

ABSTRAK

Nuryadin (221.371.103). *Strategi Pembentukan Karakter Tanggung Jawab Siswa Melalui Pembelajaran Akhlak (Studi di Salafiyah Wustha Pondok Pesantren Islamic Centre Bin Baz Yogyakarta Tahun Pelajaran 2025/2026)*. Skripsi. Yogyakarta: Program Studi Pendidikan Agama Islam, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2026.

Pembelajaran akhlak dalam pendidikan Islam memiliki peran sentral dalam membentuk karakter siswa, khususnya karakter tanggung jawab sebagai nilai fundamental dalam kehidupan pribadi, sosial, dan religius. Di lingkungan pesantren, pembentukan karakter tanggung jawab tidak hanya ditempuh melalui penyampaian materi pelajaran, tetapi juga melalui pembiasaan, keteladanan, dan pengawasan dalam kehidupan sehari-hari. Namun dalam praktiknya, proses ini masih menghadapi berbagai tantangan, antara lain perbedaan karakter siswa, tingkat kesadaran yang belum merata, serta pengaruh lingkungan luar dan perkembangan teknologi yang semakin kompleks. Oleh karena itu, diperlukan strategi pembelajaran akhlak yang tepat dan berkelanjutan agar nilai tanggung jawab dapat terinternalisasi secara optimal dalam diri siswa.

Penelitian ini bertujuan untuk: (1) mendeskripsikan strategi guru Pendidikan Agama Islam dalam membentuk karakter tanggung jawab siswa melalui pembelajaran akhlak di Salafiyah Wustha Pondok Pesantren Islamic Centre Bin Baz Yogyakarta; (2) mengidentifikasi faktor pendukung dan penghambat dalam penerapannya; serta (3) menjelaskan implikasi strategi tersebut terhadap pembentukan karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Pengumpulan data dilakukan melalui observasi, wawancara mendalam dengan kepala sekolah, guru akhlak, tenaga kependidikan, dan siswa, serta dokumentasi kegiatan pembelajaran dan pembinaan di lingkungan pesantren.

Hasil penelitian menunjukkan bahwa strategi pembentukan karakter tanggung jawab diterapkan secara holistik melalui keteladanan, pembiasaan, penanaman nilai akhlak, pemberian nasihat (*mau'idzah hasanah*), pengawasan, dan evaluasi berkelanjutan. Faktor pendukung meliputi lingkungan pesantren yang kondusif, sistem pendidikan berbasis asrama, serta sinergi yang kuat antara guru, pengasuh, dan tenaga kependidikan. Adapun faktor penghambat meliputi perbedaan karakter dan latar belakang siswa, tingkat kesadaran yang belum merata, serta pengaruh lingkungan luar dan teknologi. Penerapan strategi pembelajaran akhlak memberikan implikasi positif terhadap karakter siswa, terutama dalam meningkatkan kedisiplinan, kemandirian, dan kesadaran tanggung jawab dalam kehidupan sehari-hari. Secara keseluruhan, pembelajaran akhlak yang terintegrasi dengan pembiasaan dan keteladanan terbukti efektif dalam membentuk karakter tanggung jawab siswa secara menyeluruh, mencakup aspek kognitif, afektif, dan psikomotorik.

Kata kunci: strategi pembelajaran, pembelajaran akhlak, karakter tanggung jawab, pendidikan Islam, pesantren.

ABSTRACT

Nuryadin (221.371.103). *Strategies for Developing Students' Responsibility Character Through Moral (Akhlaq) Learning (A Study at Salafiyah Wustha Islamic Centre Bin Baz Boarding School Yogyakarta, Academic Year 2025/2026)*. Undergraduate Thesis. Yogyakarta: Islamic Religious Education Study Program, Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2026.

Moral (akhlaq) learning in Islamic education plays a central role in shaping students' character, particularly the character of responsibility as a fundamental value in personal, social, and religious life. In a boarding school (*pesantren*) environment, the development of responsibility character is not only carried out through the delivery of learning materials, but also through habituation, role modeling, and supervision in students' daily lives. However, in practice, this process still faces various challenges, including differences in students' personalities, uneven levels of awareness, and the growing influence of external environments and technological developments. Therefore, appropriate and sustainable moral learning strategies are needed so that the value of responsibility can be optimally internalized within students.

This study aims to: (1) describe the strategies of Islamic Religious Education teachers in developing students' responsibility character through moral (akhlaq) learning at Salafiyah Wustha Islamic Centre Bin Baz Boarding School Yogyakarta; (2) identify the supporting and inhibiting factors in its implementation; and (3) explain the implications of these strategies on students' character development. This research employed a qualitative approach with a descriptive research design. Data were collected through observation, in-depth interviews with the principal, moral education teachers, educational staff, and students, as well as documentation of learning and coaching activities within the boarding school environment.

The findings reveal that the strategy for developing responsibility character is implemented holistically through role modeling, habituation, moral value internalization, advisory guidance (*mau'idzah hasanah*), supervision, and continuous evaluation. Supporting factors include a conducive boarding school environment, a dormitory-based education system, and strong collaboration among teachers, caregivers, and educational staff. Meanwhile, the inhibiting factors include differences in students' personalities and backgrounds, uneven levels of awareness, and the influence of external environments and technological advancements. The implementation of moral learning strategies has positive implications for students' character development, particularly in improving discipline, independence, and a sense of responsibility in daily life. Overall, moral learning integrated with habituation and exemplary practices has proven effective in fostering students' responsibility character comprehensively, encompassing cognitive, affective, and psychomotor aspects.

Keywords: learning strategies, moral learning, responsibility character, Islamic education, Islamic boarding school.