

EVALUATION STUDY OF BILING PROGRAMS IN THE FORMATION OF STUDENTS' CHARACTERS OF SMP NEGERI 6 BANDAR LAMPUNG

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ABSTRACT

The purpose of this research is to find out the evaluation study of environmental development programs in relation to the character building of students at SMP N 6 Bandar Lampung. This research is a descriptive study using a qualitative approach. This study uses interview techniques using question instruments as the main tool in data collection. Determination of informants was done by purposive sample. The results of evaluation studies have found that the implementation of the Biling program has been carried out by public schools in Bandar Lampung. However, in its implementation, several problems have been found regarding the misuse of society in utilizing this billing program. Based on the results of the study, it can be concluded that the billing program launched by the City Government is not running properly because it is aimed at the wrong community so that it affects students' motivation and enthusiasm for learning at school.

KEYWORDS: evaluation, training program, student character

1. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students can actively develop their potential. The self-potential that has developed will make students have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, the nation and the State. The level of education can support a person's career or business success even though it is not 100% guaranteed (Gayatri, 2011). Therefore, education is currently very much paid attention to by the government. Government steps or ways in improving education, namely by implementing programs in education, one of which is the environmental development program.

The municipal and regional governments of Lampung Province are targeting that at least 70% of students in the Community Development program (Biling) can be accepted into public schools. Admission of Biling students must meet predetermined criteria from the amount of income, the condition of the house and others. However, there are several obstacles faced by the government, namely with the Biling program, many people whose parents are able to register their children to become Biling students.

Registration of Biling students who do not meet these criteria can occur because on average people expect free school fees regardless of their social status in the community. This problem causes the quality of children's education to decline. This happens because some Biling students who do not meet the criteria consider their school to be free so that the children are not enthusiastic about learning. SMPN 6 Bandar Lampung is one of the schools that has the highest number of Biling students in Bandar Lampung.

Initially, SMPN 6 Bandar Lampung hoped that the Biling program could make the quality of school education better, because the students were chosen students. Based on a survey of researchers in the field, since the biling program was launched, the majority of students who scored below the average were students. The average assessment of the learning outcomes of biling and non-biling students at SMPN 6 Bandar Lampung is not in accordance with the objectives expected by the government in the biling program. The billing program was originally expected to develop student achievement and make the school proud. However, on the contrary, this program is used by people who have high funds or are able and can reduce the good name of the school. Based on this, the researcher was interested in researching "the evaluation study of the biling program in relation to the character building of students at SMPN 6 Bandar Lampung".

1.1.Theoretical Review

Evaluation is an identification activity to see whether a program that has been planned has been achieved or not, valuable or not, and can also be used to see the level of efficiency of its implementation (Astuti, 2017). There are several types of evaluation models, one of which is the CIPP evaluation model. Stufflebeam states that the CIPP evaluation model is linear and is a comprehensive framework to direct the implementation of formative evaluation and summative evaluation of program objects, projects, personnel, products, institutions and systems.

There are four types of evaluation in the CIPP model, namely context evaluation, input evaluation, process evaluation and product evaluation. That is, input evaluation must be preceded by context evaluation, process evaluation must be preceded by input evaluation, product evaluation must be preceded by process evaluation, (Nonci, 2017). According to Aprizal Yusril, the CIPP evaluation model focuses more on gathering information to make decision making easier (Yusril, 2019). Implementation of evaluation studies in the learning process is needed in the scope of education.

Darmaningtyas revealed that education is a conscious and systematic effort to achieve a better standard of living or progress, (Darmaningtyas, 2004). Then, Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Chapter 1 Article 1 states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential such as personality, intelligence, noble character. as well as the skills needed by him, society, nation and state, (Neolaka, et.al. 2017).

In addition, Prayitmo revealed that education is a vehicle for human development. Education is only carried out by humans and for humans and only occurs in human relationships (Prayitno, 2007: 25). Education can be concluded as one of the most important foundations in improving human life in the future. Education can be achieved by all humans who have the desire and intention to change themselves for the better without being limited to anyone and anyone. In addition to education being a foundation for changing people's lives, the progress of education is also supported by the government in its implementation.

In connection with the participation of the education council in the implementation of secondary education policies for the past 3 years, it has provided consideration, support and supervision to the implementation of education to the Regent, Mayor and Disdikbud. There is one program that has been implemented by the Education Council based on the results of cooperation with BUMN, namely the Community Development Program. Based on Permenag BUMN: Per-05 / MBU / 2007 article 11 paragraph (2), it explains that the scope of assistance for the Community Development Program includes: 1) assistance for victims of natural disasters, 2) assistance for education and training, 3) assistance for improving health, 4) assistance in developing public infrastructure and facilities, 5) assistance for religious facilities, and 6) assistance for nature conservation (Said, 2018).

Then Yusuf Arianto revealed that until mid-2006, state-owned companies had allocated funds for PUK and PKBL totaling 16 billion. The funds are used for donations of natural disasters, education, health improvement, development of public infrastructure and facilities as well as places of worship (Arianto, 2011). Based on some of the statements above and the BUMN Ministerial Decree: Per-05 / MBU / 2007 article 11 paragraph (2), the Community Development Program is a form of social responsibility carried out by the Education Council and Companies in order to improve the social conditions of the community, especially for communities around the region. Company. One of the areas that has implemented the Community Development Program is the Bandar Lampung City Government. Since the 2013/2014 school year, this program has been implemented for public schools, to provide free-test learning opportunities for children from underprivileged families whose homes are close to the local public school environment.

II. MATERIALS AND METHODS

This research is a descriptive study using a qualitative approach. This study uses interview techniques using question instruments as the main tool in data collection. The data collection steps in this study were: 1) observation, 2) in-depth interviews, 3) documentation and 4) literature. The determination of informants in this study was carried out by purposive sample. On this occasion, the researcher interviewed 10 (ten) informants by means of structured and unstructured interviews during the preliminary research.

III. RESULT AND DISCUSSION

The biling program is one of the educational programs implemented by the Bandar Lampung City Government. This biling program was implemented with the aim of improving human resources in Lampung Province. This program is implemented by the Lampung Provincial Government to assist and motivate the less fortunate to continue their studies free of charge. However, those who are entitled to receive this assistance or billing program apart from coming from underprivileged families must also have several achievements that can make the school and the city government proud. Therefore, the process of registering and admitting biling students in Bandar Lampung Province is carried out with several terms and conditions.

The admission of new students, the billing program announced by the Bandar Lampung City Government has been implemented by SMP Negeri 6 Bandar Lampung according to predetermined procedures and regulations. Where the rules are that prospective students who register themselves through the billing route must meet several specified requirements and criteria. The requirements include: a) fulfilling the general PPDB requirements, b) filling in 2 copies of PPDB forms, c) only being allowed to choose 1 school closest to the place of residence, d) submitting a floor plan from school to home, e) willing to be verified to house of prospective students (Home Visit) by the Committee, f) the prospective parents of students sign a statement that the files and data submitted are correct and g) if the data provided does not match the reality it is declared "Dropped".

The initial objective of the government in implementing this billing program was to even out education and provide opportunities for underprivileged students to be able to continue their studies at the expense of the government. Furthermore, after conducting an evaluation study in the field, it was found that the biling program was implemented so that underprivileged and high achieving students could achieve the goals they wanted. However, in the implementation in the field, it turned out that the billing program was actually used by the people who could afford it so that their children could get free school fees. This incident was the main root cause of the achievement of student results which did not match the expectations of the government with the billing program being implemented.

The achievement of student learning outcomes / biling is lower than that of non-coached students, the response and catching power of students in the Teaching and Learning Activities (KBM) process is different from non-coached Then it is often found that the process of Teaching and Learning Activities (KBM) students often ignore and do not pay attention when the teacher delivers the subject matter. In addition, students who were given the opportunity to ask questions about the material never used that opportunity. The biling students were more passive in the classroom and the non-biling students were more active in asking questions even though only a few students.

According to Aprizal Yusril, the CIPP evaluation model, which is more focused on information gathering, shows that the implementation of the Bandar Lampung City Biling Program evaluation study with its relation to character building of students can be done in various ways / strategies. The results of the evaluation study have found that the implementation of the Biling program has been

carried out by State Schools in Bandar Lampung, one of which is SMP Negeri 6 Bandar Lampung. The process of admitting biling students has been carried out in accordance with the terms and conditions set by the Bandar Lampung City Government.

However, in its implementation, several problems were found regarding the misuse of society in utilizing this billing program. In fact, this training program is not aimed at high achieving students and people in need. The biling program is currently widely accepted by people who are able and do not have achievements. This affects the government's efforts to advance education. One of the effects is shown in the learning outcomes achieved by biling students at SMP Negeri 6 Bandar Lampung. As shown in the following table:

Table 1. List of Mid-Semester Exam Values (UTS) for Social Studies Class VIII SMPN 16 Bandar Lampung Academic Year 2018/2019

No	Value Criteria	Type of Student				Total	
		Regular		Biling		F	%
		F	%	F	%		
1	>71	17	56,67	78	35,45	95	38
2	<71	13	43,33	142	64,55	155	62
amount		30	100	220	100	250	100

Source: Recapitulation of Student Values at SMP Negeri 6 Bandarlampung in 2018

The table above shows that grade VIII students at SMPN 6 Bandar Lampung assess midterm examinations in Integrated Social Studies subjects whose learning outcomes are lower than non-coached students. This is indicated by the percentage of 64.55% of the homing students who have not reached the KKM, while the non-traveling students who have not reached the KKM are 43.33%. The decline in student learning outcomes is caused by several factors. These factors are internal factors and external factors. This will have an impact on the future of students. External factors that affect the evaluation of student learning outcomes, namely the way the subject teachers teach in using learning methods and media. Meanwhile, internal factors that influence the evaluation of student learning outcomes are the learning intentions of each student. The level of student motivation to learn from the start has no interest in learning in class. This will have a negative impact on their future.

Based on these two factors, there are several impacts resulting from the decline in student learning outcomes. One of the impacts is that it will make it difficult for students to register themselves for the next level of education, especially in the school they want. Responding to these problems, schools are looking for solutions to how the efforts should be made in dealing with these problems. One of the efforts that must be made by schools to improve student learning outcomes, both biling and non-coaches, is by providing the learning media needed by subject teachers.

One of the learning media needed by subject teachers in the classroom is LCD which will make it easier for teachers to display material in class. In addition to the learning media that must be prepared by schools, an active and fun learning model must be applied by each subject teacher. If the learning model applied by the teacher is interesting and students can understand the material being taught easily, then it can be assured of the achievement of student learning outcomes.

IV. CONCLUSION

Based on the results of the study, it can be stated that the cause of the achievement of results and learning motivation of the students of SMP Negeri 6 Bandar Lampung is currently low, because it is influenced by two factors. These factors are 1) internal factors such as; Students 'own learning motivation is still lacking, such as not wanting to pay attention to the teacher during the Teaching and Learning Activities (KBM) process, the level of students' desire to know is low and students prefer to play with peers rather than thinking about the material presented by the teacher in class. 2) external factors such as; the lack of school facilities that hinders teachers from releasing their creativity in delivering teaching material, the learning model used by subject teachers in the classroom is still using the lecture method and the lack of monitoring of the principal in making RPP (Learning Implementation Plan). Based on the findings of these two factors, the school's effort in improving student learning outcomes is by handling students from internal factors, namely by doing some student self-motivation or debriefing conducted by BK (Counseling Guidance) teachers at school.

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