

ABSTRAK

PENERAPAN PROGRAM PENGUATAN PENDIDIKAN KARAKTER BERBASIS KELAS DI SEKOLAH DASAR SE-KECAMATAN BERBAH KABUPATEN SLEMAN

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Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan sejauh mana penerapan program Penguatan Pendidikan Karakter berbasis kelas di satuan pendidikan sekolah dasar se-Kecamatan Berbah. Penelitian ini merupakan penelitian kuantitatif deskriptif dengan menggunakan metode survei. Populasi dalam penelitian ini sebanyak 85 guru. Sampel penelitian terdiri dari 70 guru. Sampel ditentukan dengan tabel ketentuan jumlah minimal sampel menurut Krejcie dan Morgan. Data sampel dibatasi dengan *simple random sampling*. Data dikumpulkan melalui kuesioner berupa pertanyaan terbuka dan pertanyaan tertutup.

Hasil penelitian menunjukkan bahwa 92% guru di sekolah dasar negeri se-Kecamatan Berbah sudah menerapkan program Penguatan Pendidikan Karakter (PPK) berbasis kelas. Berdasarkan data yang diperoleh, guru telah menerapkan program Penguatan Pendidikan Karakter (PPK) berbasis kelas di sekolah dasar negeri se-Kecamatan Berbah dengan memperhatikan 3 aspek, yaitu aspek sosialisasi, pra observasi, dan observasi kelas. Sebesar 74% guru di sekolah dasar negeri se-Kecamatan Berbah sudah menerapkan aspek sosialisasi. Sebesar 99% guru di sekolah dasar negeri se-Kecamatan Berbah sudah menerapkan aspek pra observasi. Sebesar 95% guru di sekolah dasar negeri se-Kecamatan Berbah sudah menerapkan aspek observasi. Bentuk penerapan program Penguatan Pendidikan Karakter (PPK) berbasis kelas di sekolah dasar negeri se-Kecamatan Berbah yang dilakukan oleh guru antara lain adalah dilakukan melalui sosialisasi tentang PPK dengan Kelompok Kerja Guru (KKG), Kepala Sekolah, dan guru yang telah mengikuti pelatihan, mengintegrasikan nilai-nilai karakter dalam silabus dan RPP, melaksanakan pembiasaan sikap/karakter sebelum memulai pembelajaran, mengelola kelas dengan mengintegrasikan PPK, menerapkan model dan metode pembelajaran yang sesuai dengan PPK, mengaitkan isi pembelajaran dengan Penguatan Pendidikan Karakter, memfasilitasi peserta didik untuk menumbuhkembangkan karakter, mencatat perkembangan karakter peserta didik, dan memberikan umpan balik kepada peserta didik tentang karakter yang dirancang dalam RPP.

Kata kunci: Penguatan Pendidikan Karakter, Kelas, Kecamatan Berbah.

ABSTRACT

**THE APPLICATION OF CLASS-BASED CHARACTER EDUCATION
STRENGTHENING PROGRAM IN ELEMENTARY SCHOOLS OF BERBAH
DISTRICT, SLEMAN REGENCY**

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This research aims to determine and describe the application of class-based Character Education Strengthening program in the public elementary schools of Berbah district. This study uses the descriptive quantitative type of research with survey method. The Population in the study are 85 teachers. Observation's samples consist of 70 teachers. Sample based on calculations using the minimum number of samples of provisions table according to Krejcie and Morgan. Sample are limited by using simple random sampling technique. Data collected through questionnaires closed questions and open questions.

The results showed that 92% of teacher in public elementary schools in Berbah district had implement the application of class-based Character Education Strengthening (PPK) programs. Based on the data obtained, the teacher has implement the application of class-based Character Education Strengthening (PPK) programs in public elementary schools in Berbah district by paying attention to 3 aspects, namely aspects of socialization, pre-observation, and classroom observation. 74% of teachers in public elementary schools in Berbah district have applied the socialization aspect, 99% of teachers in public elementary schools in Berbah district have applied the aspect of pre-observation. 95% of teachers in public elementary schools in Berbah district have applied the observation aspect. The form of implement the application of class-based Character Education Strengthening (PPK) programs in public elementary schools in Berbah district throughout by teachers include, among others, through the socialization of PPK with Teacher Working Groups (KKG), school principals, and teachers who have participated in training, integrating character values in the syllabus and lesson plans, customizing attitudes/characters before starting learning, managing classes by integrating PPK, applying learning models and methods that are compatible with PPK, linking learning content with Strengthening Character Education, facilitating students to develop characters, note student character development, and provide feedback to students about the characters designed in the lesson plan.

Keyword : Strengthening Education Characteristic, Class, Berbah district.