

ABSTRACT

Purniadi Putra, NIM 15.0352.0068: Ethnopedagogical Orientation of Character Education at State Islamic Primary School in Sambas Regency of West Kalimantan, Advisor I: Prof. Dr. H. Kamrani Buseri, M.A., Advisor II: Dr. Wahyudin, M.Si., A Dissertation, Banjarmasin, Graduated Program of Antasari State Islamic University of Banjarmasin , 2018.

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Ethnopedagogical orientation of character education at state Islamic primary school in Sambas Regency of West Kalimantan is reflected from the characteristics of Sambas Malay people who keep Islamic traditional tenacity, so there is acculturation between culture and religion.

The focus of this research was the analysis of how ethnopedagogical orientation of character education at State Islamic Primary School at Sambas Regency: Sekuduk State Islamic Primary School, Sebebal State Islamic Primary School, and Pemangkat State Islamic Primary School; and how was the contribution of ethnopedagogical character education towards state Islamic primary school students' religious behaviours and attitudes in Sambas Regency.

This research used qualitative phenomenological naturalistic approach and multi-site study analysis. It involved the observation, deep interview and documentation as method of collecting data. The subjects of the research were the head of the state Islamic primary school, the teachers, the school committees, the students, the parents and the Sambas Malay public figures. The validity of the data was checked using triangulation and member check technique.

The findings of this research were: (1) naturalistic character education through cultural value and behaviour approach of Sambas Malay people were (a) comprehensive programs included hidden curriculum, academic curriculum and extracurricular programs, (b) localized cultural implementation; Sambas Language, *teluk belanga* and *baju kurung, pantang larang* (advices), Sambas Malay art and the integration in teaching learning process, (c) Habituation and modelling approaches were used and religiously adjusted the cultural symbols, (d) The supporting factors were the schools, society and government, the resistor factor was teachers' education system, whereas from external factors were electronics media, poor community social culture, and parenting system, (e) The evaluation of character education through daily cultural evaluation. (2) The instant religious and social behaviours and attitudes of Sambas Malay people were affected by some dimensions of religious values as such as: faith and *muamalah* in order to actualizing the characteristics of *hablum minallah* which means faith and piety in daily life as social human including courtesy, social caring, discipline and honesty.