

ABSTRAK

Trisilo. 2026. *Integrasi Pendidikan Karakter Dalam Pembelajaran Bahasa Indonesia Untuk Meningkatkan Keterampilan Produktif Bahasa Indonesia di Kelas Tinggi SDN Sawojajar 1*. Tesis. Program Magister Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. Parji, M.Pd; (II) Dr. Muh. Waskito Ardhi, M.Pd.

Kata Kunci: pendidikan karakter, keterampilan berbicara, keterampilan menulis.

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan pendidikan karakter dalam pembelajaran Bahasa Indonesia, menganalisis perannya dalam meningkatkan keterampilan berbicara dan menulis siswa sekolah dasar, serta mengidentifikasi faktor pendukung dan penghambat implementasinya. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus di SDN Sawojajar 1. Subjek penelitian meliputi kepala sekolah, guru, dan siswa. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan angket, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Keabsahan data diperoleh melalui triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan bahwa pendidikan karakter telah diintegrasikan dalam seluruh tahapan pembelajaran Bahasa Indonesia melalui kegiatan pendahuluan, inti, dan penutup. Nilai karakter yang dikembangkan meliputi religius, disiplin, tanggung jawab, jujur, percaya diri, santun, kerja sama, peduli, dan kreatif melalui keteladanan, pembiasaan, diskusi, presentasi, penguatan, dan refleksi pembelajaran. Implementasi pendidikan karakter berperan dalam meningkatkan keterampilan berbicara siswa, terutama pada aspek percaya diri, kesantunan berbahasa, kemampuan menyampaikan pendapat, berdiskusi, dan presentasi. Selain itu, pendidikan karakter juga meningkatkan keterampilan menulis melalui kemampuan menuangkan ide, tanggung jawab dalam menyelesaikan tugas, kreativitas, dan kedisiplinan. Keberhasilan implementasi didukung oleh komitmen kepala sekolah, kompetensi guru, budaya sekolah, partisipasi siswa, dan program literasi, sedangkan hambatannya meliputi perbedaan karakteristik siswa, keterbatasan waktu, pengaruh lingkungan keluarga, penggunaan gawai, serta belum optimalnya pembiasaan karakter di luar sekolah. Dengan demikian, pendidikan karakter yang terintegrasi dalam pembelajaran Bahasa Indonesia berperan penting dalam membentuk karakter sekaligus meningkatkan keterampilan berbicara dan menulis siswa sekolah dasar.

ABSTRACT

Trisilo. 2026. *The Integration of Character Education into Indonesian Language Learning to Improve Indonesian Productive Language Skills in Upper Elementary Grades at SDN Sawojajar 1.* Thesis. Master's Degree Program in Indonesian Language and Literature Education, Postgraduate School, Universitas PGRI Madiun. Advisors: (I) Prof. Dr. Parji, M.Pd.; (II) Dr. Muh. Waskito Ardhi, M.Pd.

Keywords: character education, speaking skills, writing skills

This study aimed to describe the implementation of character education in Indonesian language learning, analyze its role in improving elementary school students' speaking and writing skills, and identify the supporting and inhibiting factors affecting its implementation. This research employed a qualitative approach using a case study design conducted at SDN Sawojajar 1. The research participants consisted of the principal, teachers, and students. Data were collected through observations, interviews, documentation, and questionnaires, and were analyzed using the interactive model of Miles, Huberman, and Saldaña. Data trustworthiness was ensured through source and technique triangulation.

The findings revealed that character education was integrated into all stages of Indonesian language learning, including the preliminary, core, and closing activities. The character values developed included religiosity, discipline, responsibility, honesty, self-confidence, politeness, cooperation, caring, and creativity, which were fostered through role modeling, habituation, discussions, presentations, positive reinforcement, and learning reflection. Character education played a significant role in improving students' speaking skills, particularly in terms of self-confidence, language politeness, the ability to express opinions, participation in discussions, and presentation skills. It also contributed to enhancing students' writing skills by improving their ability to generate ideas, strengthening responsibility in completing writing tasks, fostering creativity, and promoting discipline in the writing process. The successful implementation of character education was supported by the principal's commitment, teachers' competence, a positive school culture, students' active participation, and school literacy programs. Meanwhile, the main challenges included differences in students' characteristics, limited instructional time, family environmental influences, excessive use of digital devices, and the lack of consistent character habituation outside the school environment. Therefore, integrating character education into Indonesian language learning plays an important role in developing students' character while simultaneously improving their speaking and writing skills.