ABSTRAK

DIMAS ISTIQO ANGGORO. Analisis Kurikulum Asrama di Balai Sentra Bahagia Kota Medan. Skripsi. Medan: Fakultas Ilmu Pendidikan, Universitas Negeri Medan, 2026.

Program Sekolah Rakyat sebagai pendidikan berasrama bagi peserta didik dari keluarga miskin ekstrem menuntut sistem pembinaan yang mampu membentuk karakter peserta didik dari latar belakang yang beragam, namun pelaksanaan kurikulum asrama serta peran wali asrama dan wali asuh di Balai Sentra Bahagia Kota Medan belum banyak dikaji secara mendalam. Penelitian ini bertujuan menganalisis pelaksanaan kurikulum asrama, peran wali asrama, peran wali asuh, serta dinamika pembinaan karakter peserta didik di Balai Sentra Bahagia Kota Medan. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus, dengan subjek kepala sekolah, wali asrama, wali asuh, dan peserta didik Sekolah Rakyat Menengah Pertama 2 Kota Medan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dianalisis dengan model Miles dan Huberman (reduksi data, penyajian data, penarikan kesimpulan), dengan keabsahan data melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan kurikulum asrama dilaksanakan secara terstruktur melalui pembiasaan yang terintegrasi dalam kehidupan berasrama, seperti pembinaan spiritual, belajar mandiri, kebersihan, serta pengembangan minat dan bakat. Wali asrama berperan sebagai pembimbing, pengawas, teladan, dan pengelola kegiatan asrama, sedangkan wali asuh berperan mendampingi secara personal serta membina akademik dan emosional peserta didik, sehingga membentuk karakter disiplin, tanggung jawab, kemandirian, kepedulian sosial, kerja sama, dan spiritualitas. Dengan demikian, kurikulum asrama di Balai Sentra Bahagia Kota Medan merupakan bentuk pendidikan nonformal yang berkontribusi dalam pembentukan karakter peserta didik melalui pembiasaan yang didukung oleh peran wali asrama, wali asuh, dan keterlibatan aktif peserta didik.

Kata Kunci: Kurikulum Asrama, Pendidikan Nonformal, Pendidikan Karakter, Wali Asrama, Wali Asuh, Sekolah Rakyat.

THE Character Building UNIVERSITY

ABSTRACT

DIMAS ISTIQO ANGGORO. Analysis of the Dormitory Curriculum at the Happy Center in Medan City. Skripsi. Medan: Faculty of Education, State University of Medan, 2026.

The People's School program as a boarding school for students from extremely poor families requires a coaching system that is able to shape the character of students from diverse backgrounds, however, the implementation of the boarding curriculum and the role of dormitory guardians and foster guardians at the Balai Sentra Bahagia in Medan City has not been studied in depth. This study aims to analyze the implementation of the boarding curriculum, the role of dormitory guardians, the role of foster guardians, and the dynamics of student character development at the Balai Sentra Bahagia in Medan City. The study used a qualitative approach with a case study design, with subjects being the principal, dormitory guardians, foster guardians, and students of the People's Junior High School 2 in Medan City. Data were collected through observation, interviews, and documentation, analyzed using the Miles and Huberman model (data reduction, data presentation, conclusion drawing), with data validity through triangulation of sources and techniques. The results of the study indicate that the boarding curriculum is implemented in a structured manner through integrated habits in boarding life, such as spiritual guidance, independent learning, cleanliness, and the development of interests and talents. The dormitory guardian acts as a guide, supervisor, role model, and manager of dormitory activities, while the foster guardian plays a personal role in accompanying and fostering the academic and emotional development of students, thereby forming the character of discipline, responsibility, independence, social awareness, cooperation, and spirituality. Thus, the dormitory curriculum at the Balai Sentra Bahagia City of Medan is a form of non-formal education that contributes to the formation of student character through habituation supported by the role of the dormitory guardian, foster guardian, and the active involvement of students.

Keywords: Dormitory Curriculum, Non-formal Education, Character Education, Dormitory Guardians, Foster Guardians, Elementary Schools.

THE Character Building UNIVERSITY