INTERNALIZATION OF ISLAMIC CHARACTER THROUGH BOARDING SYSTEM AT MADRASAH ALIYAH NEGERI 1 SURAKARTA RELIGIOUS PROGRAM ACADEMIC YEAR 2017/2018

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Department of Islamic Education

Presented by:

Chori Miftahul Kosidatul Natus

NIM : G000144012
NIRM: 14/X/03.2.1/5421

DEPARTMENT OF ISLAMIC EDUCATION
FACULTY OF ISLAMIC STUDIES
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018
Surakarta, January 22, 2019

The Honorable
Dean of the Islamic Religion Faculty
Muhammadiyah University of Surakarta
In
Surakarta
Assalaamualaikum wr.wb

After conducting guidance, direction, and correction of the thesis writing entitled:

INTERNALIZATION OF ISLAMIC CHARACTER THROUGH
BOARDING SYSTEM AT MADRASAH ALIYAH NEGERI 1
SURAKARTA RELIGIOUS PROGRAM
ACADEMIC YEAR 2017/2018

Written by:
Researcher : Chori Miftahul Kosidatul Natus
NIM : G 000 144 012
NIRM : 14/X/03.2.1/5421
Faculty : Islamic Studies
Department Study : Islamic Education
I am of the opinion that this thesis can already be submitted to munawosyah right
in order to obtain a bachelor’s degree in education (S.Pd)

Wassalaamualaikum wr.wb

Supervisor,

Dr. Mohammad Ali, S.Ag, M.Pd
NIDN. 0628117301
UNIVERSITAS MUHAMMADIYAH SURAKARTA
FAKULTAS AGAMA ISLAM
Jl. A. Yani. Tromol Pos I. Pabelan Kartasura Telp (0271)
717417, 719483 Fax 715448 Surakarta 57102

ACCEPTANCE

Research Title: INTERNALIZATION OF ISLAMIC CHARACTER THROUGH BOARDING SYSTEM AT MADRASAH ALIYAH NEGERI I SURAKARTA RELIGIOUS PROGRAM ACADEMIC YEAR 2017/2018

Researcher: Chori Miftahul Kosidatul Natus

NIM: G 000 144 012
NIRM: 14/X/03.2.1/5421

Faculty: Islamic Studies
Department Study: Islamic Education
Test Date: February, 11, 2019

Has been accepted as one of the prerequisite for obtaining a bachelor’s degree in education.

Surakarta, February, 12, 2019

Dean

(Dean, Dr. Syamsul Hidayat, M.Ag)
NIDN. 0605096402

Examiner I
Dr. Mohammad Ali, S.Ag, M.Pd
NIDN. 06128117301

Examiner II
Nurul Latifatul Inayati, S.Pd.I, M.Pd.I
NIDN. 0613108801

Examiner III
Dr. Ari Anshori, M. Ag
NIDN. 0631035401
DECLARATION

The undersigned below:

Name : Chori Miftahul Kosidatul Natus
NIM : G 000 144 012
NIRM : 14/X/03.2.1/5421
Faculty : Islamic Studies
Department Study : Islamic Education

Hereewith, I declare that in this research paper, there is no such thing as plagiarism of previous literary work which has been raised to obtain bachelor degree, nor there are opinions or masterpieces which have been written or published by others, except those which are referred in the manuscript and mentioned in the literary review and bibliography. Therefore, if it is proved that there are some untrue statements in this declaration, I will hold full responsibility.

Surakarta, January 28, 2019

The Researcher

Chori Miftahul Kosidatul Natus
G000144012
Indeed, on the Rasulullah self there is a good example for you, that is for those who expect God and the end of the day and many dzikrullah

(Al-Ahzab: 21)

The Mukmin who are most perfect of their faith are the ones who are the best morality

(Abu Dawud)
DEDICATION

Gratefully I dedicate this paper to:

1. The dearest parents, beloved father Tumiran and beloved Mother Siti Pratiwi, for everything that has been done for the success of the researcher.
2. The dearest big family and her beloved brother, sister in law and my nephew, Dimas Sulung Nur Cholis, Fifit Dwi, Muhammad Khoirul Huda, big thanks for the support and prayers.
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5. The family of “Kos Muslimah Tiara”, Mr. and Mrs. Agus, Ambachi, Anfit, Shedor, Vika, Mba Santi, for the pray, support and everything.
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7. The dearest member of Gadis Kos-Kosan who has company me in my every single day, Kakak Afta, Ipeh, Mambu, Bunda Karin, Matul, and hope you will be success in your future, and the JOMBLO one hope you find the right one at the right time, miss you all.
8. The beloved family in SDIT Insan Mulia Surakarta, especially second level’ s teachers, Bunda Aya, Bunda Tiwik, Bunda Dina, Bunda Anisyah, Bunda Ofi, Bunda Lia, Pak Shodiq who has gave a lot of experience about learn and learning.
9. All the people who cannot be mentioned one by one for their support to the researcher for completing this research paper.
GUIDELINES TO ARAB-LATIN TRANSLITERATION


1. Single Consonant

<table>
<thead>
<tr>
<th>Arabic font</th>
<th>Name</th>
<th>Latin Letters</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>ا</td>
<td>Alif</td>
<td>Not symbolized</td>
<td>Not symbolized</td>
</tr>
<tr>
<td>ب</td>
<td>ba’</td>
<td>B</td>
<td>Be</td>
</tr>
<tr>
<td>ت</td>
<td>ta’</td>
<td>T</td>
<td>Te</td>
</tr>
<tr>
<td>ث</td>
<td>sa’</td>
<td>š</td>
<td>Es (with a dot above)</td>
</tr>
<tr>
<td>ج</td>
<td>Jim</td>
<td>J</td>
<td>Je</td>
</tr>
<tr>
<td>ح</td>
<td>ḥa’</td>
<td>ḥ</td>
<td>Ha (with a dot below)</td>
</tr>
<tr>
<td>خ</td>
<td>kha’</td>
<td>Kh</td>
<td>Ka dan Ha</td>
</tr>
<tr>
<td>د</td>
<td>Dal</td>
<td>D</td>
<td>De</td>
</tr>
<tr>
<td>ذ</td>
<td>Żal</td>
<td>Ž</td>
<td>Zet (with a dot above)</td>
</tr>
<tr>
<td>ر</td>
<td>ra’</td>
<td>R</td>
<td>Er</td>
</tr>
<tr>
<td>ز</td>
<td>Zai</td>
<td>Z</td>
<td>Zet</td>
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<tr>
<td>س</td>
<td>Sin</td>
<td>S</td>
<td>Es</td>
</tr>
<tr>
<td>ش</td>
<td>Syin</td>
<td>Sy</td>
<td>Es dan Ye</td>
</tr>
<tr>
<td>ص</td>
<td>šād</td>
<td>š</td>
<td>Es (with a dot below)</td>
</tr>
<tr>
<td>ض</td>
<td>ḍaḍ</td>
<td>ḍ</td>
<td>De (with a dot below)</td>
</tr>
<tr>
<td>ط</td>
<td>ṭa’</td>
<td>ṭ</td>
<td>Te (with a dot below)</td>
</tr>
<tr>
<td>ز</td>
<td>ẓa’</td>
<td>ẓ</td>
<td>Zet (with a dot below)</td>
</tr>
<tr>
<td>ع</td>
<td>‘ain</td>
<td>‘</td>
<td>Comma upside down</td>
</tr>
<tr>
<td>Arabic font</td>
<td>Name</td>
<td>Latin Letters</td>
<td>Information</td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>غ</td>
<td>Gain</td>
<td>G</td>
<td>Ge</td>
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<tr>
<td>ف</td>
<td>fa’</td>
<td>F</td>
<td>Ef</td>
</tr>
<tr>
<td>ق</td>
<td>Qāf</td>
<td>Q</td>
<td>Qi</td>
</tr>
<tr>
<td>ك</td>
<td>Kāf</td>
<td>K</td>
<td>Ka</td>
</tr>
<tr>
<td>ل</td>
<td>Lam</td>
<td>L</td>
<td>El</td>
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<tr>
<td>م</td>
<td>Mim</td>
<td>M</td>
<td>Em</td>
</tr>
<tr>
<td>ن</td>
<td>Nun</td>
<td>N</td>
<td>En</td>
</tr>
<tr>
<td>ه</td>
<td>ha’</td>
<td>H</td>
<td>Ha</td>
</tr>
<tr>
<td>ء</td>
<td>Hamzah</td>
<td>‘</td>
<td>Apostrof</td>
</tr>
<tr>
<td>ي</td>
<td>ya’</td>
<td>Y</td>
<td>Ye</td>
</tr>
</tbody>
</table>

2. Double Consonant Because Syaddah is Written in Duplicate

<table>
<thead>
<tr>
<th>عدّة</th>
<th>Written</th>
<th>‘iddah</th>
</tr>
</thead>
</table>

3. Ta’ Marbutah

a. If turned off written h

<table>
<thead>
<tr>
<th>هيبة</th>
<th>Written</th>
<th>Hibah</th>
</tr>
</thead>
<tbody>
<tr>
<td>جزية</td>
<td>Written</td>
<td>Jizyah</td>
</tr>
</tbody>
</table>

(This provision is not applicable to Arabic words that have been absorbed into Indonesian, such as shalat, zakat, etc., except if the original pronunciation is desired).

When followed by the article “al” and the second reading is separate, it is written with “h”.

<table>
<thead>
<tr>
<th>كرامة الأئلية</th>
<th>Written</th>
<th>Karāmah al-auliyā</th>
</tr>
</thead>
</table>

b. If ta’ marbutah lives or with harakat fathah, kasrah and dhammah written “t”
<table>
<thead>
<tr>
<th>زكاة الفطر</th>
<th>Written</th>
<th>zakātul fitri</th>
</tr>
</thead>
</table>

4. **Short Vowels**

<table>
<thead>
<tr>
<th></th>
<th>Kasrah</th>
<th>Written</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fatḥah</td>
<td>Written</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>ḍammah</td>
<td>Written</td>
<td>U</td>
</tr>
</tbody>
</table>

5. **Long Vocals**

- **fatḥah + alif**
  - Example: جاهلية
  - Written: ā → jāhiliyah
- **fatḥah + alif**
  - Example: جاهلية
  - Written: ā → yasʿā
- **kasrah + ya’ mati**
  - Example: كريم
  - Written: ī → karīm
- **ṭammah + wāwu mati**
  - Example: فرض
  - Written: ū → furūḍ

1. **Double vowels**

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>ai → bainakum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>fatḥah + ya’ die</td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>fatḥah + wāwu mati</td>
<td>Written</td>
</tr>
</tbody>
</table>

2. **Article “ال”**

The article “ال” is transliterated with “al” followed by a hyphen “-“ both when meeting qamariyyah letters and syamsiyyah letters, for example:

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>al-qalamu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>كتاب</td>
<td>Written</td>
</tr>
<tr>
<td></td>
<td>الشمس</td>
<td>Written</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Written</th>
<th>al-syamsu</th>
</tr>
</thead>
</table>
3. Capital Letters

Although Arabic writing does not recognize capital letters, but in transliteration capital letters are used for the beginning of sentences, self-name, etc. such as the provisions of EYD. The beginning of the article on self-name is not written in capital letters; example:

| وما محمد الارسول | Written          | Wa mā Muḥammadun illa rasūl |
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

Assalamu’alaikum Warrahmatullahi Wabbarakatuh

الحمد لله رب العالمين

........

Alhamdulillahi Robbil’aalamiin, all praise being to Allah SWT, Lord of the world, the Most Merciful, who blesses the researcher so that she could complete her research paper as a partial fulfillment of the requirements to attain a Bachelor Degree of Islamic International Education of Faculty of Islamic Studies at Universitas Muhammadiyah Surakarta. Praise to the greatest Prophet Muhammad SAW, his family, his companions, and his followers. Amin.

Thanks to the instructions and mercy of Allah Almighty, the researcher can complete the preparation of this paper, in order to fulfill the task and obtain a bachelor’s degree in education from the Islamic Religious education study program, under the title “INTERNALIZATION OF ISLAMIC CHARACTER THROUGH BOARDING SYSTEM AT MADRASAH ALIYAH NEGERI 1 SURAKARTA RELIGIOUS PROGRAM ACADEMIC YEAR 2017/2018 ”.

The researcher would like to express her sincere gratitude for everyone who gave contribution and support in accomplishing this research. Thus, the researcher would like to express her deepest gratitude and appreciation to:

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has given guidance, advice, help, and information patiently during the arrangement of this research and during the study.

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6. The Head Master of Religious Program and all of Boarding Coach who have assisted in the matter of correspondence and others.

Finally, the researcher realizes that this research paper was still far from being perfect. So, suggestion and structural criticism are expected for the perfection of this work.

Wassalamu'alaikum Warrahmatullahi Wabarrakatuh

The Researcher

Chori Miftahul K. N
INTERNALISASI KARAKTER ISLAMI MELALUI SISTEM ASRAMA
DI MADRASAH ALIYAH NEGERI 1 SURAKARTA PROGRAM KEAGAMAAN
TAHUN PELAJARAN 2017/2018

Abstrak

Pendidikan kita telah memberikan porsi yang sangat besar untuk pengetahuan, tetapi melupakan pengembangan sikap atau nilai perilaku dalam pembelajarannya. Materi pelajaran yang diberikan sudah cukup banyak, namun dalam praktiknya kurang tertanam dalam sikap dan perilaku para siswa, karena pembelajarannya hanya sampai pada pengetahuan saja, belum tertuang dalam jiwa. Dengan ini peneliti ingin melakukan penelitian di Madrasah Aliyah Negeri 1 Surakarta Program Keagaman yang mana menerapkan sistem asrama bagi siswanya. Internalisasi karakter islami dapat diterapkan dalam seluruh kegiatan di asrama. Tujuan dari penelitian ini adalah untuk mendeskripsikan proses internalisasi karakter islami melalui sistem asrama dan mengidentifikasi metode apa saja yang digunakan dalam internalisasi karakter islami.


Hasil penelitian ini adalah pertama, internalisasi karakter islami di Madrasah Aliyah Negeri 1 Surakarta Program Keagamaan melalui mata pelajaran di asrama, seperti kajian kitab kuning (Fiqhu Sunnah, Aqidatul Awwan, Bidayatul Mujtahid, dll). Kemudian dengan kegiatan pengembangan diri berupa ekstrakurikuler dan organisasi. Kedua, metode yang digunakan dalam internalisasi karakter islami di Madrasah Aliyah Negeri 1 Surakarta Program Keagaman adalah Metode Hikmah, Metode Keteladanan, Metode Pembiasaan, Metode Mauidzah dan Metode Reward dan Punishment.

Kata kunci: Karakter Islami, Sistem Asrama, Madrasah Aliyah Negeri 1 Surakarta, Program Keagaman
INTERNALIZATION OF ISLAMIC CHARACTER THROUGH BOARDING SYSTEM AT MADRASAH ALIYAH NEGERI 1 SURAKARTA RELIGIOUS PROGRAM

ACADEMIC YEAR 2017/2018

Abstract

Our education has provided a very large portion of knowledge, but forgets the development of behavioral values or attitudes in learning. The subject matter given is quite a lot, but in practice it is less embedded in the attitudes and behaviors of the students, because learning only comes to knowledge, not yet contained in his soul. With this, researchers want to do research at the Madrasah Aliyah Negeri 1 Surakarta Religious Program, which implements a boarding system for students. Internalization of Islamic characters can be applied in all activities in the hostel. The purpose of this study is to describe the process of internalizing Islamic characters through the boarding system and identify what methods are used in the internalization of Islamic characters.

This research is a field research. Field research is research that aims to collect data and information based on phenomena that occur in real life. Source of data from the Madrasah Aliyah Negeri 1 Surakarta Religious Program. Research Subjects, among others, Principal, Head of Boarding, Head of Religious Programs and Boarder Coach. This research is descriptive qualitative, with methods of collecting data through observation, interviews, and documentation.

The result of this research are, first, the internalization of islamic character in Madrasah Aliyah Negeri 1 Surakarta Religious Program through subjects in the boarding, such as recitation of book (Fiqhu Sunnah, Aqidatul Awwan, Bidayatul Mujtahid, etc). Then with self-development activities such as extracurricular and student organization. Second, the methods used in internalization of islamic character are Hikmah Method, Exemplary Method, Habituation Method, Mauuidzah Method, Reward and Punishment Method.

Keywords: Islamic Character, Boarding System, Madrasah Aliyah Negeri 1 Surakarta, Religious Program.
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LIST OF ATTACHMENT

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5. News Event Thesis Consultation
6. Research Documentation