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The Evaluation of Enhancing Character Education Program Empirical Study using the Context, Input, Process, and Product (CIPP) Method at Buddhist Colleges in Banten

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ABSTRACT

This research aims to find efforts and strategies to improve the character education strengthening program by producing recommendations for the continuation of the next character education strengthening program. This research uses the Context, Input, Process, and Product (CIPP) method with the samples in this research are Lecturers, Rector/Director of Higher Education and Higher Education Officials of the Ministry of Education and Culture related to the Character Education Strengthening Program at Buddhist Universities in Banten. The results of character education strengthening program at the Buddhist Colleges in Banten takes the form of outputs and outcomes in order to form graduates of Buddhist Colleges with national character. Based on the results of the CIPP analysis, in the Context component, the character education strengthening program at Buddhist Colleges in Banten includes aspects of requirements analysis, the objectives, targets and policies getting "Good" evaluation results, in the Input component which includes aspects of resources, organization and infrastructure after going through the evaluation getting a range of "Good", the Process component of the character education strengthening program at Buddhist Colleges in Banten includes work procedures, activity schedules and implementation processes, based on the results of the evaluation getting "Adequate", the Product component which includes Output and Outcomes based on the results of the evaluation getting "Adequate." The assessment of the effectiveness of the character education strengthening program in the scope of education in general, is quite effective because this character education strengthening program refers to the priority of certain values that will be the focus of learning, understanding, understanding, and practice in order for character education to change the behavior, way of thinking, and way of acting of the entire Indonesian nation to be better and have integrity.

Keywords: *Buddhist Colleges, Character Education Program, Evaluation*

INTRODUCTION

Indonesia encounters various global trends in the 21st century. There are three trends that Indonesia is currently facing, such as (1) the ongoing digital revolution is having a strong influence on the life and culture of the country; (2) more innovations from the community; and (3) intensified integration. In 2015, Indonesia declared this year as the boundary line of various global and national agreements and policies in Indonesia in various fields of education and non-education. 2015 is the final year for the education for all policy agenda, the millennium development goals, and the national education agenda, while in the non-education sector it is the year of the ASEAN economic community, the enactment of various new laws and regulations, and the start of new Indonesian government policies.

The government has an important role in dealing with various dynamic changes in its society. As stated in Presidential Regulation No. 87/2017 on Strengthening Character Education (PPK). PPK is an educational movement under the responsibility of an educational unit that aims to strengthen the character of students through a combination of heart, taste, mind and physical exercise with the involvement of a collaboration between educational units, families, and communities as part of the National Movement for Mental Revolution (GNRM) (Ibrahim et al., 2022).

Nowadays, Indonesia is currently facing a decline in morality and a character crisis that has caused setbacks in various fields, such as education, socio-culture, humanity and religion. Therefore, Buddhism puts character education as an important foundation in shaping good behavior. The implementation of character education values in Buddhism is commonly known as the Noble Eightfold Path. It consist of (1) policy (right understanding and thinking); (2) morality (right speech, action, and living); (3) concentration (correct effort, attention and concentration) (Shyamal & Sarkar, 2021).

Based on a preliminary study conducted on 3 Buddhist colleges in Banten on August 10-22, 2020 using a preliminary survey questionnaire, the conclusions were obtained such following below:

- 1) There are 41% of lecturers who have problems in the context of aspects of needs analysis, policies, goals, and objectives.
- 2) There are 58% of lecturers who have problems in the input aspects of organization, resources and infrastructure.
- 3) There are 48% of lecturers who have problems in the process of work procedures, activity schedules and implementation processes.
- 4) There are 52% of lecturers who have problems in the product, output and outcomes aspects.

The objective of this research is to find out efforts and strategies in improving the character education enhancement program. Based on this description, there is a missing link between the impact of the character enhancement program and the results of the preliminary survey that has been conducted. Therefore, the researcher

wants to examine the evaluation of the character education enhancement program at Buddhist Colleges in Banten.

LITERATURE REVIEW

Program Evaluation Concept

Understanding a concept becomes a necessity in obtaining a meaningful understanding that the object of study and analysis is able to accommodate in accordance with the study, theoretical and pragmatic expectations. Evaluation is a process that determines the progress of educational goals (Yambi, 2018). Meanwhile, a program is a carefully planned or planned activity. The concept of program evaluation is an activity conducted systematically to collect, analyze, and interpret information relevant to a program (Mesiono, 2017). Based on several concepts described earlier, it can be concluded that program evaluation is the process of systematically determining the value, purpose, effectiveness, or suitability of something in accordance with predetermined criteria and objectives based on careful comparison of observed data using standards, and the results are used as a reference for decision making in order to achieve organizational goals.

Program Evaluation Models

Evaluation models are structured, developed and used in program evaluation. According to Centers for Disease Control and Prevention (2020), there are six categories of program evaluation models developed by experts that focus on decision-making, program elements, types of program activities, program implementation processes, achievement of program objectives, and program outcomes and effects. There are eight evaluations model that stated by Kaufman and Thomas, such following below:

1. CIPP Evaluation Model adalah a decision oriented evaluation approach structured to assist administrators in making decisions.
2. Goal Oriented Evaluation Model, this approach focuses on the specific objectives of the program and the success of the program in achieving those objectives.
3. Goal Free Evaluation Model, it is concerned about how the program works by identifying both positive and negative performances. Evaluate the actual impact and objectives of the program.
4. Formative-Summative Model, formative evaluation principles are used to determine how far the designed program can proceed and identify any constraints. Meanwhile, summative evaluation is conducted to measure the achievement of a program.
5. Countenance Evaluation Model, in this model there are three stages such as antecedents, transactions, and outputs. Based on the results of the description, an evaluator makes judgments and compares them with the

expected conditions. The description is conducted on the context, process, and results of the program.

6. Responsive Evaluation Model, an evaluation is called responsive if it meets three criteria, such as (1) it is more oriented towards program activities than program objectives, (2) responds to public needs, and (3) perspectives from the different values of competent people. This model emphasizes the search for understanding of an issue from various perspectives of the people involved.
7. CSE-UCLA Evaluation Model, The Center for the Study of Evaluation-University of California in Los Angeles (CSE-UCLA) model emphasizes four stages that must be conducted in an evaluation, such as (1) need assessment, which provides information about the existence of the program, the need for program implementation and the long-term goals to be achieved by the program; (2) program planning, helping to select a specific program that is likely to be successful in meeting program needs; (3) formative evaluation, which collects data and various information from program development; and (4) summative evaluation, in which the evaluator collects all the results and impacts of the program.
8. Disperancy Model, this model prioritizes the view of gaps in program implementation (Nouraey et al., 2020).

Character Education Enhancement Program

According to Zurqoni et al (2018) character education is an effort to develop good habits that help students to behave and act based on the values that have become their personality. Character development is carried out with a systematic and integrative approach by involving families, education units, government, civil society, legislators, mass media, the business world, and the industrial world (Suryana & Latiana, 2013).

Meanwhile, according to Subekti (2021) that character education is a deliberate effort to help a person understand, to care and conduct true ethical values. Based on the description mentioned earlier, it can be concluded that character education is value education, character education, moral education, character education that aims to develop the ability of students to make good and bad decisions, to maintain the good, to realize and spread the good in daily life whole-heartily.

Selected Program Evaluation Model

The implementation of the CIPP model in the evaluation of the strengthening character education program in higher education will examine the program evaluation from the following components:

Table 1. CIPP Model Program Evaluation Criteria Context Component

Evaluation Component	Evaluated Aspects	Evaluation Criteria
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Context	Requirements analysis of character education enhancement program in colleges	It has been conducted correctly and has been informed by relevant stakeholders
	Policies for the enhancement of character education programs in colleges	Program policies are specific, achievable and relevant
	The purpose of the enhancement of character education program in colleges	The formulation of program objectives is clear, realistic and achievable and has been through a needs assessment process and the results of previous program evaluations
	Target of character education enhancement program in colleges	The formulation of program objectives is clear, realistic and achievable

Table 2. CIPP Model Program Evaluation Criteria of Input Component for Enhancing Character Education Program in Buddhist Colleges

Evaluation Component	Evaluated Aspects	Evaluation Criteria
Input	Resources character education enhancement program in colleges	Resource support for program activities is realistic, and sufficient
	Organization of the character education enhancement program in colleges	Organization of program activities is clear, appropriate, relevant, and efficient
	Infrastructure of the character education enhancement program in colleges	Facilities and infrastructure support for program activities is relevant and sufficient.

Table 3. CIPP Model Program Evaluation Criteria of Process Component for Enhancing Character Education Program in Buddhist Colleges

Evaluation Component	Evaluated Aspects	Evaluation Criteria
Process	Work Procedures for enhancing character education programs in colleges	Work procedures are clear, specific and relevant in accordance with operational guidelines.
	Timeline of Character Education Enhancement Program Activities in colleges	Program implementation timeline is clear, realistic and relevant in accordance with operational guidelines
	Implementation of character education enhancement program in colleges	Program implementation is clear, specific and relevant in accordance with operational guidelines

Table 4. CIPP Model Program Evaluation Criteria of Product Component for Enhancing Character Education Program in Buddhist Colleges

Evaluation Component	Evaluated Aspects	Evaluation Criteria
Product	Output of the implementation of the character education enhancement program in colleges	The results of program implementation are relevant in accordance with the goals and objectives of the program.
	Outcome of the implementation of the character education enhancement	The benefits of program implementation are relevant in

	program in colleges to achieve public trust	accordance with the goals and objectives of the program.
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Source: CIPP Model Program Evaluation

RESEARCH METHODOLOGY

This research approach is a program evaluation approach with a descriptive qualitative approach. The qualitative approach used for program evaluation research is to enhance character education in Buddhist colleges in Banten because both the subject, object and nature of this research have special characteristics that cannot be approached with statistical procedures.

According to Sugiyono (2017), qualitative research methods can be interpreted as research methods based on the philosophy of postpositivism which are used to research on natural object conditions, (as opposed to experiments) and researchers as key instruments. Data collection techniques are triangulated (combined). Data analysis is inductive/qualitative, and qualitative research results emphasize meaning rather than generalization. Descriptive data in the form of written or oral data from respondents and observed behavior. This research was conducted on a natural object, namely lecturers who teach character education enhancement programs at Buddhist colleges in Banten.

Sampling and informants in this research were conducted by purposive sampling. Purposive sampling is a sampling technique from data sources with certain considerations for researchers to easily explore the object / social situation being researched. The instrument was developed to explain the data described through interview, documentation, data codification and triangulation.

Interview is a data collection tool used to obtain information regarding opinions, expectations, perceptions carried out by asking questions on the evaluation of character education enhancement programs at Buddhist colleges in Banten related to the context, input, process and product (CIPP) components. The interview method was used to test the truth and stability of the data and to complement the information obtained by observation and documentation.

Data analysis in this research was conducted descriptively qualitative, and interpretation was carried out continuously, repeatedly and continuously until all the data and information needed were fulfilled. Data analysis was conducted by systematically organizing interview guidelines, field notes, literature data to gain knowledge from the data, then formulating descriptively and then processing the data. Analysis activities are divided into 4 stages, such as (1) analysis during data collection; (2) analysis during data collection; (3) data presentation; and (4) data analysis stages.

RESULTS AND DISCUSSION

The Evaluation Result of Character Education Enhancement Program

Analyzing the results of the CIPP model program evaluation research by conducting all components in CIPP, including context, input, process and product. In conducting the analysis, it is conducted separately, this is intended to examine and analyze each data examined comprehensively, which is analyzed based on the data and facts obtained as a result of research in the field. The achievement of program evaluation research findings is obtained based on the results of interviews with participants who are directly related to the program, document studies on programs that have been implemented, existing documents in the form of college lecture program planning. In the documentation study, researchers observed and examined the college work plan, curriculum program, student affairs program, learning activity schedule, monthly and daily lecturer performance reports, lecture program plans, syllabus and other administration related to the lecturer's duties in conducting lecture duties.

For the context component, researchers conducted interviews related to requirements analysis, objectives, targets and policies related to the character education enhancement program. In the input component, researchers conducted interviews for organizational aspects, resources, and infrastructure. While in the process component, interviews were conducted on aspects of work procedures, activity schedules, and implementation processes. In the product component, interviews were conducted on the output and outcomes aspects. Observation is conducted to observe and thoroughly examine the character education enhancement program that has an impact on the sustainability of character education which can be observed in the climate and situation of the entire lecture process in college.

The stages of disclosing the dissertation with qualitative data analysis are described below:

1. Creating categorical descriptions of the information that has been obtained while fieldwork and try to make sufficient explanations with a series of relationships between existing categories.
2. Forming an organizing structure for information obtained in the field by selecting and sorting out a particular data unit through data reduction verification of findings based on the answers to the instruments obtained.
3. Forming columns and rows to present important patterns explicitly to facilitate the disclosure of the reality of the research results and data findings
4. Using a rating scale that ranges from a low of 1 to a high of 5.

Table 5. The Results of CIPP Research Components and Aspects of character education enhancement programs at Buddhist colleges in Banten

No.	Components	Aspects	Components Rating				
			E	G	A	LG	W
I	CONTEXT	1. Requirements Analysis		✓			
		2. The Objectives	✓				
		3. Targets		✓			
		4. Policies		✓			
	Conclusion on the Context Component: The Requirement Analysis aspect is rated excellent because it has been implemented according to procedures. The target and policy aspects have been assessed well in accordance with the procedure, while the objective aspect is assessed moderately because the formulation of objectives is not fully in accordance with the procedure.						
II	INPUT	1. Organization		✓			
		2. Resources		✓			
		3. Infrastructure	✓				
	Conclusion on the Input Component: Resources and organizational aspects are rated good in accordance with procedures. The infrastructure aspect is rated excellent because it has been implemented according to procedures.						
III	PROCESS	1. Methods/Work Procedures		✓			
		2. Activity Schedule		✓			
		3. Implementation Process			✓		
	Conclusion on the Process Component: The aspects of work procedures and the schedule of activities of the character education strengthening program are rated good. Meanwhile, the implementation process aspect is considered adequate because the assignment process has not fully proceeded according to the procedure.						
IV	PRODUCT	1. Output Program		✓			
		2. Outcomes Program			✓		
	Conclusion on the Product Component: Aspects of the output program and outcomes program are rated as adequate, and some component aspects need to be improved.						

Table 6. Rating Scale Description

No.	Information Description	Rating Categories
1.	All data/information has met the criteria set for all evaluated components (96%-100%)	Excellent (E)
2.	Almost all data/information has met the criteria set for all components evaluated (80%-95%)	Good (G)
3.	Some of the data/information has met the criteria set out in all components evaluated (60%-79%)	Adequate (A)
4.	Only a small percentage of data/information has met the criteria set out in all components evaluated (40%-59%)	Less Good (LG)
5	There is a lack of data/information that meets the criteria set out in all components evaluated (0%-39%)	Worst (W)

Source: CIPP Model Program Evaluation

The Discussion of Research

The Evaluation Results of Context Component

The results of the evaluation of context component of character education enhancement programs at Buddhist colleges in Banten include aspects of requirements analysis, objectives, targets and policies as described below:

1. Requirements Analysis

The findings in the field and information from policy makers state that the policy on the existence of character education enhancement programs has answered the need for the importance of character education enhancement programs, which is character education enhancement programs designed to identify the ability of students to implement the task of developing self-character through measuring mastery of individual competencies shown in their positive character needs.

Considering the purpose of this character education enhancement programs is expected to accommodate learning for all students, it can be stated that this character education enhancement programs is expected to be able to provide educational needs for students by adapting their positive character needs.

Based on the description of the answers from officials on officials of the Ministry of Education and Culture-Research's character enhancement center, most of the answers state that the requirements analysis aspect of the evaluation of the character education enhancement programs at Buddhist colleges in Banten has an average rating category of "Good," it means that the evaluation criteria in the requirements analysis are mostly met, namely the program is rolled out in meeting the needs and achieving the objectives of character education enhancement programs at Buddhist colleges in Banten based on the positive character needs of students.

Triangulation results by the staff of the center for policy analysis and synchronization of the Indonesian Ministry of Research, Technology and Higher Education in the context component on the aspect of the need for the importance of character education enhancement programs at Buddhist colleges in Banten to identify students' ability to carry out the task of developing self-character through measuring the mastery of individual competencies indicated in their positive character needs that are well fulfilled.

2. The Objectives Aspect

Observation results from interview data, the Indonesian Ministry of Research, Technology and Higher Education character strengthening center officials on the context component on the aspect of the goal is character education enhancement programs at Buddhist colleges in Banten has been well formulated for a sustainable character education

strengthening program in Banten. Referring to the policy of the Ministry of Education and Culture's character strengthening center officials, in general, the character education enhancement program is part of the national character education strengthening system which aims to guarantee education for students.

Based on the description of the answers from the resource persons of the Indonesian Ministry of Research, Technology and Higher Education's character strengthening center, most of the answers stated that the objective aspect of the character education enhancement programs at Buddhist colleges in Banten's average assessment category was "Good," which means that the evaluation criteria in the program objectives have been partially met and the objectives are formulated clearly enough to increase the motivation of the character education strengthening lecturers and the sustainability of the character education strengthening program at Buddhist colleges in Banten.

Triangulation results by the staff of the center for policy analysis and synchronization of the Indonesian Ministry of Research, Technology and Higher Education in the context component on the aspect of objectives is that character education enhancement programs at Buddhist colleges in Banten has been well formulated for a sustainable character education enhancement program in Banten.

3. Targets Aspect

Observation results from interview data, based on the Ministry of Education, Culture and Research's character strengthening center officials, most of the answers stated that the target aspect of character education enhancement programs at Buddhist colleges in Banten's average assessment category was "Good," which means that the evaluation criteria in the program objectives have mostly been met that the program objectives are clearly formulated according to the types of student groupings in order to ensure the continuity of education and meet the provisions of statutory legality.

The findings in the field state that the targets in the character education enhancement programs at Buddhist colleges in Banten are determined based on Law No. 20/2003 which states that the targets of the character education enhancement programs at Buddhist colleges in Banten are all students who have taken higher education levels at universities, colleges and institutes.

Based on the description of the answers from the resource persons of the Ministry of Education, Culture and Research's character enhancement center officials, associated with the provisions of the target aspect criteria which state that the program targets are clear and in accordance with the

types of student groupings in order to ensure the sustainability of educational programs, strengthening character education in higher education and meeting the provisions of the legality of legislation, then the evaluation results are good.

Based on triangulation by the staff of the Center for Policy Analysis and Synchronization of the Ministry of Education, Culture and Research, most of the answers stated that the target aspect of character education enhancement programs at Buddhist colleges in Banten had an average assessment category of “Good,” which means that the evaluation criteria in the program objectives have mostly been met and clearly formulated in accordance with the types of student groupings in order to ensure the continuity of education and meet the provisions of the legality of legislation.

The Evaluation Results of Input Component

Evaluation of the input component of the character education enhancement programs at Buddhist colleges in Banten includes organization, resources and infrastructure.

1. Organization

Observation notes from interview data, the leaders of Buddhist colleges in the input component of organizational aspects such as the position of the work unit in the organizational structure and the person in charge of the character education strengthening program have been well formulated. The findings in the field and information from the implementation of character education enhancement programs at Buddhist colleges in Banten that the organizational aspects of program regarding the position of character education enhancement program work unit in the organizational structure and the person in charge of implementing the character education enhancement program.

Based on the description of the answers of the resource persons of leaders of Buddhist colleges, most of the answers state that the strategic aspects and targets of the character education enhancement programs at Buddhist colleges in Banten, on average, the assessment category is “Good,” which means that the evaluation criteria in the program strategies and targets have been fulfilled that the strategies and targets are clearly formulated in order to ensure the continuity of communication and meet the legal provisions of the legislation. Triangulation results by officials of the Ministry of Education, Culture and Research on the input component of the organizational aspect are the position of the work unit in the organizational structure and the person in charge of the character education strengthening program has been formulated properly.

2. Resources

Observation notes from interview data, the leaders of Buddhist colleges in the context component of work procedures aspects such as human resources and financial resources have been well fulfilled. The findings in the field and information from the implementation of character education enhancement programs at Buddhist colleges in Banten that the resource aspects of the program regarding human resources for the implementation of character education enhancement programs and financial resources in the form of school budgets, sponsorship from other parties and cooperation between institutions.

Based on the description of the answers from the resource persons of the leaders of Buddhist colleges, most of the answers stated that the resource aspects of the character education enhancement programs at Buddhist colleges in Banten, the average assessment category was "Good," which means that the resource criteria of character education enhancement program have been well met in accordance with the needs of the positive character of students in the context of implementing strengthening character education. Triangulation results by officials of the Ministry of Education, Culture and Research's character strengthening center on the context component of the work procedure aspect are human resources and financial resources have been well fulfilled.

3. Infrastructure

Observation notes from interview data, according to the leaders of Buddhist colleges in the input component, the infrastructure aspect has been well supported. The findings in the field and information from the implementation of character education enhancement programs at Buddhist colleges in Banten that the infrastructure aspects of the program support the implementation of character education enhancement programs.

Based on the description of the answers from the resource persons of the leaders of Buddhist colleges, most of the answers stated that the aspect of infrastructure facilities in the character education enhancement programs at Buddhist colleges in Banten, the average assessment category was "Excellent," which means that the infrastructure facilities in the program have been fulfilled for the character education enhancement program has been well supported. Triangulation results by officials of the Ministry of Education, Culture and Research's character strengthening center on the input component of the infrastructure aspect have been well supported.

The Evaluation Results of Process Component

Evaluation of the process component of the character education enhancement programs at Buddhist colleges in Banten includes aspects of work procedures, activity schedules and implementation process.

1. Work Procedures

Observation records from interview data, according to the lecturers of Buddhist colleges in the process component of the work procedure aspects such as the work time used, duration and scheduling have been implemented well. The findings in the field state that the time aspect of character education enhancement programs at Buddhist colleges in Banten includes the efforts made and the setting of targets for the achievement of character education enhancement programs at Buddhist colleges in Banten in the form of working time used, duration and scheduling has been implemented well.

Based on the description of the answers from the sources of the character education enhancement lecturers, most of the answers stated that the aspect of work procedures in character education enhancement programs at Buddhist colleges in Banten, the average assessment category was "Good," which means that the program identification criteria in the implementation of character education enhancement programs at Buddhist colleges have mostly been met and are in accordance with the target. The results of triangulation by the heads of Buddhist colleges in the process component of the work procedure aspect, such as the work time used, duration and scheduling have been well implemented.

2. Activity Schedules

Observation notes from interview data, according to the Buddhist College lecturers in the process component aspects of the activity schedule such as the work time used, duration and scheduling have been carried out well. In the process component, the aspects of the activity schedule, namely the program preparation stage and program planning, have been implemented properly.

The findings in the field state that the schedule aspect of character education enhancement programs at Buddhist colleges includes activity planning. Based on the description of the answers from the character education enhancement lecturers, most of the answers state that the schedule aspect of the character education enhancement programs at Buddhist colleges in Banten, the average assessment category is "Good," meaning that the preparation criteria in the implementation of character education enhancement programs at Buddhist colleges have mostly been met and are in accordance with the target. Triangulation results by the head of the Buddhist colleges in the process component on the aspect of the

activity schedule, such as the work time used, duration and scheduling have been carried out well. In the process component, the aspect of the activity schedule, such as the program preparation stage and program planning has been well implemented.

3. Implementation Process

Observation notes from interview data, the lecturers of Buddhist colleges in the process component of the implementation stage aspect, which is for the implementation of lecture management, has been carried out sufficiently. The findings in the field state that the implementation aspects of the character education strengthening program in Buddhist colleges in Banten Province include lecture management.

Based on the description of the answers from the character education enhancement lecturers, most of the answers stated that the implementation aspect of the character education enhancement programs at Buddhist colleges in Banten, the average assessment category was “adequate,” which means that the implementation aspect has been partially fulfilled to guide students in participating in character education enhancement programs at Buddhist colleges. The results of triangulation by the heads of study programs of Buddhist colleges in the process component of the implementation process, which is for the implementation of lecture management, have been carried out sufficiently.

The Evaluation Results of Product Component

Evaluation of the product component of the character education enhancement programs at Buddhist colleges in Banten includes aspects of program outputs and outcomes.

1. Output Program

Observation results from interview data, according to the parents of students and students in the product component of the output aspect, there are those that have been fulfilled, including the output (the results of the implementation of the program in quantity are good and the distribution of the results of the implementation of the program has been evenly distributed in all strengthening character education well.

The findings in the field state that the output aspects of the character education enhancement programs at Buddhist colleges include output (the results of the implementation of the character education strengthening program) in quantity distribution of the results of the implementation of the character education strengthening program.

Based on the description of the answers from the student informants of Buddhist colleges, most of the answers stated that the output aspect of the Character Education Enhancement Program at Buddhist colleges in

Banten, the average assessment category is “Good,” which means that the evaluation criteria in the program output have been met.

The results of triangulation by lecturers on the product component of the output aspect have been fulfilled, including the output (the results of program implementation in quantity are good and the distribution of the results of program implementation has been evenly distributed in all strengthening character education well.

2. Outcomes Program

Observation notes from interview data, parents of students and students of Buddhist colleges in the product component of the outcomes aspect for the usability aspect component of the results of program implementation and the impact of the character education strengthening program are still lacking.

The findings in the field state that the outcomes aspect of the Character Education Strengthening Program in Buddhist colleges is the usability of the results of the implementation of the character education strengthening program (assessment of graduate users, product services from the character education strengthening program) and the impact caused (contribution to society, image enhancement, etc.).

Based on the description of the answers from the parents of students, most of the answers stated that the outcomes aspect of the Character Education Enhancement Program at Buddhist colleges in Banten, the average assessment category is "adequate," which means that some of the evaluation criteria have been fulfilled.

The results of triangulation by the leaders of Buddhist colleges on the product component of the outcomes aspect for the usability aspect component of the results of program implementation and the impact of the character education enhancement program are adequate.

CONCLUSION

The evaluation of the Character Education Strengthening Program using the CIPP method as a whole of the Character Education Strengthening Program at Buddhist colleges in Banten has been carried out according to procedures and well. It is hoped that this Character Education Strengthening Program will be continued and developed again to be even better.

The Character Education Enhancement Program is based on the self-development needs of students which aims to instill the values of national character building into students massively and effectively through educational institutions with certain priority values that will be the focus of learning, understanding, understanding, and practice, so that character education can truly change the

behavior, way of thinking, and way of acting of the entire Indonesian for the better and integrity.

Based on the results of the CIPP analysis for the continuation of the next character strengthening program, it should be continued with program correction, that is evaluating and developing the implementation of the character strengthening program. Based on the evaluation results that have been stated in the previous chapter, such as (1) the Context component of the Character Education Enhancement Program at Buddhist colleges in Banten includes aspects of needs analysis, policies, goals and objectives. Based on the evaluation results, the average for the context component is "Good," which means that the context component has met the CIPP method for the Character Education Enhancement Program at Buddhist colleges in Banten; (2) the Input component of the Character Education Enhancement Program at Buddhist colleges in Banten includes aspects of resources, organization and infrastructure. Based on the evaluation results, the average for the input component is "Good," which means that the input component has met the CIPP method for the Character Education Enhancement Program at Buddhist colleges in Banten; (3) the Process component of the Character Education Enhancement Program at Buddhist colleges in Banten includes work procedures, activity schedules and implementation. Based on the evaluation results, the average obtained for the Process component is "adequate," which means that the assignment process is not yet fully in accordance with the procedures for the Character Education Enhancement Program at Buddhist colleges in Banten; and (4) the Product component of the Strengthening Character Education Program at Buddhist colleges in Banten includes program outputs and outcomes. Based on the evaluation results, the average for the product component is "adequate," which means that the output and outcomes components have not met the CIPP method for the Strengthening Character Education Program in Banten.

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