

ABSTRAK

Dewi setiawati M. Dg. Malanye. 2012. Pengembangan Pendidikan Karakter Siswa (Studi Khusus di SMK Negeri 1 Gorontalo) Skripsi, Jurusan Manajemen Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Gorontalo Tahun 2012, Pembimbing I Dr. Fadliah, M.Si dan Pembimbing II Arifin M.Pd

Penelitian ini bertujuan untuk mengetahui 1) Program-program pengembangan pendidikan karakter, 2) Pelaksanaan program pendidikan karakter, 3) Dampak Program pendidikan karakter di SMK Negeri 1 Gorontalo, penelitian ini menggunakan metode kualitatif rancangan studi kasus dengan teknik pengumpulan data adalah wawancara, observasi dan dokumentasi.

Hasil Penelitian ini menunjukkan bahwa : (1) Program-program pengembangan pendidikan karakter a) religius b) toleransi c) disiplin d) mandiri e) peduli lingkungan. (2) pelaksanaan Program, a) religius: sholat dzuhur diawali dengan kultum, guru diwajibkan memulai dan menutup pembelajaran dengan berdoa, senyum, sapa, salam, santun, salawat kepada guru, memperingati hari-hari besar keagamaan diadakan lomba adzan, seni baca Al-Qu'ran, b) toleransi: guru selalu mengajarkan siswa agar menghargai pemeluk agama lain, pendapat orang lain, saling membantu, berpartisipasi dalam acara keagamaan, c) disiplin: sudah dilaksanakan setiap hari, akan tetapi belum sepenuhnya terlaksana masih ada siswa yang melanggar disiplin sekolah, d) mandiri: kegiatan akademik di cantumkan dalam RPP dan Silabus, kegiatan ekstrakurikuler berupa kegiatan pramuka, olahraga, kewirausahaan, e) peduli lingkungan sudah dilaksanakan seluruh siswa pada saat siswa masuk di lingkungan sekolah siswa diwajibkan untuk mengangkat sampah, kami sangat mengutamakan kebersihan lingkungan. (3) Dampak Program pendidikan karakter sudah banyak siswa terhidar dari perilaku yang negatif, dari kelima nilai-nilai pendidikan karakter tersebut baik dari program religius, toleransi, disiplin, mandiri dan peduli lingkungan, ditunjukkan siswa dengan berbagai aktivitas yang meningkat dari biasanya.

Untuk itu disarankan: (1) peneliti menyarankan bagi pihak sekolah agar lebih mengembangkan nilai-nilai dari pendidikan karakter terutama nilai religius, toleransi, disiplin lebih ditingkatkan lagi, mandiri dan peduli lingkungan yang sudah diberikan langsung tanggung jawab dari Dinas Pendidikan Kota Gorontalo, (2) diharapkan kepada guru-guru agar tidak hentinya menanamkan nilai-nilai karakter bagi siswa, dan selalu memberikan motivasi agar siswa bisa lebih semangat dalam proses pembelajaran, (3) bagi siswa diharapkan bisa lebih menanamkan nilai-nilai religius, toleransi, mematuhi disiplin sekolah, bisa mandiri, bisa menjaga lingkungan agar tetap bersih, dapat mengimplementasikan di lingkungan masyarakat, lingkungan sekolah maupun keluarga untuk bisa membangun pribadi kita agar memiliki karakter yang baik untuk masa depan.

Kata kunci: pengembangan, pendidikan karakter, siswa

ABSTRACT

Dewi Setiawati M. Dg. Malanye. 2012. Students Character Education Development (case studies of SMK Negeri 1 Gorontalo) Thesis, Department of Management Education Faculty of Education, State University of Gorontalo 2012, Lecturer, I Dr. Fadliah, M.Si and II Arifin, M.Pd

This study aims to determine 1) the development programs of character education, 2) Implementation of character education program, 3) the impact of character education program at SMK Negeri 1 Gorontalo, this study used qualitative methods of case study design with data collection techniques were interviews, observation and documentation.

The results of this study show that: (1) the development programs of character education a) religious b) tolerance c) discipline d) self-contained e) care for the environment. (2) implementation of the Program, a) religious: begins with Kultum midday prayer, teachers are required to start and shut down learning to pray, smile, greet, greeting, polite, salawat to teachers, to commemorate the great days of competition held religious prayer, reading the art of Al -Qu'ran, b) tolerance: the teacher always teaches students to respect other religions, other people's opinions, help each other, participate in religious events, c) the discipline: it is carried out every day, but not fully implemented there is still a student who violates school discipline, d) self: put the academic activities in the lesson plans and syllabus, extracurricular activities a scout activities, sports, kewirausahaan, e) care for the environment has been implemented throughout the student when the student entered the school environment students are required to pick up trash, we emphasize environmental hygiene. (3) The impact of character education program has many students terhidar of negative behavior, of the five values of character education is both a religious program, tolerance, discipline, self-reliant and caring environment, with many students indicated increased activity of the normally.

It is recommended: (1) research suggests for the school in order to further develop the values of character education, especially religious values, tolerance, discipline is more improved again, independent and caring environment that has been given direct responsibility of Gorontalo City Department of Education, (2) is expected to teachers so as not to constantly instill character values to students, and always give students the motivation to be more enthusiasm in the learning process, (3) the student is expected to further inculcate religious values, tolerance, comply with school discipline, be independent, able to keep it clean environment, to implement the environment of the community, school and family environment to be able to build our own in order to have a good character for the future.

Key words: development, education character, students