

## ABSTRAK

Sanjaya. Azizul Virdia 2015. *Implementasi Pendidikan Karakter Melalui Adiwiyata Sekolah (Studi Analisis di SMA Muhammadiyah 1 Ponorogo Tahun 2014)*. Skripsi Jurusan Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Ponorogo.

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**Kata kunci:** Pendidikan Karakter, Adiwiyata Sekolah

Penanaman nilai moral melalui jalur pendidikan tidak lepas dengan tiga unsur yaitu, unsur kognitif (pikiran, pengetahuan, kesadaran), afektif (perasaan), dan psikomotor (perilaku).

Penelitian ini bertujuan untuk: (1). mendeskripsikan implementasi pendidikan karakter melalui adiwiyata sekolah; (2). Mendeskripsikan nilai-nilai karakter yang dikembangkan melalui adiwiyata sekolah; (3). mendeskripsikan dan menganalisis faktor pendukung dan penghambat dalam mengimplementasikan pendidikan karakter melalui adiwiyata sekolah di SMA Muhammadiyah 1 Ponorogo.

Penelitian ini menggunakan jenis kualitatif. Sumber data primer yang dijadikan informan oleh peneliti adalah hasil observasi kegiatan, wawancara mendalam dengan Kepala Sekolah, Wakil Kepala Sekolah Bagian Kurikulum, Koordinator Program Adiwiyata Sekolah SMA Muhammadiyah 1 Ponorogo. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Sedangkan teknik analisis data dengan menggunakan reduksi data, penyajian data, dan penarikan kesimpulan.

Implementasi pendidikan karakter melalui adiwiyata sekolah dilakukan melalui (a). kebijakan sekolah berwawasan lingkungan; (b). kebijakan kurikulum berbasis lingkungan hidup; (c). kegiatan lingkungan hidup berbasis partisipatif; (d). pengelolaan dan pemanfaatan sarana prasarana sekolah untuk kegiatan berbasis lingkungan hidup.

Nilai-nilai karakter yang dikembangkan melalui adiwiyata sekolah meliputi: (1). *Religious*; (2). Kejujuran; (3). Disiplin; (4). Peduli Lingkungan; (5). Cinta Tanah Air; (6). Kerja Keras; (7). Toleransi; (8). Kreatif; (9). Rasa Ingin Tahu. Nilai-nilai karakter tersebut dikembangkan melalui kegiatan-kegiatan berbasis lingkungan hidup

Dalam mengimplementasikan pendidikan karakter melalui adiwiyata sekolah diketahui yang menjadi faktor pendukung adalah: (a). Adanya alokasi dana 20% yang mendukung implementasi program adiwiyata sekolah; (b). Adanya peran aktif baik dari guru, siswa, masyarakat sekitar sekolah, dan orang tua/wali; (c). Adanya sarana prasarana sekolah yang memadai; (d). Adanya sinergitas sekolah dengan instansi diluar sekolah bentuk kemitraan.

Sedangkan yang menjadi faktor penghambat dalam mengimplementasikan pendidikan karakter melalui adiwiyata sekolah adalah sumber daya manusia (SDM) yang dimiliki sekolah, dalam artian belum seluruhnya warga sekolah dapat memahami konsep adiwiyata sekolah secara menyeluruh.

## ABSTRACT

Sanjaya, AzizulVirdia 2015, *The Implementation of Character Education By Means of School's Adiwiyata (Analytical Study in SMA Muhammadiyah 1 Ponorogo 2014)*. Undergraduate Thesis of Civic Education and Pancasila Department, Faculty of Teacher Training and Education, University of Muhammadiyah Ponorogo.

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**Keywords:** Character, School's Adiwiyata

The cultivation of moral values through education pathways cannot be released from the three aspects, namely: cognitive (thought, knowledge, consciousness), affective (feeling), psychomotor (behavior).

This research is aimed (1) to describe the implementation of character education through School's Adiwiyata; (2) to describe the character values which is improved by School's Adiwiyata; (3) to describe and analyze the factors that support and hamper in implementing character education through school's Adiwiyata at SMA Muhammadiyah 1 Ponorogo.

The qualitative research is used in this research. This approach is chosen by the researcher by means of the desire to know the implementation of character education based on school's Adiwiyata at SMA Muhammadiyah 1 Ponorogo. The primary data which is used as the informant by the researcher is the observation's result of activities, the intense interview with the headmaster, vice-headmaster, and the coordinator of school's Adiwiyata program at SMA Muhammadiyah 1 Ponorogo. The data collection technique that is conducted in this research is observation, interview and the conclusion withdrawal.

The implementation of character education through school's Adiwiyata is done with several ways such as (a). School environmental policy; (b). The curriculum policy based living environment; (c). Environmental activities based participatory; (d). The superintendence and used of school infrastructure for environment-based activities.

The character values which are improved through school's Adiwiyata are: (1). Religious, (2). honestly, (3). Discipline, (4). Care of environment, (5). Chauvinism, (6). Hard work, (7). Tolerance, (8). Creative, (9). Enthusiasm. Those values are improved through the activities based living environment.

In implementation of character education based on school's Adiwiyata is known a number of supporting factors are (a). the existing of allocation funds about 20 % for supporting the implementation of school's Adiwiyata program. (b). the existing of active role among teachers, students, the people around the school and students' parent. (c). the existing of adequate school infrastructure. (d). the existing of school synergy with institution outside the school as confederacy.

Meanwhile the hamper factors in the implementation of character education based on school's Adiwiyata are the limitation of human resources which is had by school in the sense of not all the school members can inspire the all the concept of school's Adiwiyata.