

ABSTRAK

Muhammad Ikhsan Fadil. 230211020032. Implementasi Pendidikan Karakter di TPQ Al-Mira, RTQ An-Nur dan PTQ Al-Anshari Banjarmasin, Tesis, Pembimbing I Dr. Hj. Tarwilah, M.Ag. dan Pembimbing II Dr. Hj. Suraijiah, M.Pd., Program Studi Magister Pendidikan Agama Islam, Pascasarjana UIN Antasari Banjarmasin. 2025.

Kata Kunci: Pendidikan Karakter, TPQ Al-Mira, RTQ An-Nur, PTQ Al-Anshari

Tingginya kasus penyimpangan moral di kalangan pelajar, seperti kekerasan antarpelajar dan keterlibatan remaja dalam aksi kriminalitas, mencerminkan lemahnya karakter generasi muda dan menjadi sorotan serius dalam dunia pendidikan. Pendidikan karakter tidak hanya menjadi tanggung jawab sekolah formal, tetapi juga merupakan tanggung jawab bersama, termasuk lembaga pendidikan non-formal seperti lembaga pendidikan al-Qur'an. Oleh karena itu, diperlukan upaya pengembangan pendidikan karakter yang lebih terarah dan menyeluruh sejak dini agar peserta didik memiliki fondasi moral yang kuat dalam menghadapi tantangan zaman.

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendidikan karakter sopan santun, disiplin, mandiri, dan tanggung jawab di TPQ Al-Mira, RTQ An-Nur, dan PTQ Al-Anshari Banjarmasin sebagai bentuk kontribusi pendidikan non-formal dalam pembentukan karakter anak. Jenis penelitian ini adalah penelitian lapangan (*field research*) dengan pendekatan kualitatif di tiga lembaga pendidikan al-Qur'an, yaitu TPQ Al-Mira, RTQ An-Nur, dan PTQ Al-Anshari. Subjek penelitian ini adalah kepala sekolah, pengasuh pondok, ustadz/ustadzah dan santri. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi.

Hasil penelitian menunjukkan bahwa karakter sopan santun, disiplin, dan mandiri diimplementasikan melalui tiga aspek utama, yaitu 1) pengetahuan moral, 2) perasaan moral, dan 3) perilaku moral, sedangkan karakter tanggung jawab dikembangkan melalui dua aspek, yaitu 1) pengetahuan moral dan 2) perilaku moral. Seluruh karakter ini ditanamkan melalui tiga pendekatan, yaitu 1) kegiatan pembelajaran di kelas/halaqah, 2) pembentukan budaya lembaga, dan 3) kegiatan kokurikuler. Karakter sopan santun dikembangkan dengan metode 1) ceramah, 2) nasihat, 3) keteladanan, 4) penguatan, 5) perumpamaan, 6) hukuman, 7) tutor sebaya, 8) pembiasaan, dan 9) bermain peran. Kemudian karakter disiplin dikembangkan melalui metode 1) ceramah, 2) nasihat, 3) keteladanan, 4) cerita, 5) pengalaman langsung, 6) hukuman, 7) diskusi, dan 8) pembiasaan. Adapun karakter mandiri dikembangkan melalui metode 1) cerita, 2) pembiasaan, 3) tutor sebaya, 4) penguatan, dan 5) pengalaman langsung. Dan karakter tanggung jawab dikembangkan melalui metode 1) pembiasaan, 2) diskusi, dan 3) pengalaman langsung.

ABSTRACT

Muhammad Ikhsan Fadil. 230211020032. The Implementation of Character Education at TPQ Al-Mira, RTQ An-Nur, and PTQ Al-Anshari Banjarmasin. Thesis. Supervisor I: Dr. Hj. Tarwilah, M.Ag., Supervisor II: Dr. Hj. Suraijiah, M.Pd. Islamic Religious Education Master's Program, Postgraduate Program, UIN Antasari Banjarmasin. 2025.

Keywords: Character Education, TPQ Al-Mira, RTQ An-Nur, PTQ Al-Anshari.

The increasing number of moral deviations among students, such as peer violence and juvenile involvement in criminal acts, reflects the weak character of the younger generation and has become a serious concern in the field of education. Character education is not solely the responsibility of formal schools but is a shared obligation, including that of non-formal institutions such as Qur'anic educational institutions. Therefore, it is necessary to develop a more focused and comprehensive character education from an early age so that students have a strong moral foundation to face the challenges of the times.

This study aims to describe the implementation of character education—specifically the values of politeness, discipline, independence, and responsibility—at TPQ Al-Mira, RTQ An-Nur, and PTQ Al-Anshari Banjarmasin, as a form of non-formal education's contribution to children's character formation. This research is a field study using a qualitative approach, conducted in three Qur'anic educational institutions: TPQ Al-Mira, RTQ An-Nur, and PTQ Al-Anshari. The subjects of this study include the principals, caretakers, teachers (ustadz/ustadzah), and students (santri). Data were collected through observation, in-depth interviews, and documentation.

The results show that the characters of politeness, discipline, and independence are implemented through three main aspects: (1) moral knowledge, (2) moral feeling, and (3) moral behavior. Meanwhile, the character of responsibility is developed through two aspects: (1) moral knowledge and (2) moral behavior. All of these character values are instilled through three main approaches: (1) classroom/halaqah learning activities, (2) institutional culture development, and (3) co-curricular activities. Politeness is developed through the methods of (1) lectures, (2) advice, (3) role modeling, (4) reinforcement, (5) analogies, (6) punishment, (7) peer tutoring, (8) habituation, and (9) role-playing. Discipline is developed using (1) lectures, (2) advice, (3) role modeling, (4) storytelling, (5) direct experience, (6) punishment, (7) discussion, and (8) habituation. Independence is fostered through (1) storytelling, (2) habituation, (3) peer tutoring, (4) reinforcement, and (5) direct experience. Responsibility is cultivated through (1) habituation, (2) discussion, and (3) direct experience.