

ABSTRAK

Faridla Nurlaela. 2.216.3.055. 2018. Pendidikan Karakter Peserta Didik Melalui Keteladanan Guru dan Religious Culture di MTs Al-Hidayah Ibum Kabupaten Bandung.

Berdasarkan studi pendahuluan ditemukan bahwa kekerasan terhadap guru, kekerasan terhadap peserta didik dan perilaku tercela lainnya yang dilakukan oleh pendidik ataupun peserta didik menunjukkan adanya penyimpangan perilaku dalam dunia pendidikan sehingga diperlukan tindakan untuk menanggulangnya yaitu dengan pendidikan karakter.

Karakter peserta didik dapat dibangun melalui penanaman nilai-nilai karakter yaitu pengajaran, pembiasaan, peneladanan, pemotivasian dan penegakan aturan, maka keteladanan guru dan pembiasaan keagamaan dalam konteks *religious culture* memiliki makna dalam proses pendidikan karakter peserta didik.

Penelitian ini bertujuan untuk menganalisis 1) Tujuan pendidikan karakter yang dikembangkan; 2) Pelaksanaan pendidikan karakter melalui keteladanan guru dan *religious culture*; 3). Hasil pelaksanaan pendidikan karakter melalui keteladanan guru dan *religious culture*; 4) faktor pendukung dan penghambat pendidikan karakter melalui keteladanan guru dan *religious culture*.

Penelitian ini menggunakan metode deskriptif analitik dengan pendekatan kualitatif. Adapun teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Lokasi penelitian difokuskan di MTs Al-Hidayah Ibum Kabupaten Bandung. Subjek penelitian yaitu Kepala madrasah, Wakil kepala madrasah bidang kurikulum dan kesiswaan, Guru, dan peserta didik. Analisis data dilakukan dengan memilih dan memilah jawaban, data-data yang diperoleh kemudian dikumpulkan untuk dianalisis dan diambil kesimpulan.

Penelitian ini dapat menemukan bahwa 1) tujuan dari Pendidikan karakter yang dikembangkan yaitu membentuk peserta didik yang religius, jujur, tanggung jawab, cerdas, bersih, disiplin, nasionalisme, peduli dan kreatif yang didasarkan pada visi dan misi madrasah; 2) Pelaksanaan pendidikan karakter melalui keteladanan guru dan *religious culture* yaitu dengan pembiasaan akhlak mulia 5 S (Senyum, Salam, sapa, sopan, santun), pembiasaan shalat dhuha, shalat dzuhur berjamaah, dan shalat jumat berjamaah, pembinaan kepuditan bagi putri, berdoa sebelum dan sesudah belajar, pembacaan Asmaul Husna dan tadarus Al-Quran, Peringatan Hari Besar Islam, menjaga kebersihan lingkungan (kegiatan bakti sosial), kegiatan ekstrakurikuler keagamaan, menyanyikan lagu nasional dan lagu daerah dan pembiasaan disiplin yang didukung dengan keteladanan guru; 3) Hasil pelaksanaan pendidikan karakter melalui keteladanan guru dan *religious culture* yaitu sudah adanya kemandirian dalam melaksanakan kegiatan dan meningkatnya prestasi akademik peserta didik; dan 4) faktor pendukung dari pendidikan karakter melalui keteladanan guru dan *religious culture* yaitu adanya kerjasama yang baik antara guru, tata tertib yang terkontrol, sarana dan prasarana, profesionalisme guru, adanya sanksi, visi misi, dan adanya kerjasama dengan orangtua. Faktor penghambat yaitu lingkungan rumah dan lingkungan masyarakat yang berbeda. Rekomendasi dari hasil penelitian ini yaitu harus bersinerginya antara pihak madrasah, keluarga dan masyarakat agar hasilnya maksimal.

ABSTRACT

Faridla Nurlaela.2.216.3.055.2018. *Student Character Education Through Teacher Exemplary and Religious Culture at MTs. Al Hidayah Ibum Kabupaten Bandung.*

Based on a preliminary study, it was found violence against teachers, violence against students and other despicable behaviors, are carried out by educator or students showed behavioral deviations in the world of education. So, it is necessary to overcome them, by character education.

The character of student can be built through the planting of character values, namely teaching, habituation, example, motivating and enforcing rules, so that the example of the teacher and religious habituation in the context of religious culture has meaning in the process of character education of students.

This study aims to analyze 1) the purpose of character education developed; 2) Implementation of character education through teacher exemplary and religious culture; 3) The results of the implementation of character education through teacher exemplary and religious culture; 4) Supporting and inhibiting factors in character education through teacher exemplary and religious culture.

This study uses a descriptive analytical method with a qualitative approach. The data collection techniques are carried out through interviews, observation, and documentation. The research location was focused on MTs. Al Hidayah Ibum Kabupaten Bandung. Research subjects are the headmaster of madrasah, vice principals of the madrasah in curriculum and student's affair section, teachers, and students. Data analysis was done by selecting and shorting the answers. The data obtained are collected to be analyzed and concluded.

This study can find that 1) the purpose of character education developed is to build students who are religious, honest, responsible, intelligent, clean, disciplined, nationalistic, caring and creative based on vision and mission of the madrasah; 2) Implementation of character education through teacher exemplary and religious culture, namely by establishing noble 5 S (Smile, Greet, giving greeting/salam, courtesy, polite), habituation of Dhuha prayer, Dzuhur prayer, Friday prayer together, maternal guidance for the daughter, praying before and after the study, reading the Asmaul Husna and reciting the holy Qur'an, commemoration of the great day of Islam, keeping the environment clean (social service activities), religious extracurricular activities, singing national songs and regional songs and habituating disciplines supported by the example of the teacher; 3) the results of the implementation of the character education through teacher exemplary and religious culture, namely the existence of independence in carrying out activities and increasing academic achievement of students; and 4) Supporting factors of character education through exemplary teacher and religious culture, namely the existence of good cooperation between teachers, controlled discipline, facilities and infrastructure, teacher professionalism, sanctions, vision and mission and cooperation with parents. The inhibiting factors are the different between home environment and community environment. The recommendation from the results of this study is it must synergize between Madrasah, family and society so that the results are maximized.