

## ABSTRAK

Rizki Rachmatillah, 2180040016, 2020, Implementasi Kegiatan Ekstrakurikuler Keagamaan (DKM) dalam Menginternalisasikan Nilai-Nilai Karakter Siswa dan Implikasinya terhadap Pembelajaran Pendidikan Agama Islam (Penelitian di SMAN 4 Bandung)

Penelitian ini tentang ekstrakurikuler keagamaan di SMAN 4 Bandung yang bernama DKM. DKM memiliki tujuan untuk menjadikan seluruh warga sekolah khususnya peserta didik dapat menginternalisasi karakter yang baik. DKM memiliki berbagai kegiatan meliputi Gazi, Rakoor, Qurban, Festival Ghifari, Tahsin, Tahfizh, Kabar Luar, Rihlah, APCP (Acara Perdana Calon Pengurus), Amazing Race, KumBang (Kumpul Bareng), ANTH (Ayo Ngaji Tiap Hari), Mentoring, MenGab (Mentoring Gabungan), Medis (Mengetahui Hadis), Mafya (Materi for Ya), *Reminder Dhuha* dan Jadwal Shalat, *Hadis & Ayat of the Day*, *Post on Sosmed*, Quiz berhadiah, *Form U for Us*, DaGa(ng) dan G-Shop, COM (*Clean Our Masjid*), *Giving Time*, *Mukena for Ghifari*, Bersemi (Bersih-bersih Mukena Ghifari), Maktabah Ghifari, FPC (*Food Processing Creativity*), Quiz, dan *Reminder Self*. Kegiatan tersebut telah dilakukan secara masif, namun berdasarkan pengamatan dan realitanya masih kurang berhasil.

Tujuan penelitian ini mengidentifikasi tujuan, program, proses, evaluasi, faktor pendukung dan penghambat, serta implikasi kegiatan ekstrakurikuler keagamaan dalam menginternalisasikan nilai-nilai karakter siswa terhadap pembelajaran Pendidikan Agama Islam.

Penelitian ini dilandaskan dengan teori tahapan internalisasi nilai-nilai karakter, yakni diawali dengan tahapan transformasi nilai dengan memberi pengetahuan, kemudian transaksi nilai ditandai adanya interaksi timbal balik, dan diakhiri dengan transinternalisasi nilai yang lebih mendalam dari tahapan sebelumnya.

Penelitian ini berbentuk kualitatif dengan pendekatan deskriptif analitik. Data diperoleh dari wawancara, observasi, dan studi dokumentasi. Dengan menggunakan jenis penelitian ini, peneliti dapat mendeskripsikan dan menganalisis implementasi kegiatan ekstrakurikuler keagamaan di SMAN 4 Bandung baik itu dari segi tujuan, program-program, proses pelaksanaan, keberhasilan, evaluasi dan faktor pendorong dan penghambat. Analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Adapun untuk uji keabsahan data menggunakan triangulasi.

Hasil penelitian ini menunjukkan *pertama*, tujuan program kegiatan ekstrakurikuler keagamaan DKM di SMAN 4 Bandung perlu ditambah dengan meningkatkan sensitivitas anggota terhadap persoalan keagamaan. *Kedua*, terdapat 31 program kerja tersebar di tujuh divisi dilaksanakan harian, mingguan, bulanan, bahkan tahunan. *Ketiga*, proses kegiatan ekstrakurikuler DKM diawali dengan tahapan transformasi nilai, transaksi nilai dan transinternalisasi nilai, sehingga terinternalisasikan 18 nilai karakter. *Keempat*, evaluasi ekstrakurikuler DKM ini dilaksanakan setiap sebulan sekali secara lisan, dan setelah kegiatan. *Kelima*, faktor pendukungnya, dukungan dan partisipasi pihak sekolah. Faktor penghambatnya, kurang kesadaran para anggota sehingga mencari solusi terbaik supaya bisa meminimalisir hambatan. *Keenam*, implikasinya terhadap pembelajaran PAI di SMAN 4 disesuaikan dengan teori komponen-komponen pembelajaran, diantaranya tujuan pembelajaran PAI, pendidik, peserta didik, materi, dan metode.

## ABSTRACT

Rizki Rachmatillah, 2180040016, 2020, Implementation of Religious Extracurricular Activities (DKM) in Internalizing Student Character Values and Their Implications for Learning Islamic Religious Education (Research at SMAN 4 Bandung)

This study is about religious extracurricular activities at SMAN 4 Bandung named DKM. DKM aims to make all school members, especially students, internalize good character. DKM has various activities including Gazi, Rakoor, Qurban, Festival Ghifari, Tahsin, Tahfizh, Kabar Luar, Rihlah, APCP (Acara Perdana Calon Pengurus), Amazing Race, KumBang (Kumpul Bareng), ANTH (Ayo Ngaji Tiap Hari), Mentoring, MenGab (Mentoring Gabungan), Medis (Mengetahui Hadis), Mafya (Materi for Ya). *Reminder Dhuha* dan Jadwal Shalat, *Hadis & Ayat of the Day*, *Post on Sosmed*, Quiz berhadiah, *Form U for Us*, DaGa(ng) dan G-Shop, COM (*Clean Our Masjid*), *Giving Time*, *Mukena for Ghifari*, Bersemi (Bersih-bersih Mukena Ghifari), Maktabah Ghifari, FPC (*Food Processing Creativity*), Quiz, and Reminder Self. These activities have been carried out massively, but based on observations and the reality is still not successful.

The aim of this study is to identify the objectives, programs, processes, evaluation, supporting and inhibiting factors, as well as the implications of extracurricular religious activities in internalizing students' character values towards learning Islamic Religious Education.

This study is based on the theory of the stages of internalizing character values, which begins with the stage of value transformation by providing knowledge, then value transactions are marked by reciprocal interactions, and ends with deeper transinternalization of values than the previous stage.

This study is in the form of qualitative with analytic descriptive approach. Data obtained from interviews, observations, and documentation studies. By using this type of study, the researcher will be able to describe and describe the implementation of extracurricular religious activities at SMAN 4 Bandung both in terms of objectives, programs, implementation processes, successes, evaluation and driving and inhibiting factors. Data analysis using data reduction, data presentation, and drawing conclusions. As for the validity of the data using triangulation.

The results of this study show, first, the purpose of the DKM religious extracurricular activity program at SMAN 4 Bandung is in accordance with what the government expects, namely to instill an Islamic personality. Second, there are 31 work programs spread across seven divisions carried out daily, weekly, monthly, even annually. Third, the process of DKM extracurricular activities begins with good understanding, habit and role model, so that it is fully successful in internalizing 18 character values. Fourth, the DKM extracurricular evaluation is carried out once a month, and after the activity. Fifth, the supporting factors, the support and participation of the school. The inhibiting factor is the lack of awareness of the members so they seek the best solution in order to minimize obstacles. Sixth, the implications towards for Islamic Education learning at SMAN 4 are adjusted to the theory of learning components, including the learning objectives of Islamic Education, educators, students, materials, and methods.