

ABSTRAK

**SURVEI IMPLEMENTASI PROGRAM PENGUATAN PENDIDIKAN
KARAKTER DI SEKOLAH DASAR NEGERI SE-KECAMATAN
KOTAGEDE KOTA YOGYAKARTA**

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Latar belakang penelitian ini adalah dicanangkannya kebijakan pemerintah tentang program Penguatan Pendidikan Karakter, sehingga diharapkan dapat meningkatkan proses pembentukan akhlak atau kepribadian anak bangsa. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan sejauh mana upaya implementasi Program Penguatan Pendidikan Karakter di sekolah dasar negeri se-Kecamatan Kotagede Kota Yogyakarta.

Jenis penelitian ini adalah penelitian kuantitatif deskriptif dengan metode survei. Populasi dalam penelitian ini sebanyak 102 guru dengan jumlah sampel 80 guru sesuai tabel penentuan sampel minimal *Krejcie* dan *Morgan* dengan taraf kepercayaan 95% dan kesalahan 5%. Pengambilan sampel pada penelitian ini menggunakan teknik *Cluster Random Sampling*. Teknik pengumpulan data menggunakan kuesioner pertanyaan tertutup dan wawancara terstruktur.

Hasil penelitian ini menunjukkan bahwa guru di sekolah dasar negeri se-Kecamatan Kotagede Kota Yogyakarta sudah mengimplementasi program Penguatan Pendidikan Karakter dengan memperhatikan 4 aspek utama. Pertama, aspek sosialisasi sebanyak 86%. Upaya yang dilakukan yaitu dengan mengikuti sosialisasi PPK dari kepala sekolah, guru, dan KKG. Kedua, PPK berbasis kelas sebanyak 86%. Upaya penerapan yang dilakukan yaitu melalui pembiasaan di kelas, manajemen kelas, model pembelajaran inovatif, dan layanan bimbingan konseling. Ketiga, PPK berbasis budaya sekolah sebanyak 91%. Upaya penerapan yang dilakukan yaitu melalui pembiasaan di sekolah, kokurikuler, dan ekstrakurikuler. Keempat, PPK berbasis masyarakat sebanyak 65%. Upaya implementasi yang dilakukan yaitu melalui kerja sama dengan orang tua siswa, lembaga pemerintah, lembaga penyedia sumber pembelajaran, lembaga bisnis, lembaga penyiaran media, masyarakat sipil pegiat pendidikan, komunitas keagamaan, komunitas seniman, dan perguruan tinggi.

Kata Kunci: Karakter, Penguatan Pendidikan Karakter (PPK), PPK Berbasis Kelas, PPK Berbasis Budaya Sekolah, PPK Berbasis Masyarakat.

ABSTRACT**IMPLEMENTATION SURVEY OF CHARACTER EDUCATION
REINFORCEMENT PROGRAM IN PUBLIC ELEMENTARY SCHOOLS
THROUGHOUT KOTAGEDE DISTRICT OF YOGYAKARTA CITY**

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The background of this study refers to government policy in declaring the Character Education Reinforcement Program which is expected to improve the process of character building or personality building of the children. This study aims to determine and describe the extent of the implementation of the Character Education Reinforcement Program in public elementary schools throughout Kotagede District of Yogyakarta City.

The type of research used in this study is descriptive quantitative research with survey methods. The population in this study are 102 teachers with a sample number of 80 teachers according to the minimum sample determination table of Krejcie and Morgan with 95% of confidence level and 5% of error. This study uses the cluster random sampling technique. Data collection techniques used in this study are closed question questionnaire and structured interviews.

The results of this study indicate that, teachers in public elementary schools in the Kotagede District of Yogyakarta City have implemented the Character Education Reinforcement Program by considering it into 4 main aspects. First, the socialization aspect was 86%. The implementation efforts were carried out through participation in Character Education Reinforcement (PPK: Penguatan Pendidikan Karakter) socialization from school principals, teachers, and Teachers Work Group (KKG: Kelompok Kerja Guru). Second, class-based Character Education Reinforcement was 86%. The implementation efforts were carried out through habituation in the classroom, classroom management, innovative learning models, and counseling guidance services. Third, school culture-based Character Education Reinforcement was 91%. The implementation efforts were carried out through habituation in school, curricular, and extracurricular. Fourth, community-based Character Education Reinforcement was 65%. The implementation efforts were carried out through cooperation with parents of the students, government institutions, learning resources provider institutions, business institutions, media broadcasting institutions, civil society education activists, religious communities, artist communities, and universities.

Keywords: *Character, Character Education Reinforcement, Class-based Character Education Reinforcement, School Culture-based Character Education Reinforcement, Community-based Character Education Reinforcement.*