

ABSTRAK

“Hilalludin (211.371.036). Upaya Guru Pendidikan Agama Islam (PAI) dalam Membentuk *Self Control* Siswa Kelas XII di Salafiyah Ulya Islamic Center Bin Baz Yogyakarta Tahun Ajaran 2024/2025. Skripsi. Yogyakarta: Program Studi Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2025.”

Penelitian ini didasarkan pada teori mengenai *self control* dalam perspektif pendidikan Islam, yang menekankan pentingnya pengendalian diri dalam membentuk karakter dan akhlak siswa. Dalam konteks pesantren, *self control* menjadi aspek fundamental dalam membentuk kedisiplinan, kemandirian, dan sikap tanggung jawab siswa. Guru Pendidikan Agama Islam (PAI) memiliki peran penting dalam membimbing siswa dalam mengembangkan *self control* melalui berbagai metode pendidikan dan pembiasaan nilai-nilai Islami. Oleh karena itu, penelitian ini bertujuan untuk: (1) mengetahui upaya guru PAI dalam membentuk *self control* di siswa kelas XII; (2) mengetahui faktor pendukung dan penghambat guru PAI dalam membentuk *self control* siswa; dan (3) mengetahui dampak dari pembentukan *self control* oleh guru PAI terhadap siswa kelas XII di Salafiyah Ulya Islamic Centre Bin Baz Yogyakarta.

Jenis penelitian ini ialah kualitatif deskriptif dengan jenis studi kasus yang berfokus pada pemahaman mendalam terhadap upaya guru Pendidikan Agama Islam (PAI) dalam membentuk *self control* siswa di Salafiyah Ulya Islamic Center Bin Baz Yogyakarta Tahun Ajaran 2024/2025. Penelitian ini dilakukan secara langsung di lapangan dengan memanfaatkan tiga teknik utama dalam pengumpulan data, yaitu observasi, wawancara dan dokumentasi.

Hasil penelitian menunjukkan bahwa guru Pendidikan Agama Islam (PAI) membentuk *self control* siswa kelas XII di Salafiyah Ulya Islamic Center Bin Baz Yogyakarta melalui tiga strategi utama: pembiasaan positif, pendekatan emosional, dan keteladanan. Pembiasaan mencakup kedisiplinan, kejujuran, dan rutinitas ibadah. Pendekatan emosional dilakukan dengan bimbingan dan nasihat lembut, sedangkan keteladanan ditunjukkan melalui perilaku guru yang mencerminkan nilai-nilai Islam. Faktor pendukung dalam pembentukan *self control* meliputi lingkungan pesantren yang religius, dukungan sekolah, metode interaktif, dan partisipasi siswa dalam kegiatan sosial. Sementara itu, faktor hambatannya adalah rendahnya kesadaran siswa, pengaruh negatif lingkungan digital, dan kejenuhan belajar. Untuk mengatasi hal ini, guru perlu inovatif dalam strategi pembelajaran. Dampaknya terlihat pada peningkatan kedisiplinan, kemandirian, tanggung jawab sosial, serta kemampuan menyaring pengaruh digital secara bijak. Nilai karakter seperti kejujuran, kesabaran, dan tawadhu' juga makin tertanam, tercermin dari semangat belajar dan konsistensi siswa dalam kegiatan keagamaan.

Kata Kunci: *Self Control, Guru Pendidikan Agama Islam, Salafiyah Ulya, Siswa, Pesantren.*

ABSTRACT

Hilalludin (211.371.036). The Efforts of Islamic Religious Education (PAI) Teachers in Developing Self-Control Among Grade XII Students at Salafiyah Ulya Islamic Center Bin Baz Yogyakarta in the Academic Year 2024/2025. Thesis. Yogyakarta: Islamic Religious Education Study Program, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2025.

This research is based on the theory of self-control from the perspective of Islamic education, which emphasizes the importance of self-restraint in shaping students' character and morality. In the pesantren (Islamic boarding school) context, self-control becomes a fundamental aspect in developing students' discipline, independence, and sense of responsibility. Teachers of Islamic Religious Education (PAI) play a significant role in guiding students to develop self-control through various educational methods and the habituation of Islamic values. Therefore, this study aims to: (1) identify the efforts of Islamic Religious Education teachers in shaping students' self-control in grade XII; (2) identify the supporting and inhibiting factors faced by teachers in forming students' self-control; and (3) examine the impact of self-control formation by PAI teachers on students in grade XII at Salafiyah Ulya Islamic Center Bin Baz Yogyakarta.

This research uses a descriptive qualitative approach with a case study type, focusing on an in-depth understanding of the efforts of Islamic Religious Education teachers in shaping students' self-control at Salafiyah Ulya Islamic Center Bin Baz Yogyakarta in the 2024/2025 academic year. This study was conducted directly in the field using three main data collection techniques: observation, interviews, and documentation.

The research findings show that Islamic Religious Education (PAI) teachers develop self-control in grade XII students at Salafiyah Ulya Islamic Center Bin Baz Yogyakarta through three main strategies: positive habituation, emotional approach, and role modeling. Habituation includes discipline, honesty, and regular religious practices. The emotional approach is carried out through guidance and gentle advice, while role modeling is demonstrated through the teacher's behavior that reflects Islamic values. Supporting factors in developing self-control include the religious pesantren environment, support from the school, interactive methods, and student participation in social activities. On the other hand, inhibiting factors include students' low awareness, negative influence of the digital environment, and learning fatigue. To address these challenges, teachers need to be innovative in

their teaching strategies. The impact can be seen in improved discipline, independence, social responsibility, and the ability to wisely filter digital influences. Character values such as honesty, patience, and humility also become more deeply rooted, as reflected in students' enthusiasm for learning and consistency in participating in religious activities.

Keywords: *Self-Control, Islamic Religious Education Teacher, Salafiyah Ulya, Students, Pesantren.*