



Evaluating Habit Formation in Developing Students' Independent Character Using the CIPP Model

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Abstract

The effectiveness of the habit formation method in developing students' independent character needs to be comprehensively evaluated, particularly in relation to program needs, resource readiness, implementation processes, and outcomes. This study aims to evaluate the implementation of the habit formation method in developing students' independent character using the Context, Input, Process, Product (CIPP) evaluation model. The study employed a qualitative approach with an evaluative research design. Data were collected through observation, in-depth interviews, and documentation involving pesantren caregivers, ustaz, administrators, and students as informants. Data were analyzed using the interactive model of Miles, Huberman, and Saldaña through data condensation, data display, and conclusion drawing and verification. The findings show that, in the context component, the habit formation method was directed toward developing students' ability to regulate themselves, demonstrate discipline and responsibility, and become independent. In the input component, program implementation was supported by the role modeling of caregivers and ustaz, institutional regulations, a religious environment, and a guidance system, although differences in students' backgrounds and adaptive abilities presented challenges. In the process component, character development was carried out through daily routines, supervision, role modeling, and continuous guidance. In the product component, students demonstrated improved abilities to manage personal needs, time, tasks, and responsibilities, as well as a shift from compliance with instructions toward personal awareness and initiative. These findings indicate that the development of independent character through habit formation occurs through the interaction of program objectives, environmental readiness, repeated practices, supervision, and students' direct experiences in fulfilling responsibilities.

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INTRODUCTION

Character development is one of the important goals of the national education system in Indonesia. Education is directed not only toward academic achievement but also toward developing individuals who are devoted to Allah, possess noble

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character, demonstrate independence and responsibility, exercise creativity, and actively participate in society. From the perspective of Islamic education, character development is a continuous process that takes place through the transmission of values, role modeling, habituation, and the creation of a supportive educational environment (Salamah et al., 2026; Tyas et al., 2026). Thus, character formation does not occur solely in the classroom but also through the culture and daily activities of students, allowing positive values to be practiced consistently and developed into long-term habits Abdulloh et al., (2025).

Islamic boarding schools, known as pesantren, are Islamic educational institutions with distinctive characteristics in character formation. As one of the oldest forms of Islamic educational institution in Indonesia, pesantren function not only as places for learning Islamic knowledge but also as educational environments that cultivate morality, discipline, responsibility, and independence (Defriyanto et al., 2026; Hasan et al., 2025). Wirayanti et al (2024) explains that pesantren have five main elements: the kiai, santri, pondok, mosque, and the teaching of classical Islamic texts. These elements complement one another in shaping the educational culture of pesantren. The twenty-four-hour educational system in pesantren enables intensive interaction among caregivers, ustaz, and santri, allowing character formation to take place comprehensively through academic, religious, social, and daily activities (Harun et al., 2026; Sriwahyuni et al., 2025).

One of the important character traits developed in pesantren is independence. Independence encompasses the ability to regulate oneself, fulfill personal needs, make responsible decisions, and solve problems without excessive dependence on others (Komariah & Nihayah, 2023; Wulandari, 2021). In pesantren life, independence is reflected in students' ability to manage daily activities, perform religious obligations, maintain personal and environmental cleanliness, organize study time, complete tasks, and participate in various collective activities (Muthohirin & Suherman, 2020). Developing independence is important because students are expected to live responsibly and face various demands after completing their education. Several studies have shown that pesantren programs, the quality of human resources, and the educational environment contribute to the development of students' independence (Fahrudin & Malik, 2025; Furqan, 2019).

The development of independent character in pesantren is carried out, among other approaches, through habit formation. The habit formation method is an educational process implemented through the consistent and continuous repetition of positive behaviors so that the values being instilled can develop into habits and subsequently become part of an individual's character (Marcellus et al., 2021; Taufiq & R, 2025). In practice, habit formation is realized through various daily activities, such as congregational prayer, Qur'anic recitation, maintaining cleanliness, managing personal needs, following daily routines, managing time, and fulfilling individual and group responsibilities. Repeated participation in these activities provides students with opportunities to directly experience and practice responsibility. Thus, habit formation functions not only to develop compliance with regulations but also to encourage students to become aware of and fulfill their responsibilities independently (Engkizar et al., 2026).

The effectiveness of the habit formation method is influenced by various factors related to the educational environment and program implementation. The role modeling provided by ustaz and caregivers is an important factor because students learn not only through instructions but also by observing and imitating the behavior of respected figures (Rudik & Rois, 2021). In addition, consistent enforcement of regulations, a religious culture, supervision systems, continuous guidance, and a supportive social environment strengthen the character formation process. Research on leadership in pesantren has shown that the role modeling

provided by kiai and pesantren leaders contributes to the development of students' discipline and independence through continuous example and guidance (Adrivat et al., 2024; Engkizar et al., 2025; Tyas et al., 2026).

On the other hand, the development of independent character is accompanied by various challenges. Differences in family backgrounds, lifestyles before entering pesantren, adaptive abilities, and levels of student discipline may influence students' responses to habit formation programs. The development of information technology also presents a challenge, particularly when uncontrolled gadget use reduces social interaction, learning discipline, and student engagement in pesantren activities. These conditions indicate that the success of habit formation is determined not only by the existence of a program but also by resource readiness, student characteristics, consistency of implementation, and the quality of supervision. Therefore, evaluation is needed to examine the program comprehensively and systematically identify the factors that support or hinder character development.

Previous studies have examined character development and student independence in pesantren from various perspectives. Widodo (2025) explained that innovations in student management in pesantren can optimize students' independence and entrepreneurial spirit through structured program management. Efendi et al (2020) found that pesantren programs, the quality of human resources, and the pesantren environment have a significant influence on the development of student independence. Ahmad et al (2025) also demonstrated that kiai leadership plays an important role in instilling discipline and independence through continuous role modeling and guidance. Although these studies provide insights into the factors and strategies associated with student independence, most have focused on program implementation, factors influencing independence, or relationships among variables. Comprehensive evaluation specifically examining habit formation as a character-building program through an analysis of program needs, resource readiness, implementation processes, and outcomes remains relatively limited.

In this context, program evaluation is important for determining the extent to which the habit formation method has been implemented in accordance with its intended objectives. One relevant evaluation model in education is the Context, Input, Process, Product (CIPP) model developed by Stufflebeam. This model enables comprehensive evaluation through four components: context, which identifies program needs and objectives; input, which assesses resource readiness and the strategies employed; process, which examines program implementation; and product, which assesses the outcomes achieved. The CIPP model enables evaluation to focus not only on final outcomes but also on identifying conditions that support or hinder the achievement of program objectives. This approach is particularly relevant to the evaluation of habit formation because character development is a gradual process involving interactions among program objectives, resources, implementation, the educational environment, and changes in student behavior.

In pesantren life, habit formation is implemented through various structured and repetitive activities, including congregational worship, cleanliness, management of personal needs, time management, and the fulfillment of collective responsibilities. Conceptually, these activities have the potential to develop independent character, but their effectiveness cannot be assumed merely from the existence of such activities. Evaluation is needed to identify the alignment between program needs and character development objectives, the readiness of resources and the supporting environment, the consistency of habit formation and supervision, and the behavioral changes resulting from the program. This perspective is important for gaining a deeper understanding of the mechanisms through which habit formation contributes to the development of student independence (Alam, 2017; Fahrudin & Malik, 2025; Nabilla, 2025).

Based on the background and research gap, this study aims to evaluate the implementation of the habit formation method in developing students' independent character using the Context, Input, Process, Product (CIPP) evaluation model. The evaluation focuses on analyzing program needs and objectives, the readiness of resources and the supporting environment, the implementation of habit formation and supervision, and the outcomes of independent character development among students. This study is expected to contribute theoretically to the study of character development in pesantren education while providing an evaluative basis for the systematic and sustainable development of habit formation programs.

METHODS

This study employed a qualitative approach with an evaluative research design to examine the habit formation method used to develop students' independent character. The Context, Input, Process, Product (CIPP) model developed by Stufflebeam was employed as the evaluation framework to provide a comprehensive understanding of program needs, resource readiness, implementation of habit formation, and outcomes related to students' independent character. The study was conducted at an Islamic boarding school purposively selected because it implemented a habit formation method in students' daily activities (Chen, 2023; Engkizar et al., 2023; Kocaman, 2024; Muzakki & Mustofa, 2022; Nuha et al., 2024).

The research participants were selected through purposive sampling, based on their knowledge of and direct involvement in the program being evaluated. The participants consisted of the Islamic boarding school caregiver, ustaz, administrators, and students participating in the habit formation program. The selection of these participants enabled the study to obtain diverse perspectives on the planning, implementation, supervision, and outcomes of the habit formation program.

The object of the study was the evaluation of the habit formation method in developing students' independent character based on the four components of the CIPP model. The context component covered program needs, objectives for developing independent character, and the alignment of the program with the institution's vision, mission, and conditions. The input component included the readiness of human resources, facilities and infrastructure, the Islamic boarding school curriculum, institutional regulations, and environmental support. The process component covered the implementation of the habit formation method, forms of habituation activities, supervision, guidance, teacher role modeling, and activity evaluation. The product component focused on the outcomes of independent character development, reflected in discipline, responsibility, self-management, social awareness, and independence in daily life (Agus et al., 2023; An Nahdliyah, 2023).

Data were collected through observation, in-depth interviews, and documentation. The primary research instrument was the researcher as the human instrument, who was responsible for planning the study, collecting and analyzing data, interpreting the findings, and drawing conclusions. To support data collection, the study employed observation guidelines, semi-structured interview protocols, documentation sheets, an audio recorder, field notes, and a camera (Engkizar et al., 2024).

Data trustworthiness was established through source, technique, and time triangulation. Source triangulation was conducted by comparing information obtained from the caregiver, ustaz, administrators, and students. Technique triangulation involved comparing findings from observations, interviews, and documentation, while time triangulation was conducted by collecting data at different times to examine the consistency of the information. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing and verification (Bingham, 2023;

Braun & Clarke, 2022; Lungu, 2022). Data condensation was conducted by selecting, focusing, and categorizing information according to the CIPP components and themes emerging from the data. Data were displayed in the form of narratives, matrices, and tables to identify patterns and relationships among the findings. Conclusions were then drawn and verified by interpreting the evaluation findings across each CIPP component to provide an overall understanding of the program's effectiveness, supporting and inhibiting factors, and the basis for the continuous development of the habit formation program.

RESULT AND DISCUSSION

Context: Habit Formation as a Strategy for Developing Student Independence

The findings show that the habit formation method was developed as a strategy to foster students' independent character through positive habits practiced consciously, consistently, and continuously. The findings related to the context aspect indicate that the program was not merely intended to encourage students to comply with institutional regulations, but also to develop their ability to regulate themselves, fulfill responsibilities, and manage personal needs without depending on others.

Based on an interview with the caregiver, the primary objective of the program was to develop students who are independent, disciplined, responsible, sincere, and capable of managing themselves. The caregiver explained:

"We want students not only to do things because they are told to. The activities that are practiced every day are expected to gradually become part of their own awareness, so that they are able to manage themselves and take responsibility for their actions."

This statement indicates that habit formation was positioned as a process of transforming behavior that was initially performed because of institutional rules into behavior based on personal awareness. Thus, independence became a primary objective developed through the routines of students' daily lives.

The habit formation program was developed through discussions involving caregivers, administrators, and teachers, with reference to the institution's vision and mission. This process indicates that the program had clear directions and objectives and was aligned with the needs of character education. These findings demonstrate that the context component was fulfilled because the program was developed based on the institution's actual needs and had objectives consistent with character education in Islamic boarding schools.

Within the CIPP model, context evaluation serves to identify needs, objectives, and program priorities as the basis for designing activities. Programs designed according to identified needs are more likely to achieve their intended objectives. These findings are also consistent with Afifah et al (2024), who stated that the success of habit formation programs is strongly influenced by the clarity of objectives and the alignment of the program with the needs of educational institutions. Effective context evaluation enables program managers to determine appropriate forms of habit formation so that character values can be internalized effectively.

Furthermore, these findings reinforce Wirayanti et al (2024) view that Islamic boarding school education is not merely oriented toward the transfer of religious knowledge but also toward character formation through communal life that takes place around the clock. In this context, habit formation represents a relevant strategy because character education occurs through students' various daily activities.

Input: Role Modeling and the Islamic Boarding School Environment as Foundations for Habit Formation

The findings related to the input component indicate that the success of the habit formation program was supported by the role modeling provided by caregivers, teachers, and administrators, as well as by an institutional environment that enabled

character values to be practiced directly. Role modeling was an important resource because students did not merely receive instructions but also observed and imitated the behavior of educators in their daily lives.

One of the administrators explained:

“Students find it easier to follow when the teachers and administrators also practice what they are asked to do. Therefore, it is not enough to simply tell them to be disciplined; we also have to demonstrate discipline in our daily activities.”

This statement demonstrates that role modeling constituted an integral component of the program input. Educators’ discipline in performing religious practices, following institutional regulations, and participating in daily activities provided students with concrete examples. Thus, habit formation was established not only through regulations but also through an educational environment in which values were demonstrated directly.

In addition to human resources, clear regulations, a religious environment, and a structured habit formation program supported program implementation. These conditions created an environment in which students repeatedly experienced opportunities to fulfill both personal and collective responsibilities. These findings are consistent with Tohet & Nuraini (2026), who stated that teacher role modeling and habit formation are two primary strategies for developing students’ character in Islamic boarding schools. When educators are able to serve as concrete role models, students more easily internalize the values of responsibility, discipline, and independence. Putri et al (2024) also found that a culture of habituation supported by a religious environment can strengthen the internalization of character values, enabling students not only to understand these values cognitively but also to practice them in their daily lives.

Input: Student Heterogeneity as a Challenge in Habit Formation

Although adequate resources and a supportive environment were available, the study found that the habit formation process faced challenges related to differences in family backgrounds, individual characteristics, and the adjustment abilities of new students. This finding indicates that program readiness does not automatically produce the same response among all students. An administrator explained:

“New students usually need time to adjust. Some quickly follow the rules, while others need more frequent guidance and assistance.”

These differences resulted in varying levels of support required by individual students. Students who had previously been accustomed to performing activities independently tended to adapt more quickly, whereas those who had been accustomed to receiving assistance from their families required a longer adjustment process.

This finding demonstrates that the input component of the CIPP model is not limited to the availability of educators, regulations, and facilities but also includes the characteristics of students as the target of the program. Therefore, the habit formation strategy requires flexibility during the initial stage of implementation so that the adjustment process is not oriented solely toward compliance but also takes students’ individual development into account.

Process: Daily Routines as a Mechanism for Character Internalization

In the process component, the main theme identified was that daily routines served as the primary mechanism for internalizing independent character. Character formation was not achieved solely through theoretical instruction but through repeated activities that positioned students as direct participants in fulfilling various personal and collective responsibilities.

The habit formation method was implemented through activities conducted from the time students woke up until they went to bed at night. These activities included congregational prayer, Qur’anic recitation, religious instruction, maintaining

environmental cleanliness, washing their own clothes, performing daily duties, evening study, and various other religious activities.

One student stated:

"Here, our activities are organized from morning until night. We have to follow the schedule, clean our own space, wash our clothes, attend congregational prayers, and study. At first, it felt difficult, but after becoming accustomed to it, we began to see it as our own responsibility."

This statement demonstrates that daily routines provided students with opportunities to directly experience and practice independence. Repeated activities enabled behaviors that initially felt like obligations to gradually develop into habits. The findings indicate that daily routines in the Islamic boarding school functioned not only as a mechanism for organizing activities but also as a pedagogical mechanism for character formation. Through continuous practice, students learned to manage their time, fulfill personal needs, perform tasks, and assume responsibilities without constantly waiting for instructions.

These findings support Karman et al (2023), who stated that habit formation carried out routinely and repeatedly develops into character when supported by consistent supervision and the active involvement of educators. The findings are also consistent with Tyas et al (2026), who explained that habit formation in Islamic boarding schools is effective when supported by the exemplary behavior of caregivers, continuous guidance, and evaluation of students' behavior.

Process: Supervision and Guidance as Reinforcement for Habit Formation

In addition to daily routines, the study found that supervision and guidance constituted important mechanisms for ensuring that habit formation was implemented consistently. Supervision was conducted directly through monitoring daily activities and indirectly through reports from room administrators. Students experiencing difficulties received direction, motivation, and guidance. An administrator explained:

"When students have not yet completed their responsibilities or are still not accustomed to them, we do not immediately punish them. We guide them first, explain what they did wrong, and then continue monitoring them so that the habit can develop."

This statement indicates that supervision did not function merely as a mechanism for controlling violations but also as a means of providing guidance. This approach gave students opportunities to understand their mistakes, correct their behavior, and repeat appropriate actions until they became habitual. Thus, the habit formation process operated through three interconnected mechanisms: repetition of activities, educator role modeling, and continuous guidance. These three mechanisms ensured that habit formation did not stop at compliance with regulations but was directed toward developing awareness and the ability to regulate oneself. These findings reinforce Altan et al (2019), who emphasized the importance of consistent supervision in developing habits into character. The findings are also consistent with Fauziyah et al (2022), who identified guidance and behavioral evaluation as important components of the effectiveness of habit formation methods in Islamic boarding schools.

Product: Development of Independence in Self-Management

In the product component, the main finding was the development of students' ability to manage their personal needs. Based on the interviews, students became more capable of washing their own clothes, organizing study schedules, taking care of personal belongings, completing assigned tasks, and managing daily activities without depending on others. One student stated:

"Before living at the boarding school, some tasks were still often done with help from my parents. After coming here, we have to wash our own clothes, manage our study time, take care of our belongings, and complete our responsibilities. Now we are more accustomed to doing things on our own."

This finding indicates that independence developed through direct experience in managing personal needs. The independence that emerged was not limited to the physical ability to complete tasks but also involved the ability to manage time, maintain personal responsibilities, and make decisions in daily activities. These changes indicate that program outcomes were reflected not only in students' compliance with schedules but also in their increased ability to carry out activities without depending on assistance from others. Thus, indicators of success in the product component can be identified through behavioral changes reflecting self-management.

These findings reinforce Kholis & Mustofa (2024); Mujahid (2021); Nursyda et al (2021), who found that the development of students' independent character through sustainable Islamic boarding school programs increased their sense of responsibility, self-confidence, ability to take initiative, and ability to solve problems independently. Muswara & Zalnur (2019) also concluded that character development strategies in Islamic boarding schools have a tangible impact on improving students' discipline and independence when implemented consistently and supported by a conducive environment.

Product: Transformation from Compliance to Initiative

Another finding within the product component was a shift from behavior that initially depended on instructions toward behavior characterized by greater independence and initiative. This change was evident when students began to recognize their responsibilities and complete assigned tasks without having to be repeatedly instructed by administrators. An administrator explained:

"After they have participated in the activities for a longer period, they usually know what they need to do without waiting to be told. They begin to take initiative, for example, by immediately carrying out their assigned duties or preparing for activities that are their responsibility."

This finding represents an important indicator of independent character development. While students initially carried out activities because of rules and supervision, they subsequently developed the ability to recognize their responsibilities and fulfill them independently. Therefore, the success of habit formation was demonstrated not merely by a reduction in violations of regulations but also by the emergence of initiative, self-awareness, and personal responsibility. The shift from "doing something because one is instructed" to "doing something because one recognizes it as a responsibility" demonstrates a deeper process of value internalization. These findings reinforce MF (2024) regarding the development of students' ability to take initiative and solve problems independently. The findings are also consistent with Rozikin & Astutik (2021), who demonstrated that consistent character development can improve students' discipline and independence.

The evaluation using the Context, Input, Process, Product (CIPP) model demonstrates that the development of students' independent character through habit formation occurs through an interconnected sequence. In the context component, habit formation originated from the need to develop students who are able to regulate themselves, take responsibility, demonstrate discipline, and avoid dependence on others. In the input component, program implementation was supported by the exemplary behavior of caregivers, teachers, and administrators, as well as a conducive Islamic boarding school environment, while differences in students' characteristics and backgrounds constituted one of the challenges during the adjustment process.

In the process component, two main mechanisms were identified: daily routines and supervision and guidance. Daily routines provided students with opportunities to repeatedly practice responsibility, while supervision and guidance ensured that these behaviors were performed consistently and corrected when

necessary. Both mechanisms were reinforced by educators' role modeling, ensuring that habit formation did not stop at compliance with regulations.

In the product component, the most prominent changes were observed in self-management and the emergence of initiative. Students became more capable of meeting personal needs, managing their time, taking care of their belongings, completing tasks, and fulfilling responsibilities without constantly waiting for instructions. Thus, the findings demonstrate a transformation from compliance with regulations toward personal awareness and initiative.

Conceptually, this sequence demonstrates that independent character is not developed through a single activity but through the interaction between program needs, a supportive environment, habitual practices, supervision, and students' direct experiences. These findings reinforce Hakim et al (2019) theory that Islamic boarding school education is a process of character formation through communal life, role modeling, and habituation. In addition, the findings are consistent with recent studies demonstrating that habit formation is an effective strategy for developing students' independence, discipline, and responsibility when supported by educator role modeling, institutional culture, and continuous program evaluation.

The research gap addressed by this study lies in the use of the CIPP evaluation model to comprehensively analyze the habit formation method in developing students' independent character. Most previous studies have primarily described the implementation of habit formation or character development strategies, whereas this study examines the relationship between program needs, input readiness, habit formation mechanisms, supervision, and changes in students' behavior through the four components of the CIPP evaluation model.

The contribution of this study lies not only in confirming that habit formation can support the development of independent character but also in identifying the mechanisms through which character is developed, including daily routines, role modeling, supervision, guidance, and the assignment of responsibilities. These findings provide an evaluative basis for developing character-building programs in Islamic boarding schools, particularly by directing habit formation beyond mere compliance with regulations toward the development of students' awareness, responsibility, and personal initiative.

CONCLUSION

This study evaluated the implementation of the habit formation method in developing students' independent character using the Context, Input, Process, Product (CIPP) evaluation model. The findings show that the habit formation method was implemented systematically through four main components. In the context component, the program was designed to meet the need to develop students who are independent, disciplined, responsible, and possess good character. In the input component, implementation was supported by the role modeling of caregivers, ustaz, and administrators, consistent regulations, and a conducive environment, although differences in students' backgrounds and adaptive abilities presented challenges. In the process component, habit formation was implemented through continuous daily activities reinforced by supervision, guidance, and evaluation. In the product component, students demonstrated development in managing themselves, their time, tasks, and responsibilities, as well as greater initiative without always waiting for instructions. Overall, the findings indicate that the development of independent character through habit formation is influenced by the alignment of program objectives, resource readiness, consistency of implementation, and continuous supervision. Therefore, the program should be maintained and further developed through stronger coordination, responsive guidance, and regular evaluation.

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