

## ABSTRAK

### **Yohana Agesty Ginting, NIM 4203111124 (2024). Implementasi Pendidikan Karakter dalam Pembelajaran Matematika SMAS Cahaya Medan.**

Pendidikan karakter menjadi perhatian utama dalam sistem pendidikan Indonesia sesuai dengan Undang-Undang No. 20 Tahun 2003 tentang sistem pendidikan nasional. Sekolah seperti SMA Cahaya Medan memainkan peran penting dalam membina karakter siswa dengan mengintegrasikan nilai-nilai karakter dalam praktik pendidikan mereka, termasuk dalam pembelajaran matematika. Penelitian ini menggunakan pendekatan studi kasus deskriptif kualitatif dengan subjek kepala sekolah, guru matematika kelas 10.3 dan 10.4, serta siswa dari kelas tersebut. Data diperoleh melalui dokumentasi, observasi, dan wawancara, kemudian dianalisis. Hasil penelitian menunjukkan bahwa SMA Cahaya Medan mengimplementasikan pendidikan karakter melalui kebijakan sekolah yang mengintegrasikan *school values* (*Pro life, Empowering, Compassion, Honesty, dan Trust/Worthy*) dan profil siswa Pancasila dalam semua aspek pengajaran. Guru matematika menekankan nilai-nilai seperti bernalar kritis, kreatif, mandiri, jujur, tanggung jawab, kepercayaan diri, dan disiplin. Guru menggunakan beberapa strategi utama, termasuk mengintegrasikan nilai Profil Pelajar Pancasila dalam modul pengajaran, merancang kegiatan pembelajaran yang mendorong partisipasi aktif siswa, dan menggunakan metode *Problem Based Learning* (PBL). Diskusi kelompok juga sering dilakukan untuk meningkatkan kerjasama dan komunikasi. Pemantauan dan evaluasi dilakukan secara teratur untuk memastikan efektivitas strategi-strategi ini. Supervisi dilakukan dua kali per semester, memberikan umpan balik dan bimbingan kepada guru. Dukungan berkelanjutan dari sekolah memungkinkan guru mengembangkan strategi dan metode pengajaran yang inovatif. Implementasi pendidikan karakter dalam pembelajaran matematika dipengaruhi oleh kurikulum, kebijakan sekolah, lingkungan sekolah, peran dan kompetensi guru, serta faktor internal dan eksternal siswa. Melalui pendekatan holistik ini, siswa menginternalisasi nilai-nilai karakter, menjadikan pendidikan karakter bagian dari kehidupan sehari-hari mereka dan membentuk karakter mereka melalui pengalaman nyata.

**Kata kunci:** Implementasi, Pendidikan Karakter, Pembelajaran

## ABSTRACT

**Yohana Agesty Ginting, NIM 4203111124 (2024). Implementation of Character Education in Mathematics Learning at SMA Cahaya Medan.**

Character education has become a major focus in the Indonesian education system in accordance with Law No. 20 of 2003 on the National Education System. Schools like SMA Cahaya Medan play an important role in shaping student character by integrating character values into their educational practices, including mathematics learning. This research uses a qualitative descriptive case study approach with the subjects of the principal, mathematics teachers for grades 10.3 and 10.4, and students from those classes. Data was collected through documentation, observation, and interviews, and then analyzed. The research results show that SMA Cahaya Medan implements character education through school policies that integrate school values (Pro life, Empowering, Compassion, Honesty, and Trust/Worthy) and the Pancasila Student Profile in all aspects of teaching. Mathematics teachers emphasize values such as critical thinking, creativity, self-sufficient, honesty, responsibility, self-confidence, and discipline. Teachers use several key strategies, including integrating Pancasila Student Profile values into teaching modules, designing learning activities that encourage active student participation, and using Problem Based Learning (PBL) methods. Group discussions are also frequently conducted to improve cooperation and communication. Monitoring and evaluation are carried out regularly to ensure the effectiveness of these strategies. Supervision is carried out twice a semester, providing feedback and guidance to teachers. Ongoing support from the school allows teachers to develop innovative teaching strategies and methods. The implementation of character education in mathematics learning is influenced by the curriculum, school policies, school environment, teacher roles and competencies, and internal and external factors of students. Through this holistic approach, students internalize character values, make character education a part of their daily lives, and shape their character through real-world experiences.

**Keywords:** Implementation, Character Education, Learning