

ABSTRAK

Nama : **Ramli M.**
Judul Tesis : **Peran Budaya Sekolah dalam Pengembangan Karakter di Madrasah Tsanawiyah As'adiyah Dapoko kabupaten Bantaeng**
Pembimbing : 1. Dr. H. Andi Buyamin, M.Pd.
2. Dr. H. Nashiruddin Pilo, MA.
Kata-kata kunci : **Budaya Sekolah, pengembangan Karakter.**

Penelitian ini mengkaji tentang peranan budaya sekolah dalam pengembangan karakter di MTS As'adiyah Dapoko. Tujuan penelitian ini adalah untuk mengetahui serta mendeskripsikan Peran Budaya Sekolah dalam Pengembangan Karakter di MTS As'adiyah Dapoko. Pendekatan penelitian ini adalah kualitatif dengan jenis penelitian fenomenologi. Penelitian ini dilaksanakan di MTS As'adiyah Dapoko. Sumber data dalam penelitian ini adalah kepala madrasah, koordinator kurikulum dan guru.

Teknik pengumpulan data berupa observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Pengecekan keabsahan data menggunakan teknik triangulasi. Hasil penelitian menunjukkan bahwa nilai-nilai pendidikan karakter terintegrasi dari berbagai aspek struktural. Pemanfaatan unsur-unsur fungsional struktural dalam menyelenggarakan pendidikan karakter menjadi 1) Peran budaya sekolah dalam pengembangan karakter di MTS As'adiyah Dapoko meliputi dengan melakukan pengawasan dan bimbingan terhadap perkembangan budaya madrasah dalam hal ini berkaitan dengan internalisasi nilai-nilai pendidikan karakter terhadap warga madrasah, terkhusus pada objek pendidikan yaitu peserta didik. 2) Pengaruh budaya dalam pengembangan karakter di MTS As'adiyah Dapoko yang meliputi perilaku warga madrasah, tradisi, kebiasaan keseharian dan simbol-simbol budaya juga dapat dikatakan sejalan dengan rumusan dari visi, misi dan tujuan madrasah atau pun dengan upaya madrasah dalam membangun budaya yang positif. Perilaku warga madrasah telah diterapkan nilai-nilai pendidikan karakter yang membudaya akibat pengintegrasian ke dalam setiap aktivitas keseharian dan tradisi warga madrasah melalui upaya pembiasaan. Selain itu budaya madrasah dalam perspektif pendidikan karakter juga terdapat pada hasil budaya yang menjadi simbol-simbol berupa penataan gedung dan ruangan kelas dan pakaian seragam warga madrasah.

ABSTRACT

Name : **Ramli M**
Title : The Role of School Culture in Character Development at Madrasah Tsanawiyah As'adiyah Dapoko, Bantaeng Regency
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Keywords : School Culture, Character development.

This study explores the role of school culture in character development at Madrasah Tsanawiyah (MTS) As'adiyah Dapoko. The primary aim of the research is to analyze and describe the contribution of school culture in fostering character education within the institution. Employing a qualitative approach with a phenomenological design, the research was conducted at MTS As'adiyah Dapoko, involving the school principal, curriculum coordinator, and teachers as data sources. Data collection methods included observation, interviews, and documentation. The data were analyzed through reduction, presentation, and conclusion drawing, with triangulation techniques ensuring data validity.

The findings reveal that character education values are seamlessly integrated into various structural aspects of the school. The functional and structural elements of the school culture play a pivotal role in character education. Specifically, the study highlights two main contributions: (1) the role of school culture in character development is evident in the supervision and guidance processes that facilitate the internalization of character education values among all members of the school community, particularly students; (2) the influence of school culture on character development extends to the behavior of the school community, daily traditions, and cultural symbols, aligning with the school's vision, mission, and goals. The behaviors and traditions fostered within the school community reflect deeply ingrained character education values. These values are integrated into daily activities and traditions through deliberate habituation efforts. Moreover, the manifestation of school culture in character education is evident in cultural artifacts such as the arrangement of school buildings, classroom decorations, and the uniforms worn by the school community. These symbols reinforce the positive school culture and its alignment with character education principles.

By emphasizing the holistic integration of school culture and character education, this research sheds light on the transformative potential of cultural practices in shaping students' moral and ethical values. This has significant implications for educational institutions aiming to build character-driven learning environments..

