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Implementation of Habituation in Islamic Religious Education Learning in the Formation of Religious Character

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Abstrak

Kata Kunci:

Karakter; Religius;
Habitiasi;
Pendidikan Agama
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Akhir-akhir ini fenomena tentang banyaknya pelanggaran, pembulian, perundungan, aktifitas seks bebas yang dilakukan oleh murid sekolah sedang marak terjadi. Penelitian ini bertujuan untuk mengetahui lebih dalam fenomena-fenomena yang ada sebagai upaya penulis untuk mengetahui model pembelajaran pendidikan agama Islam dalam pembentukan karakter karena pendidikan karakter yang idealnya ditanamkan sejak dini di lembaga pendidikan dasar dan menengah, seharusnya lebih ditingkatkan lagi pada tingkatan atau jenjang selanjutnya, sebab peserta didik di lingkungan sekolah mempunyai kepentingan langsung dan praktis terhadap karakter-karakter positif, karena setiap hari mereka mendapatkan materi-materi pendidikan. Penelitian ini dilaksanakan dengan metode kualitatif, yaitu dengan maksud menfasirkan fenomena tentang apa yang dialami oleh subjek penelitian, misalnya perilaku, persepsi, motivasi dan tindakan secara holistik dengan cara deskripsi dalam bentuk kata-kata dan bahasa, pada suatu konteks khusus yang alamiah dengan jalan melibatkan berbagai metode yang ada. Hasil penelitian ini menunjukkan bahwa dengan metode habituasi siswa akan lebih tertanam dan terbentuk karakter religius yang menjadi harapan para orang tua dan guru yakni muridnya menjadi orang-orang yang baik dan patuh terhadap perintah agama. Penelitian ini diharapkan dapat memberikan masukan dan alternatif yang dapat dipilih dalam penerapan metode pembelajaran serta dapat menambah khasanah metode pembelajaran yang akan digunakan dalam proses belajar mengajar Pendidikan Agama Islam dalam membentuk karakter religius dan bagi guru Pendidikan Agama Islam, hasil penelitian ini diharapkan dapat memberi masukan dalam meningkatkan kualitas pembelajaran Pendidikan Agama Islam terkait penerapan metode habituasi dalam proses belajar mengajar.

Abstract

Keywords:

Character;
Religious;
Habituation; Islamic
Religious Education

Lately, there has been a phenomenon regarding the increasing number of violations, bullying, harassment, and free sexual activities carried out by school students. This research aims to delve deeper into these phenomena as an effort to understand the model of Islamic religious education in character formation. Character education ideally begins in early childhood education institutions and should be further enhanced at subsequent levels or stages, as students in the school environment have direct and practical interests in positive characters, as they receive educational materials every day. This research is conducted using a qualitative method, intending to interpret the phenomena experienced by the research subjects, such as behaviors, perceptions, motivations, and actions holistically through descriptive language within a specific natural context, involving various available methods. The results of this research indicate that through habituation methods, students' religious character is more deeply rooted and formed, fulfilling the hopes of parents and teachers that their students become good and obedient followers of religious commandments. This research is expected to provide input and alternatives for the implementation of teaching methods and to enrich the repertoire of teaching methods used in the teaching and learning process of Islamic religious education in character formation. For Islamic religious education teachers, the results of this research are expected to provide input in improving the quality of Islamic religious education related to the application of habituation methods in the teaching and learning process.

INTRODUCTION

The success of a nation in obtaining its goals is not only determined by the abundance of natural resources, but is largely determined by the quality of its human resources. Some even say that "A great nation can be seen from the quality / character of the nation (man) itself". Education must receive maximum attention from all of us, because education is the heart of the life of a nation. If the education carried out is successful, a nation will undoubtedly progress, and vice versa (Candra

kristiyan et al., 2023). Human character has actually been attached to a person's personality and shown in the behavior of daily life. Since birth, humans have possessed character potential demonstrated by their cognitive abilities and innate traits. Innate character will develop if it gets a touch of learning experience from its environment. In this case, the family is the first learning environment obtained by children and will be a strong foundation to form character after adulthood (Wafiqazizah Ismi Esa Putri et al., 2023). The history of character education in Indonesia can

be traced from its relationship with citizenship. Citizenship is the ultimate manifestation of loyalty of every modern man. In Indonesia in the pre-independence era, what is known is education or teaching ethics that instills in students moral principles, ethics and etiquette that underlie attitudes and behaviors in daily associations. Religious education in schools and universities has been designated as a subject starting in 1960 based on the following provision: "Establish religious education as a subject in schools ranging from public schools to state universities with the understanding that students have the right not to participate, if parents/adult students express objections". Character education, which is ideally instilled from an early age in primary and secondary education institutions, should be further improved at the next level or levels. Because students in the school environment have a direct and practical interest in positive characters, because every day they get educational materials from teachers who teach in their classes (Retno et al., 2023). Technically, the cultivation of positive character will be more effective and effective if done through example. In this case, parties related to the implementation of education in schools must take part in providing good examples to students. Teachers, employees, and senior learners should exemplify religious, honest, disciplined, independent, responsible behaviour etc. to junior learners. With a conducive environment,

the seeding of positive character will be more easily accepted and exemplified by new students (Sutrisno & Wahyudi, 2023). Lately the phenomenon of many violations, bullying, bullying, free sex activities carried out by school students is rife. Starting from school students with simple family backgrounds to the level of family backgrounds of state officials/leaders also often occur. One of these phenomena could be caused by the lack of application of character education to students in the school world. In fact, the application of character education is one of the main capitals for students who will be the basis of life in order to become safe and happy human beings. Especially in this era of globalization, students seem to slowly begin to abandon noble values, ethics, morals and praiseworthy morals. Because, today's students are easily contaminated by the entertainment world which lacks noble values. In developing the potential of believers, education plays an important role (Sri Nanti, Leni Suryanti, Muharnis, 2022). The purpose of developing these abilities can be achieved by educational processes such as schools. School is an institution to provide education by providing lessons to students (Ramdhani, 2021). Educational activities at school are a continuation of education at home. The learning process is an effort to improve the quality of education in schools (Santoso, 2023). With the rapid development of science and technology, various new concepts and discoveries regarding the learning

process in schools have been created and further developed. In Islamic religious education, the success of delivering material to students is very important in order to achieve an effective and efficient teaching and learning process (Amalia et al., 2023). Therefore, the function of learning methods should not be ignored. Because the learning method also determines the success or failure of the teaching and learning process and is an inseparable part of the learning system (Lince, 2022). The rapid advancement of science has had a tremendous impact on human life, ranging from the social behavior of children to adults, to the rise of dating among teenagers. Therefore, effort is required. One of these efforts is the formation of religious characters to avoid and minimize these bad things. Departing from the above problems, the author tries to find out more deeply the phenomena that exist as an attempt by the author to find out the learning model of Islamic religious education in character formation.

RESEARCH METHODS

This research is carried out with qualitative methods, namely with the intention of interpreting phenomena about what is experienced by research subjects, such as behavior, perception, motivation and action holistically by means of description in the form of words and language, in a special natural context by involving various existing methods. In terms of this understanding,

the natural setting intended so that the results can be used to interpret phenomena and in qualitative research the methods that are usually used are interviews, observations and the use of documents. This research model uses case studies. A case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program or a social situation (Silvia et al., 2022).

Case study researchers try to examine as much data as possible about the subject under study. This model focuses on one particular case.

Based on the explanation above, it can be revealed that a case study is an exploration of a bound system or a case over time through in-depth data collection and involves a variety of rich information in a context. This bound system is bound by time and place while cases can be reviewed from an event program, process, institution or social group, and collect detailed and in-depth information using various data collection procedures over a certain period.

RESULTS AND DISCUSSION

This research was carried out at SMK Attaqwa 05 located in the Al Huda Kebalen Babelan Bekasi Mosque Complex, on the grounds that this school is an Islamic school that has excellence in the field of religion and good general knowledge, and gets good assessment from the community. This

research was conducted during one semester of the 2023-2024 academic year in January - June. This research is a field research conducted through direct observation of the location that is used as the object of research oriented to natural findings or symptoms. This research is qualitative descriptive research. In research, researchers use a case study approach, meaning a study that is carried out intensively detailed and in-depth on an organization, institution or certain symptoms.

In essence, this study focuses more on the phenomena or symptoms that occur in teachers and students involved in religious character education and habituation applied at SMK Attaqwa 05 Bekasi and especially the Implementation of Habituation in Islamic Religious Education Learning in the Formation of Religious Character along with strategies and supporting and inhibiting factors. In entering the field, researchers are one of the most important things in conducting research, therefore in this study researchers have designed techniques for entering the field to be used, so that the process of taking data or information can be carried out according to existing field procedures.

In this study researchers used data collection through observation, interviews, and documentation. In accordance with the results of the research carried out, researchers obtained data on character development through religious habituation activities at SMK Attaqwa 05 Bekasi. In this

chapter presented data that are in accordance with the purpose of the study. The presentation of data intended to present and explain the data obtained from research at SMK Attaqwa 05 Bekasi can be clarified into several things, namely as follows (Reni Wahida Fitri et al., 2023):

1. The concept of religious character building through religious activities.
 - a. Classroom-Based Character Education Design.

Character education in schools is very important for the progress of the Indonesian nation. Values in character education need to be internalized in classroom learning activities. The formation of religious character is instilled in the classroom through learning activities.

Based on this, the cultivation of religious character in the learning process is through a series of integrated lesson plans developed in the classroom and conveying what is learned is expected to be applied directly in daily life, both worldly practice and ukhrownya so that later students can increasingly practice religious character in life.

From the results of the research, researchers found that the concept of forming students' religious character through classroom-based character education design is through the cultivation of religious character in the process that the cultivation of religious character in the learning process is through a

series of integrated lesson plans developed in the classroom and conveying what is learned is expected to be applied directly in daily life both worldly practice and ukhrownya so that Later, students will be able to practice religious character in everyday life. In addition to classroom-based religious character education at SMK Attaqwa 05, teachers also become examples and examples for students to emulate the attitudes and behaviors carried out by teachers in the classroom and each class has a target target that will be developed in the classroom not only about the material but the character of students, especially their religious character which is emphasized namely about the morals of students.

Morals are the inherent temperaments of a person that can bring out good deeds without considering the mind first. Behavior that is done repeatedly is not enough just once to do a good deed or only occasionally. So a person can be said to be moral if it arises by itself, driven by motivation from within and done without much consideration of thought, let alone considerations that are often repeated, so that it seems as a compulsion to do. If the act is done forcefully, it is not a reflection of morals.

Basically, the purpose of morality is to teach how one

should relate to the Lord God of his Creator, as well as how one should relate to one's fellow human beings. The essence of moral teachings is a strong intention to do or not do something in accordance with the pleasure of Allah SWT. Akhak is the realization of personality not from the development of the mind alone, but is the action or behavior of a person, morals cannot be separated from religious life.

b. School Culture-Based Character Education Design.

Character education in schools is very influential in the formation of religious character in students, because at school students can learn from school culture or school habits, so that students can learn or practice habits in the school.

From the explanation of the Principal and Teacher of Islamic Religious Education above, that the concept of religious character formation begins with instilling morals in accordance with Islamic teachings and developing Islamic student personalities through habituation to sunnah practices such as dhuha prayers, memorization murojaah in the morning.

In the formation of religious character this is not only done in the classroom but also outside the classroom.

Based on this, the formation of students' religious character is not

enough in class or even within the school environment, but the formation of students' religious character outside the school environment is very influential in the formation of students' religious character, because there is a lot of time outside school hours, therefore the school SMK Attaqwa 05 really expects the active role of the family, especially parents.

In the formation of students' religious character, many people must be active and involved in supporting the formation of students' religious character.

Based on this, all parties must be involved in the formation of students' religious character from the school environment, namely teachers, janitors, sellers who are bride and groom must participate in the formation of religious character. And also outside the school environment must also be involved in the formation of religious character from parents, family, relatives, the surrounding environment because in this environment students more often apply religious character therefore all must be involved.

From the results of the study, researchers found that the concept of forming students' religious character through school culture-based education design, namely in the culture-based education design at SMK Attaqwa 05 school is very cultivating greetings, seyum,

greetings, politeness and courtesy (5 S) and always maintaining civility, attitude, and speech, not only morals but also how to dress children who are always reminded to dress in accordance with Islamic law and there are restrictions on getting along for students who are both men and women and display Islamic posters so that they can serve as reminders for children when inside or outside the classroom.

In empowering school culture by using the 5S slogan (Smile, Greetings, Greetings, Politeness and Courtesy) teachers must set an example first by practicing it to fellow teachers. With teachers practicing it, students will see and imitate it. Furthermore, teachers must also socialize this 5S culture by informing students about the 5S culture, can also make a kind of poster placed near the park where students play. In addition, it can also be placed on the wall of the classroom, indirectly the culture can be internalized to each student as well as other school residents.

Religious Character Building Strategies

In the formation of religious character many elements are involved, not only that in addition to good cooperation between parents and teachers, when in the classroom teachers must have strategies in instilling religious character values in students (Zuhria, 2021).

Based on this, the teacher's strategy to instill religious character values in students is to apply learning in accordance with the RPP by strengthening the material through advice that must always be applied in everyday life and for students who are still in approach or supervision apply in class, namely direct reprimands when students who do not reflect religious character attitudes and also give examples directly to students so that they can perform actions that reflect religious character.

Strategies in instilling religious character values in students, teachers must have the following strategies (Faiz et al., 2021):

a. Exemplary

Exemplary or direct example in religious activity programs in schools to shape students' religious character.

Based on this, it can be seen how a teacher prepares an exemplary strategy and provides examples directly in learning process activities or in the school environment, teachers always prioritize attitudes and morals that can shape students' religious character so that students can model and emulate the attitudes and morals they see from their teachers.

After the teacher applies the strategy with an exemplary method and gives direct examples to students, the teacher must also have a strategy with habituation methods

in religious activity programs to form religious character.

Based on this, that in the strategy with the habituation method at SMK Attaqwa 05 through scheduled activities such as the first dhuha prayer every morning, after the dhuha prayer there is also a murojaah memorization of students, after that there is also a congregational dhuhur prayer, congregational Friday prayer for men and women there is tausiyah on Friday, and fasting Monday and Thursday. Through these activities, it is hoped that it can have an impact on students so that they can become accustomed to carrying out and carrying out these activities.

b. Instilling discipline

After the teacher applies strategies with habituation methods to students in forming religious character, teachers must also have strategies in applying discipline in religious activity programs at school.

Based on this, that in the strategy with the method of disciplining students, teachers at SMK Attaqwa 05 have rules if students violate and do not do activities in the school environment, these rules can be in the form of advice, punishment that forms good student religious character and also use a personal approach if students still violate, so that later students can be disciplined to obey and do all activities in the school environment.

The teacher's strategy to shape the religious character of students in the form of instilling religious character values, habituating and disciplining students, teachers must also strive to cocondition students in schools that have different characters in order to build religious character.

Based on this, that in conditioning students in schools who have different characters in order to build religious character, teachers try to make groups of students who already have good religious character become one, which aims that those who do not have religious character can be reminded by fellow friends who have good religious character, And also the teacher tries to understand each student who has different religious characters by continuing to provide a closer approach in order to obey the words of the teacher who gives direction.

In building students' religious character, teachers must have a way to internalize students' religious character values in religious activities at school (Hasanah* & Mustofa, 2023).

Based on this, in internalizing religious character values in religious activities, the school uses strategies by providing material and practice directly in activities at school. For example, in the Islamic Personal Development (BPI) activity, the material will discuss the aqidah about good practices that we must carry out and advice that is in accordance with Islamic

teachings with a character that can be in the form of advice or material that leads to the formation of religious character.

Inhibiting factors in the formation of students' religious character

In the formation of students' religious character, there are several factors that become obstacles in the formation of students' own religious character.

1. Environmental Factors
2. Social Factors
3. Lack of parental cooperation

Based on this, that there are many inhibiting factors in the formation of students' religious character, factors that inhibit the formation of religious character are influenced by the environment and background of students who are the majority of students from the residents of the market panorama which is rather unruly and wayward. Furthermore, the inhibiting factor is that the environment around the house where students live also affects the formation of religious character, because students are only at school from 7 am to 4 pm the rest are at home which greatly influences and inhibits the formation of religious character. In addition, there is also a very large inhibiting factor, namely mobile phones, which have a very extraordinary influence because they can change attitudes and behaviors in children, if not supervised by strict parents can be a very large inhibiting factor.

In the formation of students' religious character, there are efforts to overcome factors that become obstacles in the formation of students' religious character (Nurhasanah et al., 2024).

Based on this, that in an effort to overcome the inhibiting factors in the formation of religious character begins with increasing the ability and insight of teachers in providing examples, examples, providing learning materials continuously updated and improving the quality of educators, besides that teachers are expected to always transfer experience, insight and knowledge that teachers have gained so far to change the religious character of students for the better. Furthermore, in an effort to overcome the inhibiting factors of the

formation of students' religious character, the school always communicates with parents to limit, limit or provide schedules for the use of mobile phones at home, the use of mobile phones at home, for example, it is made that it is permissible to use mobile phones only once, on Sundays using mobile phones does not give a long time so that it can slightly reduce the impact or reduce obstacles to the formation of religious character. Furthermore, communication with parents when their children perform prayers is not serious, their morals are still not visible, so they will be directly communicated with the school or class teacher so that later in school they can be advised again.

CONCLUSION

Based on the results of research on the formation of students' religious character through religious activities at SMK Attaqwa 05 Bekasi, the conclusion of this study is in the concept of forming religious character through religious activities at SMK Attaqwa 05 Bekasi has 2 character education designs, namely class-based character education design and school culture character education design. In the design of classroom-based character education and the design of school culture character education, schools apply learning in accordance with the

national education curriculum, also combining the curriculum with the Islamic curriculum. One form of adoption is to include worldly values and ukhrawi in all subjects. To associate with worldly values is to associate learning with real life. While relating to ukhrawi values means connecting the learning results obtained in carrying out devotion to Allah. This ukhrawi value is taught by relating the material to the verses of the Qur'an, hadith, and sirah-sirah. And each class also holds class stars, infaq stars, social stars and spiritual stars so as to make students more enthusiastic and facilitate the formation of religious character.

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