ABSTRACT

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EVALUATION OF THE RESPECT, RESPONSIBILITY, RIGHTEOUSNESS CHARACTER PROGRAM AT CANDLE TREE JUNIOR HIGH SCHOOL, SOUTH TANGERANG
(xv + 121 pages: 6 pictures; 43 table; 15 appendix)

This study evaluates the Respect, Responsibility, Righteousness (3R) character program at SMP Candle Tree, South Tangerang, using the CIPP (Context, Input, Process, Product) model. Data were collected from 50 respondents through questionnaires, interviews, observations, and document analysis. Context evaluation shows alignment with the school's mission of cultivating Christian-based leadership but highlights unmet ethical challenges. Input evaluation reveals sufficient learning resources but limited technology and teacher training. Process evaluation finds 75% of teachers applying 3R values effectively, yet teaching aids and technology remain underutilized, and 20% of students struggle to implement character values. Product evaluation indicates 80% of students understand and apply 3R values, while others need additional guidance. Recommendations include teacher training, provision of technological tools, integration of interactive methods, and stronger collaboration between schools and families to sustain the program. While the program has positively influenced character development, further optimization is required for equitable outcomes.

Keywords : character, CIPP, evaluation
References : 40 (2011 – 2024)

ABSTRAK

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EVALUASI PROGRAM KARAKTER *RESPECT, RESPONSIBILITY, RIGHTEOUSNESS* DI SMP CANDLE TREE TANGERANG SELATAN
(xv + 121 halaman: 6 gambar; 43 tabel; 15 lampiran)

Penelitian ini mengevaluasi program karakter *Respect, Responsibility, Righteousness* (3R) di SMP Candle Tree, Tangerang Selatan, menggunakan model CIPP (Context, Input, Process, Product). Data dikumpulkan dari 50 responden melalui kuisioner, wawancara, observasi, dan analisis dokumen. Evaluasi *context* menunjukkan bahwa program selaras dengan visi sekolah untuk membentuk pemimpin unggul berbasis nilai Kristiani, namun belum sepenuhnya menjawab kebutuhan siswa terkait tantangan etika. Evaluasi *input* menunjukkan sumber daya pembelajaran memadai, tetapi ketersediaan media teknologi dan pelatihan guru masih terbatas. Evaluasi *process* menemukan 75% guru telah menerapkan nilai 3R dalam pembelajaran, namun alat peraga dan teknologi masih kurang optimal, serta 20% siswa menunjukkan keterbatasan dalam penerapan nilai-nilai karakter. Evaluasi *product* menunjukkan bahwa 80% siswa memahami dan mempraktikkan nilai 3R, sementara sisanya memerlukan bimbingan lebih intensif. Rekomendasi mencakup pelatihan guru, pengadaan teknologi pendukung, integrasi metode interaktif, dan kolaborasi lebih kuat antara sekolah dan keluarga untuk keberlanjutan program. Program ini telah berdampak positif, tetapi optimalisasi lebih lanjut diperlukan untuk mencapai hasil yang merata.

Kata kunci : karakter, CIPP, evaluasi
Referensi : 40 (2011 – 2024)