

## EVALUATION OF CHARACTER AND MORAL EDUCATION IN ELEMENTARY SCHOOL

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### ABSTRACT

The best time to start formal character and moral education is at elementary school. Character and moral education become guidelines for elementary school students to build a foundation for themselves when they have to face the future. Character and moral education in Indonesia has long been implemented, but evaluation is rare. It makes the program of character and moral education not done perfectly. This study aims to describe and evaluate the implementation of character-moral education in primary schools in Indonesia. There are three schools that are evaluated with teachers and principals as informants. Evaluation model used is evaluation of context, input, process, and output (CIPO). This model is considered best suited to the implementation of educational programs in schools. Evaluation results show that the three schools are able to apply character and moral education well in context, but there are still some obstacles to program input. It's like there is no government funding, poor school facilities, and uncertified teachers. In the process, the implementation of character and moral-based education can be clearly seen in co-curricular, extracurricular, literacy activities, and school-specific programs. Suggestions for related parties that need synergy between the school, parents, and community so that the values of character and morality can be consistently internalized in students.

### INTRODUCTION

Character and moral education is one way to make students behave well. As a philosopher, Heraclitus puts it, the internalized character values that are capable of bringing good fortune. Internalizing character and moral values is not an easy task. Forming characters does not automatically work. Therefore evaluation is needed. Innovative need and thought. It is done so that the outcome of character and moral education can last a long time.

One of the priority agenda of human development in Indonesia is strengthening character and moral education. Since the beginning of independence, until now many steps have been taken to implement character education with different names and concepts. Now the government is trying to revolutionize the nation's character through education policy. It is like rearranging the national education curriculum by prioritizing the aspect of civic education, placing proportionally the aspect of the nation's ideological education, the teaching of the history of nation-building, patriotic values and the love of the country, the spirit of state defense, and the manners in the Indonesian education curriculum (Ministry of Education Indonesia, 2015). The thing that needs to be underlined is the government's effort to revive character and moral education in Indonesia's education curriculum. It becomes the government's great plan to prevent and overcome moral problems.

The Indonesian Ministry of Education (2015, p.24) outlines some of Indonesia's problems, one of which is the waning symptoms of students' morale and national identity. Character education has a high urgency because now a lot of students who began to degrade morale. It became one of the important issues that Indonesia is facing today. Moral degradation such as loss of respect for others, crime, and other similar cases can happen to the learner. The Indonesian Child Protection Commission (KPAI, 2016) publishes survey data and media reports that within 6 years (2011-2016) children's case against the law (crime) is the most common case in children age 8-18 years) that is equal to 34.8% with the number 7698 cases.

It shows that character education and morale that has been running has not maximized to form the character of the child. Not that this becomes completely a mistake of formal education in school. Character and moral education is the responsibility of the whole community. It should be implemented in schools, communities, and families. These problems are also caused by the family environment. Family and parenting issues are ranked second in terms of cases affecting Indonesian children. The Bank's Data Data KPAI (KPAI, 2016) shows that as much as 19.4% of Indonesian children have problems in the family and care. On the other hand, the evaluation of the implementation of character education is so poor that the result of education is less than the maximum.

One of the research recommendations mentioned that the implementation of character education as a whole and whole as in the model of self-school in pioneering schools (Sutjipto, 2011). This will strengthen the school culture that is increasingly conducive to individual growth within the educational unit community. The recommendations are followed up by the government with the implementation of character and moral education (strengthening character education). This program is expected to strengthen the benefits of character education that has been running since 2011 and develop the character of students as a whole. There should be follow-up to find out how far the strengthening of character education program is able to strengthen the character of students. Reflecting on Beets et al's (2009) study, the results of his longitudinal studies show that the implications of social development and the character of primary school programs in Hawaii prevent students from malicious behavior, sexual activity, and drug use, especially for students who have been in the program for three years.

Zuchdi (2012, p.32) analogizes characters as software in human beings capable of activating various hardware (behaviors), then when part of the software is damaged then the hardware automatically cannot function. Character education has a high urgency in the development of human resources and development of Indonesia. Therefore, it is necessary to describe and evaluate the moral character education program to see how far the implementation of the values of internalized character in the students.

## LITERATURE REVIEW

### 1. Character and moral education

Character refers to a series of attitudes, behaviors, motivations, and skills. It's all as a manifestation of value, ability, moral capacity, and hardness in the face of adversity. Character and morals contain good values. This value is self-embodied and manifested in behavior. Character is the ability of the individual to overcome his physical limitations and his ability to dedicate his life to the virtues of goodness that benefit both yourself and others. Coherent characters radiate from the thoughts, feelings, sports, and strength of one's soul (Muslich, 2011). While morals refer to positive attitudes and virtues so that common morality is universal and constant (Hodges & Sulmasy, 2013). Character and moral definitions have similarities in virtues of goodness, good behavior, and positive attitudes.

Character and moral education is a system of cultivating the values of moral character (goodness) to students which includes the components of knowledge, awareness, and actions to implement those values. The value is done for God, self, fellow human, environment, and nationality (Qomaruzzaman, 2011). Character education in schools is a vital need for future generations to be equipped with basic skills that not only can make life-long learners one of the most important characters to live in a global information age, but also able to function with positive positive role as individuals, as family members, as citizens, as well as citizens of the world (Zuchdi, Prasetya, & Masruri, 2010). Character education system must be humanist, which positions students as human beings and community members who need help in order to have an effective habit so there is a harmonious harmonious between knowledge, skills, and desires.

Lickona (1992) in his book *Educating for Character* states that "character education is the deliberate effort to help people understand, care about, and act upon core ethical values". Character education is a deliberate effort to help people understand, care, and act on core ethical values. Lickona further states that "When we think about the kind of character we want for our children, it's clear that we want them to be able to judge what is right, care deeply about what is right, and then what do they think to be right-even in the face of pressure from without and temptation from within".

The value of the character is formed through several stages, Meaning (2013, p.16) describes some general value gains through an empirical logical gateway doorway. Knowledge is obtained through the process of sensing, followed by attitude, then giving birth to belief, and followed by consciousness. Knowledge that has reached the level of consciousness, the knowledge is equivalent to value. The purpose of this value is as a reference and belief in determining abstract choices. the embodiment of the nature of the value itself can be a norm, ethic, rule, law, custom, religious rule, procedure, and other referrals that have a price and are felt valuable.

### 2. Context, Input, Process, Output (CIPO) evaluation model

The CIPO evaluation model was adapted by Scheerens (1990) on school development evaluation activities and research on the effectiveness of educational programs. Scheerens developed the CIPO evaluation model of the CIPP evaluation model found by Stufflebeam. The early CIPO model was developed by. The CIPO evaluation model which stands for Context, Input, Process, and Outcome (in some outcome interests can be preceded by output) modified from the CIPP evaluation model (Context, Input, Process, and Product).

The CIPO evaluation model is also a decision-oriented evaluation approach structured, just like CIPP. This model is based on the view that the success of educational programs is influenced by various factors, such as the characteristics of learners and the environment, the purpose of the program and the equipment used, the procedures and mechanisms of the program's own implementation. The evaluation of this model aims to compare the performance of the various dimensions of the program with a number of specific criteria, to finally come to the description and judgment of the strengths and weaknesses of the evaluated program. Stufflebeam (1971) sees evaluation objectives as first, determining and providing useful information for assessing alternative decisions; second, to help the audience to assess and develop the benefits of educational programs or objects; third, to assist the development of policies and programs. The stages in the CIPO evaluation model are.

### **2.1. Context evaluation**

"Context evaluations assess needs, problems, and opportunities as defining goals and priorities and judging the significance of outcomes" (Stufflebeam, 1971). Context evaluation is a description and specification of the program environment, unmet needs, population characteristics and samples of the individuals served and program objectives. Context evaluation helps plan decisions, determines the needs to be achieved by the program and formulates the program objectives. Contextual evaluation by Arikunto (2009, p.102) was conducted to answer the questions (a) needs not yet met by program activities, (b) the suitability of the program with the educational context in schools, (c) the easiest or most difficult to achieve goals.

### **2.2 Input evaluation**

"Input evaluations assess alternative approaches to meeting needs as a means of planning programs and allocating resources" (Stufflebeam, 1971). Evaluation of inputs helps to manage decisions, determine existing resources, alternatives to achieve goals, how work procedures to achieve them. The components of input evaluation include: (a) human resources, (b) supporting facilities and equipment, (c) funds/budgets and (d) how procedures and rules are required.

### **2.3 Process evaluation**

"Process evaluations assess the implementation of plans to guide activities and later to help explain outcomes" (Stufflebeam, 1971). Process evaluation is used to detect or predict the draft procedure or implementation plan during the implementation phase, provide information for program decisions and as an archive of procedures that have occurred. Process evaluation includes collection of assessment data that has been determined and implemented in the implementation practice of the program. It basically evaluates the process to find out to what extent the plan has been implemented and what components need improvement.

### **2.4. Output or Outcome evaluation**

Kaufman & Thomas (1980) stated that outcome is a social impact resulting from the educational process. The social impact in question is when the program is able to influence the behavior and education players. This outcome also consists of evaluation of results or products.

"Product evaluations identify intended and unintended outcomes both to help keep the process on track and determine effectiveness" (Stufflebeam, 1971). Evaluation of the product conducted an assessment to measure success in achieving the goals that have been set. Thus, outcome evaluation is used to determine the achievement of goals and the impacts generated by the program as a whole. The outcome stage may be preceded by an output evaluation. It is based on the needs and objectives of the evaluation to be achieved. An output evaluation is an assessment of the output generated by the program. The output may be a particular product or service that is expected to be generated by an activity of available input, to achieve the project or program objectives. An output evaluation can be a combination of context, input, and process evaluation results.

## **RESEARCH QUESTION**

The main problem in this evaluation is the urgency of the implementation of character and moral education amid the degraded state of the student's morale. The formulation of the problem in this evaluation is as follows

1. What is the context of the implementation of character and moral education in primary schools?
2. What are the inputs from the implementation of character and moral education in primary schools?
3. What is the process of implementing character and moral education in primary schools?
4. What is the quality of the implementation of character and moral education in primary schools?

## **METHODOLOGY**

### **1. Empirical methods**

This research is an evaluation research using descriptive approach. Evaluation model used is evaluation model Context, Input, Process, Output (CIPO). This evaluation model is suitable for evaluating ongoing educational programs. In education programs that have been implemented for a long time, it is necessary to add evaluation outcome. The character and morality education program evaluated has been implemented for a year in a particular school, so that the evaluation is only up to the evaluation of output. The scope of the output evaluation is narrower than the outcome evaluation.

### **2. Evaluation object**

Participants from this study were three principals and ten teachers from three primary schools. The study sites were chosen based on geographical location, the first school in center of city, the second school in rural area, third school in urban area. All three schools have A (excellent) accreditation. It is the object of evaluation that is context, input, process, and output of character and moral education program in elementary school. Object of context evaluation is the value of character and morals that develop in school. The object of input evaluation is the quality of facilities, infrastructure, school facilities, human resources, and funding. Object evaluation process is the implementation of character education programs and moral in learning. Object quality evaluation of the implementation of character education is the result of evaluation context, input, and process. If the results of the evaluation context, input, and process indicate the success of the program, then the evaluation of output is said to meet the quality. However, if the results of one of the evaluation contexts, inputs, and processes indicate the lack of a program, then the evaluation of the output is said to have not met the quality.

### **3. Data collection technique**

Semi-structured interviews were conducted to gain more in-depth information. This interview was conducted for 10 teachers who had attended character and moral education training and 3 principals. The time and place of the interview are determined by agreement between the researcher and the resource person. In addition to interviews, observations are conducted from Monday to Friday in selected school environments. Observation when learning is only done on high-class students. Data collection techniques such as checking documents are intended to obtain information on school vision and mission, curriculum, annual program, semester program, syllabus, lesson plan, and other learning tools.

### **4. Data analysis**

The results of interviews in the form of recording are analyzed by making transcripts of the conversation. Then the transcript is interpreted and coded answer to know the points that have been achieved. The results of the observations are analyzed by way of description and marked on the points of achievement of the program. While the results of checking the documents are analyzed with a checklist. All the results of the data analysis are described and interpreted in accordance with the actual situation.

## **RESULT**

### **1. Context of implementation character and moral education in elementary school**

Context evaluation is done by interviewing teachers and principals. The program is considered successful if the school has the potential value of the character that has grown. Based on the evaluation results, all schools already have potential character values. The first school has an open-minded and competitive character value, the principal explains that students, teachers, and all school staff should be able to accept new things as innovations in education. In addition, students are taught to be competitive and competitive during the learning process. The value of the character is considered appropriate to the culture of this school. Some of the evidence that this school has character value is easy to access to researchers, open teachers to accept instructional innovations, there are boards in each class, and students have a high passion for learning outcomes. One teacher said that the goal of character and moral education that is difficult to achieve in this school is to apply the value of the character of cooperation. One of the problems that teachers face is that some students do not want to work with some other students. That's because students already have a gap or a certain group in its class.

Teachers and principals from the second school in rural area admit that the school has the potential value of religious character and integrity. This school includes the values of Islamic teachings in the learning program. As for students who are not from Islam can obtain the meaning of the doctrine of universal goodness. One proof that this school has a value of religious character and integrity is the presence of a "canteen of honesty". The canteen does not have a

cashier, so students must be honest when paying. The goal of character and moral education that is difficult to achieve in this school is the teachers who are less able to accept technology as an educational innovation.

The third school in the urban area, has the potential value of the character of curiosity and independence. In this school, no parents are allowed to wait for their children around the school grounds. This, educate children to be more independent in school. This school has a narrow land. That made the teachers take the initiative to plant plants in pots, then the plants were stored along the school aisle. The goal of character and moral education that is difficult to achieve in this school is almost the same as the first school, that is, most students have gaps or certain groups. In addition, some of the students in this school have gadgets. It makes it difficult for students to communicate with each other and students are more pleased with "their own world".

**Table 1: Achievement of Context Evaluation**

No.	Context Evaluation Indicators	First School Achievement (City area)	Second School achievement (Rural area)	Third School Achievement (Urban area)
1	Teachers and principals can identify potential values of character and morale that have developed in schools	Open minded, competitive, and sportive characters are already internalized	Religious character and integrity have already begun to be internalized, though not all students have such characters	The character of curiosity and independence has begun to be internalized
2	Teachers and principals can identify the objectives of character and moral education that are difficult to achieve	Character of cooperation among students is difficult to achieve	Open minded characters among teachers are difficult to achieve	Character of cooperation among students is difficult to achieve

## 2. Input of implementation character and moral education in elementary school

Input evaluation is done by interviewing, checking learning documents and observation of school facilities. The results of input evaluations in all three schools are similar. Input or preparation in all three schools is not too different. The most different is the cost of school between schools in rural areas and schools in the city. Here is a table of the results of input evaluations in all three schools.

**Table 2: Achievement of Input Evaluation**

No.	Input Evaluation Indicators	First School Achievement (City area)	Second School achievement (Rural area)	Third School Achievement (Urban area)
1	The principal has a basic understanding of character and moral education	Based on interview results, the principal is able to explain the vision, mission, goals, and programs about character and moral education	Based on interview results, the principal is able to explain the vision, mission, goals, and programs about character and moral education	Based on interview results, the principal is able to explain the vision, mission, goals, and programs about character and moral education
2	The teacher has a basic understanding of character and moral education	Teachers are able to explain very well	Teachers are able to explain well	Teachers are able to explain well
3	Qualifications of teachers teaching in primary schools	There are still teachers who do not have educator certificates	There are still teachers who do not have educator certificates	There are still teachers who do not have educator certificates
4	The school has a clear allocation of funds for character and moral education programs	The allocation of funds comes from parents and students	The allocation of funds comes from parents, students, and school staff	The allocation of funds comes from parents and students

5	School infrastructure supports the implementation of character and moral education programs	Complete school facilities, ranging from school infrastructure, ample school grounds, clean toilets, adequate classes, infocus, and instructional media	The school facilities are incomplete, the school has no infocus and the learning media is incomplete, but the school grounds are wide.	Incomplete school facilities, narrow school grounds and less-than-complete learning media. But this school has an infinity in every classroom.
6	The school has clear written rules	Yes, schools have clearly written rules	Yes, schools have clearly written rules	Yes, schools have clearly written rules
7	The school has an operational standard of character and moral education	Yes, schools have operational standards of character and moral education	Yes, schools have operational standards of character and moral education	Yes, schools have operational standards of character and moral education
8	The media in the school environment supports the implementation of character and moral education	There are wall magazines and posters	There are wall magazines, posters, and student work	There are wall posters and magazines
9	The media in the classroom supports the implementation of character and moral education	There are wall magazines, student work, and infocus	There are wall magazines, posters, and student work	There are student works and posters
10	There is character and moral value in learning planning	Yes at least two character values	Yes at least two character values	Yes at least two character values
11	There are character and moral values in the syllabus	Yes at least five character values in one semester	Yes at least five character values in one semester	Yes at least five character values in one semester

### 3. Process of implementation character and moral education in elementary school

Process evaluation is done by observation of co-curricular and extracurricular activities in school. The cocurricular activity consists of learning activities in the classroom, learning activities outside the classroom, and student activities during break times. Meanwhile, extracurricular activities are carried out after completion of learning or at home from school. In learning activities, character and moral education programs can be seen at the beginning of learning activities. All three schools are implementing the same early learning activities. Before entering the class, the teacher checks the students' cleanliness and tidiness. It reflects a clean character and discipline. After that, students and teachers pray together according to their own religion. The majority of students in public schools have Islamic religion, habituation activity at the beginning of learning after praying is by reading Asmaul Husna (good names for God) and reading some verses of Al-Quran (Book of Islam). The activity reflects the religious character. Furthermore, students together with teachers sang Indonesian national anthem and national anthem. It reflects the nationalist character. In the first school, after singing students and teachers do pat the spirit and pat moral value. Before starting the core activities, teachers do apperception and motivate students. Apperception activities are conducted by asking about student experiences and linking students' answers to learning topics.

In the core activities of learning, character and moral values are more integrated with the theme of social learning. The learning in these three primary schools, no longer using the subject term but using an integrated thematic approach. At the end of the learning, the teacher reflects on learning and gives moral messages to the students. Implementation of character and moral education in other cocurricular activities is the movement of reading the book at recess or performed simultaneously every Friday.

Implementation of character and moral education in extracurricular activities that is scout. This activity is mandatory by students. First grade students up to sixth grade must attend this activity. This activity is held every Saturday. Scout activities are more often done outdoor. Many character and moral values are taught in scout activities. As with ceremonial activities, students are trained to be patient and disciplined when marching. Every three months, classes four, five and six camp out at school. Camping activities can educate students to become more independent.

Some typical courses of character and moral education are implemented in all three schools. The first school has a program of cultural festivals and art world. Every teacher and student learn cultures from different worlds. The lessons were implemented in the form of food festivals, traditional dress, class decor, and art.

the second school has a program to celebrate the religious day of Islam and other religions. This celebration is conducted in schools involving parents, students, and teachers. There are at least five religions celebrated together: the celebrations of Islam, Hinduism, Buddhism, Protestantism, and Catholicism. Although the majority of students are Muslim, in this school there are students who have other religions. The third school has an Adiwiyata program or a green school program. The school often invites nature-loving organizations to share knowledge about the importance of protecting the environment.

**Table 3: Achievement of Process Evaluation**

No.	Process Evaluation Indicators	First School Achievement (City area)	Second School achievement (Rural area)	Third School Achievement (Urban area)
1	Implement character and moral education in classroom learning activities	The school has conducted preliminary activities in accordance with government directives on character and moral education	The school has conducted preliminary activities in accordance with government directives on character and moral education	The school has conducted preliminary activities in accordance with government directives on character and moral education
2	Implement character and moral education at rest (carry out the book reading movement)	Some students play their gadgets at rest, while others play ball, and read books	The reading activity do very well, almost every observed student fills their free time by reading	Almost all students play the gadget while at rest
3	Implement character and moral education on extracurricular activities mandatory scout	Scouting activities went so well, all the students followed.	Scouting activities went very well all the students followed.	Scouting activities went very well all the students followed.
4	Implement character and moral education in school programs (other than extracurricular and cocurricular)	This school has an inter-class competition and inter-class creation program	This school has a Sunnah prayer program together and the head charity program of the orphanage every semester	The school has a green environmental program, so each student has a schedule to care for the plants at school

#### 4. Output of implementation character and moral education in elementary school

Output evaluation of the implementation of character and moral education programs is implemented by looking at achievements incontext, input, and process evaluation.

**Table 4: Achievement of Output Evaluation**

No.	Context Evaluation Indicators	First School Achievement (City area)	Second School achievement (Rural area)	Third School Achievement (Urban area)
1	Context	All indicators are achieved	All indicators are achieved	All indicators are achieved
2	Input	One indicator has not been reached	Two indicators have not been reached	Two indicators have not been reached
3	Process	One indicator has not been reached	All indicators are achieved	One indicator has not been reached

The results of the best evaluation obtained by the first school in urban areas, while the second and third schools have the same moral character education quality. It shows that the geographical location and state of the school environment have an influence on the implementation of moral character education.

## **DISCUSSION**

Context evaluation shows that all schools are able to identify potential values of character and morale that have developed. Character and moral education have long been contained in the Law on national education, starting from the 1946 Act that prevailed in 1947 until the National Education System Act No. 20 of 2003. Until in 2011, character and moral education does not yet have clear technical guidelines (Julaiha, 2014). Based on these facts, each school develops a character value that is appropriate to the school culture. There are some character and moral values that tend to be difficult to achieve in each school, it is because the formation of the character focuses on personal trends and school context with the surrounding environment. (Shield, 2011) This is reasonable because the environmental conditions of each school vary. Contextually, character and moral education are appropriate for any primary school by considering the needs of schools, regional characteristics, and school culture.

Evaluation of inputs at each school varies. There are schools that have complete facilities and supported by technological advances, but there are also schools that are less supported by technology facilities. There needs to be more attention from the government to involve technology in every learning activity in school. It can motivate the teacher as a facilitator, guide, co-learner, and co-worker manager in order to work better. Teachers should be able to change schools or classrooms as a workplace where students learn independently in collaboration with tools (Devkota, Giri, & Bagale, 2017). The presence of technology is very important to support the implementation of character and moral education in the era of 21st-century education. That's because technology and character education can motivate students to have skills such as critical thinking, problem-solving, knowledge application, creativity, flexibility, communication, interpersonal, collaboration, leadership and, global and cross-cultural awareness (Kayange, 2016).

In the evaluation of the process the way each school implements character and moral education differs in spite of the same context. In 2011, character and morals education was first implemented in schools although not clearly listed in the learning tools and curriculum. Now character and moral education are clearly listed in the learning tools and curriculum so that the implementation is more effective. It was in line with previous research suggestions that various character plans and programs of education would not be effective if they were not clearly written and integrated in the curriculum (Sally, 2011). Typical character and moral education programs owned by each school are different, but still show the value of the character globally and involves intercultural activities. It is very appropriate to make the students character because of the impact of intercultural education on cooperative learning, prejudices reduction and stereotypical behavior has been very well documented, as has been studied on social justice equity pedagogy (Vassallo, 2016).

One of the obstacles in the implementation of character and moral education is the bad influence of gadgets and the internet, while older teachers are not open to technology. Inequality between the way teachers teach with something that students need to be inhibiting the implementation of character education. Now almost every student has a gadget. The pattern of education has changed considerably because technology has changed the educational system and therefore a teacher is obliged to know the development of science and technology (Isman, 2003). On the other hand, development technology is a balance between the progress of the times and the practice of education. Altiney et al (2016) in his research explained that education technology has an important role in digital management, improving school culture, and school management. With technology, content can be accessed and used by users only gets positive information.

Overall results of context, input, and process evaluation show that the three schools are conducting character and moral education well. The things that need to be investigated further is the outcome of character and moral education. It's like the attitude and behavior of students after mixing in the community. However there is recognition from teachers and principals that almost all students are able to accept and understand character education. Even other research results show that students who are given lessons on moral education have a perspective on moral values better than students who are not given moral education materials (Hu, 2010).

## **CONCLUSION**

Evaluation of character and moral education in elementary schools using the CIPO evaluation model (context, input, process, output). Context evaluation aims to see the potential of the school in implementing the program. The potential of each school is different. In the city, students are more competitive and difficult to work well together. In



the rural area, students can already distinguish between bad behavior and good behavior. Students are also easier to work together. In the rural area, most senior teachers are not too open-minded. In urban areas, students are encouraged by high curiosity but students begin to have difficulty working well together. The constraint of most students in the city and urban areas is difficult to cooperate with other close friends. Learning with a cooperative approach must be done more often so that students are accustomed to working with anyone.

Evaluation of inputs explains the preparations in school for implementing character and moral education. Primary schools in the city prepare school facilities very well because they get greater funding support from the government and parents. Unlike some schools in rural and urban areas that have limited facilities. Teacher preparation for character education in each school has been prepared because the government accommodates character education training for teachers throughout Indonesia.

Process evaluation to describe program implementation. In the process, each school has its own way of carrying out character education. That is because it is adapted to the characteristics of the school environment and students. Some programs that implement character education such as class competencies, creations between classes, religious and charitable programs, and programs to protect the natural environment. Character and moral education are integrated in classroom learning activities. Teachers convey moral values and goodness to do in everyday life. That can be done with fairy tales, biographical stories, group assignments, and in citizenship learning.

Character and moral based education evaluation in elementary schools are complete and comprehensive. Starting from planning, program context, program input, implementation process, and student quality. But to see the character and enthusiasm of students requires a long time and a valid measuring instrument. In practice, character and moral education can be seen clearly in co-curricular and extracurricular activities such as scouts. Most of the programs on character and morally based on co-curricular are carried out in accordance with the guidelines given by the government. In the co-curricular activity, the role of teachers is very large to create an atmosphere of learning that can internalize the values of character and morals in students. Today's students who enjoy using internet and gadget facilities make teachers better understand the use of technology, especially in instilling character and moral values. Not only that, character-based and moral education requires synergy between schools, students, parents, and the community. Not all schools are willing to initiate activities that bring them together. Therefore, the government needs to provide a budget for the school to hold activities to strengthen social control of students.

#### **LIMITATIONS TO THIS STUDY AND FUTURE RESEARCH**

Research in the field of social behavior has many limitations. One of them is it takes a long time to prove the data obtained credible. Therefore, the need for longitudinal research to find out the outcome of the implementation program based on character education and moral in primary school. Research relationship between evaluation results is also needed to know the correlation and correlation between variables evaluated. Suggestion for subsequent research that is add amount of evaluation object so that evaluation result can be representative.

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