**ABSTRACT**

**Syamsuhri Halim**. 2015. *The Implementation of Character Education in Traditional Islamic Boarding School (Salafy) of Parappe, Polewali Mandar Regency*. (Promotor, Syamsul Bahri Thalib; Co-Promotor, Alimuddin Mahmud; Co-Promotor, Patta Bundu).

The objectives of the research are: (1) to describe the implementation of character education in traditional Islamic boarding school (*salafy)* of Parappe; (2) the describe the development of character in traditional islamic boarding school (*salafy)* of Parappe;; (3) to explore the supporting factors and obstacles in the implementation of character education in traditional islamic boarding school (*salafy)* of Parappe; and (4) to explain knowledge proposition of the implementation of character education in traditional islamic boarding school (*salafy)* of Parappe. The study is located in placed traditional islamic boarding school (*salafy)* of Parappe, West Sulawesi. This is a qualitative descriptive study. The researcher collected the data by interview, observation, and documentation.

 Then, the data was analyzed by using qualitative approach of Miles dan Huberman (2009: 20), started with analyzing the data before doing field research and the analyzing the data during in the research location, namely: data collection, data reduction, and data display and conclusion.

 The result of the research shown that : (1) The description of implementation of Character Education in traditional Islamic Boarding School (*Salafy)* of Parappe was conducted in three places, classroom, mosque, and boarding school environment. The aim of implementation of education is to bear a good human in mind and soul. The aspect of mind, as religious students (*santri*) have competency as candidate of someone who know religion well, and besides that in soul, the religious student is someone who has a good attitude; (2) The development of character education in Islamic Boarding School is programmed and systemic by: a) Structural pattern: policy, rule, norm and *targhib-tarhib*. Instructional pattern, a) Developing curriculum based character, b) comfortable and fun environment, c) available character teacher, d) available character book, e) Evaluation of character education; (3) Supporting factors and obstacles of the implementation of education in traditional Islamic Boarding School (*Salafy)* of Parappe, they are: a) supporting factors**,** 1), vision, mision, and objectives 2), the strength of tradionalism pattern, 4) team work solidarity under contolled of *Kyai*, 5) forming of cadres, 6) Support from regency government and Religion Ministry, b) Obstacles, 1) big authorization of leadership, 2) Competency of *Salafy* only in religion subjects, 3) lack of facility in structure and infrastucture, 5) the implementation of the obligation to learn Base Education (Wajar Dikdas) was not running well, 6) Islamic boarding school is an opened room, 7) the lack of general structure.