

IMPLEMENTATION OF COLLABORATIVE TEACHER BASED MORAL DEVELOPMENT METHODS AT SMPN 16 SOUTH JAKARTA

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ABSTRACT

This study examines the collaborative methods of moral development implemented by Islamic Education teachers (PAI), Guidance and Counseling teachers (BK), subject teachers, and homeroom teachers in addressing students' negative behavior at SMPN 16 South Jakarta. Moral issues among adolescents such as bullying, truancy, smoking, disrespect toward teachers, verbal aggression, and vandalism require an integrated and systematic approach. Using a qualitative descriptive method with a case study design, data were collected through interviews, observations, and document analysis. The participants included PAI teachers, BK teachers, subject teachers, homeroom teachers, and selected students. The findings show that the collaborative moral development in the school is carried out through various methods, including role modeling, habituation, advice, storytelling, motivation, peer influence, cause and effect explanation, discipline, and educative punishment. These methods are applied through coordinated communication and shared responsibility among teachers. Collaboration enhances consistency in moral guidance and enables teachers to more effectively identify students' behavioral problems while ensuring appropriate follow-up actions. This study concludes that collaborative methods significantly strengthen the effectiveness of moral development, foster positive student behavior, and support the creation of a holistic character education environment in schools.

Keywords: *Moral Development, Collaboration, Islamic Education, Student Behavior*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji metode pembinaan akhlak yang diterapkan secara kolaboratif oleh guru Pendidikan Agama Islam (PAI), guru Bimbingan dan Konseling (BK), guru bidang studi, dan wali kelas dalam mengatasi perilaku negatif siswa di SMPN 16 Jakarta Selatan. Berbagai perilaku negatif seperti bullying, membolos, merokok, berkata kasar, tidak sopan kepada guru, serta vandalisme menunjukkan perlunya pendekatan pembinaan akhlak yang terpadu dan sistematis. Penelitian ini menggunakan metode kualitatif deskriptif dengan desain studi kasus. Pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi. Informan penelitian meliputi guru PAI, guru BK, guru bidang studi, wali kelas, serta beberapa siswa.

Hasil penelitian menunjukkan bahwa pembinaan akhlak kolaboratif diterapkan melalui berbagai metode, seperti keteladanan, pembiasaan, nasihat, kisah teladan,

motivasi, pengaruh teman sebaya, penjelasan sebab-akibat, kedisiplinan, serta hukuman edukatif. Metode-metode ini berjalan efektif karena adanya komunikasi terkoordinasi dan pembagian peran yang jelas antar guru. Kolaborasi mampu meningkatkan konsistensi pembinaan, mempercepat identifikasi masalah perilaku, dan memastikan tindak lanjut yang tepat. Penelitian ini menyimpulkan bahwa kolaborasi guru dalam penerapan metode pembinaan akhlak berperan signifikan dalam membentuk perilaku positif siswa dan menciptakan ekosistem pendidikan karakter yang holistik di sekolah.

Kata Kunci: Pembinaan Akhlak, Kolaborasi Guru, Pendidikan Islam, Perilaku Siswa
Negative student behaviors such as

A. Introduction

Globalization and the digital revolution have brought significant changes to adolescents' social lives, particularly in their ways of thinking, attitudes, and behavior. Uncontrolled access to technology without moral guidance has the potential to trigger moral degradation among students, which is reflected in various forms of negative behavior in school environments.

(Ariesani Hermawanto & Melaty Anggraini, 2020)

Technological advancement and social media, although offering educational benefits, also create moral challenges when used without proper supervision. Adolescents who have not yet developed emotional and spiritual maturity tend to imitate negative behaviors they encounter in digital spaces, which can gradually shape deviant conduct. (Mukhril & Alvan

Azhari, 2022)

brawls, smoking, bullying, truancy, the use of abusive language, and disrespect toward teachers represent forms of juvenile delinquency that are increasingly alarming. These behaviors not only harm individual students but also disrupt social harmony and the educational climate within schools. (E. Mulyasa, 2016) Adolescence is a transitional phase characterized by biological, psychological, and social changes. Emotional instability during this stage makes adolescents particularly vulnerable to negative environmental influences, highlighting the need for intensive and continuous moral guidance. (Haerani Nur & Nurussakinah Daulay, 2020)

In Islamic teachings, morality (*akhlaq*) constitutes the core foundation of human character development. Islamic education is not merely oriented toward intellectual achievement but

emphasizes moral formation as a crucial element of personal and social life. Weak moral development may result in a generation lacking ethical direction and responsibility.(Zakiyah Daradjat, 1998)

Moral development in schools cannot be carried out individually or partially by a single educator. Instead, it requires collaborative efforts among Islamic Education teachers, Guidance and Counseling teachers, subject teachers, and homeroom teachers to ensure systematic, integrated, and sustainable moral development.(Jamal Ma'mur Asmani, 2012)

B. Research Methods

This study employed a qualitative descriptive approach using a case study design to explore in depth the implementation of collaborative moral development in addressing negative student behavior at SMPN 16 South Jakarta. This approach was chosen to capture social realities contextually and holistically.(Moleong, 2018) Primary data sources included Islamic Education teachers, Guidance and Counseling teachers, subject teachers, homeroom teachers, and students directly involved in moral development

activities. Secondary data were obtained from books, academic journals, and relevant educational documents.(Sugiyono, 2020)

Data collection techniques consisted of in-depth interviews, direct observation of moral development activities, and documentation. Data analysis followed the Miles and Huberman model, encompassing data reduction, data display, and conclusion drawing. Data validity was ensured through source and technique triangulation.(Miles, M. B. & Huberman, 2014)

C. Research Results and Discussion

1. Forms of Negative Student Behavior

The findings indicate that negative student behaviors at SMPN 16 South Jakarta include brawls, smoking, truancy, the use of harsh and obscene language, verbal bullying, disrespect toward teachers, vandalism, and violations of school regulations. These behaviors reflect weak internalization of moral values among some students.(Fikri, 2012)

Such behaviors are influenced by multiple factors, including limited parental supervision, unfavorable social environments, negative social media exposure, and insufficient

religious education outside school. These factors interact and reinforce students' tendencies toward deviant behavior.

2. Collaborative Moral Development Methods

Collaborative moral development methods implemented include religious lectures, teacher role modeling, habituation of positive behavior, advice, motivation, discipline, and educational punishment. Among these methods, role modeling is considered the most effective, as students tend to imitate teachers as authoritative figures and moral exemplars.(Mutoharoh, 2022)

Habituation through routine activities such as congregational prayers, Qur'anic recitation, and the implementation of the 5S culture (smile, greet, salute, politeness, and courtesy) gradually instills moral values consistently in students' daily lives. This approach strengthens students' moral awareness and behavioral discipline.

3. Collaborative Moral Development Programs

Collaborative moral development programs involve various stakeholders through

activities such as *Duha* and *Dhuhr* congregational prayers, collective remembrance and

supplication,

Islamic mentoring, Islamic counseling guidance, and continuous monitoring of students' moral behavior. These programs demonstrate effective synergy among educators in shaping student character.(Saroni, 2019)

Collaboration among Islamic

Education teachers, Guidance and Counseling teachers, subject teachers, and homeroom teachers enables comprehensive handling of negative behavior from spiritual, psychological, and social perspectives. This integrated approach proves more effective than fragmented moral development efforts.

Data Source	Findings	Data Source
Islamic Education Teachers (PAI)	Role modeling, habituation of worship	Islamic Education Teachers

effectively contributes to shaping students' noble character and enhancing moral awareness. Therefore, strengthening collaboration among educators is essential as a primary strategy for character education in schools.

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