



This work is licensed under

[a Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Evaluation of the Implementation of Character Education Based on National Values Using the CIPP Model in Elementary Schools

Syarifatul Qibtiyah¹, Risfa Tri Ulfa², Salis Masruhi³, Gusli Bambang Irawan⁴

Sekolah Tinggi Agama Islam Jarinabi, Jambi, Indonesia^{1,2,3,4}

syarifatulqibtiyah@gmail.com¹, risfa2806@gmail.com², masruhin79@gmail.com³,

guslibambang98@gmail.com⁴

Keywords :

Character Education, National Values, Program Evaluation, CIPP Model, Elementary School

ABSTRACT

This study aims to evaluate the implementation of character education based on national values in elementary schools using the CIPP (Context, Input, Process, Product) evaluation model. The study employed a qualitative approach with an evaluative research design conducted at SDN 96/X Rantau Indah. The research subjects consisted of the principal, classroom teachers, and students involved in the implementation of character education based on national values. Data were collected through interviews, observations, questionnaires, and documentation. Data analysis was conducted qualitatively with the support of descriptive quantitative data. The results showed that the implementation of character education based on national values has been carried out well based on the CIPP evaluation components. In the context aspect, the program was aligned with students' needs and school objectives. In the input aspect, teacher readiness and supporting facilities were adequate. In the process aspect, character education was implemented through learning activities and school habituation programs. In the product aspect, the program had a positive impact on the development of students' discipline, responsibility, cooperation, and tolerance. The findings indicate that the CIPP evaluation model can be used as a systematic approach to evaluate the implementation of character education based on national values in elementary schools.

INTRODUCTION

Character education is an important component of the education system because it aims to develop students who possess not only academic competence but also moral and social qualities. Education therefore functions not merely as a process of transferring knowledge but also as a means of shaping students' attitudes and behaviors in accordance with the values upheld in society (Salirawati, 2021). This role is particularly important at the elementary school level, where students are in an early stage of developing attitudes, values, and patterns of social interaction that may influence their subsequent

development. Through character education, students are expected to develop responsibility, discipline, and the ability to interact positively with others.

In the context of national education, character education also needs to be directed toward the internalization of national values. The integration of such values into learning can help students understand diversity, develop mutual respect, and establish positive relationships with others (Aryani & Wilyanita, 2022). Values such as patriotism, unity, tolerance, and mutual cooperation therefore need to be introduced and strengthened from an early age through learning activities and school culture. In addition, education based on Pancasila values contributes to the development of students' nationalism and responsibility as citizens (Tunnisa & Alwi, 2024). Thus, character education based on national values is not limited to the development of individual morality but also contributes to the formation of students' social and civic character.

The implementation of character education requires a systematic process because the internalization of values cannot be achieved solely through the delivery of cognitive content. Character values need to be reinforced through structured educational activities and continuous habituation so that they become reflected in students' everyday attitudes and behaviors (Marzuqi, 2022). In practice, character education can be integrated into intracurricular and extracurricular activities as well as the broader school culture. Extracurricular activities, for example, provide opportunities for students to develop responsibility, cooperation, and leadership through direct learning experiences (Arifudin, 2022). At the same time, effective implementation requires school management that is capable of integrating character values into educational policies and activities in a comprehensive manner (Hasibuan, 2022). These conditions indicate that the implementation of character education based on national values involves not only classroom activities but also the readiness of teachers, school programs, management, and the wider educational environment.

The complexity of implementation consequently makes systematic evaluation an important part of character education programs. Evaluation is needed not only to determine whether activities have been implemented, but also to assess the extent to which the program is aligned with its objectives and contributes to the intended development of students' character. However, the evaluation of character education programs is not always conducted systematically and continuously, making it difficult to determine the extent to which program objectives have been achieved (Salirawati, 2021). Program evaluation is also important for identifying factors that support or constrain implementation and for providing a basis for subsequent program improvement (Purnama & Dwikurnaningsih, 2021). Therefore, an evaluation approach is needed that can examine character education based on national values from the program context, supporting resources, implementation process, and outcomes achieved by students.

Several previous studies have examined the implementation and evaluation of character education in different educational contexts. Faujiah et al. (2021), for example, showed that the implementation of character education in elementary schools is supported by clear program planning and the involvement of the school community. Meanwhile, Salim and Saridewi (2024) emphasized the importance of program evaluation in identifying the strengths and weaknesses of character education as a basis for subsequent program improvement. These studies demonstrate that both effective program implementation and systematic evaluation are important for sustaining character education in schools. However, the findings also indicate the need for an evaluation approach that can examine not only the outcomes of character education but also the conditions, resources, and processes underlying its implementation.

One evaluation approach that is particularly relevant to this need is the CIPP (Context, Input, Process, Product) evaluation model. The CIPP model provides a structured framework for examining an educational program through four interconnected components. Context evaluation examines the needs, problems, and objectives underlying a program; input evaluation assesses the readiness of resources

and strategies; process evaluation examines the implementation of planned activities; and product evaluation assesses the outcomes achieved by the program (Nurhayani et al., 2022; Stufflebeam & Zhang, 2017). The four components make the CIPP model relevant for evaluating character education because the success of such programs may depend not only on the outcomes observed in students but also on the suitability of program objectives, resource readiness, and consistency of implementation.

The relevance of the CIPP model to character education has also been demonstrated in previous studies. Kumalasari and Idawati (2023) found that the CIPP model can systematically identify the strengths and weaknesses of character education programs and provide information for program improvement. Similarly, Krisnawati et al. (2024) demonstrated that the CIPP model can be used to evaluate the implementation of character education strengthening programs by examining the relationship between program planning, implementation, and student outcomes. These studies confirm the usefulness of CIPP for evaluating character education. Nevertheless, the existing studies cited above have primarily examined character education programs or character education strengthening programs within particular school contexts. The specific integration of national values as the substantive focus of character education with a comprehensive CIPP evaluation framework at the elementary school level remains less explicitly addressed.

This gap is important because character education based on national values involves multiple dimensions that cannot be adequately understood by examining program activities or student outcomes alone. The suitability of the program to students' and school needs, the readiness of teachers and supporting facilities, the implementation of national values through learning and habituation, and the development of students' attitudes and behaviors need to be examined as interconnected components. Therefore, this study aims to evaluate the implementation of character education based on national values at an elementary school using the CIPP evaluation model. By examining the context, input, process, and product components, the study seeks to provide an integrated evaluation of program suitability with school needs, resource readiness, implementation practices, and the outcomes of character development.

METHOD

This study employed a qualitative approach with an evaluative research design to evaluate the implementation of character education based on national values at an elementary school. A qualitative approach was selected to obtain an in-depth understanding of the implementation of the character education program within the natural context of the school environment. The evaluation was guided by the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam, which examines the suitability of a program with identified needs, the readiness of resources, the implementation process, and the outcomes achieved by the program (Stufflebeam & Zhang, 2017). The study was conducted at SDN 96/X Rantau Indah, an elementary school that has implemented character education based on national values through learning activities and habituation practices within the school environment.

The research participants consisted of one principal, four classroom teachers, and thirty students, resulting in a total of thirty-five participants. Participants were selected using purposive sampling based on their direct involvement in and understanding of the implementation of character education based on national values. The principal and teachers were selected because of their roles in planning and implementing the program, while students were selected because they were the primary recipients of the character education program and could provide information regarding their understanding and application of national values.

Data were collected through interviews, observations, questionnaires, and documentation. The data collection instruments were developed according to the four components of the CIPP evaluation model. The interview instrument was used to obtain information from the principal and teachers

concerning the planning, objectives, implementation, and supporting conditions of the character education program. The observation instrument was used to examine the implementation of character education in learning activities and school habituation practices. The evaluation indicators covered the suitability of the program with students' needs and the clarity of program objectives in the context component; teacher readiness and the availability of supporting facilities in the input component; the implementation of character education in learning activities and national-value-based habituation in the process component; and students' attitudes and behaviors in the product component. These indicators were examined through relevant data sources, including interviews, observations, questionnaires, and documentation. The questionnaire was used as supporting data to describe students' understanding and attitudes toward national values. The questionnaire results covered indicators of discipline in learning activities, cooperation with peers, tolerance toward peers, responsibility for assigned tasks, and participation in school activities.

Qualitative data obtained from interviews, observations, and documentation were analyzed through the stages of data reduction, data presentation, and conclusion drawing. This analytical process was used to identify patterns and meanings related to the implementation of character education based on national values across the four CIPP components. Questionnaire data were analyzed descriptively using mean scores and percentages to describe tendencies in students' understanding and attitudes toward national values. The quantitative findings were used as supporting evidence rather than as the primary basis for evaluating the program. The findings obtained from the different data sources were subsequently compared and integrated through triangulation to strengthen the credibility and comprehensiveness of the research findings (Sugiyono, 2016).

RESULTS AND DISCUSSIONS

Context Evaluation (Program Context)

The context evaluation examined three main aspects of the implementation of character education based on national values at SDN 96/X Rantau Indah: the suitability of the program with students' and school needs, the objectives of the program, and the support provided by the school environment. The findings indicate that the program was developed in response to the school's need to foster students' attitudes and behaviors in addition to their academic development. The interview findings indicated that the principal and teachers viewed character education as an integral part of daily school activities. In practice, national values were incorporated into learning activities and school habituation programs, including flag ceremonies, community service (*gotong royong*), and learning activities emphasizing discipline and responsibility. This finding indicates that the program was not positioned as an additional activity but as part of the school's broader educational process.

The interview findings can be interpreted as showing that the school's primary concern was not only whether students understood national values conceptually, but also whether these values were reflected in their daily behavior. The principal and teachers emphasized the integration of discipline, responsibility, cooperation, and nationalism into routine educational activities. This interpretation is supported by the observation findings, which identified several concrete forms of habituation within the school environment. Students participated in flag ceremonies, *gotong royong*, maintained the cleanliness of the school environment, and were encouraged to demonstrate disciplined behavior during learning activities. These observations provide empirical evidence that national values were practiced through students' everyday activities rather than being limited to verbal explanations.

The context findings were also supported by the analysis of school documents. The objectives of the program were directed toward developing students' nationalism, discipline, responsibility, and cooperation through intracurricular learning activities and school habituation practices. The integration of these objectives into routine educational activities indicates that the school sought to create repeated opportunities for students to encounter and practice national values. Such an approach is consistent with Nugraha (2016), who views character education as a continuous process of shaping students'

attitudes and behaviors through educational activities. It also corresponds with Lickona's (1992) view that character education seeks to develop responsibility and respect as essential elements of students' social development.

The specific activities observed also demonstrate the relationship between the program objectives and the school environment. Flag ceremonies provided a context for reinforcing nationalism, while *gotong royong* and environmental-cleanliness activities created opportunities for students to practice cooperation and responsibility. Similarly, the emphasis on discipline during learning activities provided a daily context for reinforcing responsible behavior. The presence of these activities suggests that the school environment functioned as a practical setting for the internalization of national values. This finding supports Winarno's (2006) argument that education contributes to the development of students' awareness and responsibility as members of society and the nation. It is also consistent with Yaumi (2016), who emphasizes the importance of planned and continuous educational activities in developing positive character.

From the CIPP perspective, the context component can therefore be assessed as **Good** because the program was aligned with identified student and school needs, had clearly directed objectives, and was supported by the school environment. More importantly, the "Good" classification is supported by converging evidence rather than by a categorical judgment alone. Interview findings described the integration of national values into learning and habituation; observations identified concrete practices through which these values were enacted; and school documents demonstrated that nationalism, discipline, responsibility, and cooperation were included among the program objectives. This convergence strengthens the interpretation that character education based on national values was contextually relevant and embedded within the educational practices of SDN 96/X Rantau Indah. In accordance with Arikunto and Jabar (2009), the suitability between program needs, objectives, and environmental conditions provides an important foundation for assessing the subsequent input, process, and product components.

Table 1. Indicators for Evaluating the Implementation of Character Education Based on National Values Using the CIPP Model

CIPP Component	Evaluation Indicators	Data Sources
Context	Suitability of the program with students' needs	Interviews and documentation
	Clarity of the objectives of character education based on national values	Documentation
Input	Teacher readiness in implementing character education	Interviews
	Availability of supporting facilities	Observation
Process	Implementation of character education in learning activities	Observation
	Habituation activities based on national values	Observation
Product	Students' attitudes and behaviors	Questionnaires and interviews

Input Evaluation (Program Inputs)

The input evaluation examined the readiness of the resources supporting the implementation of character education based on national values at SDN 96/X Rantau Indah. The evaluation focused on three main aspects: teacher readiness to integrate national values into learning activities, the availability of supporting facilities and infrastructure, and the extent to which character education was incorporated into program planning and learning instruments. These aspects were considered important because the implementation of character education requires not only clearly defined objectives but also adequate human and material resources to translate those objectives into educational practices.

The interview findings indicated that the teachers involved in the program had understood the importance of character education and had attempted to integrate national values into both classroom learning and school habituation activities. Teachers were not limited to delivering subject matter but also incorporated discipline, responsibility, and cooperation into learning activities. The findings suggest that teachers functioned not only as providers of academic content but also as role models and facilitators of character development. Their involvement was particularly important because the internalization of national values requires continuous reinforcement through students' daily interactions and learning experiences. This finding supports Yufiarti et al. (2023), who emphasize the importance of integrating character values into learning activities, and is consistent with Munawaroh et al., who highlight the central role of teachers in continuously integrating character values into the learning process.

The observation findings provided more specific evidence regarding the material conditions supporting the program. The school environment was observed to include conducive classrooms, a clean school environment, and facilities that supported habituation activities, particularly flag ceremonies and community service activities (*gotong royong*). These conditions enabled character education activities to be conducted within the normal routines of the school. The availability of such facilities is important because students require an environment in which national values can be practiced through concrete activities. A clean and organized environment, for example, provides a context for developing responsibility, while facilities that support collective activities create opportunities for students to practice cooperation. These findings are consistent with Munawaroh et al (2024), who emphasizes the importance of a conducive educational environment in supporting character development, and Yaumi (2016), who explains that character values can be developed more effectively through varied and meaningful school activities.

The input evaluation also identified evidence of program readiness in the planning documents. Analysis of the learning instruments showed that teachers had incorporated character education elements into their instructional planning, particularly values related to cooperation, discipline, and responsibility. This finding is important because it demonstrates that character education was not only expressed through informal habituation but had also been incorporated into the planned instructional process. The presence of character-related elements in learning instruments provides a structural basis for teachers to reinforce national values during classroom activities. Thus, the program's input readiness involved both human resources, represented by teachers' understanding and involvement, and program resources, represented by learning instruments and the physical school environment.

When the three sources of evidence are considered together, a consistent pattern emerges. Interview data indicate teacher readiness and involvement in integrating character values; observation data demonstrate that the physical school environment and facilities supported habituation activities; and document analysis shows that character education values were incorporated into learning instruments. This convergence strengthens the interpretation of the input component because the assessment does not rely solely on teachers' statements but is supported by observable conditions and documentary evidence. The findings therefore suggest that the resources available at SDN 96/X Rantau Indah were sufficiently aligned with the requirements of the character education program.

From the CIPP perspective, the input component can consequently be categorized as Good, but this classification should be understood as the result of the convergence of several empirical indicators rather than as a standalone judgment. Teacher readiness, supporting facilities, and integration of character values into learning instruments collectively provided the resources necessary for program implementation. This finding is consistent with Arikunto and Jabar (2009), who explain that input evaluation is important for assessing the readiness of resources and strategies required to implement an educational program effectively. Overall, the input findings indicate that SDN 96/X Rantau Indah

possessed adequate human, environmental, and planning resources to support the implementation of character education based on national values.

Process Evaluation (Program Implementation)

The process evaluation examined the implementation of character education based on national values through classroom learning activities and habituation practices at SDN 96/X Rantau Indah. Based on observations and interviews with teachers, character education was integrated into daily learning activities through the development of discipline, responsibility, and cooperation. Teachers involved students actively in learning activities while simultaneously providing examples of behavior that reflected the character values being promoted. Thus, the implementation of character education was not limited to the delivery of subject matter but was incorporated into the interaction and learning practices occurring in the classroom. This finding indicates that teachers played an active role in translating national values into students' everyday learning experiences. Such integration is consistent with Yufiarti et al. (2023), who emphasize the importance of incorporating character values into learning activities. It also supports Lickona's (1992) view that character education requires the habituation of positive values through students' everyday educational experiences.

The observational findings further demonstrate that character education was implemented through regular habituation activities within the school environment. Specifically, the observations identified flag ceremonies, community service activities (*gotong royong*), maintenance of the school environment, and the reinforcement of disciplined behavior during learning activities. These activities provided concrete situations in which students could practice national values rather than merely receive information about them. Flag ceremonies created opportunities to reinforce nationalism, while *gotong royong* encouraged cooperation and collective responsibility. Maintaining the cleanliness of the school environment provided opportunities for students to practice responsibility, whereas disciplined behavior during learning reflected the application of self-discipline in daily school activities. These findings support Yaumi (2016), who explains that habituation can facilitate the internalization of character values through real experiences, and are consistent with Munawaroh et al., who emphasize the importance of continuous habituation in developing students' positive behavior.

The process findings also indicate that students were actively involved in the implementation of the program. Their involvement was observed both in classroom learning and in habituation activities within the school environment. The continuity of these activities demonstrates that character education was incorporated into the routine educational process rather than being implemented only through occasional programs. This condition is important because the development of character requires repeated opportunities for students to practice values in different situations. The planned and continuous implementation of character education can contribute to the development of students' attitudes and behaviors (Munawaroh et al., 2024). Therefore, the process findings suggest that the program was implemented through a combination of teacher involvement, classroom learning, habituation, and student participation.

Table 2. Questionnaire Results on Students' Character Education Based on National Values

No	Indicator of National Values	Mean Score	Category
1	Discipline in learning activities	3.6	Good
2	Cooperation with peers	3.8	Good
3	Tolerance toward peers	3.7	Good
4	Responsibility for assigned tasks	3.6	Good
5	Participation in school activities	3.7	Good

The questionnaire results show that all five indicators were categorized as Good, with mean scores ranging from 3.6 to 3.8. Cooperation with peers obtained the highest mean score (3.8), followed by tolerance toward peers and participation in school activities, each with a mean score of 3.7. Discipline in learning activities and responsibility for assigned tasks obtained mean scores of 3.6. The relatively

high score for cooperation is consistent with the observed *gotong royong* activities and collaborative learning practices, suggesting that cooperation was not only identified through students' questionnaire responses but was also reflected in the school's routine activities. Similarly, the scores for discipline and responsibility correspond with the observed emphasis on disciplined behavior and students' responsibility during learning activities. These consistencies provide supporting evidence that the values assessed through the questionnaire were also present in the observed implementation of the program.

The convergence of the data sources strengthens the interpretation of the process evaluation. Interview findings indicate that teachers integrated discipline, responsibility, and cooperation into classroom learning; observational findings demonstrate the implementation of these values through learning and habituation activities; while questionnaire findings show that students reported generally positive levels across discipline, cooperation, tolerance, responsibility, and participation. The three sources therefore provide complementary evidence regarding the implementation of character education based on national values. This triangulation is particularly important because the process component of CIPP is concerned not merely with whether a program exists, but with how the planned program is actually implemented in practice.

Based on the combined findings, the process component can be categorized as Good. However, this classification is supported by concrete empirical evidence rather than by the category alone. The implementation involved the integration of national values into classroom instruction, teacher modeling, regular habituation activities, and active student participation. The questionnaire results further strengthen these findings by demonstrating positive tendencies across all five assessed indicators. Overall, the process evaluation indicates that character education based on national values at SDN 96/X Rantau Indah had been implemented continuously through interconnected classroom practices and school habituation activities.

Product Evaluation (Program Outcomes)

The product evaluation examined the outcomes of the implementation of character education based on national values, particularly as reflected in students' attitudes and behaviors. The findings were derived from observations, interviews with teachers, and students' questionnaire responses. The evidence indicates that students demonstrated positive expressions of discipline, cooperation, tolerance, responsibility, and participation in school activities. In classroom activities, students were observed to participate in learning activities while demonstrating disciplined behavior and responsibility for assigned tasks. In interactions with peers, students demonstrated cooperation and tolerance, while participation in school activities provided opportunities for students to practice responsibility and collective involvement. These findings suggest that the character education program was accompanied by positive manifestations of the values promoted through the program.

The questionnaire findings provide additional empirical support for these observations. Students' responses across the five assessed indicators were categorized as Good, with mean scores ranging from 3.6 to 3.8. Cooperation with peers obtained the highest mean score of 3.8, while tolerance and participation in school activities each obtained 3.7. Discipline in learning activities and responsibility for assigned tasks each obtained 3.6. The relatively consistent scores across all indicators indicate that the positive character-related behaviors identified through observations were also reflected in students' questionnaire responses.

The interview and observation findings further indicate that these student behaviors were associated with the continuous implementation of character education through classroom learning and school habituation. Teachers reported integrating discipline, responsibility, and cooperation into learning activities, while observations identified concrete practices such as flag ceremonies, *gotong royong*, maintaining school cleanliness, and reinforcing disciplined behavior during learning activities. The convergence of these findings suggests that the outcomes observed in students were consistent with

the values emphasized during the implementation process. This is consistent with Lickona (1992), who emphasizes that character education seeks to develop responsibility and respect through continuous educational experiences. It also supports Yaumi's (2016) view that the integration of character values into educational activities and habituation can facilitate the internalization of those values through meaningful experiences.

The product findings should therefore be interpreted as evidence of positive character development associated with the implementation of the program, rather than as evidence of a causal effect. The qualitative evidence shows that students demonstrated behaviors corresponding to the national values promoted by the school, while the questionnaire data provide supporting evidence of generally positive tendencies across the assessed indicators. This distinction is important because the present study evaluates the implementation and outcomes of a program within its natural school context rather than testing its causal effectiveness through an experimental design.

From the CIPP perspective, the product component can consequently be categorized as Good because the available evidence indicates positive manifestations of students' attitudes and behaviors in accordance with the character values promoted by the program. The classification is supported by the convergence of observations, teacher interviews, and questionnaire responses rather than by the category alone. Thus, the product evaluation indicates that the implementation of character education based on national values was accompanied by positive outcomes in students' discipline, cooperation, tolerance, responsibility, and participation.

Based on the integrated evaluation of the context, input, process, and product components, the implementation of character education based on national values at SDN 96/X Rantau Indah can be characterized as systematically implemented and supported by the school environment. The context findings indicate that the program was aligned with students' and school needs and had clearly directed objectives. The input findings demonstrate that teachers, supporting facilities, and learning instruments provided adequate resources for implementation. The process findings show that national values were incorporated into classroom learning, teacher modeling, and regular habituation activities. Meanwhile, the product findings indicate positive manifestations of discipline, cooperation, tolerance, responsibility, and participation among students. The summary of these findings is presented in Table 3.

Table 3. Summary of the Evaluation Results of the Implementation of Character Education Based on National Values Using the CIPP Model

CIPP Component	Evaluation Results	Category
Context	The character education program is aligned with students' needs and school objectives	Good
Input	Teacher readiness and supporting facilities for the program are adequate	Good
Process	The implementation of character education is carried out according to the plan through learning activities and habituation practices	Good
Product	Students' attitudes and behaviors show positive development	Good

The overall findings demonstrate that the four CIPP components are interconnected rather than functioning as independent elements. The alignment identified at the context level provides the basis for determining appropriate program inputs, while teacher readiness, supporting facilities, and learning instruments facilitate the implementation of character education in the process component. The process, in turn, provides students with repeated opportunities to practice national values through classroom learning and school habituation. The positive tendencies identified in the product component are consistent with these implementation practices. Therefore, the overall CIPP evaluation suggests that the implementation of character education based on national values was supported by an

alignment between program needs, resource readiness, implementation practices, and student outcomes.

The findings also reinforce the importance of examining character education through an integrated evaluation framework. Evaluating only student outcomes would provide limited information about why particular outcomes were observed, whereas examining context, input, and process alongside product provides a more comprehensive understanding of program implementation. In this study, the convergence of interview, observation, documentation, and questionnaire evidence strengthens the interpretation of the findings. This is consistent with Yufiarti et al. (2023), who emphasize the importance of integrating character values into learning and school culture, and with Lickona (1992), who stresses the importance of continuous educational experiences in developing students' character.

This study has several limitations that should be considered when interpreting the findings. First, the research was conducted at only one elementary school, SDN 96/X Rantau Indah, and therefore the findings reflect the specific conditions, practices, and characteristics of that school and cannot be generalized directly to elementary schools with different contexts. Second, the number of participants was limited to one principal, four classroom teachers, and thirty students, which means that the findings primarily represent the perspectives and experiences of participants directly involved in the program at the research site. Third, the evaluation was conducted within the existing conditions of the school during the research period. Consequently, the findings provide a contextual picture of program implementation and its observed outcomes rather than evidence of long-term changes in students' character. Future studies could involve multiple elementary schools with different characteristics and broader geographical coverage to examine whether similar CIPP patterns emerge across different educational contexts.

The contribution of this study lies not simply in the use of the CIPP evaluation model, but in its application as an integrated framework for examining character education specifically oriented toward national values at the elementary school level. The study brings together four dimensions—program context, resource readiness, implementation process, and student outcomes—to provide a more comprehensive picture of how national-value-based character education is planned, supported, implemented, and manifested in students' daily school experiences. In addition, the integration of interview, observation, documentation, and questionnaire evidence provides complementary perspectives for interpreting the implementation of the program. Thus, the study contributes empirical evidence on the contextual relevance, resource readiness, implementation practices, and student outcomes of national-value-based character education within an elementary school setting. The findings may serve as a reference for schools seeking to evaluate and strengthen character education programs through a systematic and sustainable approach.

CONCLUSION AND SUGGESTION

Based on the results of this study, it can be concluded that the implementation of character education based on national values at SDN 96/X Rantau Indah has been carried out fairly well based on the results of the CIPP evaluation model, which includes the aspects of context, input, process, and product. The character education program has been designed in accordance with students' needs and school objectives, supported by the readiness of teachers and adequate supporting facilities, and implemented through learning activities and habituation practices integrated into school activities. The evaluation results indicate that the implementation of character education based on national values has a positive impact on the development of students' discipline, responsibility, cooperation, and tolerance. Therefore, schools are encouraged to continue developing character education programs based on national values in a more systematic and sustainable manner, particularly through strengthening program planning and increasing the involvement of all members of the school community so that the implementation of character education can be carried out more optimally in the future.

REFERENCES

- Arifudin, O. (2022). Optimalisasi kegiatan ekstrakurikuler dalam membina karakter peserta didik. *JHIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(3), 829-837. <https://doi.org/10.54371/jhip.v5i3.492>
- Arikunto, S., & Jabar, C. S. A. (2009). Evaluasi program pendidikan: Pedoman teoretis bagi mahasiswa dan praktisi pendidikan. *Jakarta: Bumi Aksara*.
- Aryani, N., & Wilyanita, N. (2022). Pendidikan karakter berbasis keluarga terintegrasi pembelajaran untuk menanamkan nilai-nilai toleransi sejak dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4653-4660. <https://doi.org/10.31004/obsesi.v6i5.2339>
- Faujiah, N., Muwarni, S., & Driana, E. (2021). Evaluasi program pendidikan karakter di sekolah dasar Islam Daarus Shofwah Bojonggede-Bogor. *Jurnal Penelitian Dan Penilaian Pendidikan*, 3(2), 9-20. <https://doi.org/10.23969/jp.v6i2.4729>
- Hasibuan, S. M. (2022). Dasar penerapan serta prinsip manajemen berbasis sekolah (MBS). *TADRIBUNA: Journal of Islamic Education Management*, 2(2), 27-35. <https://doi.org/10.61456/tjiec.v2i2.21>
- Heri, G. (2012). Pendidikan karakter konsep dan implementasi. *Bandung: Alfabeta*, 7, 31.
- Krisnawati, E., Susongko, P., & Suriswo, S. (2024). Evaluasi Implementasi Program Penguatan Pendidikan Karakter di SD Muhammadiyah Pacul Model CIPP (Context, Input, Process, Product). *Journal of Education Research*, 5(1), 122-129. <https://doi.org/10.37985/jer.v5i1.801>
- Kumalasari, B., & Idawati, L. (2023). Evaluasi program pendidikan karakter di SD Athalia dengan model CIPP (context, input, process, product). *Jurnal Akuntabilitas Manajemen Pendidikan*, 11(2), 60-72. <https://doi.org/10.21831/jamp.v11i2.65007>
- Lickona, T. (1992). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Marzuqi, A. (2022). Internalisasi Pendidikan Karakter di Madrasah Diniyah Takmiliyah. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(1), 61-76. DOI: [10.25299/al-thariqah.2022.vol7\(1\).8351](https://doi.org/10.25299/al-thariqah.2022.vol7(1).8351)
- Munawaroh, M., Gunawan, I., Udin, T., Muchtarom, M., Andriani, N., Nining, A., ... & Munjiat, S. M. (2024). *PENDIDIKAN KARAKTER: KONSEP DAN IMPLEMENTASI*. Ume publishing.
- Nugraha, S. A. (2016). Konsep dasar pendidikan karakter. *Al-Munawwarah: Jurnal Pendidikan Islam*, 8(2), 158-176. <https://doi.org/10.31869/jkpu.v7i2.5999>
- Nurhayani, N., Yaswinda, Y., & Movitaria, M. A. (2022). Model evaluasi CIPP dalam mengevaluasi program pendidikan karakter sebagai fungsi pendidikan. *Jurnal Inovasi Penelitian*, 2(8), 2353-2362. <https://doi.org/10.47492/jip.v2i8.1116>
- Purnama, E., & Dwikurnaningsih, Y. (2021). Evaluasi Program Pendidikan Karakter di Toddler-KB-TK Kristen 03 Eben Haezer Salatiga. *Kelola: Jurnal Manajemen Pendidikan*, 8(2), 225-238. <https://ejournal.uksw.edu/kelola/article/view/5302>

- Salim, M. R., & Saridewi, M. (2024). Evaluasi Program Pendidikan Karakter Di MI Arohmah Keraksaan-Probolinggo. *Katalis Pendidikan: Jurnal Ilmu Pendidikan dan Matematika*, 1(2), 155-162.
- Salirawati, D. (2021). Identifikasi problematika evaluasi pendidikan karakter di sekolah. *Jurnal Sains Dan Edukasi Sains*, 4(1), 17-27. <https://doi.org/10.24246/juses.v4i1p17-27>
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications.
- Sugiyono (2016). Metode penelitian kuantitatif kualitatif dan R&D. *Alfabeta, Bandung*.
- Tunnisa, Z., & Alwi, N. A. (2024). Pengaruh pendidikan pancasila dalam pembentukan karakter peserta didik di sekolah dasar. *Jurnal Bintang Pendidikan Indonesia*, 2(3), 210-217.
- Winarno, D. (2006). *Paradigma Baru Pendidikan Kewarganegaraan*. Jakarta: Bumi Aksara
- Yaumi, M. (2016). *Pendidikan karakter: landasan, pilar & implementasi*. Prenada Media.
- Yufiarti, M., Japar, M., & Siska, Y. (2023). *Implementasi Penguatan Pendidikan Karakter (PPK) di Sekolah Dasar*. Garudhawaca.