

**ABSTRAK****PENERAPAN PROGRAM PENGUATAN PENDIDIKAN KARAKTER  
BERBASIS BUDAYA SEKOLAH DI SEKOLAH DASAR NEGERI  
SE-KECAMATAN SLEMAN KABUPATEN SLEMAN**

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Penelitian ini dilatarbelakangi oleh dicanangkannya program Penguatan Pendidikan Karakter oleh Kementerian Pendidikan dan Kebudayaan pada setiap satuan pendidikan. Penelitian ini bertujuan untuk mengetahui sejauh mana dan bagaimana bentuk penerapan Penguatan Pendidikan Karakter berbasis budaya sekolah di Sekolah Dasar Negeri se-Kecamatan Sleman, Kabupaten Sleman.

Penelitian ini merupakan penelitian kuantitatif deskriptif dengan metode survei. Populasi dalam penelitian ini yaitu guru kelas I sampai VI sebanyak 192 guru. Penghitungan sampel mengacu pada tabel penentuan jumlah sampel minimal menurut Krejcie dan Morgan dengan taraf kepercayaan 95% dan kesalahan 5%. Sampel diambil dengan menggunakan cara *simple random sampling* dan diperoleh data sampel sebanyak 128 guru. Teknik pengumpulan data menggunakan kuesioner. Instrumen penelitian ini berupa 10 pertanyaan tertutup dan 10 pertanyaan terbuka. Data yang diperoleh untuk selanjutnya dianalisis dengan cara analisis deskriptif.

Hasil penelitian ini menunjukkan bahwa 96% sekolah di Kecamatan Sleman, Kabupaten Sleman sudah menerapkan Penguatan Pendidikan Karakter berbasis budaya sekolah. Bentuk penerapan program Penguatan Pendidikan Karakter berbasis budaya sekolah yang dilakukan oleh sekolah dasar negeri se-Kecamatan Sleman antara lain adalah mengintegrasikan nilai-nilai PPK dalam penyusunan *branding* sekolah, mencerminkan *branding* sekolah dari segi tampilan sekolah, suasana, dan prestasi sekolah baik bidang akademik maupun non akademik, melaksanakan pembiasaan yang terintegrasi dengan nilai-nilai PPK secara konsisten, mulai dari awal masuk sampai akhir kegiatan sekolah, melaksanakan program yang mendukung gerakan literasi, melaksanakan ekstrakurikuler wajib yang terintegrasi dengan nilai-nilai PPK, melaksanakan ekstrakurikuler pilihan yang terintegrasi dengan nilai-nilai PPK, mengintegrasikan nilai-nilai PPK dalam dokumen peraturan sekolah, warga sekolah mematuhi peraturan sekolah, melakukan evaluasi keterlaksanaan peraturan sekolah. Sebesar 4% sekolah belum menerapkan Penguatan Pendidikan Karakter berbasis budaya sekolah karena adanya kendala seperti keterbatasan biaya, kurangnya fasilitas, kurangnya pengajar, kurangnya keterlibatan warga sekolah dan dukungan dari orangtua peserta didik.

**Kata kunci:** Penerapan, Pendidikan Karakter, Kuantitatif survei.

**ABSTRACT*****ELEMENTARY SCHOOL CULTURE-BASED CHARACTER EDUCATION STRENGTHENING PROGRAM IMPLEMENTATION IN ALL OVER SLEMAN SUB-DISTRICT SLEMAN REGENCY***

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*The background of this research was the Education and Culture Ministry plan to implement Character Education Strengthening Program in every educational unit. This research aim was to observe how far and in what form the implementation of school culture- based Character Education Strengthening Program in elementary school all over Sleman sub-district, Sleman regency.*

*This research was a quantitative descriptive using survey study as the method. Population in this research is a teacher for first up to sixth-grader with a total of 192 teachers. The sample calculation results in this research are based on Krejcie and Morgan minimal sample determination table with the level of trust at 95% and the error at 5%. The sample was taken using simple random sampling and resulted in 128 teachers as the sample. A Questionnaire is used in this thesis as the data-gathering technique. The instrument is containing 10 closed questions and 10 open-ended questions. The data gathered before is analyzed using the descriptive method.*

*The result of this study indicate that 96% of schools in the Sleman sub-district of Sleman have implemented a strengthening of schools culture-based character education. The form of the implementation of culture-based Character Education strengthening in elementary school in all over Sleman Sub-District namely; integrating Character Education Strengthening program value in school brand framing, reflect the school branding from the appearance, atmosphere, and school achievement in both academic and non-academic, executing habituation integrated with character education strengthening values consistently, from the start until the end of school activity, implement program which support literacy activity, perform compulsory extracurricular which integrated with character education strengthening program value, integrating character education strengthening program values in school rules document, school population obey the school rule, evaluating the implementation of the school rule as much as 4% and the other has not implement character education strengthening program due to the hindrance namely limited budget, lack of facilities, limited educator, lack of school population activeness, and support from students' parents.*

**Keywords:** *Implementation, Character Education, Quantitative survey.*