

ABSTRAK

Fauzi Purnama. 221371111 *Strategi Guru Akhlak dalam Internalisasi Nilai Kepedulian Sosial Siswa Kelas VII Salafiyah Wustha Islamic Centre Bin Baz Tahun Ajaran 2025/2026.*

Perkembangan pendidikan Islam pada era modern menghadapi berbagai tantangan dalam pembentukan karakter peserta didik, khususnya terkait menurunnya nilai kepedulian sosial akibat pengaruh perkembangan teknologi, globalisasi, dan perubahan pola kehidupan sosial. Fenomena rendahnya empati, sikap individualis, dan kurangnya kepedulian terhadap sesama menjadi persoalan yang perlu mendapat perhatian dalam dunia pendidikan Islam. Oleh karena itu, penelitian ini bertujuan untuk mengetahui strategi guru akhlak dalam internalisasi nilai kepedulian sosial siswa kelas VII Salafiyah Wustha Islamic Centre Bin Baz Tahun Ajaran 2025/2026, mendeskripsikan proses pelaksanaannya, mengidentifikasi faktor pendukung dan penghambat, serta mengetahui implikasi strategi tersebut terhadap pembentukan sikap kepedulian sosial siswa.

Penelitian ini merupakan penelitian lapangan (field research) dengan pendekatan kualitatif menggunakan strategi studi kasus. Informan penelitian terdiri atas kepala sekolah, guru akhlak, dan siswa kelas VII Salafiyah Wustha Islamic Centre Bin Baz. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan model Miles dan Huberman yang meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Adapun keabsahan data diuji melalui teknik member check untuk memastikan kesesuaian data yang diperoleh dengan kondisi yang sebenarnya.

Hasil penelitian menunjukkan bahwa strategi guru akhlak dalam internalisasi nilai kepedulian sosial dilakukan melalui keteladanan, pembiasaan, nasihat, motivasi, serta pengawasan dan pembinaan. Proses internalisasi nilai dilaksanakan melalui tahap pengenalan nilai, penanaman nilai, pembiasaan, serta penguatan dan evaluasi. Faktor pendukung meliputi keteladanan guru, lingkungan sekolah dan pesantren yang kondusif, kegiatan pembiasaan, serta dukungan orang tua. Adapun faktor penghambat berasal dari pengaruh lingkungan pergaulan, media sosial, kurangnya kesadaran siswa, dan keterbatasan pengawasan di luar sekolah. Strategi yang diterapkan guru akhlak memberikan implikasi positif terhadap pembentukan karakter, empati, tanggung jawab, dan perilaku sosial siswa dalam kehidupan sehari-hari.

Kata Kunci: Strategi Guru Akhlak, Internalisasi Nilai, Kepedulian Sosial, Pendidikan Akhlak, Pendidikan Islam

ABSTRACT

Fauzi Purnama. 221371111 *The Strategies of Akhlak Teachers in Internalizing Social Care Values among Seventh Grade Students at Salafiyah Wustha Islamic Centre Bin Baz, Academic Year 2025/2026.*

The development of Islamic education in the modern era faces various challenges in shaping students' character, particularly regarding the decline of social care values due to the influence of technological advancements, globalization, and changes in social life patterns. The phenomena of low empathy, individualistic attitudes, and lack of concern for others have become issues that require serious attention in Islamic education. Therefore, this study aims to identify the strategies employed by Akhlak teachers in internalizing social care values among seventh-grade students of Salafiyah Wustha Islamic Centre Bin Baz in the 2025/2026 academic year, to describe the implementation process, to identify the supporting and inhibiting factors, and to examine the implications of these strategies for the development of students' social care attitudes.

This study is a field research employing a qualitative approach with a case study strategy. The research participants consisted of the principal, Akhlak teachers, and seventh-grade students of Salafiyah Wustha Islamic Centre Bin Baz. Data were collected through observation, interviews, and documentation. The data were analyzed using the Miles and Huberman model, which includes data condensation, data display, and conclusion drawing and verification. The validity of the data was ensured through member checking to confirm the accuracy and credibility of the findings.

The findings reveal that the strategies used by Akhlak teachers in internalizing social care values include role modeling, habituation, advice, motivation, supervision, and guidance. The internalization process was carried out through the stages of value introduction, value inculcation, habituation, reinforcement, and evaluation. Supporting factors include teachers' exemplary behavior, a conducive school and Islamic boarding school environment, habituation activities, and parental support. Meanwhile, inhibiting factors consist of peer influence, social media, students' lack of awareness, and limited supervision outside the school environment. The strategies implemented by the Akhlak teachers have positive implications for the development of students' character, empathy, responsibility, and social behavior in their daily lives.

Keywords: Akhlak Teacher Strategies, Value Internalization, Social Care, Moral Education, Islamic Education.