

ABSTRAK

Muhammad Jafar, NIM. 210211020012 “*Peran Guru PAI Dalam Membentuk Budaya Religius Di SMPN Banjarmasin (Studi Kasus Di SMPN 7, SMPN 30, dan SMPN 27 Banjarmasin)*”. Tesis 2025 program Pasacasarjana, Program Studi Pendidikan Agama Islam, Institut Agama Islam (UIN) Banjarmasin. Pembimbing: Dr. M. Ramli, M. Pd., dan Dr. M. Noor Fuady, M. Ag

Kata Kunci : *Peran guru PAI, Budaya Religius*

Penelitian ini bertujuan untuk mengetahui pengertian mendalam mengenai peran guru PAI dalam membentuk budaya religius di SMPN Banjarmasin. Pendekatan yang digunakan adalah pendekatan deskriptif kualitatif, dengan *setting* lapangan (*field research*). Metode pengumpulan data melalui proses observasi partisipatif (*pasticipation observacion*), wawancara mendalam (*depth interview*), dan penyelidikan sejarah hidup dan analisis dokumen.

Penelitian ini berlandaskan pada perspektif guru Pendidikan Agama Islam SMPN Banjarmasin terhadap pembentukan budaya religius peserta didik. Bagaimana guru PAI membuat program membentuk budaya religius peserta didik di sekolah. Bagaimana peran guru PAI dalam membentuk budaya religius peserta didik di sekolah dan kendala yang terjadi dalam membentuk budaya religius peserta didik di sekolah

Hasil penelitian menunjukkan bahwa budaya religius di sekolah di kalangan peserta didik sesungguhnya dapat dibentuk dengan sistem program yang dibuat oleh guru, dilaksanakan secara konsisten bersama warga sekolah dalam bentuk pedoman berperilaku. Hasil penelitian setelah diadakan analisis (1) Pedoman program yang disiapkan oleh guru PAI berisi panduan kegiatan keagamaan dan kegiatan peserta didik selama berada di lingkungan sekolah meliputi kegiatan harian, mingguan, bulanan, dan tahunan. (2) Peran guru PAI dalam membentuk budaya religius di sekolah meliputi sebagai uswah hasanah, sebagai pembimbing, sebagai penasehat, sebagai pengawas, sebagai membina, sebagai menginisiasi dan mengelola kegiatan keagamaan, dan menanamkan nilai-nilai Islam dalam pembelajaran. (3) Kendala guru PAI dalam membentuk budaya religius di sekolah meliputi sarana prasarana terbatas, dan Tantangan dari pengaruh lingkungan dan pergaulan.

ABSTRACTION

Muhammad Jafar, NIM. 210211020012 “The Role of Islamic Religious Education Teachers in Forming Religious Culture in SMPN Banjarmasin (Multi Case Study in SMPN 7, SMPN 30, and SMPN 27 Banjarmasin)”. Thesis 2025 Postgraduate Program, Islamic Religious Education Study Program, Islamic Institute of Religion (UIN) Banjarmasin. Advisors: Dr. M. Ramli, M. Pd., and Dr. M. Noor Fuady, M. Ag

Keywords: Role of Islamic Religious Education Teachers, Religious Culture

This study aims to find out the in-depth understanding of the role of Islamic Religious Education teachers in forming a religious culture at SMPN Banjarmasin. The approach used is a qualitative descriptive approach, with a field setting (field research). The data collection method is through a process of participatory observation, in-depth interviews, and life history investigations and document analysis.

This study is based on the perspective of Islamic Religious Education teachers at SMPN Banjarmasin on the formation of students' religious culture. How Islamic Religious Education teachers create programs to form students' religious culture in schools. What is the role of Islamic Religious Education teachers in forming students' religious culture in schools and the obstacles that occur in forming students' religious culture in schools

The results of the study show that religious culture in schools among students can actually be formed with a program system created by teachers, implemented consistently with the school community in the form of behavioral guidelines. The results of the study after analysis (1) The program guidelines prepared by Islamic Religious Education teachers contain guidelines for religious activities and student activities while in the school environment including daily, weekly, monthly, and annual activities. (2) The role of Islamic Religious Education teachers in forming a religious culture in schools includes being a good example, as a guide, as an advisor, as a supervisor, as a fosterer, as an initiator and manager of religious activities, and instilling Islamic values in learning. (3) Obstacles for Islamic Religious Education teachers in forming a religious culture in schools include limited facilities and infrastructure, and challenges from environmental and social influences.