

# EVALUATION OF THE IMPLEMENTATION OF CHARACTER EDUCATION POLICY IN MADRASAH MIFTAHUL HUDA, SUNGAI MALAYA VILLAGE, KUBU RAYA REGENCY

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## Abstract

*This study aims to evaluate the application of character education policies at MI Miftahul Huda Sungai Ambawang District, Kubu Raya Regency. The evaluation process is carried out at the implementation stage of the policy, including understanding implementation, implementation constraints, and evaluating the strategies used in overcoming obstacles to the implementation of character education policies. This type of research is qualitative descriptive. The process of collecting data is done through observation, in-depth interviews, and analysis of related documents. The stages in data analysis are done by presenting data, reducing data, and then making conclusions. The results showed that the implementation of character education policies at MI Miftahul Huda in Kubu Raya District did not work well, the obstacles that occurred during the implementation were related to poor example given by teachers and parents, lack of professionalism of teachers and lack of involvement of parents and the community. Therefore, efforts need to be made to change the mindset of parents and society that character education is better starting from the family and the environment, and there must be an effort to improve teacher professionalism, accompanied by the active role of the relevant Education Agency, which can be material or moral assistance.*

**Keywords:** *Evaluation of the implementation of character education policies, poor example, professionalism*

## Abstrak

Penelitian ini bertujuan untuk mengevaluasi penerapan kebijakan pendidikan karakter di MI Miftahul Huda Kecamatan Sungai Ambawang Kabupaten Kubu Raya. Proses evaluasi dilakukan pada tahap pelaksanaan kebijakan, meliputi pemahaman pelaksanaan, kendala pelaksanaan, serta mengevaluasi strategi yang digunakan dalam mengatasi kendala pelaksanaan kebijakan pendidikan karakter. Jenis penelitian ini deskriptif kualitatif. Proses pengumpulan data dilakukan melalui observasi, *Indepth interview*, dan analisis dokumen terkait. Tahapan dalam analisis data dilakukan dengan cara menyajikan data, mereduksi data, dan selanjutnya melakukan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pelaksanaan kebijakan pendidikan karakter di MI Miftahul Huda Kabupaten Kubu Raya kurang berjalan dengan baik, kendala yang terjadi saat pelaksanaan berkaitan dengan miskinnya keteladanan yang diberikan guru dan orang tua, kurangnya profesionalisme guru serta minimnya keterlibatan orang tua dan masyarakat. Dengan begitu perlu dilakukan upaya merubah mindset orang tua dan masyarakat bahwa pendidikan karakter

lebih baik dimulai dari keluarga dan lingkungan, serta harus ada upaya meningkatkan profesionalisme guru, dengan disertai peran aktif Dinas Pendidikan terkait, yang dapat berupa pendampingan secara material maupun moril.

**Kata kunci** : Evaluasi pelaksanaan Kebijakan pendidikan karakter, Miskin Keteladanan, profesionalisme

## Introduction

Strengthening Character Education (KDP) is a national education policy that is integrated into the National Mental Revolution Movement (GNRM), namely changes in attitude, ways of thinking and better actions. The main values contained in KDP are religious, nationalist, independent, mutual cooperation and integrity<sup>1</sup>. The values that want to be instilled and practiced through the national education system so that they can be understood, and subsequently agreed to be applied in all the joints of school life, family and society. Born because awareness of future challenges is more complex and uncertain, but at the same time seeing there is hope for the future of the Nation is one of the reasons for the birth of policies to improve character education. Educational institutions are required to prepare students who have

personality and knowledge, consisting of individuals who are strong in spirituality, intelligent in science and have moral values. Understanding the urgency, background, and basic concepts of KDP is very important for school principals so that they can be applied in accordance with the education context in each region.

In Law number 20 of 2003 concerning the education system, it has been mentioned the national education goals of the Unitary State of the Republic of Indonesia, namely to be a man of faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, democratic and responsible answer. This must be realized with education that humanizes humans, one of them is by implementing character-based education<sup>2</sup>. Based on the objectives of the law, and the national long-term goals contained in Law Number 17 of 2007

<sup>1</sup> Anggraeni, Ratih. Soesilo Zauhar, Siswidiyanto, Evaluasi Kebijakan Publik (Evaluasi Terhadap Proses Pengadaan Anjungan Mandiri Kepegawaian Berdasarkan Perpres No. 54 Tahun 2010 di Badan Kepegawaian Daerah Kota Malang). Jurnal Administrasi Publik (JAP), Vol 1, No. 1, 199-127 (2013) hlm. 129

<sup>2</sup> Nurharjadmo, Wahyu. Evaluation Implementation Dual System Education Program in Senior Technical High School, Spirit Publik Volume 4, Nomor 2 Halaman: 215 - 228, ISSN. 1907 - 0489 (2008) hlm. 218

concerning the National Long-Term Development Plan for 2005-2025, the government makes a character education policy.

For these reasons, the authors conducted a study aimed at evaluating the application of character education policies at MI Miftahul Huda Sungai Ambawang District, Kubu Raya Regency. The evaluation process was carried out at the implementation stage of character education policies, including understanding implementation, implementation constraints, and evaluating the strategies used by MI Miftahul Huda School, Kubu Raya Regency in overcoming obstacles to the implementation of character education policies. This research has a conceptual framework of research which is used as the basis of research theory, namely the theory of evaluation and implementation of policies, character education, and strengthened by previous studies that have problems related.

## **THEORITICAL REVIEW**

### **Evaluation of Policy Implementation**

An evaluation activity is an assessment of a problem that generally points to the bad or good of the

problem. In relation to the program, evaluation is usually carried out in order to measure the effect of a program in achieving the goals set<sup>3</sup>. Evaluation of public policy according to Muhadjir in Acetylena is a process to assess how far a public policy can produce results, namely by comparing the results obtained with the objectives or targets of the determined public policy<sup>4</sup>.

One important step in evaluating a policy is at the implementation stage, because at this stage, the policy is implemented and measured to what extent the policy can go as expected and achieve the desired policy objectives. Implementation according to Meters and Horn in Winarno<sup>5</sup>, more leads to limitations in implementation that are interpreted as: actions carried out by groups or individuals, both private and government directed to achieve the objectives set in the policy decisions made.

<sup>3</sup> Rusmawati, Masjaya, Muhammad Noor. Evaluasi Kebijakan Pendidikan Dasar Dan Menengah (Dikdasmen) Provinsi Kalimantan Timur Dalam Rangka Pelaksanaan Program Wajib Belajar 12 Tahun Di Kota Samarinda, eJournal Administrative Reform, 2 (3): 1759-1772 ISSN 2338-7637 (2014). Hlm. 2340

<sup>4</sup> Acetylena, Sita. Analisis Implementasi Kebijakan Pendidikan Karakter Di Perguruan Taman Siswa Kecamatan Turen Kabupaten Malang, Jurnal Kebijakan dan Pengembangan Pendidikan Volume 1, Nomor 1 Januari 2013,55-61, ISSN: 2337-7623; EISSN: 2337-7615 (2013). Hlm. 57

<sup>5</sup> Winarno, Budi, Teori dan Proses Kebijakan Publik.(Yogyakarta,Media Pressindo, 2007). Hlm. 102

Gow and Morss in Pasolong<sup>6</sup> suggest the obstacles encountered in implementation consist of political, economic, institutional weaknesses, inability of human resources in the technical and administrative fields, deficiencies in technical assistance, lack of decentralization and participation, time management, inadequate information systems, different agenda goals between actors, and ongoing support.

Policy is a provision that contains principles to direct the way of acting that is made in a planned and consistent manner in achieving certain goals. If interpreted freely, evaluation of education policy is an activity designed to assess the results of educational policies that have been made into a program by the government, which specifically concerns measurement techniques, the object. It is clear that the evaluation of education policy is an activity that intends to find out how far an education policy has been determined and in accordance with the criteria set<sup>7</sup>.

Policy evaluation at the implementation stage becomes important, even more important than evaluating the policy-making process itself. One reason, because the process of implementing the policy is a bridge that connects policy formulation with the results (*outcomes*) of the policies made, although we can not deny the evaluation at the stage of policy making, because the whole stage is an integral part of the policy process.

In evaluating the implementation of policies, we cannot forget external factors that can influence the process of implementing the policy itself, such as economic conditions, technological advances, social environmental conditions, public support for the implementation of policies, attitudes and resources possessed by policy implementers, and those who no less important is the support of relevant officials. In this study, it does not try to identify the factors that influence the success of implementation, but rather refers to how the process takes place, whether it is in accordance with the rules of implementation, what results have been obtained during the implementation process, how the

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<sup>6</sup> Pasolong, Harbani, Teori Administrasi Publik. (Bandung, Alfabeta, 2010). hlm. 59

<sup>7</sup> Suharto, Edi, Analisis Kebijakan Publik, Panduan Praktis Mengakaji Masalah dan Kebijakan Sosial. (Bandung: Alfabeta, 2008). Hlm. 7

attitude of the implementer is used, how the resources are used for the implementation process. Thus the implementation evaluation is focused on evaluating the performance of the policy implementation process.

### **Character building**

Education can be interpreted as continuous guidance (to lead forth), whose root words are from the Latin "educare"<sup>8</sup>. That way it can be interpreted that humans throughout their lives have never been in sufficiency so that they will always need guidance. Education is a process that is continuously experienced by humans throughout life<sup>9</sup>.

Education has a broad definition, which includes all actions or all efforts of the old generation to divert values and delegate knowledge, experience, skills and skills to the next generation in an effort to prepare them to fulfill their functions, both physical and spiritual<sup>10</sup>. Whereas according to the approach from

a narrow angle, education is all activities planned and carried out regularly and directed at school education institutions<sup>11</sup>.

Meanwhile according to Yahya Khan<sup>12</sup> "Education is a process that fosters, develops, matures, organizes, and directs". Education also means the process of developing various kinds of potential that exist within humans so that they can develop well and benefit themselves and their environment.

According to Tadkiratun Musfiroh "Character refers to a series of behavioral attitudes (behaviors), motivations (motivations), and skills (skills), including the desire to do "the best"<sup>13</sup>. According to Megawangi in Darmiyati's book<sup>14</sup> defines character education as "An effort to educate children to be able to make wise decisions and practice them in daily life, so that they can make a positive contribution to their environment".

The Father of Indonesian Education, Ki Hajar Dewantara stated

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<sup>8</sup> Suparlan Suhartono, *Wawasan Pendidikan Sebuah Pengantar Pendidikan*, (Jogjakarta: Ar-Ruzz Media, 2008) ,hlm.15.

<sup>9</sup> Novan Andy Wiyani, *Konsep, Praktik dan Strategi Membumikan Pendidikan Karakter di SD*, (Jogjakarta: Ar-Ruzz Media, 2013), hlm.5.

<sup>10</sup> implementasinya secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, dan Masyarakat, (Yogyakarta: Ar-Ruzz Media, 2014), hlm. 26.

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<sup>11</sup> Suparlan Suhartono, *Wawasan Pendidikan Sebuah Pengantar...*, hlm.46.

<sup>12</sup> Yahya, Khan, *Pendidikan Karakter Berbasis Potensi Diri*.(Yogyakarta: Pelangi Publishing, 2010). hlm. 1

<sup>13</sup> Musfiroh, *Tadkiroatun, Cerdas Melalui Bermain* (Jakarta: Grasindo, 2008). hlm. 27

<sup>14</sup> Darmiyati Zuchdi, *Humanisme Pendidikan* (Jakarta: Bumi Aksara, 2004). hlm. 110

that education is an effort to foster character (character), mind (intellect) and the child's body. All three must not be separated, so that children can grow perfectly<sup>15</sup>. In this case, education means developing a personality and instilling a sense of responsibility so that education for human beings is like food that functions to give strength, health, and growth, to prepare generations who live their lives to fulfill their goals effectively and efficiently<sup>16</sup>.

Thus it can be concluded that education cannot be separated from character planting. Character becomes an integral part of education. Therefore, it must also be understood what character really is. Literally, character means mental or moral quality, moral strength, name or reputation. In the dictionary of psychology, character is a personality that is viewed from an ethical or moral standpoint<sup>17</sup>.

According to the Big Indonesian Dictionary, characters are psychological, moral, or character traits that distinguish

a person from others<sup>18</sup>. Character is not inherited, but something that is built continuously day by day through thoughts and actions, thoughts after thoughts, actions after actions<sup>19</sup>.

The term character in English character, comes from the Greek term, a character from the word *charassein* which means making sharp or making in. Characters can also mean carving<sup>20</sup>. The main character of the carving is firmly attached to the carved object. So, a person's character is something that is unique to a person and ingrained in him. According to Fatchul Mu'in characters have characteristics, among others, character is who and if you when other people are looking at you, character is the result of values and beliefs, character is a habit that becomes second nature, character is not reputation or what other people think of you, character is not how good you are than others, non-relative character<sup>21</sup>.

<sup>15</sup> Muchlas Samani dan Hariyanto, *Konsep dan Model Pendidikan Karakter*, (Bandung: PT Remaja Rosdakarya, 2012), hlm. vii.

<sup>16</sup> Syamsul Kurniawan, *Pendidikan Karakter: Konsepsi dan Implementasinya secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, dan Masyarakat...*, hlm. 8.

<sup>17</sup> Suparlan Suhartono, *WAWASAN PENDIDIKAN Sebuah Pengantar...*, hlm.20.

<sup>18</sup> Syamsul Kurniawan, *Pendidikan Karakter: Konsepsi dan Implementasinya secara Terpadu di Lingkungan Keluarga, Sekolah, Perguruan Tinggi, dan Masyarakat...*, hlm. 28

<sup>19</sup> Muchlas Samani dan Hariyanto, *Konsep dan Model Pendidikan Karakter...*, hlm. 41.

<sup>20</sup> Muchlas Samani dan Hariyanto, *Konsep dan Model Pendidikan Karakter...*, hlm. 41.

<sup>21</sup> Fatchul Mu'in, *Pendidikan Karakter: Konstruksi Teoretik dan Praktik*, (Jogjakarta: Ar-Ruzz Media, 2011), hlm. 161.

Character education has become the main topic lately, so you need to know what character education really is. The United States Department of Education defines character education as follows: "Character education teaches habits of thought and habit of doing that can help people live and work together as family, friends, neighbors, society, and nation." Explain the meaning in the Character Education brochure (Character Education brochure) stated that character education is a learning process that empowers students and adults in the school community to understand, care for, and act on ethical values such as respect, justice, civic virtue and citizenship. , and be responsible for themselves and others<sup>22</sup>.

In the grand design of character education, character education is a process of civilizing and empowering noble values in the environment of educational units (schools), family environment, and community environment. These noble values come from educational theories, educational psychology, socio-cultural values, religious teachings, Pancasila and the 1945 Constitution, and Law number 20

<sup>22</sup> Muchlas Samani dan Hariyanto, Konsep dan Model Pendidikan Karakter..., hlm. 44.

of 2003 concerning the National Education System, as well as the best experiences and real practices in daily life-the day<sup>23</sup>. Based on the above understanding character education requires the development and design of how to implement it.

### Research Methods

The type of research used is descriptive qualitative whose main purpose is to evaluate the implementation of character education policies at MI Miftahul Huda, Kubu Raya Regency. The research paradigm used is the interpretive paradigm which aims to obtain the subjective understanding that it creates "as is" from a process that takes place<sup>24</sup>. The qualitative approach is chosen as a method in research, so that it is easier to face a double reality, because this method presents directly the nature of the relationship between researchers and informants and this method is more sensitive and can adjust to a lot of

<sup>23</sup> Zubaedi, Desain Pendidikan Karakter: Konsepsi dan Aplikasi dalam Lembaga Pendidikan, (Jakarta: Kencana, 2011), hlm.17.

<sup>24</sup> Creswell, John W, Penelitian Kualitatif dan Desain Riset (Memilih di Antara Lima Pendekatan). Diterjemahkan dari *Qualitative Inquiry & Research Design : Choosing Among Five Approaches, Third Edition First Published 2013* : Sage. Alih Bahasa oleh : Ahmad Lintang Lazuardi. (Yogyakarta : Pustaka Pelajar, 2014). Hlm. 214

sharpening the shared influence on the values faced.

Another reason for choosing a qualitative approach, because researchers can get to know the subject of research in person and closer. This is because researchers are directly involved in digging information relating to situations, conditions, and events regarding the constraints and strategies carried out in the context of implementing character education policies at MI Miftahul Huda, Kubu Raya Regency.

Data collection is done by observation method, *indept interview* and document review related to this research. After the data is collected, then the data validity is tested by source triangulation and technique triangulation. Furthermore, data analysis is done by presenting data from the results of interviews, then doing data reduction, and finally making conclusions.

## **Results and Discussion**

The observation revealed that MI Miftahul Huda in Kubu Raya Regency had long implemented character education reflected in the school's vision and mission as well as in student

teaching and learning activities, as well as being known from the tradition or culture of the school itself, both illustrated by teaching and learning activities or extra-curricular activities. This was reinforced by the results of in-depth interviews with several informants at MI Miftahul Huda, Kubu Raya Regency in order to evaluate the implementation of the school's character education policies.

The process of implementing character education at MI Miftahul Huda in Kubu Raya Regency was carried out by integrating character values through habitual attitudes, extracurricular activities, teacher exemplary and school culture that taught students to build a family attitude to all their students. However, the teacher's role is still minimal, while we know that the example of an example from a teacher is very important in the implementation of character education in schools. Some results of interviews with informants can be concluded that the process of character education in teaching and learning in MI Miftahul Huda rests on a system of "pesantren". The role of school teachers is not too large in the process of character education, because

the students get character education in the dormitory given by caregivers of the foundation where they live, which is also one of the school institutions.

In implementing the character education policy at MI Miftahul Huda, Kubu Raya Regency, the results of the observations also showed that the teacher also made learning designs that adjusted to the dormitory before teaching in the classroom. Although in reality in the field not all teachers design the learning. Learning design is an important activity to be carried out before the teacher carries out classroom learning activities. Learning system design consists of four components that have functional relationships between learning material, learning strategies, learning competencies, and learning evaluation.

In addition to making learning designs, some MI Miftahul Huda teachers in Kubu Raya Regency also compiled learning plans. Due to the character values that are integrated in the subjects also need to be supported by way of including character values into a learning syllabus. Although explicitly and implicitly the substance of character values already exists in the Content

Standard, a teacher must always try to ensure that classroom learning has an instructional or accompaniment in character building.

The results of the observations are also known that at the beginning and end of the lesson the students always pray to instill religious attitudes and all good students in grades 3,4,5 and 6 are obliged to memorize national songs as a form of love for the homeland. In addition, the religious teacher requires that the students of Zuhr and Asr prayer be congregated because the school hours at MI Miftahul Huda take place in the afternoon. Every month, precisely in the first week, all students will be herded to plant trees that they must bring from their homes as a way of instilling love for the environment and creatures. This can be seen from the plants in the school area which are neatly arranged and varied.

In addition, the results of the observations also provided data that students always kissed the teacher's hands after school hours, where they marched to get out of school neatly. This was done by all students from Class 1 to Class 6 students. All the results of these observations confirmed the results of

interviews in the process of implementing character education at MI Miftahul Huda, Kubu Raya Regency.

MI Miftahul Huda also has extracurricular activities, it can be seen several processes of character education in several activities, such as the art of hadroh, and scout activities seen by students practicing discipline and responsibility. The students learn to be assertive, disciplined, and orderly like the traditions in the world of boarding schools even though they are in formal schools. Ibtidaiyah Madrasah Miftahul Huda also has extra activities, namely reciting bare books, memorizing Al-Qur'an (tahfidz), students instilling religious character. In the extras, it was also conveyed adab demanded knowledge, adab students, and morals. While the last is drumband extracurricular activities where the activities are most loved by students, here students are trained in discipline, responsibility and cooperation. The compactness of the students playing the drumband shows a high attitude of discipline, cooperation and responsibility even though the tools are not so perfect.

The results of interviews, observations and document studies

show that the process of character education in the school's cultural activities at MI Miftahul Huda is more oriented to the pesantren culture which is also carried out daily by the hostel, namely a culture of discipline, discipline, and love of the environment. Other observations are found that students will go to school each time marching in front of the hostel to give greetings and kiss the caregiver's hands before leaving school. This was also done by all MI Miftahul Huda students.

In the MI Miftahul Huda curriculum document it is known that school culture activities are included in Habitual Activities. The habituation activities are intended for the formation of morality which includes: Leadership Training, Commemoration of Islamic Holidays, Compulsory (five-time) Prayer, Positive cultural habituation activities (class picking, community service, tree planting, etc.).

But all of that needs to be evaluated, to what extent the role of character education in schools shapes the character of students, because according to the results of interviews with students and some parents of students, students are more likely to get

character education in dormitories than in school. Almost all character education in schools is derived from character education taught in student dormitories. And this suggests that the lack of role of school teachers in shaping character education is still not optimal.

#### Obstacles to the Implementation of Character Education Policy in MI Miftahul Huda

The obstacle that arises and occurs in the implementation of character education policies at MI Miftahul Huda is the lack of professionalism of teachers, especially teachers from outside the school village located (Desa Sungai Malaya) and the weak professionalism of the senior teachers in the school. More senior teachers are still found often skipped in teaching, and while teaching they only give a few questions and do not maximize learning time. Therefore the coaches and principals find it difficult to implement character education policies maximally because the senior teachers who should provide examples of character to young teachers are still not maximized. The results of the interview also indicate the difficulty of senior teachers in mastering the new character education method. Character

education training is only accepted by young teachers and is limited to the socialization stage, but in practice there has not been intensive training from the Education Office.

The results of the observations also corroborate the results of the interview, that both senior and new teachers experienced difficulties in implementing character education policies. The senior teachers and some of the new teachers when teaching did not do PAKEM as stated in the MI Miftahul Huda Mission. So it can be concluded that one of the obstacles to the implementation of the Character Education Policy at MI Miftahul Huda is the weak quality of teachers, especially senior teachers. In addition to the problems of senior teachers there is also no intensive training on methods of character education. Whereas teachers are an important component in efforts to improve the quality of education not only relying on the existing system in boarding schools (student dormitories). All teachers must be professional, qualified, knowledgeable, capable of guiding and educating, training and directing assessing and evaluating students.

Many teachers MI Miftahul Huda in Kubu Raya Regency have not yet become professional teachers. This can be seen in senior teachers whose scientific abilities are not maximal, because there are still high school graduates (SMA) and some new teachers who do not have sufficient teaching and educating experience. Only a portion (less than 50%) of senior and junior teachers who have been certified meet professional teacher requirements. Moreover, if you look at the description of the competencies of professional teachers.

In addition to the lack of professionalism of teachers, the lack of exemplary behavior from teachers and the lack of involvement of parents, because indeed they are mostly in the dormitory, and only during holiday days they return to their homes with the time determined by the hostel. It also becomes an obstacle to the process of implementing character education that should also be obtained from parents. Where we know that character education can be carried out maximally if the school (teacher), parents of students, and the community work together to do it.

Another obstacle is the impact of globalization of information systems and the development of the world of technology is also an obstacle to the implementation of character education policies. According to one of the teachers of Islamic religion, there are some students who leave the dormitory and no longer live in the dormitory, due to the negative influence of the technology and internet game addiction. The statement from the informant also showed that another obstacle that was quite serious was the impact of foreign culture regarding free association which had entered villages and affected students at the Madrasah Ibtidaiyah level. The results of the observation also showed that MI students were equivalent to elementary school, who were still in grade 6 Madrasah Ibtidaiyah already knew the meaning of dating. It was also found that 4th grade elementary school students claimed to have a boyfriend. This must be watched out by parents and teachers even though it is currently not worrying. However, it is feared that it will affect other students who are still in the dormitory. So expect parents whose children have left the dormitory to supervise their children and set limits on playing games or holding a cellphone.

The results of the data validity test show that there are no good symptoms of the impact of globalization and the development of information flows. The results of the discussion with some informants showed that the development of the village where the Madrasah Ibtidaiyah was located, had begun to be filled with internet cafes, playstation stalls and ownership of handpone had an adverse impact on children. Community awareness in the school environment is still lacking. The operation of the Playstation stalls during school hours near the school environment proves the lack of awareness of the community around the school.

It must be acknowledged that in general now character education in Indonesia has not shown encouraging results. We still often find children who behave irregularly and they have the potential to bring problems, have no manners in behavior and the more bad treatment students have to teachers and the violence that results from parents of students to teachers who do not accept their children is punished. Teenage behavior chaos (students) is currently a time bomb for people's lives in the

future. These things are caused by character education that fails to be implemented by parents, teachers and the community.

In implementing the character education policy at MI Miftahul Huda, Kubu Raya Regency, the main reasons why it has not shown results and need to be evaluated in the implementation are as follows.

#### 1. Lack of Parent Engagement

Parents contribute to providing character education for their sons and daughters at a minimal level even though almost 86% of children's time is spent with parents at home, but this is somewhat covered by the majority of students in the dormitory. Only 16% of the time children are in school through learning in the classroom or extracurricular Scout Movement. And the rest is mostly used for activities outside of school. Unfortunately, most parents do not care and do not have a good understanding of filling their time with children, which is part of building children's character.

#### 2. Poor example

When in school, students are faced with a different school environment than the dormitory environment. Where the abilities and skills of some senior and junior teachers who are not capable and competent in educating are in accordance with character education policies. And there are still many teachers who skip, and are not maximal in using class hours in class. As well as environmental conditions that are less supportive for students, due to the lack of well-filtered technological developments. In fact, in the community there are still poor role models of human beings in people's lives.

### 3. Lack of Teacher Professionalism

The weak professionalism of some senior and junior teachers, because of the abilities possessed by senior teachers who are not qualified, and teaching experience that is less than junior teachers. If you measure the professionalism of the teacher, it will look very far from the word professionalism. Because indeed there is a lack of socialization, debriefing and training on character education policies provided by related agencies, in this case

the Kubu Raya District Education Office.

These various obstacles and phenomena are obstacles and also make it difficult to implement the development and stabilization of character in schools. Even so, schools are still regarded as the best place to overcome various problems in the formation of children's character. The school is trusted by the community and parents to educate their children and is a fertile medium in the delivery of children's character. The responsibility of school stakeholders on children's character is the responsibility of the afterlife. Honestly a good school is a school that is able to shape the character of children.

In his journey, MI Miftahul Huda had never conducted an evaluation so that they only carried out character education policies that they understood. It is important to conduct an evaluation, because in the field there are many obstacles in the process of implementing character education policies. The implementation of character education policies that are still not optimal is due to the lack of professionalism of teachers, the lack of family participation,

the community, the influence of the environment and globalization and the lack of example given by the teacher, the community and the family itself.

Thus, the school, especially the head of the foundation needs to make a strategy to further optimize the implementation of character education policies by consciously involving teachers, parents, and the community. First, improve the quality of the professionalism of MI Miftahul Huda teachers, by increasing the implementation of character education methods and maximizing class time in class, as well as increasing synergy between schools, families and communities. Increasing teacher professionalism can be done by including teachers in training teacher professionalism both locally and nationally.

Second, increasing exemplary, both the example of the teacher and the exemplary given by the parents of the students, so that there needs to be an increase in centralized synergy that must be done by the school, this can be commanded by the school committee, not only commanded by the head of the foundation or student dormitory. More

intense meetings are needed with guardians of students and teachers, to jointly carry out evaluations and improvements in the provision of character education as well as the implementation of character education. If this is important, it is important to help students get character lessons early on, so that they will eventually be able to absorb and understand character education and practice in society.

Third, or finally, the lack of involvement of family or parents. It is necessary to change the parents' mindset, because in their thinking, parents consider character education to be fully carried out at school. While they did not know that the main character education is family or at home. Community mindset that considers school as the best place to overcome various problems in forming children's character. The school is trusted by the community and parents to educate their children and is a fertile medium in the delivery of children's character. This should be a concern, because they consider that with their school they will get enough character education, while schools are only a small part of the formation of character education.

## Conclusion

The results of the evaluation on the implementation of character education policies at MI Miftahul Huda in Kubu Raya Regency showed poor results, due to several obstacles. These constraints include the lack of senior teacher professionalism and junior teacher experience, the negative influence of globalization on students, the lack of roles of parents and society in the implementation of character education policies and the lack of exemplary given by teachers, parents and the community itself. And to overcome these obstacles, a strategy was carried out by (1) increasing teacher professionalism, (2) strengthening the role of parents and the community by increasing the role of school committees, (3) the head of the school committee must improve the implementation of character education policies with intensive roads hold character-planting training for teachers; and (4) the Office of Education must provide guidance and moral or material debriefing, because it is not enough to just carry out socialization.

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