

ABSTRAK

Erna Setia Mulyoningsih. 2026. *Implementasi Nilai Pendidikan Karakter dalam Pembelajaran Bahasa Indonesia di SD Negeri Balegondo 2*. Tesis. Madiun: Program Studi Magister Pendidikan Pendidikan Bahasa dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Parji, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

Kata kunci: *implementasi, pendidikan karakter, pembelajaran Bahasa Indonesia, sekolah dasar, Kurikulum Merdeka.*

Penelitian ini dilatarbelakangi oleh pentingnya pendidikan karakter sebagai bagian integral dalam pembelajaran Bahasa Indonesia untuk membentuk peserta didik yang berkarakter sesuai dengan tujuan pendidikan nasional dan Kurikulum Merdeka. Penelitian ini bertujuan mendeskripsikan: (1) implementasi nilai pendidikan karakter dalam pembelajaran Bahasa Indonesia di SD Negeri Balegondo 2; (2) faktor-faktor yang mendukung; dan (3) faktor-faktor yang menghambat implementasinya. Penelitian menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Informan penelitian terdiri atas kepala sekolah, guru kelas V dan VI, serta tiga peserta didik. Data diperoleh melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji melalui triangulasi teknik dan sumber. Hasil penelitian menunjukkan bahwa nilai-nilai karakter telah diintegrasikan secara sistematis pada tahap perencanaan, pelaksanaan, dan penilaian pembelajaran. Nilai religius, disiplin, tanggung jawab, jujur, gotong royong, percaya diri, dan santun ditanamkan melalui pembiasaan, keteladanan, diskusi, presentasi, refleksi, serta asesmen autentik. Faktor pendukung meliputi komitmen kepala sekolah, profesionalisme guru, budaya sekolah, dukungan orang tua, dan lingkungan belajar yang kondusif. Faktor penghambat meliputi perbedaan karakter peserta didik, pengaruh lingkungan dan media sosial, keterbatasan waktu pembelajaran, serta terbatasnya sarana pendukung. Implementasi pendidikan karakter telah berjalan dengan baik dan mendukung penguatan Profil Pelajar Pancasila serta pencapaian tujuan Kurikulum Merdeka.

ABSTRACT

Erna Setia Mulyoningsih. 2026. *The Implementation of Character Education Values in Indonesian Language Learning at SD Negeri Balegondo 2*. Thesis. Madiun: Magister Study Program in Indonesian Language and Literature Education, Graduate Program, Universitas PGRI Madiun. Advisors: (I) Prof. Parji, M.Pd., (II) Dr. Erlik Widiyani Styati, M.Pd.

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

This study was motivated by the importance of character education as an integral part of Indonesian language learning in developing students' character in accordance with the goals of national education and the Merdeka Curriculum. The objectives of this study were to describe: (1) the implementation of character education values in Indonesian language learning at SD Negeri Balegondo 2; (2) the supporting factors; and (3) the inhibiting factors affecting its implementation. This study employed a qualitative approach with a descriptive research design. The participants consisted of the principal, Grade V and Grade VI teachers, and three students. Data were collected through observation, interviews, and documentation, and were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing. Data trustworthiness was ensured through source and technique triangulation. The findings revealed that character education values were systematically integrated into the stages of lesson planning, learning implementation, and assessment. Values such as religiosity, discipline, responsibility, honesty, cooperation, self-confidence, and politeness were fostered through habituation, teacher role modeling, group discussions, presentations, reflection, and authentic assessment. Supporting factors included the principal's commitment, teacher professionalism, a positive school culture, parental support, and a conducive learning environment. Meanwhile, the inhibiting factors included differences in students' characteristics, the influence of the social environment and social media, limited instructional time, and inadequate supporting facilities. The study concludes that the implementation of character education values has been successfully integrated into the learning process, supporting the strengthening of the Pancasila Student Profile and the achievement of the objectives of the Merdeka Curriculum.