ABSTRAK

Dwi Sri Mulyono: "Model Pengembangan Kecerdasan Moral dalam Menanggulangi Perilaku Menyimpang Siswa: Studi Deskriptif Model Pembelajaran Pendidikan Kewarganegaraan dalam Mengembangkan Nilai-Nilai Moral Siswa di SMK Negeri 2 Pontianak Provinsi Kalimantan Barat".

Penelitian ini dilatarbelakangi oleh fakta bahwa remaja merupakan generasi bangsa Indonesia, kehidupan sebagian remaja tidaklah semulus apa yang diharapkan. Tawuran antar remaja di kalangan SMK sering kita lihat selama lebih kurang 25 tahun lamanya. Perilaku menyimpang di kalangan remaja laki-laki harus diputuskan matarantainya, agar tidak berkelanjutan menjadi suatu budaya yang harus dilakoni. Tugas memutuskan matarantai perilaku menyimpang terletak pada guru secara umum, dan guru PKn secara khusus. Diperlukan suatu model pengembangan kecerdasan moral untuk menanggulanginya. Model Pengembangan yang terintegrasi dengan tata tertib sekolah, dan keterlibatan semua personil sekolah merupakan suatu model pengembangan kecerdasan moral yang dikembangkan oleh SMKN 2 Pontianak Provinsi Kalimantan Barat guna mengantisipasi perilaku menyimpang siswa. Secara umum, penelitian ini bertujuan untuk mengetahui dan mendeskripsikan informasi tentang *model* program pengembangan kecerdasan moral pengendalian diri, *faktor pendukung menurunnya* perilaku menyimpang, *upaya guru* PKn dalam menanggulangi perilaku menyimpang siswa, *persoalan serta solusi* guru PKn dalam menanggulangi perilaku menyimpang siswa. Pendekatan yang digunakan dalam penelitian ini adalah kualititatif, dan metode yang dipergunakan ialah deskriptif. Adapun teknik pengumpulan data yang digunakan ialah Studi Literatur, Wawancara, Observasi, Studi Dokumentasi, dan Catatan. Teknik Pengolahan dan analisis data menggunakan Reduksi Data, Penyajian Data, *Verification*. Sumber data primernya adalah siswa kelas X T.ITL-1 (11 siswa). Kesimpulan penelitian ini ialah bahwa *perencanaan*, *pelaksanaan*, *proses*, serta *keberhasilan* pembelajaran yang disinergikan dengan tata tertib sekolah dan budaya senyum, sapa, dan salam (3S) merupakan model program pengembangan kecerdasan moral pengendalian diri. Faktor pendukung menurunnya perilaku menyimpang siswa ialah faktor heterogenitas siswa, tumbuhnya perhatian dan motivasi belajar siswa, penerapan tata tertib yang tegas dan konsisten yang dilaksanakan berdasarkan kerjasama seluruh personil sekolah. Upaya guru PKn untuk mencegah dan menanggulangi perilaku menyimpang siswa dilakukan dengan Kegiatan guru dalam menanggulangi perilaku menyimpang siswa, dengan melakukan berbagai kegiatan, di antaranya dari segi *materi pembelajaran* yang mengaitkannya dengan nilai, norma, dan etika, serta tata tertib sekolah. *Pendekatan pembelajaran* yang berisi perjanjian tentang kedisiplinan, pemberian hadiah (*reward*) dan hukuman (*punishment*), bersedia menjadi konsultan atas masalah siswa. *Metode Pembelajaran*, yang berisi penggunaan berbagai macam metode, yaitu: CTL, bermain peran, diskusi, tanya jawab, dan ceramah. Persoalan yang dihadapi guru PKn ialah; dari siwa itu sendiri, pengaruh pergaulan, kurang dukungan dari lingkungan keluarga, orang tua yang sibuk bekerja. Solusi yang dilakukan guru PKn dengan *reward* dan *punishment*. Berdasarkan hasil temuan dan kesimpulan penelitian, maka penelitian ini merekomendasikan penelitian lanjut dalam bentuk

penelitian tindakan kelas (PTK), atau penelitian yang berkaitan dengan metode-metode lain yang dapat digunakan dalam pengembangan nilai-nilai moral pengendalian diri siswa, sehingga penanggulangan perilaku menyimpang siswa dapat diatasi.

ABSTRACT

Dwi Sri Mulyono: "Moral Intelligence Development Model to Overcome Students' Deviant Behavior: A Descriptive Study of Citizenship Education Learning Model in Developing Moral Values Students of SMK Negeri 2 Pontianak in West Kalimantan Province".

This research was motivated by the fact that young people were the generation of Indonesia, but some teenagers'' live were not as smooth as expected. We often saw for about 25 years the fighting among teenagers in SMK. The deviant behavior among adolescent boys should be cut, in order to it can't become a sustainable culture that must be acted. The task of deciding deviant behavior lies in the chain of teachers in general, and specifically for Civics teacher. We need a model of the development of moral intelligence to mitigate them. The development of an integrated model of the school rules and the involvement of all school personnel was a model of the development of moral intelligence developed by the SMK 2 Pontianak in West Kalimantan Province in anticipation of student misconduct. In general, this study aims to identify and described the information about the model development program of moral self-control intelligence, and the supporting factors that can decrease the deviant behavior of students, the Civics teacher efforts in tackling misbehavior of students, problems and solutions came from Civics teachers in addressing student misconduct. The approach that was used in this study was qualitative research, and the method that was used was descriptive. The data collection techniques that were used were a Literature Review, Interviews, Observation, Documentation Studies, and Notes. The Processing techniques and data analysis were using Data Reduction, Presentation of Data, Verification. The primary data source is T.ITL class X-1 (11 students). The conclusion of this study was that the planning, implementation, process, and success for learn was synergized with the school's discipline and culture smiles, greet and greetings (3S) was a model of the development program of moral self-control intelligence. The supporting factor was declined in student misbehavior of student heterogeneity factor, attention growing and student motivation, and the strict discipline applied in school and consistently implemented by the cooperation of all school personnel. The Civics teachers' efforts to prevent and cope with deviant behavior of students was done by teachers in tackling the students' deviant behavior activities, by doing a variety of activities, including in terms of learning materials that relate to the values, norms, and ethics, as well as school discipline. The learning approaches which contains the agreement on discipline, giving gifts (reward) and punishment, willing to be a consultant on

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issues of students. The Learning Method, which contains the used of various methods, namely: CTL, role play, discussion, question and answer, and lectures. The problems faced by Civics teachers came from students themselves, the influence of association, less support from family environment, parents are busy working. The solution from Civics teacher was reward and punishment. Based on the findings and conclusions of the research, the study recommended the further research in the form of classroom action research (CAR), or research related to other methods that can be used in the development of moral values of self-control students, so that students can control their deviant behavior.

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