

ABSTRAK

Penelitian ini bertujuan untuk menjawab permasalahan strategis bangsa dalam jangka pendek, menengah dan jangka panjang terkait dengan pembinaan karakter bangsa. Setelah dilakukan metaanalisis terhadap hasil-hasil penelitian di berbagai Perguruan Tinggi di Daerah Istimewa Yogyakarta dan sekitarnya berkenaan dengan nilai-nilai karakter dan telah diperoleh informasi tentang; aspek why sebagai rujukan normatif berupa tujuan utuh pendidikan karakter, dan aspek how sebagai rujukan prosedural pelaksanaan pendidikan karakter, aspek when sebagai rujukan kontekstual pengambilan keputusan tindakan pembelajaran nilai-nilai karakter. Penelitian tahun II selanjutnya akan Mengembangkan Paket Media Modul Pembelajaran Nilai-Nilai Karakter bagi siswa SD melalui metode penelitian dan pengembangan. Penelitian tahun I ini telah dilakukan sebagai penelitian deskriptif dengan strategi content analysis. Unit sampling adalah dokumen hasil-hasil penelitian yang relevan dengan nilai-nilai karakter yang dihasilkan oleh PT-PT di DIY dan sekitarnya. Analisis isi terdiri dari tiga langkah yaitu pembentukan data, penarikan inferensi, dan analisis. Pembentukan data (data making) dilakukan melalui; 1) unitisasi (unitizing), 2) penentuan sampel (sampling plan), dan 3) sistem pencatatan (recording). Unitisasi (unitizing) didasarkan pada 3 aspek yaitu, why, how, dan when berkenaan dengan pendidikan nilai karakter. Penentuan sampel (sampling plan) didasarkan pada unit-unit dan sub unit analisis, sedangkan sistem pencatatan (recording) berupa pengkodean yang dideskripsikan dalam bentuk data untuk dianalisis.

Hasilnya menunjukkan bahwa ada kecenderungan sebagai berikut; 1). Pancasila dan budaya mulai jarang dipergunakan sebagai rujukan normatif pendidikan karakter. Dominasi tertinggi oleh agama (60%) dan tujuan pendidikan nasional (25%), budaya (10%), dan Pancasila (5%) 2). Rujukan prosedural praktek pendidikan karakter menonjol dilaksanakan dalam bentuk doktrin (45%), pembiasaan (37%), keteladanan/pemodelan (11%), pengembangan suasana iklim (5%), pengembangan penalaran dan perasaan (4%), dan partisipatif/kolaboratif (1%). 3). Rujukan kontekstual didominasi berturut-turut oleh pengkondisian lingkungan sekolah /iklim sekolah (56%), program khusus (24%), kegiatan keluar sekolah (live in) (13%), kerjasama orangtua (4%), dan upaya preventif (asas pengendali) (3%).

SUMMARY

The study is based on the urgency need creates young people who have the fundamental values of humanity and noble character who cultivated systematically, programmatic, integrated, and sustainable. From 2010 Culture and Character Education became new policies in education. The teachers as implementers are not ready to face a variety of changes, limited access to cutting-edge materials, and limited knowledge and learning skills. Media and Multimedia Package Module (CD) Teaching Character Values important to be developed. So, developing a normative reference picture of note (why), procedural (how), and contextual (when) in character education through assessment (meta-analysis) of the research results and publications on character education is strongly needed. Research year I managed to do a meta-analysis of the results of research in various universities in Yogyakarta and surrounding areas with regard to the values of the characters and have obtained information about; aspects of “why” as a normative reference form whole purpose of character education, aspects of “how” as a procedural reference in implementation of character education, and aspects of “when” as contextual reference of decision-making action learning character values. Research year I became the basis for Developing Media Package Learning Module Character Values for elementary school students through the methods of research and development in the second year.

The first year study was conducted as a descriptive study with content analysis strategy. An instrument is used to record and analysis of the research and other publication documents. Sampling unit of the relevant research result documents and publications to character values is selected. Content analysis consists of three steps, namely the establishment of data, drawing inferences, and analysis. Establishment of data (data making) is done through: 1) the unitization (unitizing), 2) sampling (sampling plan), and 3) recording system (recording). Unitiasi (unitizing) is based on three aspects, namely, why, how, and when regarding the educational value of the character. Sampling (sampling plan) based on units and sub-units of analysis, while the recording system (recording) of the coding described in the form of data to be analyzed. The results show that there is a tendency as follows: (1). Pancasila and the culture began to rarely used as reference normative character education. Highest dominance by religion (60%) and national education goals (25%), culture (10%), and Pancasila (5%) (2). Reference procedural prominent character education practices conducted in the form of doctrine (45%), habituation (37%), pattern / modeling (11%), development of climate atmosphere (5%), the development of reasoning and feelings (4%), and participatory / collaborative (1%). (3). Referral contextual dominated successively by conditioning the school / school climate (56%), special programs (24%), out of school activities (live-in) (13%), joint parent (4%), and preventive (principle of controlling) (3%). The basis of the above findings should be followed: (1) Character education needs a lot of digging source of Pancasila and cultural values of the nation, one of which can be manifested in a media package module as a supplement, (2). Character education should be given more emphasis referral procedural development collaboration (family, community and school), reasoning and feeling, the development of a conducive environment and exemplary roles. (3). Character education needs to be given contextual references spanning preventive measures, effective cooperation mechanisms with the parents, and the program of activities that can reach people while maintaining and enriching school climate with a special program.