ABSTRAK

Nazaratun Maulidiyah: 220211020039. *Praktik Pendidikan Islam dalam Pembinaan Akhlak Peserta Didik Di SMAN 1 Rantau dan SMAN 1 Tapin Selatan*, Tesis, Banjarmasin, Pascasarjana, Prodi Magister Pendidikan Agama Islam, Universitas Islam Negeri Antasari Banjarmasin, 2025, Pembimbing: (1) Dr. M. Ramli, M.Pd (2) Dr. Hj. Suraijiah, M.Pd

Kata Kunci: Praktik Pendidikan Islam, Pembinaan Akhlak, dan Peserta Didik

Topik tentang akhlak selalu menarik untuk dibahas. Sebab akhlak dapat berfungsi sebagai sistem perilaku yang menciptakan keseimbangan dalam kehidupan sehari-hari. fokus penelitian berdasarkan dari latar belakang masalah yang telah diuraikan. Praktik pendidikan Islam dalam pembinaan akhlak peserta didik di SMAN 1 Rantau dan SMAN 1 Tapin Selatan, terdiri dari sub fokus penelitian sebagai berikut; tujuan, Pendekatan, Metode dan Teknik, dan hambatan serta solusinya.

Jenis penelitian lapangan, dengan pendekatan kualitatif deskriptif analitik, subjek dalam penelitian ini yaitu kepala sekolah, wakil kepala sekolah bidang kesiswaan, guru PAI, wali kelas, guru BK dan peserta didik di SMAN 1 Rantau dan SMAN 1 Tapin Selatan. Objek dalam penelitian ini yaitu tujuan, pendekatan, metode dan Teknik, dan hambatan serta solusinya. Teknik pengumpulan data adalah wawancara, observasi, dan dokumentasi, serta pengolahan data menggunakan koleksi data, editing, klasifikasi dan interpretsi data dilanjutkan analisis reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian ini menyimpulkan bahwa praktik pendidikan Islam dalam pembinaan akhlak peserta didik di SMAN 1 Rantau dan SMAN 1 Tapin Selatan, dapat dilihat dari sub fokus berikut; (1) (SMAN 1 Rantau), tujuan; mengembangkan karakter peserta didik yang berakhlak mulia dan meningkatkan kedisiplinan serta tanggung jawab. (SMAN 1 Tapin Selatan) adalah meningkatkan keimanan dan ketakwaan kepada Allah SWT serta menumbuhkan kesadaran keislaman dalam perilaku sehari-hari; (2) (SMAN 1 Rantau) pendekatan emosional, integrasi, persuasif dan religius. (SMAN 1 Tapin Selatan) pendekatan integrasi, religius dan dialogis; (3) (SMAN 1 Rantau) metode dan Teknik, yakni metode keteladanan dengan teknik *behavior modelling* dan *role taking*, pembiasaan dengan teknik *habbit formation* dan *classroom routines*, hukuman dan hadiah dengan teknik *positive reinforcement* dan *token economy* serta kisah dengan teknik *emotional appeal*. (SMAN 1 Tapin Selatan) metode keteladanan dengan teknik *behavior modelling* dan *role taking*, pembiasaan dengan teknik *habbit formation* dan *classroom routines*, hukuman dan hadiah dengan teknik *positive reinforcement* dan *token economy* serta mentoring dengan teknik *home visit*; (4) Hambatan yang terjadi di SMAN 1 Rantau yaitu pengaruh negatif lingkungan pergaulan, dampak negatif media sosial, keluarga *broken home* dan orang tua sibuk bekerja, serta minimnya kesadaran disiplin dan tanggung jawab. Solusinya yaitu menjalin kedekatan emosional guru dan peserta didik, memperkuat pembiasaan dan kegiatan positif lainnya di sekolah, mengarahkan penggunaan teknologi akhlak serta melibatkan orang tua. Di SMAN 1 Tapin Selatan, hambatannya yaitu lemahnya motivasi internal siswa, pergaulan teman sebaya, keterbatasan pengawasan pendidik, latar belakang keluarga yang tidak harmonis dan kurangnya perhatian di rumah, serta lemahnya sinergi sekolah dan orang tua. Solusinya yaitu pembiasaan dan penanaman nilai secara berulang, pengawasan serta mengupayakan komunikasi yang lebih aktif dengan orang tua.

ABSTRACT

Nazaratun Maulidiyah: 220211020039. The Practice of Islamic Education in the Development of Students' Morals at SMAN 1 Rantau and SMAN 1 Tapin Selatan, Thesis, Banjarmasin, Postgraduate, Master of Islamic Religious Education Study Program, Antasari State Islamic University Banjarmasin, 2025, Supervisor: (1) Dr. M. Ramli, M.Pd (2) Dr. Hj. Suraijiah, M.Pd

Keywords: Islamic Education Practices, Moral Development, and Student

The topic of morality is always interesting to discuss. Morality can function as a behavioral system that creates balance in everyday life. The focus of this research is based on the background of the problem described. The practice of Islamic education in fostering morality in students at SMAN 1 Rantau and SMAN 1 Tapin Selatan consists of the following sub-focuses: objectives, approaches, methods and techniques, and obstacles and their solutions.

This field research, using a qualitative, analytical-descriptive approach, involved the principal, vice-principal for student affairs, Islamic Religious Education teachers, homeroom teachers, guidance counselors, and students at SMAN 1 Rantau and SMAN 1 Tapin Selatan. The objects of this research were the objectives, approaches, methods and techniques, as well as obstacles and their solutions. Data collection techniques included interviews, observation, and documentation. Data processing included data collection, editing, classification, and interpretation, followed by data reduction analysis, data presentation, and conclusion drawing.

The results of this study conclude that the practice of Islamic education in fostering the morals of students at SMAN 1 Rantau and SMAN 1 Tapin Selatan, can be seen from the following sub-focus; (1) (SMAN 1 Rantau), objectives; developing the character of students who have noble morals and increasing discipline and responsibility. (SMAN 1 Tapin Selatan) is to increase faith and piety to Allah SWT and foster Islamic awareness in daily behavior; (2) (SMAN 1 Rantau) emotional, integration, persuasive and religious approaches. (SMAN 1 Tapin Selatan) integration, religious and dialogical approaches; (3) (SMAN 1 Rantau) methods and techniques, namely exemplary methods with behavior modeling and role-taking techniques, habituation with habit formation and classroom routines techniques, punishments and rewards with positive reinforcement and token economy techniques and stories with emotional appeal techniques. (SMAN 1 Tapin Selatan) exemplary method with behavior modeling and role taking techniques, habituation with habit formation and classroom routines techniques, punishment and rewards with positive reinforcement and token economy techniques and mentoring with home visit techniques; (4) Obstacles that occur at SMAN 1 Rantau are the negative influence of the social environment, the negative impact of social media, broken homes and busy working parents, and minimal awareness of discipline and responsibility. The solution is to establish emotional closeness between teachers and students, strengthen habits and other positive activities at school, direct the use of moral technology and involve parents. At SMAN 1 Tapin Selatan, the obstacles are weak internal motivation of students, peer interaction, limited supervision of educators, disharmonious family backgrounds and lack of attention at home, and weak synergy between schools and parents. The solution is repeated habituation and instillation of values, supervision and striving for more active communication with parents.