

Pai Teacher Habituation Strategy In Strengthening Student Character At Man 1 Medan School

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Abstract

This study aims to identify the habituation strategy of Islamic Religious Education (PAI) teachers in strengthening the character of students in schools. Qualitative methods are used with data collection techniques through in-depth interviews, participatory observation and document analysis. The data sources in this study are Qur'an Hadith teachers, PAI teachers, Fiqh teachers and MAN 1 Medan students who are the main sources in the data collection process in the field. The results of the study show that effective habituation strategies include: value-based learning, development of moral awareness, strengthening discipline, development of empathy and tolerance and the application of religious principles. This strategy increases moral awareness, forms quality character, improves the ability to deal with conflicts and builds a harmonious relationship between students and teachers. This research contributes to the development of effective and innovative PAI learning strategies.

Keywords:

PAI Teachers. Student Character, Learning Strategies

A. Introduction

In the midst of the rapid progress of knowledge and technology and information, there are many shifts in positive values in the adolescent environment. This shift in positive values can be found through moral violations committed by teenagers. Examples are drug use, drunkenness, stealing, free sex, dating, pregnancy out of wedlock, and other immoral acts that are very troubling to parents, teachers, and the community. Then another case is the number of sexual harassment circulating in

schools. The KPAI Commissioner said that it was estimated that from January to July there were 12 cases, consisting of 3 cases (25%) occurring under the auspices of the Ministry of Education and Culture, Research and Technology, while 9 cases (75%) were under the auspices of the Ministry of Religion of the Republic of Indonesia. According to ESQ's study, there are seven moral crises that occur among Indonesian people, including the crisis of honesty, the crisis of responsibility, not thinking ahead, the crisis of discipline, the crisis of togetherness, and the crisis of justice.

Character education is an effort that is systematically planned and implemented in helping students to understand the values of human behavior related to God Almighty, oneself, fellow humans, the environment, and nationality, which are manifested in thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, karmic systems, culture, and customs. Strengthening character education is very important considering the condition of the moral crisis, where the younger generation needs provisions to fortify themselves from the influence of a bad environment. So, school as a place to gain knowledge has a great responsibility in solving these problems so that later a good character of students will be formed. Therefore, teachers as educators and facilitators in schools certainly have a very urgent role to produce a young generation with character and quality.

Moral issues are very important issues in human life. In Islamic teachings, moral problems are one of the things that must be taught to everyone from a young age. Islam always positions the formation of children's morals or character on the main pillar of educational goals. To realize the formation of morals in children, al Ghazali offers an educational concept that aims to get closer to Allah. According to him, getting closer to Allah is a benchmark of human perfection, and to get there there is a bridge called science. MAN 1 Medan School is one of the high schools that has implemented

B. Theoretical Studies

1. Definition of Strategy

The term strategy comes from nouns and verbs in Greek. As a noun, strategos is a combination of the words stratos (military) and ago (lead). As a verb, stratego means to plan. In the dictionary TheAmerican herriage dictionary strategy is the science or art of military command as applied to oferall planning and conduct of large-art or skillofusing stratagems (a military manuvre design to deceive or surprise an anemy) in politics, business, courtship, or the like.¹ In a psychological perspective, the word strategy means an action plan that consists of a set of steps to solve a problem or achieve a goal. Australian educational psychology expert, Miechael J. Lawson, as quoted by Muhibbin Shah, interprets strategy as a mental procedure in the form of a sequence of steps that uses

¹ Abdul Majid, Learning Strategies (cet. III; Bandung: PT. Remaja Rosda Karya, 2014), p. 3.

creative efforts to achieve certain goals. According to Dasim Budimasyah, strategy is the ability of teachers to create strategies in various learning activities so as to meet various levels of students' abilities. Learning strategies are steps taken by teachers in growing and developing their potential.²

5 Dasim Budimasyah, et al, *Active, Creative, Effective and Fun Learning*
(Bandung: Ganeshindo, 2008), p. 70.

Students, by formulating plans, mastering materials, managing classes, using various methods and media, providing grades objectively, giving rewards to those who achieve, and giving praise for good behavior.

2. Definition of PAI Teacher

A religious teacher is a person who has responsibility for the personal formation of children in accordance with Islamic teachings This is in accordance with the goal of religious education to be achieved, which is to guide children to become a true Muslim, faithful, steadfast, righteous deeds and noble character, and useful for society, religion and the State.

Ethically, in Islamic educational literature, a teacher is commonly referred to as Ustadz, Mu'Alim, Murabbiy, Mursyid, Mudarris, and Mu'Addib, which means that people provide knowledge with the aim of educating and fostering students' morals to become people with good personalities. The definition of an Islamic Religious Education teacher in a nutshell is an educator who teaches Islamic religious education subjects.

The above definition is inseparable from the general definition of teacher as stated in the teacher and lecturer law, namely "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating, students in early childhood education in formal, primary, and secondary education pathways".

Meanwhile, the definition of an Islamic Religious Education Teacher is an educator who teaches Islamic teachings and guides students towards achieving maturity and forming a moral Muslim personality, so that there is a balance of happiness in this world and the hereafter. Teachers are also called educators and teachers, but we know that not all educators are teachers, because teachers are a professional position that essentially requires the requirements of technical skills and certain personality attitudes, all of which can be obtained through the process of teaching and learning and training.³ Roestiyah N.K. said that: "A professional teacher is a person who has knowledge, skills and a professional attitude who is able and loyal to develop his profession, becomes a member of a

² Muhibbin Shah, *Educational Psychology with a New Approach* (cet. VIII; Bandung: PT. Remaja Rosda Karya, 2003), p. 214.

³ Zuhairini, *Special Methods of Religious Education*, (Jakarta: Usaha Nasional, 2005), p. 54.

professional education organization that upholds the code of ethics of his profession, participates in communicating professional development efforts in collaboration with other professions."⁴

3. PAI Teacher Strategy

The Islamic Religious Education Teacher Strategy is a design or planning prepared by Islamic religious education teachers. namely in the form of always trying to actively involve students in the learning process, focusing students' attention, providing motivation, applying the principles of cooperativeness and individualization and holding demonstrations in teaching. preventing from the unscrupulous, they are the people who have so many roles of teachers as an educator in order to improve the quality of education for the implementation of quality and adequate education.⁵ Al-Ghazali explained the role of Islamic Religious Education teachers, including:¹⁰

- 1) Teachers must instill affection for students and treat students like their own children.
- 2) Do not expect merits or gratitude but only hope for the pleasure of Allah SWT.
- 3) Give advice to his students at every opportunity and give advice if there is an opportunity.
- 4) Preventing students from doing bad things in a subtle way or with sarcasm.
- 5) The teacher must practice his knowledge, not be different from what he teaches.

4. Character

The word character comes from the Greek word which means "to mark" and focuses, how to apply the value of the word character comes from the Greek word which means "to mark" (mark) and focuses, how to apply the value of kindness in the form of actions or behaviors. Therefore, a person who behaves dishonestly, cruelly, or greedily is said to be a person of bad character, while a person who behaves honestly, likes to help is said to be a person of noble character. So the term character is closely related to a person's personality. A person can be called a person of character if his behavior is in accordance with moral principles.⁶

The definition of character according to the Language Center of the Ministry of National Education is innate, heart, soul, personality, ethics, behavior, personality, nature, character, temperament, disposition. What is meant by character is personality, behavior, nature, character, and character. Some mention character as a subjective assessment of moral and mental qualities, while others refer to character as a subjective assessment of mental qualities only, so that efforts to change

⁴ Muhaimin, Islamic Religious Education Curriculum Development, (Jakarta: Raja Grafindo Persada, 2005), pp. 44-49.

⁵ 8 UURI, No.14 Th. 2005, Teachers and Lecturers, (Jakarta: Ministry of National Education, 2005)

⁶ Mursidin, Teacher Professionalism According to the Qur'an, Hadith and Islamic Education Experts, (Jakarta: Sedaun Ahli IKAPI, 2011), 65.



or shape character are only related to stimulation of a person's intellect. Coon defines character as a subjective assessment of a person's personality related to personality attributes that can or cannot be accepted by society.⁷

Character means character or personality. Character is the whole disposition of nature and disposition that has been mastered in a stable manner that defines an individual in his overall psychological behavior that makes him typical in the way of thinking and acting. In a paper titled The Urgency of Character Education, Prof. Suyanto, Ph.D. explained that "character is a way of thinking and behaving that is a characteristic of each individual to live and work together, both within the scope of family, society, nation, and state" In psychological terms, what is called character is a temperament that is a basic trait that is unique to one trait or quality that remains continuous and eternal that can be used as a characteristic to identify a person.⁸

C. RESEARCH METHODS

The type of research used by the author is qualitative research with a descriptive method. Descriptive qualitative research does not intend to test hypotheses, but simply describes the symptoms or conditions of variables as they are, in a way that the data obtained is presented with verbal expressions that can describe the actual situation, data collected by conducting observations, interviews, and documentation. The data sources in this study are Qur'an Hadith teachers, PAI teachers, Fiqh teachers, and MAN 1 Medan students who are the main sources in the data collection process in the field. This is because PAI teachers in madrasas are divided into four subjects.

The method of origin of the word is the way or way. The research method is a technique for collecting analysis and data that will later obtain results, whether it is in the form of affirmation of a theory that has existed or has existed or a discovery that is still hot. The word methodology and method are often similar. Even though the two have different meanings. Methodology comes from the Greek word "methodologia" which means "procedure". In the context of qualitative research, methodology and method are very closely related and difficult to separate The definition of research method can be broadly defined as a scientific activity that is carried out gradually starting from determining the topic,

⁷ Hamid, S. I., Dewi, D. A., Fakhrudin, A. M., Setianingsih, E., & Putri, F. W. (2021). The Importance of the Role of Parents in Shaping Children's Character as the Nation's Next Generation. *Aulad: Journal on Early Childhood*, 4(3), 143-149.

⁸ Lalo, K. (2018). Creating a millennial generation with character education to welcome the era of globalization. *Journal of Police Science*, 12(2), 8-8.

collecting data and analyzing data, so that in the end an understanding and understanding of a certain topic, phenomenon, or issue is obtained.

D. RESEARCH AND LANGUAGE RESULTS

1. PAI Teacher Habituation Strategy in an Effort to Strengthen the Character of MAN 1 Medan Students

The strategy of PAI Teacher Habituation in an effort to strengthen student character aims to find out the steps taken by PAI MAN 1 Medan Teachers to shape the character of their students in a better direction. The following are the various strategies carried out by PAI MAN 1 Medan teachers in an effort to strengthen the character of students at MAN 1 Medan.

a. Communication

Communication is very important in teaching and learning activities, especially in efforts to form student character. MAN 1 Medan teachers have good communication with their students. In an effort to habituate character strengthening, counseling guidance is a powerful communication technique to deal with various character problems of a person. Like schools in general, of course, MAN 1 Medan also experiences character rebellion in some of its students, for example, there are some children who get cases of disrespect, MAN 1 Medan teachers will immediately bring the students to get counseling guidance, use casual dialogue and invite students to make commitments, which is an agreement for students not to repeat the same mistakes. There are several factors that make students naughty at school, these factors usually come from the environment outside of school, especially family. This kind of student situation is usually triggered by several factors, including: lack of affection, family pressure, ignorant parents, and a poor friendship environment.

This is of course mandatory for teachers to provide counseling guidance to their students and improve communication and discussion with parents or guardians of students so that students get good associations and freedom of life so that they become cheerful children and ready to receive teachings at school. MAN 1 Medan teachers also communicate well with students' parents, to control students' behavior in carrying out teaching properly at school and the situation of students outside of school. This strategy is carried out to adjust the situation of students outside the school and inside the school and to prevent students who like to skip school or often lie to their parents, in order to prevent that MAN 1 Medan teachers form good communication between students and students' parents.

b. Setting an Example

The most effective learning method in an effort to strengthen students' character is first example, not only giving orders but teachers must also provide good examples and examples for their students

to imitate. This strategy is carried out so that students do not feel intimidated by the rules and regulations applied in the school, such as the culture of good manners, wearing sharia clothing, leaving school on time, and participating in all school activities according to their schedule. Not only for students, but the regulation is also applied by teachers, teachers participate in setting good examples and examples so that students can emulate.

In an interview with Elly Damayanti's mother as a Fiqh teacher, Belian said that "When there is a rule that you can not be late to school, not only students, but teachers must also follow the rules, come on time and enter class on time. Likewise with good manners, teachers should also not reprimand students in a bad way, they must be talked about peacefully and incessantly."⁹

c. Doing Habituation

Then, in addition to providing examples, teachers also practice habituation of things that affect students' character. That is to get students used to carrying out activities at school in an orderly manner. For example, such as the habit of praying in congregation at the mosque, the habit of reading the Qur'an before starting lessons, the habit of infaq every Friday, the habit of greeting the teacher in front of the school, and getting used to not being late for school.

In an interview with Elly Damayanti's mother as a Fiqh teacher of MAN 1 Medan, she said that "In addition to applying examples, teachers also invite their students to jointly carry out activities at school. Not only do teachers give examples for congregational prayers in mosques, but teachers also invite their students to pray in congregation in mosques" He also said that "There are several challenges faced by teachers in getting used to strengthening this character, namely sometimes there are still students who are a little ignorant and only greet teachers they know.

d. Building a sense of leadership and responsibility

In an interview with Eny Ermawati's mother as a teacher of Tafsir, she stated that:

"There is no leader who is irresponsible, and there is no responsibility unless it can only be done by someone who have the spirit of a leader".

The meaning of the words is, One of us is a leader, at least we are the leader of ourselves. To get a leadership spirit, students must have a sense of responsibility, then to be able to shoulder a responsibility, confidence is needed. MAN 1 Medan teachers always give trust to their students to be given responsibility for themselves. In order to lead themselves in a better direction and distance themselves from a bad direction, students need a confident and responsible attitude. With these qualities, students will get closer to having a firm attitude towards themselves and becoming fair leaders for themselves and for those around them.

⁹ Interview with Elly Damayanti Pulungan's Mother, S.Pd at 11.35 WIB at MAN 1 Medan

2. Character Quality of MAN 1 Medan Students

In an interview with Arinal Haqq's sister as a student of class XII Agama 2, she stated that the meaning of character is as follows:

"Character is defined as a character, psychological traits, morals or ethics that distinguish one person from another, character"¹⁰

Meanwhile, according to the Directorate General of Education of the Ministry of National Education, character is interpreted as a way of thinking and behaving that is a special characteristic of each individual to live and relate to, both in the scope of the family, the people, the nation and the state. Individuals who have good character are individuals who can make decisions and are ready to take responsibility for every

the impact of decisions taken or made. As for the characters who

In my opinion, the most important thing is, to be active and always involved in school activities. Student illustration

who is active in the classroom, hardworking, has motivation to succeed, is disciplined, has a spirit of leadership and responsibility, manners: i.e. speaks and behaves well and is pleasant to others, honest: does not lie or deceive others, independent: takes care of oneself and does not depend on others, Tolerance: accepts and respects the differences of opinions and beliefs of others, Caring: Caring for others, Gratitude: Grateful for what you have, Patient: Being calm and patient, Loving to help others.¹¹

MAN 1 Medan students have good character and morals, this can be seen from how they get used to greeting teachers every time they enter school and behave politely to every school resident. However, there are still some who have an ignorant and somewhat shy attitude so sometimes students do not greet the teacher. To deal with this situation, Eny Ermawati's mother said in her interview that she also often reprimanded students who only greeted teachers they knew, because of the large number of school members, so not all teachers were known by their students.

3. Factors Affecting the Character of MAN 1 Medan Students

One of the factors that affect the character of students at MAN 1 Medan is the values instilled by teachers to their students. Character values are needed to choose what kind of character the teacher wants to form for his students.

In an interview with Choiruddin's father as the Vice President of Religious Curriculum at MAN 1 Medan, he said that:

¹⁰ interview with Eny Ermawati's mother as a Tafsir Teacher

¹¹ interview with Arinal Haqq's sister as a student of class XII Agama 2

"The first values or character values that need to be instilled are religious nature, namely religious awareness. This value will shape the student's character through how the student has a firm faith, becomes a person with good faith so that he is aware of what his obligations are as Muslims, that is what needs to be instilled, namely strengthening the faith, the second is exciting in worship, the third is strengthening fraternal values. including social care, helping each other to people in need, making donations, and others"¹²

These character values will be a benchmark for the change in character of each student. When students are committed, students will carry out their obligations not solely because they follow the rules, but because of real changes and because of Allah.

In an interview with Eny Ermawati's mother, she said:

"The benchmark that I usually do is to make sure that students do not make mistakes again, or at least they have done good habits that they did not do before,"¹³

For example, saying greetings before entering the classroom or teacher's room, greeting the teacher, praying in congregation at the mosque, and others. This kind of benchmark is to ensure that they do it not only because of the existing rules, but because they obey Allah, so that when no one sees them or even outside the school they still carry out their obligations well, because the benchmark is Allah."

Other factors that can affect students' character can be obtained from the environment of friends and family. How a student gets along is also an important factor that can affect his character. When a student has a bad friendship environment, then he or she will bring bad character into the family or even into the school environment. Likewise, the environment in the family when a student has a bad family situation, it can affect his mentality so that he or she may have a bad character in dealing with various problems.

Some of the challenges faced by students in character development have been explained by Sri Khairina as a student of grade XII MIPA 12, she stated that some of the challenges that I usually face in an effort to improve character myself is:

1. Pressure from close people: Pressure from close people can be a challenge in self-development.
2. Absence of clear goals: Not having clear goals can be an obstacle to self-development.
3. Bad prejudice: The existence of bad prejudice can be an obstacle to self-development.
4. Fear of failure: The feeling of fear of failure can be an obstacle to self-development.
5. Lack of self-motivation: Lack of self-motivation can be an obstacle in self-development.

¹² interview with Choiruddin's father as the Vice President of Religious Curriculum at MAN 1.

¹³ interview with Eny Ermawati's mother

6. Loss: Losing a job, opportunity, or relationship can be the biggest challenge in life.

7. Role of society: The role of society, such as peers, culture, community habits, and violence in society can hinder character formation.

It is different if students have a good friendship environment, good friends always invite good things and lead to beautiful future planning. This will of course motivate students not to feel left behind with their friends and students will have a good enthusiasm for learning. A good friendship environment is beneficial for removing laziness and thoughts that can hinder a person's progress. Likewise with the family environment, a good family will always motivate their children, so that they gain trust and do their responsibilities well. A supportive family will also provide facilities to help their child develop, therefore, a good family situation is a strong foundation for student success

Conclusion

From the results of the above research, the following conclusions can be drawn:

In Islam, character is often referred to as morality. It is an inner trait that is embedded in a person's soul and is reflected in daily behavior. Good morals are a reflection of one's faith in Allah SWT. Students' character can be formed through the habituation strategy of the teacher. This habituation strategy can be called various techniques to achieve strengthening students' character, including: Establishing good communication, Providing good examples, Inviting students to do good together, Conducting habituation and evaluation, Providing motivation and appreciation. With the following strategies, efforts to strengthen students' character will be more effective and easy to achieve.

In addition to forming strategies, teachers also do not forget to add their insight into the formation of children's character inside and outside the school, teachers also need to reflect on themselves so that they can be better at educating. So character is the traits that are embedded in a person because of the influence of family and the surrounding environment. The original character of a human cannot be changed, only the character can be directed to even better things.

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