

Strengthening Religious Character and Student Discipline Through Habituation in Muhammadiyah Elementary School

Penguatan Karakter Religius dan Kedisiplinan Siswa Melalui Pembiasaan di Sekolah Dasar Muhammadiyah

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***Abstract.** This study aims to determine teachers' efforts in strengthening students' religious character and discipline through habituation at Muhammadiyah Elementary School. This qualitative research uses data collection techniques through observation, interviews, and documentation. The subject of this research is students in one of the Sidoarjo Elementary Schools. This research discusses strengthening character, which is important in shaping religious character and discipline through an effective approach. Efforts were made to strengthen religious character by memorizing short letters of hadiths and performing dhuha prayers in the congregation. The efforts made to strengthen the character of discipline are through habituation activities at school in the form of obeying the rules or regulations in the school.*

***Keywords** - character; religious; discipline*

Abstrak. Penelitian ini bertujuan untuk mengetahui usaha guru dalam menguatkan karakter religius dan kedisiplinan siswa melalui pembiasaan di Sekolah Dasar Muhammadiyah. Penelitian ini bersifat kualitatif dengan menggunakan teknik pengumpulan data yang berupa hasil observasi, wawancara, dan dokumentasi. Adapun subjek penelitian ini yaitu siswa di salah satu Sekolah Dasar Sidoarjo. Penelitian ini membahas tentang penguatan karakter yang memiliki peran penting dalam membentuk karakter religius dan kedisiplinan melalui suatu pendekatan yang efektif. Upaya yang dilakukan untuk menguatkan karakter Religius melalui kegiatan menghafal surat pendek, hadist, dan melakukan sholat dhuha berjama'ah. Sedangkan upaya yang dilakukan untuk menguatkan karakter kedisiplinan yaitu melalui kegiatan pembiasaan di sekolah yang berupa mematuhi aturan atau tata tertib yang ada di sekolah.

Kata Kunci—karakter; religius; kedisiplinan

I. INTRODUCTION

Character is a trait or character related to personality, behavior, ethics, and morals that exist in each individual. Character is also often called values that can be carried out through an action or behavior [1]. Introducing character values is one of the important values students must have in their behavior. Character education does not just explain good and bad characters to students but rather leads to how students apply the basic values of character in their daily lives [2]. The character development process can be used through the school's vision and mission, school goals, school rules, lesson plans, and habituation before and after learning [3]. Character development can help students develop positive potential through self-confidence by doing various good activities. So it can be seen that education is not just providing knowledge but also implementing character building and a person's character to improve.

Religious character teaches how to behave in religious learning, which includes tolerance towards other religions, living in harmony, and helping each other between religious communities. Religious character has a relationship that relates between individuals with God, individuals with fellow individuals (humans), and individual relationships with the surrounding environment [4]. Religious character is important in directing students to recognize the importance of understanding religious values. At the same time, the character of character discipline can direct students to behave honestly

and responsibly in carrying out their obligations as students. Discipline is an attitude formed to show the values of compliance with existing rules, loyalty, and obedience to established rules. Discipline can make a person responsible and can distinguish what must be done and what should not be done [5]. So, schools always implement school culture as a habit that can foster student motivation and enthusiasm for learning and be useful as a reference or guide in daily life. The formation of religious character and discipline closely relates to the student's physical and mental personality.

Habituation or school culture is one of the character education processes that can be applied effectively to make students have a good, polite, and courteous attitude in behaving, speaking, and behaving according to existing regulations at school. School culture is the values, culture, customs, and habits built over a long period and reflected in the daily attitudes of the school [6]. Several habits can be implemented at school related to religious character values and discipline in daily activities that can be carried out routinely on a religious basis, including dhuha prayers in congregation, memorizing short letters before carrying out learning activities, reading hadiths about daily life, and obeying the rules in school.

The purpose of this article is to find out how the routine implementation is carried out to foster the religious character and discipline of students through habituation activities at school, which can be useful as reference material or knowledge for educators, principals, and prospective educators to know the implementation of strengthening character education through a practice of activities that involve students directly in these activities as a real experience that can be remembered by students in the long term. This article research was conducted using qualitative methods centered on the results of observation activities, interviews, and documentation, as well as references to journals, articles, and supporting books as references to previous research.

II. METHOD

This research uses a qualitative method because this statement describes, reveals, and presents the data based on the occurring facts. Qualitative research can be interpreted as an approach to finding meaning, understanding, concepts, characteristics, symptoms, or descriptions of an event [7]. This research is focused and uses various methods, is conducted in an original and comprehensive context, prioritizes quality, and is presented narratively in scientific reviews. The research subjects were students at Sidoarjo Elementary School, while the informants of this research were teachers and principals. This research was conducted in April 2024



Figure 1. Stages of Methods [8]

This research involves two types of data, namely primary and secondary. Primary data is obtained directly by researchers through interview activities with students and digging up additional

information through teachers and principals. In contrast, secondary data is obtained to provide information indirectly through literature review articles or books used as references [9]. Interview activities are carried out using interview guidelines prepared by researchers as a guide in collecting information or data carried out directly between the interviewer and the interviewee.

The research also made observations to obtain information on how character strengthening shapes the religious character and discipline of students through habituation at school. Observation is the most important method to explore understanding in deepening knowledge about the phenomenon under study. In qualitative research, direct observations of the location are carried out so that the behavior and activities being studied can be found. This research also uses the documentation method to obtain data in photos, videos, and audio that can support research. Data will be analyzed through data collection activities, data analysis, data presentation, and conclusion drawing, which aims to ensure the trustworthiness and correctness of the research results [10].

III. RESULTS AND DISCUSSION

Religious Character Building And Discipline

Religious character and student discipline are formed through various habituation activities at school. There are 3 forms of efforts made by teachers to develop religious character and discipline, namely:

1. Formation of religious character through habituation of memorizing short letters and hadiths

Memorization is a learning approach that is carried out to develop students' memory abilities so that students can remember for a long time [11]. Memorization activities are carried out to increase the ability of students to possess piety through strengthening memory so that students become more aware of the contents and readings referred to in the letters and hadiths they read. Memorization activities are implemented at Muhammadiyah Elementary School, and student habituation activities are carried out before learning begins with the aim of improving the religious character possessed by students. This activity is carried out together and accompanied by the teacher so that students with good character and achievement are formed. So, by forming a religious character, it is hoped that it can provide students with an understanding that Allah SWT supervises every action taken. For this reason, students always try to carry out God's commands and avoid all prohibitions.

In memorization activities, a method is applied, namely *muroja'ah*. In this method, the memorization process is carried out by repeating the previous memorization that has been memorized with the aim that what has been learned can be remembered so that the memorization is maintained. *Muroja'ah* is also defined as a method of memorization that is done by repetition in repetition. After memorizing, the reading needs to be repeated. The thing that needs to be done by students in *muroja'ah* is to repeat the memorized reading periodically [12]. Memorization activities with this *muroja'ah* method are usually carried out in every habituation activity in the morning before learning begins, where students do *muroja'ah*, short letters and hadiths related to daily life together and accompanied by the teacher to help students repeat the readings they have memorized.

Formation of religious character through habituation of dhuha prayer in congregation

Dhuha prayer is one of the sunnah prayers highly recommended by the prophet Muhammad SAW. The dhuha prayer has many virtues and privileges. It has been explained in a hadith narrated by Imam Bukhari, namely, "My beloved (prophet Muhammad SAW.) has bequeathed 3 things to me, namely fasting 3 days in each month, dhuha prayer and sleep after performing the Witr prayer (H.R.Al-Bukhori.) The definition of prayer in the language derived from Arabic is '*asshalatu*', which means

prayer. A prayer is an act of worship that means favor, while the meaning of prayer, according to humans as a servant, is a prayer and a request for forgiveness [13].

Sunnah prayers are performed outside the five fardhu prayers that must be done. In addition, sunnah prayers are recommended, not mandatory, for Muslims to do in addition to compulsory worship [14]. So prayer can be interpreted as prayer, while dhuha can be interpreted as the time between the appearance of the sun and before the sun slips. Meanwhile, according to the large Indonesian dictionary, dhuha is when the sun rises. What is meant by dhuha prayer is a sunnah worship performed by Muslims at dawn. The time for performing dhuha prayers begins at sunrise, around six or seven in the morning, until near dhuhr time. The dhuha prayer can be done with a minimum of two *rakaat* and a maximum of twelve *rakaat* in units of two *rakaat* per salam.

The law of dhuha prayer is sunnah, which is worship that is not mandatory but highly recommended. Dhuha prayer activities are now part of a student character education program that aims to provide positive changes in students, especially in developing religious values. Developing religious values can create individual relationships with God, personal relationships with others, and individual relationships with the environment. This religious character can be reflected in daily behavior, such as loving, respecting, and maintaining the integrity of Allah SWT's creation [15]. With the habituation of dhuha prayer, it is hoped that students can implement it in their daily lives. For this reason, it is necessary to have guidance and direction from parents to direct and remind their children to pray.

Character building of student discipline through school rules

Overall, school discipline can be considered a bond or provision that every school citizen must obey as a place where the teaching and learning process occurs [16]. School discipline can be implemented well if teachers, employees, students, and residents work together to enforce the school's rules. School regulations in the form of school rules are a series of rules made by the school in writing and are bound within the scope of the school. From the explanation above, we can know together that school discipline is an inseparable unity because, with rules or rules at school, students have responsibilities that must be carried out to become more disciplined. The learning process can also run effectively and efficiently.

As well as the school's vision and mission, namely "Growing Learners with Achievement and Moral Character," so that the school can instill character values related to discipline and religion to foster the soul of students who are honest, polite, courteous, responsible, and so on. For this reason, implementing rules at school is very important in supporting the implementation of various regulations set in the Muhammadiyah Elementary School environment. The rules that all students must obey:

1. Using uniforms by school regulations
2. Be present on time before 06.45
3. After the entrance bell rings, students line up in the front yard, pray together, and perform habituation.

With the following schedule:

Monday: Ceremony Thursday: Worship

Tuesday: Hadith Friday: Short letters and machfudlot

Wednesday: Math

4. Students who are absent from school must give an explanation or permission letter.
5. A doctor's certificate must be attached if a student is absent more than three times.
6. When learning takes place, students are required to maintain class order

7. During breaks, students can only be in the school environment and are not allowed to leave the school out of school

Rules are something that is set to shape the behavior of each individual. Rules are formed with the aim that students can form a disciplined and responsible character through the rules that exist in schools so that learning can take place effectively. The value of discipline in students at school will be reflected in their behavior in the surrounding environment, the family, and the wider community. School rules greatly support the teaching and learning process for students and educators in developing daily discipline in schools, communities, and families. Student discipline can be built by implementing school rules [17]. Therefore, it is important for students always to obey and respect the rules that have become school habits. The presence of these rules is also a school to develop more advanced in the future and form better student discipline.

IV. CONCLUSION

Based on the results of this study show that habituation activities at school can effectively shape the religious character and discipline of students through memorizing short letters and hadiths, performing dhuha prayers in congregation, and complying with school rules, which are part of the school's efforts to instill the value of discipline and purity of students. Memorization activities are carried out to improve the quality of reading and the ability to remember by using the *muroja'ah* method to help students remember and pronounce the readings properly and correctly. Congregational dhuha prayers are also taught to students as development of religious values and the introduction of school rules, which are very important in forming student discipline. School rules can help create a good and directed learning environment.

With the values of discipline built through rules or regulations determined by the school, students can apply them in their daily lives to get along and behave well with their friends at school. For the next step, this research can see the impact of habituation on students' behavior and academic potential in detail by collecting data on changes in student behavior before and after implementing the habituation program at school. We can evaluate the effectiveness of habituation activities in more depth. With the habituation activities in schools, it is also inseparable from the role of parents to accompany and support the formation of student character in a way that activities carried out at school can also be applied in everyday life and become an obligation to be carried out. Thus, this research can provide a more in-depth view of the importance of character-building in education, especially in basic education.

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