

## ABSTRAK

Penelitian ini bertujuan untuk menganalisis program pendidikan karakter di SMA Muhammadiyah 5 Yogyakarta. Jenis penelitian ini adalah penelitian kualitatif deskriptif. Subyek penelitian ini diambil dari kepala sekolah, wakil kepala sekolah bidang kurikulum, wakil kepala sekolah bidang kesiswaan, guru bimbingan konseling, guru ismuba. Teknik pengumpulan data yang digunakan dalam penelitian ini dengan cara melakukan observasi, wawancara, dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, menyimpulkan dan verifikasi.

Hasil dari penelitian ini menunjukkan bahwa: (1) Evaluasi *context* program meliputi dasar hukum program yaitu permendikbud, analisis kebutuhan program dengan kebutuhan sekolah, latar belakang program sesuai dengan visi dan misi, tujuan program terkait pembentukan karakter yang baik, relevansi program dengan kurikulum 2013, (2) Evaluasi *input* program meliputi penyelenggara program yaitu guru, peserta program yaitu siswa dan macam-macam program yakni karakter religius, karakter kebangsaan, karakter kebudayaan, karakter kewirausahaan, serta sarana dan prasarana program, (3) Evaluasi *process* program meliputi (a) jadwal pelaksanaan program yaitu setiap hari (b) kinerja penyelenggara pelaksanaan program terdapat kekurangan yaitu tidak ada tindak lanjut (c) aktivitas peserta program tergolong baik (d) evaluasi program evaluasi disampaikan secara lisan pada saat rapat namun belum ada evaluasi berbentuk laporan secara formal, (4) evaluasi *product* yang meliputi penguasaan materi yang baik, kelulusan peserta program yang ditinjau dari keikutsertaan peserta dalam mengikuti program.

Kata kunci: Evaluasi Program, Pendidikan Karakter

## **ABSTRACT**

This study aims to analyze the character education program at SMA (Senior High School) Muhammadiyah 5 Yogyakarta. This type of research is descriptive qualitative research. The research subjects were the school principal, vice school principal of curriculum, vice school principal of student affairs, counseling and guidance teacher, and ISMUBA (Islam, Muhammadiyah, and Arabic) teacher. Data collection techniques used in this study were by conducting observations, interviews, and documentation. Data analysis used data reduction, data presentation, conclusion, and verification.

The results of this study indicate that: (1) Evaluation of the context of the program includes the basis of program law, namely Permendikbud (Education and Culture Minister Regulation), analysis of program needs with the school needs, program background in accordance with the vision and mission, program objectives related to good character building, and the relevance of the program to the 2013 curriculum. (2) Evaluation of program inputs includes program organizers, who are teachers, program participants, which are students, and the variety of programs, which are religious character, national character, cultural character, entrepreneurial character, as well as program facilities and infrastructure. (3) The process of program evaluation includes (a ) program implementation schedule, which is every day (b) there is a lack of program implementation performance, i.e., there is no follow-up, (c) program participants' activities are classified as good, (d) program evaluations are delivered verbally at meetings, but there is no formal evaluation in the form of reports, (4) product evaluation which includes good mastery of material, the passing level of program participants reviewed from the participants' participation in joining the program.

**Keywords:** Program Evaluation, Character Education