

DISERTASI

**PENGUATAN PENDIDIKAN KARAKTER
BERBASIS KEARIFAN LOKAL GUSJIGANG
(STUDI KASUS DI MTSN 1 KUDUS DAN SMPN 1 KUDUS)**

Diajukan untuk memperoleh Gelar Doktor Pendidikan Agama Islam



**UIN SUNAN AMPEL
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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAMNEGERI SUNAN AMPEL
SURABAYA**

2026

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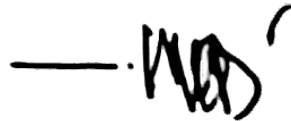
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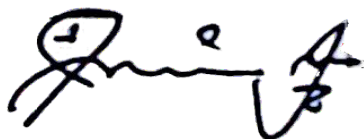
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PROMOTOR I

A handwritten signature in black ink, appearing to be 'Rubaidi', written over a horizontal line.

Prof. Dr. Rubaidi, M.Ag.

PROMOTOR II

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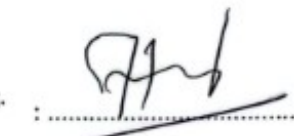
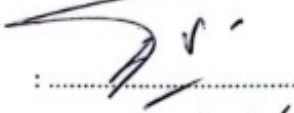
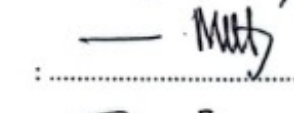

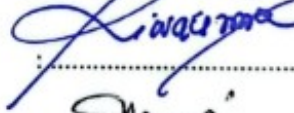
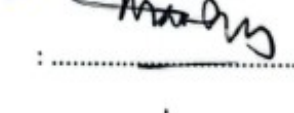
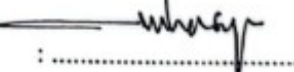
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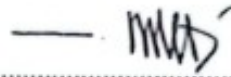
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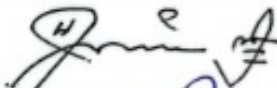
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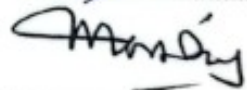
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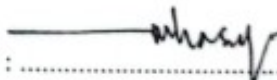
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Surabaya, 8 Juni 2026
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ABSTRAK

- Judul : Penguatan Pendidikan Karakter Berbasis Kearifan Lokal Gusjigang (Studi Kasus di MTSN 1 Kudus dan SMPN 1 Kudus)
- Penulis : Moh Asror
- Promotor : Prof. Dr. Rubaidi, M.Ag.
Prof. Dr. Hanun Asrohah, M.Ag.
- Kata Kunci : Penguatan Pendidikan Karakter; Kearifan Lokal; Gusjigang

Penelitian disertasi ini secara mendalam mengeksplorasi penguatan pendidikan karakter berbasis kearifan lokal Gusjigang di MTSN 1 Kudus dan SMPN 1 Kudus. Penelitian ini bertujuan untuk 1) mengeksplorasi bagaimana perencanaan penguatan pendidikan karakter berbasis kearifan lokal Gusjigang (Bagus, Ngaji, Dagang) di MTsN 1 Kudus dan SMPN 1 Kudus, 2) mengeksplorasi bagaimana pelaksanaan penguatan pendidikan karakter berbasis kearifan lokal Gusjigang (Bagus, Ngaji, Dagang) di MTsN 1 Kudus dan SMPN 1 Kudus, 3) mengeksplorasi bagaimana hasil penguatan pendidikan karakter berbasis kearifan lokal Gusjigang (Bagus, Ngaji, Dagang) di MTsN 1 Kudus dan SMPN 1 Kudus, 4) menemukan pola dan desain model penguatan pendidikan karakter berbasis kearifan lokal gusjigang.

Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk mengeksplorasi penguatan pendidikan karakter berbasis kearifan lokal Gusjigang (Bagus, Ngaji, Dagang) pada aspek perencanaan, pelaksanaan, dan evaluasi. Penelitian lapangan dengan model studi kasus dilakukan di MTsN 1 Kudus dan SMPN 1 Kudus melalui wawancara dengan 14 informan, observasi, dan dokumentasi. Analisis data dilakukan melalui kondensasi data, penyajian data, serta penarikan kesimpulan untuk menemukan pola implementasi serta faktor pendukung dan penghambat program.

Hasil penelitian menunjukkan beberapa temuan utama. Pertama, perencanaan program penguatan pendidikan karakter di MTsN 1 Kudus dan SMPN 1 Kudus disusun secara sistematis dengan mengintegrasikan nilai-nilai Gusjigang—*Bagus* (akhlak baik), *Ngaji* (pandai mengaji), dan *Dagang* (terampil berdagang)—ke dalam kurikulum, budaya sekolah, serta program ekstrakurikuler dan kewirausahaan yang selaras dengan visi lembaga dan kebutuhan peserta didik. Kedua, implementasi dilakukan melalui strategi yang komprehensif, meliputi pembelajaran kontekstual, pembiasaan karakter, keteladanan guru, penguatan kegiatan religius, serta praktik kewirausahaan berbasis budaya lokal. Ketiga, implementasi tersebut terbukti berkontribusi signifikan dalam membentuk peserta didik yang berakhlak mulia, religius, beretos kerja, dan memiliki keterampilan kewirausahaan yang berlandaskan nilai etika, dengan dukungan kolaboratif antara sekolah, keluarga, dan masyarakat. Keempat, pola dan desain model pendidikan karakter berbasis Gusjigang menunjukkan karakteristik pendekatan holistik-integratif yang memadukan dimensi moral, spiritual, dan kemandirian ekonomi dalam satu kerangka sistemik. Integrasi nilai dilakukan melalui lima ranah utama, yaitu pembelajaran intrakurikuler, budaya sekolah, kegiatan kokurikuler dan P5RA, kegiatan ekstrakurikuler, serta kemitraan dengan keluarga dan masyarakat, sehingga membentuk ekosistem pendidikan karakter yang kontekstual, adaptif, dan berkelanjutan.

ABSTRACT

Title : Strengthening Character Education Based on Local Wisdom Gusjigang (Case Study at MTSN 1 Kudus and SMPN 1 Kudus)
Author : Moh Asror
Promoter : Prof. Dr Rubaidi, M.Ag.
Prof. Dr Hanun Asrohah, M.Ag.
Keywords : Gusjigang; Local Wisdom; Character Education Strengthening

This dissertation research aims to delve into the enhancement of character education at MTSN 1 Kudus and SMPN 1 Kudus through the lens of Gusjigang local wisdom. The objectives of this study are as follows: 1) to investigate the Gusjigang (Good Manners, Studying, Trading) approach for planning and enhancing local wisdom-based character education at MTsN 1 Kudus and SMPN 1 Kudus; 2) to investigate the implementation of the Gusjigang (Good Manners, Studying, Trading) approach at MTsN 1 Kudus and SMPN 1 Kudus; 3) to investigate the results of the Gusjigang (Good Manners, Studying, Trading) approach at MTsN 1 Kudus and SMPN 1 Kudus; and 4) to identify patterns and designs for the purpose of strengthening local wisdom-based character education through the Gusjigang approach.

This investigation employs a descriptive qualitative methodology to investigate the planning, implementation, and evaluation components of character education in accordance with the Gusjigang approach. Field research was conducted at MTsN 1 Kudus and SMPN 1 Kudus using a case study model. This involved interviewing 14 informants, conducting observations, and documenting. In order to identify implementation patterns and supporting and inhibiting factors for the program, data analysis was conducted through data condensation, data presentation, and conclusion.

The research yielded numerous significant discoveries. Initially, the character education strengthening program planning at MTsN 1 Kudus and SMPN 1 Kudus was systematically structured by incorporating the Gusjigang values—Bagus (good manners), Ngaji (skilled in reciting the Quran), and Dagang (skilled in trading)—into the curriculum, school culture, and extracurricular and entrepreneurship programs. This approach was in accordance with the institution's vision and the needs of the students. Secondly, a comprehensive strategy was employed to implement the initiative, which included the development of character, the reinforcement of religious activities, the development of contextual learning, the establishment of teacher role models, and the promotion of local culture-based entrepreneurial practices. Third, this implementation has been demonstrated to substantially contribute to the development of students with noble character, religious character, a strong work ethic, and entrepreneurial skills that are rooted in ethical values, with the collaborative support of the school, family, and community in place. Fourth, the Gusjigang-based character education model's pattern and design exemplify the characteristics of a holistic-integrative approach that integrates economic, spiritual, and moral independence dimensions within a single systemic framework. A contextual, adaptive, and sustainable character education ecosystem is established by integrating value through five primary domains: intracurricular

learning, school culture, co-curricular activities and P5RA, extracurricular activities, and partnerships with families and communities.

ملخص البحث

العنوان	: تعزيز التربية الأخلاقية المستندة إلى الحكمة المحلية "جوسجيجانج" (دراسة حالة في المدرسة الثانوية الإسلامية الحكومية 1 كودوس والمدرسة المتوسطة العامة الحكومية 1 كودوس)
المؤلف	: محمد اسرار
المروج	: الأستاذ الدكتور روبايدي، الماجستير الأستاذة الدكتورة هانون أشرحة، الماجستير
الكلمات الرئيسية	: تعزيز التربية الأخلاقية، الحكمة المحلية، جوسجيجانج

يتناول هذا البحث بشكل معمق استكشاف عملية تعزيز التربية الأخلاقية المستندة إلى الحكمة المحلية "جوسجيجانج" في المدرسة الثانوية الإسلامية الحكومية 1 كودوس والمدرسة المتوسطة العامة الحكومية 1 كودوس. ويهدف هذا البحث إلى :

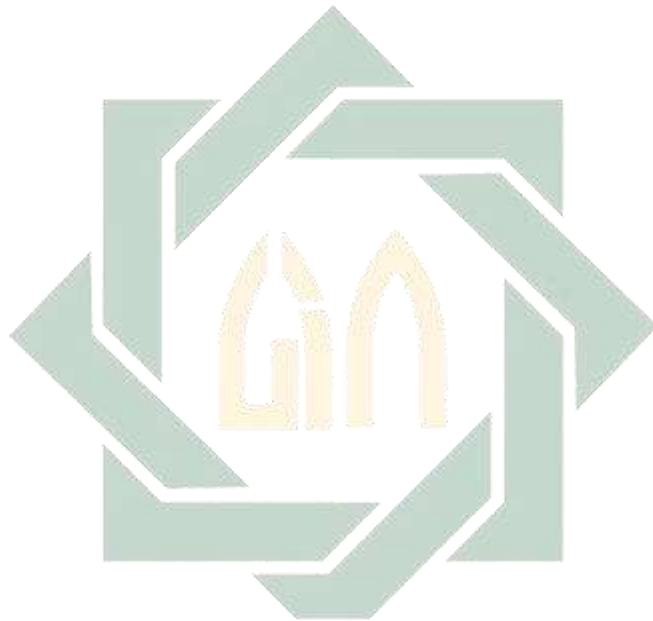
1. استكشاف كيفية إعداد خطة تعزيز التربية الأخلاقية المستندة إلى الحكمة المحلية "جوسجيجانج" (جيد، تلاوة، تجارة) في المدرسة الثانوية الإسلامية الحكومية 1 كودوس والمدرسة المتوسطة العامة الحكومية 1 كودوس، 2. استكشاف كيفية تنفيذ عملية تعزيز التربية الأخلاقية المستندة إلى الحكمة المحلية "جوسجيجانج" (جيد، تلاوة، تجارة) في المدرستين، 3. استكشاف نتائج عملية تعزيز التربية الأخلاقية المستندة إلى الحكمة المحلية "جوسجيجانج" (جيد، تلاوة، تجارة) في المدرستين. 4. تحديد النماذج والتصاميم الخاصة بنموذج تعزيز التربية الأخلاقية المستندة إلى الحكمة المحلية "جوسجيجانج".

اعتمد هذا البحث على النهج الوصفي النوعي، بهدف استكشاف عملية تعزيز التربية الأخلاقية بناءً على الحكمة المحلية "جوسجيجانج" من خلال جوانب التخطيط والتنفيذ والتقييم. وأجري البحث الميداني باستخدام نموذج دراسة الحالة في المدرسة الثانوية الإسلامية الحكومية 1 كودوس والمدرسة المتوسطة العامة الحكومية 1 كودوس، من خلال المقابلات مع 14 شخصاً كمصدر للمعلومات، والملاحظة، والتوثيق. وتم تحليل البيانات عبر عملية تكثيف البيانات، وعرضها، واستخلاص الاستنتاجات بهدف التعرف على نمط التنفيذ والعوامل المساعدة والمعوقة للبرنامج.

وأظهرت نتائج البحث بعض الاكتشافات الرئيسية، وهي :

1. أن التخطيط للبرنامج الخاص بتعزيز التربية الأخلاقية في المدرستين تم بشكل منهجي، مع دمج قيم "جوسجيجانج" — جيد (أخلاق كريمة)، تلاوة (إتقان القراءة)، تجارة (القدرة على التجارة) — في المنهج، والثقافة المدرسية، بالإضافة إلى البرامج اللامنهجية وبرامج ريادة الأعمال التي تتماشى مع رؤية المؤسسة واحتياجات الطلاب. 2. تم التنفيذ عبر استراتيجيات شاملة، تتضمن التعلم السياقي، وتدريب الشخصية، وقدوة المعلمين، وتعزيز الأنشطة الدينية، وممارسة ريادة الأعمال المستندة إلى الثقافة المحلية. 3. أثبتت عملية التنفيذ مساهمتها الكبيرة في تشكيل الطلاب ليكونوا ذوي أخلاق عالية، وملتزمين دينياً، ومتحلين بروح العمل، ومتقنين لمهارة ريادة الأعمال المستندة إلى القيم الأخلاقية، بدعم من التعاون بين المدرسة والأسرة والمجتمع. 4. تظهر نماذج وتصاميم تدريب

الشخصية المستندة إلى "جوسجيجانج" خصائص منهجية شاملة تجمع بين الأبعاد الأخلاقية والروحية والاقتصادية بشكل متكامل ضمن إطار نظامي، حيث يتم دمج القيم عبر خمسة مجالات رئيسية، وهي: التعلم داخل المنهج الدراسي، والثقافة المدرسية، والأنشطة اللاصفية، وبرنامج P5RA، الأنشطة اللامنهجية، والشراكات مع الأسرة والمجتمع، مما يشكل نظامًا بيئيًا للتربية الأخلاقية يكون سياقياً، قابلاً للتكيف، ومستدامًا.



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DAFTAR ISI

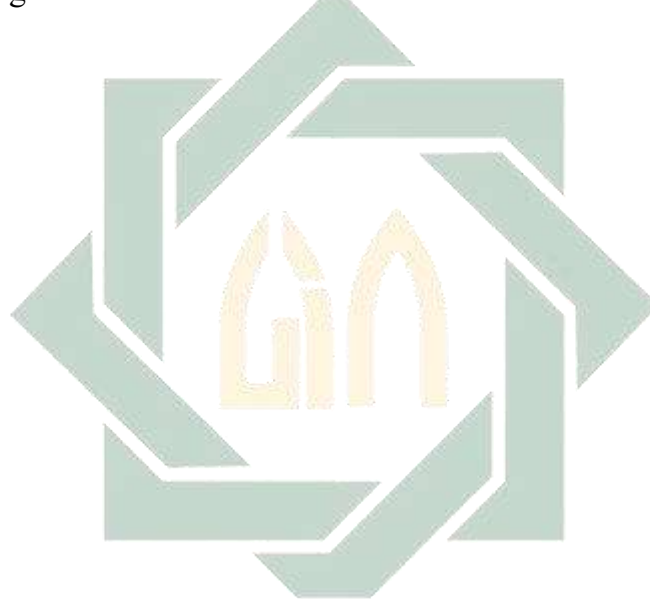
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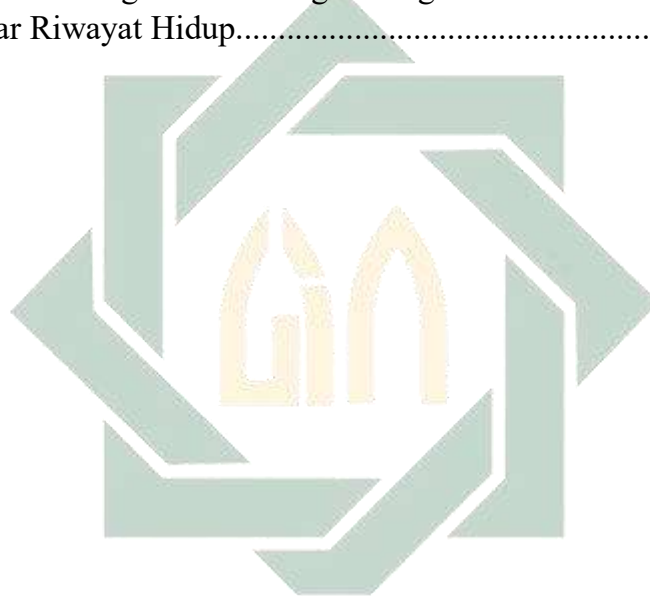
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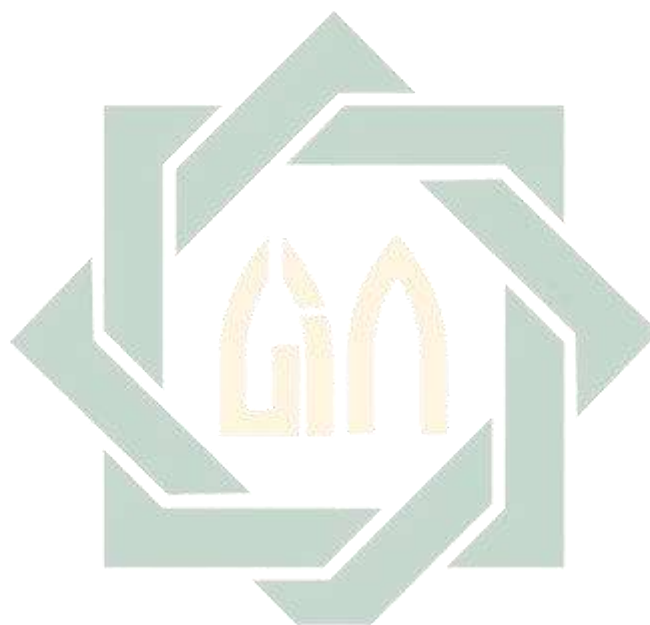
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