

ABSTRAK

“Kharisma Nur Faidah. (221.371.204). *Strategi Guru Akhlak Dalam Optimalisasi Hasil Belajar Siswa Kelas Tiga Pada Mata Pelajaran Akhlak Di Madrasah Ibtidaiyah Tahfiz Al-Qur'an (MITQ) Jamilurrahman Tahun Ajaran 2025/2026*. Skripsi. Yogyakarta. Program Studi Pendidikan Agama Islam. Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, 2026

Pembelajaran akhlak memiliki peran penting dalam membentuk perilaku dan karakter peserta didik. Guru akhlak tidak hanya berperan sebagai penyampai materi, tetapi juga sebagai pembimbing dalam penanaman nilai-nilai akhlak kepada siswa. Penelitian ini bertujuan untuk mengetahui strategi guru akhlak dalam optimalisasi hasil belajar siswa kelas tiga pada mata pelajaran akhlak di MITQ Jamilurrahman, mengetahui hasil optimalisasi belajar siswa, serta mengetahui faktor pendukung dan penghambat dalam optimalisasi hasil belajar siswa. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Adapun Teknik analisis data menggunakan model Miles dan Huberman, yaitu reduksi data, penyajian data dan penarikan kesimpulan dan verifikasi. Hasil penelitian menunjukkan bahwa strategi guru akhlak dalam optimalisasi hasil belajar siswa dilakukan melalui pelaksanaan pembelajaran dan pembiasaan pembelajaran. Strategi tersebut tidak hanya berorientasi pada penyampaian materi, tetapi juga pada pembentukan kebiasaan dan penguatan nilai-nilai akhlak dalam kehidupan sehari-hari siswa. Pelaksanaan pembelajaran dilakukan melalui muroja'ah dengan tanya jawab, penyampaian materi dan diskusi, pendekatan aktif guru, penggunaan papan tulis, pengulangan materi, evaluasi pembelajaran, bimbingan individual, serta pemberian pujian kepada siswa. Hasil optimalisasi belajar terlihat dari pengamalan nilai akhlak, peningkatan hasil belajar siswa, dan munculnya respon positif siswa terhadap pembelajaran. Temuan penelitian juga menunjukkan bahwa keberhasilan optimalisasi hasil belajar dipengaruhi oleh motivasi belajar siswa, peran orang tua, dan suasana pembelajaran yang kondusif, sedangkan kurangnya perhatian orang tua, kesulitan belajar siswa, perbedaan kemampuan siswa, serta pengaruh lingkungan dan gadget menjadi faktor yang menghambat pencapaian hasil belajar secara optimal.

Kata Kunci: *Strategi Guru Akhlak, Optimalisasi, Hasil Belajar, Pembelajaran Akhlak.*

ABSTRACT

“Kharisma Nur Faidah. (221.371.204). *The Strategies of Moral Teachers in Optimizing the Learning Outcomes of Third-Grade Students in Moral Subjects at Madrasah Ibtidaiyah Tahfiz Al-Qur'an (MITQ) Jamilurrahman* in the Academic Year 2025/2026. Undergraduate Thesis. Yogyakarta. Islamic Religious Education Study Program. Madani Institute of Tarbiyah Sciences Yogyakarta, 2026.

Akhlak education plays an important role in shaping students' behavior and character. Akhlak teachers serve not only as providers of knowledge but also as guides in instilling moral values in students. This study aims to identify the strategies employed by Akhlak teachers in optimizing the learning outcomes of third-grade students in the Akhlak subject at MITQ Jamilurrahman, to examine the results of the optimization efforts, and to identify the supporting and inhibiting factors affecting students' learning outcomes. This study employed a qualitative descriptive approach. Data were collected through observation, interviews, and documentation. The data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, conclusion drawing, and verification. The findings reveal that the Akhlak teachers' strategies in optimizing students' learning outcomes were implemented through instructional activities and habituation practices. These strategies were not only oriented toward the delivery of learning materials but also toward the development of positive habits and the reinforcement of moral values in students' daily lives. The instructional activities included *muroja'ah* through question-and-answer sessions, material presentation and discussion, active teacher engagement, the use of the whiteboard, repetition of learning materials, learning evaluation, individual guidance, and the provision of praise to students. The optimization of learning outcomes was reflected in the implementation of moral values, students' academic achievement, and their positive responses toward the learning process. Furthermore, the study found that students' learning motivation, parental involvement, and a conducive learning environment were supporting factors in optimizing learning outcomes. Meanwhile, the lack of parental attention, learning difficulties, differences in students' abilities, and the influence of the social environment and gadgets were identified as inhibiting factors.

Keywords: “*Moral Teacher Strategies, Optimization, Learning Outcomes, Moral Learning.*”