

## ABSTRAK

**Adi Rosadi. 2.216.3.030. 2018. *Internalisasi Nilai-Nilai Akhlak Karimah pada Peserta Didik Melalui Keteladanan Guru di SMP Hikmah Teladan Bandung.***

Berdasarkan studi pendahuluan ditemukan bahwa akhlak peserta didik merosot seperti ada yang tidak menghormati orangtua, guru, dan sesama. Ada upaya yang dilakukan yaitu dengan proses internalisasi nilai-nilai akhlak melalui keteladanan guru.

Penelitian ini bertujuan untuk menganalisis 1) Tujuan internalisasi nilai-nilai Akhlak Karimah melalui keteladanan guru; 2) Program-program internalisasi nilai-nilai Akhlak Karimah melalui keteladanan guru; 3) Proses internalisasi nilai-nilai Akhlak Karimah melalui keteladanan guru; 4) Evaluasi proses internalisasi nilai-nilai Akhlak Karimah melalui keteladanan guru; 5) Faktor pendukung dan penghambat proses internalisasi nilai-nilai Akhlak Karimah melalui keteladanan guru; dan 6) Implikasi dari proses internalisasi nilai-nilai Akhlak Karimah pada peserta didik melalui keteladanan guru.

Penelitian ini menggunakan metode deskriptif analitik dengan pendekatan kualitatif. Adapun teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Lokasi penelitian difokuskan di SMP Hikmah Teladan Bandung. Subjek penelitian yaitu Kepala Sekolah, Waka Kurikulum, Guru, dan siswa. 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 internalisasi yaitu untuk memberikan pemahaman, penghayatan, dan pengalaman sebagai bekal yang diperlukan untuk mengaktualkan diri sebagai *khalifah* di muka bumi diwujudkan dalam bentuk akhlak religious, kedisiplinan, peduli lingkungan, sosial dan cinta tanah air; 2) Program keteladanan guru tidak terprogram karena keteladanan sudah melekat dalam diri dan sebagai ruh dari semua kegiatan sekolah; 3) Proses internalisasi dilaksanakan melalui *pertama* memberikan pengetahuan tentang Akhlak Karimah, *kedua* transaksi nilai dilakukan dengan guru mengajak peserta didik melalui pemberian contoh dengan penuh kesadaran dan tanggung jawab, dan *ketiga* transinternalisasi nilai yaitu nilai-nilai yang diajarkan melalui pemahaman dan contoh kemudian peserta didik mampu mengimplementasikan nilai-nilai Akhlak Karimah dalam kehidupan sehari-hari. Selain itu, proses internalisasi nilai-nilai Akhlak Karimah terjadi melalui proses sosialisasi dan enkulturasi; 4) Evaluasi dilakukan dengan observasi dan pengawasan akhlak guru dan peserta didik secara berkala; 5) Faktor pendukung dari proses internalisasi yaitu adanya peran dari kepala sekolah, kerjasama dengan orang tua, tata tertib, dan kesadaran guru. Sedangkan faktor penghambat yaitu lingkungan di luar sekolah yang begitu pesat dengan teknologi dan perilaku orang tua; dan 6) Implikasi proses internalisasi nilai-nilai *Akhlak Karimah* melalui keteladanan guru yaitu mampu membentuk akhlak kepada Allah, akhlak kepada sesama, dan akhlak kepada lingkungan. Rekomendasinya bahwa internalisasi nilai-nilai Akhlak Karimah pada peserta didik SMP Hikmah Teladan Bandung harus bersinergi antara pihak sekolah, keluarga dan masyarakat agar hasilnya maksimal.

## ABSTRACT

Adi Rosadi. 2,216.3.030. 2018. *Internalization of Karimah's Moral Values to Students Through Exemplary Teachers at Bandung's Exemplary Wisdom Middle School.*

*Based on the preliminary study, it was found that the morality of students declined as there were those who did not respect their parents, teachers, and others. There are efforts made, namely by the process of internalizing moral values through the example of the teacher.*

*This study aims to analyze 1) the purpose of internalizing the values of Akhlak Karimah through the example of the teacher; 2) Programs internalizing the values of Akhlak Karimah through the example of teachers; 3) The process of internalizing the values of Akhlak Karimah through the example of the teacher; 4) Validation of the process of internalizing the values of Akhlak Karimah through the example of the teacher; 5) Supporting factors and inhibitors of the process of internalizing the values of Akhlak Karimah through the example of the teacher; and 6) Implications of the process of internalizing the values of Karimah morality to students through the example of the teacher.*

*This study uses descriptive analytic method with a qualitative approach. The data collection techniques are carried out through interviews, observation, and documentation. The location of the research was focused on Bandung's Hikmah Teladan Junior High School. The research subjects were the Principal, Waka Curriculum, Teachers, and students. Data analysis is done by selecting and sorting the answers to the data obtained and then collected for analysis and conclusion.*

*This study can find that 1) The purpose of internalization is to provide understanding, appreciation, and experience as provisions needed to actualize themselves as caliphs on the earth manifested in the form of religious morality, discipline, environmental care, social and patriotism; 2) The exemplary teacher program is not programmed because the example is inherent in and as the spirit of all school activities; 3) The internalization process is carried out through first providing knowledge about Akhlak Karimah, both value transactions are carried out with the teacher inviting students through giving examples with full awareness and responsibility, and the third value transinternalisation is the values taught through understanding and examples then students are able implementing Karimah moral values in daily life. In addition, the process of internalizing the values of Karimah morality occurs through the process of socialization and enculturation; 4) Evaluation is carried out through observation and moral observation of teachers and students on a regular basis; 5) Supporting factors of the internalization process, namely the role of the principal, collaboration with parents, discipline, and teacher awareness. While the inhibiting factors are the environment outside of school that is so fast with the technology and behavior of parents; and 6) Implications of the process of internalizing the values of Akhlak Karimah through the example of teachers, namely being able to form morals to God, morals to others, and morals to the environment. The recommendation is that the internalization of Karimah's moral values for Bandung Exemplary Students of Junior High School should be synergized between the school, family and the community so that the results are maximum.*