

Nurhayati, 2026. Peran Guru dalam menanamkan *Akhlaqul Karimah* pada Anak Usia 5-6 Tahun di TKIT Safinda IV Bangkalan. Skripsi, Program Studi Pendidikan Guru Pendidikan Anak Usia Dini (PG PAUD), Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing Muhammad Abdul Latif, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji peran guru dalam menanamkan *akhlaqul karimah* pada anak usia 5-6 tahun sebagai upaya pembentukan karakter dan moral sejak dini. Penelitian menggunakan pendekatan kualitatif deskriptif dengan subjek penelitian meliputi guru dan anak usia 5-6 di TKIT Safinda IV Bangkalan. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan dengan validitas data melalui triangulasi. Hasil penelitian menunjukkan bahwa guru berperan sebagai pendidik dan pengajar, mediator atau sumber belajar dan fasilitator, model dan teladan, motivator, serta pembimbing dan evaluator yang sangat penting dalam pembentukan *akhlaqul karimah* sejak dini dalam proses pembelajaran akhlak. Metode yang digunakan guru meliputi pembiasaan, keteladanan, nasehat, dan penyampaian kisah yang relevan dengan nilai-nilai *akhlaqul karimah*. Peran aktif guru ini efektif dalam menanamkan nilai-nilai kejujuran, kesopanan, tanggung jawab, sikap saling menyayangi sesama teman, tidak membuang sampah sembarangan dan menjaga kebersihan kelas. Penelitian ini menegaskan pentingnya peran guru sebagai agen pembentukan karakter anak melalui pendekatan yang menyenangkan dan konsisten. Serta menciptakan lingkungan belajar yang kondusif dan nyaman bagi perkembangan *akhlaqul karimah* anak usia 5-6 tahun.

Kata kunci: *Akhlaqul Karimah*, Pendidikan Anak Usia Dini, Peran Guru

Nurhayati, 2026. *The Role of Teachers in Instilling Moral Values in 5-6 Year Old Children at TKIT Safinda IV Bangkalan*. Thesis, Early Childhood Education
Nurhayati, 2025. *Teacher Education Study Program (PG PAUD)*, Faculty of Teacher Training and Education, Trunojoyo University, Madura. Supervisor: Muhammad Abdul Latif, S.Pd., M.Pd.

ABSTRACT

This study aims to examine the role of teachers in instilling good morals in children aged 5-6 years as an effort to form character and morals from an early age. The study used a descriptive qualitative approach with research subjects including teachers and children aged 5-6 at TKIT Safinda IV Bangkalan. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis used data reduction, data presentation, and drawing conclusions with data validity through triangulation. The results of the study indicate that teachers play a role as educators and instructors, mediators or learning resources and facilitators, models and role models, motivators, as well as guides and evaluators which are very important in the formation of good morals from an early age in the process of moral learning. The methods used by teachers include habituation, role models, advice, and telling stories relevant to the values of good morals. This active role of teachers is effective in instilling the values of honesty, politeness, responsibility, mutual love for fellow friends, not littering and maintaining classroom cleanliness. This study emphasizes the importance of the role of teachers as agents of character formation in children through a fun and consistent approach. As well as creating a conducive and comfortable learning environment for the development of noble character in children aged 5-6 years.