

ABSTRAK

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Tujuan dari penelitian ini adalah untuk mengetahui makna etik pendidikan menurut siswa, orang tua, dan guru di SD Negeri Petapan 1 Bangkalan. Fokus penelitian ini terletak pada pemaknaan nilai-nilai etik dalam kehidupan sekolah, seperti kedisiplinan, tanggung jawab, dan sopan santun, serta bagaimana nilai-nilai tersebut terbentuk dan dimaknai berdasarkan pengalaman subjek dalam konteks pendidikan lokal di Madura. Penelitian ini juga mengkaji makna tindakan etik melalui teori fenomenologi Alfred Schutz.

Penelitian ini menggunakan jenis penelitian kualitatif dengan jenis pendekatan fenomenologi. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Pemilihan informan dilakukan dengan metode purposive sampling, dengan kriteria siswa kelas akhir, orang tua siswa, dan guru di SD Negeri Petapan 1. Analisis data menggunakan teknik Miles dan Huberman, yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data diuji dengan triangulasi sumber.

Hasil penelitian menunjukkan bahwa pemahaman siswa terhadap etik pendidikan masih didominasi oleh kepatuhan formal, belum tertanam sebagai kesadaran pribadi. Siswa bertindak berdasarkan motif tujuan jangka pendek, sementara guru dan orang tua membawa latar belakang pengalaman dan budaya yang mempengaruhi cara mereka membentuk dan memaknai etik pendidikan. Interaksi antara ketiga pihak menunjukkan bahwa pembentukan nilai etik membutuhkan pendekatan yang dialogis dan pengalaman yang bermakna secara bersama.

Kata kunci: Etik pendidikan, Siswa, Orang tua, Guru, Fenomenologi.

ABSTRACT

Nurina Firdausi. 210521100014. Sociology Study Program. The Meaning of Educational Ethics According to Students, Parents, and Teachers in Madura (A Study at SD Negeri Petapan 1 Bangkalan).

The purpose of this study is to determine the meaning of educational ethics according to students, parents, and teachers at SD Negeri Petapan 1 Bangkalan. The focus of this study lies on the interpretation of ethical values in school life, such as discipline, responsibility, and politeness, as well as how these values are formed and interpreted based on the subjects' experiences within the local educational context in Madura. This study also examines the meaning of ethical actions through Alfred Schutz's phenomenological theory.

This study employs a qualitative research design with a phenomenological approach. Data collection techniques were conducted through observation, interviews, and documentation. Informants were selected using purposive sampling, with criteria including final-year students, parents, and teachers at SD Negeri Petapan 1. Data analysis used the Miles and Huberman technique, which consists of data reduction, data presentation, and conclusion drawing. Data validity was tested using source triangulation.

The results of the study indicate that students' understanding of educational ethics is still dominated by formal compliance and has not been instilled as personal awareness. Students act based on short-term goals, while teachers and parents bring their own experiences and cultural backgrounds that influence how they shape and interpret educational ethics. The interaction between the three parties shows that the formation of ethical values requires a dialogical approach and meaningful shared experiences.

Keywords: Educational ethics, Students, Parents, Teachers, Phenomenology.