

Exploring Building Religious Character Through Religious Activities for Students at MTs Muslimat NU Palangka Raya

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Abstract

This article aims to explore how to build religious character through muhadharah religious activities. The research method used is descriptive qualitative with subjects 3 students and 1 teacher MTs Muslimat NU Palangka Raya, with data collection techniques through observation, interviews, and documentation, and with data analysis following Miles and Huberman, there are four stages that must be done, namely; collecting data, reducing data, presenting data, and conclusions. The results of the study indicate that muhadharah activities, as a habit of noble morals in the school environment consistently have an impact on building students' religious character. Through these activities, students not only understand religious teachings theoretically, but are also able to internalize religious values in life. This study recommends that religious activities be used as a main pillar in the strategy for developing religious character in the school environment. The results of the research conducted by the researcher, through observation, interviews and documentation, the researcher found that religious activities such as muhadharah are able to build the religious character of students at MTs Muslimat NU Palangka Raya.

Keywords: Religious Character; Muhadharah.

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Abstrak

Artikel ini bertujuan untuk mengeksplor bagaimana membangun karakter religius melalui kegiatan keagamaan muhadharah. Metode penelitian yang digunakan adalah kualitatif deskriptif dengan subjek 3 murid dan 1 guru MTs

Muslimat NU Palangka Raya, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi, dan dengan analisis data mengikuti Miles dan Huberman, ada empat tahapan yang harus dilakukan yaitu; mengumpulkan data, mereduksi data, menyajikan data, dan kesimpulan. Hasil penelitian menunjukkan bahwa kegiatan muhadharah, sebagai pembiasaan akhlak mulia di lingkungan sekolah secara konsisten memberikan dampak dalam membangun karakter religius murid. Melalui kegiatan-kegiatan ini, siswa tidak hanya memahami ajaran agama secara teoritis, tetapi juga mampu menginternalisasi nilai-nilai religius dalam kehidupan. Penelitian ini merekomendasikan agar kegiatan keagamaan dijadikan sebagai pilar utama dalam strategi pembinaan karakter religius di lingkungan sekolah. Hasil penelitian yang dilakukan oleh peneliti, melalui observasi, wawancara dan juga dokumentasi, peneliti mendapati hasil bahwa kegiatan keagamaan seperti muhadharah mampu membangun karakter religius murid yang ada di MTs Muslimat NU Palangka Raya.

Kata kunci : *Karakter Religius; Muhadharah*

A. Introduction

Education plays a crucial role not only in transferring knowledge but also in shaping students' religious character, providing a balance between intellectual and spiritual intelligence. MTs Muslimat NU Palangka Raya is an example of an institution that instills religious values through activities such as congregational prayer, Quran recitation, and moral development. These activities help students deeply understand religious teachings and apply them in their daily lives. Thus, the

formation of religious character through religious activities has proven effective in producing a generation of faithful, noble, and responsible individuals.

In the context of education in Indonesia, the formation of religious character is a crucial aspect. Today's young generation faces various challenges that can erode spiritual and moral values (Harifah & Sofa, 2025). Schools, one of the things that has a significant impact in shaping children's personality and moral behavior through the introduction of religious values to

help children build their religious identity (Marzuki & Imron, 2023). Aiming to train all human potential, including physical, intellectual and attitudinal potential, education is something that is very important and urgent in human life (Monalisa et al., 2020). Therefore, educational institutions have a strategic role in building strong character based on religious values (Mubaror & Astutik, 2024). Character education is a fundamental aspect in forming a generation that is not only superior in intellectual terms, but also upholds strong moral and spiritual values (Pratama & Surawan, 2025). Instilling character education can be done optimally in the school environment, a place where children spend most of their time at school (Indramawan, 2020). According to Nurul Zuriah (2018: 45), there are at least three components of good character, namely moral knowing, moral feeling, and moral actions. The aspects of the three components of character are: moral knowing (Surawan et al., 2022). This statement can be strengthened by religious activities.

Religious activities are various forms of activities that are designed and implemented in a targeted manner as an effort to instill religious values, both by individuals and groups (Azizah & Nuha, 2022). Religious activities related to religion, which become part of daily routines and a way of relating to God and the surrounding environment. Therefore, according to researchers, practicing religious activities means activities related to religion and carried out in daily life (Jannah et al., 2023).

According to Glock and Stark in Surawan (2020), they have divided the religious dimension into five parts, namely: the ideological dimension, the ritualistic dimension, the experiential dimension, the intellectual dimension, and the consequential dimension. Several definitions that have been explained above are known that religious activities globally are a program of activities written in the curriculum that are carried out outside of school hours. These religious activities include reading prayers, reciting verses from the Qur'an, and activities related to religion (Farida et al., 2021).

Religious activities at school have the potential to familiarize students with religious activities so that they can act as a filter for the emergence of behavior that reflects moral degradation (Wahyudi, 2020). Undang-Undang Dasar No. 20, 2003 concerning the National Education System states that education is an effort made consciously and planned to create an environment and learning process that enables students to actively develop their potential, so that they have spiritual religious strength, self-control skills, mature personality, intelligence, good morals, and the skills needed for themselves, society, nation, and state. (Abbas et al., 2021).

However, it seems that many students do not understand the meaning and benefits of religious activities, so that students are less motivated to participate in them and students are not yet accustomed to carrying out these religious activities regularly outside of the school environment (Hardiansyah et al., 2021). This demonstrates their lack of understanding and awareness of the importance of this form of worship in their daily lives. Building good

character in children should be a primary concern in everyday life (Nuryanti et al., 2024).

Because in today's era, religious character values are beginning to change among students in line with the times. Behaviors that were once considered unusual are now commonplace. Therefore, religious character development is expected to provide a strong foundation for shaping children's character and preparing them to face future challenges (Sinaga & Mahariah, 2023). In the research conducted by Hakim, regarding religious activities in building the religious character of students, it can be seen that the implementation of this religious activity program has a good impact on the formation of the religious character of students, where based on the results of the questionnaire distribution, data obtained were 63% of students stated that the religious activity program was very good, which means it had an impact on their religious attitudes and behavior (Hakim et al., 2022).

Previous research has provided insight into the importance of religious

activities in schools in developing students' religious character. However, in this study, researchers will demonstrate how these religious activities can build students' religious character. Religious activities in students' daily lives can be carried out through collaboration between teachers and parents. This way, students can become accustomed to religious activities at home and at school with guidance from teachers and parents (Inco et al., 2020). Building religious character in students is highly recommended in the educational process at school. However, the current reality is that it still falls short of expectations, as many students lack consistency in participating in these religious activities. This demonstrates the importance of instilling deeper habits in religious activities at school.

The novelty of this research lies in its exploratory approach, which examines in-depth the process of internalizing religious values through students' direct experiences in religious activities at MTs Muslimat NU Palangka Raya.

The researcher was motivated to raise this focus because he saw that MTs Muslimat NU Palangka Raya has a uniqueness that is rarely found in other schools, the habituation of religious activities implemented in schools so that many children have a strong religious character, this focus also provides an overview of the importance of these religious activities in the daily lives of students. The author hopes that this focus can have a positive impact in building the religious character of students, as well as to equip students with the skills and understanding of religious activities that will be needed in living their daily lives. Thus, this study aims to explore how religious character can be built through routine religious activities such as muhadharah which is part of the process of forming religious character. In addition, muhadharah or religious lectures held regularly are also intended to provide opportunities for students to be more confident and deepen their religious knowledge and strengthen their Islamic values. This research is expected to contribute to several schools as an

example of building religious character through religious activities.

B. Methods

This study uses a descriptive qualitative approach to describe how these religious activities build students' religious character. The research approach uses phenomenology to describe the implementation of the Muhadharah religious activities held by teachers for students. The subjects in this study were four individuals: three students and one teacher at MTs Muslimat NU Palangka Raya. Data collection was conducted through participant observation to observe the Muhadharah activities and to gain a direct picture of the activities carried out in the field. In-depth interviews were conducted with subjects and informants to explore in-depth perceptions and experiences related to the religious activities participated in by students, thus fostering their religious character. Documentation served as supporting data validation. The data validation technique in this study used source triangulation. Data analysis techniques in qualitative research, following Miles and

Huberman, consist of four stages: data collection, data reduction, data presentation, and conclusions (Safrudin et al., 2023). This research was conducted by interviewing with the following instruments:

Tema	Sub Tema
Ideologi (Keyakinan)	Murid merasa lebih semangat dan berani tampil setelah mengikuti muhadharah
Ritualistik (Ibadah)	Murid menjadi rajin dan konsisten mengikuti uhadharah
Eksperensial (Pengalaman)	Murid tidak berani berkata kasar.
Intelektual (Pengetahuan)	Murid semakin rajin membaca buku dan mencari tema tema muhadharah.
Konsekuensial (Pengamalan)	Murid mengikuti kegiatan muhadharah dan mengamalkan ilmu yang didapat dari muhadharah dalam kehidupan sehari hari

C. Results and Discussion

Religious character encompasses various aspects that reflect the understanding, application, and appreciation of religious values in daily

life. These indicators can assess the extent to which a person is able to integrate religious teachings into their thought patterns, attitudes, and actions. According to Glock and Stark, as cited in Dean Knudsen (2014), there are five indicators of religious character:

1. Ideologi (Confidence)

Students' confidence in their abilities and courage to speak in public are crucial factors driving their enthusiasm for participating in muhadharah activities at MTs Muslimat NU Palangka Raya. Their consistent involvement in muhadharah activities positively contributes to the development of religious character, as muhadharah not only cultivates courage but also instills Islamic values such as honesty, responsibility, and good public speaking etiquette. Thus, strong self-confidence is a crucial foundation for building a generation that is religious, self-confident, and virtuous.

Based on observations conducted on February 18, 2025, researchers saw that the religious activities of muhadharah, which were carried out routinely every Tuesday, were able to

increase children's confidence in their potential. The character transformation that occurred was seen from changes in their attitudes and habits after participating in religious activities regularly (Alpianor & Surawan, 2025), because they have the opportunity to appear in front of a crowd and can also express their opinions while participating in activities, this is reinforced by interviews conducted with several students, where several answers stated that they were more confident in appearing after participating in muhadharah activities. As stated by the students that:

"I feel enthusiastic and more courageous to appear in front of many people after participating in the muhadharah, even though I am still a little nervous. I also feel that there has been a change in myself after participating in the muhadharah. I am able to participate in activities and express my opinions." (Interview with FZ, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025)

The above statement is in line with research conducted by Afriza

(2023) that muhadharah also plays a role in developing positive character traits such as responsibility and discipline through the themes of the speeches delivered and provides opportunities for students to become more self-confident. A similar sentiment was also expressed by Mariana et al., (2025) that self-confidence can be gained from experiences related to the ability to do something well. In growing self-confidence through such experiences, it can also be done by students who actively participate in activities at school that can be a forum for increasing self-confidence, one of which is through muhadharah activities. In line with the statement that: "Participating in this muhadharah makes me more courageous in appearing and confident" (Interview with OV, an 8th grade student who participated in muhadharah on Tuesday, February 25, 2025).

This statement demonstrates that muhadharah activities have a significant impact on students' enthusiasm and self-confidence. This is because muhadharah can be a way to develop students'

courage and self-confidence Resta et al., (2022) which states that the benefits of muhadharah are that students can understand the content of speeches, develop public speaking skills, understand the effective use of rhetoric, and most importantly, develop a mental attitude so they remain confident and courageous when performing. In line with Mursyid & Yono, (2022) He also stated that the muhadharah activity could train students' courage, self-confidence, and public speaking skills.

"Once I participated in the muhadharah, I felt more confident and able to participate in the next muhadharah activities, even though I was initially nervous about performing." (Interview with AR, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

AR stated that he realized he had become more confident after participating in the muhadharah and was brave enough to participate in subsequent muhadharah activities. In line with this statement, the muhadharah mentor stated:

"I saw an increase in the students' enthusiasm and level of self-confidence, there were changes starting from being better and also they had better participation in participating in muhadharah activities." (Interview with IY as the muhadharah accompanying teacher on Wednesday, February 26, 2025).

This statement is in line with research conducted by Rohmah et al., (2025) that students tend to have a high level of self-confidence and participate more in activities after participating in muhadharah activities. Saputri, (2024) also stated that students have the courage to appear after taking part in muhadharah Dewi et al., (2024) In his research, he also supports the statement above and states that the aim of implementing muhadharah is to increase self-confidence, develop intellectual preaching and language skills.



Figure 1. Students are performing as MC and training their self-confidence.

2. **Ritualistik (Worship)**

The ritualistic nature of muhadharah activities formed in students is not only reflected in their consistent attendance, but also in changes in their attitudes and mindsets regarding the importance of discipline and involvement in the school's spiritual and cultural activities. After regularly undergoing muhadharah, students began to demonstrate a stronger commitment to participating in these activities, making them a meaningful part of their routine. They were no longer merely physically present but also began to engage emotionally and mentally, demonstrating enthusiasm in preparing materials, practicing their public speaking skills, and deepening their understanding of the moral and religious values conveyed in each

session. Thus, muhadharah activities have formed a ritual pattern that supports the development of character and positive habits in students' daily lives.

Based on the results of interviews conducted by researchers, it was found that students at MTs Muslimat NU have a high level of enthusiasm and are consistent in participating in the muhadharah activities held by the school, seen from the way they pay attention to their friends when they perform, and also the students always follow this muhadharah in an orderly manner. This is reinforced by interviews where students said that

“Yes, I consistently follow the muhadharah and I feel there are changes in my worship and daily life, especially when I step forward as a reader of the holy verses of the Qur'an, this trains my self-confidence and responsibility.” (Interview with AR, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

This statement is in line with research Sari et al., (2025) Besides honing recitation skills, this activity can

also foster self-confidence, courage, and responsibility when interacting with the public. The process of practicing together, collaborating, and providing feedback from educators and peers makes recitation a means of strengthening empathy, tolerance, and self-control. Students echoed this sentiment, stating that:

"I have become more consistent in following the muhadharah, and I also feel changes in myself, such as being more diligent in carrying out worship after following this muhadharah, bro." (Interview with FZ, an 8th grade student who followed the muhadharah on Tuesday, February 25, 2025).

From what was stated by AR and also FZ, there were changes in terms of worship after participating in muhadharah activities, and more consistency in participating in muhadharah, as conveyed by Lestari et al., (2023) This muhadharah activity has been shown to have an impact on changing the students' religious character. In line with that, Kharis, (2024) stated that religious extracurricular activities showed many changes in attitude, including: being

more enthusiastic in several religious activities at school such as tilawah, Dhuha prayer, and starting to be disciplined in participating in religious activities at school. OV, as a student, stated that:

"Yes, now I am more consistent in participating in muhadharah activities. I don't really feel the changes in my worship, because in my opinion, it's the same as before." (Interview with OV, an 8th grade student who participated in muhadharah on Tuesday, February 25, 2025).

In line with what the students said, IY as the teacher supervising the muhadharah activity gave the following response:

"I see that students are consistent in participating in the muhadharah, and no one is skipping classes. The changes in students' worship, as seen at school, seem to be bringing about changes in the students." (Interview with IY as the teacher accompanying the muhadharah on Wednesday, February 26, 2025).

This statement is in line with research conducted by Karmelia (2022) which states that muhadharah can have an impact or change students' spiritual

attitudes. Research conducted by (Hartzani & Sylvia, 2022) He also stated that the muhadharah (religious study) trains students to attend on time and follow the rules, perform ceremonies and muhadharah solemnly, thereby fostering discipline. Worship is conducted through morning recitation of the Koran and congregational Dhuhur prayer. This fosters a love for God and religion, enabling students to worship consistently outside of school hours.



Figure 2. Students reading verses Al-Qur'an

3. Eksperensial (Experience)

After participating in the muhadharah (religious study) activities, the students gained valuable experience that not only broadened their knowledge but also positively impacted their daily behavior. These activities fostered

awareness within students to be more mindful of their attitudes and speech, and encouraged them to refrain from negative behavior. Gradually, this fostered a more polite, considerate, and cautious character in their speech and actions, both within the school environment and in their social lives in general.

Based on observations conducted by researchers on February 18, 2025, researchers observed that students at MTs Muslimat NU have self-awareness in restraining themselves in both their words and actions. This was reinforced by several interviews with students and also the teacher accompanying the muhadharah. As stated: "In my opinion, Ka, saying rude things is not good, so I restrain myself so as not to say rude things" (Interview with FZ, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

This statement is in line with research Tambak et al., (2020) that muhadharah sessions can improve students' communication skills while also forming wiser attitudes in interactions. Research from (Mu'min &

Wyhardes, 2024) also stated that self-control such as refraining from using harsh words is also related to the development of positive mindsets and awareness of the impact of words on others, which is supported by growth mindset theory in education:

"Yes, during this muhadharah, I am a reader of the holy verses of the Qur'an, so I think that saying rude things is not good and it is also not right to read the Qur'an in front of many people but still say rude things and it is not in accordance with my behavior, so I try to control myself, bro." (Interview with AR, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

As stated by FZ and AR as students, it strengthens the research from Widodo (2022), The recitation of verses from the Quran during muhadharah activities can help students to be more restrained in their words and actions. Regular student involvement in religious activities has a direct impact on reducing negative behaviors, such as juvenile delinquency. This is consistent with research findings showing that muhadharah plays a significant role in

strengthening students' character education, particularly dominant religious values (Rahma, 2025). In line with that, OV also stated that:

"God willing, by participating in this muhadharah, I can be more careful with my words, and also be more careful with my actions to avoid negative things" (Interview with OV, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

In line with what the students said, IY as the teacher supervising the muhadharah activity gave a response,

"From what I see, these students can protect themselves from negative words or actions. I hope that this Muhadharah will have a positive impact on the children." (Interview with IY as the Muhadharah accompanying teacher on Wednesday, February 26, 2025).

Based on the results of the interview, research from (Sari, 2023) stated that muhadharah activities have a positive impact on students in protecting themselves from negative behavior and not using harsh words. Research from Hidayah & Rohman

(2024) He stated that muhadharah activities train students to communicate well, instill self-confidence, and directly instill character and moral education through the themes of their speeches. In addition, Rosadi (2025) also stated that muhadharah helps develop students' soft skills, contributing to the formation of an Islamic personality and self-actualization, enabling them to better control themselves and avoid negative behavior. With guidance and training in public speaking, students also learn to maintain honor and avoid harsh language that can damage social and psychological relationships.



Figure 3. Students giving a speech in front of their friends

4. Intelektual (Knowledge)

Muhadharah activities have a positive impact on deepening students' knowledge, especially in the fields of

religion and character development. Based on observations conducted on February 18, 2025, researchers observed that before performing, students usually prepare themselves by reading and understanding religious materials, as well as looking for relevant and interesting themes to convey, thus fostering independent learning habits and a strong interest in reading. This activity not only trains public speaking skills but also broadens horizons and instills moral values. However, the effectiveness of muhadharah is also influenced by several factors, such as support from the supervising teacher, the environment, conducive weather, and the students' own motivation and awareness to learn and develop through this activity. This was reinforced by interviews with several students and the muhadharah supervising teacher. In this interview, OV, as a student, stated that:

"Before performing, my friends and I did find out what theme we wanted to use before performing, and we also read some materials about religious activities. The inhibiting factor for me was probably a lack of preparation." (Interview with OV, an

8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

A statement from OV illustrates that students deepen their knowledge by researching topics related to religious muhadharah activities before performing. Learning media helps summarize complex learning material, increases the effectiveness of messages received by learners, and helps reduce boredom in learning (Jannah et al., 2025).

FZ also stated that:

"I have read some materials that we can take later, the inhibiting factor that I feel is from myself, I am not confident enough to perform" (Interview with FZ, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

This statement is in line with research conducted by Sari (2020) that the muhadharah activity encourages students to be more diligent in reading religious material before performing, because preparing a speech requires them to understand and master the contents of the material well, thus increasing their interest in reading

significantly. This is in line with research Baher (2024) That developing a reading habit before learning activities can increase students' interest in reading, especially if the material is relevant and interesting to them. Thus, muhadharah not only trains speaking skills but also indirectly enhances students' literacy culture and interest in reading religious material. AR, a student, echoed this sentiment:

"I don't think I'm more diligent in reading religious material, but I do read verses from the Quran that are in line with our Muhadharah theme to adapt when I perform. The inhibiting factors, like those of my other friends, come from within myself, too." (Interview with AR, an 8th grade student who participated in the Muhadharah on Tuesday, February 25, 2025).

AR's statement above reveals that he doesn't read much material related to religious activities but rather reads verses from the Quran that are relevant to the theme of their performance. He also revealed factors that hinder these religious activities. Similarly, the supervising teacher stated that:

"Yes, students can read religious material before they perform. This can increase their religious knowledge. The most common obstacle to this activity is the weather, which is sometimes less than conducive, delaying the muhadharah (rehearsal)." (Interview with IY, the accompanying teacher for the muhadharah, on Wednesday, February 26, 2025).

The statement above states that the inhibiting factors in preparing religious materials come from oneself in line with research Nurhadi (2020) which states that intrinsic motivation greatly influences students' readiness in religious learning. In addition, IY as the supervising teacher also emphasized the importance of reading the material before performing to increase knowledge, while external factors such as less than conducive weather can hinder the implementation of activities, this is supported by the findings. Musaddadah & Anshori, (2024) Environmental conditions play a crucial role in the smooth running of religious activities in schools. Therefore, both internal and external factors need to be

considered to support the successful implementation of muhadharah.



Figure 4. Students practicing before performing muhadharah.

5. Konsekuensial (Practice)

The experiences students gained during the muhadharah activities had a significant positive impact on their daily lives. Based on observations conducted by researchers, it can be seen that students can apply the results they gain after participating in the muhadharah activities in their daily lives. For example, they become disciplined with time by participating in this muhadharah activity. Through this activity, students not only learn to speak in public but also hone their critical thinking skills, increase self-confidence, and practice responsibility and discipline. The knowledge and values they gain during the muhadharah are

not just theoretical but are put into practice with awareness and self-will. They become more sensitive to the importance of good communication, are able to express opinions politely, and demonstrate a more mature attitude in various social situations.

The most noticeable change after participating in the muhadharah was the students' increased self-confidence, as evidenced by their courage in interacting, expressing ideas, and taking an active role in various activities, both within and outside the school environment. This was reinforced by interviews with several students and their supervising teachers. In the interview, FZ, a student, stated that:

"God willing, I will practice what I got from participating in this muhadharah in my daily life. The changes I felt were that I felt more confident and also more disciplined with my time," (Interview with FZ, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

FZ statement revealed that he would practice what he learned after participating in the muhadharah and that

he also felt changes in himself, such as increased self-confidence and time discipline. Similarly, OV also stated that:

"I put into practice what I learned, for example, I'm more confident when I perform next time" (Interview with OV, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

The statement by FZ and OV which states that participating in muhadharah has a positive impact in the form of increased self-confidence and time discipline in daily life is in line with the results of research conducted by (Ramadani et al., 2025). The study showed that active participation in religious activities such as muhadharah can improve students' psychological aspects, particularly in terms of self-confidence and time management. Furthermore, research by Rahmawati et al., (2024) also emphasized that involvement in religious activities helps students internalize the values of discipline and responsibility, which impact positive behavioral changes outside the school environment. Thus, muhadharah serves not only as a means

of religious learning but also as a medium for developing students' overall character. A similar sentiment was echoed by student AR, who stated that:

"God willing, I will practice it in my daily life. The way I practice it is like being more disciplined, the biggest change I feel is being more confident." (Interview with AR, an 8th grade student who participated in the muhadharah on Tuesday, February 25, 2025).

From the statements of several students, IY as the supervising teacher gave a statement:

"Yes, the results of their participation in this muhadharah activity can be applied in their daily lives, the method may be different for each student in practicing the results of this muhadharah" (Interview with IY as the teacher accompanying the muhadharah on Wednesday, February 26, 2025).

The statement from AR as a student stating that muhadharah activities can be practiced in everyday life with increased discipline and self-confidence, as well as the recognition of the supervising teacher IY that the

application of muhadharah results varies for each student, is in line with research findings that show that active participation in muhadharah activities contributes significantly to increasing student discipline and self-confidence. Research by Faramita et al., (2024) emphasized that muhadharah activities not only improve linguistic intelligence but also develop discipline and self-confidence, which can be applied contextually by students according to their individual uniqueness, Laili et al., (2024) found that the influence of muhadharah on students' self-confidence was quite significant, with varying ways of practicing between individuals, thus supporting the supervising teacher's statement regarding differences in students' ways of implementing the results of muhadharah.



Figure 5. Interview conducted on February 26, 2025.

D. Conclusion

Based on the results of research conducted by researchers, through observation, interviews and documentation, researchers found that religious activities such as muhadharah are able to build the religious character of students at MTs Muslimat NU Palangka Raya, the implementation of this religious activity is able to build the religious character of students by looking at five indicators that underlie religious character such as ideology, ritualistic, experiential, intellectual, and consequential, inhibiting factors that exist during the implementation of this muhadharah religious activity such as lack of student self-confidence and also there are less conducive weather factors such as sudden rain and other factors. From the research that has been done researchers found that muhadharah has an important role in helping to shape the religious character of students at MTs Muslimat Nu Palangka Raya school.

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