

ABSTRAK

Penelitian ini bertujuan untuk mengungkap bentuk-bentuk karakter yang melekat pada siswa tunagrahita ringan dan *hidden curriculum* yang berjalan selama di kelas di SLB Negeri 1 Bantul. Melihat perbedaan kadar intelektual antara anak normal dan anak tunagrahita ringan, tentu memberikan dampak pada karakter yang bersemayam dalam diri siswa. Selain itu, pendidikan yang terfokus pada kurikulum tertulis, mengesampingkan peran kurikulum tidak tertulis (*hidden curriculum*) yang sudah sangat jelas memberikan dampak sangat signifikan terhadap pertumbuhan karakter peserta didik pada pembentukannya. Oleh karena itu, penelitian ini mencoba menggali bentuk-bentuk karakter yang melekat serta aspek-aspek *hidden curriculum* apa saja yang mengitari area kelas tunagrahita ringan.

Jenis penelitian ini adalah penelitian *field research* (penelitian lapangan) dengan menggunakan pendekatan kualitatif dan bersifat deskriptif. Lokasi penelitian ini adalah SLB Negeri 1 Bantul. Subjek penelitian ini adalah semua pihak yang terlibat dalam proses pendidikan di jurusan tunagrahita ringan, meliputi kepala sekolah, kepala jurusan, guru, dan siswa/i, sedangkan jumlahnya dibatasi berdasarkan karakteristik. Data dikumpulkan dengan metode observasi, wawancara dan dokumentasi, dianalisis menggunakan metode Milles dan Hubermas, dengan tahapan *reduction*, *display* dan *conclusion/verification*.

Hasil penelitian menunjukkan bahwa terdapat 16 bentuk karakter yang dimiliki oleh siswa tunagrahita ringan yaitu religiusitas, kejujuran, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat/komunikatif, cinta damai, peduli lingkungan, peduli sosial, dan tanggung jawab. Adapun aspek-aspek *hidden curriculum*, terdapat 2 macam yaitu aspek sosial yang menitikberatkan pada interaksi guru dengan siswa dan antar siswa itu sendiri, serta aspek budaya dengan kemandirian dan kedisiplinan pada pembiasaan-pembiasaan seperti salaman sebelum dan sesudah pelajaran, berdoa sebelum dan sesudah pelajaran, latihan dan pembiasaan merapikan pakaian, perawatan gigi, dan rambut bagi yang tidak memakai jilbab.

Kata Kunci: *Hidden Curriculum*, Pembentukan Karakter, Tunagrahita Ringan.

HIDDEN CURRICULUM IN CHARACTERS FORMATION OF STUDENTS WITH MILD MENTAL DISABILITY IN SLB NEGERI 1 BANTUL

ABSTRACT

This research aims to reveal the characters forms attached on the students with mild mental disability and hidden curriculum implemented in classes in SLB Negeri 1 Bantul. Realizing the intellectual level differences between normal children and children with mild mental disability definitely give impacts to the characteristics of the students. Besides, the education focusing on written curriculum tends to put aside unwritten curriculum (known as hidden curriculum) that has clearly provided significant impacts toward the students' characters growth in its formation process. Therefore, this research tries to find out the attached characters forms as well as the hidden curriculum aspects surrounds the classes area of students with mild mental disability.

This research was a field research applying qualitative approach and was descriptive. The research setting took place in SLB Negeri 1 Bantul. The research subject was all parties involved in the educational process in the department of mild mental disability concentration covering the headmaster, department head, teachers, and students. Meanwhile, the number is limited to the characteristics. The data was collected using the methods of observation, interview, and documentation which was analyzed using Milles and Huberman method with the stages of reduction, display, and conclusion/ verification.

Research results show that there are 16 characters forms possessed by students with mild mental disability which are religiosity, honesty, tolerance, discipline, hard work, independence, curiosity, nationalism, achievement appreciation, being communicative/ friendly, peace loving, social awareness, and responsibility. The hidden curriculum has 2 aspects those are social aspect emphasizing on the teacher-student interaction and student-student interaction as well as the cultural aspects by implementing independence and discipline in some habits such as shaking hands before and after lessons, praying before and after lessons, training and habituation in tidying clothes, dental treatment, and hair treatment for those do not wear *hijab*.

Keywords: Hidden Curriculum, Character Formation, Mild Mental Disability.