

ABSTRAK

Elharis Putra, Implementasi Pendidikan Karakter melalui model pembelajaran Kooperatif di SMP Negeri 1 Kec. Karang Baru Kab. Aceh Tamiang. Tesis Medan : Program Pascasarjana Universitas Negeri Medan 2015.

Tujuan Penelitian ini adalah : 1) Bagaimana program perencanaan guru SMP Negeri 1 Karang Baru dalam mengimplementasikan pendidikan karakter melalui metode pembelajaran kooperatif pada pelajaran. 2) Bagaimana guru SMP Negeri 1 Karang Baru mengimplementasikan pendidikan karakter melalui pembelajaran kooperatif dalam pelajaran. 3). Bagaimana guru SMP Negeri 1 Karang Baru mengevaluasi pendidikan karakter melalui metode pembelajaran kooperatif dalam membentuk perilaku siswa. 4) Bagaimana guru SMP Negeri 1 Karang Baru melakukan refleksi setelah proses pembelajaran pendidikan karakter dilaksanakan.

Penelitian ini menggunakan metode Kualitatif. Untuk mengumpulkan data peneliti menggunakan teknik angket, wawancara, observasi dan *studi documenter*. Dalam menganalisis data digunakan langkah-langkah Miles dan Huberman dalam Sugiyono yaitu *data reduction*, *data display*, dan *conclusion drawing/verification*, selanjutnya data diuji keabsahannya dengan mengacu kepada standar validasi (*credibility*, *transferability*, *dependability*, dan *confirmability*) selanjutnya pada masing-masing temuan dari hasil penelitian dikaitkan satu sama lain untuk membangun rangkaian yang jelas.

The results of this study indicate that schools in the implementation of character education has been implemented. This can be seen from some application that do are: 1) The teachers of subjects in SMP Negeri 1 New Reef in implementing character education, has developed a character education program teaching plan in accordance with the standards process. 2) Implementing a character education to the student teachers only directing and guiding the students. 3) Evaluation of character education through cooperative learning methods only through direct observation during the learning process. Evaluations were performed at teaching planning program (RPP) just Cognitive and Psychomotor. 4) Reflection done by the teacher subject is just around the realm kogniti and psychomotor domains. For the affective domain is character values only do the schools through teacher Guidance and Counseling.

ABSTRACT

Elharis Putra, Implementation Character Education through Cooperative learning model in SMP Negeri 1 Kec. Karang Baru Kab. Aceh Tamiang. Thesis Medan : Graduate Program, State University of Medan in 2015.

The purpose of this research are: 1) How does a teacher planning program SMP Negeri 1 Karang Baru implement character education through cooperative learning methods in the subject. 2) How do teachers SMP Negeri 1 Karang Baru implement character education through cooperative learning in lessons. 3). How teachers SMP Negeri 1 Karang Baru evaluate character education through cooperative learning methods in shaping the behavior of students. 4) How do teachers SMP Negeri 1 Karang Baru reflection after the learning process implemented character education.

This study used qualitative methods. To collect the data the researchers used a technique questionnaires, interviews, observation and documentary studies. In analyzing the data used measures Miles and Hubermann in Sugiyono namely data reduction, the data display, and conclusion drawing / verification, then the data is tested its validity with reference to the validation standards (credibility, transferability, dependability, and confirmability) on each subsequent findings of the results associated with each other to build a series of clear.

The results of this study indicate that schools in the implementation of character education has been implemented. This can be seen from some application that do are: 1) planning program has been prepared in accordance with the standards process is in determining the character-based indicators, to achieve basic competency. 2) To implement character education through cooperative learning in teacher lesson has been understood about the education of character, conduct teaching preparations such as character education plan to be achieved in the preliminary activities, core activities and learning activities cover. 3) Evaluation Program include: cooperation with parents of learners, control of the character education students. 4) Reflection conducted with written and oral assessment (usually written) by students to teachers, contains the phrase impression, message, hope and constructive criticism upon learning that it receives.