

ABSTRACT

Hesti Marine, “Cultivation of Islamic Religious Values By Non Islamic Religious Teachers In Public School (Case Study SMAN 92 Jakarta)”. Thesis. Jakarta : Majoring of Islamic Religious Science, Faculty of Social Science, Universitas Negeri Jakarta 2017.

This thesis discusses The Cultivation of Islamic Religious Values Done By Non Islamic Religious Teachers In SMAN 92 Jakarta. This thesis review back grounded by the importance of the cultivation of Islamic Religious Values cultivated into the students personality by Non Islamic Religious Teachers whereas the teachers of SMAN 92 Jakarta care on morals, attitudes as well as behavior of the students even though in fact, they have no obligation to deliver Islamic Religious Values..

The purpose of this study is to reflect how the Non Islamic Religious Teachers in SMAN 92 JAKARTA in cultivating Islamic Religious Values. A lot of wisdom and a change in it. A very thick Islamic Values for all teachers and the students.

This study intended to answer the problem (1) What motivate the Non Islamic Religious teachers in cultivating Islamic Religious Values? (2) What kind of Islamic Religious Values cultivated by Non Islamic Religious Teachers? (3) How is the process of cultivating Islamic Religious Values by Non Islamic Religious Teachers in SMAN 92 Jakarta? (4) What factors are supporting and harming the occurrence of cultivating Islamic Religious Values in SMAN 92 Jakarta?

This study is descriptive qualitative research by using methods of observation, interview, and documentation. The result of this study concludes: (1) Cultivating Islamic Religious Values in SMAN 92 Jakarta performed by 5 things, they are; Girlhood, Tausiyah, Mentoring, Sharing out of learning hours and social media. The way of Non PAI in cultivating Islamic Religious Values to the students has been in accordance with the existing theory, they are: (1) giving example, applying habits, advice and attention/supervisory, (2) The Islamic Religious Values cultivated have been based on the main teaching of Islamic Religious, cover aqidah, worship and moral education. (3) the supporting and harming factors in the implementation of cultivation of Islamic Religious Values among the harming factor is due to the limitation of time when the implementation of cultivating Islamic Religious Values during school hours. Supporting factor is the teachers' background who have Religious basic and had model teachers when they were students.

Keywords : Cultivating Islamic Religious Values, Non Islamic Religious Teachers.