

## ABSTRAK

Penelitian ini membahas model pendidikan terpadu berbasis karakter di Sekolah Menengah Atas Islam Terpadu Nur Hidayah Sukoharjo, Jawa Tengah. Subjek penelitian ini adalah ketua bidang pendidikan Yayasan Nur Hidayah, kepala sekolah, pendidik dan tenaga kependidikan, orang tua siswa, peserta didik, dan alumni. Penelitian ini bertujuan mengidentifikasi dan mendeskripsikan: 1) dimensi-dimensi pendidikan terpadu berbasis karakter, 2) implementasi pendidikan terpadu berbasis karakter, 3) dan perkembangan kepribadian peserta didik di SMAIT Nur Hidayah. Dalam mengumpulkan data, penelitian ini menggunakan teknik observasi, wawancara, dan studi dokumentasi. Data dianalisis secara kualitatif berdasarkan model Miles dan Huberman. Hasil penelitian menunjukkan; 1) pendidikan terpadu berbasis karakter di SMAIT Nur Hidayah menerapkan tujuh dimensi pendidikan terpadu berbasis “Sepuluh Karakter Insan Terdidik”. 2) Implementasi pendidikan terpadu berbasis karakter di SMAIT Nur Hidayah mencakup berbagai macam kegiatan yang dilaksanakan secara terpadu, terencana, terprogram, terstruktur, dan sistemik melalui komponen-komponen pendidikan yang menjadi subsistemnya. 3) Pendidikan terpadu berbasis karakter di SMAIT Nur Hidayah mampu mengarahkan, mengembangkan, dan meningkatkan kepribadian utuh dan karakter peserta didik pada aspek-aspek spiritual keagamaan, moral, intelektual, emosional, sosial, dan fisik. Pendidikan terpadu berbasis karakter ini menjadi alternatif model pendidikan untuk mengembangkan kepribadian utuh dan karakter peserta didik dalam rangka mempersiapkan sumber daya manusia Indonesia yang unggul, sehingga mampu menghadapi tantangan kehidupan global kini dan masa depan.

Kata Kunci: pendidikan terpadu, karakter, kepribadian utuh

## ABSTRACT

This study discusses the character based integrated education model in Nur Hidayah Integrated Islamic Senior High School Sukoharjo, Central Java. The subject are the head of education department of Nur Hidayah foundation, head master, educators and education personnel, students' parents, students, and alumni. It aimed to identify and describe: 1) dimensions of character based integrated education, 2) implementation of the dimensions, and 3) students personality development. In data collection, this study used several techniques such as observation, interview, and documentation study. The data were analyzed qualitatively based on the model of Miles and Huberman. The result shows; 1) character based Integrated education in Nur Hidayah Integrated Islamic Senior High School applies seven dimension of integrated education based on "Ten Student's Characters ". 2) Implementation of character based integrated education in Nur Hidayah Integrated Islamic Senior High School includes various kinds of activities integratively implemented, planned, programmed, structured, and systemized through educational components as the subsystems. 3) Character based integrated education in Nur Hidayah Integrated Islamic Senior High School is capable to direct, develop, and increase the personality intact and character of the students in the spiritual, religious, moral, intellectual, emotional, social, and physical aspect. The character based integrated education has become an alternative model of education to develop the personality intact and character of students in order to prepare human resources in Indonesia to be superior, so as to face the global challenges of life now and the future.

Key Words: integrated education, character, personality intact