

## ABSTRAK

### Internalisasi Nilai Akhlak Mulia dalam Membina Kesalehan Sosial Siswa (Studi Kasus di MTs. Persis Pajagalan Bandung) Usep Saepullah

Penelitian ini dilatarbelakangi oleh adanya ketimpangan antara aspek ideal ajaran agama dan tujuan Pendidikan Nasional dengan realitas perilaku remaja. Ketimpangan yang dimaksud di antaranya: (1) Kerusuhan dan konflik antar daerah, (2) Perkelahian, tawuran, *free sex* di kalangan remaja dan dewasa (SLTP dan SLTA), (3) Penurunan nilai akhlak mulia dan kurangnya kesadaran kesalehan sosial (individu, kelompok dan masyarakat). Oleh karena itu perlu adanya solusi alternatif internalisasi nilai moral melalui pendidikan formal.

Penelitian ini bertujuan untuk mengetahui program, nilai akhlak mulia dalam kurikulum, metode pendidik, keterlibatan warga sekolah dan evaluasi dalam internalisasi nilai akhlak mulia di MTs. Persis Pajagalan. Metode penelitian ini adalah deskriptif analitik dengan pendekatan kualitatif. Adapun teknik pengumpulan data yaitu: observasi, wawancara, studi dokumentasi dan studi pustaka. Sementara tahapan analisis data penelitian dilakukan dengan, reduksi data, display data, kemudian kesimpulan dan verifikasi.)

Hasil penelitian ini menemukan beberapa hal berikut: (1) Program internalisasi nilai antara lain: *tafaqquh fiddin*, *bai`at santri*, proses belajar mengajar pendidik, *ihthifal* (upacara) dan kegiatan ekstrakurikuler. (2) Nilai akhlak pada kurikulum di antaranya, akhlak terpuji: Taat, *ikhlah*, *khauf*, *roja`* dan *taubat*, *shabar*, *tawakkal*, *qona`ah*, dan *tawadlu*. Adapun akhlak tercela: riya, kufur, syirik dan nifaq, tergesa-gesa, rakus, penakut, rendah diri. (3) Metode yang dipergunakan pendidik dalam pembinaan kesalehan sosial, antara lain; *hiwar* atau dialog, *qishah* atau cerita, keteladanan, pembiasaan, nasihat dan perhatian (*targhib* dan *tarhib*). (4) Keterlibatan warga sekolah dalam pembinaan nilai diantaranya: staf tata usaha menyimpan data tentang perkembangan siswa; server internet memantau penggunaan internet; satpam berfungsi memperhatikan, melaporkan pelanggaran siswa kepada guru, kemudian ke kesantunan dan ke Bimbingan Konseling (BK) sampai pemanggilan orangtua siswa. (5) Evaluasi terlihat dari kemajuan keilmuan siswa, pemahaman logika ketika debat (diskusi), kemampuan menjelaskan hasil pemahaman terhadap materi keagamaan melalui *ihthifal* dan karakter kepribadiannya; *ikhlah*, taat, yakin, empati terlihat ketika simpati antar teman dengan menolong dalam belajar, menghormati guru kakak kelas dan orangtua, anak rajin ke masjid secara ikhlas dengan kesadaran sendiri, jujur, kreatif dalam menambah khazanah ilmu dan mengembangkan minat.

Berdasarkan temuan, peneliti merekomendasikan model internalisasi nilai akhlak mulia untuk dijadikan contoh penerapan pada jenjang pendidikan formal SD, SMP, SMA dan Pesantren.

Model *internalisasi* nilai melalui tahapan *transformasi*, *transaksi* dan *trans-internalisasi* nilai juga proses pendidikan karakter; *moral knowing*, *moral feeling* dan *action moral*.

**Kata Kunci : Internalisasi Nilai, Nilai akhlak mulia, Kesalehan sosial**

## ABSTRACT

### **Internalization of Noble Moral Values in Developing Social Piety Students (Case Study in MTs. Persis Pajagalan Bandung) Usep Saepullah**

This research is motivated by the discrepancy between the ideal aspects of religious teachings and goals of the National Education with the reality of adolescent behavior. Inequality is among them: (1) Unrest and conflicts between regions, (2) Fight, brawl, free sex among adolescents and adults (junior and senior), (3) Impairment of noble character and lack of awareness of social piety (individuals, groups and communities) Hence the need for an alternative solution internalization of moral values through formal education.

This study aims to determine the program, noble character values in the curriculum, method educators, the involvement of the school community and evaluation the internalization of noble character in MTs. Persis Pajagalan. This research method is descriptive qualitative analytic approach. The data collection techniques, namely: observation, interviews, documentation and literature studies. While the data analysis stage of research conducted by, data reduction, data display, conclusion and verification.

Our research found the following: (1) Internalization program include: *tafaqquh fiddin*, *bai`at santri*, educators teaching and learning process, *ihlifal* (ceremony) and extracurricular activities) (2) Moral values in the curriculum of which, commendable morals: Obey, *Ikhlash*, *Khauf*, *roja'* and repentance, *shabar*, resignation, *qona'ah*, and *tawadlu*. As for the despicable character: *riya*, *kufur*, shirk and *nifaq*, hasty, greedy, cowardly, low self-esteem (3) The method used in the formation of social piety educators, among others; *Hiwar* or dialogue, *qishah* or story, exemplary, habituation, advice and attention (*targhib* and *tarhib*). (4) The involvement of schools in developing such values: administrative staff of storing data on student progress; Internet server monitor internet usage; work security guard noticed, reported violations of students to teachers, then to kesartrian and to Counseling (BK) to call parents (5) Evaluation can be seen from the progress of science students, understanding the logic when the debate (discussion), the ability to explain the results of the understanding of religious materials through *ihlifal* and character personality *ikhlash*, obedient, confident, empathetic look when sympathy between friends to help in learning, respecting teachers and parents seniors, children diligent to the mosque is sincere with his own consciousness, honest, creative in adding to the treasures of science and develop interest.

Based on the findings, researchers recommend the model of internalization of noble character to be used as an example of the application of formal education in elementary, junior high, high school and boarding school

Model internalization through the stages of transformation, transaction and trans-internalization of the character of the educational process as well; moral knowing, moral feeling and moral action.

**Keywords : Internalization Value, Noble Moral Values, Social Piety**

Usep Saepullah , 2015

**INTERNALISASI NILAI AKHLAK MULIA DALAM MEMBINA KESALEHAN SOSIAL SISWA (STUDI KASUS DI MADRASAH TSANAWIAH PAJAGALAN BANDUNG)**

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