

ABSTRAK

Penelitian ini bertujuan untuk: (1) Mengetahui dan menganalisis peran guru ISMUBA dalam meningkatkan kedisiplinan shalat berjamaah siswa di SMK Muhammadiyah 1 Bantul, (2) Mengetahui dan menganalisis sikap siswa terhadap peran guru ISMUBA dalam meningkatkan kedisiplinan shalat berjamaah anak kelas X di SMK Muhammadiyah 1 Bantul, (3) Mengetahui dan menganalisis hambatan-hambatan yang dihadapi guru dalam usaha meningkatkan kedisiplinan ibadah shalat berjamaah.

Jenis Penelitian ini adalah penelitian deskriptif kualitatif dengan sumber data dari guru ISMUBA dan siswa kelas X serta dokumen yang ada di SMK Muhammadiyah 1 Bantul. Untuk pengumpulan data menggunakan metode wawancara, observasi dan dokumentasi kemudian dianalisa menggunakan teknik mengorganisasikan data, memilah-milahnya menjadi satuan yang dapat dikelola, mensintesiskannya, mencari dan menemukan pola langsung diambil kesimpulan.

Hasil dari penelitian ini adalah: (1) peran guru ISMUBA , yaitu *pertama*, guru ISMUBA pembimbing, memotivasi, mengawasi dan mendampingi siswa untuk shalat berjamaah di masjid. *Kedua*, guru memberi pemahaman shalat menggunakan media lisan, video, diskusi, tanya jawab dan guru mendemonstrasikan tata cara shalat kepada siswa dalam pelaksanaan pembelajaran di kelas. *Ketiga*, guru ISMUBA berperan memberikan hukuman kepada siswa yang tidak menaati aturan, yang berupa pembinaan dan catatan khusus. *Keempat*, guru ISMUBA berperan sebagai contoh yang baik, berupa kebersamaan siswa saat shalat berjamaah. (2) Adapun sikap siswa terhadap peran guru yaitu pertama, ada sebagian siswa yang tidak jera dan tidak memiliki kesadaran diri untuk menyegerakan ke masjid, kedua ada beberapa tidak mengerti hukum-hukum shalat berjamaah, *ketiga*, sikap siswa terhadap peran guru ISMUBA ada sebagian siswa peran guru ISMUBA sebagai angin lalu seperti tidak memperhatikan peran guru.

(3) Faktor-faktor pendukung peran guru ISMUBA dalam meningkatkan ibadah shalat berjamaah adalah sarana dan prasarana lengkap, kompetensi guru yang memadai, dan kerja sama guru ISMUBA dengan guru Gerakan Kedisiplinan Sekolah (GDS) dan guru BK. Sedangkan faktor penghambat peran guru ISMUBA dalam meningkatkan ibadah shalat berjamaah berupa kurangnya dukungan oleh guru-guru non-ISMUBA selain guru BK dan guru GDS, perbandingan jumlah guru dan siswa yang tidak sama jumlahnya, dan hukuman berupa binaan tidak memberikan jera anak untuk melanggar .

Kata kunci: peranan guru ISMUBA, meningkatkan, kedisiplinan, dan ibadah shalat berjamaah.

ABSTRACT

The role of ISMUBA teachers in improving students' discipline in attending congregational prayer among the tenth-grade students of SMK Muhammadiyah 1 Bantul

This study aims to; 1) investigate and analyse the role of ISMUBA teachers in improving students' discipline in attending congregational prayer in SMK Muhammadiyah 1 Bantul; 2) investigate the students' attitude toward the teachers' effort in improving the discipline of the tenth-grade students in SMK Muhammadiyah 1 Bantul; 3) identify and analyse the hindrance faced by the ISMUBA teachers in improving students' discipline in attending congregational prayer.

This study is a qualitative research using descriptive approach. Data sources are the ISMUBA teachers, the tenth-grade students, as well as relevant documents from the school's archive. The data are collected through interview, observation, documentation. The collected data then analysed by using a method which consists of several steps, including; data organization, recognizing patterns, and drawing conclusions.

The result of this study shows that; (1) there are four roles played by the ISMUBA teachers in improving the students' discipline, namely; *the first*, giving guidance, motivation and supervising the students when attending congregational prayer in mosques. *The second*, teachers rise the students' awareness and understanding about the importance of attending congregational prayer through oral presentation, discussion, or by utilizing educational videos, they also demonstrate how to do congregational prayer. *The third*, the teachers give punishment to any students who break the rules. *The fourth*, the ISMUBA teachers act as good role models to their student in attending congregational prayer. (2) The students' attitude toward the teachers' efforts can be classified into three categories, namely; *the first* some students do not fully follow the teacher's command and do not have the awareness to go to the mosques (to attend congregational prayer) immediately; *the second*, some students still do not have proper understanding of the rules of congregational prayer, and *the third*, some students do not pay attention to the teachers at all; (3) the supporting factors that help the teachers' effort are good infrastructures, their competency, and good collaborative efforts with *GerakanKedisiplinanSekolah*(GDS) personals and the School Counsellor (BK). Whereas the hindrance faced by the teachers are lack of support from other teaches, other than GDS and BK,

disproportionate student-teacher ratio, and the ineffective punishment which do not prevent students from breaking the rules repeatedly.

Keywords; the role of ISMUBA teachers, improving, students' discipline, congregational prayer