



## Character Education through Habituation of Religious Activities at SDIT Al-Khairiyah, Cilegon City

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### Abstract

Character education includes more than teaching morality and ethics. In addition, by instilling good habits, it is expected that students can feel or experience (affective), develop cognitive awareness about right and wrong, and get used to doing it (psychomotor). Instilling character education can be carried out by an educational institution. Among the educational institutions that organize character building is the Integrated Islamic Elementary School (SDIT), which combines general education and religious values. It is because character education lies not only in the material being taught but also in the habituation of positive attitudes and actions, one of which is through the habituation of religious activities. This study thus aims to determine (1) the implementation of character education through the habituation of religious activities and (2) the character of class IV A students at SDIT Al-Khairiyah. The research method employed in this research was qualitative research, i.e., understanding phenomena in the form of natural objects by collecting data by triangulation. The data collection techniques utilized were interviews, and non-participatory observation, i.e., the researchers were not directly involved in the activities that took place at school but only as observers using field notes and documentation to support the research. The results of this study revealed that (1) schools and teachers could implement character education by involving all students through the habituation program for religious activities in schools. (2) Meanwhile, the character values that arise in students include religion, discipline, and responsibility, which are expected to be applied in everyday life.

### Keywords:

Character Education, Habituation, Religious Activities

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## Abstrak

Pendidikan karakter mencakup lebih dari sekedar pengajaran moralitas dan etika. Selain itu, menanamkan kebiasaan yang baik diharapkan peserta didik dapat merasakan atau mengalami (afektif), mengembangkan kesadaran kognitif tentang benar dan salah, serta terbiasa melakukannya (psikomotor). Proses penanaman pendidikan karakter dapat dilakukan suatu lembaga pendidikan. Diantara lembaga pendidikan yang menyelenggarakan pembentukan karakter tersebut salah satunya dapat dilaksanakan di Sekolah Dasar Islam Terpadu (SDIT) yang menggabungkan antara pendidikan umum dan nilai-nilai agama. Karena pendidikan karakter tidak hanya terletak pada materi yang diajarkan saja, tetapi juga pada kegiatan pembiasaan sikap dan tindakan positif salah satunya melalui pembiasaan kegiatan keagamaan. Adapun penelitian ini bertujuan untuk mengetahui: (1) implementasi pendidikan karakter melalui pembiasaan kegiatan keagamaan dan (2) karakter peserta didik kelas IV A di SDIT Al-Khairiyah. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif yaitu memahami fenomena berupa objek alamiah dengan mengumpulkan data secara triangulasi. Teknik pengumpulan data yang digunakan adalah wawancara, Observasi non partisipatif yaitu peneliti tidak terlibat langsung dalam kegiatan yang terjadi di sekolah tetapi hanya sebagai pengamat dengan menggunakan panduan catatan lapangan, dan dokumentasi yang mendukung penelitian. Hasil dari penelitian ini menunjukkan bahwa: (1) sekolah serta guru dapat menerapkan pendidikan karakter dengan melibatkan seluruh peserta didik melalui program pembiasaan kegiatan keagamaan yang terdapat di sekolah. (2) Adapun nilai-nilai karakter yang muncul dalam diri peserta didik yaitu religius, disiplin, dan tanggung jawab yang diharapkan dapat diterapkan dalam kehidupan sehari-hari.

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## Kata Kunci:

Pendidikan Karakter, Pembiasaan, Kegiatan Keagamaan

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## INTRODUCTION

Today's youth are dealing with various problems affecting their morale, including bullying, drug usage, fights between students, pornography, promiscuity, addiction to online games, moral decay, and many types of infractions of school regulations, culture, and cheating (Yulianti, 2021). Besides, concerning the low morale of today's youth, as stated in the *fk.ugm news* on March 14, 2018, UNICEF data for 2016 uncovered that violence against fellow adolescents in Indonesia is estimated at 50%. Meanwhile, according to data from the Ministry of Health of the Republic of Indonesia for 2017, 3.8% of students stated that they had abused narcotics and dangerous drugs (FKK UGM in Syam et al., 2023). This situation has become a problem that currently cannot be completely resolved. Seeing several cases of moral violations in these students, it is clear that the commendable morals that should be used as character traits are not well instilled.

It is where educational institutions play a key role in developing the nation's future leaders by providing learning resources like teachers and curricula that reflect the character values they hold dear. Education is a conscious effort to prepare students through guidance, teaching, and training activities for their role as the next generation in the future. Basically, education aims to improve the quality of human resources through teaching and learning activities in schools. One of the characteristics of a quality human being is a human being who has faith and piety to the Creator and has noble morals in accordance with the teachings of the religion he adheres to. As stated in Law Number 20 of 2003 article (3), national education functions to develop capabilities and shape noble national character and civilization to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen.

In the contemporary era of globalization, character education is essential for students to develop into civilized humans as anticipated by society, the nation, and the state. Character education instills character

values in school members, including knowledge, awareness or willingness, and actions in implementing these values (Rachmadyanti, 2017). Hence, to strengthen this personality, it is very necessary to have learning that refers to Islamic values in schools through religious activities.

Based on research conducted by Wardani et al. (2019), Nurhamidin & Buhungo (2020) Indriana & Saád (2021), Luthfiyah & Zafi (2021), Bahri (2022) and Marzuqi, (2022) habituation of religious activities can instill character education in students. Religious education has a crucial role in the national education system. The existence of religious habituation instilled from an early age will determine children's moral quality and character when they grow up. This religious activity involves all activities that contain religious values to increase faith and foster commendable moral values, which are expected to be practiced in everyday life. Religious activities are defined as "an effort to maintain, protect, and perfect humans so that they continue to believe in Allah SWT by being guided by the sharia and develop into humans who live happily in the world and the hereafter" (Ningtyas & Saputera, 2018).

In this case, SDIT Al-Khairiyah Cilegon City is a school that not only follows the curriculum from the government but also has its curriculum in schools that not all schools have, namely requiring students to participate in religious activities carried out at the school. Thus, character building at SDIT Al-Khairiyah is carried out through learning activities and holding religious activities habituation to their students. As for the habituation of religious activities carried out at SDIT Al-Khairiyah, they include *Dhuha* prayer, *tahfidz*, midday prayer in congregation, reciting prayers at each start and end of teaching and learning activities, and adding hours to increase Al-Qur'an reading for lower graders. This habit undoubtedly requires school hours earlier than the surrounding schools. Therefore, the approach of compassion by implementing the habituation of *fardhu*, sunnah worship, and *akhlakul karimah* is a routine agenda at this educational institution. With this educational pattern, it is expected to direct students to become pious, moral, knowledgeable, capable, creative, independent, and responsible human

beings. The habituation of religious activities carried out every day is also expected so that students can get used to practicing and practicing and applying them in everyday life.

Based on this description, the researchers conducted a study entitled Character Education through Habituation of Religious Activities at SDIT Al-Khairiyah, Cilegon City.

## METHODS

This study used qualitative research methods. In this study, the researchers controlled a standard set of steps or procedures in qualitative research. Research methods and strategies employed in qualitative research are highly adaptable. An open research design (emergency design) was used in this study, which was corrected during data collection. Data collection was conducted through interviews, observation, and documentation.

### Interview

Using structured interviews, the interview method was utilized to determine matters related to the implementation of character education through the habituation of religious activities at SDIT Al-Khairiyah. This is because the researchers provided the framework of the entire question as an interview guide. With this interview method, researchers wanted to obtain data on how the implementation of character education at SDIT Al-Khairiyah. Meanwhile, the informants interviewed were school principals, Islamic religious education study teachers, homeroom teachers, picket teachers, and several students of class IV A.

### Observation

Observation is a data collection method that involves direct observation of research subjects and recording events and behavior naturally, authentically, and spontaneously for a predetermined period to obtain accurate, comprehensive, and detailed data to gain direct experience and test the truth. In addition, it can record events as they occur, making it a very useful tool in situations where other communication methods are unavailable (Saleh in Ahmad & Muslimah, 2017). The researchers used the observation method to determine directly what was found regarding implementing character education through the habituation of religious activities at SDIT Al-

Khairiyah. Observations by researchers employed a non-participatory type of observation, in which the researchers only played a role in observing and not participating in activities. The data taken were all forms of religious activities carried out in class IV A SDIT Al-Khairiyah.

### Documentation

Apart from conducting interviews and observations, the researchers could also obtain data through documentation. The documentation method was used to gain data in writing, pictures, activity journals, diaries, and photo archives to support data verification.

### Data Analysis

According to Miles and Huberman cited by Sugiyono in his book entitled *Quantitative, Qualitative and Combination Research Methods (Mixed Methods)* mentioned that activities in qualitative data analysis are carried out interactively and continuously until they are complete so that the data is saturated. Activities in data analysis include data reduction, data presentation, and verification/conclusion.

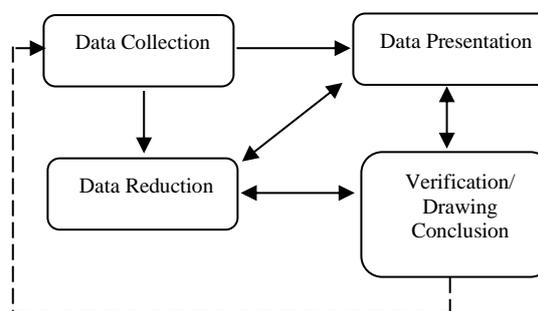


Figure 1. Data Analysis

## RESULTS AND DISCUSSION

### Character Education through Habituation of Religious Activities for Class IV A Students at SDIT Al-Khairiyah

Instilling character education can be conducted in formal institutions, namely schools. It is where all education stakeholders must be involved, including the education component itself, which comprises curriculum, teaching and learning activities and evaluation, subject management, school management, implementing extracurricular activities, adequate facilities, financing, and the work ethic of all school members). Based on the research findings, the efforts made by

SDIT Al-Khairiyah in achieving the goal, i.e., to produce a generation with character, were through the habituation of religious activities by teachers towards students. The habituation of these religious activities had been systematically structured in daily habituation activities and on certain days. It aligns with what was conveyed by RL, as the principal of SDIT Al-Khairiyah school, that the activities in this school had been systematically programmed by students so that all religious activities could be properly scheduled. Experts state that this habituation method effectively develops children's character and personality (Rauhah et al., 2021).

In this regard, religious activities are to carry out a program of religious activities in line with certain normative references to achieve activity goals in a measurable and controlled manner (Abidin, 2019). In carrying out an activity, it is certain to have a goal to be achieved. In the religious activities carried out, the objectives include 1) increasing student awareness of the importance of religious activities in instilling positive religious attitudes, 2) developing the personality of students accustomed to worship, 3) creating a generation with high spiritual intelligence to give birth to a new generation, which upholds religious values, ethics, and morality, 4) intensifying Islamic da'wah to students to develop students as religious young people as an implementation of Islam that is *rahmatan lil alamin*, and 5) improving students' psychomotor, affective, and cognitive abilities (Zahroh & Khamdani, 2020).

Based on the research, the forms of religious activities implemented at SDIT Al-Khairiyah Cilegon City included daily routine activities, such as prayer activities before and after studying, *Dhuha* and midday prayers in congregation, *tadarus*, and *muraja'ah*. Meanwhile, weekly activities on Friday were clean Friday, Friday *ta'lim*, and healthy Friday. Examples of religious activities on certain days were Islamic holiday commemorations, pilgrimage rituals, Ramadan, and *mabit*. Based on the researchers' interviews with several informants, namely TA, RL, RF, and MA, and the observations made, it was revealed that, by habituating religious activities in schools, the character of students slowly began to develop,

starting from religious character, discipline, and responsibility.

#### **The Character of Class IV A Students at SDIT Al-Khairiyah**

In the current era of globalization, character education has a prominent role in helping students to become civilized human beings as expected by society, nation, and state. One of the many efforts to develop character and become individuals who are superior and have character is through character education. Character education focuses on moral, ethical, and moral goals, and its practice also involves developing relevant skills for students' social development. Definition of character education is a method for instilling character values in school members, including knowledge, awareness or willingness, and actions to carry out these values (Rachmadyanti, 2017). Meanwhile, according to Creacy (Sari et al., 2019), character education is defined as an effort to encourage students to grow and develop thinking competence and adhere to moral principles in their lives, and have the courage to do what is 'right' even when faced with various challenges.

Character education is crucial for everyone, including students. The existence of character education can improve the ability of students to apply positive character values in everyday life. According to the Ministry of Education and Culture (Fatmah, 2018), the purpose of character education is to form and develop the abilities of students so that they can have cultural and national character values, can increase the positive actions that students have they are embedded in universal values and religious, cultural traditions, develop and form a spirit of leadership and being responsible to students, and instill a school environment with a sense of trust, honesty, strength, and a strong sense of friendship for the sake of creating a comfortable learning process.

Meanwhile, the character values developed at SDIT Al-Khairiyah Cilegon City are religious, discipline, and responsibility. According to the Ministry of National Education, being religious is an attitude and action that adheres to the teachings of one's religion, is tolerant of the practices of other religions, and lives in harmony with adherents

of other religions. Then, discipline is an act that shows obedience to various applicable rules and regulations. Meanwhile, responsibility is a person's attitude and actions to carry out his duties and obligations, which should be done towards himself, society, the environment (nature, society, and culture), the country, and God Almighty (Baginda, 2018).

In this study, the **religious character** could be observed through activities such as praying before and after studying, carrying out Dhuha and midday prayers in the congregation on time, and solemnly for worship to get closer to Allah SWT and *tadarus muroja'ah*. Students in class IV A SDIT Al-Khairiyah followed the habituation of religious activities implemented by the school.



**Figure 2.** Praying Before and After Study



**Figure 3.** Dhuha Prayer in Congregation



**Figure 4.** Congregational Midday Prayer



**Figure 5.** *Muroja'ah* Al-Qur'an and Hadith

The **character of discipline** could be observed in students who carried out worship on time, arrived on time, carried out pickets according to schedule, and participated in activities at school. However, on Tuesday, the researchers saw that one student in grade IV A did not bring an Islamic religious education textbook, so the Islamic religious education teacher advised him not to repeat it. In further observations on Friday, the researchers saw one student in class IV A named AR arriving late, so AR was praying Dhuha in the lobby, guided by the picket teacher. After finishing, AR was allowed to enter the class. Arriving in class, AR was also advised by the homeroom teacher not to be late for school. In several research opportunities, researchers saw that class IV A students were not late, so it could be said that they were disciplined. In addition, discipline was always reminded when carrying out religious activities, teaching and learning activities, and ceremonies.



**Figure 6.** Clean Friday Activities



**Figure 7.** Friday Ta'lim Activities



**Figure 8.** Monday Ceremony Activities

Furthermore, the **character of responsibility** could be seen in class IV A students responsible for carrying out pickets before going home from school according to the schedule. In several research opportunities, the researchers saw that class IV A students were responsible for what they did, so it could be said that they had the character of responsibility. This responsibility is related to the attitude of honesty which usually appears at the same time as habituation through religious education or activities (Jai et al., 2019).



**Figure 9.** Several students are on *murottal* duty in the TU room guided by one of the *tahfidz* teachers.



**Figure 10.** Class IV A students are carrying out pickets according to schedule.



**Figure 11.** Students of Class IV A are working on assignments

### Discussion

The findings indicated that the involvement of all SDIT Al-Khairiyah stakeholders has a great influence on instilling character. All school stakeholders are involved, including the education component itself, which comprises curriculum, teaching and learning activities and evaluation, subject management, school management, implementing extracurricular activities, adequate facilities, financing, and the work ethic of all school members. Some religious activities become habituation. The habituation method is proven effective in developing children's character and personality (Maulidya & Cahyadi, 2023; Mutmainah et al., 2023).

The result also indicated that a good program with a strong basic ideology or principles will influence successful implementation. Religious concepts, as a basic principle held by SDIT Al-Khairiyah, are to carry out a program of religious activities in line with certain normative principles to achieve activity goals in a measurable and controlled manner (Lintang, 2020).

Defining and selecting the proper definition of character education also takes

part in the successful implementation in SDIT Al-Khairiyah. Character development is a method for instilling character values in school members, including knowledge, awareness or willingness, and actions to carry out these values (Rachmadyanti, 2017). Thus, the definition should be agreed upon by all members.

Character education is defined as an effort to encourage students to grow and develop thinking competence and adhere to moral principles in their lives and have the courage to do what is 'right' even when faced with various challenges (Sari et al., 2019). So, the habituation at SDIT Al-Khairiyah encourages the students' unconscious thoughts to follow the rules without force. The students need to understand that responsibility is a person's attitude and actions to carry out his duties and obligations, which should be done towards himself, society, the environment (nature, society, and culture), the country, and God Almighty (Cinantya et al., 2019; Yulaika et al., 2022).

## CONCLUSION

Based on the research results carried out by researchers using collection techniques of interview and field note data regarding character education through the habituation of religious activities in class IV A students at SDIT Al-Khairiyah Cilegon City, it can be concluded that:

Religious activities held at SDIT Al-Khairiyah were grouped into habitual, weekly, and educational activities, carried out once a month or yearly. Habitual activities were routinely carried out daily, such as praying before and after teaching and learning activities, praying Dhuha and midday prayers in congregation, and implementing 5S culture, *tadarus*, and *muraja'ah*. Weekly activities carried out on Friday were Clean Friday, Friday *Ta'lim*, and Healthy Friday. Then, educational activities included commemorating PHBI, haj rituals, *Ramadan*, and *mabit*. Moreover, religious activities at SDIT Al-Khairiyah had been well planned by the principal and students. All students should follow existing religious activities in the school.

The character values that appeared in class IV A students were religion, discipline,

and responsibility. These characters could be embedded through the habituation of religious activities found at SDIT Al-Khairiyah. It could be seen from interviews conducted with several sources and observations made by researchers.

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