STUDENT CHARACTER DEVELOPMENT THROUGH MENTORING ACTIVITY

(Case Study in SD IT Ibadurrahman District Cipedes Tasikmalaya City)

Tika Astriana, Dindin Andul Muiz Lidinilah, Ade Rokhayati

Program S-1 PGSD Indonesia Univercity of Education

Campus Tasikmalaya

Abstract

This study describes the development of character of students through mentoring activity. Based on concerns about the lower condition of education researcher and moral nation increasingly. SD IT Ibadurrahman presents a character development model of students that not so familiar, that is mentoring activity. The purpose of this study is to describe the implementation of character education in SD IT Ibadurrahman, implementation of mentoring as a model student character development, and the impact on the character of students. This research is qualitative and using the case study as a method. The researcher use triangulation techniques of data collection instruments, there are interviews, participant observation, questionnaire, and document analysis. Subjects who be come informants in this study is the headmaster of SD IT Ibadurrahman, the teacher who responsible of mentoring activity, and a teacher of mentoring activity. Researcher distributing open-ended and closed questionnaire to 32 fifth grade elementary school students and to 25 parents of elementary school students IT Ibadurrahman. The results showed that the character development is a top priority in the education system that implemented in SD IT Ibadurrahman, these characters developed comprehensively in any policy that is enforced. The curriculum used was developed referring to the educational goals that have been established, not only in the classroom, but students are integrated in the coaching program , intensive and sustained. There are 30 students or 94 % feel very happy to follow mentoring. Their parents feel the positive effect about mentoring and the impact they felt towards the development of behavioral sons and daughters. There are 25 parents or 100% is considered that mentoring is an important activity. There are 22 or 88% of parents felt that behavioral development is getting better, and there are three or 12% of parents have not seen a good change of behavior towards their child yet. Mentoring can be an alternative model to develop students’ characters in elementary school.

*keywords: educations, character, mentoring.*

**PENGEMBANGAN KARAKTER PESERTA DIDIK MELALUI KEGIATAN MENTORING**

(Studi Kasus di SD IT Ibadurrahman Kecamatan Cipedes Kota Tasikmalaya)

**ABSTRAK**

Penelitian ini mendeskripsikan tentang pengembangan karakter peserta didik melalui kegiatan mentoring. Dilatar belakangi oleh kekhawatiran peneliti terhadap kondisi pendidikan dan moral anak bangsa yang semakin menurun. SD IT Ibadurrahman menyajikan model pengembangan karakter peserta didik yang belum begitu *familiar* yakni kegiatan mentoring. Tujuan penelitian ini adalah mengetahui implementasi pendidikan karakter di SD IT Ibadurrahman, pelaksanaan mentoring sebagai model pengembangan karakter peserta didik, dan dampaknya terhadap karakter peserta didik. Fokus penelitian ini adalah implementasi pengembangan karakter melalui kegiatan mentoring di SD IT Ibadurrahman, dengan menggunakan metode studi kasus, dalam penelitian kualitatif. Agar penelitian ini bersifat objektif, peneliti menggunakan teknik triangulasi dengan menggunakan beberapa instrument teknik pengumpulan data, yakni wawancara, observasi langsung, observasi partisipan, penyebaran angket/quisioner, dan analisis dokumen. Subjek yang menjadi nara sumber dalam penelitian ini yaitu kepala sekolah, penanggung jawab kegiatan mentoring, dan satu orang guru pementor di SD IT Ibadurrahman, selain itu peneliti juga menyebarkan angket terbuka dan tertutup kepada 32 siswa kelas V SD IT Ibadurrahman dan kepada 25 orang tua siswa SD IT Ibadurrahman. Hasil penelitian menunjukan bahwa pengembangan karakter menjadi prioritas utama dalam sistem pendidikan yang diterapkan di SD IT Ibadurrahman, upaya penanaman karakter dikembangkan secara komprehensif dalam setiap kebijakan yang diberlakukan. Kurikulum yang digunakan juga dikembangkan merujuk pada tujuan pendidikan yang telah ditetapkan. Tidak hanya dalam pembelajaran di kelas, namun diintegrasikan dalam program pembinaan siswa, secara intensif dan berkelanjutan. 32 orang atau 100% peserta didik merasa senang mengikuti kegiatan ini, begitupun respon dan tanggapan orang tua mengenai kegiatan ini, 25 orang atau 100% responden menganggap penting kegiatan ini. 23 orang atau 88% orang tua siswa merasakan perkembangan perilaku yang semakin membaik, dan 2 orang atau 12% orang tua siswa belum melihat perubahan perilaku yang baik terhadap putera-puteri mereka. Berdasarkan penelitian ini kegiatan mentoring dapat menjadi alternatif model pengembangan karakter peserta didik di sekolah dasar.

Kata kunci: pendidikan, karakter, mentoring