

Evaluating A Mid School Program in Bekasi: The Building Learning Power

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ABSTRACT

This Building Learning Power program aims to optimize all students' capacities in developing aspects of cognition and soft skills as well as designing and realizing students' short and long term goals. This research is an evaluative research with CIPP evaluation model which includes four pillars: (1) Context, (2) Input, (3) Process, and (4) Product. This study aims to determine the success of the program for Building Learning Power at SMP Model Ar Riyadh Insan Cendikia Bekasi. The results of the study are as follows: 1) The context evaluation shows that this program is very much needed by students to increase their self-capacity and soft skills. 2) the input evaluation shows that the input of teachers, students and facilities and infrastructure is in good category. 3) the process evaluation is in good category, but the obstacles in the implementation of the program still need to be overcome. 4) the product evaluation is in good category. The Building Learning Power Achievement Program must continue to be improved. The advantages of the program can be felt by students and parents, but some aspects that have not been achieved in each pillar of daily activities still need to be improved.

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1. INTRODUCTION

In the School Leadership Training activity, information was obtained that a learning process with the Building Learning Power (BLP) system has been developed. A school is said to be good if it has a good BLP standard. They assume that if students have good BLP, the cognitive, affective, and psychomotor scores of students are also good (Margono, 2010). BLP is a system that is instilled in students, so that students have strong, orderly personalities, fighting power, and good cooperation in various things. Good in learning in particular, and everyday life in general. BLP is a system or activity that aims to develop all students' potential to become more optimal students, both at school and in

the external environment. By creating a systematic learning climate, it fosters habits and attitudes that allow students to be able to face difficulties and uncertainties in a calm, confident and creative way. Students who are more confident will be able to learn faster & better. They are more focused, think stronger, and find pleasure in learning. They do well on academic tests more easily and find more comfort in learning. BLP was developed by Prof. Guy Claxton from England. The development of this program refers to the best education system in Finland, namely the development of the learning capacity of students. Building Learning Power has been applied in various schools in the world to be able to improve the quality of students not only in the academic field, but in other non-academic activities. BLP is a practical knowledge base that comes from the work of a large and loose network of schools and teachers who wish to provide a broader education (Claxton, 2014). Therefore, in implementing Building Learning Power in planning learning activities, it is necessary to have special training related to the interpretation of Building Learning Power values in KBM (Mutiarra & Susarno, 2014).

BLP is implemented by incorporating the values listed in each component of the program. The Building Learning Power component consists of 5 components, namely: Devout, Resilience, Resourcesfulness, Reflectiveness, and Reciprocity (Margono, 2010). The five components can be described in the school's vision and mission which are then revealed in the school's goals and applied in daily learning activities. In addition, the applied Building Learning Power provides students with an understanding that learning can be adapted to their respective characters so that each lesson has its own culture. With their form of learning freedom, students have the responsibility to be able to show their achievements which will later give birth to characters in students themselves, such as hard work, responsibility, independence, decision making, and other characters related to students' self-development in learning. teaching and learning activities.

The BLP program implemented at the Ar Riyadh Model Middle School is very effectively applied in optimizing all students' potential in developing all students' capacities in developing aspects of cognition, skills or skills related to the competencies being studied, as well as strong learning characters attached to students. After that the most important part of the building are the pillars. Sturdy pillars will greatly affect the strength of the building. The pillars are constructed in the following manner:

1. Formulating student learning experiences towards BLP-based learning, obtained the following formulation (Margono, 2010):

Table 1. Formulation of learning experience

No	Component	Sub Component	Example of Student Learning Experience
1	Devout	Orderly	Worship, dress, presence
		Care	Self, neighbor, environment
		Polite	Words, deeds
2	Resilience	Persevere	Presenting the learning outcomes
		Managing distractions	Always finish activities on time
		Attention scr detail	Make a schema / resume of learning outcomes
3	Resourceful-ness	Hard effort	Discuss with colleagues
		Curiosity	Make written questions every time you do an activity
		Building relationships	Linking between learning materials
		Imagination	Make a written report every time you carry out activities
		Reasoning	Writing simple essays

4	Reflectiveness	Resource	Doing practicum/project
		Planning	Make a schedule and set study hours
5	Reciprocity	Review	Changing and evaluating ways of learning
		Filter	Reflecting at the end of each activity
		Meta learning	Try and determine a good and appropriate way of learning
		Interdependence	Doing tasks that can only be completed in groups
		Cooperation	Doing activities/research together
		Empathy and Listening	Training to be a good listener and full of empathy
		Imitation	Emulate the successful life behavior of others

2. Formulate teacher activities towards BLP-based learning

Table 2. Formulation of Teacher Activities

No	Component	Sub Component	Description
1	Explain	Telling you	Explain about BLP and values
		Remind	Reminding BLP and its priorities
		Discuss	Discussing BLP with students
		Training	Showing the benefits of BLP to students
2	Comment	Touch	Comment on BLP results, methods and processes
		Reply	Answering student questions about the implementation of BLP
		Evaluate	Continuously evaluate student struggle
3	Orchestra	Tracing traces	Assess the progress that students have achieved
		Election	Selection of topics and activity design according to the BLP concept
		Compilation	Appreciate good student effort
		Specify the target	Helping students in setting targets
4	Modeling	Settings	Arrange furniture and others that support BLP
		React	Responding to student assessments of BLP teachers
		Strict lesson	Respond to unexpected events
		Demonstration	Be an example of the implementation of BLP
		Share	Show a friendly attitude

3. Prepare a self-evaluation form for each student, every class, and every day related to moral development, creativity, and achievement.
4. Prepare a reporting form for each student called a learning power progress report.

The working principle of Building Learning Power (BLP) is to provide the necessary and appropriate picture to become a better learner. BLP also helps to provide replicas of classes that have

been properly arranged for them in the community to develop the idea of having a responsibility to learn with pleasure. Underlying the emergence of Building Learning Power (BLP) is Professor Guy Claxton's concern about educational problems that exist today (Rina, 2010). Building Learning Power (BLP) is an approach to helping young people become better learners, both in school and beyond. It is about creating a climate that systematically cultivates habits and attitudes that enable young people to face adversity and uncertainty calmly, confidently and creatively. Students who are more self-confident learn faster and learn better. They concentrate more, think harder, and find learning more enjoyable. They perform better external tests and examinations and are easier and more satisfying to teach (Claxton, *The Learning Powered School*, 2011).

Evaluation is a planned activity to determine the state of an object by using an instrument and the results are compared with a benchmark to obtain a conclusion (Hayati, 2014). Meanwhile, according to Abidin, evaluation is a process to see whether the planning that is being built is successful in accordance with initial expectations or not (Abidin, 2010). According to Hamalik evaluation is a process or activity that is systematic and determines the quality (value or meaning) of something based on certain considerations and criteria (Hamalik, 2008). Then according to Sanjaya evaluation is a very important process in teacher education, but the parties involved in the program often neglect or do not really appreciate the evaluation process (Sanjaya, 2006).

In the evaluation of the CIPP model, four types of evaluation are classified. The types are: (1) context, (2) input, (3) process, and (4) product. Evaluation of the context is intended to obtain a careful picture of the student's learning environment. Based on this, a series of objectives can be set, including the objectives of the evaluation. Evaluation of inputs is intended to develop information on how to develop learning resources that are relevant to the stated program objectives (Amini & Kemal, 2021). Evaluation of the process is intended to develop supervision and management of learning programs as a result of implementing the curriculum. Evaluation of the product is intended to determine whether the output or learning outcomes are in accordance with what is expected and outlined in the formulation of objectives.

2. METHODS

This study uses a qualitative approach because the problems that occur are in accordance with the principles of a qualitative research approach with a research design using an evaluation study. Weiss in Sugiyono, states that evaluation research is an applied research which is a systematic way to determine the effectiveness of a program, action or policy or other object under study when compared to the goals or standards set. Evaluation research is conducted with the aim of increasing the effectiveness of a policy or program, based on feedback from people involved in the implementation of the program (Sugiyono, 2013).

Suharsimi Arikunto said that evaluative research is a research that demands requirements that must be met, namely the existence of criteria, benchmarks, or standards that are used as comparisons for the data obtained, after the data is processed and is a real condition of the object under study (Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, 2010). The gap between the real condition and the expected condition stated in the criteria is what is sought. From this gap, it is obtained an overview of whether the object under study is appropriate, less suitable, or not in accordance with the criteria. The evaluation used is the CIPP model (context, input, process, product).

Table 3. Evaluation Criteria

COMPONENTS OF EVALUATION	ASPECTS OF EVALUATION	RESULTS INDICATORS
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CONTEXT	Program Objectives	Developing students' self-capacity through 5 pillars in BLP program activities Designing and realizing short and long term goals
INPUT	Teacher	Have a bachelor's degree Follow the coaching held by the foundation. Always try to develop professionalism by participating in training either held by institutions or other parties.
	Student	Pass the new student admissions selection test.
	Facilities and infrastructure	Adequate building infrastructure Adequate supporting infrastructure
PROCESS	Program implementation	Program socialization Build students Weekly evaluation
PRODUCT	Barriers to program implementation	Parental support Student motivation
	Achievement size 5 pillars	Complete attainment of Pillar-1 Devout Pillar-2 Resilience Pillar-3 Resourcefulness Pillar-4 Reciprocity achievement Pillar-5 Reflectiveness
	Program advantages	The formation of students' character and softskill

The main data sources in this study are words and actions, the rest are additional data such as documents and others. Qualitative data analysis was carried out using interactive model data analysis techniques such as those developed by Miles and Huberman. This analysis technique basically consists of three components, namely: data reduction, data display, and drawing and verifying conclusions.

3. FINDINGS AND DISCUSSION

3.1. Context Discussion

Based on the findings and analysis of context evaluation, the researcher describes the evaluation of the achievement of indicators as follows:

Table 4. Evaluation indicators for the BLP program context

COMPONENTS OF EVALUATION	ASPECTS OF EVALUATION	STANDARDS/INDICATORS OF ACHIEVEMENT	RESULTS
CONTEXT	Program Implementation Objectives	Optimizing the entire capacity of students in developing aspects of cognition, skills related to the competencies learned and strong character	Achieved and in accordance with program objectives

attached to students through 5 pillars in BLP activities	
Designing students' short-term and long-term goals	The process of designing goals has been achieved but there is no document that explains the achievement of goals, both short and long term

3.2. Input Discussion

Teacher

Availability of teaching staff or teachers as the object of evaluation. Teachers play an important role in the success of this BLP program. Analyzing the results of interviews and documentation studies on this input aspect. The availability and selection process for teacher admissions went well. The teacher selection process to get good teachers goes through 5 strict stages. When a prospective teacher is accepted to pass the selection, the prospective teacher is required to participate in an internship process for 3 months by observing the process of teaching and learning activities and discussing with the teacher who accompanies them or the tutor teacher. After being accepted as a teacher, the foundation has collaborated with human resource improvement institutions that are very concerned in the field of education to train and educate teachers so that their competence can increase, namely the UMI foundation.

Student

Most of the student inputs from Ar Riyadh Middle School are graduates of the Integrated Islamic Elementary School around the location of the school, namely Harapan Indah housing in Bekasi City, this is understandable because parents certainly want continued education for their children, especially in religion. Currently the Ar Riyadh Model Middle School has become the main destination for parents of students for the continuation of their children's education. Students who register are then selected to get the best input.

Amenities

The existing facilities and infrastructure at the Ar Riyadh Model Middle School are a newly completed building in the construction process so that the existing facilities are very adequate and meet the needs of the learning process. The location of the school is in a very strategic place, next to Jalan Raya Pejuang Medan Satria Bekasi City, which is easily accessible by vehicle. The school building is quite complete and very good to support learning activities, complete facilities and infrastructure. Cleanliness and tidiness is very well maintained.

Table 5. The results of the achievement of the input component indicators

COMPONENTS OF EVALUATION	ASPECTS OF EVALUATION	STANDARDS/INDICATORS OF ACHIEVEMENT	RESULTS
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Teacher	1. Have a bachelor's degree 2. Follow the coaching organized by the foundation. 3. Always try to develop professionalism by participating in training either held by institutions or other parties.	All teachers have met the requirements and indicators
Student	Register for new student admissions.	Already in accordance with the indicators
Facilities and infrastructure	Infrastructure and facilities are very supportive and adequate	Very good and supportive facilities

3.3. Process Discussion

Program Implementation

Program Socialization

Program socialization was carried out for new grade VII students during the introduction to the school environment. New student orientation activity about the explanation of the BLP program to give the importance of BLP to them and motivation to new students by inviting alumni to share stories about the benefits of this BLP program for them. Especially the importance of us having a vision and mission for ourselves.

Socialization activities are considered effective and provide benefits for parents and students. However, the shortcomings in this activity are not all parents believe in the vision and mission that have been designed by their children so that later it will have an impact on students, especially in the success of this BLP program. So the role of the teacher as a companion is very important to always motivate students and their parents.

Student development activities

Student development activities in the Building Learning Power program have been carried out by grouping students. Each group numbered between 11-13 accompanied by a teacher. Student development activities are carried out after the Asr prayer until before going home. The duration of student development activities is about 30 to 60 minutes. Student development activities have a very important role for the success of this BLP program. This student development activity has been going well and is the soul of this BLP program.

Weekly evaluation

The results of the student development activities will be reported by the accompanying teacher in weekly meetings with the principal, management and all teachers. Each facilitator will present the student's achievements in this BLP program, if there is a problem it will be a discussion to find a solution. Weekly evaluation activities make solutions to problems in the implementation of the BLP program, students who experience positive changes provide motivation to accompanying teachers, any changes that occur in students are described in detail about their achievements, in the form of graphs and tables in groups and then analyzed. This gives special meaning to the accompanying teacher who is also the homeroom teacher.

Barriers to program implementation

Constraints in the BLP program occurred in class VII, because the students were just getting to know the BLP program, they were not used to doing according to BLP activities. The students have not felt the benefits of this BLP program and the support from parents and the environment at home. Parental attention and support are needed to remind and motivate children to carry out BLP activities, especially daily activities at home. Another obstacle that often occurs in the BLP program is internal factors from within students, students who have high motivation to achieve the vision and mission will be directly proportional to the success of the BLP program. This obstacle occurs because students have not felt the benefits or impacts directly for them.

Based on the findings and analysis of the evaluation of the process above, it can be concluded:

1. The smooth running of BLP activities depends on the smoothness of student development activities which are the soul of this BLP program.
2. The process of student development activities depends on the ability of each teacher who not only acts as a companion but more than that, the accompanying teacher also acts as a parent, friend or friend so that every teacher has been equipped with coaching skills to help students in this BLP program .
3. In achieving the completeness of the BLP report card, every improvement in the achievement process in every BLP activity becomes very important. Each student has a unique and different completeness achievement. So that every effort made by each student in the process of achieving it becomes very important.
4. Completeness in every BLP daily activity is a measure of the success of this BLP program, but what becomes more important and very important, especially by each accompanying teacher, is the process of every effort made by students in achieving it.

Table 6. Achievement results of process components

COMPONENTS OF EVALUATION	ASPECTS OF EVALUATION	STANDARDS/INDICATORS OF ACHIEVEMENT	RESULTS
s	a. Program Implementation	1. Program socialization	According to the indicator
		2. Student Development	According to the indicator. Companion teachers are equipped with coaching knowledge to assist students
		3. Weekly evaluation	According to the indicator
	b. Barriers to program implementation	1. Parental support	Still needs to be improved with regular communication between companions and parents
2. Student motivation		It looks good but needs to be improved in the early class, class VII	

Products

In connection with the ongoing BLP program, product evaluation is carried out to measure the level of success in achieving the planned program objectives. Data or evaluation results can be used as consideration for program improvement, because this program is the school's flagship program. Based on the researcher's analysis of the BLP product, it can be concluded as follows:

Achievement of the 5 pillars of Building learning Power

The expected completeness measure is 100% all students can carry out every daily activity in the BLP program and can be completed or successful with a minimum criterion of 75% within the tolerance limit. However, what is more important than any achievement target is the changes made by students, no matter how small, are successes that are important to be appreciated and continue to be motivated.

Based on the BLP report card documentation, the size of the BLP program achievement for each class in the 2020/2021 academic year is as follows:

Devout

Analyzing the achievement data in the devout aspect, this illustrates that the achievement of the BLP program at each grade level is different, for class VII completeness is already above the tolerance or minimum limit of 75%, which is 86% equivalent to 57 students from a total of 66 students while 14% who have not completed it are equivalent to 9 students. Class VIII with a total of 66 students for completeness reaches 94% equivalent to 62 students and has not completed by 6% or 4 students. While in class IX, students who have achieved completeness are 81% or 48 students and 19% have not completed or 12 students from a total of 60 students. If we look at the achievements of all students, 87% is equivalent to 167 students and has not achieved completeness, 13% is equivalent to 25 students from a total of 192 students. This illustrates that the devout aspect which consists of carrying out daily activities of carrying out obligatory prayers on time, dhuha and tahajjud can be said to have been going well but the achievement needs to be improved. When compared to the achievement of each class, the highest achievement was obtained by class VIII A by 98% and the lowest by class IX C by 78%, it is interesting to explore what the causal factors are. Class IX which is the last class of course they already have more experience than their younger classmates. Boredom and boredom are obstacles that are often experienced by students. So that breakthroughs or new patterns are needed to overcome them. Students who have not finished or feel bored need to be assisted by teachers and parents, motivating them about the importance of implementing this activity for them. Teachers and parents cooperate with each other to continue to remind students who have not completed and give awards in the form of words or prizes for students who have achieved completeness.

Resilience

Analyzing the achievement data in the resilience aspect, for class VII completeness is already above tolerance or the minimum limit of 75%, which is 84% equivalent to 55 students from a total of 66 students, while 16% who have not completed are equivalent to 11 students. Class VIII with a total of 66 students for completeness reached 92% equivalent to 60 students and not completed by 8% or 6 students. While in class IX, students who have achieved completeness are 73% or 44 students and those who have not completed are 17% or 16 students from a total of 60 students. When viewed from the achievement of all students 75% is equivalent to 144 students and has not achieved completeness 25% is equivalent to 48 students from a total of 192 students. This illustrates that the resilience aspect which consists of carrying out daily activities of carrying out sunnah tahajjud prayers, using gadgets for a maximum of 2 hours, and going and coming home from school independently can be said to have been going well but the achievements need to be improved. Especially for class IX, there are things that attract the attention of researchers, the lowest achievement is in class IX. Looking at the data, for maximum 2 hours of gadget use a day, many students have not finished. Students still cannot control the use of gadgets, this is a special concern for accompanying teachers and schools and also requires cooperation with parents. When compared to the achievement of each class, the highest achievement was obtained by class VII C by 100% and the lowest by class IX A by 68%, it is interesting to explore what the contributing factors are. Class IX which is the last class of course they already have more experience than their younger classmates. Controlling the use of gadgets for class IX students is the biggest obstacle. So that breakthroughs or new patterns are needed to overcome

them. Students who have not finished yet need to be given special assistance by teachers and parents, motivating them about the importance of reducing interaction with gadgets considering that they will also face the National Examination which is certainly not an easy thing to achieve satisfactory grades. Teachers and parents cooperate with each other to continue to remind students who have not completed and give awards in the form of words or prizes for students who have achieved completeness.

Resourcefulness

Analyzing the achievement data in the aspect of resourcefulness, for class VII, 95% completeness is equivalent to 63 students from a total of 66 students, while the incomplete 5% is equivalent to 3 students. Class VIII with a total of 66 students for completeness reaches 75% equivalent to 50 students and has not completed 25% or 16 students. While in class IX, students who have achieved completeness are 62% or 37 students and those who have not completed are 38% or 23 students from a total of 60 students. When viewed from the achievement of all students 77% is equivalent to 148 students and has not achieved completeness, 23% is equivalent to 44 students from a total of 192 students. This illustrates that the resourcefulness aspect which consists of carrying out daily activities of running recitations and muro'jaah tahfidz can be said to be going well but its achievements need to be improved. When compared to the achievement of each class, the highest achievement was obtained by class VII A by 100% and the lowest by class IX B by 47%, it is interesting to explore what the contributing factors are. Class IX which is the last class of course they already have more experience than their younger classmates. Boredom and boredom are obstacles that are often experienced by students. So that breakthroughs or new patterns are needed to overcome them. Grade IX students in daily tahfidz activities are given the obligation to read a minimum of 10 pages a day. Factors of saturation, boredom and low motivation are obstacles that often occur. Students who have not finished or feel bored need to be assisted by teachers and parents, motivating them about the importance of implementing this activity for them. Teachers and parents cooperate with each other to continue to remind students who have not completed and give awards in the form of words or prizes for students who have achieved completeness.

Reflectiveness

Analyzing achievement data in the aspect of reflectiveness, for class VII completeness is already above the tolerance or minimum limit of 75%, which is 83% equivalent to 55 students from a total of 66 students, while 17% incomplete is equivalent to 11 students. Class VIII with a total of 66 students for completeness reaches 85% equivalent to 56 students and has not completed 15% or 10 students. While in class IX, students who have achieved completeness are 82% or 49 students and those who have not completed 18% or 11 students out of 60 students. When viewed from the achievement of all students 83% is equivalent to 160 students and has not achieved completeness 17% is equivalent to 32 students from a total of 192 students. This illustrates that the reflectiveness aspect which consists of carrying out daily activities noting important things in the lesson and adding 5 new vocabulary in Arabic and English lessons is going very well but its achievement needs to be improved. When compared to the achievement of each class, the highest achievement was obtained by class VII C and VII B by 91% and the lowest by class VII B by 76%, it is interesting to explore what the causal factors are. This activity is very supportive of student academic achievement. Especially in learning Arabic and English to increase students' vocabulary so that they have skills in communication. So that breakthroughs or new patterns are needed to overcome them. Students who have not finished yet need to be assisted by teachers and parents, motivating them about the importance of implementing this activity for them. Teachers and parents cooperate with each other to continue to remind students who have not completed and give awards in the form of words or prizes for students who have achieved completeness.

Reciprocity

Analyzing the achievement data in the reciprocity aspect, this illustrates that the achievement of the BLP program in this aspect is very good, approaching 100% maximum completeness which is above 90% on average, for class VII completeness is above tolerance or 75% minimum limit, which is 95% equivalent to 63 students out of a total of 66 students while 5% who have not completed it is equivalent to 3 students. Class VIII with a total of 66 students for completeness reaches 96%, equivalent to 64 students and has not completed by 4% or 2 students. While in class IX, students who have achieved completeness are 93% or 56 students and those who have not completed 7% or 4 students out of 60 students. When viewed from the achievement of all students 95% is equivalent to 182 students and has not achieved completeness 5% is equivalent to 10 students from a total of 192 students. This illustrates that the reciprocity aspect, which consists of carrying out daily activities, including: covering the genitals, helping parents at home and keeping the class tidy, can be said to have been going well but the achievements need to be improved. When compared to the achievement of each class, the highest achievement was obtained by class VIII A by 97% and the lowest by class IX B by 91%. The purpose of this daily activity is to improve the soft skills of students in terms of discipline, courtesy and devotion to parents by helping with activities at home. When in the distribution of report cards, student BLP report cards become the main concern of parents. Parents thanked the teacher for this BLP activity. Ananda's pride in his attitude and behavior makes teachers always touched when listening to stories from parents.

Program Advantages

The indicator of the excellence of the Building Learning Power program is the implementation of the Building Learning Power program to increase students' soft skills, namely courage, independence, discipline, integrity, honesty, cooperation, all of which are skills needed for the future of students. The Building Learning Power program is very beneficial not only for the students themselves but also for their parents. Independence and discipline have begun to be seen both at home and at school, especially in terms of obligatory prayers and school assignments which are the obligations of students. Awareness of the obligations carried out has begun to form.

The advantage of this program for students is that they can improve their soft skills. The improvement in their soft skills can be seen by teachers and parents usually when they start to move up to grade VIII. Activities in this program that support the improvement of students' soft skills are starting to be patterned into good habits, such as the obligation to carry out fardhu prayers on time which will train students' discipline. Going and coming home from school without being accompanied by parents, by walking, using a bicycle or taking public transportation increases students' soft skills in terms of independence. Activities to help parents at home will certainly have a positive impact for parents on their children. Parents will feel proud and happy, of course this will create a harmonious relationship between children and parents, especially at this time most parents both father and mother work to help the family economy.

The improvement of students' soft skills is indeed not the same, some require a longer process and some can be fast, but the most important thing of every improvement is appreciation and giving confidence to students that they can do well. Not at 100% completeness of achievement, every time there is a change for the better even though it only looks simple but will have a tremendous impact on students.

Based on the findings and analysis of the researchers assessed that the product aspect was good. The achievement of aspects in program activities is quite good, but for the value of completeness the target needs to be increased because it has not reached the maximum result of 100%, due to several things including motivation, not feeling the importance of the activity and the boredom felt by students. The results of the achievement of program evaluation can be seen as follows:

Table 7. Product Evaluation Aspects.

COMPONENTS OF EVALUATION	ASPECTS OF EVALUATION	STANDARDS/INDICATORS OF ACHIEVEMENT	RESULTS
t	a. Achievement Size 5 Pillars	1. Complete attainment of Pillar-1 Devout	87% or 167 of the total 192 students have achieved completeness
		2. Complete achievement of Pillar-2 Resilience	75% or 144 of the total 192 students have achieved completeness
		3. Complete achievement of Pillar-3 Resourcefulness	74% or 142 of the total 192 students have achieved completeness
		4. Completion of the achievement of Pillar-4 Reciprocity	83% or 160 of the total 192 students have achieved completeness

4. CONCLUSION

4.1. Context Evaluation

In terms of implementing the Building Learning Power program, it has been achieved and in accordance with the objectives. However, in the implementation of achieving the mastery target in the 5 pillars of daily activities of Building Learning Power, each student has differences. Every change and achievement in student completeness in the 5 pillar activities always gets attention and appreciation from the school and specifically from the accompanying teacher. Motivation from within students as well as parental support for the achievement of program goals are very important, especially the achievement of ideals both in the short and long term that have been designed by students to support the completeness of program objectives in optimizing students' capacity to develop cognitive abilities in learning and improve skills. student life skills inherent in the 5 pillars of daily activities Building Learning Power. The formulation of daily activities in the 5 pillars every year is always evaluated according to the latest conditions and targets that have been achieved in the previous year.

The input evaluation shows that teachers, students and infrastructure are in good category. All teachers have a bachelor's degree and have met the requirements and indicators set by the foundation. The trainings provided by teachers in collaboration with the UMI institution went well in improving the personality and professionalism of teachers. Most of the teachers who teach are young and belong to the millennial group, which adapts to technology and developments more easily according to the character of students as the alpha generation in line with the millennial generation, so that in approaching students it is more comfortable, teachers can act as their friends. In the admission of new students have been well selected. Every year the selection process for new admissions increases the number of prospective participants who register, but due to quota limitations, which only accept 3 classes, those who register at the beginning of the opening of new participant admissions become a priority. Along with the progress of the BLP program, cognitive abilities and soft skills began to show good results, this can be concluded based on the recognition of students, teachers, parents and the environment around them. Likewise, the school facilities and facilities are very good and appropriate in supporting the implementation of this BLP program. The facilities and physical buildings are very clean, well-maintained, hotel standard restrooms really make students, teachers and other academics feel comfortable. The construction of the building is in the process of completion, it can be said that it is 95% so that the existing facilities and facilities are in new condition and very well maintained terawat

The evaluation of the program process has been in accordance with procedures, including program socialization, student development activities and weekly teacher evaluations. The process carried out in the socialization activities, especially for students and new parents of class VII during the student orientation period for a week. Students and parents get an explanation about the program and what its benefits are as well as testimonials from their classmates who have experienced the benefits of the BLP program. Student development activities, which can be considered as the soul of the BLP program, make this activity very important that there is no BLP if there is no student development activity. Student development activities are carried out every KBM day after students finish the Asr prayer. Student development activities have been going well according to the procedure. With the good progress of student development activities, so that this BLP program can be measured whether it is successful or not. For teachers who are assistants in student development activities, weekly evaluation activities are carried out with the aim of supporting the success of this BLP program. Weekly evaluations have been scheduled and are mandatory activities for teachers and school management. The weekly teacher evaluation is useful to provide motivation for teachers in assisting students. Barriers that often occur in the implementation of daily BLP activities are factors from within students, such as lack of student motivation and from outside such as a less supportive home environment, especially support and motivation from parents, so good communication between teachers and parents is needed.

The achievement of completeness of the BLP program, in the daily activities of the 5 pillars which are routine activities of students has not been 100% complete. From the minimum achievement that can still be tolerated by 75%, students have been able to achieve it. The achievement of each student is different, depending on the motivation they have in achieving the long- and short-term goals that have been planned at the beginning of the program. If you look at the number of students who have achieved completeness in the class VII study group as much as 86% with 48 of the total class VII as many as 66 students, while for the class VIII study group the achievement of completeness is 84% with a total of 46 of the total class VII 66 students. For the last class, the class IX study group achieved 78% completeness with 39 out of 60 students. The average achievement of all study groups from grades VII, VIII, IX was 83% with 133 of the 192 total students. Looking at the overall data, the achievement of completeness has passed the tolerance limit, but there is still much that needs to be improved.

Meanwhile, the benefits, which are the advantages of the BLP program, have begun to be seen and felt by teachers, students and parents. During the current corona pandemic, based on the acknowledgment from parents to the homeroom teacher. The benefits of the BLP program can be seen from the independence of students in online learning at home, students are aware of the obligations assigned by the teacher, they are full of responsibility to carry out independently, parents do not feel burdened and preoccupied with the tasks given by the teacher. Students have been able to finish well, the learning process continues to run well even though it is online.

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