



Implementation of Habitation Activities in Forming Students' Religious Character at Senori Islamic High School Tuban

Kacung Al Karnoto¹

Universitas KH Abdul Chalim, Mojokerto, Indonesia
al.karnoto@gmail.com

Imam Syafi'i²

Universitas KH Abdul Chalim, Mojokerto, Indonesia
imamsyafii.iwa@gmail.com

ABSTRACT

Education has a strategic role in ensuring the survival of the nation and state, especially as the main means of improving the quality of human resources. Periodic curriculum changes are made to adapt education to the development of information technology and the dynamics of the modern era. One important aspect of education is religious education, which functions as a guide in forming a meaningful, peaceful, and dignified life. Islamic Religious Education (PAI) aims to develop the spiritual potential of students, form individuals who believe and are devoted to God Almighty and have noble morals. Religious education also aims to produce people who are honest, fair, have good character, are disciplined, and respect each other. This study aims to explore and analyze the implementation of habituation activities in forming the religious character of students at SMA Islamiyah Senori. A qualitative approach with a case study method is used to gain an in-depth understanding. Data were collected through direct observation, in-depth interviews with PAI teachers, students, and school staff, and analysis of relevant documents. The focus of the study lies in religious habituation activities that are carried out routinely and in a structured manner. The results of the study indicate that the implementation of habituation activities at SMA Islamiyah Senori is carried out through programs such as congregational prayer, reading the Qur'an, religious lectures, and memorization. These programs are designed to internalize religious values in the daily lives of students. The implementation of these habituation activities has proven effective in forming religious character, as indicated by increased obedience to worship, discipline, honesty, and a sense of responsibility of students. The success of this program is supported by the strong commitment of all school residents, active support from parents, and a school environment that is conducive to religious activities. However, the study also found several obstacles, such as limited time for program implementation, lack of supporting facilities, and diverse religious backgrounds of students. These obstacles require special attention to ensure that the program runs optimally. This study concludes that habituation activities at SMA Islamiyah Senori have an important role in forming the religious character of students. As a recommendation, this study suggests strengthening cooperation between schools and parents, providing adequate supporting facilities, and developing habituation programs that are more innovative and relevant to the needs of students. The findings of this study are expected to be a reference for other schools in developing similar programs that are oriented towards forming the religious character of students.

Keywords: *Islamic Religious Education, Religious Character, Implementation, SMA Islamiyah Senori*



INTRODUCTION

Education is a fundamental aspect of human life that cannot be separated from the process of individual and societal development. Through education, humans experience behavioral changes, potential development, and the ability to adapt from one period to the next. In general, education has two main functions, namely social functions and individual functions.

In social function, education aims to help each individual become a qualified, reliable, and useful member of society. This is realized through the teaching of knowledge, both religious and general. The individual function of education is to shape the individual's personality so that they are able to enjoy a better life, by preparing them to face various new experiences wisely and responsibly.

Law Number 20 of 2003 concerning the National Education System states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

This definition shows that the learning process aims to develop the spiritual potential and character of students. In this context, religious education has an important role in supporting students to have strong spiritual strength. Islamic Religious Education, as an integral part of the national education system, seeks to realize the mission of Islam, namely to make humans prosperous and happy in the world and the hereafter.

As Allah says in Surah Al-'Alaq verses 3-5:

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ، الَّذِي عَلَّمَ بِالْقَلَمِ، عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

"Read, and your Lord is the Most Gracious, who teaches (man) with the pen, He teaches man what he does not know."

This verse shows the importance of education as a way to increase human faith and knowledge. Islamic religious education is not only oriented towards the transfer of knowledge, but also forms noble morals, an attitude of piety, and a deep understanding of religious teachings based on the Koran and Hadith.



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

In practice, Islamic religious education plays a major role in instilling positive character values. However, various challenges often arise in its implementation. One of these challenges is the low interest of students in religious lessons, which are considered boring and monotonous. Based on observations conducted on October 10th, 2023, at SMA Islamiyah Senori, Jatisari Village, Senori District, Tuban Regency, it was found that several students often avoided religious lessons for irrelevant reasons, such as being sleepy, bored, or afraid of the teacher's teaching methods which were considered harsh.

This phenomenon shows weaknesses in the process of religious learning, especially in terms of the approach, methods, and delivery of materials. In addition, negative characteristics such as lack of manners, cheating habits, and dishonest behavior are also indicators of weak character education in students.

Character education in Islam occupies a very important position. The Prophet Muhammad SAW said:

"Indeed, the chosen one among you is the one with the best morals."

The example of the Prophet Muhammad SAW is the basis for building a positive character in students from an early age. By accustoming children to recognize character values that are in accordance with Islamic teachings, it is hoped that they will grow into a generation that is strong, confident, and has a noble character.

At SMA Islamiyah Senori, various efforts have been made to instill religious character in students. Several routines, such as praying together before and after lessons, praying in congregation, donating every Friday, saving daily, and the Qur'an memorization program, are part of the strategy for forming religious character. Students are targeted to be able to memorize at least five chapters of the Qur'an before graduating. In addition, activities such as Ramadan pesantren, social services, syawalan, and the commemoration of Islamic holidays are also routinely carried out as a form of learning moral and religious values.

This character education approach is not only applied in religious subjects but is also linked to general subjects so that a harmonious continuity is created between the two. SMA Islamiyah Senori has shown serious efforts in responding to the increasingly complex challenges of the times, while still maintaining religious values and morality.

However, although various programs have been implemented, there are still obstacles



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

to the implementation of these habituation activities. Several factors, such as the psychological condition of students, less varied teaching methods, and minimal evaluation, are challenges that need to be overcome. Therefore, this study aims to examine in depth the implementation of habituation activities in forming the religious character of students at SMA Islamiyah Senori, Jatisari Village, Senori District, Tuban Regency.

This research is expected to provide a comprehensive picture of the strategies, challenges, and results of the habituation activities that have been carried out so that it can be a recommendation for the development of character education programs in the future.

RESEARCH METHOD

This study uses a qualitative approach, which is a method that aims to understand the phenomenon in depth through the perspective of the research subject. This approach allows researchers to explore behavior, perception, motivation, and actions holistically in a natural context. The analysis process is carried out with descriptions in the form of words and language so that it is relevant for use in research that aims to understand the formation of student character at SMA Islamiyah Senori, Jatisari Village, Senori District, Tuban Regency. This study focuses on presenting data that cannot be quantified but is described in detail and in-depth through narrative.

The type of research used is descriptive qualitative. This method was chosen because it provides an opportunity for researchers to be deeply involved and conduct a thorough examination of the phenomena being studied. Descriptive research allows researchers to describe events or phenomena in detail, naturally, and without manipulation so that the data obtained remains authentic. Through this approach, researchers can gain new insights into the concept of human behavior, present important data as a basis for further research, and provide extensive explanations regarding the relationships between variables and relevant social processes.

In qualitative research, the presence of researchers in the field is very important. Researchers act as the main instrument in designing, implementing, and analyzing data. In this study, researchers were present directly at the location to conduct observations, interviews, and documentation actively. This presence aims to ensure the validity of the data and direct



involvement in activities at the research location, both with students, teachers, and schools.

This research was conducted at SMA Islamiyah Senori, Jatisari Village, Senori District, Tuban Regency, with research subjects including the principal, vice principal for curriculum, Islamic Religious Education (PAI) teachers, Guidance and Counseling (BK) teachers, Citizenship Education (PKN) teachers, and students as the main objects in character formation. The principal is a source of information related to education policies and development, while the vice principal for curriculum provides insight into curriculum implementation. PAI, BK, and PKN teachers play a strategic role in character formation through moral and ethical values, while students are the main focus of observation and interviews.

Data collection was conducted through three main methods, namely participant observation, in-depth interviews, and documentation studies. Participant observation was conducted by systematically and objectively observing, listening, and recording information according to the data needed. In-depth interviews were used to obtain information from the principal, teachers, students, and parents, to obtain detailed data that can be accounted for. Documentation studies complemented the research data through archives, notes, books, and photographs, including school documents and interview transcripts.

Data analysis in this study uses the Miles and Huberman model which includes three stages: data collection, data reduction, and presentation and drawing conclusions. Data that has been collected through observation, interviews, and documentation is summarized to focus on the main things that are relevant to the study. The results of the analysis are then presented in the form of a narrative description, which is the basis for concluding the formulation of the research problem.

RESULTS AND DISCUSSION

The Implementation of Habitual Activities in Forming the Religious Character of Students at SMA Islamiyah Senori Tuban

The results of this study reveal various data and findings obtained through various methods, including interviews with key informants, direct observation in the field, and documentation related to religious character habituation activities at SMA Islamiyah Senori. In this chapter, the presentation of the research results is arranged in the form of research findings



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

that focus on the formation of students' religious character at the school. This study aims to explore more deeply the implementation and impact of habituation activities in forming students' religious character at SMA Islamiyah Senori located in Jatisari Village, Senori District, Tuban Regency. The discussion in this study highlights three main questions, namely: (1) How is the implementation of student character formation through habituation activities at SMA Islamiyah Senori, (2) What are the implications that arise from these habituation activities on students' religious character, and (3) What are the supporting and inhibiting factors in the process of forming students' religious character through habituation activities carried out at SMA Islamiyah Senori. To answer these questions, the researcher collected field data through direct observation, in-depth interviews, and documentation obtained from various related parties at the school.

Field observations show that the school has made serious efforts to plan and implement religious character-building activities using a structured approach through the curriculum that has been prepared. The curriculum not only covers academic aspects but also character building through positive behavioral habits carried out both in the classroom and in extracurricular activities. This shows the school's seriousness in creating an educational environment that supports the formation of student character. The school management, through the principal and teachers, gives teachers the freedom to design and organize programs that can strengthen student character through habits in various aspects of school life. For example, in the habituation activities carried out, teachers have committed to instilling religious and moral values through various activities that involve direct interaction with students. This habituation includes activities such as reciting prayers before lessons begin, reciting short letters, and carrying out congregational prayers carried out by students with their teachers.

In an interview with Mr. Salehudin, the Principal of SMA Islamiyah Senori, he explained that in terms of character building, the principal prioritizes collaboration between the school, teachers, and the school committee to ensure that programs related to student character can run well. Mr. Salehudin said that every year the school holds a work meeting to plan and evaluate the habits that will be implemented in learning activities so that all parties in the school have the same understanding of the educational goals to be achieved. One form of habituation implemented by SMA Islamiyah Senori is the habituation of Islamic values such as greetings,



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

greetings, smiling, and praying before starting a lesson. In addition, Mr. Ahmad Faizin, an Islamic Religious Education teacher, added that although this habituation activity is not written in the official curriculum, it has become part of a strong tradition in the school, which is expected to shape students' religious character in a way that is not only through theory but also through real practice in everyday life.

In further implementation, the school also emphasizes the importance of compiling standards for *ubudiah* (worship) skills and good morals which are part of the main objective of character building for students. These standards are compiled at the beginning of the school year and involve Religious Guidance teachers and Islamic Religious Education teachers to design materials that can help students develop skills in worship and good behavior in accordance with Islamic teachings. Mr. Salehudin explained that these standards were compiled by considering the characteristics of institutions based on the teachings of Ahlus Sunnah, with the hope of forming a strong religious character in students, which not only applies at school, but also in community life. The habits that are carried out are not limited to formal activities at school, but also involve activities carried out outside of class hours, such as greeting, shaking hands, and sharing activities involving students, teachers, and the surrounding community.

In addition, in the formation of students' religious character, SMA Islamiyah Senori also integrates these habits into various extracurricular activities that aim to instill religious values in students' daily lives. One of the most prominent activities is the implementation of the Ramadhan pondok, which is carried out outside of school by involving students, teachers, and the local community. This activity provides an opportunity for students to delve deeper into the teachings of Islam directly and involves them in sharing *ta'jil* with the community. Habits like this not only provide religious knowledge to students, but also teach them social values and the importance of sharing with others. This shows that the habituation of religious character is not only carried out in the classroom, but also outside the classroom, by involving the entire community around the school.

Overall, the implementation of religious character building at SMA Islamiyah Senori is carried out with a comprehensive approach, involving all elements of the school, from the principal, teachers, to the students themselves. The programs that have been planned and implemented are not only aimed at improving students' religious skills, but also at forming



better characters, which are expected to equip students with strong moral values to face the challenges of life in the future. This habituation is one effective way to create an educational environment that not only prioritizes academic achievement, but also character building based on religious values.

CONCLUSION

Based on the data presentation and discussion, it can be concluded that the implementation of habituation in forming the religious character of students at SMA Islamiyah Senori Tuban has been carried out through various methods involving all elements of the school. This implementation shows that the habituation of religious character at SMA Islamiyah Senori Tuban involves structured and sustainable steps, which aim to instill religious and moral values in students as a whole. The more detailed conclusions are as follows:

1. Teachers at SMA Islamiyah Senori realize that developing good character in students requires time and a continuous process. As educators, teachers play an important role in creating an environment that supports the development of student character, both in learning and in everyday life. The formation of student character begins with a program that has been prepared since the beginning of the school year, which is carried out in the form of daily, weekly, monthly, and annual activities. With this routine, students are expected to be able to emulate good religious values, both inside and outside of school. The habits that are applied include greetings, smiling, greetings, dressing according to Islamic law, reading the Qur'an, dhikr, reading the Asmaul Husana, giving alms, and instilling good morals and good examples as part of their daily lives.
2. The habits implemented at SMA Islamiyah Senori Tuban have a positive impact on students, where they can carry out most of the habituation activities that have been taught by the school. Students not only internalize religious values, but are also able to apply good behavior in everyday life and become role models for others. This is in line with the school's vision and mission which prioritizes the formation of noble morals and good behavior, so that students are not only academically intelligent, but also have strong characters in accordance with the religious values taught.
3. This study also found that there are supporting and inhibiting factors in the process of



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

forming students' religious character through habituation. Supporting factors include the commitment of all parties in the school, including the principal, teachers, and parents who fully support the habituation activities. In addition, adequate facilities and a conducive school environment also strengthen this process. However, there are also several inhibiting factors, both from within the school, such as the lack of consistency in implementing habituation, and external factors, such as the influence of the student's environment which may not always support the values to be instilled. However, these factors can be anticipated with the right approach and cooperation between schools, students, and parents to create an environment that supports the formation of students' religious character.

REFERENCES

- Afifah. (2016). "Strategi Guru PAI dalam Menanamkan *Nilai-nilai karakter pada Siswa (Studi Multi Kasus di SDI Raudatul Jannah Sidoarjo dan SDIT Ghilmani Surabaya)*". Tesis S2 Program Studi Pendidikan Agama Islam Pascasarjana UIN Maulana Malik Ibrahim Malang.
- Agus Zaenul Fitri. (2012). *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*. Jogjakarta: Ar-Ruzz Media.
- Ahsanulhaq, Moh. (2019). *Membentuk Karakter Religius Peserta Didik Melalui Metode Pembiasaan*. Jurnal prekarya Pedagogik. Vol. 2. 1.
- Ajmain and Marzuki. (2019). *Peran guru dan Kepala Sekolah Dalam Pendidikan Karakter Siswa di SMA Negeri 3 Yogyakarta*. Ilmu-ilmu Sosial. Vol. 16, No.1.
- Akhmad, Said Maulana. (2020). *Pembentukan Karakter Melalui Kegiatan Ekstrakurikuler Robis DI SMA N 1 Mendo Barat*. Jurnal Tunas Pendidikan. Vol. 2 No. 2.
- Arifin, Barnawi. M. (2012). *Strategi dan Kebijakan Pembelajaran Pendidikan Karakter*. Yogyakarta: Ar-Ruzz Media.
- Arifin, Moh. Miftahul. (2015). "*Strategi Guru untuk Menanamkan Nilai-nilai Pendidikan Karakter pada Peserta Didik (Studi Multi Kasus di The Naff Lementary School Kediri dan MI Manbaul Afkar Sendang Banyakan Kediri)*". Tesis S2 Program Pendidikan Agama Islam Pascasarjana Intitut Agama Islam Negeri Tulung Agung.
- Badan Pusat Statistik Provinsi Bengkulu. *Data Statistik Kriminalitas Provinsi Bengkulu Tahun 2017*. Bengkulu: Badan Pusat Statistik.
- Bafadhol, Ibrahim. (2017). *Pendidikan Akhlak Dalam Perspektif Islam*, Jurnal Edukasi Islam. Vol. 06. No.12, Januari.
- Bengkulu Today. (2018). "*SMAN 2 Arga Makmur Sebagai Sektor Unggulan O2SN Dan FLS2N*". <https://www.bengkulutoday.com/sman-2-argamakmur-sebagai-leading-sektor-02sn-dan-fls2n>.



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

- Beranda Bengkulu. (2019). "SMAN 2 Arga Makmur lepas 226 siswa dan siswi XII, Beranda Bengkulu". <https://berandabengkulu.com/sma-negeri-2-arga-makmur-lepas-226-siswa-dan-siswi-kelas-xii/>.
- Departemen Agama RI. (2012). *Ensiklopedi Islam di Indonesia*, Jakarta: Anda Utama.
- Doni, Koesoema A. (2010). *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
- Fathurrohman, Pupuh Suryana, and Feni Fatriani. (2013). *Pengembangan Pendidikan Karakter*. Bandung: PT. Refika Aditama.
- Gunawan, Heri. (2017). *Pendidikan Karakter*. Bandung: Alfabeta.
- Halim, Abdul. (2019). *Karakteristik Pemegang Amanah dalam Al-Qur'an*. *Jurnal Studi Al-Qur'an dan Hadis*, Vol. 1, No. 2.
- Hartono, Rudi. (2017). "Upaya Sekolah Dalam Pembentukan Karakter Siswa di SMP Negeri 35 Bengkulu utara". Tesis S2 Program Studi Pendidikan Islam, Institut Agama Islam Negeri Bengkulu.
- Hellen, Chou Pratama. (2012). *Cyber Smart Parenting*. Bandung: PT. Visi Anugerah Indonesia.
- Hidayatullah, M Furqon. (2010). *Pendidikan Karakter: Membangun Peradaban Bangsa*. Surakarta: Yuma Pressindo.
- Irawan, M. Ary and Adisel. (2018). *Manajemen Strategik UP/J SMKN Mataram. Administrasi dan Manajemen Pendidikan. Vol. 1 No. 2*. Desember.
- Isnaeni, Fil. (2018). *Pembudayaan Agama Dalam Pembentukan Karakter Siswa di MTs Negeri Selemman Kota Yogyakarta*. *Jurnal SAP*. Vol. 3, No. 1.
- Jabir al-Jazairi, Abu Bakar. (2000). *Minhajul Muslim, Terjamahan, Ensiklopedi Muslim*. Jakarta: DarulFalah.
- Jannah, Miftahul. (2019). Metode dan Strtegi Pembentukkan Karakter Religius Yang di Terapkan di Pondok Pesantren CIndai Alus Martapura. *Jurnal Ilmiah Pendidikan*. Vol. 4, No. 1.
- Kemendiknas. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Puskur.
- Koesoema A, Doni. (2010). *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global*. Jakarta: Grasindo.
- KPAI. "Kasus Pengaduan Anak Berdasarkan Klaster Perlindungan Anak KPA Tahun 2011-2019".
- Kutha, Nyoman Ratna. (2014). *Peranan Karya Sastra, Seni, dan Budaya dalam Pendidikan Karakter*. Yogyakarta: Pustaka Pelajar.
- Madchaini, Kuntari. (2019). *Hakikat Jihad Dalam Islam*. *Journal of Muslim Societies* - Vol. 1 No 3.
- Maimun, Agus dan Agus Zainul Fitri. (2010). *Madrasah Unggulan Lembaga Pendidikan Alternatif Di Era Kompetitif*. Malang: UIN MALIKI PRESS.



ANJASMORO

ISLAMIC INTERDISCIPLINARY JOURNAL

- Majid, Abdul. (2017). *Pendidikan Karakter dalam Perspektif Islam*, dalam Heri Gunawan, *Pendidikan Karakter*. Bandung: Alfabeta.
- Marzuki. (2018). *Penanaman Nilai-nilai Karakter Religius dan Karakter Kebangsaan di Madrasah Tsanawiyah Al Falah Jatinagor Summedang*.
- Suyanto. (2010). *Panduan Pendidikan Karakter di Sekolah Menengah Pertama*. Jakarta: DIKTI.
- Taniputera, Ivan. (2005). *Psikologi Kepribadian*, Jogjakarta: ar-Ruzz Media.
- Taufiq, Tuhana Andrianto. (2011). *Mengembangkan Karakter Sukses Anak DI Era Cyber*. Jogjakarta: Ar-Russ Media.
- Tu'u, Tulus. (2008). *Peran Disiplin Pada Perilaku dan Prestasi Siswa*, Jakarta: Grasindo.
- Unayah, Nunung dan Muslim Sabarisman. (2015). *Fenomena kenakalan remaja dan kriminalitas*, Vol. 1, No. 02.
- Undang-Undang Republik Indonesia. (2017). *Sistem Pendidikan Nasional Beserta Penjelsannya*. Yogyakarta: Pustaka Pelajar.
- UUD 1945 Hasil Amandemen & Proses Amandemen UUD 1945 Secara Lengkap. (2002). Pertama 1999- Keempat 2002. Jakarta: Sinar Grafika.