



The discrepancy evaluation model in the cultivation of responsibility character at Madrasah Aliyah Negeri Insan Cendekia Sambas

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ABSTRACT

The Covid-19 pandemic requires teachers to make creative and innovative learning designs. Learning achievement must follow the vision and mission of education and character education. Responsibility and discipline character education is one of the success factors in learning. This research is a qualitative descriptive study with a Case study design. The data source in this study was class X students at Madrasah Aliyah Negeri Insan Cendekia Sambas intake 2020/2021, totaling 96 students. Research instruments are observation sheets, interview guidelines, and documentation. The results showed that applying responsibility and discipline character education during the COVID-19 pandemic was structured in Five Characteristics: Personal Piety, Social Piety, Natural Piety, Intellectual Piety, and National Piety. The character of responsibility and discipline is included in Personal Piety. The responsibility and discipline of character education are applied in the habituation of Madrasah Aliyah Negeri Insan Cendekia Sambas. This habituation includes Instilling five characters, reading prayers before studying, praying Dhuha regularly, reading Asmaul Husna, memorizing, and practicing worship. Meanwhile, responsibility and discipline are applied in class learning with morning briefings (learning contracts), filling out class activity stickers, and collecting assignments in Google Classroom on time. The conclusion from the research results on applying responsibility and discipline character education is part of achieving the five characteristics of Personal Piety in Godly Children.

Keywords: Character building; responsibility and discipline; covid-19

1. INTRODUCTION

During the Covid 19 pandemic, learning was carried out online. This requires a teacher to be able to design learning according to the conditions and needs of students. In practice, online learning positively and negatively impacts individual student, teacher, and parent factors and is also related to the learning process. In line with Supriyatin Asih, online learning made some students late submitting assignments due to internet constraints (Hanum & Yanuarita, 2020). Likewise, Suterna, Acesta, et al. conveyed that the evaluation results had decreased due to a lack of assistance from parents (Sutarna et al., 2022). In addition, online learning also has positive impacts, as stated by Amran, that online learning facilitates communication for teachers, students, and parents (Amran, 2021). Therefore, an appropriate solution is needed to solve the problem of the impact of online learning.

The achievements of online learning during the pandemic were not only cognitive and psychomotor but also achieved effectively, in this case, character education. Character learning design must, of course, be right on target for students. One of the techniques for character education is the teacher observing students directly using social media, Zoom, or Gmeet (Adha & Darmiyanti, 2022). The government, in this case, the policymakers, has also launched character education as stated in the Constitution on National Education. By the explanation of Law 20 of 2003 Chapter 1, the improvement of education is realized in the atmosphere and learning process and lies in the development of self and spiritual potential and other characteristics (Nurmiyanti, 2021).

The application of responsibility and discipline character education is an important point in online learning. This represents the results of student evaluations for cognitive and psychomotor outcomes. Its implementation is carried out on habituation that has been done before and the learning process. Similar to what was conveyed by Nastiti, the character of responsibility and discipline is very important because it is a reference for forming other characters (Nastiti, 2022). In addition, the character of responsibility and discipline can be instilled from a young age, especially for elementary school students because character building requires process and habituation. Pasani, Kusumawati, et al. also conveyed that discipline and responsibility must be instilled in the family, school, and community environment from an early age. (Pasani et al., 2018). The results of previous research by Melati Ardianti said that not all students have the character of responsibility and discipline when learning online—several internal and external factors (Melati et al., 2021). In line with Ayu Kartika, implementing responsibility and discipline character education is carried out during and outside of learning (Kartika, 2019). Therefore, applying responsibility and discipline character education to online learning needs to be designed to match the learning outcomes expected by the teacher. From the background that has been explained, this research is important to do because it is a

benchmark for the success of broadly instilling character education to find out the results of implementing responsibility and discipline character education during online learning. Meanwhile, this study aimed to determine the results of implementing responsibility and discipline character education during online learning at Madrasah Aliyah Negeri Insan Cendekia Sambas.

Discrepancy Evaluation Model

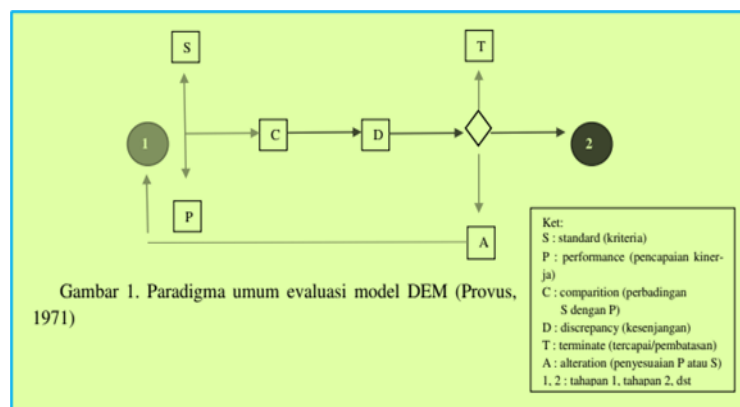
The word discrepancy means a gap; the discrepancy evaluation model developed by Malcolm Provus (1971) is a model that highlights the gaps in program implementation so that evaluations carried out by program evaluators can measure the size of the gaps that exist in each component (Alter, 2001). The discrepancy valuation model is a process for agreeing on program standards, determining whether there are differences between some aspects of the program and the standards, and using gap information to identify program weaknesses. The discrepancy valuation model determines the level of conformity between the standards (criteria) set and the actual performance of the program in question. Furthermore, gap evaluation identifies differences or gaps between the specific goals set and the actual performance 37. In addition, the discrepancy model's evaluation determines the degree of conformity between the standards (standards or established criteria) set in the program and the performance (performance/results of program implementation) that should be from the program. The characteristics of the discrepancy evaluation model are the process of (1) agreeing on standards (which are used for purposes), (2) determining whether there are differences between the performance of some aspects of the program and the standards set for performance, and (3) using information about differences to decide whether will repair, maintain, or discontinue the program or some aspect of it. A gap evaluation determines whether to improve, maintain, or discontinue a program. Thus, it can be concluded that the Discrepancy valuation model is an evaluation that aims to determine the level of discrepancy from the standards set by the program's implementation. Furthermore, the information obtained is used for decision-making, including maintaining, repairing, or stopping the program. (Muryadi, 2020).

Advantages and Limitations of Discrepancy Model Evaluation

Each evaluation model certainly has advantages and limitations. The following will present the advantages and limitations of the discrepancy evaluation model. The discrepancy valuation model has the advantage of using direct concepts fundamental to evaluation. The following is the description. (1) Identify what is to be evaluated, concentrating on setting goals; (2) Balanced evaluation is then focused on comparing actual results to stated objectives; (3) Immaculate concept that is easy to follow and should produce definite results; (4) This description simplifies the actual model, but

captures the essence of the main advantage of this model. Evaluation of the discrepancy model has limitations because the focus is too narrow with a goal-oriented approach. The following are the limitations of evaluating the discrepancy model (Barrett, 1998).

This model is implemented through five stages of evaluation, namely (1) Design, (2) Installation, (3) Process, (4) Product, and (5) Cost stages. At each stage is to compare the reality with the standard, and if there is a difference, it is called a gap'(discrepancy). Gap information obtained from each stage can later be used as a basis for adapting/adjusting existing programs.



Gambar 1. Paradigma umum evaluasi model DEM (Provus, 1971)

Design stage, namely describing program design based on information about program reality (performance). Furthermore, the design of this program is compared with design criteria called standards. The program design will then be used to compare (criteria) at the installation, process, and product stages. 2) Installation stage, namely implementing/installing resources that support program implementation. Furthermore, the program resources installed are compared with the program design (standard) made in stage 1 to identify existing gaps. The purpose of this second stage is to find out how far the program has been implemented. 3) Process Stage, focused on the relationship between the implementation (process) and the interim product of the program being implemented, as well as comparing it with the program design (standard) to determine how high the achievement of the short-term output (interim product) is. 4) Product stage, namely the degree of conformity between the results/final goals (terminal product) that have been achieved (reality) and the program design (standard). 5) Cost stage, namely analyzing the costs for implementing the program and the benefits obtained (cost-benefit analysis). The results of this analysis will determine whether the program will be continued or terminated related to program efficiency (Provus, 1971). Stages 1 to 4 are stages that must be carried out, while stage 5 is an optional stage that facilitates comparison with two or more other programs. Because it is an optional stage, it can be done or not.

2. METHODS

This research method uses descriptive analysis—data collection techniques through questionnaires, interviews, observation, and documentation studies. The time for the research was from July to August 2021. The object of this research was students at the Sambas Insan Cendekia State Islamic Senior High School, West Kalimantan. The research population consisted of 12 classes because the researcher taught in that class. Descriptive research and questionnaire methods are used to find and study data from samples taken from the population. This method obtained data or information on relative events, distribution, and relationships between variables (Sugiyono, 2019). The research stages of the researcher describe learning in this Madrasa using Google Classroom. As a distance learning Media at Madrasah Aliyah Insan Cendekia Sambas, West Kalimantan, he went through three stages. These stages include: First, the planning phase begins in mid-July 2020. The aim is to identify the formulation of the problems obtained in Distance Learning activities at madrasahs. Second the implementation stage, which then looks for several alternative solutions to answer the problem formulation. Certain media that is commonly used in subjects is the Google Class Room application. This aligns with the idea that questions about existing problems must be answered and studied scientifically (Muri, 2017). The data extraction results using surveys or questionnaires, interviews, documentation studies, and observations. Third, the evaluation and conclusion stage. Google Classroom is an alternative solution. As a teacher, of course, some students have various limitations. Google Classroom is a free web service developed by Google for madrasahs that aims to simplify creating, distributing, and grading assignments without meeting face-to-face. The main goal of Google Classroom is to streamline the process of sharing files between teachers and students. (Indonesian Wikipedia). The core data was obtained during the study, and from the research results, verbal data were obtained, namely data obtained by the researcher during the observation. The researcher recorded student and teacher applications during the study in this data. From the display of verbal data, the researcher obtained reflection results supported by students, parents, and teachers, namely in the form of weaknesses and obstacles found, which were then used as a basis for improvement during distance learning.

3. RESULTS AND DISCUSSION

Responsibility and Discipline Character Implementation Program

Cultivating responsibility and discipline in character education is necessary because these two characters give birth to other characters. Responsibility is doing something according to the rules. According to Marinda, responsibility is a person's attitude to carry out their duties and obligations (Marinda, 2021). At the same time, discipline is the

attitude or behavior of a person to carry out activities according to the norms and on time (Awaludin nd). Character education aims to form character from an early age and be carried out continuously (istiqomah). In addition, character education is to improve the quality and objectives of education so that the whole character of morality is realized in accordance with the standards of the education unit. (Dole, 2021).

The inculcation of the character of discipline and responsibility for online learning at the Insan Cendekia Sambas State Madrasah Aliyah is carried out with a number of activities and habits. Of course, the concept is in accordance with online learning. Online learning is virtual learning by utilizing applications on the Internet (Syarifudin, 2020). Character education is carried out by integrating several subjects and habituation in its implementation, cultivating responsibility and discipline. In addition, as a system, Madrasah Aliyah Negeri Insan Cendekia Sambas has implemented character education, namely: personal piety, social piety, natural piety, national piety and intellectual piety. For habituation activities, work with parents to accompany Ananda at home. This will help teachers to evaluate character education development. The role of parents is very important to supervise, evaluate, and assist with documentation when students study online. As stated by Nisa, Astuti et al. said that parents have several roles in online learning, including accompanying (Isna et al., 2022).

The strategy for instilling character education carried out by the Insan Cendekia Sambas State Madrasah Aliyah teacher consists of several stages: 1. Applying the five character traits of students, 2. They implement habituation (Habituation) such as Dhuha prayer, prayer before and after learning, and reading As-Maul Husna, 3. In the learning process, the teacher makes and applies class activity stickers from Google Sheets, which can be accessed on Google Classroom, 4. Morning briefings and learning contracts are learned with students through Zoom and Gmeet, and lastly, the most important thing is communication, and there is a consultation room with parents. As stated by Ningrum Choiri, good and effective communication between teachers and parents of students positively impacts student learning motivation, making it easy to instill character education (Ningrum & Choiri, 2021). In accordance with the results of interviews, educators inculcate responsibility and discipline character education by applying online learning rules that have been mutually agreed upon (teachers and students). This is always a reminder when learning occurs through Zoom, Gmeet, Google Classroom, or other Android media. Students can access a class activity sticker system through Google Classroom. The activity sticker is filled in by students daily using the colors on the Google Sheets feature. Teachers can see attendance, discipline in collecting assignments, activity in learning, and student learning motivation. In addition, these stickers also help teachers identify students daily as a reference to remind students if they forget.

Instilling the character of responsibility and discipline in habituation is also carried out every day. These habits include dhuha prayer, murojaah, and praying before and after studying. The teacher asks for help from parents to accompany their children at home. In the learning process, the character of responsibility and discipline is also applied to the collection of student assignments. They collect assignments through Google Classroom in a timely manner. The teacher sets the task collection role with the day, date, and time pattern according to the collection target. So that when there are students who are late collecting, the teacher can automatically see the delay. Habits carried out by students, such as Dhuha prayers, Murojaah, and so on, are proven by sending photos on Google Classroom. This is not only for evidence of teacher assessment documentation but teaches students to be honest and responsible. Instilling character education is also integrated with KI4 assessment and other subjects. Forms of integration of character education with various ways and methods such as opening and closing during learning, the teacher tells stories and group discussions. The learning model used is active, dialogic, and interactive. In opening and closing activities during learning, the teacher tells stories and makes group discussions. Similar to what was conveyed by Fauyan and Wati. In order for the implementation of character education to take place effectively, methods such as telling stories, discussions, and sharing are needed. The learning model is active, dialogic, and interactive (Fauyan & Wati, 2021).

Application of responsibility and discipline character education

Online learning that has been implemented does not work as expected. Teachers, students, and parents experience several obstacles. Of course, some obstacles experienced in online learning have received solutions so that learning runs smoothly. The school has carried out systematic, communicative, and intensive communication. This is in accordance with the results of the interview with the vice Headmaster of the school, that communication has been well developed so far. Communication with parents must be analyzed according to their needs and conditions. Some parents work, and those who do not. Of course, the communication strategy is different. Schools have also made efforts to have home visits for students who have learning difficulties due to several things, such as unstable networks when studying, no quota due to economic conditions, and minimal online facilities (no laptops or cellphones) used for online learning. Meanwhile, teachers have also done several things to address online learning constraints. Besides being systemized by schools and policies, teachers also provide alternative solutions for constrained students in learning online. Those constrained by network and teacher quotas will provide additional materials and assignments to those left behind. As stated by Choirun Nisa and Abidin, the constraints of online learning are that students are not optimal in understanding the lessons that the teacher conveys. (Maulia et al., 2022). Likewise with Simbolon, there are 2 obstacles in online learning, namely internal and external. Internal barriers include physical and psychological

barriers, while external barriers include teachers, facilities, family, and other activities (Simbolon, 2021).

Habits and programs launched by schools certainly impact students in inculcating character education. Especially character education of responsibility and discipline. The impact that is felt and can be seen varies significantly from one student to another. According to the interview results, the impact of this bias can be seen in the attitude, the way students communicate, the student's evaluation results when doing tests, being honest or looking for answers on the internet, and the habit of practicing worship. In addition, teachers can also communicate directly with parents about the impact on students when they are at home, whether they have changed or not. This change can be seen by getting used to helping parents at home, politely being responsible with personal belongings, and being independent when doing tests given by the teacher. Rohmah, Hidayat, and Nulhakim stated that the effect of responsibility and discipline character education is the emergence of polite behavior towards anyone and responsibility for personal belongings and other people (Rohmah et al., 2021).

4. CONCLUSIONS

The essence of the purpose of evaluation is alternative decision-making so that the activities that have been carried out can achieve the desired results. When learning online, the teacher must be able to design learning according to the needs of students. Online learning is related to cognitive material and the cultivation of character education, especially on the character of responsibility and discipline. This application is seen, carried out, and evaluated on student habituation, online learning processes, and assignment collection through Google Classroom. In addition, the inculcation of responsibility and discipline character education at the Insan Cendekia Sambas State Madrasah Aliyah was carried out in several activities—the system of planting character education is listed in the curriculum. The five aspects of the character are personal piety, social piety, natural piety, national piety, and intellectual piety. In the cultivation of character education, responsibility and discipline are included in personal piety. Therefore, the results of instilling character education can be seen from the activeness of students in class during online learning, timely submission of assignments in Google Classroom, filling in-class activity stickers, carrying out learning contracts agreed upon by students and teachers, responsive and communicative when learning and taking tests honestly.

The evaluation of the discrepancy model aims to determine the level of discrepancy from the standards set by the implementation of program activities. Furthermore, the gap information obtained is used for decision-making in program activities with alternatives: (1) maintaining, (2) improving, or (3) stopping the program.

The steps for evaluating the discrepancy model include (1) definition or design, (2) installation, (3) process, (4) product, and (5) comparison or the fifth in the form of costs and benefits if needed. Gap evaluation is appropriate for use in processing programs, service programs, and general programs. Evaluation of the discrepancy model has the advantage of using a straightforward concept fundamental to evaluation. At the same time, the limitations of the evaluation discrepancy model have too narrow a focus with a goal-oriented approach. As for the recommended suggestions, if you wish to conduct evaluation research, you should first determine the evaluation model. Evaluation of the discrepancy model developed by Provus is an evaluation that aims to determine the level of discrepancy that occurs between the standards set and the performance carried out. Evaluation of this model is one of the appropriate evaluation models used in education and learning programs that aim to find gaps between standards and implementation in the field in making decisions. Given the advantages and limitations of discrepancy evaluation models, they should be used in contexts that generally achieve the objective objectively.

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