Evaluation Of Character Education Of El-Fash Islamic Elementary School With Cipp Model

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Abstrak

Penelitian ini bertujuan untuk mengetahui evaluasi pendidikan karakter level dasar (mandiri, kreatif, bermanfaat, dan terasah aspek spiritual) pada siswa kelas III SD Islam El-Fash Kota Tangerang Selatan. Penelitian ini dilakukan dengan pendekatan kualitatif deskriptif dimana kuisioner oleh orang tua siswa, dokumentasi, dan portofolio dijadikan sebagai instrumen penelitian. Peneliti memiliki asumsi bahwa suatu nilai bisa disebut karakter yang melekat pada siswa jika nilai tersebut juga diterapkan di luar sekolah sehingga menjadi pembiasaan. Maka asumsi ini akan dinilai melalui kuisioner orang tua terhadap kebiasaan siswa di luar sekolah. Evaluasi yang dihasilkan dengan metode CIPP (Context, Input, Process, Product) digunakan untuk menentukan apakah suatu program harus diganti, revisi atau dihentikan. Penggunaan model CIPP membantu peneliti dalam merumuskan revisi dan hal-hal yang berkaitan dengan berhasil atau tidaknya sebuah program pembelajaran. Rata-rata nilai karakter (mandiri, kreatif, bermanfaat, terasah aspek spiritual) berdasarkan visi dan misi SD Islam El-Fash yaitu 2,0 dari skala 0-3 (cukup efektif). Sedangkan berdasarkan nilai dari aspek-aspek karakter Kemendiknas 2010, pendidikan karakter SD Islam El-Fash telah memenuhi semua kriteria yang dimaksud. Oleh karena itu, peneliti menilai bahwa SD Islam El-Fash telah berhasil menjalankan visi dan misinya dengan program pendidikan karakter dan life skills yang telah diterapkan untuk level dasar.

Kata Kunci: Pendidikan Karakter, CIPP, Life Skills, Evaluasi Pembelajaran

Abstract

This research aims to determine the evaluation of basic level character education (independent, creative, useful, and honed spiritual aspects) in class III students at El-Fash Islamic Elementary School, South Tangerang City. This research was conducted using a descriptive qualitative approach where questionnaires by parents, documentation and portfolios were used as research instruments. Researchers have the assumption that a value can be called a character that is inherent in students if this value is also applied outside of school so that it becomes a habit. So this assumption will be assessed through a parent questionnaire regarding student habits outside of school. Evaluations produced using the CIPP (Context, Input, Process, Product) method are used to determine whether a program should be replaced, revised or stopped. The use of the CIPP model helps researchers in formulating revisions and matters related to the success or failure of a learning program. The average character score (independent, creative, useful, honed spiritual aspects) based on the vision and mission of El-Fash Islamic Elementary School is 2.0 on a scale of 0-3 (quite effective). Meanwhile, based on the scores from the 2010 Ministry of National Education character aspects, the character education of El-Fash Islamic Elementary School has met all the criteria in question. Therefore, researchers assess that El-Fash Islamic Elementary School has succeeded in carrying out its vision and mission with character and life skills education programs that have been implemented at the elementary level.

Keyword: Character Building, CIPP, Life Skills, Learning Evaluation

INTRODUCTION

The progress of the Indonesian nation is of course directly proportional to the morals of the nation's children as the successors of this nation. Therefore, it is very important that character education is instilled in schools to achieve these morals. This is of course the desire of every parent and even the community in general. (Chusniyah, 2014). Many studies related to the implementation and evaluation of character education present good results based on the 2013 curriculum broadcast in Indonesia. However, it was found that crime by teenagers who attend school has increased sharply to the point of daring to commit murder (Chusniyah, 2014). This knowledge gap causes a gap between the research that has been done and the facts on the ground. We utilize this gap to detect schools that are able to implement a strong Character Education program so that students are embedded with strong moral values to practice them wherever they are.

The 2013 Indonesian education curriculum has long been released by prioritizing character education with thematic learning characteristics. However, all schools, especially elementary schools, have not been able to implement character education with clear indicators of success and supervision until the Merdeka curriculum was broadcast until now (Hamidi, 2024). Therefore, when researchers found the confession of several guardians that there was an Islamic elementary school in Pondok Aren, South Tangerang whose students' characters were visible, both inside and outside of school, researchers were interested in conducting research at the school. The researcher hopes that the implementation of character education carried out by SD Islam El-Fash will be an example of a solution in overcoming the failure of implementing character education since the 2013 curriculum until the independence curriculum was implemented. This study is limited to the process of implementing character education values in the form of implementing programs and student behavior outside of school with assessments from parents. This study focuses on character education values based on the vision and mission of SD Islam El-Fash, namely independent, creative, useful, and honed spiritual aspects. This study aims to determine the implementation of independent, creative, useful, and honed spiritual aspects of character education in grade III students at SD Islam El-Fash, South Tangerang City. The benefits of this study are an effort to develop knowledge and experience through analysis of character education case studies based on theory so that it can be used by researchers to be developed at PKN STAN and other institutions in need. In addition, of course this research is practically useful for SD Islam El-Fash, this study is expected to reflect the results of implementing character education at SD Islam El-Fash in a measurable and theoretical manner. Then, this research becomes evaluation material in the future, so that the school is more solid in its implementation and succeeds in achieving its vision and mission.

RESEARCH METHOD

This research was conducted at SD Islam El-Fash, located at Jalan Ceger Raya No. 90 Jurangmangu Barat Pondok Aren Tangerang Selatan. The subjects of this study were 9 students from grade 3, parents of grade 3 students at SD Islam El-Fash. The qualitative data analysis instruments used in this study were documentation, observation, portfolio, and questionnaire. The researcher aims to conduct research to obtain the most objective results possible with real results/recognition by parents of how the child's character is formed outside of school after attending SD Islam El-Fash through a questionnaire. Therefore, the character education program taken by the researcher is based on the school's socialization to parents at the beginning of the school year. Then the researcher observed teaching and learning activities at school and documented them. Student literacy is also strengthened by the students' own statements every day in the morning and afternoon when students fill out journals/portfolios.

The sampling method used in this study is stratified random sampling. This method is a sampling technique by determining groups from a certain level, namely grade 3 students in the 2024-2025 academic year. The researcher took this sample because the character education program at SD Islam El-Fash is divided into 2 levels, namely basic and advanced levels. So, to measure the success of basic level character education, the final education level at that level was taken, namely grade 3. In this study, 9 students were taken for observation. Then 9 parents were asked to fill out a questionnaire

whether students implemented character education outside the home as a data reinforcement sourced from the 9 students. The primary data sources in this study were mostly obtained through observation, student portfolios, and questionnaires to guardians. While the secondary data sources are in the form of document data results.

Table 1. Parent questionnaire items on the Character Values of El-Fash Islamic Elementary School.

No	Character Values	Parent questionnaire items on children's habits outside school
1	Independent	1-8
2	Creative	9-12
3	Beneficial	13-21
4	Sharpen Spiritual Aspects	22-26

Table 1 describes the suitability of statements that are able to describe the behavior of independent, creative, useful, and spiritually honed character of students outside of school which will be filled in by parents with the approval of the principal of SD Islam El-Fash. With these statement points, researchers will conduct observations based on character criteria approved by the principal as research validation.

The model used in this study is a decision-making model developed by Stufflebeam known as the CIPP Evaluation Model. CIPP stands for Context, Input, Process and Product. The uniqueness of this model is that each type of evaluation is related to the decision-making device concerning the planning and operation of a program. The advantage of the CIPP model is that it provides a comprehensive evaluation format at each stage of the evaluation, namely the context, input, process, and product stages. The CIPP evaluation model proposed by Stufflebeam & Shinkfield (1985) is an evaluation approach that is oriented towards decision makers (a decision-oriented evaluation approach structured) to provide assistance to administrators or decision-making leaders. Stufflebeam stated that the evaluation results will provide alternative problem solving for decision makers. The information generated by the CIPP outcome evaluation is used to determine whether a program should be replaced, revised or terminated. (Stufflebeam & Shinkfield, 2012)

Results and Discussion

In this discussion, the researcher will discuss further and more completely regarding the implementation of character education based on the vision and mission of SD Islam El-Fash during the 3 years of learning that have been experienced by grade 3 students. Based on the vision and mission of SD Islam El-Fash, the researcher describes the character limitations that have been programmed by SD Islam El-Fash as seen in Table 2.

Table 2. Character Education Values Based on the Vision and Mission of El-Fash Islamic Elementary School.

	Objectives	Missions	Character Building Program
Strong Character	Independent	1. Growing a love of learning and interest in literacy 2. Able to be an entrepreneur (advanced level)	1. Lifeskill habituation with local wisdom 2. Character building with ProBinKa (Character Development Program) 3. School literacy

		festival 4. Market day 5. Morning and afternoon journal program 6. Komiba and BRTT free program
Creative	Students' interests, talents and potential develop	1. Montessori 2. Active learning and learning by doing with project-based learning and problem-based learning systems 3. Provision of various extracurricular activities 4. Nusantara cultural festival 5. Fun project 6. El-Fash Expo
Beneficial	1. Go to school safely and conducively (eliminate bullying), make school feel comfortable (clean, orderly, calm) 2. Practical character education in schools	1. Practical life skills 2. Submission of zakat fitrah by students directly to those in need 3. TSP and GTB programs
Sharpen Spiritual Aspects	1. A strong and characterful Muslim personality 2. Reading the Qur'an well 3. Having the desire to memorize the Qur'an	1. Daily habits include: reciting, reading, obligatory and sunnah prayers, eating together 2. Mabit (night of building piety) 3. Haflatul Qur'an

1. Implementation of Character Education at El-Fash Islamic Elementary School
 A. Implementation of Independent Character Education

SD Islam El-Fash formulated a basic character education program from grade 1 to grade 3, which of course has been passed by students in grade 3 now. The basic independent character education program at SD Islam El-Fash is:(Supartini, 2024)
1) Doing tasks by paying attention to the time set
2) Understanding the importance of exercise
3) Understanding the importance of healthy food and good nutrition
4) Taking care of and maintaining one's own belongings
5) Being able to read the clock and understand it
6) Getting used to save money

The independent character is the first character stated in the vision of SD Islam El-Fash and was not designed without much consideration. SD Islam El-Fash considers that if humans have finished their own affairs, they will be able to be useful to their environment. Therefore, the independent character is considered very important and needs to be instilled from childhood and continued as a habit at the elementary school level, namely grades 1 to 3.

Along with the independent character education program, the life skills program must be applied to students so that student independence is formed according to the standards of cleanliness, health, security, and safety in Indonesia with local wisdom.

Based on the life skills program, every day teachers carry out several pillars of character that are unique to SD Islam El-Fash. Researchers managed to document these moments at every morning assembly, noon break, lunch, and when preparing to go home. The pillars of character are:(Supartini, 2024)

1) BRTT Culture (Clean, Neat, Orderly, Organized)

2) FREE OF KOMIBA (Messy, WET, DIRTY, SLOPED, DANGER)

3) TSP (Refrain from littering, Store trash in its place, Pick up trash, God willing, it will be charity)

4) GTB (Clean Toilet Movement)

5) Independent (Never be a burden)

The character pillars designed by SD Islam El-Fash above are in accordance with the character education method explained by Agus Supriyono, that habituation is considered very effective if it is applied to young students, because they have a strong memory record.(Supriyono, 2009)

This is in line with Devi that independent character in children will emerge through the process of habituation. Therefore, it must be instilled from the beginning of infancy.(Cahyani et al., 2023)

The following is evidence that El-Fash Islamic Elementary School implements independent character education in class and at school for grade 3 students in Figure 1.

Figure 1. Implementation of independent character in school

B. Implementation of Creative Character Education

All students of SD Islam El-Fash, especially students in grade 3, prefer the dream class program which is scheduled once a month at school. This is because in the dream class, all students are free to choose the class provided at that time by the teachers regardless of their class level. At that time there will be a cooking class, skills class, badminton class, futsal class, literacy class, space class, and so on. In each class there are students from grades 1, 2, 3 and so on. This is the time for them to exchange ideas, be free to be creative and do fun projects.

Every day the class teacher also asks students to fill out a morning journal and an afternoon journal. In the journal, students are free to express their feelings at that time and the reasons why it happened. From the journal, the teacher will be able to describe the interests, talents, resilience of students including handling the psychology of students who need special attention from teachers and parents. That is the importance of this journal so that teachers and parents can make improvements and better plans for the future.

Every schedule to the library, students are free to choose the book they want to read and then the students are asked by the class teacher to retell it in their own way in the literacy journal. In this activity, teachers can see students' abilities in storytelling and are able to see students' creativity in

arranging words or verbal, communication skills, and the extent to which students understand what they read.

SD Islam El-Fash also implements efficient classroom learning methods with problem-based learning and project-based learning methods. In general, problem-based learning is a learning approach that uses real-world problems as a context for students to learn critical thinking and problem-solving skills, and to acquire basic knowledge and concepts from subjects. So, problem-based learning uses problems as the first step in collecting and integrating new knowledge. The problem then determines the direction of learning that will be carried out in student study groups.

As for project-based learning, it is a learning approach that gives students the freedom to plan learning activities, carry out projects collaboratively, and then produce products that can be presented to others. These two learning methods are applied at SD Islam El-Fash to bring out the criticality and creativity of SD Islam El-Fash students, especially grade 3 students.

The above is in line with Anik and Henny, that one way to improve creative thinking in students is through problem-based learning. (Handayani & Koeswanti, 2021)

In addition, SD Islam El-Fash also holds a special activity once a year, namely El-Fash Expo and El-Fash got talent. These two activities showcase and compete student talents such as singing, pantomime, roller skating, magic, poetry, dancing, and so on. This activity is very effective as a place for student creativity.

The creative character education program is:(Supartini, 2024)

1) Asking for help from others in a good way

2) Big Brother program (every 3rd grade student has a little brother, namely a student at a lower level to greet often, teach responsibility and discipline, become a good leader, be confident and responsible)

The creative character education program that has been designed by SD Islam El-Fash is in accordance with the theory developed by Agus Supriyono that the exemplary method is a very effective method in character education.(Supriyono, 2009)

In line with Azizah, role models are the most important and most effective method of character education if carried out comprehensively by educators in every educational environment.(Fiolanisa et al., 2023) . It is proven that role models emerge from the foster parent program to stimulate creative character in grade 3 students.

The following is evidence that SD Islam El-Fash applies creative character education in class and at school for grade 3 students in Figure 2.

Figure 2. Implementation of creative characters in school

C. Implementation of Beneficial Character Education

All students of SD Islam El-Fash, especially grade 3 students, prefer social service activities during the month of Ramadan at school, namely, the program of distributing zakat fitrah which is directly handed over to the surrounding community in need, the program of preparing parcels made by

students themselves to be handed over to children in orphanages. They looked very enthusiastic about joining the impromptu visits with teachers to reach the homes of people in need of assistance.

Every student is taught by all teachers to make the school feel comfortable through the TSP program (Refrain from littering, Store trash in its place, Pick up trash, God willing, it is charity) and the GTB program (Clean Toilet Movement). Both of these programs are able to hone useful characters for students because they will also directly enjoy a comfortable place while making their parents and people around them happy if they make this program a habit in their daily lives wherever they are. All of these programs are included in practical skills every day at school.

In line with Sasa, et al. that character education is related to student behavior patterns in their surroundings. These student behavior patterns will later form social attitudes that can be utilized when students are inside or outside the school environment.(Fiolanisa et al., 2023).

The basic level character education program is useful, namely:(Supartini, 2024)
1) Eye contact during conversation
2) Caring and caring for friends
3) Willing to help and accustomed to saying "can I help you?"
4) Not interrupting when others are talking
5) Knocking on the door before entering the room
6) Not calling others with negative names
7) Used to saying excuse me when passing others
8) Not giving negative comments on other people's appearance

The beneficial character education program that has been designed by SD Islam El-Fash is in accordance with the theory developed by Agus Supriyono that the exemplary method is a very effective method in character education.(Akbar, n.d.). It is proven that exemplary behavior emerges from the foster brother program to stimulate beneficial character in grade 3 students.

The following is evidence that SD Islam El-Fash implements beneficial character education in class and at school for grade 3 students in Figure 3.

Figure 3. Implementation of beneficial characters in school

D. Implementation of Character Education Sharpens Spiritual Aspects

SD Islam El-Fash has a special book to hone students' character in spiritual matters. Ummi books teach students to read the Qur'an using the Ummi method where teachers must also have a certificate from the institution that publishes the book. The method for memorizing the Qur'an is also according to the Ummi method so that the evaluation book for reading and memorizing the Qur'an is synchronized in its filling. Grade 3 teachers often repeat reading the verses to be memorized by singing the verses so that the length and shortness of the verses are correct according to the rules of the Ummi method. In this way, it is hoped that students will have the desire to memorize the Qur'an in a fun way. Even students who come to school quickly before the bell rings, students are presented with the

recitation of the Ummi method of the Qur'an verses via cassette with the hope that subconsciously while playing and waiting for the morning assembly, they are following the tone repeating their memorization.

Grade 3 students are also accustomed to praying obligatory prayers and sunnah prayers (dhuha) in congregation. Students also do mabit 1 time during the month of Ramadan and do tarawih together. The school also held a Quran recitation which was attended by all students. The character education program honed the basic spiritual aspect, namely:(Supartini, 2024)

1) Ethics of shaking hands and greetings
2) Showing respect for parents
3) Getting used to say thank you for the slightest kindness
4) Getting used to apologize from the heart

The character education program that hones the spiritual aspect that has been designed by SD Islam El-Fash is in accordance with the theory developed by Agus Supriyono that the mau'izhah method is a very powerful method in character education (Willya et al., 2018). This is proven that advice and guidance since childhood can be applied in schools, for example, after finishing congregational prayers, advice and sermons are inserted by teachers to stimulate the sharpening of spiritual aspects of character in grade 3 students. In line with Atika and Eka, to foster students' spiritual intelligence in schools, what teachers can do includes being role models for their students, helping students formulate their life missions, reading the Koran with students and explaining its meaning in life, telling students about great stories from spiritual figures, inviting students to discuss various issues with a spiritual perspective, and involving students in religious activities. (Fitriani & Yanuarti, 2018)

The following is evidence that El-Fash Islamic Elementary School implements character education that hones spiritual aspects in the classroom and at school for grade 3 students in Figure 4.

Figure 4. Implementation of spiritual aspects of honed character in school
Table 3. The Effectiveness Value of Character Education Implementation at El-Fash Islamic Elementary School

Components and Sub-Research	Average	Klasifikasi			
		Ineffective (0)	Less Effective (0,1-1.0)	Quite Effective (1,1-2,0)	Effective (2,1-3,0)
Learning Implementation Independent learning, BRTT, GTB, TSP, and BEBAS KOMIBA	**2,0**			v	
Creative: Activating active learning and learning by doing with project-based learning and problem-based learning systems outside of school	**2,0**			v	

Beneficial	2,2		V
Sharpening spiritual aspects wherever you are	1,8	v	
Total	**2,0**	v	

Source: calculation of the weighted value of the questionnaire filled out by parents of all 3rd grade students of El-Fash Islamic Elementary School (processed by researchers)

Evaluation by CIPP Model

The use of the CIPP (Context, Input, Process, Product) model is as follows:

Stage I: Evaluation of aspects 1 and 2 (context and input) is carried out by looking at program planning and data available at school related to character education. From the development of the curriculum implemented, character education is integrated in each subject and the habits that are carried out.

Stage II: Process evaluation is carried out by observing the process according to certain criteria, including evaluation of learning methods and strategies.

Stage III: Evaluation of results (product evaluation) is the final and most important stage because learning outcomes are the goals that have been set, so the instruments are determined based on the domain that is the goal of a particular process.

Table 4. Evaluation of CIPP Model El-Fash Islamic Elementary School Character Education

Evaluation items	Aspects	Indicators	Instruments source	Data Collection Sources
Context	Study place profile	School profile	Administration	Document Analysis
		Photos of character education implementation activities	Administration	El-Fash Islamic Elementary School's Social Media
Input	Curriculum	Curriculum used	Administration	Parent's Handbook
	Students	Data and number of grade 3 students	Administration	Parent's Handbook
	Teachers	Qualifications of grade 1-3 teachers	Place of study	Parent's Handbook
	Learning facilities	Classrooms, literacy rooms, places to support character development	Parents	Observation
Process	Implementation and learning activities	Independent learning, discussions with teachers and parents, creative problem solving	Place of study (school and home)	Observation and Questionnaire
	Use of learning media	Books, videos, and learning audio adopted as learning models at home	Parents	Observation and Questionnaire

		Independent assignments, groups, projects, and independent practice	Administration	Questionnaire
	Assignment giving	Independent assignments, groups, projects, and independent practice	Administration	Questionnaire
Product	Student learning outcomes	Results of students' final semester tests	Parents	Document Analysis (Portfolio)
	Study place profile	Character habits at home	Administration	Questionnaire

Source: Processed by researchers

The four characters values that are the vision and mission of SD Islam El-Fash have achieved a fairly effective value but have not achieved a very effective value because there are several inhibiting factors in their implementation. The researcher summarized all suggestions and input from parents of grade 3 SD Islam El-Fash based on the questionnaire that had been given. This was of course also acknowledged by the school. The inhibiting factors are:

a. Parents are less able to work together in implementing character education at home, for example helping children repeat daily prayers, Asma'ul Husna, and short letters.
b. Facilities at school do not support character education activities, for example there is no mosque at the school. There is no periodic evaluation by holding meetings between parents and the school.
c. Some working parents find it difficult to find time with their children to evaluate character habits.
d. The emotional management program that the school has provided to parents through parenting has not been honed.
e. Parents are not consistent/firm in implementing character education at home.
f. Some parents feel that they do not know the character education program from the school in detail.

Gustiranda conducted character education research in the SMPN environment by testing all character values with literature studies (descriptive qualitative) and focused on school culture. The results of the study were unable to describe the extent to which character values were embedded in students because what was measured was limited to the school environment (Gustiranda et al., 2022). Meanwhile, this study was able to objectively measure the character values expected by the school which were stated in its vision and mission in the form of numbers so that it greatly helps schools and parents to improve character values to be more effective.

Aitami testing the character values of MAN students is only limited to what is seen during mathematics learning. He did not use the CIPP model in evaluating his research (Aitami et al., 2020). While this study uses the CIPP model so that SD Islam El-fash is able to systematically and measurably independently evaluate the Character Education program that is being run.

Jumarudin describes humanist learning to produce religious character in students. Humanist learning is like learning in class with conscious learning where every teacher must learn this method until they know the indicators of learning success. The learning launched by Jumarudin focuses on religious character and is formal so that the character measured is not reflexively as an initial response to all events (Jumarudin et al., 2014). Meanwhile, this research is very objective and not limited by space and time because the evaluation is carried out with honest monitoring and supervision by the students' parents.

Dewi teaching mathematics to students in an applied way including our response as humans to the environment. This is very good because the mathematics that students learn is directly accepted in an applied way and leads to students' moral response to the environment. Researchers consider the research to be very good because most human life is in the market, the road Where all contain mathematics and bring the character of each human being so that through lessons students can learn ethics and socialize (Dewi, 2015). The difference with this study is the theory/model used is different. This study uses the CIPP model while Dewi uses qualitative descriptive and does not rely on the theory of character education evaluation.

Machali explains that the revised 2013 curriculum is able to improve students' morale so that students become creative, innovative, productive and affective. The books presented are also in thematic form complete with moral values contained therein. However, this curriculum is theoretical in nature while still requiring teachers to complete the curriculum targets. This is different from the independent curriculum. However, the revised 2013 curriculum does not yet cover all indicators of achieving character values by adjusting the Decree of the Ministry of Education and Culture on character education (Machali, 1970). Meanwhile, this study, in addition to character values based on the vision and mission of SD Islam El-fash, evaluations are also carried out based on the objectives of character education expected by the Ministry of National Education (now: Kementerian Pendidikan dan Kebudayaan).

In addition, based on the questionnaire, parents acknowledged that the performance of teachers at school was very good, patient, friendly, and responsible. This is a fundamental supporting factor in implementing character education in elementary schools. Based on the character education goals expected by the Ministry of National Education, El-Fash Islamic Elementary School has succeeded in implementing character education very effectively, as proven by:(Kementerian Pendidikan Nasional Republik Indonesia, n.d.)

a. Developing the potential of the heart/conscience/affective of students as human beings and citizens who have cultural values and national character and developing commendable habits and behaviors of students that are in line with universal values and religious cultural traditions of the nation. This is evident from the recognition of parents towards the honed character of the spiritual aspect reaching a value of 1.8 (quite effective).
b. Instilling a spirit of leadership and responsibility in students as the next generation of the nation and developing students' abilities to become independent, creative, and nationally aware human beings. This is evident from the recognition of parents towards independent and creative characters reaching a value of 2.0 (quite effective).
   Developing the school life environment as a safe, honest, creative and friendly learning environment, as well as with a high sense of nationality and full of strength (dignity). This is evident from the recognition of parents towards beneficial characters reaching a value of 2.2 (effective).

CONCLUSION

Based on the research data and previous discussions, the researcher can conclude several things as follows. The attitudes and behavior of students that indicate character habits are 2.0 on a scale of 0-3. This means that the character education program implemented by SD Islam El-Fash is effective in making grade 3 students have positive habits so that they become strong characters in their personalities. This is evident from the parents' assessment of their children outside of school. This success can be seen from the attitudes and behavior of children as reflected in the results of the observation sheets and questionnaires that cover all the character values listed in the vision and mission of SD Islam El-Fash.

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