

ABSTRAK

Eka Trisdayanti, Ni Putu (2026), *Evaluasi Program Pendidikan Karakter di SMP Bali Hati Kecamatan Ubud Kabupaten Gianyar*, Prodi Administrasi Pendidikan, Program Pasca Sarjana, Universitas Pendidikan Ganesha.

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Kata kunci: CIPP, Pendidikan Karakter, SMP Bali Hati

Penelitian ini bertujuan untuk mengevaluasi efektivitas program Pendidikan Karakter di SMP Bali Hati menggunakan model evaluasi CIPP (*Context, Input, Process, Product*) dengan metode kuantitatif deskriptif. Peneliti menggunakan metode purposive sampling dalam pemilihan sampel, yaitu teknik pemilihan sampel berdasarkan pertimbangan tertentu dengan jumlah responden 40 orang. Analisis dilakukan melalui perhitungan arah Skor-T pada setiap variabel. Hasil evaluasi menunjukkan bahwa komponen Context memperoleh skor (+) dengan dominasi F+ (25) dibandingkan F- (15), yang menandakan landasan program sangat kuat. Komponen Input juga berada pada kategori (+), namun selisih antara F+ (22) dan F- (18) menunjukkan bahwa aspek sumber daya dan dukungan teknis masih perlu ditingkatkan. Komponen Process memperoleh hasil (+) dengan skor F+ (21) dan F- (19), menunjukkan bahwa pelaksanaan program berjalan cukup efektif meski memerlukan penguatan monitoring. Sementara itu, komponen Product berada pada kategori (+) dengan F+ (25) dan F- (15), menandakan adanya dampak positif terhadap perubahan perilaku siswa. Secara keseluruhan, pola hasil (+ + + +) mengindikasikan bahwa program pendidikan karakter tergolong efektif, meskipun penguatan pada variabel Input tetap diperlukan agar implementasi lebih optimal dan berkelanjutan.

ABSTRACT

Eka Trisdayanti, Ni Putu (2026). *Evaluation of the Character Education Program at Bali Hati Junior High School, Ubud District, Gianyar Regency.* Educational Administration Study Program, Postgraduate Program, Ganesha University of Education.

This thesis has been reviewed and approved by Supervisor I: Dr. Basilius Raden Werang, S.S., S.Sos. JCL, and Supervisor II: Prof. Dr. Kadek Rihendra Dantes, ST., MT.

Keywords: CIPP, Character Education, Bali Hati Junior High School

This study aims to evaluate the effectiveness of the Character Education Program at SMP Bali Hati using the CIPP evaluation model (Context, Input, Process, Product) with a descriptive quantitative method. The researcher employed purposive sampling in selecting the sample, namely a technique based on specific considerations, with a total of 40 respondents. The analysis was carried out using the calculation of T-Score direction for each variable. The evaluation results show that the Context component obtained a positive (+) score, with a higher frequency of positive responses F+ (25) compared to negative responses F- (15), indicating that the program's foundational aspects are very strong. The Input component also fell into the positive (+) category, although the difference between F+ (22) and F- (18) suggests that resources and technical support still need improvement. The Process component received a positive (+) result with F+ (21) and F- (19), indicating that program implementation is fairly effective, though monitoring requires strengthening. Meanwhile, the Product component also showed a positive (+) category with F+ (25) and F- (15), demonstrating a positive impact on students' behavioral changes. Overall, the pattern (+ + + +) indicates that the character education program is considered effective, although strengthening the Input component is still necessary to ensure more optimal and sustainable implementation.