

ABSTRAK

MODEL HABITUASI PENDIDIKAN KARAKTER BERBASIS ETNOPEDAGOGIK

Lim Siti Masyitoh (0908044)

Munculnya krisis identitas manusia yang dipengaruhi informasi telah mengikis budaya lokal, seperti merebaknya konsumerisme, budaya massa, konsentrasi kekuasaan premanisme, semakin terdiferensiasinya masyarakat yang berlapis-lapis sehingga karakter bangsa pun mulai tercerabut. Teori yang digunakan untuk memahami masalah penelitian tersebut adalah pendidikan karakter (Lickona, 1991), etnopedagogik (Alwasilah, 2009), tradisi lisan Sunda (Ekadjati, 1986), nilai karakter (Kemendiknas, 2010), teori belajar (Piaget, 1951; Bruner, 1977; Vygotsky, 1983) dan kompetensi kewarganegaraan (CCE, 1994). Tujuan penelitian dimaksudkan untuk: (1) Menggambarkan model pengintegrasian nilai-nilai tradisi lisan Sunda dalam pembelajaran PKBET untuk pengembangan kompetensi kewarganegaraan; (2) Merancang RPP yang dikembangkan guru-guru di sekolah uji coba model; (3) Menggambarkan pengajaran kolaboratif (*colaborative teaching*) yang dilakukan guru dalam mengintegrasikan tradisi lisan Sunda dengan bidang studi yang relevan di lingkungan sekolah; (4) Menggambarkan implementasi model pendidikan karakter berbasis etnopedagogik tradisi lisan Sunda yang diterapkan di lingkungan sistem budaya sekolah di Jawa Barat; dan (5) Mengetahui dampak pelaksanaan PKBET terhadap pembentukan karakter siswa. Desain penelitian yang digunakan *Research and Development* melalui metode eksperimen dengan *one group pretest-posttest design*, metode deskriptif dan korelasional. Teknik pengumpulan data melalui teknik observasi, dokumentasi, *Focus Group Discussion*, dan angket. Penelitian dilaksanakan pada dua lingkungan budaya sekolah yang berbeda yakni, SMAN 1 Cimalaka dan SMAN 1 Rancakalong (lingkungan homogen), SMAN 14 Bandung dan SMAN 20 Bandung (lingkungan heterogen). Hasil penelitian adalah: 1) Ungkapan tradisi Sunda menjadi media pembinaan karakter melalui integrasi pembelajaran, habituasi dan ekstrakurikuler yang diselenggarakan dalam aktivitas sekolah mengusung *civic knowledge* relevan dengan “*cageur, bageur, bener, pinter, wanter, nanjeur*”, “*civic disposition*” relevan dengan ungkapan “*silih asah, silih asih, silih asuh*”, dan “*civic skill*” relevan dengan ungkapan “*kudu nyanghulu ka hukum, nunjang ka nagara, mufakat ka balarea*”; 2) Pengembangan rancangan silabus dan RPP model PKBET disusun oleh peneliti dan guru kelas melalui *Focus Group Discussion* (FGD) dengan memerhatikan nilai-nilai tradisi lisan Sunda yang dikaitkan dengan tujuan, materi, metode, media/sumber dan evaluasi; 3) Model koordinasi guru dalam mengimplementasikan PKBET dilaksanakan melalui pendekatan “*lesson study*” yang diyakini mampu menjalin sikap keterbukaan di antara setiap guru bidang studi untuk saling mengkritisi satu sama lain dalam pelaksanaan PKBET; 4) Implementasi model PKBET dilaksanakan melalui kegiatan awal, inti dan penutup yang memuat nilai karakter dan budaya lokal; 5) Dampak model PKBET berpengaruh positif dan signifikan terhadap karakter siswa. Terlebih lingkungan sekolah yang homogen (Sumedang) lebih mendominasi karakter kuat dibanding lingkungan sekolah yang heterogen (Bandung). Hasil penelitian merekomendasikan bahwa pemerintah perlu memperkuat model PKBET melalui kebijakan baik di tingkat persekolahan maupun

perguruan tinggi dan perlu penelitian lanjutan untuk daerah lain di Indonesia untuk Model PKBET pada tingkat nasional.

Kata Kunci: Pendidikan Karakter, Etnopedagogik, Pendidikan Kewarganegaraan.

ABSTRACT

MODEL-BASED CHARACTER EDUCATION HABITUATION ETNOPELAGOGIK

Lim Siti Masyitoh (0908044)

The emergence of human identity crisis as influenced by information. This identity crisis has eroded the local culture –in the form of the spread of consumerism, violence culture, concentration of power, thuggery, and the increased differentiated community has led to the beginning of the disintegration of the nation's character. This study is based on theories of character education (Lickona, 1991), ethnopedagogic (Alwasilah, 2009), Sundanese oral tradition (Ekadjati, 1986), the value of the character (Ministry of Education and Culture, 2010), learning theory (Piaget, 1951; Bruner, 1977; Vygotsky, 1983) and citizenship competencies (CCE, 1994). The research was conducted at two different school cultural environments: SMAN 1 Cimalaka and SMAN 1 Rancakalong (homogeneous environment); and SMAN 14 Bandung and SMAN 20 Bandung (heterogeneous environment). There are five aims in this study, 1) describe a model of integration of Sundanese oral tradition values into PKBET learning for citizenship competence development; 2) design the documented Learning Implementation Plan that is developed by the teachers in pilot schools; 3) describe collaborative teaching that teachers undertake in integrating Sundanese oral tradition with the relevant field of study in the school environments; 4) describe the implementation of the model of ethnopedagogical-based character education with Sundanese oral tradition that is applied in the culture of the school system in West Java; 5) find out the impacts of the use of the ethnopedagogical-based character education on the formation of student character. This study employed the design of research and development through experimental method with one group pretest-posttest design, descriptive, and correlational method. Data collected through observation, documentation, focus group discussions, and questionnaires. There are five key results from this study. The first is that expressions of Sundanese traditional become the media of the character development through the integration of learning, habituation, and extracurricular activities held at the school that carries civic knowledge –relevant with “*bageur, bener, pinter, wanter, nanjeur*” –, “civic disposition” – relevant with the phrase “*silih asah, silih asih, silih asuh*” –, and “civic skills” –relevant with the idiom “*kudu nyanghulu ka hukum, nunjang ka nagara, mufakat ka balarea*”. The second is that the development of the syllabus draft and EBCE model of lesson plans are prepared by researchers and classroom teachers through Focus Group Discussions by considering the values of Sundanese oral tradition associated with the objectives, materials, methods, media / sources, and evaluation. The third is that the teacher’s coordination model of PKBET is implemented through a “lesson study” that is believed to be able to establish an attitude of openness between subject teachers to mutually criticize each other in the implementation of EBCE. The fourth is that the implementation of EBCE model is carried out through initial, core, and final activities containing the values and character of the local culture. The fifth is that the impact of the model of EBCE gives positive and significant effects on the character of the students of school with homogeneous to be more skillful than the heterogeneous school environments. This study

Lim Siti Masyitoh, 2015

MODEL HABITUASI PENDIDIKAN KARAKTER BERBASIS ETNOPELAGOGIK

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

recommends that the government needs to strengthen the model of EBCE through good policies at the level of schooling and higher education and there should be further research in other parts of Indonesia for the Model of Ethnopedagogical-Based Character Education at the national level.

Keywords: Character education, Ethnopedagogic, Civic Education.