

ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi pendidikan karakter Islami kelas X Madrasah Aliyah Islamic Centre Bin Baz Yogyakarta kemudian tujuan lain adalah untuk mengetahui faktor penghambat dan pendukung dalam implementasi pendidikan karakter Islami kelas X Madrasah Aliyah Islamic Centre Bin Baz Yogyakarta.

Penelitian ini menggunakan jenis penelitian lapangan dengan metode deskriptif kualitatif. Teknik pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Analisis data dilakukan dengan reduksi data, penyajian data dan penarikan kesimpulan

Hasil penelitian menunjukkan bahwa Implementasi pendidikan karakter Islami di MA Islamic Center Bin Baz Yogyakarta dimulai dengan program unggulan "ABATA" yang menekankan akidah yang benar, kemampuan berbahasa Arab aktif dan memahami kitab suci, akhlak yang mulia, tahfidz Al-Qur'an dengan baik, dan prestasi akademik. Selain itu, program Tawassuth dan pengembangan 10 karakter seperti (keikhlasan, persaudaraan, istiqomah, kemandirian, toleransi, keteladanan, amanah dan tanggung jawab, bermanfaat, dan kedisiplinan) terintegrasi dalam jadwal dan kegiatan sekolah serta pesantren, didukung oleh pendekatan antara guru dan peserta didik, sistem pendukung, dan amar ma'ruf nahi mungkar. Metode pembiasaan dan bimbingan, serta salat berjamaah, menjadi bagian penting dari strategi. Faktor pendukungnya meliputi kompeten dan harmoni guru, dukungan orang tua, sarana pembelajaran yang memadai, dan lingkungan yang mendukung. Namun, faktor penghambatnya termasuk belum semua peserta didik, guru, dan orang tua menerapkan karakter Islami dengan konsisten, serta adanya pembiaran terhadap kemungkaran yang masih ada dalam kalangan santri dan orang tua, serta ustadzah.

Kata Kunci: Pendidikan Karakter Islami, Madrasah Aliyah Karantina, Islamic Center Bin Baz

ABSTRACT

This study aims to determine the implementation of Islamic character education in class X Madrasah Aliyah Islamic Center Bin Baz Yogyakarta then another goal is to find out the inhibiting and supporting factors in the implementation of Islamic character education in class X Madrasah Aliyah Islamic Center Bin Baz Yogyakarta.

This research uses the type of field research by exploring data and informal with qualitative descriptive methods. The data collection techniques used were observation, interviews and documentation. Data analysis is done by data reduction, data presentation and conclusion drawing.

The results showed that the implementation of Islamic character education at MA Islamic Center Bin Baz Yogyakarta begins with the flagship program "ABATA" which emphasizes correct faith, active Arabic language skills and understanding of the scriptures, noble morals, tahfidz Al-Qur'an well, and academic achievement. In addition, the Tawassuth program and the development of 10 characters such as sincerity, brotherhood, iststiqomah, independence, tolerance, exemplary, trustworthiness and responsibility, usefulness, and discipline are integrated in school and pesantren schedules and activities, supported by the approach between teachers and students, support systems, and amar ma'ruf nahi mungkar. The method of habituation and guidance, as well as congregational prayer, is an important part of the strategy. Supporting factors include teacher competence and harmony, parental support, adequate learning facilities, and a supportive environment. However, the inhibiting factors include not all students, teachers, and parents applying Islamic character consistently, as well as the omission of wrongdoing that still exists among students and parents, as well as ustadzah.

Keywords: Islamic Character Education, Madrasah Aliyah Quarantine, Islamic Center Bin Baz