The Challenges of Character Education: Mental Revolution Policy in the Development of Citizenship Education in Higher Education

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Abstract--The purpose of this study is to answer the challenges of character education in Indonesia. As a part of evaluating mental revolution policies, the priorities in the development of citizenship education is Nationalism-based character education. Character Education is an alternative model that synergizes with government programs through the revolutionary movement. The method used in this research was Research and Development (RnD). Data collection techniques used were interviews, observation in private and public universities in Central Java, Indonesia. It consisted of 118 universities. CIPP (Context, Input, Process, Product) used as an indicator of success in supporting the development of character education in citizenship education learning. In the Context component, the content of policies were analyzed based on educational policy patterns as part of citizen competencies. In the Input Aspect, it was analyzed based on the evaluation of learning provided to solve the problems in teaching and learning process. While in the Process aspect, it was analyzed based on the anticipation of citizenship issues. Furthermore, in the Product aspect, it was based on the importance of a stronger and more organized partnerships between government officials in the education sector and local governments. As such, it refers to the behavior that reflect to the superior personalities as educational resources.

Key words--Character Education, Mental Revolution, Citizenship Education, Higher Education.

I. INTRODUCTION

Higher Education, ie. universities, can run the Mental Revolution, including by creating a campus that is free from corruption, drugs, radicalism, and free from plagiarism. A campus that has the character of Pancasila will instill that character with students. If this is realized, higher education will give birth to future generations who have the character needed to build and prosper the nation. Character education is characteristically individual, character education needs to pay attention to the individual's potential or self-based potential. Self-based character education is an education that is not only to guide and to nurture all students to have the intellectual competence, mechanical skills, productive, innovative, but also have the character building. The desired goal of Self-based character education is a change in attitude that was originally counterproductive to being creative (Jeannie, B.L: 2007). Changes in the attitude of every individual requires a long process and cannot take place in a short period of time.

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Based on the results of previous studies that researchers conducted on competitive grant schemes, and dissertation grants (Trisiana, 2015), "higher education has a strategic role in the implementation of character education, which is integrated in the implementation of integrative learning".

Based on the results of these studies, it is necessary to follow up on learning innovations, by developing character education-based learning models (Trisiana, 2016). Furthermore, the evaluation of the implementation of General Education Learning as a personality developer in various universities is discussed in the implementation of Focus Group Discussion (Trisiana, 2017). The data are as follows: First, Technical Implementation Unit of General Courses (UPT. MKU) in every university needs to make a new breakthrough in developing the implementation of learning that provides reinforcement towards the character of the University. Second, in implementing continuous character education, students who are in participating in the lectures of General Courses still complain that nearly 70% of the applied character education models delivered by lecturers is theoretical. It means that in learning, the power of creativity, the skills of citizenship, and their responsibilities are still limited to knowledge (textbooks), so that the achievement is around 30% at the level of attitude which is still low. Third, 73% of Lecturers needs assistance in finding, implementing and evaluating educational models of nationalism-based national character. It is hoped that 27% of whom has implemented character education on campus can be increased more sharply to provide the basic knowledge, skills, learning experiences that build social integrity and that embody the national character that explores the value of local wisdom. Because of the importance of character building, the Directorate of Higher Education views the importance of Character Education embedded in the world of Indonesian education. In fact, because of these initiatives, at present, various events on Character Education such as seminars, workshops, symposiums are often held in various places. There is also a discourse that suggests that character values are integrated directly into each course. These efforts can be done by developing learning models and learning media. Kosasih, A. (2007) states that instructional media is an essential tool in the communication process, in which its role is to convey the message and material processed by the teacher to improve the quality of learning. This reinforces the opinion of Banks. J. A. (1985) that learning strategies for the social field require special focus on the translation of phenomenal values. The aim of this research is producing a Character Education Model based on Nationalism as a new approach in implementing character education in Higher Education. Evaluating the implementation of learning Citizenship Education Courses in Higher Education. Evaluating the Implementation of the Mental Revolution Policy as a basis for developing sustainable policies in the education system in Indonesia..

II. METHODOLOGY

This research was conducted in all public/ private universities in Central Java. This research uses research and development methods. Borg, W. R & Gall, M. D. (2007: 569) define Educational R & D as follows: Educational Reserarch and Development (Educational R & D) is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standard. Borg, W. R & Gall, M. D. (2007: 772) and Sugiyono (2010:298) explain that the term of product refers not only to material objects, such as textbooks, learning films, etc., but also to procedures and processes, such as learning methods or methods for organizing learning. The stages of research and development according to Borg and Gall include

product development, field product trials, as well as product improvement steps based on input or data obtained after the product has been sponsored in the field. There are ten stages of the research and development process according to Borg, including: "1). Research and data collection, 2). Planning, 3). Development of product drafts, 4). First hangover field test 5). Revise the results of the trial, 6). Second drunk field trial 7). Completion of product from field test results, 8). Field Implementation Test, 9). Refinement of the final product, 10). Dissemination and implementation ". Based on the explanation above, the prosuderal steps taken by the researcher use the development design according to the ADDIE (Analysis-Design-Develop-Implement-Evaluate) model. This model uses 5 stages of development as follows:

1. **Analysis**

Analysis (analysis), namely conducting needs assessment (needs analysis), identifying problems (needs), and doing a task analysis. The analysis phase is a process of defining what will be learned by the learning participants, namely conducting needs assessments (identifying needs), identifying problems (needs), and conducting task analyzes (task analysis). Therefore, the output we produce is in the form of characteristics or profiles of prospective participants in learning, identification of gaps, identification of needs and detailed task analysis based on needs.

2. **Design (design / design)**

This design phase, formulates learning objectives that are SMART (Specific, Measurable, Applicable, Realistic, and Timebound). Next compile the test, where the test must be based on the learning objectives that have been formulated earlier. Then determine the media learning strategy and what should be appropriate to achieve these goals. In addition, other supporting sources are also considered, such as relevant learning resources, what the learning environment should be, and so on. All that is contained in a document called a clear and detailed blue-print.

3. **Development**

Development is the process of realizing the blueprint alias design becomes reality. That is, if the design requires a software in the form of learning multimedia, then the multimedia must be developed. An important step in the development phase is a trial before it is implemented. This trial phase is indeed part of one of ADDIE's steps, which is evaluation.

4. **Implementation (implementation / execution)**

Implementation is a concrete step to implement the learning system that we are making. That is, at this stage everything that has been developed is installed or set in such a way according to its role or function so that it can be implemented. Implementation or delivery of learning material is the fourth step of the ADDIE learning system design model.

5. **Evaluation (evaluation / feedback)**

Evaluation is a process to see whether the learning system that is being built is successful, according to initial expectations or not. Actually the evaluation phase can occur at any of the four stages above. Evaluations that

occur at each of the four stages above are called formative evaluations, because the purpose is for revision needs. Evaluation is the final step in the ADDIE learning system design model. Evaluation is a process carried out to provide value to learning programs.

The implementation of this development research, carried out up to the preliminary study stage which is a research and information collecting activity which has three main activities, namely literature study, field study, problem analysis study as well as findings obtained from field studies, and product design. Literature study activities carried out through literature review and previous research results. Literature review is conducted to obtain theories that support the conduct of research while the results of previous research are used as research reference material. The result of this activity is the implementation of Citizenship Education learning in the field which will be used as a foothold for the development of the model.society.

III. RESULTS

The Important Role of Character in Education

At this time it can feel that education is only able to produce and display a lot of smart people, but has problems with his conscience and that appears in his appearance and performance (character and identity). Education has for its object the formation of character, which means: The goal of education is to build character. "The great aim of education is not knowledge but action", which means: The main purpose of education is not knowledge but appearance or action. In the world of education there is a wise word: "We cannot teach what we want We only can teach what we are", which means, we cannot teach what we want, but we can only teach as we are. This applies in all areas, including in the field of leadership where a leader should be able to do even exemplify what he said or ordered. For example, for an educator or a leader, do not differ between what he teaches / instructs with what he says or does.

Apart from various deficiencies in the practice of education in Indonesia, when viewed from the national standards of education and the implementation of learning in Higher Education, educational goals can be achieved well. Character development is also included in the material that must be taught and mastered and realized by students in daily life. The problem is, character education in Higher Education has so far only touched the level of recognition of norms or values, and not yet at the level of internalization and real action in daily life.

In an effort to improve the suitability and quality of character education, the Ministry of National Education develops a grand design of character education for each path, level and type of education unit. Grand design becomes a conceptual reference and operational development, implementation, and assessment at every level and level of education. Character configurations in the context of the totality of psychological and socio-cultural processes are grouped in: Spiritual and emotional development, intellectual development, physical and kinesthetic development, and physical and kinetic development, and physical and kinetic development. Creativity development). The development and implementation of character education needs to be done with reference to the grand design. The grand design can be explained in the grading table of Knowledge, Attitudes and Skills in the Character Construction as follows:

Table. 1. Gradation Knowledge, Attitude and K Life Skills in Constellation Character

Knowledge	Attitude	Skills
Remembering	Receive	Observe
Understand	Run	Ask
Apply	Appreciate	Try
Analyzing and Synthesis	Appreciate,	Reasoning
Evaluation	Practice	Presenting
Creativity	-	Create

Furthermore, the development of creativity in the gradations of Knowledge, Attitudes and Skills in the Character Construction, manifested in the practice of implementing character education in Higher Education. For more details it can be seen in the following table:

Table 2. The Implementation of Character Education at Higher Education

Pattern	Activities	Implementation Percentage
New Student Briefing	New Student Orientation/ OPTKK	40%
Integrated Curriculum	All Courses	20%
General Courses	Personality Developer	30%
Student Activity Units	Scout	10%
Total		100%

Relevance of Character Education Evaluation

Various phenomena about the increasing numbers of drugs, free sex, brawls, corruption, pornography, etc., are strong evidence for us about the low quality of the character of the Indonesian people. Then, what is the cause of this?. Ratna Megawangi (2009) argues that one of the causes of the loss of character in the world of education because education paradigm has tended to emphasize more headstart (IQ intelligence) than heartstart (emotional intelligence). According to him, the headstart paradigm emphasizes children "must be able to" so that there is a tendency for children to learn too early (early childhood training). Cases such as antisocial personality disorder, learning disability, etc. are born from the headstart education paradigm. Slamet Iman Santoso (2008), states that:

Character development is the main task of education. In the course of national education, a design that is so whole, comprehensive, and integrated turns out to only focus on the development of knowledge and skills but ignore the problem of character development. This began with the elimination of character education followed by what is called a competence based curriculum.

Citizenship Education needs to strengthen its position to be a "strong learning subject" (curricular learning area) which is characterized by contextual learning experiences with characteristics: meaningful, meaningful, integrated, value-based, challenging), and activate (activating). Through such learning experiences students are facilitated to build democratic citizenship knowledge, attitudes and skills in a psycho-pedagogical-constructive corridor.

Evaluation, according to Scriven (Stufflebeam, DL & Coryn LS: 2014), is a methodological activity that "is simply contained in the collection and incorporation of action data/ implementation with a set of assessment target scales to produce comparative or numerical values, and also justifies (1) data collection instruments, (2) considerations, and (3) objective selection." Another note states that Scriven sees evaluation as an activity that refers to oneself where the evaluator must evaluate his performance while obtaining an independent assessment of the evaluation. Given the importance of the purpose of evaluation, Scriven explains the following two evaluation roles. The first, summative, is to help develop the programs and other objects. The second is formative, the role is to estimate the value of the object as soon as the object develops. In other words, if information is used to guide development, the evaluation is called formative. While if the information is used to deduce the value of something, then it is called summative evaluation. More details can be seen in the following table:

Table 3. Relevance of 4 Types of Evaluation on the Role of Formative and Summative Evaluation

Evaluation Role	Context	Input	Process	Product
Formative Evaluation; The application prospects of CIPP information help in decision making and quality assurance	Instructions for identifying interventions needed and setting goals (based on an assessment of needs, problems, assets, and opportunities)	Directions for selecting other programs or strategies (based on an assessment of alternative strategies and resource allocation plans), also for testing work plans.	Instructions for implementing work plans, (based on monitoring and program evaluation activities)	Instructions for continuing, modifying, adopting, or stopping a business (based on an assessment of outcome and impact)
Summative Evaluation; The	Comparison of goals and priorities to assess	Comparison of program, design and financial	Full description of the actual process and financing, plus	Comparison of outcomes and side effects of

retrospective use of CIPP intends to obtain program benefits, quality, probabilities and their significance.	needs, problems, assets, and opportunities.	strategies to important competitors and benefit needs	comparisons of actual design and process, and their financing	targeted needs, to produce competitive programs; interpretation of results against efforts to assess context, input and process.

The challenges of Higher Education Management development are closely related to the character education, it is an alternative to develop the competence of the future as the part of institutional quality improvement. The character will be the part of the achievement of the lecturers' competence who are able to have a sense of responsibility as citizens and responsibility for the environment, have intelligence in accordance with their characteristics, and the most very important thing is, moreover, to be charged with the formation and strengthening of students' character as the part of developing core competencies that include showing honest, disciplined, responsible, polite, caring, confident, loving homeland, independent, collaborative, democratic, and creative in interacting with community groups around.

RI Law No.12/ 2012 concerning Higher Education states that the Study Program is a unit of education and learning activities that has a curriculum and certain learning methods in one type of academic education, professional education, and/ or vocational education. In Article 1 paragraph (1), it is also stated that the curriculum of higher education is a set of plans and arrangements regarding goals, content, teaching materials, and methods used as the guidelines for organizing learning activities to achieve the goals of Higher Education. With the hope that the policy changes in their implementation can be successful, and at the same time can be as the part of strengthening the assistance and monitoring the policy harmonization by the central and regional governments in mapping, developing and implementing the management of Higher Education.

The study of various character education approaches in the following discussion is based on various approaches such as those that have been studied and clearly formulated by Superka, et. al. (1976), and Anip Dwi, Irwanto, (2019). When completing his doctoral education at the University of California, Berkeley, in 1973 in the field of secondary education Superka had studied and formulated typologies and various approaches to character education that developed and were used in the world of education. In the study it is discussed eight approaches to value education based on various literature in the fields of psychology, sociology, philosophy, and education related to values. Furthermore, based on the results of discussions with educators and practical reasons for their use in the field, the various approaches have been summarized into five approach typologies, namely (1) the value-planting approach (inculcation approach), (2) approach to cognitive moral development (cognitive moral development approach), (3) values analysis approach, (4) approach to clarifying values (values clarication approach), and (5) approach to developing action learning (action learning approach) (Superka, et.al 1976).

The dynamic understanding of character education processes through three moments (Larry P.N., et.al 2014), they are historical moments, reflective moments, and practical moments. Historical moments are the efforts to reflect on the experience of human beings who are struggling to live up to the concepts and practices of education, especially in the wake of developing character education for students in accordance with the context of their time (Kohlberg, L. et.al 1977). Reflective moment is a moment that through his intellectual understanding that man tries to see the methodological, philosophical, and principal issues that apply to character education. Practical moment, namely with the provision of conceptual theoretical understanding, humans try to find effectively so that character education projects can be effectively implemented in the field (Muslich, 2011).

The explanation of the character definition components above can be explained as follows: Relatively stable; a condition of which if it has been formed, it will not be easily changed (Elias, JL: 1989). Base; Strength whose influence is very large/ dominant and comprehensive towards things that are directly related to the intended power. Behavioral appearance; individual or group activities in the field and the area (setting) and field of life as mentioned above. Standard values/ norms: conditions that refer to the rules of religion, science, technology, law, customs and habits, which are reflected in daily life such as: faith, and devotion, self-control, discipline, hard work, and tenacity, responsibility, honest, defending truth, propriety, politeness, and courtesy, obedience to rules, loyal, democratic, togetherness, deliberation, and mutual cooperation, tolerance, orderliness, peace and anti-violence, frugality, consistency (Nu'man Sumantri: 2007). The character education as the part of efforts to build the national character is urgent to be applied. The character education is vital and there is no choice to realize a new Indonesia, it is Indonesia that can face regional and global challenges.

From the various sources of research above, the previous research and what will be carried out have similarities and differences. In common, the previous researchers discussed Citizenship Education with different contexts, some of which led to the achievement of the learning objectives of Citizenship Education in the aspects of civic virtue, civic disposition, civic skill, civic responsibility. Research conducted by Stefan Bucher (2005), B. Jeannie Lum (2007), Kevin Gorman (2003), James M (2006), emphasizes more on moral education, ethics, and character in Citizenship Education.

According to Mark Anthony C (2019) Higher education as the part of the national education system has a strategic role in educating the nation life and advancing science and technology by paying attention to and applying the values of humanity and civilizing and empowering the sustainable Indonesian nation. This is in accordance with the policy formulated in the Law Number 12 of 2012 concerning Higher Education in Article 5, namely: Higher Education aims: (1) the development of the students' potential to become human beings who believe and fear the God Almighty and who are noble, healthy, knowledgeable, capable, creative, independent, skilled, competent, and cultured for the benefit of the nation; (2) graduates who master branches of Science and/ or Technology to meet national interests and increase national competitiveness; (3) the production of Science and Technology through Research that pays attention to and applies the value of Humanities in order to benefit the progress of the nation, as well as the progress of civilization and the welfare of mankind; and (4) the realization of Community Service based on reasoning and research work that are useful in advancing public welfare and educating the life of the nation.

Nationalism-based character education is an alternative model of character education that synergizes with the government programs through the mental revolution movement. The movement for mental evolution is a part of the proccess to shape the character of the nation so that our nation can realize the ideals of independence, namely independence, unity, sovereignty, justice, and prosperity, based on Pancasila. For that reason, Higher Education can become an agent of Mental Revolution which has a considerable role effectively for the formation of a permanent character and continues to be done on an ongoing basis as the reinforcement of Re-actualizing the national identity, which is supported by the entire community at the College.

Citizenship Education in universities has an important role in the education process where it can explore all individual potentials cleverly and effectively for the sake of a society financially and materially satisfied. Therefore, there sould be some improvement/reformation in the concept and paradigm of CitizenshipEducation from a condition emphasizing the cognitive aspect to the condition emphasizing the development of smart, democratic, and religious citizens with multi dimensional characteristics. Reformation in the teaching and learning process of citizenship education is expected that it can make students to be a smart,creative, partisipative, prospective and responsible young citizen so that they are able to give some recommendation towards public policies in their neighborhood. The mission is to help students to establish their personality, so that they can consistently realize the basic values of pancasila, nationalism, andpatriotism in mastering, implementing and developing sicence, technology and arts with all responsibilities and moral standards.

Therefore, citizenship education in Indonesia has also had some important contribution in supporting the objectives of Indonesia as a nation. Citizenship education systematically is the representation of the function and the objectives of national education under Pancasila and the National Constitution of the Republic of Indonesia 1945 (UUD NRI 1945). Citizenship education relates to and supports the development of the life of people and nation. So, this research strengthen moral value as character building pillar as like government policy that simultaneously and synergetic will strengthen the nation character, so in civic education learning can intergrate character values as well as emerge citizen understanding and behavior which are able to reflect moral value. Civic in anywhere basically aims at forming good citizens.

The results of interviews with the Lecturers showed that the implementation of evaluations for Character Education in Citizenship Education learning, basically lecturers are still focused on cognitive aspects, while for the affective and psychomotor aspects are very rarely done. The focus on cognitive aspects is due to the very dense Citizenship Education material (a lot) and the achievement of completing the material at the end of the learning process only as a graduation requirement (Interview Results: February 2019).

However, the concept of "good citizens" is different and often changes along the development of the nation. It is expected that they are to be citizens who are skilled in overcoming the nation problems. Another benefit is to provide recommendations at the national level to develop implementation policy models, character education evaluation in universities, in particular through the development of teaching materials.

In learning Citizenship Education produces character education studies, and in the learning process optimally has affected the achievement of Instructional Effects and Nurturant Effects. Instructional impacts are

learning outcomes achieved or that are directly related to learning material, while accompaniment impacts are accompaniment learning outcomes achieved as a result of using certain learning models. The impact of the accompaniment in this research leads to the development of core competencies, namely the emergence of an intellectual attitude which is the ability to receive, carry out, appreciate, appreciate, practice, a variety of information, think abstractly, reason, and act efficiently and effectively with the social and natural environment and in placing oneself as citizens who are aware of their rights and obligations.

The efforts to strengthen the implementation of character education are welcomed by the program of mental revolution movements. The movement is increasingly relevant for the Indonesian people who are currently facing three basic problems of the nation, namely: the decline of the authority of the country, the spread of intolerance, and finally the weakening of the national economy.

The following are some of the components that must be present in the united Indonesian movement in order to carry out a mental revolution, among others; the Democratic Life of Pancasila (Harmony of Inter- and Among-religious Communities; Nationalism Awareness, Patriotism and Social Solidarity; Unity and National Integration; Recognition and Protection of Minorities, Marginal and with Special Needs; Initiative and the Role of Civil Society in Development; Cooperation Inter and Between Institutions, Society Components and Cross-Sector; Law Enforcement of Offenders who Disrupt National Unity; Religious Education that Teaches Diversity, Tolerance and Character; the Role of Religious Institutions, Families and Public Media in the Nursery of Values of Character, Tolerance and Living in Harmony.

Character education in this study, focuses on the affective domain, the ability that is raised by someone in the form of behavior as part of himself. This ability is closely related to one's ability to make decisions about the moral values that must be possessed, the ability to provide judgment, and behave (behave). This affective domain classification consists of:

Reception; willingness to be aware of a phenomenon in their environment. In teaching the form takes the form of attention, maintains it, and directs it.

Responses; react to phenomena in their environment, including: approval, willingness, and satisfaction in giving responses.

Award; relating to the price or value applied to an object, phenomenon, or behavior. Judgment is based on the internalization of a certain set of values expressed in behavior.

Organizing; integrating different values, resolving conflicts between them, and forming a consistent value system.

Formation of life patterns; has a value system that controls his behavior so that it becomes characteristic of his lifestyle.

Development of Character Education Learning Design The following is the design of the development of Character Education in Learning:

Table. 4. The development of Character Education in Learning

No	Step	Lecturer Activity	Student Activities
1	Explanation of the main activities that must be carried out, motivating and conditioning students	The lecturer explains and conveys the topic, objectives, and learning outcomes to be achieved.	Students receive explanations, pay attention to learning objectives, the main points of activities that must be carried out and respond to motivation from the lecturer
2	Organizing students into study groups. Hypothesis Formulation.	Lecturers organize students in study groups and each group is asked to understand the material, both the group material and other group material.	Students in groups work together to understand the material for which they are responsible
3	Guidance for work and study groups Group discussions and class discussions in collecting data to test hypotheses.	The lecturer guides the study groups when students do their work, to test the hypothesis.	Students in groups discuss, work together to understand the material that is their responsibility both individually and in groups
4	Hypothesis testing by facilitating games / tournament to determine answers.	The lecturer facilitates students in the process of determining answers that are deemed accepted according to the information collected.	Students present and do games between groups to compete for champions
5	Formulation of conclusions and Evaluation.	The lecturer facilitates students to describe and evaluate the learning outcomes of students who have learned both in terms of intellectual abilities and personal and social abilities.	Each individual in the group responds to the questionnaire / republic related to personal abilities and social abilities.
6	Policy Alternatives	Lecturers provide alternative policy directions from	Students as a group contribute to awarding the best policy alternatives.

		hypothesized answers to individual or group work problems	

Table 5. Results of Data Analysis Validation Model Design Assessment Sheets

No	Assessment Aspects	Average Score of Validator Evaluation		
		1	2	3
1	Model Suitability	4	4	4
2	Learning objectives	4	4	4
3	Material Development	4	4	4
4	Learning methods	4	4	4
5	Learning steps	4	3.75	4
6	Learning Resources	4	4	4
7	Assessment	3.33	4	3.33
Average score of each validator		3.90	3.96	3.90
Total average		3.92		
Category		Very Valid		

What is the relevance of the development of the character education model design above with the Mental Revolution policies above can be described as follows:

Table 6. The Mental Revolution Policies

Step value analysis:	Problem solving task:
To identify and explain related values.	Reducing differences in interpretation of related values
To collect related facts	Reducing differences in related facts
To test the truth of related facts	Reducing differences in the truth about the facts in question
To explain the relationship of the related facts	Reducing differences between the facts in question

From the table above, then it is analyzed by using CIPP(Context, Input, Process, Product), as follows:

The basic elements of the CIPP model are in 3 cycle circles and illustrate important values. The inner circle is the core value that should be used in evaluation. The circle that surrounds the value is divided into 4 focuses of evaluations related to goals, planning, actions, and outcomes. The outer circle shows the types of evaluation that

support each evaluation focus, namely context, input, process, and product. Each section has a two-way arrow that shows a reciprocal relationship between the focus of evaluation and the type of evaluation.

Goal setting is a question that is asked in a context evaluation, which alternately provides information for validation and goal improvement. Improvement of planning is the focus of questions for Input evaluation, which are related to planning assessment and direction to strengthen planning. Program implementation is what is asked in process evaluations, which provides implementation assessments and feedback to strengthen staff performance, completion and lack of resolution, and the side effects of giving orders to the attention of product evaluation, which emphasizes the assessment of outcomes and identifies the need to achieve better results.

The main objectives of the Context Evaluation are as follows:

a) to set boundaries and describe the program for the desired service,

b) to identify desired benefits and assess needs,

c) to identify problems or obstacles in assessing needs,

d) to identify relevant and accessible assets and funding opportunities that can be used to achieve the desired target,

e) to assess the clarity and suitability of increasing goals,

f) to provide a basis for outcome assessment through the desired improvement effort.

IV. CONCLUSION

Evaluation of character education programs as the actualization of the mental revolution leads to the formation of a character education model that can support mental revolutionary movements and can be adapted to the characteristics of higher education, as well as at Slamet Riyadi University to shape the students' great character through the achievement of civic education competencies, namely civic disposition as related competencies in developing and forming character. Furthermore, evaluation of the context and input depends on the substance of the policies in each university. Whereas the evaluation of processes and products is focused on the formation of the students' great character through the achievement of civic education competencies, namely civic disposition as related competencies in developing and forming character. The values of Slamet Riyadi are: Brave and Assertive, Meticulous (careful and allert in calculation), Discipline, Honest, Collaboration (Team work), concerning greater importance or Altruistic bigger (Greater interest); Self-confidence; Unyielding spirit (High spirited), Sacrifice and selflessly. All the values are able to develop life values that can support personality values.

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