

## ABSTRAK

Nurjanah, Novia, 2024: Implementasi Pendidikan Akhlak Pada Pembelajaran PAI Di SMA Islam Mojopahit Mojowarno Jombang, Program Studi Pendidikan Agama Islam (PAI), Sekolah Tinggi Ilmu Tarbiyah Al-Urwatul Wutsqo (STIT-UW) Jombang. Khumairoh An Nahdliyah S.Pd.I., M.Pd.

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### ***Kata Kunci : Pendidikan Akhlak, Pembelajaran PAI***

Pendidikan akhlak dalam Islam merupakan usaha terencana dan sadar untuk membantu seseorang mengembangkan kemampuan dirinya sehingga dapat meningkatkan harkat dan martabatnya. Tujuan pendidikan akhlak ialah membentuk manusia sebagai makhluk yang tertinggi dan sempurna memiliki tingkah laku dan perbuatan yang baik kepada sesama manusia, sesama makhluk maupun terhadap tuhannya agar meraih kebahagiaan baik di dunia maupun di akhirat. Penelitian ini bertujuan untuk: 1. Mendeskripsikan Implementasi Pendidikan Akhlak pada pembelajaran PAI di SMA Islam Mojopahit Mojowarno Jombang, 2. Mendeskripsikan Akhlak siswa di SMA Islam Mojopahit Mojowarno Jombang. Metode penelitian yang digunakan dalam penelitian ini adalah metode penelitian kualitatif, dengan desain penelitian deskriptif kualitatif. Teknik pengumpulan data menggunakan teknik wawancara, observasi, dan dokumentasi. Selanjutnya dilakukan analisis data menggunakan metode analisis deskriptif kualitatif, yaitu berupa pemaparan data secara tertulis mengenai data-data terkait. Selanjutnya tahap uji keabsahan data dengan perpanjangan pengamatan, peningkatan ketekunan, triangulasi, dan diskusi teman. Hasil penelitian ini menyimpulkan bahwa: penerapan pendidikan akhlak dalam pembelajaran PAI melibatkan beberapa aspek penting. Guru harus menjadi teladan dengan menunjukkan akhlak yang baik dan secara konsisten memberikan arahan kepada siswa. Metode yang digunakan mencakup ceramah, diskusi, pembelajaran kooperatif, tanya jawab, dan tugas, yang membantu menyampaikan nilai-nilai akhlak secara efektif. Namun, terdapat kendala seperti pengaruh pergaulan bebas di kalangan siswa SMA, manajemen waktu guru yang terbatas, kurangnya akses dalam pembelajaran, dan minimnya pengalaman guru dalam Kurikulum Merdeka Belajar. Meskipun pembelajaran PAI kadang dianggap membosankan, materi seperti salat, zakat, akhlak, dan membaca Al-Quran sangat bermanfaat dalam kehidupan sehari-hari, mencakup pelajaran fiqh, aqidah, Al-Quran, dan SKI. Menghadapi siswa yang memiliki akhlak kurang baik memerlukan pendekatan yang empatik dan personal, seperti mengajak bicara empat mata, mendengarkan masalah mereka, dan memahami faktor yang mempengaruhi perilaku mereka. Guru perlu memberikan solusi dan arahan dengan cara yang pelan-pelan sambil selalu mencontohkan akhlak yang baik. Selain itu, penting bagi siswa untuk menghargai pelajaran, menghormati guru, bekerja sama dengan teman, berbicara sopan, tertib, disiplin, dan bersikap rendah hati. Bimbingan akhlak oleh guru harus diberikan secara rutin, meskipun tidak setiap saat, seperti melalui pembiasaan positif seperti membaca Al-Quran di pagi hari.

## ABSTARCT

Nurjanah, Novia. (2024). Implementation of Moral Education in Islamic Religious Education Learning at Mojopahit Mojowarno Islamic High School, Islamic Religious Education Study Program (PAI), Al-Urwatul Wutsqo Institute of Islamic Education (STIT-UW) Jombang. Khumairoh An Nahdliyah, S.Pd.I., M.Pd.

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Keywords: Moral Education, Islamic Religious Education Learning

Moral education in Islam is a deliberate and conscious effort to assist individuals in developing their potential to enhance their dignity and status. The objective of moral education is to shape individuals into the highest and most perfect beings with good behavior and actions towards fellow humans, other creatures, and their Creator, aiming to achieve happiness in both this world and the hereafter. This study aims to: 1. Describe the implementation of moral education in Islamic Education learning at SMA Islam Mojopahit Mojowarno Jombang, and 2. Describe the moral conduct of students at SMA Islam Mojopahit Mojowarno Jombang. The research method used is qualitative, with a descriptive qualitative research design. Data collection techniques include interviews, observations, and documentation. Data analysis is conducted using descriptive qualitative analysis methods, which involves presenting written data on related information. Data validity is tested through extended observation, increased persistence, triangulation, and peer discussion. The findings conclude that the implementation of moral education in Islamic Education learning involves several key aspects. Teachers must serve as role models by demonstrating good morals and consistently guiding students. The methods used include lectures, discussions, cooperative learning, question and answer sessions, and assignments, which effectively convey moral values. However, there are challenges such as the influence of free association among high school students, limited teacher time management, lack of access to learning resources, and insufficient teacher experience with the Independent Learning Curriculum. Although Islamic Education is sometimes perceived as boring, topics such as prayer, zakat, morals, and Quran reading are highly beneficial in daily life, covering fiqh, aqidah, the Quran, and Islamic History. Dealing with students who exhibit poor moral conduct requires an empathetic and personal approach, such as one-on-one conversations, listening to their issues, and understanding the factors affecting their behavior. Teachers need to offer solutions and guidance gradually while consistently modeling good behavior. Additionally, it is important for students to value lessons, respect teachers, cooperate with peers, speak politely, maintain order, be disciplined, and exhibit humility. Moral guidance by teachers should be provided regularly, even if not always, such as through positive routines like Quran reading in the morning.