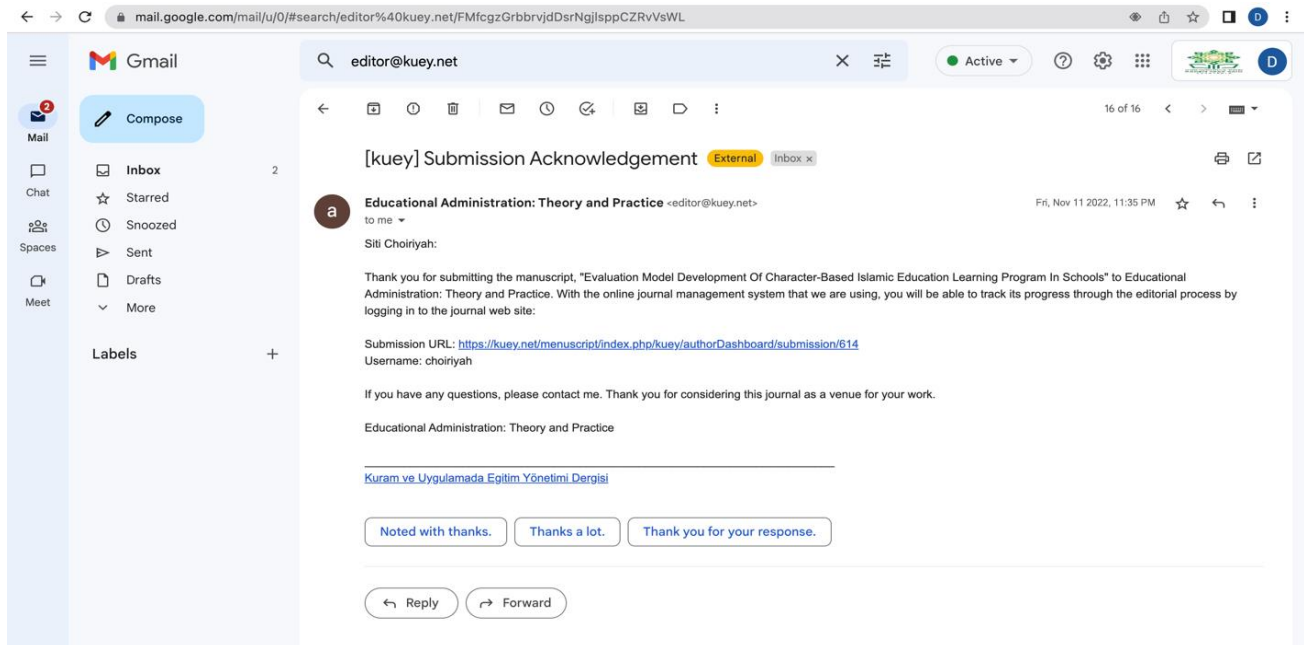


# KORESPONDENSI

**Judul: Development of Evaluation Model of Character-based Islamic Education Program in Elementary Schools**

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Educational Administration: Theory and Practice <editor@kuey.net> to me

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Thank you for submitting the manuscript, "Evaluation Model Development Of Character-Based Islamic Education Learning Program In Schools" to Educational Administration: Theory and Practice. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

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Educational Administration: Theory and Practice

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# Bukti Review 1 (reviewer 1 Comments)

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13 of 16

**a. Definition of Character Education**

According to Gordon Allport, the human character is a collection or crystallization of one's habits. Meanwhile, Chaplin defines character as oneself quality done consistently. Chaplin defined a consistent quality of oneself as character. Character is formed from heredity and the environment. Both of them play a role in shaping the students' characteristics. Thus, someone's habits will shape the their character.

Meanwhile, Tadzkironun Musfroh (UNY, 2008) defines character as a series of attitudes, behaviors, motivations and skills. ....

In a special context, the character is also defined as a person's character, .....

.....

According to T. Ramli (2003), character education in substance and meaning is similar to moral and attitude education aiming to shape the children's personalities, to become a good human beings, community and citizens, .....

**b. Value of Character Education**

Based on the values of Pancasila, the 1945 Constitution, the Indonesian culture and the National Education System, 18 character values are formulated. They are religiosity, honesty, tolerance, discipline, hard-working, creative, creativity, independent, independence, democracy, curiosity, national spirit, love of the homeland, achievements appreciation, personality of friendly/communicative, love of peace, love of reading, environmental cares, social cares and responsibility (Ministry of National Education, 2010).

..... However, according to Darsim Budimarsyah (2011), there are 6 (six) values such as honesty and responsibility, intelligence, creative, creativity, toughness and caring expected to be the minimum values developed in every school. ....

There are so many grammar issues in the text like the above. Please try to correct them. If difficult, please ask for help from any grammar checker available, such as "Grammarly".

results should be tabulated and summarized. In addition, please attach a sample of the questionnaire.

2. There is only a general classification of the interviewees without specific statistics.
3. Since in the Results section (a. Construct Validity of Teacher Competency), the SPSS 23 program exploratory factor analysis (EFA) was used to test the validity, it is better to introduce it beforehand in the Methodology section.
4. "Based on the results of the empirical test analysis, ..." is written in points b, c, and d of the Validity Test in EPK-PAI Model. Here, it should be specifically pointed out which data in which tables these results correspond, and the judgment basis for the conclusions obtained at each point.
5. Some grammar issues: 1) Missing, redundant, or misused articles and prepositions; 2) Wrong singular and plural forms of nouns; 3) Part-of-speech errors of words, such as confusion of nouns and adjectives; 4) Temporal error. Take "2.3. Character Education" as an example:

# Bukti Review 2 (Reviewer 2 Comments)

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**Reviewer 2 comments:**

Authors found an evaluation model of character learning programs in Islamic Education in elementary schools. The model contains 4 types of evaluation instruments grouped into three dimensions, namely input, process, and output with the following details: teacher competencies and school infrastructure are used to evaluate the input of character-based Islamic Education learning programs, teaching and learning activities consisting of learning process and class management can be used to evaluate the process, and student learning outcomes aspects of knowledge, attitudes and skills can be used to evaluate the output of character-based Islamic Education learning. Raw data collection were carried out by using a questionnaire, FGD and Delphi technique, after it. To prove the assumptions of the model, it used Structural Equation Modeling, the raw data was analyzed by KMO & Barlett method to prove its relevance for further study, then a matrix was proposed to prove the that there is an undimension in each group which affect the other variables, so that the model is valid for evaluating the character learning programs in Islamic Education in elementary schools. The paper needs some corrections according to the following points to improve the quality of paper.

1. The preposition "Of" and "in" in the title should be lowercase.
2. Please provide the author's ORCID and E-mails.
3. The length of Abstract shall be within 150-200 words and include the aim of this study, the objective of this study, the method used in this study, and the conclusion, please appropriate cuts.
4. In introduction section, please pay attention to the format of the in-text citation in the line Micro evaluation can be used to evaluate learning in the classroom (Djemari Mardapi, 2000: 2). Shall actually be (Djemari Mardapi, 2000:2), it is better to check up the citations after you've finished you essay.
5. In **Results of Development Research** section, when conducting the validity test, full data was proposed in **Construct Validity of Teacher Competence**, but it is also important to propose the corresponding data of b, c and d, please add it up.
6. Please pay attention to the format of references, as the 20<sup>th</sup> reference is a journal article, it format shall be like "Stringer, M., & Irwing, P. (1998). Students' evaluations of teaching effectiveness: A structural modelling approach. *British Journal of Educational Psychology*, 68(3), 409-426."

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### Reviewer 3 Comments

**For author and editor**

This study aimed to develop a model to evaluate the character-based Islamic Education learning program of schools. The Research & Development model is adopted for this study, in which the development model is Plomp model and combined with Borg & Gall model. The process input and output evaluation approach is applied to the developed evaluation model. Eventually, the evaluation model developed was named the character learning Evaluation Model in Islamic Education (EPK-PAI). The study selected all primary schools in the Kartasura Sukoharjo sub-district. Data collection was accomplished with the help of questionnaires, FGD and Delphi techniques. The development of EPK-PAI model has practical significance. It can provide comprehensive and accurate information to school authorities and Islamic Education teachers to help improve or formulate new character-based Islamic Education learning programs. To improve the quality of this paper, some issues need to be resolved, including the following:

1. Questionnaire data is missing. Although the privacy of the respondents should be considered, at least the demographic profile of the respondents and the survey results should be tabulated and summarized. In addition, please attach a sample of the questionnaire.
2. There is only a general classification of the interviewees without specific statistics.
3. Since in the Results section (a. Construct Validity of Teacher Competency), the SPSS 23 program exploratory factor analysis (EFA) was used to test the validity, it is better to introduce it beforehand in the Methodology section.
4. "Based on the results of the empirical test analysis..." is written in points b, c, and d of the Validity Test in EPK-PAI Model. Here, it should be specifically pointed out which data in which tables these results correspond, and the judgment basis for the conclusions obtained at each point.
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Based on the values of Pancasila, the 1945 Constitution, the Indonesian culture and the National Education System, 18 character values are formulated. They are religiouityreligiosity, honesty, tolerance, discipline, hard-working, creativecreativity, independentindependence, democracy, curiosity, national spirit, love of the homeland, achievements appreciation, personality of friendly/communicative, love of peace, love of reading, environmental cares, social cares and responsibility (Ministry of National Education, 2010).

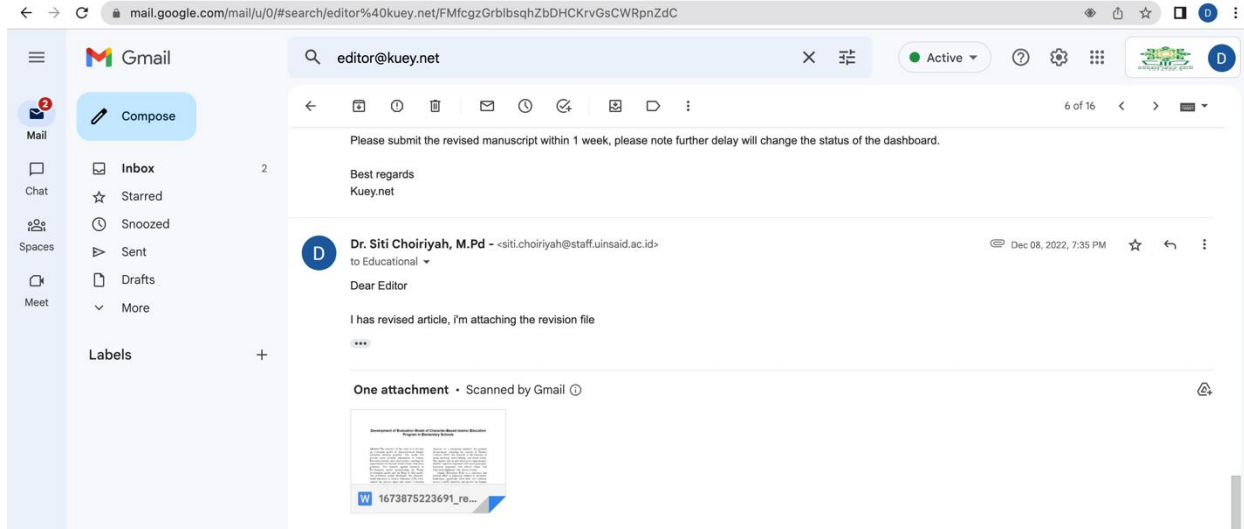
..... However, according to Darsim Budimarsyah (2011), there are 6 (six) values such as honesty and responsibility, intelligence, creativecreativity, toughtoughness and caring expected to be the minimum values developed in every school. ....

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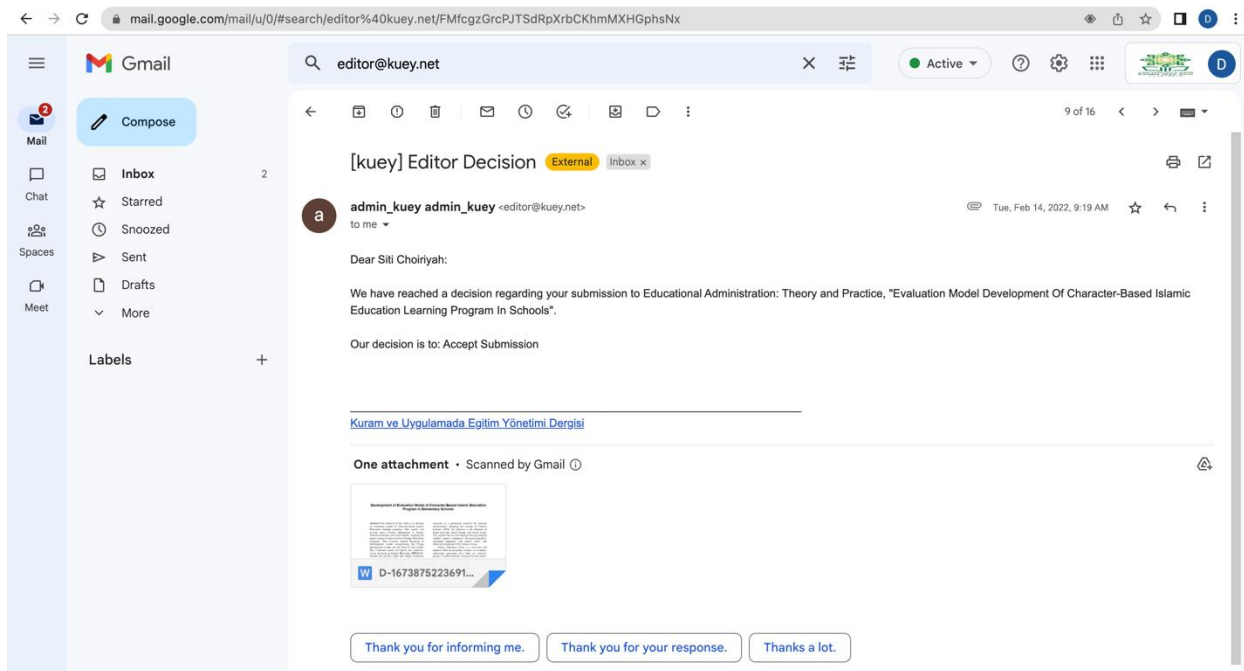
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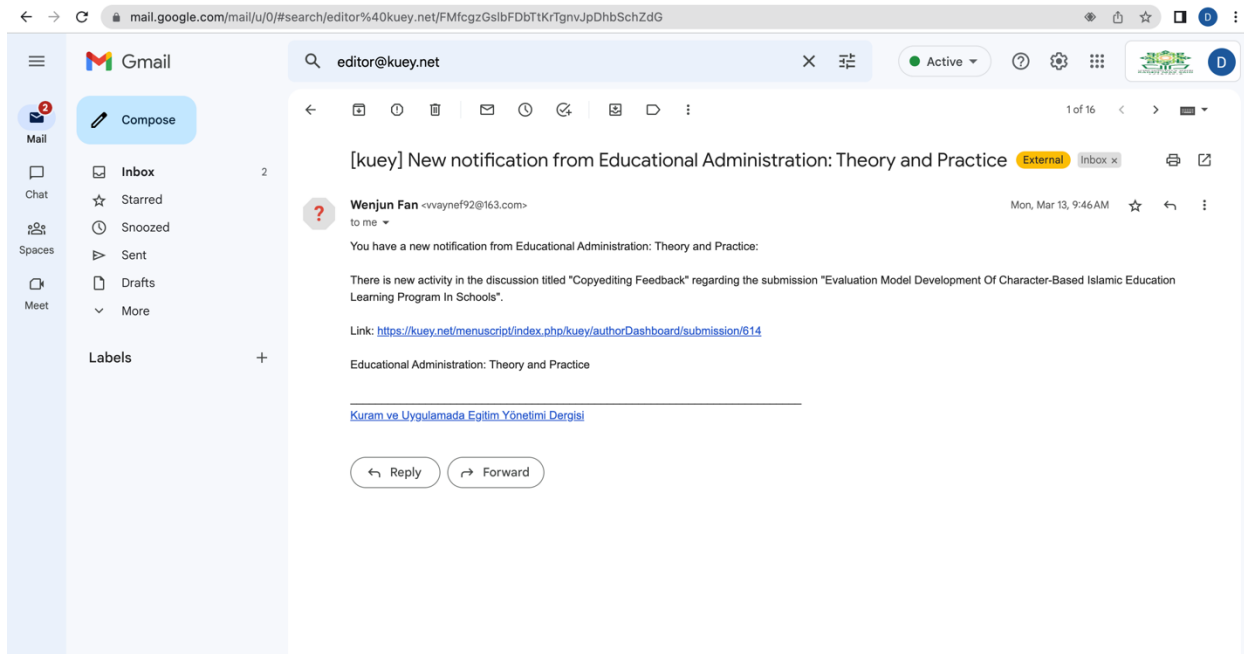
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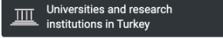
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