

ABSTRAK

Hermanto, (211371060). *Implementasi Pembelajaran Akhlak Terhadap Perilaku religius Siswa Kelas IV Salafiyah Ula Jamilurrahman Putra Tahun Pelajaran 2024/2025*. Skripsi. Yogyakarta: Program Studi Pendidikan Agama Islam. Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2025.

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis implementasi pembelajaran akhlak serta pengaruhnya terhadap perilaku religius siswa kelas IV di Madrasah Salafiyah Ula Jamilurrahman. Pendidikan akhlak merupakan salah satu unsur fundamental dalam pembentukan karakter siswa, terutama pada jenjang sekolah dasar, yang merupakan masa penting bagi perkembangan moral dan spiritual anak. Fokus penelitian ini mencakup materi yang diajarkan, strategi dan pendekatan guru, media serta evaluasi yang digunakan, dan bentuk-bentuk perilaku religius yang tampak pada siswa setelah mengikuti pembelajaran akhlak.

Metode penelitian yang digunakan adalah pendekatan kualitatif dengan teknik pengumpulan data melalui observasi, wawancara mendalam dengan guru dan siswa, serta dokumentasi. Subjek penelitian adalah guru akhlak dan siswa kelas IV. Data dianalisis secara deskriptif kualitatif dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa pembelajaran akhlak di madrasah ini dilaksanakan secara terstruktur melalui 12 materi utama yang mencakup adab makan, tidur, berpakaian, berbicara, serta menjaga kebersihan. Guru menggunakan metode ceramah, cerita, praktik langsung, diskusi, serta permainan edukatif dengan pendekatan keteladanan (*uswah hasanah*) dan pembiasaan. Evaluasi dilakukan melalui observasi harian, lembar aktivitas santri, serta penilaian akhlak dalam rapor. Siswa mampu menerapkan nilai-nilai akhlak dalam kehidupan sehari-hari, baik di sekolah maupun di rumah, seperti disiplin dalam ibadah, santun kepada guru, dan membantu orang tua. Faktor pendukung keberhasilan pembelajaran akhlak meliputi keteladanan guru, lingkungan madrasah yang Islami, kurikulum terintegrasi, kolaborasi aktif dengan orang tua, serta adanya pembinaan terhadap siswa bermasalah. Adapun faktor penghambatnya mencakup pengaruh negatif dari lingkungan luar, kurangnya kontrol penggunaan media digital, keterbatasan waktu pembinaan akhlak secara intensif, serta ketidakkonsistenan pola pendidikan di rumah. Penelitian ini menyimpulkan bahwa pembelajaran akhlak yang dilaksanakan dengan pendekatan holistik dan kolaboratif dapat membentuk perilaku religius siswa secara signifikan.

Kata kunci: *Implementasi, Pembelajaran Akhlak, Perilaku Religius,*

ABSTRACT

Hermanto. (211371060). *The Implementation of Moral Education on the Religious Behavior of Fourth Grade Students at Salafiyah Ula Jamilurrahman Putra for the Academic Year 2024/2025*. Undergraduate Thesis. Yogyakarta: Islamic Religious Education Study Program, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2025.

This study aims to describe and analyze the implementation of moral (akhlak) education and its impact on the religious behavior of fourth-grade students at Madrasah Salafiyah Ula Jamilurrahman. Moral education is a fundamental component in shaping students' character, especially at the elementary level, which is a crucial period for the development of children's moral and spiritual values. The focus of this research includes the content delivered, the strategies and approaches used by teachers, the instructional media and evaluation methods employed, and the manifestations of students' religious behavior following moral instruction.

This research uses a qualitative approach with data collection techniques including observation, in-depth interviews with teachers and students, and documentation. The subjects of the study are the moral education teacher and fourth-grade students. The data were analyzed descriptively using data reduction, data display, and conclusion drawing.

The results show that the implementation of moral education at the school is structured around 12 main topics, such as etiquette of eating, sleeping, dressing, speaking, and maintaining cleanliness. Teachers employed lectures, storytelling, direct practice, group discussions, and educational games, supported by exemplary modeling (*uswah hasanah*) and habituation. Evaluation methods include daily observations, student activity sheets, and the inclusion of moral grades in report cards. The students were able to apply moral values in daily life both at school and at home, such as discipline in worship, politeness to teachers, and helping parents. The supporting factors of moral education implementation include the exemplary behavior of teachers, the Islamic atmosphere of the school environment, an integrated curriculum, active collaboration with parents, and special guidance for students with behavioral issues. Meanwhile, inhibiting factors include negative influences from external environments, lack of digital media supervision, limited time for intensive moral development, and inconsistencies in parental support at home. This study concludes that moral education, when implemented holistically and collaboratively, can significantly shape students' religious behavior.

Keywords: *implementation, Moral Education, Religious Behavior*