

ABSTRAK

Utami, BW Luh Putu Ayu Kerti (2026), Evaluasi Implementasi Pendidikan Karakter Berbasis Welas Asih (*Compassion Based Character Education*) Dalam Meningkatkan Kreativitas Seni Tari Pada Siswa Sma Negeri 2 Negara. Tesis, Program Studi Penelitian Dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. Nyoman Dantes. dan Pembimbing II : Prof. Dr. Desak Putu Parmiti, M.S.

Kata-kata kunci: pendidikan karakter, welas asih, pembelajaran seni tari, kreativitas siswa.

Penelitian ini bertujuan untuk mendeskripsikan: (1) implementasi Pendidikan Karakter Berbasis Welas Asih (PKBWA) dalam pembelajaran seni tari, (2) proses pembelajaran seni tari berbasis PKBWA, (3) kontribusi PKBWA terhadap kreativitas seni tari siswa, serta (4) faktor pendukung dan penghambat implementasi PKBWA di SMA Negeri 2 Negara. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus intrinsik. Sumber data meliputi guru seni budaya, siswa kelas X, wakil kepala sekolah bidang kurikulum, pembina ekstrakurikuler seni tari, serta dokumen pembelajaran. Teknik pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan studi dokumentasi. Analisis data menggunakan model interaktif melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) implementasi PKBWA dilakukan melalui integrasi nilai empati, kerja sama, dan saling menghargai dalam perencanaan dan pelaksanaan pembelajaran; (2) proses pembelajaran berlangsung dalam suasana yang suportif, humanis, dan kolaboratif, sehingga menciptakan rasa aman psikologis dan mendorong keterlibatan aktif siswa; (3) penerapan PKBWA berkontribusi terhadap perkembangan kreativitas siswa, yang ditunjukkan melalui kemampuan menghasilkan ide gerak yang beragam, memodifikasi gerakan, serta mengembangkan rangkaian tari secara orisinal dan ekspresif; dan (4) faktor pendukung meliputi peran guru, interaksi positif antar siswa, serta dukungan lingkungan sekolah, sedangkan faktor penghambat meliputi keterbatasan waktu, perbedaan kemampuan siswa, keterbatasan fasilitas, serta hambatan psikologis dalam mengekspresikan diri. Berdasarkan temuan tersebut, dapat disimpulkan bahwa implementasi PKBWA tidak hanya berperan dalam pembentukan karakter siswa, tetapi juga menjadi faktor penting dalam menciptakan lingkungan belajar yang humanis dan kondusif, yang secara signifikan mendorong berkembangnya kreativitas siswa dalam pembelajaran seni tari.

ABSTRACT

Utami, BW Luh Putu Ayu Kerti (2026), Evaluation of the Implementation of Compassion-Based Character Education (CEC) in Enhancing Dance Creativity in Students at SMA Negeri 2 Negara. Thesis, Educational Research and Evaluation Study Program, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and reviewed by Advisor I: Prof. Dr. Nyoman Dantes and Advisor II: Prof. Dr. Desak Putu Parmiti, M.S.

Keywords: character education, compassion, dance learning, student creativity.

This study aims to describe: (1) the implementation of Compassion-Based Character Education (CEC) in dance learning, (2) the CEC-based dance learning process, (3) the CEC's contribution to students' dance creativity, and (4) the supporting and inhibiting factors of CEC's implementation at SMA Negeri 2 Negara. This study uses a qualitative approach with an intrinsic case study. Data sources included arts and culture teachers, 10th-grade students, the vice principal for curriculum, the dance extracurricular instructor, and learning documents. Data collection techniques included participatory observation, in-depth interviews, and documentation studies. Data analysis used an interactive model through the stages of data reduction, data presentation, and conclusion drawing. The results of the study indicate that: (1) the implementation of PKBWA was carried out through the integration of the values of empathy, cooperation, and mutual respect in the planning and implementation of learning; (2) the learning process took place in a supportive, humanistic, and collaborative atmosphere, thereby creating a sense of psychological safety and encouraging active student involvement; (3) the implementation of PKBWA contributed to the development of student creativity, as demonstrated by the ability to generate diverse movement ideas, modify movements, and develop original and expressive dance sequences; and (4) supporting factors included the role of teachers, positive interactions between students, and support from the school environment, while inhibiting factors included time constraints, differences in student abilities, limited facilities, and psychological barriers to self-expression. Based on these findings, it can be concluded that the implementation of PKBWA not only plays a role in the formation of students' character, but is also an important factor in creating a humanistic and conducive learning environment, which significantly encourages the development of students' creativity in learning dance arts.