

Strengthening Religious Character at SMK Plus Nurul Hakim

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ABSTRACT

SMK Plus Nurul Hakim implements religious character strengthening through various routine activities arranged in structured programs. This research uses a qualitative approach with the type of field research to explain the implementation of religious character strengthening in the school. The results showed that: 1) The foundation of strengthening students' religious character is the school's vision and mission; 2) Activities that support the strengthening of religious character include: dhuha prayer, sunnah rawatib prayer, Monday-Thursday and Arofah fasting, kultum and muhadhoroh, environmental care, and social service; 3) The religious character strengthening program at SMK Plus Nurul Hakim includes the habituation of sunnah worship, the amar ma'ruf nahi mungkar program, and the Uswah and Qudwah program (imitating and modeling).

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INTRODUCTION

In the midst of the development of an increasingly sophisticated and complex world, the principles of building the character, values, and morals of students must still be held (Syarnubi, 2019b). Building students' characters, especially religious characters, has become a central issue in the world of education (Syarnubi, 2020). In this study, the author wants to find the implementation and realization of strengthening religious character through routine habituation activities carried out at SMK Plus Nurul Hakim, this character strengthening is based on concerns about the dehumanization of the world community in general and the nation's children in particular. Advances in technology and information have really attacked solidarity, reduced silaturahmi and togetherness, increased violence among teenagers, the use of harsh and bad vocabulary, drug use and free sex, decreased children's respect for parents and teachers, and cultivated dishonesty in the midst of society (Syarnubi, S., Alimron, A., & Muhammad, 2022). Whereas the role of national education according to Sri Sultan Hamengkubono X is an overall learning activity aimed at delivering students to become individuals who have good character, faith and piety to God Almighty (Syarnubi.S., 2024). Dengan demikian pendidikan tidak hanya mementingkan membaca dan menulis saja, namun lebih dari pada itu ((Fauzi, M., Lestari, A.R.S.,&Ali, 2023). Thus education is not only concerned with reading and writing, but more than that (Syarnubi, 2019a).

There are several previous studies that discuss character education, but the focus of the discussion is on character in general, including all aspects of character in relation to education in certain subjects, as well as in relation to school management in shaping student character. Among the studies that the author refers to are: 1) Research conducted by Farhanudin (2020) which discusses the role of the ta'lim muta'allim book in shaping students' religious character, 2) Research conducted by Amaliya (2021) which discusses the implementation of the formation of students' religious character through PAI learning,,(Amaliya, 2021). 3) Research conducted by Intan Napratilora (2021) which discusses the role

of exemplary teachers in shaping students' religious character, and other studies that focus their research on items that are different from this research (Syarnubi, 2022).

Some of the above studies are research in the same study, but have a point of difference in the research point of view, where the above studies emphasize the formation of students' religious character with one variable that directly affects the character. In the research that the author did, there was a long process involving many habituation activities that became a tool in strengthening character education, so that the character formed really became a character that was rooted in the individual self of each student.

To get a conclusion from the research that the author did, the author proposes several problem formulations that will reveal the implementation of strengthening student character at SMK Plus Nurul Hakim Kediri through habituation activities that have become the routine of students every day. SMK Plus Nurul Hakim students are students who come from public schools outside the pesantren who have not previously received in-depth religious education. So in this study the author wants to reveal the secret of strengthening character education carried out in this madrasa so as to produce output who really have a good religious character.

METHODS

This research uses a qualitative approach and is a field research, this research is conducted by going directly to the field or to where the phenomenon occurs (Syarnubi, S, Mansir F., Purnom, M.E., Harto, K., & Hawi, 2021). In this case, researchers focus on explaining how the implementation of strengthening religious character education for students of SMK Plus Nurul Hakim Kediri.

Data is the result of observation in the form of a collection of information obtained from direct observation of a research object (Situmorang, 2023). The data in this study will be obtained through systematic observation (Creswell, 2020). which is directly at the school, namely regarding activities that are part of strengthening the religious character of students, and documenting data related to the process of strengthening religious character at SMK Plus Nurul Hakim such as profiles containing the foundation of religious character strengthening activities, attendance, activity schedules, officer schedules for each activity, etc., then continued with in-depth interviews (Kriyantono, 2020) with several related parties, such as the head of the madrasa, the vice head of curriculum and student affairs, and several students of SMK Plus Nurul Hakim Kediri related to the course of routine activities in order to strengthen the religious character of students (Abdussamad, 2021).

Data analysis techniques use data reduction (data collection), data categorization (data grouping), synthesization (data processing) and formulate working hypotheses (temporary answers). To be able to conclude validated research results, researchers use techniques that ensure data validity, namely credibility, transferability, dependability and confirmability. (Hardani, 2020)

FINDINGS AND DISCUSSION

FINDINGS

The basic foundation of activities to strengthen students' religious character at SMK Plus Nurul Hakim Kediri West Lombok NTB

The foundation of SMK Plus Nurul Hakim in implementing activities to strengthen students' religious character is contained in the initial profile of the establishment of this institution which contains the purpose of the establishment of an institution with the characteristics of this religious science, namely to produce students who are ready to become a pious, reliable and integrated workforce, besides that in this profile also contains the school's vision, namely for the development of student character to be capable, reliable, independent and morally good, with several missions in actualizing this vision, namely: 1) Carry out student development that produces graduates of faith and piety (imtak), have personal, social, academic, and vocational skills and respect cultural norms; 2) Carry out learning that produces graduates who are ready to work in the world with a high work ethic, have a high entrepreneurial spirit, are productive and professional, and are able to keep up with developments and science and technology (iptek); 3) Create a school environment that is conducive to the success of learning and student development. Implement school management that

is transparent, democratic, participatory, and accountable and career-oriented (Syarnubi, 2023). 4 Participate and establish partnerships in community empowerment.

The practice of student activities that are a supporting factor for strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB.

In the success of the program to strengthen the religious character of students, religious and social activities at SMK Plus Nurul Hakim are not only held by religious teachers and the deputy head of the madrasah for student affairs, but involve all teachers and non-educational staff. So that in practice it looks like this activity is like a daily routine for all residents of SMK Plus Nurul Hakim. Among the programs to strengthen the religious character of students at this institution are: 1) dhuha prayer activities that have been introduced since the new student orientation activities and continued the program when teaching and learning activities are active; 2) habituation of rawatib sunnah prayers which are carried out both at school and dormitories, because all students of SMK Plus Nurul Hakim live in dormitories, so this program can run effectively; 3) the habituation of Monday-Thursday fasting, this program is coordinated by the student council who are seniors and their peers, so that modeling is a strategy used in running this program; 4) the habituation of filling the cultum 2 times a week, in addition to being given an example by the PAI teacher, the student council members who are seniors also take part in modeling so that students get a direct picture of how to deliver advice in public; 5) environmental care activities every week, this program is carried out on holidays, because all students live in the dormitory so that on holidays they still get their turn to continue the activities of fostering students' religious character, namely by cleaning and beautifying the dormitory environment, schools, and parks around the dormitory; 6) social assistance activities every week, which are guided through paskopra activities in charge of securing vehicles and weekly pick-up activities, at this moment students participate in social activities held by schools and huts.

Implementation of strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB

The religious character strengthening program at SMK Plus Nurul Hakim is carried out through programs that form students' habits in doing things that reflect the desired character. These programs are a continuation of routine activities held at SMK Plus Nurul Hakim in accordance with what the author stated in the previous sub chapter. The programs that the author refers to include: 1) strengthening religious character through daily, weekly, and annual sunnah worship habits, this program directly touches the needs of students because most of them come from public schools that do not get much intensive worship guidance; 2) Strengthening religious character through the amar ma'ruf nahi mungkar program, the form of this program is in the form of religious speech training 2 times a week, cultum after fardhu prayers, and organizational training through the student council which directly coordinates these activities; 3) Strengthening religious character through uswah and qudwah programs (imitating and imitating), this program is implemented in the form of direct guidance by PAI teachers and senior students who are pioneers in all activities so that new students get a direct and clear picture so that it becomes an effective learning medium, especially in fostering and strengthening students' religious character.

DISCUSSION

The basic foundation of activities to strengthen students' religious character at SMK Plus Nurul Hakim Kediri West Lombok NTB

Strengthening religious character is in line with one of the goals of national education as stated by Sultan Hamengkubuoono X that education is an overall learning activity that aims to bring students to become individuals who have good character, faith and fear of God Almighty, noble, pious, patient, honest, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens ((Syarnubi, S&Fahiroh, 2024). In addition, education must also be able to carry out other character building missions so that students and graduates of educational institutions are able to participate in filling development well and successfully without leaving noble character values (Marzuki., 2019). This character building will then produce noble characters, especially religious character which is reflected in obedience to the teachings of God Almighty which

is manifested in the behavior of carrying out the teachings of the religion and beliefs adopted, respecting religious differences, upholding a tolerant attitude towards the implementation of worship of other religions and beliefs, living in harmony and peace with adherents of other religions (Syarnubi, S, Fauzi, M., Anggara, B., Fahiroh, S., Mulya, A. N., Ramelia, D., ... Ulvya, 2023).

Some of the expert opinions above are in line with the foundation underlying SMK Plus Nurul Hakim in implementing activities to strengthen students' religious character. SMK Plus Nurul Hakim in its initial establishment profile contains the objectives of the establishment of an institution with the characteristics of this religious science, namely to produce students who are ready to become a pious, reliable and integrated workforce, besides that in this profile also contains the school's vision, namely for the development of student character to be capable, reliable, independent and morally good, with several missions in actualizing this vision, namely: 1) Carry out student development that produces graduates of faith and piety (imtak), have personal, social, academic, and vocational skills and respect cultural norms; 2) Carry out learning that produces graduates who are ready to work in the world with a high work ethic, have a high entrepreneurial spirit, are productive and professional, and are able to keep up with developments and science and technology (iptek); 3) Create a school environment that is conducive to the success of learning and student development. Implement school management that is transparent, democratic, participatory, and accountable as well as career-oriented; and 4) Participate and establish partnerships in community empowerment. (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024).

Other studies have concluded that there is a dehumanization of the world community in general and the nation's children in particular. In addition to the positive impact of advances in science and technology in the form of convenience in science and social relations, this progress has also led to a fading sense of solidarity, reduced friendship and togetherness, increased violence among teenagers, the use of harsh and bad vocabulary, drug use and free sex, The research that the author conducts is an answer to the phenomena that occur in accordance with what has been stated above, this research focuses on strengthening the religious character of students of SMK Plus Nurul Hakim which is an educational institution that has more students from public schools who do not get much intensive religious guidance.

The practice of student activities that are a supporting factor for strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB.

The government today through the GNRM program (National Movement for Mental Revolution) has produced significant results in shaping and controlling the religious character of adolescents. These results are characterized by several things, namely: 1) The digital revolution is increasingly rapid and has changed the joints of life, culture, and civilization including education; 2) The increasing integration of the world community due to globalization, multilateral relations between countries, communication technology, and transportation; 3) The world is getting narrower, especially because the State, corporations and individuals are still globalizing; 4) The world is changing very quickly, so that distances seem to shorten, distances seem to shorten, time seems short, and everything becomes fast using; 5) The growth of a knowledge society, information society, and network society which makes knowledge, information and networks an important capital in life; and 6) The need for a creative society places creativity and innovation as very important capital for individuals and society (Yudhawati, 2020).

In line with the above movement, strengthening religious character for adolescents can be touched through educational institutions through strengthening school culture-based character education, because the movement directly touches on phenomena that occur in people's daily lives (Syarnubi, S., Syarifuddin, A., & Sukirman, 2023). Strengthening school culture-based character education is character building carried out through various activities involving all members of the school community, but is still limited to school activities in the school environment (Syarnubi, 2016). School culture-based PPK is implemented, among others, through the following: a) Emphasizing the habituation of character values in daily school life; b) Highlighting adult role models in the school environment; c) Involving the entire educational ecosystem at school; d) Developing and providing

ample space for the full potential of students through co-curricular and extra-curricular activities; e) Empowering school management and governance; and f) Considering and evaluating school norms, regulations, and traditions (Mawardi, I., Shalikhah, N. D., & Baihaqi, 2020). More specifically, Suhadisiwi stated that habituation can be done on a daily, weekly, monthly, semesterly, or annual basis. And for religious character values, it can be in the form of joint prayer activities and so on (Suhadisiwi, 2018).

SMK Plus Nurul Hakim in the success of the student religious character strengthening program is in line with the expert opinion above, namely through religious and social activities not only held by religious teachers and deputy head of madrasah for student affairs, but involving all teachers and non-educational personnel. So that in practice it looks like this activity is like a daily routine for all residents of SMK Plus Nurul Hakim. Among the programs to strengthen the religious character of students at this institution are: 1) dhuha prayer activities that have been introduced since the new student orientation activities and continued the program when teaching and learning activities are active; 2) habituation of rawatib sunnah prayers carried out both at school and dormitories, because all students of SMK Plus Nurul Hakim live in dormitories, so this program can run effectively; 3) the habituation of Monday-Thursday fasting, this program is coordinated by the student council who are seniors and their peers, so that modeling is a strategy used in running this program; 4) the habituation of filling the cultum 2 times a week, in addition to being given an example by the PAI teacher, the student council members who are seniors also take part in modeling so that students get a direct picture of how to deliver advice in public; 5) environmental care activities every week, this program is carried out on holidays, because all students live in dormitories so that on holidays they still get their turn to continue the activities of fostering students' religious character, namely by cleaning and beautifying the dormitory environment, schools, and parks around the dormitory; 6) social assistance activities every week, which are guided through paskopra activities in charge of securing vehicles and weekly pick-up activities, at this moment students participate in social activities held by schools and huts.

The activities above are activities that become the daily lives of students in schools and dormitories, these activities are dominated by practical activities that will make students accustomed to doing them, accustomed to practicing good values, accustomed to behaving well in every opportunity and every place, so that the objectives of character strengthening can be realized effectively.

Implementation of strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB

Some of the activities that the author has put forward above, are routine activities carried out at SMK Plus Nurul Hakim, these activities are effective media in fostering habits that become the forerunner of a person's character. According to Azyumardi Azra, character education can be realized through the following approaches: 1) Through the exemplary approach (modeling/exemplary/uswatun); 2) Explaining to students continuously about good and bad values or often known as habituation; 3) Character based education or implementing character-based education in the form of teaching (Yaqin, 2019). In line with what Azyumardi Azra stated above, the strategy in strengthening culture-based character education also contains the same thing and is more detailed, namely as follows: 1) Conducting habituation of main values; 2) Providing role models among school members; 3) Involving all stakeholders; 4) Building and complying with school norms, rules and traditions; 5) Developing school branding; 6) Developing literacy activities; 7) Developing interests, talents, and potential through extracurricular activities; 8) Providing mentoring (Suhadisiwi, 2018). More specifically, Faridi gave a new term for this movement with the term Furudhul Ainiyah, which is a movement that requires all school members to be involved in making character changes that start from changing mindsets and ways of acting both in strengthening student character and in school management (Faridi., 2020).

SMK Plus Nurul Hakim in implementing the religious character strengthening program is carried out through programs that form students' habits in doing things that reflect the desired character. These programs are a continuation of routine activities held at SMK Plus Nurul Hakim in accordance with what the author stated in the previous sub chapter. The programs that the author

refers to include: 1) strengthening religious character through daily, weekly, and annual sunnah worship habits, this program directly touches the needs of students because most of them come from public schools that do not get much intensive worship guidance; 2) Strengthening religious character through the amar ma'ruf nahi mungkar program, the form of this program is in the form of religious speech training 2 times a week, cultum after fardhu prayers, and organizational training through the student council which directly coordinates these activities; 3) Strengthening religious character through uswah and qudwah programs (imitating and imitating), this program is implemented in the form of direct guidance by PAI teachers and senior students who are pioneers in all activities so that new students get a direct and clear picture so that it becomes an effective learning medium, especially in fostering and strengthening students' religious character.

The programs run at SMK Plus Nurul Hakim above are programs that indirectly meet the criteria of the experts' opinions on student character education. In addition, these programs are expected to foster sub-values of religious character, including love of peace, tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of religion and belief, antibullying and violence, friendship, sincerity, not imposing their will, loving the environment, protecting the small and marginalized. This is the essence of a human character called akhlakul karimah (Anshori & Lestari, 2020). From the habituation of worship, it is hoped that it will foster in students a firm belief and firmness in stance. And from amar ma'ruf, it is hoped that it will foster in students a sense of confidence, sincerity, not imposing their will, protecting the small and respecting the more mature. And from habituation through uswah and qudwah is expected to be able to foster in students respect for differences, love peace, and antibuli.

CONCLUSION

After the researchers present the findings and discuss them in detail, in this section the researchers will conclude in accordance with the formulation of the problem that the researchers formulated, namely as follows: 1) Among the foundations underlying the activities of strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB is the history of the establishment of this school which from the beginning has aimed to produce students who will be able to become a reliable workforce in performance, professional and character. Next is the school's vision to form students who have a strong foundation of faith and piety, have a superior personality, are professional in working and have a full character, then realized through the school's mission which begins with a) provision of faith values and independence, b) skills and high work ethic, have a high entrepreneurial spirit, productive and professional, and able to keep up with developments and science and technology (science and technology), c) Creating a conducive school environment, and implementing transparent, democratic, participatory, and accountable school management and career-oriented coaching, d) Maintaining silaturahmi and partnership relationships, by participating and establishing partnerships in community empowerment; 2) Strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB is reflected in several student activities that directly support this strengthening, namely: a) Dhuha prayer activities every morning, b) Habituation of rawatib sunnah prayers, c) Monday-Thursday fasting activities and arofah fasting, d) Cultum activities 2 times a day and muhadhoroh 2 times a week, e) Environmental care activities every week, f) and social assistance activities every week; 3) Strengthening the religious character of students at SMK Plus Nurul Hakim Kediri West Lombok NTB is carried out through several programs which are a continuation of routine activities held at SMK Plus Nurul Hakim, namely: a) Daily, weekly, and annual sunnah worship habituation programs, b) Amar ma'ruf nahi mungkar program, c) Uswah and Qudwah (Imitate and Model) program.

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