



## INTISARI

Pendidikan karakter telah menjadi bagian utama dalam sistem pendidikan, namun pada implementasinya sering kali tidak sejalan dengan kebutuhan peserta didik. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa dan alumni terhadap kegiatan Navigasi sebagai program pembinaan karakter di SMA Labschool Jakarta. Data penelitian dihimpun melalui metode etnografi selama bulan November hingga Desember 2024. Data diperoleh melalui wawancara mendalam dengan siswa, alumni, dan guru bidang kesiswaan sebagai data sekunder. SMA Labschool Jakarta menjadi lokasi utama dalam pengambilan data primer dengan melibatkan tujuh siswa sebagai informan. Selain itu, delapan alumni juga terlibat dalam pengumpulan data melalui wawancara mendalam secara *online* dan *offline*. Hasil penelitian menemukan mayoritas responden menolak kegiatan Navigasi karena dianggap menimbulkan culture shock, tekanan fisik maupun mental, keterbatasan ruang dialog, serta pengalaman traumatis yang tidak mendukung terbentuknya karakter. Selain itu, pendekatan militeristik dianggap tidak selaras dengan pendidikan karakter yang berorientasi pada partisipasi, refleksi, dan kemandirian. Berdasarkan temuan tersebut, penelitian ini menekankan pentingnya evaluasi komprehensif terhadap kegiatan Navigasi dan perlunya pendekatan alternatif yang lebih humanis, inklusif, serta selaras dengan tujuan pendidikan karakter.

**Kata Kunci:** pendidikan karakter, dehumanisasi pendidikan, militerisasi, humanis



## ABSTRACT

Character education has become an essential component of the educational system, however, its implementation often does not align with the actual needs of students. This study aims to explore the perceptions of students and alumni regarding the Navigation program as a character-building initiative at SMA Labschool Jakarta. The research employed an ethnographic approach conducted between November to December 2024. Data were collected through in-depth interviews with students, alumni, and the student affairs teacher as secondary data. SMA Labschool Jakarta served as the primary research site, involving seven students as key informants. In addition, eight alumni participated through both online and offline interviews. These findings indicate that the majority of respondents rejected the Navigation program due to experiences of culture shock, physical and psychological pressure, limited space for dialogue, and traumatic experiences that hinder character development. Moreover, the military-oriented approach was perceived as unsuitable with the goals of character education, which should emphasize participation, reflection, and autonomy. Based on these findings, this study highlights the necessity of a comprehensive evaluation of the Navigation program and the development of alternative approaches that are more humanistic, inclusive, and aligned with the fundamental objectives of character education.

**Keywords: character education, dehumanization of education, militarization, humanistic**