ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi keberhasilan program pendidikan karakter pada mata pelajaran PAI. Penelitian ini menggunakan jenis penelitian *"mix method"* dengan menggunakan model evaluasi CIPP *(context, input, process, product).* Subyek dalam penelitian ini sebanyak 62 siswa dengan menggunakan teknik *purposive sampling.* Sedangkan teknik pengumpulan datanya menggunakan wawancara, dokumentasi, observasi dan kuisioner model skala likert. Data dianalisis secara kualitatif dan deskriptif kuantitatif.

Penelitian ini mendapatkan kesimpulan sebagai berikut: (1) Evaluasi *Context* (persiapan) sudah terbilang baik karena memenuhi beberapa tahap yaitu pengamatan awal untuk mengidentifikasi gejala kemudian diadakannya sosialisasi,barulah menjadi sebuah program yang siap dijalankan sesuai dengan tujuan yang ingin dicapai.(2) Evaluasi *Input* (masukan) dapat disimpulkan bahwa kualifikasi guru PAI sudah baik seperti dalam UU No.14 tahun 2005 namun dari segi jumlah tenaga pendidik mata pelajaran PAI masih belum baik karena hanya tersedia satu guru pokok, latar belakang peserta didik belum baik karena belum sepenuhnya melaksanakan lima nilai karakter, dan sarana dan prasarana yang belum memadai dalam menunjang pendidikan karakter.(3)Evaluasi *Process* (proses) terdiri dari beberapa komponen yaitu materi pendidikan karakter, metode guru PAI yang sepenuhnya belum berhasil karena tidak efektif, penggunaan media yang sudah baik, dan penilaian peserta didik yang sudah baik.(4) Evaluasi *product* (hasil) dapat disimpulkan bahwa pendidikan karakter pada mata pelajaran PAI belum sepenuhnya baik karena tidak sesuainya data angket dengan data observasi.

Kata kunci : Evaluasi Program, Pendidikan Karakter, mata pelajaran PAI

ABSTRACT

The research aimed at evaluating the success of character building program in Islamic study subject. It used mixed-methods research by using CIPP (context, input, process, product) evaluation model. The subject in the research collection technique used interview, documentation, observation, and questionnaire with Likert scale model. The data were analyzed in qualitative and in descriptive quantitative ways.

The research got the conclusion as follows: (1) The evaluation of the context (preparation) had already been good because it fulfilled some stages. i.e. initial observation to identify the phenomenon, then to have socialization , and finally becoming a program that was ready to run in accordance with the objective that was wanted to achieve. (2) The evaluation of the input could conclude that the qualification of Islamic study teacher had been good already like in the law no. 14/2005. However, from the aspect of number of teacher, the Islamic study subject had not been good yet because there was only one main teacher. The background of the students had not been good yet because the five character values had not been implemented yet, and the facilities and insfrastructures had not been adequate in supporting the character building. (3) The evaluation of the process consisted of some components, i.e. character building material, the method of the Islamic study teacher that had not been completely successful because it was not effective, the use of the media that had already been good, and the assessment of the students that had already been good. (4) The evaluation of the product could conclude that the character building in the Islamic study subject had not been completely good because the data of the questionnaire did not agree with the observation data.

Keywords: Evaluation Program, Character Building, Islamic study subject