Program evaluation: Impact of study activities and appreciation of Indonesian exemplary student leadership (SAKTI) at SMP Labschool Cibubur

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Abstract

The Study and Appreciation of Indonesian Exemplary Student Leadership (SAKTI) activity is one of the flagship activities of SMP Labschool Cibubur to prepare students to become leaders. SAKTI activities are activities that are carried out to form positive characters in students. This study aims to determine the impact of this activity on the students of Cibubur Labschool Junior High School. The research, which was carried out at SMP Labschool Cibubur in the first semester of the 2022/2023 school year, used a survey method to collect data on the population of grade VIII students totaling 225 students. Relying on the CIPP evaluation model as the theoretical basis, the researcher uses descriptive analysis of the data. The program evaluation research that has been carried out shows that the implementation of SAKTI has proven to be effective. This can be reviewed from several aspects, namely: in the context of SAKTI activities are carried out based on the goal of achieving the school's vision and the implementation of the P5 Independent Curriculum as a demand for achieving the character of students. In terms of input or input, data was obtained that 90% of students stated that they were ready to participate in activities and receive SAKTI 2022 materials. In terms of the process of this activity, the achievement of the activity process is in the appropriate and very appropriate category, so that it shows the optimal achievement of all the indicators set. From this study, it was also found that SAKTI activities have a positive impact on students' independence and discipline, basic skills, sense of patriotism and nationalism, faith and piety to God Almighty, willingness to share, leadership attitude, and social sensitivity.

Keywords: Character Training, Program Evaluation, CIPP Evaluation Model

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A. INTRODUCTION

Education in the era of globalization requires the world of education not only to grow students who excel in academics, but also to prepare students with character. A number of experts emphasized the importance of schools instilling character education. They believe that schools can carry out the mission of character education through integrating values in lessons, self-development through extracurricular activities, and school management. Agustikawati (2019) Think of school as a good place to teach the character of the nation.

One of the efforts of SMP Labschool Cibubur as a school that prioritizes the formation of student character, by holding the Study and Appreciation of Indonesian Exemplary Student Leadership (SAKTI) activities. This activity is one of the flagship activities of SMP Labschool Cibubur to prepare students to become leaders with character. The character developed through these activities is the spirit of leadership and exemplary students. SAKTI activities consist of 3 main series of activities, namely Pre-SAKTI, SAKTI Activities, and Post-SAKTI.

A program is very urgent to be evaluated because the program is part of an educational service system. In a systems approach as in schools, the impact of a program has the opportunity to affect other parts of the system. That is why in the book *The Program Evaluation Standards* written by Yarbrough (2010) which also quotes *Joint Committee on Standards for Educational Evaluation* (JCSEE, 1994) defines evaluation as "*The systematic investigation of the worth or merit of an object*" which can be interpreted as "a systematic investigation of the value or benefits of an object". Further elaborated Yarbrough (2010) which conveys that evaluation can be interpreted as: (1) a systematic investigation of the quality of the program, project, subprogram, subproject, and/or any of its components or elements, either jointly or individually; (2) for the purposes of decision-making, assessment, conclusions, findings, new knowledge, organizational development, and capacity building in response to the needs of identified stakeholders; (3) leading to improvements and/or accountability in user programs and systems ultimately contributing to organizational or social value.

It is more directional if you pay attention to the explanation Owen (2020) which describes the findings of the evaluation which include *evidence, conclusions, judgments, and recommendations* which is a very meaningful part of the evaluation. Evidence (*evidence*), data and other information that has been collected during the evaluation. Conclusion (*conclusion*), data and information

synthesis. This is the meaning generated by the people involved in the evaluation through data synthesis. It involves the evaluator in the data view, data reduction, and verification process. Rating (*judgments*), placing value on the conclusion. Criteria are applied to conclusions that state that the program is 'good' or 'bad', or that the results are 'positive', 'in the desired direction', or 'below expectations'. Recommendation (*recommendations*), is a proposed action, advice to policymakers, program managers or service providers on what to do based on evidence and conclusions.

The big problem of the SAKTI activity carried out at SMP Labschool Cibubur is that since the rollout of this activity, namely in 2013, the institution has never held an evaluation of a scientifically prepared program whose results can be used as a policy basis for the sustainability of this program.

The importance of conducting research is very important considering the absence of program evaluation steps for this character program, one of which shows the limitations of the role of schools in carrying out transformation missions related to the need to evaluate the effectiveness of schools in character formation (Ilma, 2015; Kurniawan, 2015; Shidiq & Raharjo, 2018).

The researcher argues that SMP Labschool Cibubur does not have data on research results as a scientific basis for the sustainability of activities that are being and have been carried out. Although there is an evaluation from the committee, the researcher believes that the procedure carried out is still at a simple level and is still far from scientific criteria. In fact, the institution that is responsible when organizing a program is obliged to carry out evaluation activities to determine the feasibility of something, for example, programs, products, procedures, and potential goals or uses and alternative approaches to achieve specific goals (Worthen, 1973).

Research on program evaluation has been conducted by Chauveron et al. (2021) which revealed the Evaluation of the Adolescent Character Program involving various stakeholders (*stakeholders*). In his research, Chauveron et al. (2021) Examine the evaluation of programs that include aspirations from various social, economic, community, and demographic perspectives that occur in one of the innovative national evaluation capacity building initiatives, namely *The Partnership for Advancing Character Program Evaluation(PACE)*, which engages practitioners from youth programs in community-based organizations with evaluation professionals to enhance the role of stakeholders in evaluation. PACE promotes stakeholder identification

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and inclusion through group exercises, partnership work, and training sessions. Using a mixed-method design that includes interviews, retrospective pretest-posttest surveys, and observational data, the triangulation data is aimed at various stakeholders in the evaluation process, various perspectives on program performance, and connects various inputs into the evaluation design. Post-program findings show that participants cover more varied and diverse stakeholder perspectives in all three areas.

Lavoie-Tremblay et al. (2024) on the Evaluation of Strength-Based Nursing and Health Services Leadership Programs aimed at building leadership capacity: A mixed-methods study conducted simultaneously. The results showed that the quantitative results showed significant improvements in leadership ability, job satisfaction, and stress reduction felt among the participants. Zarra-Nezhad et al. (2024) who conducted program evaluation research related to Maintaining Social-Emotional Learning in Early Development. The results of the social validity evaluation showed high teacher satisfaction and an increase in children's SEL. These findings prove that the program can effectively build ECEP's capacity to promote children's SEL.

In Indonesia, critical studies on Program Evaluation related to Strengthening Character Education are still rare. Found research journals Taunu & Iriani (2019) with the title Evaluation of the Program to Strengthen Integrated Character Education for Mathematics Subjects in State Junior High Schools published by Manage: Journal of Educational Management. Other research, Djuanda (2020) with the title Implementation of the Evaluation of the CIPP Model Character Education Program (*Context*, *Input*, *Process* and *Product*) published by Al Amin: Journal of Islamic Science and Culture Studies. Unfortunately, the two research publications have not been found or known in the search for international scientific publications. Based on the above, research on the Evaluation of the Impact Evaluation Program of Study Activities and Appreciation of Indonesian Exemplary Student Leadership (SAKTI) at SMP Labschool Cibubur: A Study of Contex, Input, Process, and Product is very important to be carried out.

According to Kurniawati (2020) There are several evaluation models as strategies or work guidelines for the implementation of program evaluation, namely:

1. **CIPP Evaluation Model**

The implementation of the program is carried out objectively. Broadly

speaking, the function of the CIPP evaluation model is an evaluation model whose purpose is to make decisions in planning, implementing, and developing a program.

2. UCLA Evaluation Model

UCLA has an evaluation framework that is almost identical to the CIPP model. Evaluation is a process of convincing decisions, selecting the right information, collecting and analyzing information so that it can report a summary of data that is useful for decision-makers and select several alternatives.

3. Brinkerhoff Evaluation Model

This model was developed by Brinkerhoff and colleagues, by proposing three types of designs, namely:

a. Fixed vs Emergant evaluation design

b. Formative vs Summative Evaluation

c. Quasi eksperimental vs Natural inquiry

4. Stake Evaluation Model

Developed by Stake, the analysis of the evaluation process has had a considerable impact in this field and lays a simple but strong concept for further development in the field of evaluation.

Based on the four models described above, the researcher chose the CIPP evaluation model with the consideration that there is a compatibility between the objectives of this study which was carried out to determine the impact of SAKTI activities on the students of SMP Labschool Cibubur, while the type of CIPP evaluation aims to make decisions in planning, implementing, and developing a program.

B. RESEARCH METHODOLOGY

The research, which was conducted for three months (October-December 2022), used a qualitative approach with a descriptive method. The evaluation model used to evaluate the SAKTI program is the CIPP Model. This model is selected with the following considerations:

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(1)Character education programs must be seen as a system, so a thorough evaluation is needed that involves the evaluation of contexts, inputs, processes and products; (2) CIPP is an evaluation model that has a comprehensive framework for evaluating a program or policy; and (3) CIPP is an evaluation model that views the evaluated program as a system, in other words, it must analyze the program based on its components (Djuanda, 2020). The data obtained in this study came from primary and secondary sources. Primary sources include grade VIII students, teachers, parents, and the Cilandak Maririr TNI Team. Through engineering *sample random sampling* elected representatives of grade VIII students of SMP Labschool Cibubur for the 2022-2023 school year, representatives of parents of students (OTM), representatives of the committee, and representatives of the Cilandak Marine Corps as research samples. The secondary data consists of supporting documents and interview results. The secondary data available includes information about school facilities and infrastructure, curriculum documents, activity proposals and records of student diagnostic test results. The data collection techniques in this study include filling out observation sheets and distributing questionnaires containing questions that lead to evaluation of the context, input, process, and results of SAKTI activities. In this study, data collection was carried out before entering the field, while in the field, and after the research was completed. The data validity technique used by the researcher is source triangulation. The researcher conducted interviews with the principal to reinforce the information he had obtained. In addition, interviews were also conducted with teachers, as well as student representatives and student parent representatives, and marine representatives. The researcher also applied the triangulation method, namely checking data through observation and documentation. The data analysis technique used in this study is the Miles and Huberman interactive model which includes data reduction, data presentation, and conclusion drawn.

C. RESULTS

The results of the research that has been carried out are presented in the form of a description based on the research model carried out, namely CIPP. The following are the results of the research obtained by the researchers:

1. **SAKTI implementation reviewed from the context (*Context Evaluation*)**

   Context evaluation is an evaluation of something that precedes or

precedes a project and results in the success or failure of the implementation of the project in question (Mahmudi, 2011). Evaluate the context, to answer what questions need to be asked. This evaluation identifies and assesses the underlying needs of the development of a program. Context Evaluation, is a situation or background that affects the type of educational goals and strategies(Faizin, 2021).

The background of the implementation of SAKTI activities is one way to realize the school's VISION. Based on interviews with the principal, teachers, students, and parents of the school at the beginning of the meeting with teachers, parents, and students, the principal said that he always conveyed the vision of SMP Labschool Cibubur. The vision of SMP Labschool Cibubur is "The realization of superior students with character, high intellect, global and environmental perspective based on piety and the noble values of the nation." The principal conveyed that the vision was socialized through teacher meetings, student parent meetings, mandate as a ceremonial coach, and briefing at every opening of school activities both in writing and orally. The implementation of SAKTI for grade 8 students is an effort to direct the achievement of the vision for graduates of SMP Labschool Kebayoran.

In addition to the school's VISION, SMP Labschool Cibubur is a school that uses the Independent Curriculum in the 2022-2023 Academic Year. In the implementation of the independent curriculum, students must carry out the Pancasila Student Profile Strengthening Project (P5) which has 7 themes for the phase D (SMP) level. The Pancasila Student Profile Strengthening Project (P5) is a co-curricular activity that aims to strengthen the character and competence of students in accordance with the Pancasila Student Profile. P5 is a cross-disciplinary learning that is carried out by observing, exploring, and formulating solutions to problems around them. SAKTI activities are one of the activities that are harmonious, even becoming a forum that strengthens the Pancasila Student Profile Strengthening Project (P5) in the 2023/2024 school year, which this time was held with the theme "Build the Soul and Body".

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The alignment of the Pancasila Student Profile Strengthening Project (P5) in the 2023/2024 school year, which this time was held with the theme "Build the Soul and Body", was revealed by the close relationship between the project theme and the goals of SAKTI, namely: providing a positive impact that can build the character of the students, including:

a. Increase faith and piety to God Almighty.

b. Increasing the sense of patriotism and nationalism in students.

c. Fostering leadership attitudes in students.

d. Train social sensitivity in students.

e. Provide basic leadership skills to students.

f. Fostering independence in students.

g. Fostering discipline in students

h. Train students to share with others.

SAKTI activities are annual activities held at SMP Labschool Cibubur and Cilandak Marine Command Headquarters, battalion 6. This year's SAKTI activity carries the theme "Strengthening the Soul and Body for Champion Characters".

2. SAKTI implementation reviewed from the Input *Evaluation*

Input evaluation is an evaluation that is tried on all matters that support the implementation of a program (Mahmudi, 2011). The main purpose of the feedback evaluation is to determine how to utilize the input in achieving the program objectives.
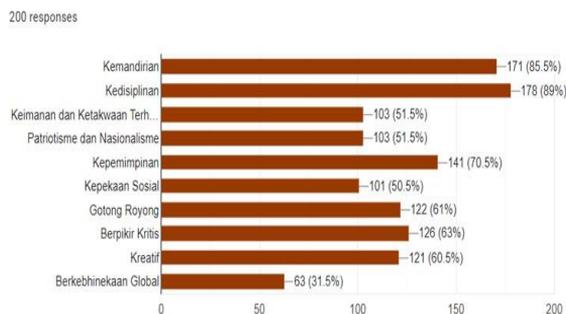

Figure 1. Results of a survey of students who took part in SAKTI

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For this purpose, it is necessary to carry out an evaluation, in order to get inputs (human and facilities) that are capable and useful in the implementation of an educational program. Based on the results of a survey conducted on students who will take part in SAKTI activities, material was obtained that was linked to data on the readiness of participants to carry out the material. From the evaluation of inputs, data was obtained that 90% of students stated that they were ready to take part in the SAKTI 2022 activity material.

Based on the data above, the characters that are expected to be formed after participating in SAKTI activities are independence, discipline, faith and piety towards God Almighty, patriotism and nationalism, leadership, social sensitivity, mutual cooperation, critical thinking, creativity, and global diversity. Of the ten characters above, discipline, independence, and leadership are the three main characters expected by students after participating in SAKTI activities.

Based on interviews with marine representatives who were appointed as trainers for SAKTI activities, the materials prepared in SAKTI activities as a means to support the achievement of research objectives are: Marching Line Training, Introduction to Self-Defense, Formation of Orgas and Messing, Marine Knight Orientation, PUDD/PBB/PPM, Field Readiness and Survival, Parenting Hours / Marine Corps Profile / Yel-yel, *Mountaineering*, Rowing, Team Work, Night Caraka, Social Service, and Worship. Readiness is evidenced by the document of the Pre-SAKTI Activity Agenda for one day and SAKTI Activities for 3 days and 2 nights. The activity document was signed by the principal of SMP Labschool Cibubur Bpk. Moh. Taufik, M.Pd. and the Command of the 6th Marine Infantry Battalion (Wadan) Marine Major Rudi Maruli.

3. SAKTI implementation reviewed from the Process (*Proccess Evaluation*)

A process is a series of actions, deeds, or processing that are carried out to achieve the desired result. The process can be interpreted as the stages that are applied in a job. Process assessment is an assessment of all

aspects of project implementation. The assessment process has three objectives, namely: (1) knowing or predicting the program design throughout the assessment session, (2) informing planning decisions and acting as a record of the process at that time, and (3) evaluating, including the collection of assessment information used in the project implementation application (Mahmudi, 2011).

In an activity, the process carried out is one of the important components to determine the success of an activity. During the SAKTI activity process, the researcher processed the results of the questionnaire and juxtaposed it with the observation results during the SAKTI activity.

Table 1. List of questions and results of questionnaire observations

It	Statement	Questionnaire Results	Observation Results
1.	There was intense coordination as a preparation before the activity	Very Suitable (22%) Compliant (78%)	From the Labschool (teachers) and the Marines (trainers) carried out coordination even though there was a delay in responding
2.	The training process started on time	Highly Compliant (89%) Compliant (11%)	Pre-WITNESS activities and SAKSI Implementation always start on time
3.	The coach can carry out his duties well	Very Suitable (93%) Suitable (7%)	Each coach has been specialized according to their competencies and roles. In fact, it seems that the characters shown to the participants have been arranged
4.	Participants are actively involved in all activities that have been set in the program	Highly Suited (75%) Compliant (25%)	Each participant is forced to be able to lead and is ready to be led by his peers.
5.	Facilities and infrastructure function in	Highly suitable (85%) Compliant (15%)	There are a number of rides on the marine earth that are prepared according to the training material, including those outside the

	supporting activities		marine arena, namely the practice of rowing on the beach.
6.	Communication between the committee and the coach went well	Perfectly suited (85%) Compliant (5%)	The coach always communicated very well with the committee, especially before the activity. In fact, there are activities that are carried out together.
7.	Evaluation is carried out at the end of each activity	Highly Compliant (95%) Compliant (5%)	There is an evaluation of the activities that have been carried out, so that the committee and trainers have the opportunity to prepare the next activity better.
8.	The agenda set went according to plan	Highly Suited (91%) Compliant (9%)	All agenda items are running well and alternative materials are always prepared if there are concerns about problems in the field

4. SAKTI implementation reviewed from the Output (*Product Evaluation*)

According to Mahmudi (2011), product evaluation is an evaluation that is carried out on the results or *outcome* (objectives in the program). Based on the objectives of the implementation of SAKTI activities, the following is an explanation of the achievement of the goals of SAKTI activities for the 2022/2023 school year:

Table 2. Presentation on the achievement of the goals of SAKTI activities for the 2022/2023 school year

No.	Indicator	Presentation (%) Achievement
1.	Students stated that SAKTI activities increase faith and piety to God Almighty	94.3%
2.	Students stated that SAKTI activities increase the sense of patriotism and nationalism	96,2%
3.	Students stated that SAKTI activities foster leadership attitudes	92,4%
4.	Students stated that SAKTI activities increase social sensitivity	92,4%

5.	Students stated that SAKTI activities improve basic leadership skills (communicate effectively, respect others, always be passionate, and inspiring)	96,9%
6.	Students stated that SAKTI activities increase independence	98,7%
7.	Students stated that SAKTI activities foster discipline	98,1%
8.	Students stated that SAKTI activities train students to share with others	93,6%

D. DISCUSSION

SAKTI activities are carried out based on the goal of achieving the school's vision and the implementation of the P5 Independent Curriculum as a demand for achieving the character of students. The purpose of SAKTI activities is very much in line with the school's VISION and the goal of implementing the P5 Independent Curriculum. Based on the results of a survey conducted on students who will take part in SAKTI activities, material was obtained that was linked to data on the readiness of participants to carry out the material. From the input evaluation, data was obtained that 90% of students stated that they were ready to take part in the SAKTI 2022 activity material. The evaluation of the process of SAKTI activities is based on indicators that have been set to measure the quality of the process of an activity. From the results of the questionnaire and observation results, it was found that the achievement of the SAKTI activity process was appropriate and very appropriate which showed the optimal achievement of all the indicators set.

The type of activity in SAKTI activities has a good impact on the character formation of Cibubur Labschool Junior High School students. Based on this research, it is known that SAKTI activities have a positive impact on students. The most influential impact was on student independence (98.7%) and discipline (98.1%). This impact is relevant to the school's goal of holding SAKTI activities. In addition to independence and discipline, students also stated that SAKTI activities had an impact on basic skills (96.2%), patriotism and nationalism (96.2%), faith and piety to God Almighty (94.3%), willingness to share (93.6%), leadership attitude (92.4%) and social sensitivity (92.4%). Therefore, the impact felt by students is very relevant to the purpose of SAKTI activities. In this SAKTI activity, there are activity objectives that are not optimally achieved, so that there is a discrepancy between the results and the expected goals. In this year's SAKTI activity, only 92.4% of students stated that SAKTI activities foster leadership attitudes. This is the lowest

presentation compared to other activity objectives, even though the main purpose of this activity is to form students' leadership and discipline attitudes. Another disadvantage of this activity is the absence of a measurable evaluation record from the previous year, so that the comparison of the success of this year's activity is not measured. In fact, accurate recording of evaluations can be one of the benchmarks for the success of future activities, as program evaluation in the world of education is a systematic study and is designed, implemented, and reported to help clients decide and/or improve the value and/or benefits of educational programs (Mahmudi, 2011). The recommendations that the researcher proposes for the next activity are related to the selection of student activities that need to be adjusted to the student's physical condition or given a longer time for students to do physical exercises during pre- SAKTI.

E. CONCLUSION

The program evaluation research that has been carried out shows that the implementation of SAKTI has proven to be effective. This can be reviewed from several aspects, namely: in the context of SAKTI activities are carried out based on the goal of achieving the school's vision and the implementation of the P5 Independent Curriculum as a demand for achieving the character of students. In terms of input or input, data was obtained that 90% of students stated that they were ready to participate in activities and receive SAKTI 2022 materials. In terms of the process of this activity, the achievement of the activity process is in the appropriate and very appropriate category, so that it shows the optimal achievement of all the indicators set. From this study, it was also found that SAKTI activities have a positive impact on students' independence and discipline, basic skills, sense of patriotism and nationalism, faith and piety to God Almighty, willingness to share, leadership attitude, and social sensitivity.

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