

Dimensions Culture Religious in Formation Character Students of Muhammadiyah 1 Middle School, Malang

Hesmi Sabilla¹, Syamsul Arifin², Dina Mardiana³

¹ Universitas Muhammadiyah Malang; hesmisabilla@gmail.com

² Universitas Muhammadiyah Malang; syamsul.frahman67@gmail.com

³ Universitas Muhammadiyah Malang; dinamardiana@umm.co.id

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ABSTRACT

Formation character student become challenge significant in the middle dynamics social and globalization potential weaken moral values of generation young. Culture religious considered as approach effective in strengthen character the in context Islamic education. Research This aiming identify dimensions culture religious and role school and family in culture religious of Muhammadiyah 1 Middle School, Malang. With approach qualitative studies case, research This collecting observation data, interviews, and documentation. The results of the study show that dimensions culture religious includes religious rituals, religious values and norms, as well as environment social religious people interacting in a way synergistic in to form character religious, disciplined and responsible students answer. In addition, the role of schools and families is very crucial with school act as facilitator formation character religious through integrated education and exemplary behavior, as well as family as Supporter main in strengthen values at home, so that collaboration close between both of them become key success formation character sustainable religious although there is challenge related background behind diverse family.

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Corresponding Author :

Hesmi Sabilla

University of Muhammadiyah Malang; hesmisabilla@gmail.com

INTRODUCTION

Character building become element important in to form generation young people who don't only intelligent, but also have good morals and ethics (Syarnubi, 2019). However, some decade lastly, the world of education in Indonesia face challenge serious in the form of moral crisis among students (Aisyah & Fitriantin, 2024) . Phenomenon This like decline values discipline, increasing behavior violence, lack of tolerance, and impact negative from globalization and progress digital technology has trigger concern to formation character generation increasingly young weak (Saputra et al, 2024)

According to Ministry of Education, Culture, Research, and Technology (2023) happen improvement case bullying and behavior deviant in school which indicates weakness internalization moral and religious values among students. Situation this show importance existence approach more education comprehensive and culturally based religious as business strengthen character (Rahmawati & Yekti, 2025) .

Culture religious, according to Muhammin in Fathurrohman is effort for internalize values religious teachings so that become tradition in behavior and culture schools run by all inhabitant school (Fathurrohman, 2015) . In addition, Hamdani (2024) state that culture religious no only includes religious rituals, but also moral and ethical values that shape attitude as well as behavior

member society (Arisca et al, 2020). Therefore that, integrating culture religious in education become an important strategy for to form good character (Nadziroh, 2020) . Character education myself, as explained by Lickona (1991) is the process of formation moral abilities, attitudes, and habits Good in self-individuals to be able to behave positive and responsible answer. Effective character education must capable merge aspect cognitive, affective, and psychomotor in a way balanced in his learning (Utami, Sari, & Insani, 2024) .

In the landscape Islamic education in Indonesia, institutions education owned by Muhammadiyah association places values Islam as base main in to form character participant his education (Kaharuddin et al, 2024) . Muhammadiyah carries out moderate, inclusive and progressive Islamic values, which emphasize aspect faith , piety , and not quite enough answer social and moral (Oktriyani et al, 2024). Likewise with SMP Muhammadiyah 1 Malang, the culture religious implemented by the institution education the through various activity religious, habit Islamic values, as well as deep - rooted tradition from Muhammadiyah values, with objective to form students who do not only superior in a way academic but also have morals glorious.

A number of studies previously has showrole important culture religious in formation character students in the environment Islamic education. Nafilah and Ghofur (2025) find that habituation activity religious to form discipline and attitude religious students. On the other hand , Oktavianti & Hidayati (2025) highlight internalization Islamic and Muhammadiyah values in to form character students at Muhammadiyah schools. While that, Putri & Rosyidi (2024) and Azis & Masrukin (2019) show that habit religious education in Islamic madrasas and Islamic junior high schools general can to form character tolerant and responsible answer students. Other research by maha (2024) show role Islamic religious education in forming students' morals, while Sumiyati (2020) and Asania et al., (2022) prove existence influence culture religious to morals student in a way quantitative.

Although various studies the has confirm importance culture religious in formation character students, still there is limitations in deep understanding about dimensions specific culture religious applied to each context schools, especially at SMP Muhammadiyah 1 Malang. This is what becomes gap research this, part big existing studies nature common and less explore in a way Details How every dimensions-culture religious in a way concrete contribute to formation character students in context school the. Based on the description said, research This highlight disclosure and analysis dimensions culture religious students at Muhammadiyah 1 Middle School in Malang and role school and family in culture religious school. With to study dimensions said, research This expected can give contribution theoretical and practical in development of educational models character based on values religious in Islamic schools.

RESEARCH METHODS

This study employed a qualitative approach utilizing a case study design to deeply explore the dimensions of religious culture and its role in student character formation at Muhammadiyah 1 Middle School, Malang. This specific design was chosen because it allows for an intensive, holistic description and analysis of a single entity (in this case, the school's religious culture within its unique context), providing rich, in-depth data about complex social phenomena rather than broad generalizations (Nasution, 2023).

The primary data sources for this research were the school principal, two Islamic Religious Education (PAI) teachers, and ten ninth-grade students from Muhammadiyah 1 Middle School, Malang. These participants were selected using purposive sampling, based on their direct involvement and deep understanding of the school's religious cultural practices and their impact on student character (Sugiyono, 2013). The principal provided insights into institutional policies, teachers offered perspectives on pedagogical implementation, and students shared their lived experiences and perceptions.

Data collection techniques included in-depth semi-structured interviews, direct observation, and document analysis. Interviews were conducted with all selected participants, using open-ended questions designed to elicit detailed narratives about religious practices, values, and their influence.

Observations focused on daily school routines, religious rituals (e.g., congregational prayers, recitation groups), and classroom interactions, aiming to capture the practical implementation of religious culture. Relevant documents, such as school curricula, student handbooks, and internal reports on character-building programs, were also analyzed to triangulate findings and provide contextual information.

Data analysis followed a descriptive qualitative approach as outlined by Miles, Huberman, and Saldana, involving an interactive and iterative process. This began with data condensation, where field notes, interview transcripts, and document excerpts were summarized, coded, and categorized to identify recurring themes related to religious cultural dimensions and character formation. Subsequently, data presentation involved organizing these condensed themes into coherent narratives, matrices, and flowcharts to display emerging patterns. Finally, data interpretation involved connecting these patterns to the research questions, drawing conclusions, and relating the findings to existing theoretical frameworks on religious education and character development, ensuring the credibility and trustworthiness of the study's outcomes.

FINDINGS AND DISCUSSION

1. Dimensions Culture Religious in Formation Character Students of Muhammadiyah 1 Middle School, Malang

Dimensions culture religious at Muhammadiyah 1 Middle School in Malang describes a system education integral and continuous character. System This No only focus on improvement knowledge and skills academic, but also provide attention specifically on the formation character student comprehensive, mature in a way spiritual, moral, and social. In perspective education character, implementation culture religious this in line with principle education value that places morals and ethics as foundation main in formation character. Dimension culture religious at school This consists of on religious rituals, religious values and norms, as well as environment social religious role as the main pillar in planting moral and spiritual values.

Dimensions of religious rituals occupy position central in culture religious at Muhammadiyah 1 Middle School, Malang as a continuous habituation process, not just activity ceremonial. Activities like prayer congregation (Dhuha, Zuhr, Asr, and Friday), reading the Qur'an (Ummi), delivering cultur, charity Friday, and study jurisprudence nisa implemented in a way structured and consistent for to plant discipline, responsibility answer, and sincerity in perform worship. Head school state that activity culture religious every day started from Dhuha prayer, then followed activity others. Activities This designed for to form character student with hope that they can apply values the in life daily.

Geertz (1973) confirm that the ritual is symbol culture that transmits values and meaning deep to society. In the context of formation character, religious rituals This No only understood as religious obligations, but also as an educational medium that allows transformation character student in a way simultaneously, including dimensions spiritual, emotional, and moral. Views This in line with findings Nurjanah et al. (2024) shows that religious ritual performance in a way significant contribute in to form character strong religious and integrity, at the same time strengthen integrity individual student through habituation values the routinely .

Next, religious values and norms play a role as moral guidelines that guide behavior student in life everyday life. Kohlberg (1981) in theory development the moral confirm that the internalization process moral values are phase important in formation behavior ethics and sense of responsibility answer individual. At Muhammadiyah 1 Middle School in Malang, the values like honesty, respect, responsibility responsibility, and concern social applied in a way intensive accustomed to to student through consistent supervision and coaching by teachers. Approach This ensure that student No only understand values the in a way conceptual, but also capable implement it in a way real in interaction they. This is in line with theory learning social Bandura (1977) stated that behavior and values studied through interaction social and observation in conducive environment . With so, habituation religious values in general systematic in school

become mechanism effective in to form character students with integrity and responsibility answer.

Environment social religious become context main supporting strengthening values as well as practice religious in school. Good interaction between students, teachers and parents create atmosphere conducive learning for internalization values religious in a way comprehensive . Bronfenbrenner (1917) through theory ecology development human, affirms that environment social is factor main influencing factors development character individual. The synergy that is created between school and family become important capital in strengthen character student so that the formation process character can in progress in a way holistic and sustainable. Vygotsky (1978) also emphasized how importance interaction social in the development zone proximal as support main for learning and development psychological child. Therefore that, environment positive and supportive social No only allow strengthening attitude religious, but also forms discipline, responsibility responsibility , and empathy that becomes life socialize.

Third dimensions culture religious namely religious rituals, religious values and norms, as well as environment social religious interact in a way synergistic in to form character students at Muhammadiyah 1 Middle School Malang. Approach holistic This make education character No only just delivery knowledge , but rather as a transformation process comprehensive personality , forming student become individuals who do not only intelligent in a way academic but also mature in a way spiritual and moral noble , ready contribute positive in society (Lickona, 1991) . Therefore that, culture religious at school This functioning as system education integral and continuous character.

2. The Role of Schools and Families in Support Culture Religious of Muhammadiyah 1 Middle School, Malang

School play enough role important in grow and strengthen culture religious activities at Muhammadiyah 1 Middle School in Malang. Activities structured and routine religious activities such as prayer congregation (Dhuha, Zuhra, Asr, and Friday), reading the Qur'an (Ummi), delivering cultum, charity Friday, and study jurisprudence nisa create atmosphere religious support formation character students. School This provide facility like Islamic Prayer Room For activity religious, as well as various means for support religious learning, such as book prayer dailies and religious posters that decorate it spaces school.

Leader schools and teachers are also involved active in give example real in behave religious. All teachers, whether they teach religion or not. No play a role as example in operate religious values when time prayer arrived, all inhabitant school including teachers and staff school stop activity they for carry out worship together. Approach This in accordance with theory learning social (Bandura, 1977) , which states that internalization values and character are greatly influenced by the learning process and role models in the environment social.

In addition, cooperation between school and family become important capital in strengthen culture religious and formation character students. According to Bronfenbrenner (1917) , environment social especially interaction between family and school own role important in development character individual . Parental support in create habit religion at home become element the key that strengthens continuity education characters that are implemented in schools. However, there are challenge the biggest one faced that is background behind diverse families. Some students who come from from family who already used to with life religious, they can with easy adapt activity religious teachings school. However, there are students who come from from underprivileged family support worship, like parents who don't prayer or No give good example, so that face difficulty in operate the habit of worship that has implemented in schools.

School try for to weave connection Good with parents through communication and parenting activities for strengthen mark religious at home. Head schools and teachers in general active invite parents for play a role as well as support habituation worship, like praying five times a day at home. One of the method used school is with ask parents for monitor and support use

diary book that records student worship activities. This agenda book also becomes tool for monitor whether student carry out their religious obligations in a way discipline. Although thus, school realize that formation character religious requires close cooperation between school and family. If parents no can give good example, then formation character religious at school will more difficult and needy a longer time. Therefore that, school Keep going make an effort for bring parents closer with activity religious values in schools and remind importance synergy between parents and school in support religious habituation.

CONCLUSION

This research unequivocally demonstrates that religious culture plays a significant and integral role in the character formation of students at Muhammadiyah 1 Middle School, Malang. The analysis confirms that three core elements-religious rituals, religious values and norms, and the social religious environment-interact synergistically to foster a holistic transformation in students, extending beyond academic achievement to encompass spiritual and moral maturity. This study uniquely contributes by detailing *how* these specific dimensions, rather than just religious education generally, concretely shape student character within a Muhammadiyah school context.

The findings also underscore the crucial and complementary roles of both the school as a facilitator and the family as a primary supporter in reinforcing these values. While acknowledging the inherent challenge of diverse family backgrounds, the sustained close collaboration between school and family is identified as the indispensable key to ensuring the long-term success of religious character formation. This research offers valuable theoretical insights into the dynamics of cultural influence on character development and provides practical implications for designing more effective character education models in faith-based educational institutions. Future research should explore longitudinal studies to assess the sustained impact of these cultural dimensions and investigate intervention strategies for students from less supportive home environments.

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