitating performance outcomes, confirming themselves as purposeful organizations, i.e., institutions with the capacity to effectively organize to achieve targets and expectations⁶⁷. Teachers must also reflect on their professionalism to ensure knowledge transmission and promote their role models to students⁶⁸.

Representing graduates who have accomplished much, from winning local and national academic and non-academic competitions to alums who are now enrolled in respectable colleges, is another evidence of the school's character-building activities. This evidence is revealed by the principal as follows.

"Some alumni who are undergoing studies in reputable campus outside of the Aceh Province are invited to stimulate their juniors. Several of them

⁶⁴ Huu Phuc Dang and Bang Nguyen Viet, "Inside the Intention to Join Extracurricular Activities: Integrating the Theory of Planned Behavior and Signaling Theory," *Cogent Education* 8, no. 1 (2021), <https://doi.org/10.1080/2331186X.2021.1888672>.

⁶⁵ Aningsih et al., "How Is the Education Character Implemented? The Case Study in Indonesian Elementary School."

⁶⁶ Aina Appova and Fran Arbaugh, "Teachers' Motivation to Learn: Implications for Supporting Professional Growth," *Professional Development in Education* 44, no. 1 (2018): 5–21, <https://doi.org/10.1080/19415257.2017.1280524>.

⁶⁷ Roxana Diana Baltaru, "Do Non-Academic Professionals Enhance Universities' Performance? Reputation vs. Organisation," *Studies in Higher Education* 44, no. 7 (2019): 1183–96, <https://doi.org/10.1080/03075079.2017.1421156>.

⁶⁸ Kamarullah Kamarullah and Barep Sarinauli, "Saya Keras Demi Kepentingan Peserta Didik! Refleksi Pendidik Terhadap Prinsip Mengajar Dan Profesinya," *Ta'dib* 13, no. 1 (2023): 1–9, <https://doi.org/10.54604/tdb.v13i1.238>.

won prestigious debate competitions locally and nationally. Seeing them return to the school and lend their support to the pupils here fills me with immense pride.”

The character-building activities of a school, such as those that lead to graduates’ success, are a key aspect of its identity⁶⁹. These activities can include participation in academic and non-academic competitions, as well as enrollment in respected colleges⁷⁰. They are also linked to the development of character strengths, which in turn are associated with academic achievement⁷¹ (Choudhury, 2017). However, the focus on character education should not detract from academic achievement⁷². The historical mission of universities to form students character is still relevant today, and there is a growing interest in character education in higher learning⁷³.

CONCLUSION

The present study’s findings showed that there is satisfaction within the students. They could benefit from the character-building programs as the schools offer complete support, even from their seniors. Reciprocally, the school gains the same merit, promoting the excellent profile of students so that the communities may acknowledge the characteristics of the school. Integrating the programs in inter-curricular and extracurricular activities is a practical decision to develop the student’s character. In addition, the pupils also improve their academic skills, particularly in terms of critical thinking, confidence, and communicative performance.

Similarly, the teachers might find this positive vibe as an effect of appropriate coordination between the school members. However, achieving excellent education and productive school programs necessitates action to eliminate the obstacles standing in the way. This research will help advance the

⁶⁹ Susanne Gannon, Danielle Tracey, and Jacqueline Ullman, “Bolstering Graduates’ Success through Working as Student Ambassadors in University Widening Participation Programs,” *Higher Education Research & Development* 37, no. 4 (June 7, 2018): 715–29, <https://doi.org/10.1080/07294360.2018.1455643>.

⁷⁰ Gannon, Tracey, and Ullman.

⁷¹ Sabiha Alam Choudhury and Indranee P. Borooah, “Character Strengths and Academic Achievements of Undergraduate College Students of Guwahati, Assam,” *Space and Culture, India* 5, no. 1 (June 30, 2017): 49–64, <https://doi.org/10.20896/saci.v5i1.242>.

⁷² Jacques S. Benninga et al., “Character and Academics: What Good Schools Do,” *Phi Delta Kappan* 87, no. 6 (February 24, 2006): 448–52, <https://doi.org/10.1177/003172170608700610>.

⁷³ Darin Davis, “The Character of the University,” *International Journal of Christianity & Education* 25, no. 1 (March 18, 2021): 3–5, <https://doi.org/10.1177/2056997120976324>; Ella Yuzar, Rahmiaty Rahmiaty, and Fadhlur Rahman, “Am I Being Rude?: Exploring Indonesian Students’ Intercultural Communicative Competence in Inner Circle Countries,” *Lingual: Journal of Language and Culture* 13, no. 1 (May 17, 2022): 18–27], <https://doi.org/10.24843/LJLC.2022.v13.i01.p02>.

CIPP model for use in evaluating and enhancing educational institutions in the future. A continued examination of the program and its accreditation and efforts to modify or reform certain aspects are, nonetheless, necessary. For the future of integrated character-building programs, the following recommendations are required.

- Taking into account a wider variety of criteria in the areas of context, input, process, and product;
- Involving a more extensive variety of stakeholders, such as program alums, school supervisors, parents, and regional education boards, to have a more accurate assessment of the program's quality;
- Conducting a qualitative analysis of the teachers' and students' perspectives on the teaching and learning practices used in each integrated program;
- Analyzing deeply the challenges the school might face while implementing the expected program.

To the contrary, we find gaps in this research. Since research was conducted just at one institution, it cannot be extrapolated to any other schools. There were few sources back then, and their functions were restricted. There are certain viewpoints that may work from a fresh angle. It is also suggested that future research looks into the differences between boarding schools and day schools, as well as private and public schools.

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