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# Evaluation of the National Values Construction Program for National Resilience Institute Republic of Indonesia (LEMHANNAS RI)

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## Abstract

The Program for Strengthening National Values was established by Presidential Regulation Number 67 of 2007 addressing Lemhannas RI. This study's goal is to assess Lemhannas RI's national values building initiative from 2007. This research used the CIPP program assessment paradigm and included observation, interviews, questionnaires, Focus Group Discussions, and document examination. The research included 220 national values strengthening graduates, 4 (four) RI Lemhannas officials who implemented the stabilization program, 3 (three) Lemhannas RI Professional Staff who became resource people for the stabilization program, and 10 (ten) alumni. The findings of the context assessment indicated that Lemhannas RI's implementation of the Program for the Consolidation of National Values had a strong legal foundation, clear and realistic aims and objectives, and significant community needs. For example, inadequate cost support, inadequate curriculum support, inadequate human resource (HR) support, inadequate infrastructure support, and inadequate recruitment participants were found in the Input evaluation. The program may be carried out as intended, and the process monitoring and assessment can offer an overview of quantifiable outcomes. The effect of the strengthening program on alumni is excellent, as shown by changes in attitudes, motives, and actions.

*Keywords:* Human Resource, National Values, Lemhannas RI, CIPP

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## 1. Introduction

Human Resources (HR) is one of the important factors for a nation in realizing its national goals. Human resources are the basic capital of national development, as well as one of the determining factors for the existence of the nation. In order to win the increasingly fierce global competition, in addition to competence, soft skills are also needed in the form of good HR characters. The character of a nation is one of the factors that become the identity or identity that distinguishes the nation from other nations. The existence of a nation is largely determined by its character. Only a nation that has a strong character is able to make itself a dignified nation and is respected by other nations. For Indonesia as a nation with a pluralistic society, a character is needed that is built based on values that become the basic philosophy or ideology that is believed to be able to unite the diversity of the Indonesian nation in achieving its national goals. Therefore, these values must always be planted and developed in order to build the spirit of nationalism (nationalism) of the Indonesian nation. The spirit of nationalism is closely related to the formation of the competitive advantage of the Indonesian nation. Love for the homeland is fertile ground for the emergence of the determination of the Indonesian people to build excellence and strength.

Historical facts show that many nations in the world experience ups and downs. There are nations that are growing bigger and stronger, but not a few of these nations are getting less and less and some of them are even left with names that are recorded in history. As an example of what happened with Yugoslavia, once recorded in history as one nation

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or state, and now it has been divided into several countries. The main factor causing the decline of the nation is due to its inability to manage itself, and inconsistent (obedience to the principle) of the common will which from the beginning was used as the glue in building a unity. On the other hand, a nation that has existed since its birth is a nation that is proven to be able to maintain its identity, namely a character that reflects its common will [1]. The character of the nation at the same time shows a sense of nationality, as an element of driving and driving the spirit of each individual to always maintain and maintain its integrity as a nation.

The general objective of this research is to obtain valid, reliable, and objective information regarding the quality of the national values strengthening program which includes aspects of context, input, process, product and outcome (impact) felt by the community from the program to strengthen national values. implemented by Lemhannas RI, to be used as recommendations for improvement and improvement. In more detail, the research objectives are as follows: First, to know and improve the legal basis of the program to strengthen national values, including regulations, goals and objectives as well as community needs. Second, knowing and improving the planning of the stabilization program, including the quality of facilities and infrastructure, the quality of the curriculum, the quality of human resources, financing and recruitment of participants in the strengthening national values program. Third, knowing and improving the implementation of the national values stabilization program, including the implementation or management as well as the supervision and evaluation of the stabilization program. Fourth, knowing and improving the results of the national values strengthening program, including participant satisfaction and the impact or benefits felt by participants/alumni on the stabilization results. The research, which was conducted using the CIPP evaluation model developed by Stufflebeam and Shinkfield, departs from theories, concepts and several relevant studies.

## 2. Literature Review

### 2.1. Program Evaluation

Before discussing further about the meaning of program evaluation, there are three terms that need to be understood in advance of their use, namely "evaluation", "measurement", and "assessment". Evaluation comes from the word evaluation (English). The term "assessment" is a noun of "value". While the notion of "measurement" refers to the activity of comparing something with a certain unit of measure, so that it becomes quantitative. Many definitions of evaluation are expressed by experts which although there are differences, but substantially still have the same meaning. This is influenced by the models and perspectives used by these experts. Factors that influence the models and approaches of experts in providing these definitions include differences in philosophy and ideology, as well as the methodology used.

Surapranata defines evaluation as a systematic assessment of the benefits of an object, which contains an element of judgment about the value of a program [2]. From this opinion, it can be understood that evaluation is a systematic and continuous process, where in carrying out evaluations accurate data and information are needed to support decisions to be taken. According to Djaali and Mulyono evaluation is defined as the process of assessing something based on predetermined criteria or goals, which is then followed by making a decision on the object being evaluated [3].

There is another opinion regarding the meaning of evaluation put forward by Widodo and Jasmadi that in learning activities, evaluation is collecting, analyzing, and interpreting information about every aspect of an ongoing educational program as part of an introduction process to decide whether teaching and learning activities are going well. effective, efficient, or the desired outcomes [4]. Other definitions of evaluation are put forward by many experts, including Kauffman and Thomas who state that "evaluation is a process used to assess the quality of what is going on Ho and Law [5]. Evaluation is a process used to assess the quality of what happened. Worthen and Sanders provide their definition of evaluation as follows: "Evaluation is the determination of the worth of the thing. It includes obtaining information for use in judging the worth of a program, product, procedure, objective, or the potential utility of alternative approaches designed to attain specified objects" [6]. is a process of identifying and

gathering information as well as making an assessment based on criteria for decision making taking into account the predetermined objectives. Thus, it can be concluded that evaluation is a systematic and continuous process beginning with collecting, analyzing, interpreting, and presenting information for decision making.

In the Oxford Advanced Learner's Dictionary of Current English [7] evaluation is to find out, decide the amount or value. Evaluation activities must be carried out carefully, responsibly, using strategies and can be accounted for [8]. Fournier in The joint committee on Standards For Educational Evaluation [9], defines evaluation as a systematic investigative activity about the success of a goal. Meanwhile, Lo & Lin, [10] define evaluation as a process of assessing something based on a predetermined objective standard and then making a decision on the object being evaluated. Magnusson et al. [11], defines evaluation as the use of scientific methods to assess the implementation and outcomes of a program that is useful for the decision-making process. Noh & Li, [12] defines evaluation as an important activity that allows one to develop, improve things, and survive in an ever-changing environment.

Roh [13], defines evaluation as a systematic research method to assess the design, implementation and effectiveness of a program. Scarpaci et al [14], explains that evaluation is the process of collecting and presenting information about the object of evaluation, assessing it with evaluation standards and the results are used to make decisions about the object of evaluation. From the definition of evaluation above, it can be concluded that evaluation is the application of systematic scientific procedures to assess the design, then present information in order to make decisions on the implementation and effectiveness of a program. According to Šerić [15], evaluation should produce timely, relevant, credible, and objective findings and conclusions about program performance, based on valid and reliable data collection and analysis. Ideally the evaluation should present the findings and conclusions in a clear and balanced manner that demonstrates the reliability of the findings and be carried out while the intervention is being initiated or when unforeseen problems arise. It is important to know whether the interventions carried out did not work as expected and how to prevent them [16].

Program evaluation is the first step in supervision, namely collecting the right data so that it can be continued with the provision of proper guidance. Program evaluation is very important and useful especially for decision makers. The reason is that it is with the input of the program evaluation results that the decision makers will determine the follow-up of the program that is being or has been implemented. The meaning of program evaluation itself is undergoing a process of consolidation. A well-known definition for program evaluation was put forward by Tayler, who said that program evaluation is a process to find out whether educational goals have been realized [17]. A more widely accepted definition was put forward by two evaluation experts, namely Soyez [18] and Stefanidis et al. [19]. They suggest that program evaluation is an effort to provide information to be conveyed to decision makers [11].

In educational organizations, program evaluation can be confused with supervision activities. In short, supervision is defined as an effort to conduct a review to provide guidance, so program evaluation is the first step in supervision, namely collecting the right data so that it can be continued with the provision of proper guidance as well.

## 2.2. Past Studies

Research related to the program of strengthening national values since it was carried out starting in 2006 has never been carried out scientifically. Several studies related to national insight or the inculcation of Pancasila ideological values as a relevant reference in this research, Research on the Implementation of the Pancasila Ideology to Realize People's Welfare in the Context of Increasing National Resilience conducted by the working group of the Deputy for Strategic Studies of Lemhannas RI. The research in the form of this study specifically aims to determine the conditions of the implementation of the Pancasila ideology in order to improve the welfare of the people in terms of the Asta Gatra aspect and to obtain recommendations for various strategic efforts that need to be carried out by the government. This study uses a descriptive analytical study method by taking various materials from relevant and empirical sources in the form of experience and library data that are studied comprehensively, integrally and holistically on the development of situations and conditions both globally, regionally and nationally. The conclusions

of this study include: In Indonesia, the implementation of the Pancasila ideology is currently experiencing ups and downs, especially since Indonesia underwent reform and globalization. The ideology of Pancasila in addition to facing the challenges of alternative ideologies such as neoliberalism, new socialism and even radicalism, the ideology of Pancasila is also faced with problems of people's welfare. The Indonesian people are still struggling for poverty alleviation, how the equitable distribution of development and income distribution can be carried out evenly, so as to create social justice and strive to create harmonization of the life of society, nation and state.

In essence, the meaning of welfare in the context of the Pancasila ideology is the preservation of the Unitary State of the Republic of Indonesia as the living space of the Indonesian nation and the maintenance of unity and integrity imbued with the spirit of gotong royong and Unity in Diversity. the development of Indonesian Society and Nation (National and Character Building), this factor is very decisive in the process of civilizing and sustainable development of civilization. Specifically, there are several obstacles in the implementation of the Pancasila ideology, including:

- Ideological Aspect. The development of the ideology of global radicalism with the promise of prosperity, so that many Indonesian citizens are influenced to join radical movements in the name of religion.
- Political Aspect. There is no indicator of Pancasila as a benchmark in the life of the state, so that the Pancasila ideology is not optimally institutionalized and does not touch all aspects of the implementation of national development.
- Economic Aspect. Free market pressures weaken the capacity of domestic industries, demand competitive jobs and threaten food sovereignty.
- Socio-Cultural Aspects. Indonesian Human Resources are increasingly educated but have lost the value of hard work and mutual cooperation, thus leading to individualist attitudes and weakening nationalism.
- Defense and Security Aspects. There is still a threat of armed separatism movement that brings welfare issues, thus endangering the territorial sovereignty of the Unitary State of the Republic of Indonesia.

Based on the obstacles to implementing the Pancasila ideology as mentioned above, the following steps are recommended:

- Ideological Aspect. Placing Pancasila as the philosophical basis of national education and developing the values of Pancasila based on exemplary steps starting from the level of early childhood education, elementary, middle and high education to the work environment.
- Political Aspect. The government formulates the Pancasila indicator as a benchmark for the success of national development which is applied to every ministry/institution to be used as a guide in the process of planning, implementing and evaluating government work programs.
- Economic Aspect. The government provides full support through infrastructure, fiscal and regulatory policies to encourage the development of domestic industries, provision of a competitive workforce and national food availability based on national insight.
- Socio-Cultural Aspects. Building collective awareness of the community as Pancasila's social capital through revitalizing activities in the community based on mutual cooperation, both in the economic field to give birth to an entrepreneurial spirit based on kinship (cooperatives), in the social field to foster social solidarity, and in the cultural field to recognize the identity of the Indonesian nation.
- Defense and Security Aspects. Strengthening the authority and sovereignty of the state through firm legal action against any threat of disintegration, and equipping the understanding of Pancasila ideology in every state apparatus in order to foster national insight throughout the territory of the Unitary State of the Republic of Indonesia.

This research on Building Global Insights for Young Citizens with Pancasila Character, conducted by Magnusson et al., [11] aims to find out how to build global insights for young citizens based on the values of Pancasila as the character of the Indonesian nation. This study uses a qualitative approach with the grounded theory method. The

results of the study indicate that the values of Pancasila as the character of the Indonesian nation must be used as the basis for developing global insight for young citizens. Pancasila as the foundation in developing global citizens' insight, carries the implication that young citizens in schools should not only memorize the values of Pancasila or use them as slogans, but must be applied and implemented in everyday life. The second principle of Pancasila is the main door for developing global insight for young citizens. Global values that develop must be able to accommodate the values of Pancasila.

Research conducted by Sumardjoko in [11] on the Revitalization of Pancasila Values Through Citizenship Education Learning (PKn) Based on Local Wisdom for Strengthening Character and National Identity. This study aims to find and develop Civics learning models in junior high schools based on local wisdom as a strategy to revitalize Pancasila values for strengthening character and national identity. This study uses a qualitative approach by following the implementation flow: (1) literature study, conducted to collect supporting materials related to Civics learning model, (2) field data collection and data triangulation conducted to describe Civics learning model in junior high school which currently being implemented, (3) SWOT analysis to develop a draft model, and (4) formulation of a (tentative) model design through participatory-collaborative workshops. The conclusions of this study are: For the development of powerful Civics learning, it is necessary to revise especially with regard to (a) the integration of local cultural values and (b) strategies and learning methods that support the mastery of Civics competencies and values education. Based on the SWOT analysis, a draft model of Civics in Junior High Schools based on local wisdom was developed as a strategy to revitalize Pancasila values to strengthen the character and national identity based on: (a) integration of local wisdom of Javanese culture originating from the core values of respect, harmony, and mutual help. as a strategy to revitalize Pancasila values and character values, (b) to prepare students as smart and good citizens, learning is done by learning by doing, learning to solve social problems, learning through social involvement, and learning through habituation and social interaction. -cultural. (c) The implementation of the draft model is carried out using a Problem Based Learning, Project Based Learning, and Value Clarification approach. Important components to support the draft Civics learning model based on local wisdom are (1) the participation of all elements of stakeholders (government, private and community elements), (2) Dikpora is a key component that determines the implementation of the model, (3) Schools are the main component in implementing the model. implementation of the model, (4) teachers as a key component in model implementation, and (5) students who are learning subjects who are expected to play an active role in the revitalization of Pancasila values. Therefore, the parties related to the implementation of the development of Civics learning based on local wisdom for strengthening the character and identity of the Nation must be committed and have the same perception in realizing learning objectives.

Referring to the three relevant research results mentioned above, there are similarities in the object of research which is related to improving the quality of human resources through efforts to implement Pancasila values in order to build the nation's character. Thus the information from the results of these studies is very supportive and practically strengthens the object of research that will be carried out by researchers. The difference is in terms of methodology which is more of a literature study. Meanwhile, research on the Evaluation of the National Defense Values Stabilization Program of the Indonesian National Defense Institute emphasizes the relationship between actors (program implementers) and objects (society), especially those involved in activities to strengthen national values.

### **3. Methodology**

#### **3.1. Research Design**

In general, the research methods used in the evaluation can be grouped into quantitative methods, qualitative methods and mixed methods. In the use of the method, it is determined by the type of data that needs to be collected, the source of information, the time required to carry out an evaluation of the required resources (manpower, costs and tools), the distribution of program service areas, and those who receive program services. The selection of research methods used to obtain data requires theoretical considerations and practical considerations. Theoretical

considerations or scientific considerations relate to the data needed by the evaluation to achieve the evaluation objectives. The evaluation model used is the CIPP model developed by Stufflebeam. The research design as described as follows:

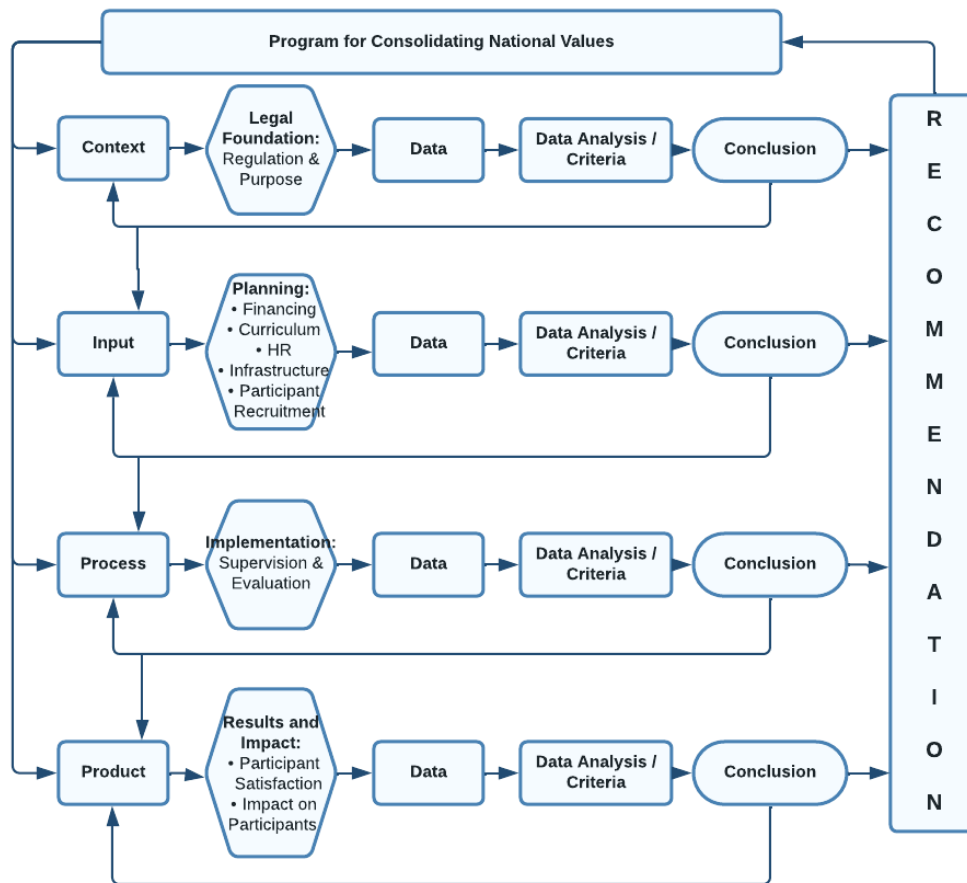


Figure. 1. Research Design

The research design above explains that the research procedure begins with an evaluation of the national values strengthening program that has been and is currently running. By using the CIPP evaluation model, improvements or ideal conditions can be found for each aspect that is the sub focus of the research. Based on the CIPP theory developed by Stufflebeam, the research subfocuses are as follows: Context evaluation (context evaluation), Input evaluation (input evaluation), Process evaluation (process evaluation), Product evaluation (product evaluation), and Outcome evaluation (result evaluation/evaluation impact).

From the conclusions on the evaluation findings of each sub-focus, it is hoped that recommendations can be given to the leadership of the Indonesian National Defense Institute and other government institutions/institutions as input in formulating policies relating to programs to strengthen national values or similar activity programs, both at Lemhannas RI. as well as in other institutions/institutions. In addition, the results of this study are expected to contribute ideas for the advancement of knowledge development of human resource management, especially in the management of diverse human resources for the development of the nation's character.

### 3.2. Data Collection

The population in the study were all alumni of the national values strengthening program (Taplai, National Dialogue and Training of Trainers) who had participated in the national values strengthening program, the implementers of the national values strengthening program and resource persons involved in the values strengthening program. nationality. The research sample is the implementers of the strengthening program implementers, resource persons and alumni of the strengthening national values program, including:

- The Main Official of Lemhannas RI as policy makers for the strengthening of national values program.
- The organizer of the program for strengthening national values, in this case the Deputy for the consolidation of national values and his staff.
- Teaching Experts, Expert Reviewers and Professional Staff who are the resource persons for the program to strengthen national values.
- The alumni and participants of the strengthening national values program.
- Other informants deemed necessary to obtain data related to the implementation of the program to strengthen national values.

For alumni, the sampling technique used is purposive sampling with the criteria of Provinces/regions that have carried out a program to strengthen national values in the last 5 (five) years). In every research activity there is always a data collection activity as a means of obtaining data. The data and information that will be collected in the research have different forms and characteristics, each of which requires a different technique in the collection process. Stiefel [20] states that: "Data Collecting through many forms, such as interviews, observations, documents, and audiovisual materials and newer forms emerging in the literature." Collecting data through various forms, such as interviews, observations, review of documents and audio-visual materials as well as new forms that appear in the literature.

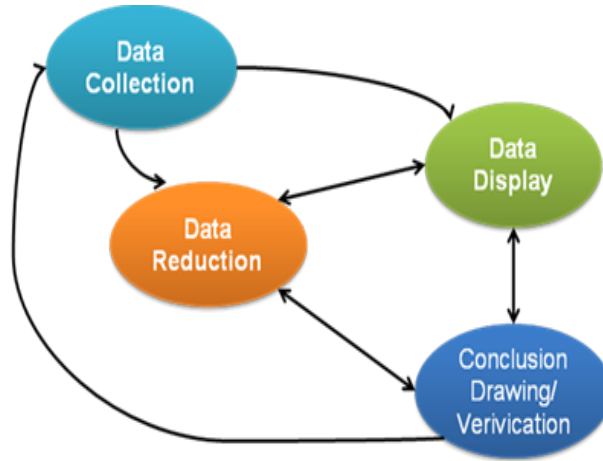
### 3.3. Research Instrument

According to Tsiotsou [21] Research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more accurate, complete and systematic so that they are easy to process. The research instrument consists of four components, namely: (1) The context component consists of interview guidelines, questionnaires, documentation studies, observations, which are used to collect data related to the formal basis, conformity of the objectives of the stabilization program with the vision and mission, program objectives and needs. public; (2) The input component consisting of observation, study documentation, questionnaires, and interviews is used to see the availability of infrastructure, fulfillment of resource persons, curriculum, financing and recruitment of participants; (3) The process component is to see the implementation, supervision, and evaluation of the program for strengthening national values. The instruments used for the process component consist of observations, questionnaires, and interviews; (4) The product component is used to see the results of the implementation of the strengthening national values program, including participant satisfaction and the impact of the implementation of the stabilization program for the community. To collect the data, used instruments in the form of documentation review, interviews and questionnaires.

### 3.4. Research Technique and Step

This study uses data analysis techniques Valliere [22] who say that qualitative data analysis consists of three streams of activities that occur simultaneously, namely data reduction (data reduction), data presentation (data display) and

conclusion/verification (conclusion). drawing/verification). Visually the flow of data analysis is shown in Figure 3.3, with a description as below:



**Figure. 2.** Visual Miles & Huberman Data Analysis Flow

### 3.4.1. Data Reduction

According to Magnusson et al., [11] Data reduction is defined as the process of selecting, focusing on simplifying, abstracting, and transforming “rough” data that emerges from written notes in the field. The data obtained from the field is quite a lot, for that it is necessary to record it carefully and in detail. The longer the researcher is in the field, the more the amount of data, complex and complicated. For this reason, it is necessary to immediately conduct data analysis through data reduction. Or in other words, reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to conduct further data collection.

### 3.4.2. Data Display

After the data is reduced, the next step is to display the data. In qualitative research, data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. Furthermore, Legné et al., [9]. in Koubaa [7] states that the most frequently used to present data in qualitative research is narrative text. By displaying data, it will be easier to understand what is happening, and plan further work based on what has been understood. All data presentations are designed to connect information that is arranged in a coherent and easily accessible form. By looking at these presentations, you will be able to understand what is going on and what to do based on the understanding obtained and the presentation.

### 3.4.3. Conclusion Drawing and Verification

The third step in qualitative data analysis according to Dimitrova et al., [2] is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions. Thus, the initial conclusions drawn and the analysis of the data that have been presented will be able to change if there is data or evidence that is strong enough to support it in the next data collection. Final conclusions may only emerge until the last data that can strengthen or support these conclusions is collected.



## 4. Result and Discussion

### 4.1. Result

This study aims to evaluate the National Values Consolidation Program conducted by Lemhannas RI using the Context, Input, Process and Product (CIPP) evaluation approach developed by Daniel Stufflebeam. Evaluation of the stabilization program is based on the results of observations, interviews and secondary data. Field observations were carried out on the entire process of the strengthening of national values, from planning, implementation to evaluation after the implementation of the stabilization program. Interviews were conducted with several key informants, namely Indonesian National Defense Officers as policy makers and program implementers, Indonesian National Defense and National Defense Professionals as resource persons for strengthening and alumni of the stabilization program. In addition, documentation studies related to supporting documents in the stabilization program were also carried out. Researchers also collected data by filling out questionnaires/questionnaires for participants and alumni of the comparative strengthening program.

Based on the results of the researcher's observations, in various dialogue forums with the community, both non-formal and formal, such as FGDs, seminars, workshops, it is often stated that a program to strengthen national values is needed and even recommended to be carried out on a massive scale in order to reach all levels of society. In line with the results of the researcher's observations, information was obtained from informants who were implementing the stabilization program (P-1, P-2, P-3, P-4 and P-5) stating that the public's interest in participating in the strengthening national values program was sufficient. high as an indication that community needs are quite high. The public's interest in participating in the program to strengthen national values, both funded by the RI Lemhannas and self-funded (crash program) is quite high. For example, for the 2020 program there are slots for 850 people, who register more than 2500 people and in 2021 there are slots for 400 people who register 1460 people. Registration time is limited to 1 week (starting from announcement to closing of registration). According to Informants N-1, N-2, N-3 and N-4, the strengthening of national values is needed to build the nation's character which in turn can strengthen the unity and integrity of the nation.

In various interactive dialogue forums, both through television (TVRI) and radio (RRI) which are followed by researchers in various regions, there are always suggestions from the public so that activities to strengthen national values are carried out more massively to reach areas throughout the country. The suggestion or request was motivated by their concern for the condition of the nation that was vulnerable to social conflicts with SARA nuances. In the background of the Character Education Master Design script made by the Ministry of Education which is the reference for making the 2013 education curriculum, the same concern is expressed. Since reform was launched, the desire to build the nation's character has continued to flare up along with the emergence of political euphoria as a dialectic of the collapse of the New Order regime. The desire to become a democratic nation, free from corruption, collusion and nepotism (KKN), respect and obey the law are some of the desired national characteristics in the life of society, nation and state. However, reality shows the opposite phenomenon. Horizontal and vertical conflicts marked by violence and riots appeared everywhere, accompanied by the thickening of regionalism and primordialism that could threaten national integration; the practice of corruption, collusion and nepotism does not subside, in fact it is growing; the coveted ethical full democracy turned into a democracy that went too far and led to anarchism; social and political politeness is fading at various levels of social, national and state life; The intelligence of the nation's life which was mandated by the founding fathers of the state is increasingly invisible, all of which show the disappearance of the noble values of the nation.

The community's needs are also shown by the results of questionnaires and interviews with participants or alumni who state that the National Values Consolidation Program is needed. The results of the questionnaire/questionnaire conducted by researchers on 220 alumni of the stabilization program from several regions, including: Pangkalpinang March 20 2017, Jakarta on March 31 2017, Balikpapan on July 8 2017, Manado 20 July 2017, Jakarta October 12

2017, Serang October 21, 2017 showed that 5.9% of alumni agreed and 94.1% strongly agreed that this strengthening program was needed. Furthermore, 10% agreed and 90% strongly agree that this stabilization program was carried out intensively to reach all levels of society.

#### 4.2. Discussion

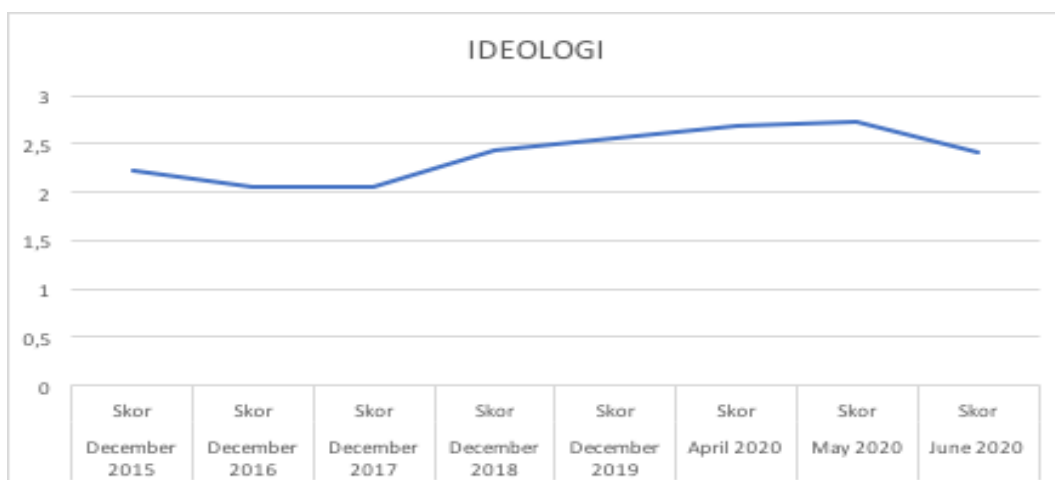
Context evaluation is carried out as a need assessment of a need, providing information for decision making in planning a program to be implemented. According to Stufflebeam, this context evaluation is the most basic evaluation, which has a mission to provide a rationale or basis for determining educational goals, context evaluation seeks to solve problems with unwanted needs in educational settings, context involves conceptual analysis related to elements of the educational environment that are more descriptive and comparative [23,24].

Context evaluation includes analysis of problems related to the program environment, unmet needs, population and sample served, identifying unmet needs and untapped opportunities that specifically have an influence on the context of the problems that are components of the program.

Context evaluation is an evaluation of needs, namely reducing the gap between factual conditions and expected conditions. The main purpose of context evaluation is to identify the strengths and weaknesses of the objectives and provide direction for improvement.

From the results of the research as described above, the community's need for a program to strengthen national values is quite high. This is inseparable from the public's concern about the current condition of the nation which is vulnerable to various social conflicts. There is people's longing for a peaceful, tolerant life and is inspired by the spirit of gotong royong according to the identity of the Indonesian nation. The unity and integrity of the nation which is a prerequisite for the achievement of the ideals and national goals of the Indonesian nation is threatened. Dadan Umar Daihani, one of the Lemhannas RI Professionals said at the Jakarta Geopolitical Forum IV in October 2020 that the results of the measurement of the National Resilience Measurement Laboratory (Labkurtannas) owned by the RI Lemhannas, national security for ideology is still not strong. Gatra Ideology is the glue of social solidarity as well as the basic capital of a strong nation. For a period of 5 years from 2015 to 2020 the condition is still in the less resilient category. There was a slight development at the beginning of 2020 but then it declined again as shown in the chart below.

**Figure. 3.** Ideology development line chart in the 2015-2020 period



**Table 1.** the development of ideology in the 2015-2020 period

Gatra	Dec 2015	Dec 2016	Dec 2017	Dec 2018	Dec 2019	Apr 2020	May 2020	June 2020
	Score	Score	Score	Score	Score	Score	Score	Score
Ideology	2,23	2.06	2.06	2,44	2,56	2,69	2,73	2,42

Factors that influence the low resilience of this ideology include tolerance, social solidarity, respect for rights and responsibilities. These are the factors that must be improved, one of which is through strengthening national values.

In addition to the above, Lemhannas RI also received a lot of suggestions from the public from various groups and various regions to carry out activities to strengthen national values more massively. Since 2006, Lemhannas RI has carried out more than 83 activities to strengthen national values at the request and financed by community groups (excluding activities programmed by Lemhannas RI in the APBN). There are still many requests from the public through professional groups, community organizations, other groups and individuals who apply to be able to participate in the program to strengthen national values. The high public interest has not been fully accommodated by the RI Lemhannas. In every impact evaluation activity, either through questionnaires or in the form of Focus Group Discussions (FGD) with alumni in various regions, Lemhannas RI always gets suggestions for input "so that Lemhannas conducts a more intense strengthening program and covers all levels of society to areas throughout remote areas of the country".

From the discussion above, the results of the research on the context component, which includes aspects of regulation, goals and objectives, and the need for the National Values Consolidation Program have generally met the established criteria. In detail, as shown in the following table:

**Table 2.** Stages, Aspects, Criteria and Evaluation Results

Evaluation Stage	Evaluated Aspect	Success Criteria	Research Result	Description	Research Findings
<b>Context</b>	Regulations on Strengthening Programs	Availability of a legal basis that is oriented towards laws and regulations, and is described in the form of regulations and implementation instructions as the basis for program implementation.	The legal basis already exists in the form of a Presidential Regulation and a Regulation of the Governor of Lemhannas RI which is a legal aspect as well as a guide in implementing the program to strengthen national values.	Meet the criteria	- It will be stronger if the legal basis is in the form of a law, in line with the strengthening of the legal basis for the existence of Lemhannas RI
<b>Base</b>	The aims and objectives of the	Have clear goals and objectives in	The aims and objectives of the program for	Meet the criteria	- The goals and targets that have been formulated

	Strengthening Program	accordance with the guidelines for the Consolidation of National Values Program.	strengthening national values have been formulated.		are too broad with national achievements, so that their implementation needs to be more intensive and massive. - Collaboration / cooperation with other institutions / institutions is required.
<b>Law</b>	Community/s stakeholder needs	There are clear and realistic community needs.	The community's needs are quite high, indicated by the enthusiasm and interest of the people who want to take part in the program to strengthen national values, which is quite high, the number of suggestions from various components of society so that Lemhannas RI can strengthen national values more intensely and reach all levels of society.	Meet the criteria	- It is necessary to map the community's needs as a basis for determining the priority scale and a reference for collaborating/collaborating with other agencies/institutions - It is necessary to make a Grand Design for the implementation of national insight consolidation nationally.

## 5. Conclusion

From the results of the research and discussion, it was concluded that the Program for the Consolidation of National Values carried out by Lemhannas RI in general had been going well, although not yet optimal, with the following conclusions:

- From the legal aspect, there is a fairly strong legal basis in the form of a Presidential Regulation which mandates the Indonesian National Defense Institute to carry out the Program for Consolidating National Values as one of its main tasks. The Presidential Regulation has also been further elaborated in the form of a Regulation of the Governor of Lemhannas RI which is used as a guide or reference in the implementation of the Program for Consolidating National Values.
- The objectives and targets for the implementation of the Program for the Consolidation of National Values have also been formulated in a clear, realistic and achievable manner.
- In the aspect of community needs, it was also found that the level of community need for the Consolidation of National Values Program was quite high.

The results of the input component research, based on the findings, it can be concluded as follows:

- In the aspect of financing and funding regularly every year, support is obtained from the State Budget. In addition, budget support is also obtained from other agencies/institutions (Non APBN) to finance the implementation of the National Value Consolidation Program independently. Budget support from the APBN is still not in accordance with the needs, which is only 25% of the need.
- In the aspect of curriculum, the curriculum is already available as a reference in the implementation of the Program for Consolidating National Values. Lemhannas RI also conducts periodic evaluations/improvements of the curriculum on a limited basis.
- In the aspect of Human Resources, Lemhannas RI has sufficient human resources both in quantity and quality to support the implementation of the Program for Consolidating National Values. HR consists of implementing staff, facilitators and resource persons. Efforts to improve the quality of human resources are carried out by Lemhannas RI on an ongoing basis through mentoring and training.
- In terms of facilities and infrastructure, facilities and infrastructure are available and sufficient to support the implementation of the National Values Consolidation Program carried out at Lemhannas RI.
- The participant recruitment process is carried out by Lemhannas RI through selection according to predetermined requirements. The recruitment process is also carried out in collaboration with other agencies/institutions. For the Stabilization Program activities carried out in the regions, the recruitment process is carried out in collaboration with local government agencies (in this case the Kesbangpol).

The results of the Process Component research, based on the findings, it can be concluded as follows:

- The implementation of the National Values Consolidation Program carried out by Lemhannas RI has gone well as planned.
- Supervision and evaluation are carried out starting from the planning, implementation to post-implementation stages to control and measure the results of the National Values Consolidation Program activities.

Product Component research results (Product). based on the findings, it can be concluded as follows:

- The level of satisfaction of participants both with the implementation of the program, the support from the implementers, the materials provided and the resource persons were very good.
- In general, there has been a change in the attitudes, motivations and activities of the alumni as a result of participating in the National Values Consolidation Program.

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