

ABSTRAK

Skripsi dengan judul “Kompetensi Sosial Guru Pendidikan Agama Islam dalam Membangun Hubungan Edukatif dengan Peserta Didik di SMP Negeri 1 Ngantru” ini ditulis oleh Dian Ayu Kumala Ningsih, NIM. 1860201222147, dengan pembimbing Prof. Dr. Imam Fuadi, M.Ag.

Kata Kunci: Kompetensi Sosial, Guru Pendidikan Agama Islam, Hubungan Edukatif, Komunikasi Interpersonal, Peserta Didik.

Penelitian ini dilatarbelakangi oleh pentingnya kompetensi sosial guru Pendidikan Agama Islam dalam membangun hubungan edukatif dengan peserta didik. Guru PAI tidak hanya berperan sebagai penyampai materi keagamaan, tetapi juga sebagai pembimbing, teladan, dan pembina karakter peserta didik. Dalam proses pembelajaran, hubungan guru dan peserta didik tidak cukup dibangun melalui penyampaian materi secara formal, tetapi perlu ditunjang dengan komunikasi yang terbuka, sikap empatik, toleransi, serta pola interaksi yang mendukung suasana belajar yang nyaman. Di SMP Negeri 1 Ngantru, hubungan edukatif antara guru dan peserta didik masih menghadapi beberapa persoalan, seperti adanya siswa yang pasif, kurang percaya diri, takut salah dalam menyampaikan pendapat, serta kondisi kelas yang kadang kurang kondusif. Oleh karena itu, penelitian ini penting dilakukan untuk mengetahui bagaimana kompetensi sosial guru PAI diterapkan dalam membangun hubungan edukatif dengan peserta didik.

Tujuan penelitian ini adalah untuk mendeskripsikan kompetensi sosial guru Pendidikan Agama Islam dalam membangun hubungan edukatif dengan peserta didik di SMP Negeri 1 Ngantru, menganalisis kemampuan komunikasi interpersonal guru PAI dalam mendukung hubungan edukatif, serta mendeskripsikan pola interaksi sosial antara guru PAI dan peserta didik dalam proses pembelajaran.

Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Sumber data dalam penelitian ini diperoleh melalui guru Pendidikan Agama Islam, peserta didik, dan pihak sekolah. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi. Analisis data dilakukan melalui reduksi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data diperiksa melalui triangulasi sumber, triangulasi teknik, dan member check.

Hasil penelitian menunjukkan bahwa kompetensi sosial guru PAI dalam membangun hubungan edukatif telah tampak melalui sikap empatik, sabar, persuasif, dan kemampuan memahami kondisi peserta didik. Guru berusaha mendekati siswa secara pribadi, memberikan arahan dengan santun, serta menjaga keseimbangan antara ketegasan dan kelembutan. Komunikasi interpersonal guru PAI juga tergolong cukup baik karena guru menggunakan bahasa sederhana, memberikan contoh yang dekat dengan kehidupan sehari-hari, mengulang penjelasan ketika siswa belum memahami materi, serta membuka ruang untuk bertanya dan berpendapat. Pola interaksi sosial guru dan peserta didik berlangsung secara cair, suportif, dan tetap berada dalam batas edukatif melalui ceramah, tanya jawab, diskusi kecil, motivasi, humor ringan, dan pendekatan langsung kepada

siswa. Toleransi dalam hubungan edukatif terlihat dari cara guru menghargai pendapat siswa dan meluruskan pemahaman dengan cara yang santun. Kendala yang ditemukan meliputi rasa malu dan kurang percaya diri pada sebagian siswa, suasana kelas yang kadang ramai, perbedaan karakter peserta didik, keterbatasan waktu pembelajaran, serta belum meratanya pendekatan komunikatif dalam semua situasi kelas. Dengan demikian, hubungan edukatif di SMP Negeri 1 Ngantru sudah terbentuk, tetapi masih perlu diperkuat melalui komunikasi yang lebih inklusif dan pendekatan yang disesuaikan dengan karakter peserta didik.

ABSTRACT

This undergraduate thesis entitled “The Social Competence of Islamic Religious Education Teachers in Building Educational Relationships with Students at SMP Negeri 1 Ngantru” was written by Dian Ayu Kumala Ningsih, Student Identification Number 1860201222147, under the supervision of Prof. Dr. Imam Fuadi, M.Ag.

Keywords: Social Competence, Islamic Religious Education Teacher, Educational Relationship, Interpersonal Communication, Students.

This research is motivated by the importance of the social competence of Islamic Religious Education teachers in building educational relationships with students. Islamic Religious Education teachers do not only function as transmitters of religious knowledge, but also as mentors, role models, and character builders for students. In the learning process, the relationship between teachers and students cannot be built merely through formal delivery of material, but must also be supported by open communication, empathy, tolerance, and interaction patterns that create a comfortable learning atmosphere. At SMP Negeri 1 Ngantru, the educational relationship between teachers and students still faces several issues, such as students being passive, lacking self-confidence, feeling afraid of making mistakes when expressing opinions, and classroom situations that are sometimes less conducive. Therefore, this research is important to examine how the social competence of Islamic Religious Education teachers is implemented in building educational relationships with students.

The objectives of this research are to describe the social competence of Islamic Religious Education teachers in building educational relationships with students at SMP Negeri 1 Ngantru, to analyze the interpersonal communication skills of Islamic Religious Education teachers in supporting educational relationships, and to describe the patterns of social interaction between Islamic Religious Education teachers and students in the learning process.

This research employed a qualitative approach with a case study design. The sources of data in this research were obtained from Islamic Religious Education teachers, students, and school-related parties. The data collection techniques consisted of in-depth interviews, observation, and documentation. The data were analyzed through data reduction, data display, and conclusion drawing and verification. The validity of the data was examined through source triangulation, technique triangulation, and member checking.

The results of the research show that the social competence of Islamic Religious Education teachers in building educational relationships is reflected in their empathy, patience, persuasive attitude, and ability to understand students' conditions. The teachers attempt to approach students personally, provide guidance politely, and maintain a balance between firmness and gentleness. The interpersonal communication of Islamic Religious Education teachers is also considered fairly good because the teachers use simple language, provide examples related to students' daily lives, repeat explanations when students do not understand the material, and provide opportunities for students to ask questions and express opinions. The pattern of social interaction between teachers and students takes place

in a friendly, supportive, and educational manner through lectures, question-and-answer activities, small group discussions, motivation, light humor, and direct approaches to students. Tolerance in educational relationships can be seen from the way teachers appreciate students' opinions and correct misunderstandings politely. The obstacles found in this research include shyness and lack of self-confidence among some students, noisy classroom situations, differences in students' characteristics, limited learning time, and the uneven implementation of communicative approaches in all classroom situations. Therefore, the educational relationship at SMP Negeri 1 Ngantru has been established, but it still needs to be strengthened through more inclusive communication and approaches that are adjusted to students' characteristics.