

ABSTRAK

“Penerapan Program Sekolah Berbasis Nilai Sebagai Upaya Peningkatan Disiplin dan Karakter Siswa (Studi Kasus di SMPN 9 dan SMPN 10 Tasikmalaya)”

Penelitian ini dilatarbelakangi oleh belum optimalnya penerapan program sekolah berbasis nilai di SMPN 9 dan SMPN 10 Tasikmalaya dalam meningkatkan disiplin dan karakter siswa. Penelitian ini bertujuan untuk mengetahui dan menganalisis pelaksanaan program sekolah berbasis nilai, integrasinya dalam meningkatkan disiplin dan karakter siswa, serta evaluasi program tersebut. Metode yang digunakan adalah deskriptif dengan pendekatan kualitatif. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Informan penelitian terdiri atas seorang pengawas, dua kepala sekolah, dan empat guru sehingga berjumlah tujuh orang. Hasil penelitian menunjukkan bahwa program sekolah berbasis nilai di SMPN 9 dan SMPN 10 Tasikmalaya telah diterapkan melalui kegiatan pembelajaran dan berbagai pembiasaan di lingkungan sekolah. Program ini berkontribusi dalam meningkatkan kedisiplinan, tanggung jawab, kerja sama, serta karakter positif siswa, meskipun masih terdapat kendala berupa konsistensi pelaksanaan dan keterbatasan sarana pendukung. Integrasi program berbasis nilai dalam peningkatan disiplin siswa dilakukan melalui proses pembelajaran, kegiatan ekstrakurikuler, pembiasaan sehari-hari, serta monitoring kedisiplinan. Upaya tersebut mampu meningkatkan kepatuhan terhadap aturan dan rasa tanggung jawab siswa, walaupun pengawasan dan kesadaran sebagian siswa masih perlu ditingkatkan. Selain itu, integrasi program berbasis nilai juga berhasil membentuk karakter siswa, seperti sikap disiplin, jujur, bertanggung jawab, dan saling menghargai melalui pembelajaran, pembiasaan, serta kegiatan ekstrakurikuler. Evaluasi program dilakukan melalui monitoring perilaku siswa, evaluasi pembelajaran, dan pemberian umpan balik dari guru maupun siswa. Meskipun telah berjalan cukup baik, evaluasi program masih memerlukan penguatan koordinasi dan standarisasi agar lebih efektif dalam membentuk disiplin dan karakter siswa secara berkelanjutan.

Kata Kunci : *Penerapan, Program Sekolah Berbasis Nilai, Disiplin dan Karakter Siswa.*

ABSTRACT

"Implementation of Values-Based School Programs as an Effort to Improve Student Discipline and Character (Case Study at SMPN 9 and SMPN 10 Tasikmalaya)"

This research is motivated by the suboptimal implementation of the value-based school program at SMPN 9 and SMPN 10 Tasikmalaya in improving student discipline and character. This study aims to determine and analyze the implementation of the value-based school program, its integration in improving student discipline and character, and the evaluation of the program. The method used is descriptive with a qualitative approach. Data were collected through observation, interviews, and documentation, then analyzed using data reduction techniques, data presentation, and conclusion drawing. The research informants consisted of a supervisor, two principals, and four teachers, totaling seven people. The results of the study indicate that the value-based school program at SMPN 9 and SMPN 10 Tasikmalaya has been implemented through learning activities and various habits in the school environment. This program contributes to improving student discipline, responsibility, cooperation, and positive character, although there are still obstacles in the form of implementation consistency and limited supporting facilities. The integration of the value-based program in improving student discipline is carried out through the learning process, extracurricular activities, daily habits, and discipline monitoring. These efforts have improved student compliance with rules and a sense of responsibility, although supervision and awareness of some students still need to be improved. Furthermore, the integration of values-based programs has also successfully shaped student character, such as discipline, honesty, responsibility, and mutual respect through learning, habituation, and extracurricular activities. Program evaluation is conducted through monitoring student behavior, evaluating learning, and providing feedback from both teachers and students. Although the program has been running quite well, it still requires strengthened coordination and standardization to be more effective in shaping student discipline and character sustainably.

Keywords: *Implementation, Values-Based School Program, Student Discipline and Character.*