

## Proses pelaksanaan pendidikan moral di Sekolah Karakter Kuttab Ummul Quro Cibinong = The process of implementing moral education in Character School Kuttab Ummul Quro Cibinong

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### Abstrak

Skripsi ini membahas bagaimana proses pendidikan yang berjalan di sekolah karakter berbasis konsep pendidikan metode kuttab dapat membentuk karakter moral pada santri yang merupakan anak berusia 5-12 tahun. Penelitian ini merupakan penelitian kualitatif dengan desain deskriptif yang digali melalui sebelas orang informan kunci (*key informan*) yang terdiri dari pekerja, orang tua, dan santri di Kuttab Ummul Quro Cibinong.

Hasil temuan lapangan menggambarkan bahwa pemberian pendidikan moral melalui kegiatan pendidikan karakter iman dan adab yang melibatkan pengetahuan, alasan, perasaan, dan tindakan moral memberikan dampak positif pada peningkatan moral santri. Faktor pendukung yang dimiliki lembaga ialah ikatan antar guru, terdapat sumber daya bebas pakai di sekitar lembaga, serta kesungguhan dari orang tua. Faktor penghambat yang dihadapi muncul dari kurangnya pengalaman pengajar terkait pemahaman metode kuttab, belum adanya kurikulum yang terperinci, sikap orang tua yang kurang kooperatif, serta pengaruh lingkungan rumah santri yang tidak mendukung.

*This undergraduate thesis explains how the educational process that runs in education-based character schools which uses the kuttab method, can shape the moral character of students who are children aged 5-12 years. This research is a qualitative research with descriptive design which was explored through eleven key informants (key informants) consisting of several workers, parents, and students in the Kuttab Ummul Quro Cibinong.*

The results of field research on moral education through character education activities of faith and manners that involve knowledge, reasons, feelings, and moral actions have a positive influence on increasing the moral of student. Supporting factors needed by institutions related to the bondness between teachers, are free resources around the institution, as well as seriousness from parents. The inhibiting factor arises from the lack of experience of teachers related to the understanding of the kuttab method, not having a detailed curriculum, the attitude of parents who are less cooperative, and affecting the home environment of students who do not support.