

Strengthening Religious Character Education through the Healthy Morning Program at Muhammadiyah Vocational High School 2 Gresik

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Abstract

This research examined strengthening religious character education through Healthy Morning Program for students at Muhammadiyah Vocational High School 2 Gresik. The program consisted of several conceptualized and positive, sustainable activities through which eight components of religious character were strengthened. The first component is not forcing the will in muhadhoroh activities, while the second comprises a firm stance in congregational dhuha prayer, reciting the Qur'an, muhadhoroh, and infaq philanthropy. The third is the love of peace found in flag ceremony activities. Fourth is friendship found in physical health exercises and reciting the Qur'an. Fifth is divinity, which was found in all the activities compiling this program. Sixth is sincerity in the congregational dhuha prayer, reading short surahs by rote, reciting the Qur'an, and infaq philanthropy. The seventh is confidence in muhadhoroh and flag ceremonies, while the eighth, loving the environment, was found in infaq philanthropy activities and physical health gymnastics.

Keywords: Strengthening, Religious Character Education, Healthy Morning Program

INTRODUCTION

Indonesia is one of the countries with the largest Muslim population in the world (Siswanto, Nurmal, and Budin, 2021). Therefore, it should be a parameter for other countries in many aspects of life, especially regarding religion. Islam teaches its adherents to have full faith in God as part of the vertical relationship of a servant. It also teaches about *muamalah* servants to fellow humans and other living creatures, as shown by the character of each individual. According to Khusnul Khotimah (2017), the original character of Muslims is religious, which radiates beauty. Therefore, the social life of an Indonesian should always be colored by caring for others, being able to respect differences, loving peace, creating happiness, making friends based on honesty, worshiping and doing charity sincerely, and being full of confidence in the truth.

Furthermore, negative characters contrary to religious values, such as violence, should be removed from all lines of life and replaced with anti-bullying behavior. These include not

forcing the will when there are differences in decisions, having an attitude of empathy towards others, and being willing to protect those in need of help. Respecting differences by not discriminating against those from a different religion is also very necessary to work with them daily, except in matters of worship. It is also important to consider the relationship with other living beings while growing an attitude of loving the environment based on beautiful morals, hence the country's nature is always maintained (Oktari and Kosasih 2019). When these religious characters are raised in all areas, social life can occur dynamically and peacefully.

Moral decadence permeates every line of life, as shown in mainstream media, the internet, and social media. This occurs in all spheres of life, such as small to large circles and from ordinary to state officials (Assidiq, Maya, and Priyatna 2019). Violators of state and religious laws conduct these acts openly without feeling ashamed or guilty. The character or morality crisis is marked by an increase in violent crimes, drug abuse, pornography, and promiscuity, which has become common in society. Others include bullying, addiction to illegal drugs, pregnancy out of wedlock, loss of manners from teenagers, and corrupt behavior that has become entrenched in society (SuriSuriadi, S. 2020).

Educational institutions are inseparable from the phenomenon of a declining religious character. At Muhammadiyah Vocational High School 2 Gresik, some students are dishonest, cheat, lack confidence, disrespect teachers, and are lazy to read the Qur'an and pray. Similar to teenagers, some students are still naughty, often skip school, lack discipline, smoke, and date (Interview 2022). These are unjustified behavior because they are contrary to the values of a religious character that should be owned by every student irrespective of location. School should be a place for someone to develop their potential in a good direction (Syaroh and Mizani 2020).

Religious character education needs to be based on a clear process, not spontaneous because its values are essential in character education (Muhammad Minan Nur Rohman and Ahmad Ma'ruf 2020). Therefore, formal institutions, such as schools, are expected to design and develop appropriate learning processes for students to achieve the expected objectives, through the development of adequate potential, especially in religious character, to become dignified human beings (Abdillah and Syafe'i 2020). Based on these conditions, Muhammadiyah Vocational High School 2 Gresik created the Healthy Morning Program to improve and strengthen the religious character of each student. This program consists of several activities that are conceptualized systematically and continuously. It includes congregational *dhuha* prayer and reading short *surahs* by rote, reciting the Qur'an, *muhadhoroh*, flag ceremony, physical health exercise, and *infaq* philanthropy in collaboration with LazizMu. Subsequently, this research strengthened religious characters through the Healthy Morning Program for students at Muhammadiyah Vocational High School 2 Gresik.

RESEARCH METHOD

The qualitative method was used to describe the speech, behavior, and writing techniques of the subjects observed in this research (Hadi, Asrori, and Rusman, 2021). It was conducted at Muhammadiyah Vocational High School 2 Gresik in July 2022 to examine the strengthening of religious character education through the Healthy Morning Program. Data were collected from the school principal, Deputy Head of Curriculum, and the teacher in charge of the program through structured interviews. Furthermore, observations were made on the program activities, and documentation was carried out to obtain supporting data following the objectives. The data collected were finally analyzed and used for the conclusion.

RESULTS AND DISCUSSION

The Healthy Morning Program is a systematically conceptualized process carried out by teachers and students every morning from Monday to Saturday. This program is carried out continuously, hence students are accustomed to positive activities every morning. Evaluations are also conducted regularly by the teachers in charge to determine the achievements or changes obtained by students.

According to the Decree by the Ministry of Education and Culture, students need to possess 13 main components of religious characteristics. These include tolerance, love of peace, friendship, sincerity, self-confidence, anti-bullying, and violence, not forcing the will, environmental love, cooperation between people of other religions and beliefs, respect for religious differences and beliefs, as well as protection for the small and marginalized (Ministry of Education and Culture, 2017). Through the Healthy Morning Program, this study aims to strengthen students' religious character at Muhammadiyah Vocational High School 2 Gresik. It was conducted based on the following components:

1. Not forcing the will.

This character was found in implementing *muhadhoroh* activities, namely the student's ability to appreciate when listening to their colleagues' speeches which vary from their opinions, without excessive rejection, which can cause disharmony.

2. Firm stance

The firm stance was found in the congregational *dhuha* prayer, reciting the Qur'an, *muhadhoroh*, and *infaq* philanthropy. This attitude helps students to conduct the congregational *dhuha* prayer consistently regardless of their friends. They can also regularly follow the recital activities in class while teaching those less fluent. Students can also improve their ability to recite and maintain fluency while maintaining confidence in conducting *muhadhoroh* activities. Furthermore, after due consultation with Islamic education teachers, students have confidence the material to be conveyed contains the truth. In *infaq* philanthropy activities, students stand the chance of being lazy in making donations because they are easily influenced by friends who rarely donate.

3. Love of peace

Love of peace was found in the flag ceremony conducted to appreciate the services of the country's fallen heroes. Through this activity, students learn about the value of living in peace without war or colonialism.

4. Friendship

This character was found in physical health exercises carried out between men and women and in reciting the Qur'an. Fluent students are mandated to teach those unable to recite the Qur'an while the teacher pays attention without obstruction. This increases the relationship between students.

5. Divinity

This character was found in all positive activities containing goodness and truth, which come from divine values, such as congregational *dhuha* prayer, reading short *surahs* using rote memorization, reciting the Qur'an, *muhadhoroh*, flag ceremony, physical health exercise, and *infaq* philanthropy.

6. Sincerity

Sincerity was found in the congregational *dhuha* prayer and reading short *surahs* by rote. Initially, these activities were compulsory, but as time went, students' understood the

purpose and became more accustomed and sincere in reciting the Qur'an, according to their ability level. In the *infaq* philanthropy, a sincerity component was found, which promoted students to set aside their pocket money for daily donations.

7. Confidence

This component was found in *muhadhoroh*, and was conducted by appointing students to make speeches in front of their friends. Those appointed will provide religious and general materials delivered with confidence and truth.

8. Loving the environment

This character was found in *infaq* philanthropy activities and was conducted in Muhammadiyah Vocational High School 2 Gresik with lazizMu Benjeng branch used to distribute the *infaq* results. This activity promotes students to be accustomed to carrying out *infaq* in the morning, thereby strengthening a sense of concern for social conditions. The component of loving the environment was also found during physical health exercise activities, where students cleaned the school environment after the activity (Interviews 2022).

The numerous components of strengthened religious characters listed above indicate a positive influence of the Healthy Morning Program on the character of students at Muhammadiyah Vocational High School 2 Gresik, especially on religion.

CONCLUSION AND SUGGESTION

In conclusion, eight components of religious characteristics were strengthened through the Healthy Morning Program. The first component is not forcing the will in *muhadhoroh* activities, while the second comprises a firm stance in congregational *dhuha* prayer, reciting the Qur'an, *muhadhoroh*, and *infaq* philanthropy. The third is the love of peace found in flag ceremony activities. Fourth is friendship found in physical health exercises and reciting the Qur'an. Fifth is divinity, which was found in all the activities compiling this program. Sixth is sincerity in the congregational *dhuha* prayer, reading short *surahs* by rote, reciting the Qur'an, and *infaq filantropi*. The seventh is confidence in *muhadhoroh* and flag ceremonies, while the eighth, loving the environment, was found in *infaq* philanthropy activities and physical health gymnastics.

Based on the results, schools need to increase the composing activities of the Healthy Morning Program, hence the 13 components of religious character can be covered and fully strengthened. Therefore, other educational institutions need to adopt the healthy morning program at Muhammadiyah Vocational High School 2 Gresik to strengthen the students' religious character.

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