

EVALUATION OF THE PANCASILA-BASED CHARACTER EDUCATION REVITALIZATION PROGRAM AT THE PALU CHILDREN'S SOCIAL HOME UPT USING THE CIPP MODEL

Meli^{1a*}, Erni Nurdin^{2b}, Muliana^{3c}, Riska Pratiwi^{4d}

¹²³⁴STKIP Abdul Mujib Laewang Dampal Selatan, Tolitoli, Indonesia

^aE-mail: meliwahab126@gmail.com

^bE-mail: erninurdin88@gmail.com

^cE-mail: amuli@gmail.com

^dE-mail: riskapратиwiabbashuseng05@gmail.com

(*) Corresponding Author

meliwahab126@gmail.com

ARTICLE HISTORY

Received : 30-07-2026

Revised : 15-09-2026

Accepted : 30-09-2026

KEYWORDS

Character Education;

Pancasila;

CIPP Evaluation;

Foster Children;

UPT Children's Social

Home Palu

ABSTRACT

This study uses the Context, Input, Process, Product (CIPP) evaluation paradigm to assess the Palu Children's Social Home UPT's Pancasila-Based Character Education Revitalization Program. Program managers, caretakers, social workers, psychologists, skills instructors, and participating children participated in interviews, observations, and document analysis as part of a qualitative evaluative method. The four CIPP categories were used to analyze the data thematically, and the results were compared across data sources to evaluate observed program outcomes, implementation quality, resource adequacy, and the relevance of program demands. Although infrastructure and the availability of specialized caregiver training remained issues, the input dimension was sufficient. Although participation, monitoring, and documentation were inconsistent, the Process dimension successfully included habituation, role modeling, mentoring, social and religious advice, skills training, and internships. The Product dimension noted positive changes in self-control, accountability, teamwork, social interaction, Pancasila-related behaviors, abilities, and independence. The results indicate that while the program responded to children's needs and offered opportunities for character development, it still needs stronger staff capacity, facilities, monitoring, and post-care support.

This is an open access article under the CC-BY-SA license.



INTRODUCTION

Character education focuses not only on mastering knowledge of moral values, but also on forming attitudes, behaviors, responsibility, independence, and the ability to apply these values in daily life (Utari & Afendi, 2022). In children's social service institutions, character education is increasingly important because fostered children have diverse social, economic, family, educational, and life experiences. Internalizing character education is closely connected to developing the

Pancasila Student Profile, particularly when character values are embedded in the daily educational environment and institutional practices (Widyatiningtyas et al., 2023). Character formation in this environment requires environmental support, habituation, example, direct experience, and the involvement of various parties (Darling-hammond et al., 2020; Oldham & McLoughlin, 2025).

Previous research shows that the CIPP model can comprehensively evaluate character education programs by examining program relevance, resource readiness, implementation processes, and program outcomes (Jadid & Widodo, 2023). UPT Children's Social Institution Palu is a social service institution that implements the Pancasila-Based Character Education Revitalization Program through various coaching activities, including basic social rehabilitation for abandoned children, motivational guidance for Children Facing the Law (ABH), religious and social guidance, health counseling, skills training, and internship activities. These various activities are directed to internalize the values of discipline, responsibility, cooperation, independence, social concern, and healthy living behaviors (Meli et al., 2025).. Direct experience through training and internships also gives children opportunities to practice character values in real-life situations, because character education cannot be conveyed verbally alone and must be habituated in daily life (Tareq et al., 2023).

The interrelated aspects of moral knowing, moral emotion, and moral action are how Lickona's character education framework conceptualizes character. This viewpoint is especially pertinent to residential care environments, where peer relationships, regular engagement, adult supervision, and involvement in routine institutional activities all contribute to character development. Character development involves integrating cognition, affect, and behavior rather than transmitting moral knowledge alone, according to recent studies that continue to use the moral knowing, moral feeling, and moral action framework to study character formation (Do et al., 2026; Izzati et al., 2019).

This character-formation viewpoint enhances the CIPP evaluation model in the current investigation. CIPP serves as the main framework for evaluating whether the program meets children's needs (Context), has sufficient resources and strategies (Input), is implemented as planned (Process), and produces observable program-related improvements (Product). Meanwhile, habituation, role modeling, mentoring, social engagement, and experiential activities may serve as mechanisms for practicing and reinforcing character values, according to the character education perspective. In line with (Meli, 2025) findings on PPKn teachers' role in instilling discipline through modeling and habituation, the revitalization program at the Palu Children's Social Home UPT similarly positions educators and caregivers as key agents who embed Pancasila values into daily routines to foster disciplined, responsible behavior among residents.

Although various coaching activities have been carried out, the program's existence alone cannot serve as a basis for stating that it has run optimally. Evaluation is needed to determine the program's suitability to children's needs, the adequacy of resources, the quality of implementation, and the results achieved (Arikunto & Jabar, 2010). Previous research also supports the CIPP framework by showing its applicability for examining character education programs across context, input, process, and product dimensions (Aryati et al., 2023). The Context, Input, Process, Product (CIPP) model is relevant because it evaluates the program comprehensively, from context and needs to resource readiness, implementation, and results achieved (Stufflebeam & Coryn, 2014; Suri & Hariyati, 2024).

Previous research has also emphasized that Pancasila character formation requires internalizing values such as cooperation, independence, critical reasoning, and noble character through educational activities, rather than merely transmitting conceptual knowledge (Sulaswari & Handoyo, 2023). Character education research has been mostly conducted in the context of formal education, while evaluative studies on character education in children's social service institutions are still relatively limited. In addition, methodology and measurement remain weak, empirical evidence-based evaluations are limited (Oldham & McLoughlin, 2025), and a comprehensive evaluation system has not fully supported the implementation of character education (Alfajar et al., 2025). Previous research on Pancasila-based character education in social institutions has shown a contribution to the formation of discipline, responsibility, and moral values of adolescents, but has not evaluated programs comprehensively using a systematic evaluative model (Meli et al., 2025).

Official data show the need for social and character rehabilitation programs for children who are at risk. In Central Sulawesi, 3.73% of children aged 5 to 17 were classified as neglected in 2024, compared to 1.37% nationwide, according to the Ministry of Women's Empowerment and Child Protection. These findings show that child vulnerability is still a significant social concern in the province and offer a crucial framework for improving institutional services for children in need of social

protection. Furthermore, neglected and out-of-school children were among the categories receiving services and skill development through the province's UPT Panti Sosial Anak in 2024, according to Central Sulawesi in Figures 2025. These official statistics highlight the importance of assessing initiatives that foster children's independence, social functioning, and character development.

Based on these gaps, this study aims to evaluate the Pancasila-Based Character Education Revitalization Program at the Palu Children's Social Home using the CIPP model, which includes Context, Input, Process, and Product evaluations. The novelty of the research lies in the comprehensive application of CIPP evaluation in children's social service institutions to assess the program's suitability to the needs of fostered children, resource readiness, the quality of coaching implementation, and program outcomes. This study integrates interview, observation, and documentation data within the CIPP framework to produce an evaluative picture and evidence-based recommendations for developing character education in social institutions.

METHOD

This study investigated the implementation of the Pancasila-Based Character Education Revitalization Program at the Palu Children's Social Home UPT using a qualitative evaluative method. The main evaluation framework was Stufflebeam's CIPP model. Context, Input, Process, and Product are the four complementary dimensions that make up CIPP. Context evaluation examines opportunities, challenges, needs, and surroundings; Product evaluation examines results and advancements related to program implementation; Process evaluation examines implementation and identifies implementation gaps; and Input evaluation evaluates available resources and strategies (Lee & Hsieh, 2019; Stufflebeam & Coryn, 2014). Rather than establishing a causal relationship between the program and changes in children's character, the CIPP framework organized data collection and interpretation.

The study gathered information through program documentation, observations, and interviews. The study interviewed program managers, caregivers, social workers, psychologists, skills instructors, and participating children using a semi-structured interview guide. The interviews covered program requirements, resources, implementation strategies, children's involvement, perceived behavioral changes, and implementation obstacles. The study observed the implementation of daily coaching activities, habituation, mentoring, skills activities, group activities, and staff-child interactions. Program schedules, activity logs, monitoring records, and other institutional documents relevant to the four CIPP dimensions served as documentary data.

Purposive sampling was used to select participants because the study needed information-rich individuals with firsthand knowledge of the program's implementation or receipt. The participants included two program managers, five caregivers, five social workers, one psychologist, two skills instructors, and fifteen foster children. Participants were between the ages of ten and fifteen.

Adult participants had to meet three requirements in order to be included in the study: (1) they had to be directly involved in the planning, execution, supervision, or evaluation of the program; (2) they had to have enough program experience to provide pertinent information; and (3) they had to be willing to participate. For children, inclusion criteria included participation in the Pancasila-Based Character Education Revitalization Program, communication skills, and compliance with the necessary parental/guardian consent and child assent procedures.

The selection of informants aimed to capture perspectives from different positions within the program. Program managers and staff provided information on program planning, resources, and implementation; caregivers, social workers, psychologists, and instructors provided information on daily coaching and children's development; and children provided first-hand accounts of their experiences participating in the program. The final number of participants was determined when additional interviews no longer generated substantially new information relevant to the CIPP dimensions.

Indicators derived from the program's goals and the CIPP framework operationalized the four CIPP dimensions. Examples of context indicators included the alignment of program goals with children's needs, identified issues, environmental circumstances, and institutional policy support. Input indicators included human resources, staff proficiency, facilities, program planning, funding, collaborations, and coaching materials. Process indicators included consistency in execution, habituation, mentoring, involvement, character internalization techniques, monitoring, and documentation.

Discipline, accountability, cooperation, social interaction, social concern, Pancasila-related practices, skills, and independence were among the product indicators observed or reported.

The evaluation categories were established by systematically comparing data from observations, interviews, and documentation with the pre-established indicators. When the available data consistently showed a strong correlation between program characteristics and the identified needs, we classified a dimension as highly relevant. When the primary resources or conditions needed for implementation were present, but significant constraints persisted, we classified a dimension as adequate. An "effective but not optimal" product showed positive program-related developments accompanied by uneven outcomes, ongoing limitations, or insufficient evidence of sustainability. In contrast, we defined an effective process as one in which core activities were implemented consistently and in line with program objectives.

Data from interviews, observations, and documentation were analyzed based on four CIPP components. Data were grouped according to Context, Input, Process, and Product aspects, then interpreted to obtain a comprehensive picture of program implementation. The analysis results were used to assess the program's suitability to children's needs, resource readiness, implementation quality, and outcomes achieved. Furthermore, the evaluation results served as the basis for recommendations to improve the Pancasila-Based Character Education Revitalization Program at the Palu Children's Social Institution UPT.

Ethical considerations were viewed as a crucial part of the research process because the study included children, including those classified as Children Facing the Law (ABH). Palu Children's Social Home UPT provided ethical approval. Children participated with the necessary parental/guardian consent and child assent procedures, and adult participants provided informed consent. Participants were informed of their right to withdraw, that participation was entirely voluntary, and that their data would be kept confidential. Pseudonyms or participant codes were used to report interview data, and identifying information was eliminated from the research report.

RESULT AND DISCUSSION

Context Evaluation

The context evaluation found that the Pancasila-Based Character Education Revitalization Program is highly relevant to the circumstances and needs of the children served by the Palu Children's Social Home UPT. As a result, the program's relevance is demonstrated not only by the presence of character education activities but also by how closely its goals align with the children's developmental needs and real-world situations. (Rachmawati et al., 2022) select Pancasila Profile elements, design thematic projects, and assess character development outcomes offering a practical framework that aligns closely with the CIPP-based evaluation of character education in social care settings.

Children's traits in residential care may help explain this result. Relationships with peers and caregivers, personal traits, a sense of belonging, and the institutional setting all influence children's experiences in residential settings. According to (Garcia-Molsosa et al., 2021), relationships with friends and teachers, personal traits, a sense of community, and support from the residential setting all affect the school experiences of children in residential care. This implies that rather than being provided solely through formal instruction, character education in residential care must be integrated into a setting that offers ongoing social interaction and developmental support.

The variety of children's psychosocial backgrounds also underscores the need for an integrated approach. According to (Baldwin et al., 2019), children receiving out-of-home care are more likely than children in the general population to experience mental health issues. This evidence helps explain why a character education program in a residential institution cannot rely solely on disciplinary control, even though the current study did not specifically measure children's mental health outcomes. Children may need different kinds of relational, emotional, and social support depending on their past experiences.

Direct and experiential activities enhance the program's relevance. Children must follow timetables, complete assignments, collaborate with others, maintain equipment, and take responsibility during skills training and internships. Instead of just discussing values, these kinds of activities foster situations where they are put into practice. Similarly, (Tareq et al., 2023) stressed the value of experiential learning in promoting behavior formation. Therefore, the relationship between children's needs and the experiences the program offers is linked to the context dimension's relevance.

However, the variety of children's backgrounds may also help to explain why not every participant in the same program will have the same experiences or results. Children's reactions to institutional routines and mentoring can be influenced by their personal histories, social relationships, and prior experiences. Similarly, (Garcia-Molsosa et al., 2021) showed how individual traits, the quality of relationships, and the institutional setting all influence children's experiences in residential care. As a result, the program's relevance should not be taken as proof that it works for every child. Instead, it shows that the program's goals and actions are generally in line with the institutional context's identified needs.

According to (Stufflebeam & Coryn, 2014), these results bolster the role of context evaluation in identifying needs, issues, opportunities, and environmental conditions as a foundation for program direction. This study's findings support program implementation through institutional support, rehabilitation activities, vocational development, partnerships, and educational initiatives. (Zhang et al., 2011) and (Hwang, 2025), who stress the significance of coordinating program planning with participant needs and the institutional environment, are also in line with this.



Figure 1. Release of Interns in Abandoned Child Care Service Activities in the Children's Social Home Unit

Source: Researcher's Documentation (2026)

Input Evaluation

Although there are still several significant obstacles, the input evaluation shows that the program has sufficient institutional and human resources to support implementation. The Head of UPT, caregivers, social workers, psychologists, skill instructors, business partners, program schedules, skill facilities, financial assistance, and internship partnerships are some of the available resources. These resources offer the fundamental framework needed to carry out character education through both regular institutional activities and hands-on initiatives. According to (Darling-hammond et al., 2020), relationships, learning environments, and the ability of adults who provide developmental support all affect children's development.

The results demonstrate that not all coaches have benefited equally from specialized training in Pancasila-based character education and that there are still comparatively few capacity-building initiatives. This requirement is crucial because implementation effectiveness depends not only on staff availability but also on their proficiency and consistency in using appropriate strategies to address children's diverse needs. Based on a meta-analysis of 424 studies from 53 different countries, (Cipriano et al., 2023) discovered that social and emotional learning interventions were linked to improvements in skills, attitudes, behaviors, peer relationships, and school functioning. They also emphasized that implementation and contextual factors affect intervention outcomes.

An extra advantage is the availability of external partnerships and skills programs. Through internships at Abigail Bakery and PT Semesta Elektro Gas, as well as gastronomy, cosmetology, sewing, brooch making, automotive, and gas stove servicing, children can develop self-discipline, responsibility, cooperation, and independence in real-world settings. By linking values with real-world responsibilities, these resources expand the role of character education beyond moral

instruction. In a residential setting, where children need opportunities to develop both social and practical competencies, access to such experiential resources is crucial.

According to the CIPP, input evaluation considers both the availability of resources and their suitability for accomplishing program goals (Stufflebeam & Coryn, 2014). Under this principle, the input dimension was classified as adequate because the institution has the key personnel, planning mechanisms, activities, partnerships, and financial resources needed to run the program; however, staff specialization and infrastructure constraints prevent the input conditions from being fully optimal.



Figure 2. Internship Activities for UPT Students of Palu Children's Social Care at Abigail Bakery

Source: Researcher's Documentation (2026)

Process Evaluation

The Pancasila-Based Character Education Revitalization Program is implemented through an integrated pattern of habituation, mentoring, role modeling, social interaction, religious activities, skills training, and direct practice, as shown in the process evaluation. Therefore, rather than viewing it as a distinct educational activity, the program incorporates character education into children's everyday routines. Children are expected to practice discipline, responsibility, cooperation, respect, and independence in a variety of settings, including worship, daily picketing, community service, group dynamics, counseling, social worker assistance, skills training, and internships.

Additionally, habituation and role modeling offer a crucial mechanism. Children frequently engage with peers, teachers, social workers, and caregivers, which enables daily social interaction to reinforce behavioral expectations. This aligns with the developmental perspective outlined by (Darling-hammond et al., 2020), which highlights the significance of developmental environments and supportive relationships in influencing children's social and emotional growth. In the current environment, children may have opportunities to receive guidance, observe expected behaviors, practice them, and receive feedback because daily routines are repetitive.

Using multiple approaches may also explain the process's perceived effectiveness. Persuasive methods, family-oriented methods, individual mentoring, group guidance, counseling, role-playing, simulation, religious activities, and psychological support for ABH are all included in the program. Rather than relying on a single approach to character education, this variety enables staff to respond to different circumstances. According to (Cipriano et al., 2023), social and emotional interventions can help enhance abilities, attitudes, behaviors, peer relationships, and school functioning. However, they also noted that implementation quality and intervention context affect results. Children can repeatedly encounter and

practice the targeted values in the current study through a plausible mechanism enabled by the combination of methods and ongoing interaction.

The results also clarify why not every child experienced positive development in the same way. Children came to the institution with varying developmental needs, social relationships, behavioral histories, and family experiences. As a result, the same activities do not always produce the same outcomes. An institutional response to this variation seems to be the availability of individual mentoring, counseling, and psychological support for ABH. In a similar vein, (Garcia-Molsosa et al., 2021) discovered that individual traits, relationships, belonging, and institutional support all have an impact on children's experiences in residential care. As a result, variations among children should not always be seen as proof that the program is not working; rather, they point to the need for ongoing, tailored support.

However, the process evaluation also revealed flaws. Individual character development was not yet fully monitored and documented systematically, methods were not always varied, and participation was not always distributed equally. These restrictions are important because a successful implementation process necessitates consistency, monitoring, and feedback in addition to the existence of activities. According to (Stufflebeam & Coryn, 2014), process evaluation examines how a program is implemented to determine whether tasks are completed as planned and to identify implementation issues that need to be fixed.

Product Evaluation

The product evaluation noted positive changes in several areas of children's behavior and involvement, including discipline, accountability, cooperation, social interaction, social concern, the application of Pancasila-related values, skills, and independence. The study used participant reports, program activity observations, and available institutional documentation to identify these developments. However, interpret the results as observed or reported developments associated with program participation, not as proof that the program alone caused changes in children's character, because the study did not use a baseline–endline design, pretest–posttest measurement, longitudinal follow-up, or a comparison group.

The features of the Process dimension can help explain the observed developments. Children were frequently exposed to work-related experiences, social interaction, routines, mentoring, and skill-building exercises that required them to practice particular behaviors. For instance, participation in internships and skill development programs required responsibility, cooperation, timeliness, task completion, and equipment maintenance. As a result, the opportunities offered during program implementation are significantly linked to the product findings. (Cipriano et al., 2023) found similar results, reporting that social and emotional interventions are linked to gains in abilities, attitudes, behaviors, peer relationships, and academic performance. Although the current study does not determine the program's magnitude or causal effect, the results are in line with this larger body of evidence.

Because the program does not limit character education to moral or interpersonal behavior, developing skills and independence is especially crucial. Gastronomy, cosmetology, sewing, brooch-making, automotive, gas stove maintenance, and internships offer real-world scenarios where children must manage their time, fulfill obligations, engage with others, and find practical solutions. As a result, children may have the chance to put their values into practice through these experiences. Similarly, (Tareq et al., 2023) stress the value of experiential learning in supporting behavioral development. According to the findings, the program offers a broad developmental environment where character-related behaviors and practical competencies can be practiced concurrently.

The results also show that children's behavioral development varied. While some children needed ongoing supervision, others showed clearer improvements in self-assurance, sociability, responsibility, or cooperation. Differences in children's past experiences, social interactions, developmental needs, and reactions to institutional support may all contribute to this variation. According to (Garcia-Molsosa et al., 2021), children's experiences in residential care differ based on personal traits, social connections, a sense of belonging, and institutional environmental support.

The Product dimension cannot be regarded as fully optimal due to the persistence of certain challenges. Even though there have been encouraging developments, the institution still requires ongoing oversight and guidance to maintain these gains. This is especially crucial because the routines and expectations of a residential setting may have an impact on behavioral changes seen there. Since there was no longitudinal follow-up, it is impossible to tell from the current research

design whether the behaviors are sustained after children return to their families or communities. As a result, the sustainability of these gains remains a crucial topic for further study.

According to the CIPP, product evaluation supports decisions about continuation, improvement, or development by providing information about program outcomes (Stufflebeam & Coryn, 2014). Because the study found several positive developments in the behavioral, social, and practical domains, the Product dimension was classified as effective but not optimal. However, the strength of conclusions about the program's sustainability and causal contribution was limited by variation among children and a lack of systematic longitudinal evidence.

Therefore, rather than being proof of a direct causal effect, the product findings should be interpreted as evidence that positive developmental indications accompanied the program. Character development is impacted by a variety of settings and experiences, which makes this distinction crucial. While more research is needed to determine whether these developments can be sustained over time and more precisely attributed to the program, the current study provides evidence that children, staff, observations, and institutional records described and documented developments within the program context.

Synthesis of CIPP Evaluation Results

The Pancasila-Based Character Education Revitalization Program was implemented in a setting that was highly relevant to the children's needs, supported by sufficient but not ideal inputs, and distinguished by an efficient implementation process, according to the synthesis of the four CIPP dimensions. The product evaluation noted positive developments in discipline, responsibility, cooperation, social interaction, Pancasila-related practices, skills, and independence; however, these developments varied among children, and their sustainability could not be determined.

The overall evaluation is best explained by the relationships among the four CIPP dimensions. The context's applicability provided a strong justification for creating a program that met children's social and developmental needs. The institution carried out the program thanks to available input, including staff, program planning, skill-building exercises, collaborations, and financial support. The process then used habituation, mentoring, role modeling, social interaction, skill development, and internships to translate program objectives into everyday experiences. The product evaluation found positive behavioral and developmental indicators within this implementation context.

However, the four dimensions' relationship should not be seen as a causal chain in which the program is shown to have caused the observed character changes. The qualitative design does not include a baseline–endline comparison, control group, or longitudinal follow-up, but it does offer evidence regarding program implementation and participants reported or observed developments. The main areas requiring improvement are staff capacity building, infrastructure, systematic monitoring and documentation, equal participation, and continuity of mentoring after children leave the institution. This finding is consistent with previous CIPP-based evaluations showing that character education programs may be established institutionally while still requiring improvements in teacher capacity, assessment mechanisms, stakeholder cooperation, and implementation consistency (Kumalasari & Idawati, 2023).

Additionally, the synthesis suggests that variation in children's outcomes should be viewed as a significant finding rather than an anomaly. (Garcia-Molsosa et al., 2021) show that personal traits, social connections, and institutional support shape children's experiences in residential care. In a similar vein, (Cipriano et al., 2023) stress that implementation and contextual factors affect intervention outcomes. These viewpoints help explain why positive developments emerged in several domains but remained inconsistent among individual children. As a result, future program development should maintain the current integrated approach while strengthening tailored support and systematic tracking of children's progress.

Table 1. Programs Evaluated on Process Dimensions

No.	Components Evaluated	Programme / Activities Evaluated
1.	Implementation of character-building activities	Morning apples, joint prayers, worship, community service, daily pickets, social guidance, religious guidance, group dynamics, counseling, assistance for social workers, and skills development activities

2.	Method of internalizing Pancasila values	Habituation of positive behavior, example of coaches, discussions, assignments, direct practice, religious activities, cooperation, and group activities
3.	Children's character development strategies	Persuasive approach, family approach, individual mentoring, group guidance, counseling, group dynamics, simulation and <i>role play</i> , as well as psychological assistance for ABH
4.	Involvement of foster children in the program	Children's participation in apples, worship, community service, discussions, group dynamics, skill activities, group assignments, ABH activities, and industrial internships
5.	Consistency of activity implementation	Activities are implemented based on the orphanage's schedule and routine, including apples, worship, learning activities, community service, pickets, social guidance, and skills activities.
6.	Monitoring and evaluation of the program	Supervision of children's behavior, monitoring of child development, evaluation of learning, recording of development, supervisor meetings, evaluation of activities, and follow-up on children's problems
7.	Interaction between builders and construction children	Communication of coaches with children, individual mentoring, discussions, direction, counseling, group guidance, examples, and family approaches

Source: Processed based on interviews, observations, and research documentation.

Based on interview results and documentation, the implementation of the Pancasila-based character education program at the Palu Children's Social Home Unit shows characteristics of integrative coaching. Character values are not given only through special materials about Pancasila, but are internalized through activities carried out by children on a daily basis.

Lectures, discussions, habituation, exercises, discipline, direction, and skill activities show that character internalization happens through a combination of cognitive, affective, and behavioral approaches. Children are not only directed to know good grades, but also given experience to feel the importance of these values and practice them in daily behavior. This is evident in skills activities. When children participate in culinary skills, cosmetology, sewing, brooch making, automotive, gas stove service, or internships, they develop not only technical skills. Children are also required to attend according to schedule, complete tasks, maintain equipment, work together, and be responsible. Thus, skill activities can be seen as a praxis medium of character education, because character values are applied in real situations and not only understood theoretically.

CONCLUSION

According to this study, the Palu Children's Social Home UPT's Pancasila-Based Character Education Revitalization Program is relevant to the children's needs and circumstances. The implementation process is successful through habituation, mentoring, role modeling, social and religious guidance, group activities, skills training, and internships, and the inputs are generally sufficient. The program gives children the chance to apply Pancasila values, skills, independence, cooperation, discipline, responsibility, and social concern in their everyday lives. Improvements in staff capacity, facility support, participation, monitoring, and documentation are still needed for the implementation, however. The results show that children's behavior and skills improved, but these improvements vary by child and should be interpreted as observed changes linked to program participation rather than as established program-caused effects.

The lack of baseline–endline measurements, a comparison group, and longitudinal follow-up are among the study's many shortcomings. As a result, the results cannot prove that the program was the direct cause of the behavioral changes that were seen. Future program enhancements should focus on improving staff competency in character education, upgrading facilities, ensuring more regular participation, and establishing systematic tracking and recording of children's character development. To support the sustainability of children's development, it is also advised that they receive ongoing mentoring

after they leave the institution. To provide more convincing evidence of changes in character-related outcomes, future studies should use mixed-method, longitudinal, or pretest–posttest designs.

ACKNOWLEDGMENTS

The authors would like to express their sincere gratitude to UPT Panti Sosial Anak Palu, the program managers, staff, social workers, instructors, and all participants who supported the data collection and implementation of this study. The authors also appreciate all parties who contributed to completing this research.

REFERENCES

- Alfajar, L. H., Purbarini, S., & Hastomo, A. (2025). Strengthening Character Education in Socially Vulnerable School Communities: A Qualitative Analysis of Value-Based School Culture and Sustainability Practices. *Journal of Character and Sustainability*, 1(1), 43–53. <https://doi.org/10.64780/jcs.v1i1.140>
- Arikunto, S., & Jabar, C. S. A. (2010). *Evaluasi Program Pendidikan: Pedoman Teoretis Praktis Bagi Mahasiswa dan Praktis Pendidikan* (Chapter 2). Bumi Aksara.
- Aryati, G. A. P. B., Divayana, D. G. H., & Ratnaya, I. G. (2023). Evaluation of Character Education in Public High School Using the CIPP Model. *Jurnal Pendidikan Dan Pengajaran*, 56(2), 49–358. <https://doi.org/10.23887/jpp.v56i2.66144>
- Baldwin, H., Biehal, N., Cusworth, L., Wade, J., Allgar, V., & Vostanis, P. (2019). Disentangling the effect of out-of-home care on child mental health. *Child Abuse & Neglect*, 88, 189–200. <https://doi.org/10.1016/j.chiabu.2018.11.011>
- Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., & et al. (2023). The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. *Child Development*, 94(5), 1181–1204. <https://doi.org/10.1111/cdev.13968>
- Darling-hammond, L., Flook, L., Cook-harvey, C., Barron, B., & Osher, D. (2020). Implications For Educational Practice of the Science of Learning and Development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Do, A. T. P. N., Sugiarto, Rahmawati, D., & Huda, S. A. (2026). The Shifting Narrative of Character Education in Catholic Schools (2010–2025): A Systematic Literature Review Based on the Lickona Framework. *Journal of Educational Sciences*, 10(3), 988–1004. <https://doi.org/10.31258/jes.10.3.p.988-1004>
- Garcia-Molsosa, M., Collet-Sabé, J., & Montserrat, C. (2021). The school experience of children in residential care: A multiple case study. *Child & Family Social Work*, 26(1), 1–10. <https://doi.org/10.1111/cfs.12784>
- Hwang, S. (2025). Scoping Review of Studies on Affective–Psychological and Social Characteristics of South Korean Engineering Students. *Behavioral Sciences*, 15(9), 1–34. <https://doi.org/10.3390/bs15091189>
- Izzati, U. A., Bachri, B. S., Sahid, M., & Indriani, D. E. (2019). Character Education: Gender differences in Moral Knowing, Moral Feeling, and Moral Action in Elementary Schools in Indonesia. *Journal for Educating Gifted Young Scientists (JEGYS)*, 7(3), 547–556. <https://doi.org/10.17478/jegys.597765>
- Jadid, S., & Widodo, H. (2023). Evaluasi program penguatan pendidikan karakter di SD Muhammadiyah Pakel Plus Yogyakarta. *Jurnal Pendidikan Karakter*, 14(1), 82–90. <https://doi.org/10.21831/jpka.v14i1.53206>
- Kumalasari, B., & Idawati, L. (2023). Evaluasi Program Pendidikan Karakter di SD Athalia dengan Model CIPP (Context, Input, Process, Product). *Jurnal Akuntabilitas Manajemen Pendidikan*, 11(2), 60–72. <https://doi.org/10.21831/jamp.v11i2.65007>
- Lee, J. S., & Hsieh, J. S. C. (2019). Affective variables and willingness to communicate of EFL learners in in-class, out-of-class, and digital contexts. *System*, 82(1), 1–26. <https://doi.org/10.1016/j.system.2019.03.002>
- Meli, M. (2025). The role of PPKn teachers in instilling student discipline behavior in SMP Negeri 2 Dampal Selatan. *Tambusai Education Journal*, 9(2), 19439–19445. <https://doi.org/10.31004/jptam.v9i2.29358>

- Meli, Nurdin, E., & Yudianto, A. (2025). Revitalisasi Pendidikan Karakter Berbasis Pancasila Dalam Pembinaan Remaja Putus Sekolah. *INNOVATIVE: Journal Of Social Science Research*, 5(3), 5975–5985. <https://doi.org/10.31004/innovative.v5i3.19883>
- Oldham, P., & McLoughlin, S. (2025). Character education empirical research: A thematic review and comparative content analysis. *Journal of Moral Education*, 55(2), 313–341. <https://doi.org/10.1080/03057240.2025.2480185>
- Rachmawati, N., Marini, A., Nafiah, M., & Nurasiah, I. (2022). Projek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation theory, models, and applications* (2nd ed.). Jossey-Bass.
- Sulaswari, M., & Handoyo, E. (2023). Pendidikan Karakter Profil Pelajar Pancasila Melalui Pembelajaran IPS Berbasis Islam Terapan. *Ijtimaiya : Journal of Social Science Teaching*, 7(1), 56–72. <https://doi.org/10.21043/ji.v7i1.15295>
- Suri, S., & Hariyati, N. (2024). CIPP evaluation model in the educational evaluation: A literature study. *Jurnal Cahaya Pendidikan*, 10(1), 20–30. <https://doi.org/10.33373/chypend.v10i1.5950>
- Tareq, M., Islam, M. F., Deb, S., Rahman, S., & Mahmud, A. Al. (2023). Data-Augmentation for Bangla-English Code-Mixed Sentiment Analysis: Enhancing Cross Linguistic Contextual Understanding. *IEEE Access*. <https://doi.org/10.1109/ACCESS.2023.3277787>
- Utari, D., & Afendi, A. R. (2022). Implementation of Pancasila Student Profile in Elementary School Education with Project-Based Learning Approach. *EduLine: Journal of Education and Learning Innovation*, 2(4), 456–464. <https://doi.org/10.35877/454RI.eduline1280>
- Widyatiningtyas, R., Retnaningrum, E., Sugisman, Huda, S. A., & Andika, A. (2023). Realizing Pancasila Student Profiles in the School Environment through the Internalization of Character Education. *Widya Accarya: Jurnal Kajian Pendidikan FKIP Universitas Dwijendra*, 14(1), 13–22. <https://doi.org/10.46650/wa.14.1.1366.13-22>
- Zhang, G., Zeller, Griffith, R. R., & Metcalf. (2011). Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57–83.