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Character Education: The Analysis of Archival Work Experiences Using CIPP Model at UPBJJ-UT Semarang

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Abstract

The crisis is occurred in Indonesia. It is caused by the weakness of the education system that has not made the community have the ability and independence, the lack of strong mental foundation development, and the weakness of competitiveness. The government has implemented the KKNI-based curriculum to strengthen the student's competitiveness and character. The focus of lecturing not only conveys the materials, but also there are four things: 1). attitude, 2). work ability, 3). knowledge, 4). managerial and responsibility. Through archival work experiences is expected to connect between universities, especially Open University and field employment. The demands of the field employment are not only for the theory but also the students 'outstanding characters; such as honesty, discipline, work ethic, competitiveness, and loyalty. Based on the observations on archival work experiences, the instruments still emphasize only the knowledge aspect which is less able to measure and develop the student' characteristics. This research was conducted at UPBJJ-UT Semarang by taking samples of three regencies / cities; such as Semarang, Batang, and Pati. The research uses descriptive research based on CIPP evaluation model. The CIPP model has a special component in the evaluation of context, input, process, and product. The result shows that the implementation of archival work experiences had been done well. Lecturers and advisors have built character education to students either directly or indirectly. In contrast, it had not been clear character assessment. Therefore, it is necessary to plan the student' character assessment instrument clearly and precisely which is integrated in final assessment. The characters building that can be built in archival work experiences are discipline, honest, creative, curiosity, passion, hard work, friendly / communicative, responsibility, and environment awareness. In conclusion, it is expected that there is an instrument of student character education assessment in archival work experiences.

Keywords: character education, archival work experiences, CIPP model

1. Introduction

The crisis is occurred in Indonesia. It is caused by the weakness of the education system that has not made the community have the ability and independence, the lack of strong mental foundation development, and the weakness of competitiveness. This can be seen from the ranking of the achievement of Human Development Index (HDI) Indonesia only got 124 and under the ratings of other Asian countries: Japan (12), Singapore (26), Brunei Darussalam (33), Malaysia (61), China (101) , Thailand (103), and Filipina (112) (UNDP, 2012). This is stated in Open University's vision which has a goal to have a high-level competitive graduate. Secondly, the mission of Open University is to study and develop PTTJJ system (UT, 2010).

The government has implemented the KKNI-based curriculum to strengthen the student's competitiveness and character. The focus of lecturing not only conveys the materials, but also there are four things: 1). attitude, 2). work ability, 3). knowledge, 4). managerial and responsibility. The National Association of USA Colleges and Employers 2002 (Rizal cited in Rino, 2010) mentions that of the 20 expertise studied concerning the expectations of the industrial world on the quality of college turns out 18 desired skills are soft skill. Directly, the educational institution can create a character education approach through the curriculum, as well as through the educational programs which it is designed (Aqib, 2011).

The Implementation of learning at Open University implements SPJJ whose the implementation emphasizes on students'centered learning from Simonson's teacher centered learning, Smaldiro, Albright and Zvacek (2012). The work experiences program is expected to connect between universities, especially Open University and field employment. (Muslih, 2014). The competency is expected to archival work experiences in order to be able to manage archives and design archive systems in the organization. Through the objectives of the competency, students are provided with archival practice manuals and assessment instruments. The manual contains the procedures for receiving the archives, as well as the forms that students must fill in as an exercise to manage the records manifestly. Guidebooks and student assessment instruments still emphasize on the professional skills assessment.

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Based on the explanation above, it is necessary to evaluate the implementation of archival work experiences. Evaluation can also be interpreted as a process of planning, obtaining, and providing information that are essential to make decision-making alternatives. In addition, there are various evaluation models, such as Goal Oriented Evaluation Model, Goal Free Evaluation Model, Formative-Summative Evaluation Model, CIPP Model, and so on (Arikunto and Jabar, 2007). The evaluation in this research uses context evaluation, input, process and product (CIPP). This research objectives to be achieved are 1) to describe the context that exists in archival work experiences program, 2) to describe the input (input) that exist in the archive work practices program, 3). To describe the process implementation of archival work experiences, 4) to describe the results (product) that has been achieved from archival work practices. Through the evaluation will be known what goes, what does not run or fail, what to change and what can be sustained (Gunadi, 2014).

2. Methods

2.1. Participants

This research was conducted at UPBJJ-UT Semarang by involving students who have finished joining archival work experiences, students who join in archival work experiences, supervisors and employees in the field employment. The sample was taken in three districts / cities, such as; Semarang, Batang, and Pati.

2.2 Instrument

This research is a quantitative descriptive research using CIPP evaluation model. The research instrument used questionnaires and interview guide sheets. The research uses quantitative approach by conducting assessment based on the observation, interview, and document analysis.

2.3. Procedures

This data collection uses questionnaires and interviews on the students who join in archival work experiences, supervisors and employees in the field employment. The research design uses CIPP model (Nulhakim, 2008) which can be seen in the figure below.

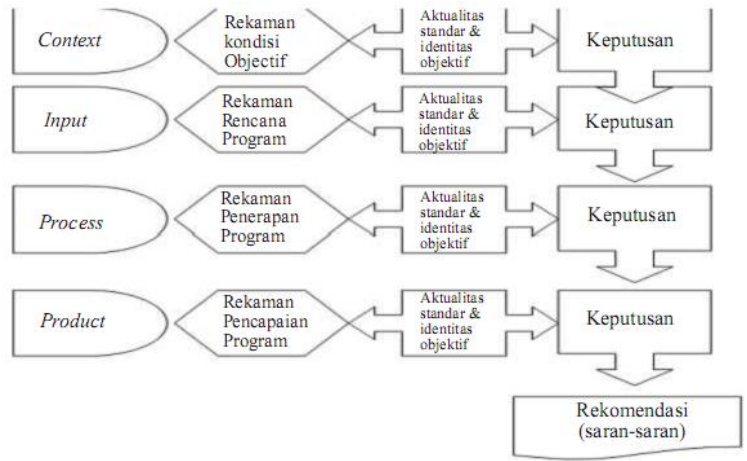


Figure 1. CIPP Model

3. Results

3.1. The Evaluation of Archival Work Practices Using CIPP Model at UPBJJ-UT Semarang

This research evaluates archival work experiences in Open University using CIPP model. Moreover, CIPP model consists of 4 stages such as; Context Evaluation to Serve Planning Decision, Input Evaluation to Structuring Decision, Process Evaluation to Serve Implementation Decision, Product Evaluation to Serve Recycling Decision.

The result of archival work experience in Open University of Semarang uses CIPP model which can be seen in table 1 below.




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Table 1. Evaluation of archiving work practices with CIPP UPBJJ-UT Semarang model

Contexts	poor	0.00
	Fair	43.75
	Good	56.25
	Excellent	0.00
Input	Poor	0.00
	Fair	18.75
	Good	43.75
	Excellent	37.50
Process	Poor	0.00
	Fair	25.00
	Good	62.50
	Excellent	12.50
Product	Poor	0.00
	Fair	31.25
	Good	56.25
	Excellent	12.50
Average	Poor	0.00
	Fair	29.69
	Good	54.69
	Excellent	15.62

Based on the table above shows that the evaluation on the context aspect of archival work experience in Open University of Semarang has fair 43.75% and good result 56.25%. Next, the evaluation on input aspect on archival work experience in Open University of Semarang has fair result 18.75%, good 43.75%, excellent 37.5%. In addition, the evaluation on aspects of the process of archival work experiences in Open University of Semarang has a fair result 25%, 62.5%, and excellent 37.5%. Moreover, the evaluation on product aspects of archiving work practice in UT Semarang result has fair 32.25%, good 56.25%, and excellent 12.5%. Overall evaluation of archival work experiences in Open University of Semarang has fair result 29.69%, good 54.69%, and excellent 15.63%.

3.2. Building Character Values on Archival Work Experiences

Besides, the archival work experiences, this research also finds the character building values. The building character values in archival work experiences can be seen in table 2 below.

Table 2. Building Character Values on Archival Work Experiences

No.	Archival Work Experiences Character	Percentage
1	Discipline	23.64
2	Hard work	12.73
3	Creative	10.91
4	Honest	10.91
5	Well motivated	9.09
6	Communicative	9.09

