

PERAN GURU DALAM INTERNALISASI NILAI NILAI TA'LIM AL-MUTA'ALIM PADA PEMBENTUKAN KARAKTER SISWA DI MADRASAH TSANAWIYAH NEGERI 7 JOMBANG

ABSTRAK

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Kriswantoro, 2025: *Peran Guru Dalam Internalisasi Nilai nilai Ta'lim al-Muta'allim Pada Pembentukan karakter siswa di MTsN 7 Jombang. Skripsi. Jurusan Pendidikan Agama Islam Fakultas Agama Islam Universitas Darul Ulum Jombang.*

Topik peneltian ini bertujuan untuk mengetahui peran guru dalam internalisasi nilai nilai nilai Ta'lim al-Muta'allim pada pembentukan karakter siswa di MTsN 7 Jombang. Hal ini dilatarbelakangi oleh penurunan adab, sopan santun, dan akhlak siswa. Peneliti menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif studi kasus, dimana sumber data dikumpulkan melalui observasi, wawancara mendalam dengan guru, siswa, serta dokumentasi terkait. kemudian data tersebut dianalisis dengan cara reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian menunjukkan peran guru dalam internalisasi nilai nilai nilai Ta'lim al-Muta'allim pada pembentukan karakter siswa di MTsN 7 Jombang memasukan kitab Ta'lim al-Muta'allim dalam muatan lokal (mulok) karna di latar belakang oleh penurunan adab, sopan santun, dan akhlak siswa. Dalam perencanaan pembelajaran diawali dengan Kegiatan menulis, mencatat, memaknai, membaca, mengecek dan bertatap muka langsung hal tersebut bersangkutan dengan menggunakan metode sorogan. Dan guru juga menyediakan buku terjemahan kitab Ta'lim al-Muta'allim agar lebih mudah dipahami dalam pembelajara. Proses pembentukan karakter siswa melalui program-program pembiasaan di luar dan di dalam sekolah seperti pembiasaan membaca Al-Qur'an, sholawat, sholat Dhuha dan dhuhur berjamaah, infak setiap hari jumat serta penerapan pembiasaan 5S (Salam, Senyum, Sapa, Sopan, Santun) di luar sekolah melakukan Bakti sosial, menanam pohon, membagi takjil saat bulan Ramadhan, dan membagikan zakat, serta membuat iven keagamaan. Faktor pendukung yaitu orang tua, peran guru, lingkungan masyarakat, kebijakan sekolah. faktor penghambat rendahnya kesadaran siswa kurangnya peran dan dukungan dari orang tua, **Minimnya pendidikan agama di keluarga dan perhatian orang tua** lingkungan sekitar, serta pengaruh negatif media dan pergaulan bebas.

Kata kunci: Ta'lim al muta'alim, peran guru, karakter siswa

THE ROLE OF TEACHERS IN THE INTERNALIZATION OF *TA'LIM AL-MUTA'ALIM* VALUES IN THE CHARACTER FORMATION OF STUDENTS AT MADRASAH TSANAWIYAH NEGERI 7 JOMBANG

ABSTRACT

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Kriswantoro, 2025: *The Role of Teachers in the Internalization of Ta'lim al-Muta'allim Values in the Character Formation of Students at MTsN 7 Jombang*. Thesis. Department of Islamic Religious Education, Faculty of Islamic Studies, Darul Ulum University, Jombang.

This study aims to examine the role of teachers in the internalization of *Ta'lim al-Muta'allim* values in the character formation of students at MTsN 7 Jombang. The background of this research is the decline in students' manners, politeness, and morals. The researcher employed a qualitative approach with a descriptive case study design, in which data were collected through observation, in-depth interviews with teachers and students, as well as related documentation. The data were then analyzed using data reduction, data presentation, and conclusion drawing.

The results of the study show that teachers play a significant role in the internalization of *Ta'lim al-Muta'allim* values by integrating the book *Ta'lim al-Muta'allim* into the local content (mulok) curriculum, motivated by the observed decline in students' manners, politeness, and morals. In lesson planning, learning activities begin with writing, note-taking, meaning analysis, reading, reviewing, and direct face-to-face sessions, which are closely related to the *sorogan* method. Teachers also provide translated versions of the *Ta'lim al-Muta'allim* book to make the learning process easier to understand. Character formation is further supported through habituation programs both inside and outside of school, such as reciting the Qur'an, chanting *shalawat*, performing Duha and Dhuhr prayers in congregation, giving charity every Friday, as well as implementing the 5S culture (Salam, Smile, Greeting, Politeness, Courtesy). Outside school, students engage in activities such as social service, tree planting, distributing *takjil* during Ramadan, distributing *zakat*, and organizing religious events.

Supporting factors include parental involvement, teachers' roles, community environment, and school policies. Meanwhile, inhibiting factors consist of students' low awareness, lack of parental support and involvement, limited religious education within the family, insufficient parental attention, as well as negative influences from media and free association.

Keywords: *Ta'lim al-Muta'allim*, teachers' role, student character