

## ABSTRAK

**Tri Thayyibandhi.** 2025. *Integrasi Pendidikan Karakter Dalam Pembelajaran Bahasa Indonesia Di Kelas VI SD Negeri 2 Bogoran Kabupaten Trenggalek.* Tesis. Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia. Sekolah Pascasarjana Universitas PGRI Madiun (UNIPMA). Pembimbing I: Dr. Supri Wahyudi Utomo, M.Pd., Pembimbing II: Dr. Dwi Rohman Soleh, SS, M.Pd

**Kata kunci:** pendidikan karakter, pembelajaran Bahasa Indonesia, penelitian kualitatif, Kurikulum Merdeka, sekolah dasar

Pembelajaran Bahasa Indonesia di sekolah dasar memiliki peran strategis sebagai wahana integrasi pendidikan karakter dalam mendukung implementasi Kurikulum Merdeka dan Profil Pelajar Pancasila. Namun, integrasi nilai-nilai karakter dalam praktik pembelajaran belum sepenuhnya terlaksana secara sistematis. Penelitian ini bertujuan untuk mendeskripsikan proses integrasi pendidikan karakter dalam pembelajaran Bahasa Indonesia di kelas VI SD Negeri 2 Bogoran, Kabupaten Trenggalek, mengidentifikasi tantangan yang dihadapi, serta mengeksplorasi peluang penguatan integrasi tersebut.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Sumber data primer meliputi guru kelas VI dan siswa, sedangkan sumber data sekunder berupa Rencana Pelaksanaan Pembelajaran, bahan ajar, dan hasil karya siswa. Teknik pengumpulan data dilakukan melalui observasi partisipan pasif, wawancara mendalam semi-terstruktur, dan studi dokumentasi. Keabsahan data dijaga melalui triangulasi sumber dan metode. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldaña yang meliputi reduksi data, penyajian data, dan penarikan simpulan.

Hasil penelitian menunjukkan bahwa integrasi pendidikan karakter telah dilakukan melalui pemilihan materi berbasis teks, penerapan metode diskusi dan kerja kelompok, serta pembiasaan sikap dalam pembelajaran. Namun, integrasi tersebut masih bersifat parsial dan belum terencana secara menyeluruh, khususnya pada aspek perumusan tujuan dan penilaian karakter. Tantangan utama meliputi keterbatasan pemahaman guru, keterbatasan waktu, dan penilaian karakter yang belum optimal. Di sisi lain, fleksibilitas Kurikulum Merdeka, budaya sekolah, dan kearifan lokal menjadi peluang untuk memperkuat integrasi pendidikan karakter secara kontekstual dan berkelanjutan.

## ABSTRACT

**Tri Thayyibandhi.** 2025. *Integration of Character Education in Indonesia Language Learning for Grade VI Students at SD Negeri 2 Bogor, Trenggalek Regency.* Thesis. Master of Indonesian Language and Literature Education Study Program. Graduate School of PGRI Madiun University (UNIPMA). Supervisor I: Dr. Supri Wahyudi Utomo, M.Pd., Supervisor II: Dr. Dwi Rohman Soleh, SS, M.Pd

**Keywords:** character education, Indonesian language learning, qualitative research, Merdeka Curriculum, elementary school.

Indonesian language learning in elementary schools plays a strategic role as a medium for integrating character education in support of the implementation of the Merdeka Curriculum and the Pancasila Student Profile. However, in practice, the integration of character values in Indonesian language learning has not been systematically implemented. This study aims to describe the process of integrating character education into Indonesian language learning in Grade VI of SD Negeri 2 Bogor, Trenggalek Regency, identify the challenges encountered, and explore opportunities to strengthen such integration.

This research employed a qualitative approach with a descriptive design. Primary data sources consisted of the Grade VI teacher and students, while secondary data included lesson plans, teaching materials, and students' work. Data were collected through passive participant observation, semi-structured in-depth interviews, and document analysis. Data validity was ensured through source and method triangulation. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, which includes data reduction, data display, and conclusion drawing.

The findings indicate that character education integration has been carried out through the selection of text-based materials containing moral values, the use of discussion and group work methods, and the habituation of positive attitudes during learning activities. However, the integration remains partial and has not been comprehensively planned, particularly in terms of learning objectives and character assessment. The main challenges include limited teacher understanding, time constraints, and the lack of optimal character assessment. Meanwhile, the flexibility of the Merdeka Curriculum, school culture, and local wisdom provide opportunities to strengthen the contextual and sustainable integration of character education.