Evaluation of the Character Home Visit Program Using the Context, Input, Process, Product (CIPP) Model at SMP Islam Al Madinah Jombang

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ABSTRACT

Evaluation of the character program at SMP Islam Al Madinah Jombang is very important to determine the effectiveness of the program in developing moral and ethical values among students. This evaluation can also help identify deficiencies and errors in the character program, so that better improvements and development can be made. This research aims to find out how to evaluate the character home visit program. Research using the CIPP evaluation model includes Context, Input, Process, Product. Data collection techniques use interview, observation and documentation methods. The data analysis used is data collection, data reduction, data presentation, and verification or drawing conclusions. The results of the program evaluation include (1) in terms of context, the components are home visit background, character, social conditions of students, and school policies. (2) in terms of input, the components are available resources, teacher preparation, and parental involvement. (3) viewed from the process, its components are planning, implementation, evaluation and challenges. (4) in terms of product, the components are the impact of student behavior, parental satisfaction with program results, and recommendations for program improvement and development.

Key Word	*Character Home Visit Program, Evaluation Program, CIPP*
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INTRODUCTION

Character education is a teaching program in schools which aims to develop students' character or behavior by living up to the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline and cooperation. (Zuriah, 2008) Characteristics are a solution for a nation's education which is starting to degrade morally. Good character can be achieved through a process of internalization of what one knows, which takes time so that good character is formed in human beings. (Sutrisno et al., 2016) in achieving the goal of developing good character, schools need to form a

character program and internalize it in co-curricular, intra-curricular and extra-curricular areas.

Character education is easy to teach, but most children cannot apply it well. The implementation of good manners is influenced by children's low awareness of creating a conducive atmosphere during the learning process. This low awareness is influenced by parents who are too busy with their respective jobs so they do not guide their children enough, even though more learning time is done at home than at school. Awareness created through guidance and examples from parents when children are at home will make them more understanding and aware of the good things that must be done. In providing direction, parents have different ways to find out the attitudes and behavior of each child (Veni et al., 2020).

SMP Islam Al Madinah, as an Islamic educational institution, has the responsibility to develop moral and ethical values through a character program. Since 2019, the school has had a policy of ethical visits involving all educators and education staff. Evaluation of the character program at SMP Islam Al Madinah is very important to determine the effectiveness of the program in developing moral and ethical values among students. This evaluation can also help identify deficiencies and errors in the character program, so that better improvements and development can be made.

To achieve these functions and goals, teachers and schools cannot run alone but need support from various parties, including families. Communication between teachers and parents is very important in this context. Therefore, education must be a shared responsibility between society, schools and families. One school program that aims to improve communication between teachers and parents in shaping student character is the Home Visit program (C. Pattarro, 2016). This program is a home visit activity which aims to collect information about student activities at home in order to solve student problems at school (W. Wardono, 2015).

Evaluation research is a scientific method carried out to obtain data aimed at finding out the effectiveness of projects, policies and programs where later the research results can be used as material for consideration to improve quality starting from the formulation, implementation and results of projects, policies and programs (Sugiyono, 2015) CIPP is a comprehensive framework for guiding formative and summative evaluation of projects, programs, individuals, products, institutions, and systems (Stufflebeam, 2003). So the evaluation of the character visit program at SMP Islam Al Madinah was carried out using the CIPP model as a comprehensive evaluation model so that it could

provide assessments and recommendations for the character visit program at SMP Islam Al Madinah.

RESEARCH METHODE

This research is evaluative research with a descriptive approach. The evaluation model used is the CIPP evaluation modelincludes: (1) Context; (2) Input; (3) Process; (4) Products.The CIPP evaluation model is a comprehensive program evaluation model and can provide useful information for considering decision making regarding a program. Evaluation research can provide recommendations regarding the planning and implementation of the character program at SMP Islam Al Madinah.

Table 1.
Character Visitation Program

Aspect	Information
Context	Background to the character home visit program
Inputs	Readiness of teachers, students, parents, and facilities in the character home visit program
Process	The process of implementing the character home visit program
Products	The success of the character home visit program

Data collection in this research was carried out by interviews, observation and document study. Data analysis in this research uses data analysis techniques developed by Miles and Huberman. The steps taken in data analysis are (1) data collection, (2) data reduction, (3) data presentation, (4) verification or drawing conclusions (Sugiyono, 2023). Data credibility is carried out by source triangulation and technical triangulation. In this research, the data sources were obtained from the principal, teachers, and guardians of students at SMP Islam Al Madinah, Jombang. Triangulation techniques are obtained by interviews, observations and document studies.

RESULT AND DISCUSSION

Evaluation of the character home visit program using the CIPP model. First, evaluate the context. There are four main goals of character, namely first, *Silaturrahmi* with students' guardians as well as seeking information about economic, social and family culture. (Jannah, 2020) Second, monitoring school behavior, both at school and at home. Third, appreciate good deeds. Fourth, improve student behavior if something is not in accordance with the school's vision and mission. The program is designed to understand students' family backgrounds, strengthen relationships between schools and families, and provide more appropriate support according to their needs. With this program,

the school hopes to create an environment that is conducive to the development of student character both at school and at home. Apart from that, this program also aims to increase awareness and the active role of parents in educating and guiding their children at home. Through this visit, teachers can see firsthand the situation at students' homes, so they can provide more appropriate suggestions and solutions to improve students' behavior and academic achievement. When a problem arises at school, the teacher only sees one side of the problem, but does not know what the ethics or behavior is at home. Therefore, the aim is to ensure that what is taught at school can be applied at home. Mulyatiningsih identified the program background needed to change the subject of decision making (Dian Iskandar Jaelani, 2017).

Second, evaluate input. The program input in this research is divided into 3 program inputs, including: (1) The resources provided for the character home visit program include all educators and education staff at SMP Islam Al Madinah carrying out visits to students' homes. The school provides a budget to fund the implementation of the character home visit program. The budget is used as a substitute for transportation costs. (2) Preparations made by the teacher before making the visit. The school arranges visit schedules and coordinates with students' families. The team responsible for ethics plans, schedules and ensures that each visit is carried out well and efficiently. (3) In terms of parental involvement in the character home visit program. (Permatasari, 2021) Outreach to parents is carried out at the report card reception meeting. This socialization program aims to provide parents with an understanding of the importance of their role in shaping positive behavior. Parents are also involved and given the opportunity to provide input regarding this program. Parents can help explain to children the purpose of implementing this program. Parents are also involved in providing support to their children to follow the suggestions and recommendations given by the teacher.

Third, Process Evaluation. The process of implementing a character home visit includes: (1)The teacher ensures all preparations before the visit, such as collecting information about students and preparing a visit plan. The process of implementing a character home visit begins with contacting the student's parents to make a meeting appointment. (2) The teacher makes visits to students' homes. teachers hold discussions with parents covering student behavior at home, study habits, worship at home, problems and challenges faced by students in the learning process, as well as parents' hopes for their child's development. The teacher will ask questions according to the assessment list or grid in the link book. (3), Teachers follow up on findings in the field. This follow-up takes the form of personal coaching, providing advice to students,

explaining what behavior should be carried out and what should not be done. Then carry out regular monitoring to ensure that the moral goals are achieved. (Dini & Az Zahroh, 2023)The implementation stages are planning, implementation, evaluation, follow-up and reporting. (William, 2020) The challenges faced when implementing the program are changing teachers which requires adaptation to the character home visit program, teachers need communication skills using language that is easy to understand.

Fourth, Product Evaluation. The character home visit program has an impact on positive changes in student behavior. Students show improvements in discipline, responsibility, and mutual respect. They are also more motivated to learn and participate more actively in school activities. Apart from that, the moral and ethical values taught begin to appear in students' daily behavior, such as being more honest, caring more about others, and being more polite in interacting with other people. From the findings in the field, there is an increase in more polite ways of communicating with parents.

Recommendations for improving and developing the character home visit program include training for teachers regarding communication techniques when conducting visits. With these recommendations, it is hoped that the character home visit program can continue to develop and have a greater positive impact on student character development. Apart from that, increasing cooperation between schools and families through other supporting programs, such as regular meetings with parents, seminars on parenting character. (Amelia Sabela et al., 2021) From the follow-up which brings parents to the school, it is hoped that collaboration between the school and the students' parents will increase. It is hoped that the closeness that exists will create a sense of ownership of the school's development. Of course, this has an impact on the number of students due to socialization assistance from parents. Another recommendation is to utilize technology such as online platforms or communication applications to make coordination easier when physical meetings are difficult. So that all student character reports can be evaluated. This is also beneficial for parents who are busy working so they can still report on their child's character development and can provide suggestions or recommendations quickly.

CONCLUSION

Evaluation of the character home visit program obtained results namely (1) Context aspect. The background of the program is Firstly, Silaturrahim with the student's guardians as well as seeking information about economic, social and family culture. Second, monitoring school behavior, both at school and at

home. Third, appreciate good deeds. Fourth, improve student behavior if something is not in accordance with the school's vision and mission. (2) Evaluation of program input. Evaluation of input for the character home visit program is divided into three main aspects. First, the resources provided include all educators and education staff, as well as a budget for transportation costs. Second, teacher preparation includes arranging visit schedules and coordinating with families. Third, parental involvement through socialization during report card acceptance meetings to understand their important role in shaping positive behavior. (3) Process Evaluation, includes three main stages. First, the teacher prepares for the visit by gathering information about the student and developing a visit plan, starting with contacting the student's parent to make an appointment. Second, teachers visit students' homes and discuss with parents about behavior, study habits, worship, as well as problems and hopes regarding students. Third, teachers carry out follow-up in the form of coaching, providing advice and regular monitoring to ensure that moral goals are achieved. Challenges faced include changing teachers which requires adaptation as well as good communication skills that are easy to understand. (4) Product evaluation. The character home visit program has a positive impact on student behavior, increasing discipline, responsibility and mutual respect. Students become more motivated to learn and participate actively in school activities, as well as demonstrate moral and ethical values in their daily behavior. Findings in the field show an increase in more polite communication with parents.

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