

## ABSTRAK

EMMANUEL KUS EDDY SARTONO: *Pendidikan Nilai Kebangsaan Melalui Budaya Sekolah (Studi Fenomenologi di SMA Taruna Nusantara Magelang dan SMA Kolese De Britto Yogyakarta)*. Disertasi. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2014.

Penelitian ini bertujuan untuk: (1) menginferensi makna fenomena bangunan kebangsaan yang akan ditanamkan pada siswa, (2) mendeskripsikan cara pengembangan budaya sekolah yang mendukung pendidikan nilai kebangsaan, (3) mendeskripsikan pola pendidikan nilai kebangsaan melalui budaya sekolah, kemudian (4) membandingkannya untuk memperoleh pola pendidikan nilai kebangsaan hasil sintesis dari pola pendidikan nilai kebangsaan melalui budaya sekolah di SMA Taruna Nusantara Magelang dan SMA Kolese De Britto Yogyakarta.

Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan fenomenologi. Penelitian dilakukan di SMA Taruna Nusantara Magelang dan SMA Kolese De Britto Yogyakarta. Obyek penelitian adalah tempat, pelaku, serta aktivitas warga sekolah yang berkaitan dengan bangunan kebangsaan, budaya sekolah dan pola pendidikan nilai kebangsaan. Sedangkan subyek penelitian adalah pengurus sekolah, guru, siswa, karyawan dan orang tua. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Untuk memperoleh keabsahan data digunakan langkah-langkah teknik pemeriksaan *credibility*. Teknik analisis data menggunakan model analisis interaktif, meliputi: reduksi data, penyajian data dan kesimpulan.

Hasil penelitian ini sebagai berikut: (1) Bangunan kebangsaan di SMA Taruna Nusantara menekankan pada persatuan-kesatuan dalam kemajemukan (Bhinneka Tunggal Ika), sedangkan SMA Kolese De Britto lebih fokus pada sikap kepedulian terhadap permasalahan bangsa. (2) Pengembangan budaya sekolah pada tataran spirit/nilai-nilai, tataran sosial dan tataran teknis mendukung terbangunnya karakter kebangsaan siswa baik di SMA Taruna Nusantara maupun SMA Kolese de Britto. (3) Pola pendidikan nilai-nilai kebangsaan dari segi kurikulum, kegiatan sekolah, keteladanan, serta lingkungan sekolah baik di SMA Taruna Nusantara maupun SMA Kolese De Britto mendukung pelaksanaan pendidikan nilai-nilai kebangsaan. (4) Ada perbedaan dan persamaan pola pendidikan nilai-nilai kebangsaan antara SMA Taruna Nusantara dengan SMA Kolese De Britto. Penggabungan kedisiplinan, Paradigma Pedagogi Ignasian, *cura personalis* dan pendidikan bebas akan meningkatkan penanaman nilai kebangsaan siswa tidak sekedar pada ranah kognitif tetapi sampai pada tataran perilaku kebangsaan.

**Kata Kunci** : *Kebangsaan, Pendidikan Nilai Kebangsaan, Budaya Sekolah*

## ABSTRACT

**EMMANUEL KUS EDDY SARTONO:** *Nationalism Value Education through School Cultures (A Phenomenological Study at SMA Taruna Nusantara Magelang and SMA Kolese De Britto Yogyakarta).* **Dissertation. Yogyakarta: Graduate School, Yogyakarta State University, 2014.**

This study aims to: (1) infer meanings of the nationalism entity phenomena to be inculcated into students, (2) describe ways of developing school cultures supporting the nationalism value education, (3) describe patterns of nationalism value education through school cultures, and (4) compare them to obtain a pattern of nationalism value education as a result of the synthesis of the patterns of nationalism value education through school cultures at SMA Taruna Nusantara Magelang and SMA Kolese De Britto Yogyakarta.

This was a qualitative study employing the phenomenological approach. It was conducted at SMA Taruna Nusantara Magelang and SMA Kolese De Britto Yogyakarta. The research objects included the places, actors, and school members' activities related to the nationalism entity, school cultures, and patterns of nationalism value education. Meanwhile, the research subjects were school managerial personnel, teachers, students, administrative staff members, and parents. The data were collected through in-depth interviews, observations, and documentation. The data trustworthiness was enhanced through the steps in the credibility checking technique. The data were analyzed by means of the interactive model analysis consisting of data reduction, data display, and conclusion.

The findings of the study are as follows. (1) The nationalism entity at SMA Taruna Nusantara emphasized unity-oneness in diversity (*Bhinneka Tunggal Ika*), while SMA Kolese De Britto focuses more on a caring attitude towards the nation's problems. (2) The development of the school culture at the spirit/value, social, and technical levels supports the building of students' nationalism character both at SMA Taruna Nusantara and at SMA Kolese de Britto. (3) The pattern of nationalism value education in terms of the curriculum, school activities, examples, and school environment, both at SMA Taruna Nusantara and SMA Kolese De Britto, supports the implementation of nationalism value education. (4) There are differences and similarities in the pattern of nationalism value education between SMA Taruna Nusantara and SMA Kolese De Britto. The combination of discipline, Ignatian Pedagogy Paradigm, and liberal education will improve the inculcation of national values into students not only at the cognitive level but also at the nationalism behavior level.

**Keywords:** *Nationalism, Nationalism Value Education, School Culture*