

ABSTRAK

Skripsi dengan judul implementasi pendidikan karakter di MIN Sumberjati Kademangan Blitar ditulis oleh Naimatus Syadiyah Fakultas Tarbiyah dan Ilmu Keguruan, Jurusan Pendidikan Guru Madrasah Ibtidaiyah dibimbing oleh Dr. H. Ahmad Nurcholis, M. Pd. I

Kata kunci: implementasi, pendidikan karakter

Penelitian dalam skripsi ini dilatar belakangi oleh kenyataan pendidikan karakter di Indonesia yang masih belum berhasil terlaksana dengan maksimal. Hal tersebut ditandai dengan masih banyaknya permasalahan moral yang ditemui di lingkungan sekolah. Contoh kecilnya seperti perilaku tidak jujur, suka menyontek, kurang disiplin, dan sebagainya. Degradasi moral anak-anak dan remaja yang terpengaruh lingkungan serta media sosial juga marak. Gambaran fenomena tersebut menuntut penguatan implementasi pendidikan karakter menggunakan strategi. Oleh karena urgensi strategi dalam implementasi pendidikan karakter, maka perlu difahami konsepnya terutama di tingkat sekolah dasar atau Madrasah Ibtidaiyah.

Tujuan dalam penelitian dalam penelitian ini adalah: 1) Mendeskripsikan bagaimana proses implementasi pendidikan karakter, 2) Menganalisis dampak implementasi pendidikan karakter, 3) Menginterpretasikan faktor pendukung, faktor penghambat dan solusinya.

Penelitian ini berdasarkan lokasi sumber datanya termasuk kategori penelitian lapangan, dan ditinjau dari segi sifat-sifat data termasuk dalam penelitian kualitatif, berdasarkan pembahasannya termasuk penelitian deskriptif dengan menggunakan studi kasus. Metode pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Analisa data dilakukan mulai dari reduksi data, penyajian data, dan menarik kesimpulan. Untuk menguji keabsahan data dilakukan uji kredibilitas, transferability, dependability dan confirmability.

Hasil penelitiannya adalah 1) Proses implementasi pendidikan karakter di MIN Sumberjati Kademangan Blitar dilaksanakan secara integrasi meliputi Terintegrasi dalam budaya sekolah, terintegrasi dalam kegiatan ekstrakurikuler, terintegrasi dalam kegiatan pembelajaran, dan terintegrasi dalam kegiatan di rumah. 2) Dampak dari implementasi pendidikan karakter di MIN Sumberjati Kademangan Blitar meliputi: a) Moral knowing yang berupa Siswa berani mengambil keputusan terutama untuk diri sendiri, Siswa mampu mengambil pelajaran dari peristiwa yang dialami, Fokus mengikuti pembelajaran. b) Moral loving yang berupa Bersedia menanggung konsekuensi dari keputusan yang diambil, Peka terhadap lingkungan sekitarnya, Berhati-hati dalam melaksanakan dan mengerjakan sesuatu, Ramah dan sopan santun terhadap orang lain, Senantiasa jujur dalam segala hal dan c) Moral doing yang berupa Mandiri dalam menyelesaikan tugas, Disiplin dalam kegiatan sehari-hari dengan menaati peraturan yang ada, Rela menyisihkan sebagian uang jajan untuk jumat amal,

Mencintai keindahan dengan berpakaian rapi dan menjaga kebersihan. 3) Faktor pendukung: Sarana prasarana, Komitmen pendidik, Tenaga dari luar, Partisipasi wali murid dan kondisi lingkungan. Faktor penghambat: Perbedaan latar belakang keluarga, Kurang optimalnya sarana dan prasarana, Pengkondisian lingkungan, Faktor internal peserta didik. Solusi: Diadakan pertemuan wali murid, Sanksi, Mengganti kegiatan *outdoor* dengan kegiatan *indoor*, dan Kontrol guru terhadap peserta didik.

ABSTRACT

Thesis with the title Implementation of Character Education in State Islamic Elementary School Sumberjati Kademanagn Blitar was written by Naimatus Syadiyah Faculty of Tarbiyah and Science Teaching, Department of Islamic Elementary School Teacher Education, advisor by Dr. H. Ahmad Nurcholis, M.Pd.I.

Keywords: implementation, character education

The research in this thesis is based on the facts of education in Indonesia that still have not been successfully implemented with the maximum. that facts is marked by the many moral problems encountered in the school environment. Small examples such as dishonest behavior, cheating, lack of discipline, and so forth. The moral degradation of children and adolescents affected by the environment and social media is also widespread. The description of the phenomenon requires the strengthening of character education implementation using strategy. Due to the urgency of strategy in the implementation of character education, it is necessary to understand the concept especially at the elementary school level or Islamic Elementary School.

The objectives of this research are: 1) to describe how the implementation strategy of character education, 2) to analyze the impact of the implementation of character education, 3) to interpret the supporting factors, the inhibiting factors and the solution.

This study is based on the location of data sources including field research category, and in terms of data properties included in qualitative research, based on the discussion including descriptive research using case studies. Methods of data collection using observation, interviews, and documentation. Data analysis starts from data reduction, data presentation, and conclusion. To test the validity of the data is done test of credibility, transferability, dependability and confirm-ability.

The results of his research are 1) The implementation process of character education in MIN Sumberjati Kademangan Blitar is implemented in an integrated manner including integrated in school culture, integrated in extracurricular activities, integrated in learning activities, and integrated in home activities. 2) The impact of the implementation of character education in MIN Sumberjati Kademangan Blitar includes: a) Moral knowing in the form of Students dare to make decisions primarily for themselves, Students are able to take lessons from the events experienced, Focus follow learning. b) Moral loving in the form of Willing to bear the consequences of the decisions taken, Sensitive to the surrounding environment, Be careful in implementing and doing something, Friendly and courteous towards others, always honest in all things and c) Moral

doing in the form of Mandiri in complete the task, Discipline in daily activities by complying with existing regulations, Rela set aside money for snacks for Friday charity, Loving the beauty with a well-dressed and hygiene. 3) Supporting factors: Infrastructure facilities, Commitment of educators, Outside workers, Participant participation and environmental conditions. Inhibiting factors: Differences in family background, lack of optimal facilities and infrastructure, environmental conditioning, internal factors of learners. Solution: Held a guardian meeting, Sanction, Replacing outdoor activities with indoor activities, and Control teachers to learners.