

ABSTRAK

Nurul Amaliyah: 240211020070. *Pendidikan Karakter pada Peserta Didik dalam Pembelajaran PAI-BP di SMPN Rantau dan SMPN Bungur Kabupaten Tapin*, Tesis, Banjarmasin, Pascasarjana, Prodi Magister Pendidikan Agama Islam, Universitas Islam Negeri Antasari Banjarmasin, 2026,
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Kata Kunci: Pendidikan Karakter, Peserta Didik, Pembelajaran PAI-BP.

Penelitian ini dilatarbelakangi oleh adanya kesenjangan antara keberhasilan akademik dengan kualitas karakter peserta didik, khususnya di SMPN Rantau dan SMPN Bungur Kabupaten Tapin. Fenomena yang ditemukan menunjukkan masih adanya perilaku menyimpang seperti ketidakjujuran, kurang disiplin, membolos, hingga perundungan, meskipun sekolah memiliki prestasi akademik yang baik. Oleh karena itu, pendidikan karakter melalui pembelajaran Pendidikan Agama Islam dan Budi Pekerti (PAI-BP) menjadi sangat penting sebagai upaya pembentukan akhlak mulia peserta didik.

Penelitian ini bertujuan untuk: (1) mendeskripsikan pelaksanaan pendidikan karakter dalam pembelajaran PAI-BP, dan (2) menganalisis pengembangan karakter peserta didik dalam pembelajaran PAI-BP di SMPN Rantau dan SMPN Bungur Kabupaten Tapin. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pelaksanaan pendidikan karakter dalam pembelajaran PAI-BP telah dilakukan melalui integrasi nilai-nilai karakter dalam proses pembelajaran, pembiasaan, keteladanan guru, serta kegiatan keagamaan di sekolah. Pengembangan karakter peserta didik mengacu pada konsep Thomas Lickona yang meliputi moral knowing, moral feeling, dan moral action, dengan fokus pada nilai kejujuran, disiplin, peduli lingkungan, dan tanggung jawab. Namun, masih terdapat kendala seperti kurangnya kesadaran peserta didik, pengaruh lingkungan, serta kurang optimalnya pengawasan.

Kesimpulan penelitian ini menunjukkan bahwa pendidikan karakter dalam pembelajaran PAI-BP memiliki peran penting dalam membentuk karakter peserta didik, namun perlu adanya sinergi antara sekolah, keluarga, dan lingkungan masyarakat agar hasilnya lebih optimal.

ABSTRACT

Nurul Amaliyah, 240211020070. *Character Education of Students in Islamic Religious Education and Character (PAI-BP) at SMPN Rantau and SMPN Bungur Tapin Regency.* Thesis, Banjarmasin, Postgraduate, Master of Islamic Religious Education Study Program, Antasari State Islamic University Banjarmasin, 2026, Supervisor: (1) Dr. Hj. Tarwillah, M.Ag., (2) Dr. Hajiannor, M.Ag.

Keywords: Character Education, Students, Islamic Religious Education and Character Learning.

This study is motivated by the gap between academic achievement and students' character quality, particularly in SMPN Rantau and SMPN Bungur, Tapin Regency. The findings reveal various deviant behaviors such as dishonesty, lack of discipline, truancy, and bullying, despite the schools' strong academic performance. Therefore, character education through Islamic Religious Education and Moral Education (PAI-BP) is essential in shaping students' moral character.

This study aims to: (1) describe the implementation of character education in PAI-BP learning, and (2) analyze the development of students' character through PAI-BP learning in SMPN Rantau and SMPN Bungur, Tapin Regency. This research uses a qualitative approach with a descriptive type. Data were collected through observation, interviews, and documentation, and analyzed using data reduction, data display, and conclusion drawing.

The results show that the implementation of character education in PAI-BP learning has been carried out through the integration of character values in the learning process, habituation, teacher role modeling, and religious activities at school. The development of students' character refers to Thomas Lickona's framework, which includes moral knowing, moral feeling, and moral action, focusing on honesty, discipline, environmental care, and responsibility. However, several obstacles remain, such as low student awareness, environmental influences, and limited supervision.

In conclusion, character education in PAI-BP learning plays a significant role in shaping students' character, but requires strong collaboration between schools, families, and communities to achieve optimal results.