

ABSTRAK

Nurul Fadhilah. 2018. Pembinaan Perilaku Keberagamaan Remaja Melalui pendekatan IPTEKs di Lembaga Pendidikan Keluarga Remaja Masjid Salman ITB

Kondisi kesadaran beragama remaja, khususnya usia remaja awal sekitar 13-17 tahun mulai mengalami kegoncangan. Bisa dilihat dari remaja tidak melanjutkan lagi mengaji di madrasah ketika mereka mulai memasuki SMP, hingga banyak remaja yang mudah mengakses video porno akibat menyalah gunakan gawainya. Dari fenomena tersebut dibutuhkan model pembinaan perilaku keberagamaan yang dapat menarik minat remaja untuk mengikutinya dan sesuai dengan perkembangan zaman.

Tujuan penelitian ini adalah untuk menganalisis tentang : (1) Konsep pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB, (2) Implementasi pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB, (3) Keefektifan pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB, (4) Faktor pendukung dan penghambat pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB.

Teori yang digunakan dalam penelitian ini adalah teori keberagamaan C.Y Glock dan R. Stark menyebutkan ada lima macam dimensi keberagamaan atau *dimension of religiosity*, yaitu dimensi keyakinan (*Ideological Dimension*), dimensi peribadatan atau peraktek agama (*Ritualistic Dimension*), dimensi penghayatan (*Eksperiental Dimension*), dimensi pengalaman (*Consequential Dimension*), dimensi pengetahuan agama (*Intellectual Dimensin*). Dan teori Remaja menurut Santrock yang menyebutkan masa transisi dari masa kanak-kanak dan masa dewasa yang melibatkan perubahan-perubahan biologis, kognitif, dan sosioemosional. Dalam penelitian ini menggunakan pendekatan kualitatif. Adapun teknik pengumpulan datanya adalah observasi, wawancara dan dokumentasi. Data yang terkumpul kemudian dianalisis dengan teknik triangulasi.

Hasil penelitian ini menunjukkan bahwa: (1) Konsep pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB terdiri dari tujuan yaitu menumbuhkan ketertarikan pada ajaran Islam dengan metode utama berupa mentoring, dan terdiri dari divisi Karisma Learning Center dan divisi Kreatif, (2) Implementasi pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB belum dapat meliputi semua materi pembinaan keislaman sehingga dibutuhkan metode mentoring kegamaan, (3) Pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs di KARISMA ITB telah efektif membina perilaku keberagamaan remaja menjadi lebih baik, (4) faktor pendukung pembinaan perilaku keberagamaan remaja melalui pendekatan IPTEKs adalah menarik minat remaja untuk mengikuti pembinaan dan IPTEKs memungkinkan menganalogi hal-hal yang bersifat asbtrak menjadi konkrit. Sedangkan faktor penghambatnya adalah bidang IPTEKs belum sepenuhnya memenuhi minat remaja, dan penggunaan IPTEKs memerlukan dana. Berdasarkan simpulan di atas, ada beberapa hal yang direkomendasikan, yaitu pengintegrasian IPTEKs dan materi keagamaan perlu dilakukan sehingga tidak cenderung ada pemisahan antara IPTEKs dan keagamaan.

Abstract

Nurul Fadhilah. 2018. IPTEKs (Science, Technolofy And Arts) Based Religiosity Behavior Guidance For Teenagers In Education Institution Salman Itb's Islamic Teenagers' Family (Karisma Itb)

Teenagers' religious awareness, specially at the early teen age around 13-17 years old, usually starts to have some turbulences. It can be seen when the teenagers tend to not continue studying in madrasah (Quran school) after they enter the Junior High School. Therefore, many teenagers easily access porn videos as a result of their gadget's misuse. From that phenomenon, an interesting and up-to-date religious behavior guidance is needed to attract the teenagers to follow.

The purpose of this study was to analyze about: (1) the concept of IPTEKs (science, technology and arts) based religiosity behavior guidance for teenagers, (2) implementation of IPTEKs (science, technology and arts) based religiosity behavior guidance for teenagers, (3) effectiveness of IPTEKs (science, technology and arts) based religiosity behavior guidance for teenagers, (4) supporting factors and inhibitors of IPTEKs (science, technology and arts) based religiosity behavior guidance for teenagers. In this study using a qualitative approach.

The theory used in this study is religious theories C.Y Glock and R. Stark mention there are five kinds of religious dimensions, namely the ideological dimension, the dimension of worship or religious practice (Ritualistic Dimension), the appreciation dimension (Experiential Dimension), the experience dimension (Consequential Dimension), the Intellectual dimension. And Teen theory according to Santrock which mentions the transition period from childhood and adulthood which involves biological, cognitive, and socioemotional changes. The data collection techniques are observation, interviews and documentation. The collected data is then analyzed by triangulation techniques.

The results of this study indicate that: (1) the concept of IPTEKs (science, technology and arts) based religiosity behavior guidance for teenagers consists of the goal is growing interest in Islam with mentoring method and there are two divisions namely KLC and creative, (2) implementation of IPTEKs (science, technology and arts) based religiosity behavior guidance for teenagers in accordance with the concept formulated. However, the use of science and technology has not been able to cover all Islamic coaching material contained in the concept of youth guidance, (3) Guiding youth science based on science and technology in KARISMA ITB has been effective in fostering youthful religious behavior for the better, (4) supporting factors for the development of science and technology-based youth religious behavior is to attract teenagers to follow coaching and Science and technology allows analyzing things that are extracted into concrete. While the inhibiting factor is the field of science and technology has not fully fulfilled the interests of teenagers, and the use of science and technology requires funds. Based on the conclusions above, there are several things that are recommended, namely integration of science and technology and religious material needs to be done so there is no tendency to separate science and technology and religion.