

## ABSTRAK

Penelitian ini berjudul “Manajemen Pembinaan Peserta Didik *Full Day School*” (Studi kasus pada SDIT Luqmanul Hakim Bandung). Latar belakang peneliti mengambil judul tersebut didasarkan pada fenomena-fenomena yang terjadi pada penurunan moral dan akhlak remaja di Indonesia. Manajemen peserta didik menduduki posisi strategis karena sentral layanan pendidikan tertuju kepada peserta didik. Dalam proses pendidikan, upaya yang dilakukan dalam pengembangan peserta didik secara optimal adalah dengan pembinaan peserta didik. Pembinaan peserta didik perlu direncanakan secara komprehensif dan sistematis sesuai dengan kebutuhan peserta didik. Peneliti mengambil fokus penelitian sebagai berikut : (1) bagaimana perencanaan pembinaan peserta didik, (2) bagaimana pelaksanaan pembinaan peserta didik, (3) bagaimana evaluasi pembinaan peserta didik, (4) faktor penunjang keberhasilan pembinaan peserta didik, dan (5) faktor penghambat dan solusi pembinaan peserta didik di SDIT Luqmanul Hakim Bandung. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dengan pendekatan kualitatif. Teknik pengumpulan data menggunakan wawancara, observasi, studi dokumentasi dan triangulasi. Sumber data yang digunakan yaitu Kepala Sekolah, Wakasek Kesiswaan, Guru Pembina dan Komite/Orang Tua Peserta Didik. Hasil penelitian ini, 1) perencanaan pembinaan peserta didik didasarkan pada analisis dan visi misi sekolah dengan menerapkan prinsip *multiple intelligence*. Prioritas pengembangan program mengacu pada mengakhilkan alqur’an. Unsur yang terlibat adalah kepala sekolah, wakasek kesiswaan dan wakasek kurikulum. 2) Proses pelaksanaan pembinaan peserta didik dimulai dari orientasi peserta didik dengan pengelompokan yang mementingkan pemerataan kelas. Materi pembinaan memiliki kesesuaian dengan Permendiknas no 39 tahun 2008. Metode pembinaan melalui keteladanan, pembiasaan, pembinaan disiplin, pemantauan serta motivasi melalui *reward* dan *punishment*. 3) Evaluasi pembinaan peserta didik dilakukan selama proses pembinaan berlangsung. Pada tingkatan kelas dilakukan evaluasi setiap hari oleh wali kelas. Selanjutnya setiap 2 pekan sekali dilaksanakan evaluasi per kelas pada rapat evaluasi pekanan. Sekolah memiliki keterbukaan dengan *stakeholder*. 4) Faktor penunjang keberhasilan pembinaan peserta didik adalah dengan adanya koordinasi yang positif di lingkungan sekolah dan keluarga terkait pembinaan, pembinaan guru yang secara kontinyu dilaksanakan, kerjasama yang baik dengan internal maupun eksternal. 5) Faktor penghambat pembinaan peserta didik berasal dari komitmen guru, konsistensi sekolah, peserta didik itu sendiri dan koordinasi orang tua. Kesimpulan penelitian ini menunjukkan manajemen pembinaan peserta didik di SDIT Luqmanul Hakim berjalan dengan baik, efektif, dan cukup lancar.

**Kata Kunci : Manajemen Pendidikan, Pembinaan Peserta Didik, *Full Day School***

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**MANAJEMEN PEMBINAAN PESERTA DIDIK FULL DAY SCHOOL**

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## **ABSTRACT**

*This research is entitled “The Management of Students’ Coaching in a Full Day School” (A case study in Bandung SDIT Luqmanul Hakim). This study is based on some phenomena happened on youths’ moral degradation in Indonesia. Students’ coaching plays an important role since the central educational services focus on students. In educational process, the optimal effort is the students’ coaching itself. The students’ coaching needs to be planned comprehensively and systematically according to the students’ needs. The researcher’s focus in this reserach are: (1) how the students’ coaching is planned, (2) how the students’ coaching is conducted, (3) how the students’ coaching is evaluated, (4) what are the supporting factors of the success of the students’ coaching, and (5) what are the inhibiting factors of the success of the students’ coaching and the solution of the students’ coaching in Bandung SDIT Luqmanul Hakim. The method used in this study is qualitative equipped with descriptive method. The data collections used are interview, observation, documentation and triangulation. The data sources are the principal, the vice principal of students, the teacher coaches, and committee/ parents. The results of the study are: 1) The sudents’ coaching was planned based on the analysis of the school’s vision and mission which implements multiple intelligence principle. The development priority program is based on alquran. The elements involved were principal, the vice principal of students, and the vice principal of curriculum. 2) The students’ coaching was started from student orientation time by grouping which prioritizes class equalization. The coaching material fits the Permendiknas no. 39 2008. The coaching method usedwass through exemplary, habituation, discipline, monitoring and motivation through rewards and punishment. 3) The students’ coaching evaluation was conducted during the coaching process. At grade level, the evaluation is conducted every day by the teacher. Then, once two weeks, each class is evaluated on weekly evaluation meeting. The school is open with stakeholder. 4) factors supporting the success of the coaching is the positive coordination which appeared in the school environment and family relating to the coaching, the teachers’ coaching which was conducted continuously, a good cooperation shown by both internal and external side. 5) the inhibiting factors of the success of the students’ coaching came from the teachers’ commitment, school’s consistency, the students themselves, and the parents’ coordination. Finally, the conclusion of the research shows that the management of students’ coaching in SDIT Luqmanul Hakim goes well, effective, and fairly smooth.*

**Keywords : The management of education, students’ coaching, full day school**