

**MODEL PENDIDIKAN KARAKTER BERBASIS PENGALAMAN
(*EXPERIENTIAL LEARNING*)
DALAM PENGEMBANGAN EMPATI SOSIO-KULTURAL
(Survei Pelaksanaan Program *Live-In* Siswa SMA di Bandung-Cimahi)**

DISERTASI

Diajukan untuk memenuhi salah satu syarat untuk memperoleh gelar Doktor (S3)
Pendidikan pada Program Studi Pendidikan Umum dan Karakter



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**PROGRAM STUDI PENDIDIKAN UMUM DAN KARAKTER
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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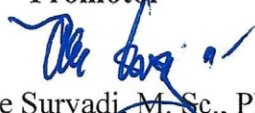
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**MODEL PENDIDIKAN KARAKTER BERBASIS PENGALAMAN
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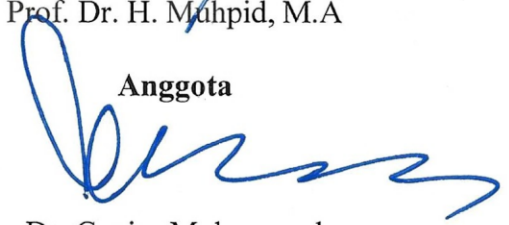
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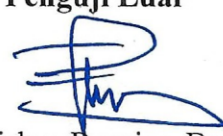
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ABSTRAK

Pendidikan karakter di Indonesia menghadapi tantangan serius dalam mengembangkan empati sosio-kultural yang inklusif di tengah keberagaman sosial yang kompleks dan meningkatnya intoleransi, diskriminasi, serta radikalisme di kalangan generasi muda. Dalam konteks ini, penelitian ini bertujuan untuk merumuskan model pendidikan karakter berbasis pengalaman yang integratif dan transformatif guna membentuk empati sosio-kultural siswa secara mendalam. Penelitian menggunakan paradigma pragmatisme dengan pendekatan campuran (*Explanatory Sequential Mixed Methods Design*), menggabungkan data kualitatif dan kuantitatif melalui *Partial Least Squares Structural Equation Modeling* (PLS-SEM). Data dikumpulkan dari pelaksanaan Program *Live-In* di SMA Katolik wilayah Bandung dan Cimahi.

Hasil penelitian menunjukkan bahwa partisipasi aktif siswa, didukung oleh lingkungan keluarga, sekolah, dan masyarakat, menjadi kunci dalam pembentukan empati. Program *Live-In* terbukti efektif sebagai media pembelajaran eksperiensial yang meningkatkan pemahaman konseptual, keyakinan kebermanfaatan, dan kesiapan mental siswa. Selain itu, program berfungsi sebagai mediator signifikan antara faktor lingkungan (keluarga, pendidikan, sosial) dan pengembangan empati sosio-kultural.

Berdasarkan temuan empiris, dikembangkan model E-Karakter, sebuah model pendidikan karakter berbasis pengalaman yang terstruktur dalam lima tahap: *Experiencing*, *Expressing*, *Evaluating*, *Elaborating*, dan *Empowering*. Model ini mengintegrasikan siklus pembelajaran eksperiensial, desain pedagogis reflektif, evaluasi prosesual, dan responsivitas terhadap keragaman sosial. Secara teoritis, E-Karakter memperkaya kerangka pendidikan karakter berbasis pengalaman; secara praktis, model ini memberikan panduan operasional bagi sekolah dalam merancang program karakter yang sistematis dan berkelanjutan; dan secara kebijakan, model pun mendukung integrasi pendidikan karakter berbasis pengalaman dalam kurikulum pendidikan menengah.

Kata kunci: pendidikan karakter, pembelajaran eksperiensial, empati sosio-kultural, Program *Live-In*, model E-Karakter, mixed methods, PLS-SEM

ABSTRACT

Character education in Indonesia faces significant challenges in cultivating inclusive socio-cultural empathy amid complex social diversity and rising intolerance, discrimination, and radicalism among youth. In this context, this study aims to formulate an integrative and transformative experiential-based character education model to deeply develop students' socio-cultural empathy. Employing a pragmatic paradigm with a mixed-methods approach (Explanatory Sequential Mixed Methods Design), the research combines qualitative and quantitative data using Partial Least Squares Structural Equation Modeling (PLS-SEM). Data were collected from the implementation of the Live-In Program in Catholic Senior High Schools in Bandung and Cimahi.

The findings reveal that students' active participation, supported by family, school, and social environments, is crucial in empathy development. The Live-In Program proves effective as an experiential learning medium, enhancing students' conceptual understanding, perceived usefulness, and mental readiness. Moreover, the program serves as a significant mediator between environmental factors (family, education, society) and the development of socio-cultural empathy.

Based on empirical findings, the E-Karakter model is proposed—a structured experiential character education model comprising five stages: Experiencing, Expressing, Evaluating, Elaborating, and Empowering. This model integrates experiential learning cycles, reflective pedagogical design, processual evaluation, and responsiveness to social diversity. Theoretically, E-Karakter enriches the framework of experiential character education; practically, it offers schools an operational guide for designing systematic and sustainable character programs; and policy-wise, it supports the integration of experiential character education into secondary school curricula.

Keywords: *character education, experiential learning, socio-cultural empathy, Live-In Program, E-Karakter model, mixed methods, PLS-SEM*

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