

Religious Character Building Strategy for Students of SMK Negeri 1 Purwosari

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Abstract

The focus of this research are: (1) To find out the strategies used in forming religious characters in students at SMK Negeri 1 Purwosari. (2) To find out the inhibiting and supporting factors in shaping religious character in students at SMK Negeri 1 Purwosari. (3) Knowing the results of the strategy of shaping the religious character of students at SMK Negeri 1 Purwosari. This research approach uses a qualitative method, which produces descriptive data in the form of words that come from individuals or actors who are the object of observation. Data sources were obtained through interview techniques with homeroom teachers, PAI teachers, some students, as well as the results of direct observation. The results of this study show: (1) Reading prayers together before and after learning, applying the 5S culture (greetings, greetings, smiles, salim, and politeness), habituation to hold religious events on holidays and before carrying out school exams, charity jariah on Thursdays, teachers always give ceremonial advice, procurement of drug and bullying sisoalization by the Pasuruan district police, procurement of dhuha prayers in congregation and istighosah together every Friday, giving sanctions to students who bully or bully their friends. (2) Providing opportunities to, understanding students for the needs they want to meet, providing understanding to students, following up when bullying cases, providing coaching and guidance, cooperation between schools and parents, giving children an understanding of the importance of respecting others, providing supervision, getting counseling support and psychological assistance. (3) Supporting factors: quality religious education, the role of teachers and school staff, parental involvement, extracurricular religious activities. Inhibiting factors: lack of understanding of religious values, influence of negative social environment, limited resources.

Keywords: Strategy; Religious Character; Vocational High School.

Artikel Info

Received:

January 21, 2024

Revised:

March 14, 2024

Accepted:

May 18, 2024

Published:

June 20, 2024

Abstrak

Fokus penelitian ini adalah: (1) Untuk mengetahui strategi yang digunakan dalam membentuk karakter yang religius pada siswa di SMK Negeri 1 Purwosari. (2) Mengetahui faktor penghambat dan pendukung dalam membentuk karakter religius pada siswa di SMK Negeri 1 Purwosari. (3) Mengetahui hasil dari strategi pembentukan karakter religius siswa di SMK Negeri 1 Purwosari. Pendekatan penelitian ini menggunakan metode kualitatif, yang menghasilkan data deskriptif berupa kata-kata yang berasal dari individu atau pelaku yang menjadi objek pengamatan. Penggalan sumber data diperoleh melalui teknik wawancara dengan wali kelas, guru PAI, beberapa murid, serta hasil dari observasi langsung. Hasil dari Penelitian ini menunjukkan: (1) Membaca doa bersama sebelum dan sudah belajar, menerapkan budaya 5S (salam, sapa, senyum, salim, dan santun), pembiasaan mengadakan acara keagamaan pada hari-hari besar dan sebelum melaksanakan ujian-ujian sekolah, amal jariyah pada setiap hari kamis, guru selalu memberikan nasehat-nasehat upacara, pengadaan sisoalisasi narkoba dan perundungan oleh polres kab.pasuruan, pengadaan sholat dhuha berjamaah dan istighosah bersama disetiap jum'at legi, pemberian sanksi kepada siswa yang melakukan perundungan atau pembulian terhadap temannya. (2) Memberikan kesempatan kepada, memahami siswa atas kebutuhan yang ingin dipenuhi, memberikan pemahaman kepada siswa, menindak lanjuti ketika kasus perundungan, melakukan pembinaan dan bimbingan, kerjasama antara pihak sekolah dan orangtua, memberikan pemahaman kepada anak pentingnya menghormati sesama, memberikan pengawasan, mendapatkan dukungan konseling dan pendampingan psikologis. (3) Faktor pendukung: pendidikan agama yang bermutu, peran guru dan staf sekolah, keterlibatan orang tua, kegiatan ekstrakurikuler agama. Faktor penghambat: kurangnya pemahaman nilai-nilai agama, pengaruh lingkungan sosial negatif, keterbatasan sumber daya.

Kata Kunci: Strategi; Karakter Religius; Sekolah Menengah Kejuruan.

A. Introduction

Education has a crucial role in life.

Through its process, education has the

ability to positively change the attitudes and behavior of individuals or groups through training and process. Thus, the role of education is very significant in shaping human character for the better, as well as creating a civilized society, nation and state.(Yusuf, 2018). Character education is not just about memorizing exam materials and answering techniques, or simply understanding the knowledge taught. Character education requires support from habits that are constantly practiced. The habit of behaving honestly, being disciplined, being responsible, rejecting cheating, avoiding laziness, protecting the environment, and various other positive habits are very important in this process.(Gunawan, 2022).

Schools play an important role in improving the religious character of students, both in terms of learning and outside of learning. Students of SMK NEGERI 1 Purwosari are a transition period from adolescence to adulthood, therefore character building is very important to equip them in their daily lives. In realizing the formation of the religious character of students, the school of SMK NEGERI 1 Purwosari applies Reading prayers together before

and after learning, applying the 5S culture (greetings, greetings, smiles, salim, and politeness), the habit of holding religious events on holidays and before carrying out school exams, charity jariah on every Thursday, teachers always give ceremonial advice, procurement of drug and bullying sisoalization by the police district. Pasuruan, procurement of dhuha prayers in congregation and istighosah together every Friday, giving sanctions to students who bully or bully their friends (Observation of SMK NEGERI 1 Purwosari).

Teachers are people who are responsible for providing guidance or assistance to students in physical and spiritual development in order to reach maturity, able to carry out their duties as creatures of God, as social beings and as individuals who are able to stand alone (Khoirun Nisa et al, 2022). As teachers, we must master the material better and be able to model good behavior first to students so that they can easily imitate.

One of the important factors in improving the quality of human resources is through education (Muhammad Ainul Yakin, 2023). Education is the most important aspect

of human life that cannot be separated from its existence. In addition to providing knowledge and intelligence, education also has an important role in shaping a personality that has good morals. Education is a conscious and structured effort to transform young individuals into human beings who have human values in accordance with their nature, namely becoming individuals who are beneficial to themselves, others, the natural environment, and civilization as a whole. In Indonesia, character education has been recognized as an urgent need since 2013, because education is considered not fully successful in building the personality of the nation's children with noble character (Yusnimar Yusri et al, 2023).

Attention to character issues has always existed in every nation, both in developed countries and developing countries, even underdeveloped countries. If there is a decline in character values or loss of national character, it will hinder the development of the nation. This is because national character is the basis for development and progress.

The role of teachers has a huge importance in the education of the

nation's generation, they are at the forefront of implementing education. Therefore, teachers are considered as patriots of the nation because they work selflessly to improve the intelligence of the nation's children. In addition, teachers are also responsible for shaping the character of students at school, so it is important for them to have good character.

Nowadays, it is the character of children that is in the spotlight in society. Character education also plays an important role in life. Character is a behavior that can distinguish between humans and animals (Muhammad Ainul Yakin, 2023). The issue of character has always been a concern for every nation, both in developed and developing countries, even underdeveloped countries. If there is a decline in character values or a loss of national character, this will definitely hinder the development of every nation. This is important to remember because the character of every nation is the beginning of progress and becomes the foundation of development.

Educational institutions, such as schools, have an important role in facilitating the character and moral

development of the nation's children. The main task of educational institutions is to shape the personality of students through character education. National education aims to create learners who are faithful and pious, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, the task of educational institutions is to improve the quality of human resources by forming individuals who have good character.

One of the characters that is currently considered relatively weak is independent character. This can be seen from their dependence on others in meeting personal needs, making decisions such as in choosing majors in college, or choosing organizations. Lack of independence in the learning process can have an impact on mental disorders after entering college, poor study habits such as only studying before exams, often skipping classes, cheating, and looking for leaked exam questions.

Having a good character is needed in social life. In daily life, we also need the help of others because humans are social creatures who cannot live without the help of others, so it will be easier for

us to interact with others if we have good character.

Religion according to Islam is to practice the religion as a whole. As Allah SWT says in the Qur'an letter Al-Baqarah verse 208

يَا أَيُّهَا الَّذِينَ آمَنُوا ادْخُلُوا فِي السِّلْمِ كَافَّةً وَلَا تَتَّبِعُوا خُطُوَاتِ الشَّيْطَانِ إِنَّهُ لَكُمْ عَدُوٌّ مُبِينٌ

Meaning: "O you who believe, enter into Islam in its entirety, and do not follow the steps of the devil. Verily, the shaitan is a real enemy to you" (Kementrian Agama RI, 2019)

Religious character building is closely related to creating a religious life. In this case, the environment of religious life in Islam has an impact on developing a worldview that focuses on Islamic religious values that are reflected in the life attitudes of students at school. Religious character formation is carried out through practice, invitation, and habituation of religious attitudes both vertically (relationships with God) and horizontally (relationships with others) in the school environment. In this way, students can take examples from the exemplary behavior of the teachers in applying the values of faith, and this exemplary behavior becomes an encouragement for them to imitate and practice it both inside and outside the

school. Students' attitudes will be more or less influenced by the surrounding environment (Mulyasa, 2004).

Therefore, it is important to develop religious character in learners so that they can adopt behaviors that are in accordance with Islamic teachings based on the Qur'an and Hadith (Himmatul Hasanah, 2015). Habituation plays an important role in developing learners' religious character. The habituation method is an effective way to instill religious character in students, because they are trained and accustomed to doing it every day. By doing this habit continuously, learners will form habits that are embedded and remembered so that they can be done without needing to be reminded.

All educational institutions must prioritize student character education, one of which is at SMK NEGERI 1 Purwosari. In this school there are not a few students who have good morals, in the school environment they prioritize attitudes and characteristics that must be adjusted to the people around them. Of course, there are not many students who are not good to their friends, such as bullying students who are not physically good, students who have less grades than

their friends, there are also students who are not from their group. With the main problems that exist in the SMK NEGERI 1 Purwosari school, it is my consideration to conduct a research at the school by conducting interviews, observations, and documentation with the research title Religious Character Building Strategy of SMK NEGERI 1 Purwosari Students.

B. Research Method

In this research, the literature study research method was used to collect relevant issues and data. This method focuses on reading, analyzing, and reviewing books, journals, theses, and other written works as literature sources in research (Bungaran Antonius et al, 2014).

This research approach uses qualitative methods, which produce descriptive data in the form of words that come from individuals or actors who are the object of observation. Extracting data sources is obtained through interview techniques with homeroom teachers, PAI teachers, some students, as well as the results of direct observation, therefore the presence of researchers has a very important role in this research process.

The success of the research relies heavily on the active presence of the researcher during field observations, which aims to collect data in accordance with reality, facilitate analysis and interpretation. The researcher has the responsibility to plan, carry out data collection, analyze, interpret the data, and present the results of the research. To ensure the accuracy of the data, researchers directly conducted research in the field, especially at SMK NEGERI 1 Purwosari. The field study method was used to obtain comprehensive data. During the research, researchers made direct observations with intensive presence. In the field, researchers used various tools such as notebooks, pens, pencils, and recording devices for interviews to obtain relevant data related to the topic of the problem under study.

This research adopts a qualitative approach with a descriptive research type. In the context of descriptive qualitative research being conducted by the author, the main objective is to explore and investigate an event or case related to the religious character formation strategy of students at SMK NEGERI 1 Purwosari, Pasuruan

Regency, both through oral interaction and through written materials.

C. Result And Discussion

In the context of language, strategy can be defined as tactics, tips, tricks, or ways. In general, strategy refers to the outline of steps taken to achieve a predetermined goal. When applied in the teaching and learning process, strategy can be interpreted as a general pattern of activities between teachers and students in carrying out teaching and learning activities in order to achieve predetermined goals (Kamarudin Ilham et al, 2022).

According to the Ministry of Education, strategies are efforts made to achieve success and success in achieving goals (Mulyono, 2011). According to Sanjaya, a learning strategy is a method chosen and used by a teacher to deliver learning material with the aim of making it easier for students to receive and understand the material. By applying this strategy, it is expected that students can achieve learning objectives at the end of learning activities. Learning strategies are used as an effort to achieve success and success in achieving learning

objectives (Kamarudin Ilham et al, 2022).

It can be concluded that a learning strategy is a systematic plan of activities that includes methods and the use of existing resources to deliver learning materials and facilitate the achievement of learning activity objectives.

The Ministry of Education and Culture has revealed that the character building program can be implemented by optimizing the role of partnerships in three educational centers, namely in the context of class, school culture, and community culture, as described below: (MOEC, 2018)

1. Class-based

A classroom-based approach is a way to shape character through learning activities in the classroom. This approach can be done by integrating character values into subjects, planning learning methods that are in accordance with the character development of students, and evaluating learning. Through learning activities, student character can be formed through the use of learning tools that are integrated in all subject areas (Maunah Binti, 2015).

2. School culture

School culture-based character building can be implemented by integrating character values in daily life in the school environment.

3. Community-based

Character building with a community-based approach can be done by strengthening the role of parents and schools as an effort to achieve success in character education.

According to Michael Novak, character is “a compatible mixture of all the goodness identified by religious traditions, literary stories, the wise, and the collection of reasonable people in history” (Thomas Lickona, 2012). Meanwhile, according to Masnur Muslich, character is the values of human behavior that involve relationships with God Almighty, self, fellow human beings, the environment, and nationality. This character is reflected in thoughts, attitudes, feelings, words, and actions that are based on religious norms, laws, manners, culture, and customs (Muslich Masnur, 2011).

Character comes from values about something, which are then manifested in the form of behavior. It is

the child's behavior that reflects the character, so there is no child's behavior that does not have values attached to it. In the context of Islamic references, there are very well-known and inherent values that reflect extraordinary morals or behavior, which are also reflected in the character of the Prophet Muhammad SAW, namely: *siddiq* which means honesty, *amanah* which means trustworthiness, *fatanah* which means courage, and *tabligh* which means the spread of *da'wah*. However, it needs to be understood that these values are the core of character, not the whole. The Prophet Muhammad was also famous for his character of patience, toughness, and various other characters (Kesuma, 2012).

Glock and Stark, two prominent psychological figures, say that there are five kinds of dimensions of religiosity as indicators to determine a person's religiosity, namely: (Layli Tsurayya, 2019)

1. The belief dimension (Ideology) includes expectations in which religiosity is based on certain theological views and recognizes truths. This belief, which in the term used by Djamaludin Ancok is referred to as the Islamic creed, has

basically existed since humans existed in nature (before birth).

2. The dimension of religious knowledge (Intellectual) involves understanding the religious teachings that are embraced and believed. Someone who is religious basically has deep knowledge about the religion they believe in.
3. The dimension of Practice (Religious Ritual) involves all religious ritual behavior, worship, and obedience performed to demonstrate commitment and obedience to the religion embraced and believed.
4. The experience dimension includes the fact that every religion has certain expectations, although it would be incorrect to say that a person with a good religion will at some point achieve subjective and direct knowledge of the end (the final fact that they will achieve contact with supernatural forces).
5. The dimension of practice (Consequential) is a dimension in which a person who adheres to religion shows commitment through identifying the consequences of

their religious beliefs, experiential practices, and daily knowledge.

Strategies for Shaping Students' Religious Character at SMK NEGERI 1 Purwosari

SMK NEGERI 1 Purwosari is a school that excels in general science, but this SMK NEGERI 1 Purwosari school still prioritizes religious character in students so that religious values must still be created in students. Having a religious character in student education is very important because religious character helps students develop moral, ethical, and spiritual values that will guide them in dealing with various life situations (Amin, 2024). When conducting religious activities to shape students' religious character, more emphasis is given to the moral aspects and worship practices. Meanwhile, school education also continues to pay attention to intellectual development in accordance with the goals and direction of education set (Moh. Kadi, 2024).

Religious activities to shape the religious character of students of public school 1 purwosari include:

1. Read prayers together before and after learning together guided from

the office through the speakers in each class.

2. Singing the national song every morning at the beginning of class to foster a sense of appreciation for the services of the heroes who died before us.
3. Implementing the 5S culture (greetings, greetings, smiles, salim, and politeness)
4. The custom of holding religious events on holidays and before school exams
5. Charity every Thursday
6. Always give advice by the teacher at every ceremony leader's mandate
7. procurement of drug and bullying sisoalization by pasuruan district police
8. procurement of dhuha prayers in congregation and istighosah together every Friday.
9. sanctioning students who bully or bully their friends.

The approach used by SMK NEGERI 1 Purwosari in shaping students' religious character through religious activities is by applying the exemplary method. The concept of exemplary is the key to success in shaping children's attitudes, morals,

behavior, spiritual and social. Teachers try to be good role models for students, for example by participating in morning habit activities.

In addition to exemplary, the approach used by SMK NEGERI 1 Purwosari in shaping students' religious character through religious activities is to use the habituation method. Habituation is a traditional method that is done repeatedly on purpose (E. Mulyasa, 2011). Through habituation, consistent training is carried out to shape the mentality and character of children. With this method, children will be trained and accustomed to doing activities well without pressure. Habituation is considered an activity that should not be ignored in the school environment.

The results of the habituation of religious character growth of students of SMK NEGERI 1 Purwosari by always bowing to and greeting the teacher, always giving precedence to the teacher when walking hand in hand.

School Actions to Address the Problem of Bullying

Children who bully at school exhibit behaviors that need to be dealt with wisely. Bullying is an aggressive

action carried out repeatedly by a stronger group with the aim of hurting or humiliating. Some of the ways that schools should deal with students who bully include:

1. Provide opportunities for students to share openly the feelings they want to express
2. Understand the student's need to be fulfilled that they are acting on
3. Provide students with an understanding of the negative impact of bullying and the importance of respecting others.
4. The school immediately follows up when bullying cases occur and handles them quickly and decisively to protect victims and prevent the recurrence of such behavior.
5. Conduct coaching and guidance for students who bully in order to direct students to positive behavior and help students learn to behave well.
6. Cooperation between school and parents. Parents need to be involved in addressing the problem of bullying and support to change the child's behavior, as well as provide an understanding to the

child of the importance of respecting others.

7. Always provide supervision of students who bully
8. Victims and perpetrators of bullying receive counseling support and psychological assistance can help them overcome the psychological effects of bullying and improve their social relationships.

Supporting and Inhibiting Factors in Students' Religious Character Building Strategy

Every student certainly has a different character. The efforts made to shape the character of religious students are not easy, of course there are supporting and inhibiting factors. The following are the supporting and inhibiting factors for the formation of religious characters in students:

1. Supporting factors

Support in shaping students' religious character includes: (Moh. Kadi, 2024)

a. Religious Education Quality:

Quality religious learning is a key driver in the formation of students' religious character. Relevant materials, interactive

teaching methods and inclusive approaches can enhance students' understanding of religious values.

b. Role of Teachers and School Staff:

Committed teachers who set a moral example provide essential support in guiding students towards a strong religious character. Support from school staff and a positive environment also reinforce this process.

c. Parent Involvement:

Parental involvement is very important in supporting students' religious character building. Collaboration between schools and parents in providing examples and religious values has a positive impact on students' character development.

d. Religious Extracurricular Activities:

Extracurricular activities that emphasize religious values are effective in strengthening students' religious character. Religious studies, religion-based social activities, and others provide opportunities for students to apply these values in their daily lives.

2. Inhibiting factors

In efforts to build students' religious character, it can include: (Fatimah, 2024).

- a. Lack of Understanding of Religious Values: Ignorance or shallow understanding of religious values can be a major obstacle in the process of building students' religious character. A minimal curriculum, ineffective teaching methods, or a lack of awareness of the importance of religious values can hinder this process.
- b. Influence of Negative Social Environment: An unhealthy social environment, such as negative associations, unsupportive media, or peer pressure that does not promote religious values, can be a hindrance in the formation of students' religious character.
- c. Resource Limitations: Limited resources, such as an unsupportive curriculum, inadequate facilities, or lack of training for teachers in teaching religious values, can also hinder the process of forming students' religious character.

D. Conclusion

Based on the results of the research that has been done, religious character is one of the characters that needs to be developed in students such as human behavior values that involve relationships with God Almighty, self, fellow human beings, the environment, and nationality. This character is reflected in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs to foster behavior in accordance with Islamic teachings based on the Qur'an and Hadith. Important in growing the religious character of students is habituation. The habituation method is one of the effective ways to foster the religious character of students, because they are trained and accustomed to doing it every day.

This research also aims to prioritize religious character in students of SMK NEGERI 1 Purwosari so that religious values must still be created in students. Having a religious character in student education is very important because religious character helps students develop moral, ethical, and spiritual values that will guide them in

dealing with various life situations in society.

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