

ABSTRAK

Haifa Tsurayya Bahiyyah (1222020096), 2026. *Internalisasi Nilai-nilai Pendidikan Agama Islam dalam Membentuk Karakter Peduli Lingkungan Melalui Program Sekolah SAMIN Odesa Indonesia Cimenyan Bandung.*

Penelitian ini dilatarbelakangi oleh masih ditemukan rendahnya kepedulian peserta didik terhadap lingkungan, seperti kurangnya kesadaran menjaga kebersihan dan tanggung jawab terhadap lingkungan. Kondisi tersebut berkaitan dengan keterbatasan pendidikan, kondisi sosial ekonomi, serta pendampingan nilai keagamaan di lingkungan peserta didik. Sekolah SAMIN Odesa Indonesia sebagai lembaga pendidikan nonformal dan inklusif berupaya memberikan pendidikan yang sesuai dengan kondisi peserta didik melalui pembelajaran yang kontekstual dan berbasis pengalaman.

Penelitian ini bertujuan untuk mendeskripsikan: 1) Nilai-nilai Pendidikan Agama Islam yang diinternalisasikan, 2) Metode pembelajaran yang digunakan, 3) Media pembelajaran yang digunakan, 4) Evaluasi pembelajaran, serta 5) Implikasi internalisasi nilai-nilai Pendidikan Agama Islam terhadap karakter peduli lingkungan peserta didik di Sekolah SAMIN Odesa Indonesia.

Penelitian ini didasarkan pada pemikiran bahwa internalisasi nilai-nilai Pendidikan Agama Islam dipandang memiliki keterkaitan dengan pembentukan karakter peduli lingkungan peserta didik di Sekolah SAMIN Odesa Indonesia. Nilai *i'tiqodiyah*, *khuluqiyah*, dan *amaliyah* menurut Abdurrahman An-Nahlawy ini menjadi dasar dalam menanamkan kesadaran dan tanggung jawab peserta didik terhadap lingkungan. Oleh karena itu, semakin baik internalisasi nilai-nilai PAI, maka diharapkan semakin baik pula karakter peduli lingkungan peserta didik.

Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Teknik analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diuji dengan triangulasi sumber dan triangulasi teknik.

Hasil penelitian menunjukkan bahwa: 1) Nilai-nilai Pendidikan Agama Islam yang diinternalisasikan meliputi nilai *i'tiqadiyyah*, *khuluqiyyah*, dan *'amaliyyah*. Proses internalisasi dilaksanakan melalui metode kisah Qur'ani dan Nabawi, keteladanan, serta praktik dan perbuatan. 2) Metode pembelajaran yang digunakan meliputi ceramah, diskusi, tanya jawab, *video based learning*, dan praktik langsung yang disesuaikan dengan kondisi peserta didik. 3) Media pembelajaran memanfaatkan lingkungan sekitar, media visual dan audio visual, permainan edukatif, serta bahan ajar yang disesuaikan dengan kebutuhan peserta didik. 4) Evaluasi dilakukan melalui observasi, refleksi, tanya jawab, dan presentasi hasil belajar. 5) Implikasi dari proses internalisasi nilai-nilai Pendidikan Agama Islam memberikan implikasi positif terhadap pembentukan karakter peduli lingkungan yang ditunjukkan melalui meningkatnya kesadaran dan perilaku peserta didik dalam menjaga serta melestarikan lingkungan sebagai bagian dari pengamalan ajaran I

ABSTRAK

Haifa Tsurayya Bahiyyah (1222020096), 2026. *Internalization of Islamic Religious Education Values in Shaping Environmental Care Character through the SAMIN School Program of Odesa Indonesia, Cimenyan, Bandung.*

This research was motivated by the low level of environmental awareness among students, as reflected in their lack of awareness in maintaining cleanliness and taking responsibility for their surrounding environment. This condition is related to limited access to education, socio-economic circumstances, and the lack of religious value guidance within the students' environment. SAMIN Odesa Indonesia School, as a non-formal and inclusive educational institution, seeks to provide education that is appropriate to the students' conditions through contextual and experiential learning.

This research aims to describe: 1) the Islamic Religious Education values that are internalized; 2) the learning methods used; 3) the learning media utilized; 4) the learning evaluation process; and 5) the implications of internalizing Islamic Religious Education values for the development of students' environmental care character at SAMIN Odesa Indonesia School.

This research is based on the view that the internalization of Islamic Religious Education values is closely related to the development of students' environmental care character at SAMIN Odesa Indonesia School. The values of *i'tiqadiyyah*, *khuluqiyyah*, and *'amaliyyah*, as conceptualized by Abdurrahman An-Nahlawy, serve as a foundation for fostering students' awareness and responsibility toward the environment. Therefore, the better the internalization of Islamic Religious Education values, the stronger the students' environmental care character is expected to be.

This research employed a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing, while data validity was ensured through source triangulation and technique triangulation.

The results showed that: 1) the Islamic Religious Education values internalized consisted of *i'tiqadiyyah*, *khuluqiyyah*, and *'amaliyyah* values. The internalization process was carried out through Qur'anic and Prophetic storytelling, exemplary conduct, as well as practical activities and actions; 2) the learning methods included lectures, discussions, question-and-answer sessions, *video-based learning*, and direct practice, all of which were adapted to the students' conditions; 3) the learning media utilized the surrounding environment, visual and audiovisual media, educational games, and teaching materials tailored to the students' needs; 4) evaluation was conducted through observation, reflection, question-and-answer activities, and presentations of learning outcomes; and 5) the internalization of Islamic Religious Education values had positive implications for the development of students' environmental care character, as demonstrated by increased awareness and behavior in maintaining and preserving the environment as part of practicing Islamic teachings.