

## ABSTRAK

**Hasnah K, 2016.** Integrasi Pendidikan Karakter Dalam Pembelajaran Ilmu Pengetahuan Sosial Di Kelas Tinggi Sekolah Dasar 34 Bungung Katammung Kecamatan Bissappu Kabupaten Bantaeng, dibimbing oleh Nursalam dan Muhammad Nawir

Masalah utama dalam penelitian ini adalah kalangan pelajar mengalami dekadensi moral yang sangat memprihatinkan, yang membutuhkan integrasi pendidikan karakter dalam pembelajaran.

Tujuan penelitian untuk menemukan model integrasi pendidikan karakter dalam pembelajaran ilmu pengetahuan sosial di sekolah dasar. Penelitian ini dilaksanakan di SD Inpres 34 Bungung Katammung Kabupaten Bantaeng dengan menggunakan metode deskriptif kualitatif.

Penentuan subjek dalam penelitian dilakukan dengan teknik *purposive* mencakup kepala sekolah, guru, siswa dan orang tua. Dalam penelitian ini yang menjadi instrument utama (*key instrument*) adalah peneliti sendiri. Teknik pengumpulan data menggunakan *observation*, *depth-Interview* dan *dokumentation*. Teknik Analisis Data penelitian ini dengan cara *data reduction*, *data display* dan *verification (conclusion drawing)*. Teknik kebasahan data dilakukan melalui triangulasi sumber, triangulasi waktu dan triangulasi teknik.

Hasil penelitian menunjukkan model integrasi pendidikan karakter terdiridari tiga yaitu moral *knowing*, moral *feeling* dan moral *action* dalam bentuk karakter religius, jujur, toleransi, kerjakeras, kreatif, mandiri, demokratis, rasa ingintahu, semangat kebangsaan, cintatanah air, menghargai prestasi, bersahabat/komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab.

Input pembelajaran ilmu pengetahuan sosial dalam menanamkan pendidikan karakter mencakup perencanaan pelaksanaan pembelajaran, materi pembelajaran, media pembelajaran, model pembelajaran dan soal tes. Input pembelajarandi aplikasikan oleh guru pada proses pembelajaran. Output dari input dan proses pembelajaran adalah siswamemiliki nilai-nilai karakter jujur, disiplin, tanggung-jawab, santun, karakter peduli sosial, karakter percaya diri, toleransi, kreatif, bersahabat/komunikatif, rasa ingintahu, dan karakter kerjakeras. Faktormendukung dan penghambat pendidikan karakter di SD 34 Bungung Katammung terdiridari dua aspek yaitu internal dan eksternal. Faktorpdukungnyamencakup guru, kepala sekolah (internal), orang tua

(eksternal) dan faktor penghambatnya mencakup guru, kepala sekolah (internal) dan orang tua (eksternal).

Kata Kunci : Integrasi, Pendidikan Karakter, Pembelajaran, Ilmu Pengetahuan Sosial.



## ABSTRACT

**Hasnah K, 2016.** Character Education Integration on Learning Social Science in Intermediate Class at SD 34 BungungKatammung, Bissappu, Bantaeng Regency, supervised by Nursalam and Muhammad Nawir.

The main problem in this study was that students' experience high moral decadence, which required the integration of character education in learning. The research objective was to find out a model of integration of character education in learning social science at elementary schools. This research was conducted at SD 34 BungungKatammu in Bantaeng Regency through a qualitative descriptive method. Research method in this study was carried out using a purposive technique including principals, teachers, students and parents. In this study, the main instrument (key instrument) was the researcher himself. Data collection techniques were observation, depth-interview and documentation. Data Analysis Techniques of this research were data reduction, data display and data verification (conclusion drawing). The raw data technique was done through source, time and triangulation technique.

The findings of the research showed that the integration of character education is consisted of three namely moral knowledge, moral feeling and moral action in the form of religious character, honesty, tolerance, hard work, creativity, independency, democratic, curiosity, national spirit, nationalism, respect for achievement, friendly / communicative, peaceful, love reading, care about environment, care about social, and responsibility. Inputs to social science learning in integrating character education included learning implementation plans, learning materials, learning media, learning models and evaluation. Learning input was applied by the teacher in the learning process. The output of learning process was the students had the values of honesty, discipline, responsibility, polite, social care character, character of confidence, tolerance, creative, friendly / communicative, curiosity, and hard work. Supporting and inhibiting factors of character education at SD 34 BungungKatammung consisted of two aspects namely internal and external. Supporting factors included teachers, principals (internal), parents (external) and inhibiting factors included teachers, principals (internal) and parents (external).

**Keywords:** Integration, Character Education, Learning, Social Sciences.