

Implementation of Al-Islam Kemuhammadiyah As Efforts to Improve Student Characteristics

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Submitted: 03-03-2023

Revised : 14-05-2023

Accepted: 02-06-2023

ABSTRACT. *The purpose of this research is to reveal how to plan, implement, and evaluate the results of Al-Islam Kemuhammadiyah values as an effort to improve student character. This research is qualitative research with a descriptive approach. Sources of data came from students, principals, teachers, and guardians of students at SMP Muhammadiyah 57 Medan, while school staff at SMP Muhammadiyah 57 Medan were additional data sources in this study. The results of the study revealed that: Planning and implementation of Al-Islam Kemuhammadiyah learning as an effort to improve student character has been carried out according to the rules and made at the beginning of the semester before learning begins, in planning Al-Islam Kemuhammadiyah learning plans adjusted to the provisions of the curriculum and student needs by selecting methods and media as well as paying attention to competency standards, core competencies, madrasah vision and mission, and student needs.*

Keywords: *Character Value, Al-Islam Kemuhammadiyah, Competency Standards, Core Competencies*

 <https://doi.org/10.31538/munaddhomah.v4i2.394>

How to Cite Syahputra, A. ., Mesiono, M., & Haidir, H. (2023). Implementation of Al-Islam Kemuhammadiyah As Efforts to Improve Student Characteristics. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 408-418.

INTRODUCTION

Character education is a continuous and never-ending process, resulting in continuous quality improvement, which is aimed at the realization of a future human figure, and is rooted in the nation's cultural values. Character education must develop philosophical values and practice all national characters as a whole and thoroughly (kaffah) (Bahri, 2022; Sandria, Asy'ari, & Fatimah, 2022). Concern for the character has been formulated in the function and purpose of education as a sustainable development factor in the education of this nation. In other words, to create character education, it is necessary to prepare educators, institutions, or organizations that can develop creativity (cognitive), sensibility (affective), and intentional (conative) according to the character of the Indonesian nation, including having the ability, moral capacity, and tenacity in facing difficulties and challenges without forgetting religious values (Rony, 2021; Rony & Jariyah, 2020).

In an Islamic view, Muhammadiyah balances between purification or confirmation and development or renewal, so that it is balanced but rich in progressive values. This is the main character of Muhammadiyah, namely having a character about progressive Islam. Muhammadiyah's Islamic character is cosmopolitan Islam where the awareness that Muhammadiyah members are part of the world's citizens who have a sense of universal human solidarity and a sense of universal responsibility to fellow human beings regardless of differences and distances that are primordial and conventional (Najib, 2016). According to Mustofa, progressive Islam treats Islam within the framework of public civilization values, closely linked to the interests of society (Mustofa, 2015). There are several main characteristics to bring Indonesia to progress, namely religious, intelligence

knowledgeable, independent spirit, attitude of altruism or a high sense of social solidarity, and work ethic (Nashir, 2012).

Departing from the statement above, the role of teachers in Muhammadiyah schools is not only to convey subject matter but also must be able to actualize how to behave properly in the teaching and learning process in class. In its implementation, character requires a process of understanding and instilling values in him. In line with that, learning Al-Islam Kemuhammadiyah at SMP Muhammadiyah 57 Medan has implemented Islamic values in accordance with the Qur'an and As-Sunnah including the concept of Al-Qur'an literacy. This concept is realized by writing and reading the Qur'an, learning the laws of recitation and memorizing the Qur'an. This is all the cover of SMP Muhammadiyah 57 Medan itself. The full-day learning concept for five days requires students to be at school from 07.00 – 17.00. With this policy, student activities can be monitored by teachers and school principals, starting from arrivals, morning call, dhuha prayers, congregational midday prayers, lunch together, to asr prayers in the congregation which provides an opportunity for teachers and schools to form/instill good character in students. It is hoped that this habit will be applied by students when they return to their homes and communities. The concept of this habit becomes a habituation for students in carrying out their daily activities, especially in learning activities at school.

Al-Islam Kemuhammadiyah learning is directed at building schools and school members to become religiously devout institutions and people, upholding the values of Islamic teachings towards a truly Islamic society. To achieve this goal, all activities, especially Al-Islam Kemuhammadiyah, must be carried out with sincere intentions, personal awareness of religion and the organization, and togetherness within the framework of true Islamic goals. SMP Muhammadiyah 57 Medan adheres to an independent curriculum that has been established by the Muhammadiyah Elementary and Middle Education Council (Dikdasmen) of Medan City. It is hoped that students will have good character or personality according to the teachings of Islam. As for Al-Islam Kemuhammadiyah learning, it focuses on building character which is the hallmark and identity of SMP Muhammadiyah 57 Medan itself. Such as understanding in reading the Qur'an, praying according to the guidance of the Sunnah, being diligent in doing sunnah fasts, being able and capable and speaking Arabic and so on.

Al-Qur'an literacy is contained in Al-Islam Kemuhammadiyah learning where the emphasis is on the Al-Qur'an which is focused on students who cannot yet read the Al-Qur'an, who are still illiterate, and emphasizes reading improvement and memorizing letters the Koran itself. Al-Islam Kemuhammadiyah teachers also compile modules or textbooks which are compiled based on the rules of Muhammadiyah education and the policies of the Muhammadiyah Middle School itself. Therefore, it is important the role and cooperation of teachers and parents in efforts to foster a culture of reading the Qur'an for students so that it can emerge and improve student character.

Some relevant research results reveal that character education in principle can integrate the values of human behavior with an intensive approach to its container, namely schools, where teachers have a reassuring attitude towards students and vice versa between students and teachers (Hotia et al., 2022). In the policy of implementing character education, it is carried out in 3 ways, namely subjects, self-development, and school culture, but for the character education learning planning section, a column of character fields is added which is developed (Nugroho, 2012). Through Islamic Religious Education students can have the provision to have honest character in everyday life (Fahira, Satria, & Priadi, 2021). As for the implementation, it emphasizes Islamic values contained in the whole process of everyday learning (Musfiroh-nim, 2011). The inculcation of character education values can basically affect various aspects such as theoretical-pedagogical and practical aspects, which can give birth to character, such as being religious, honest, independent, responsible, disciplined, hard-working, curious, creative, appreciating achievement, fond of reading, friendly/communicative, tolerance, democracy, caring for the environment, social care, national spirit, love for the motherland and love for peace (Zaki, Al-Qadri, & Akmalia, 2022).

Most teachers can insert national character values into the Lesson Implementation Plan but cannot fully implement them in class (Haris, 2017).

From this background, it is necessary to carry out research related to the Al-Qur'an literacy program because it is deemed necessary to find out the forms of Al-Qur'an literacy program activities in cultivating efforts to read the Al-Qur'an culture and its impact on students. Through Al-Qur'an literacy which is part of Al-Islam Kemuhammadiyah which is programmed from the policies of the Muhammadiyah regional government so that it can guide students in reading, understanding the Al-Qur'an and providing moral education with the concept of conveying the Al-Qur'an.

METHOD E RESEARCH

This study uses qualitative research methods with an emphasis on descriptive methods using observation, interviews, and documentation studies. The informants of this study were school principals, third-grade Islamic Religious Education and Kemuhammadiyah teachers, and students while secondary data included school profiles, vision, mission, organizational structure and infrastructure at SMP Muhammadiyah 57 Medan. The data collection procedures carried out were participant observation, interviews, documentation.

In obtaining data and information, this study uses primary data and secondary data as data sources. While the means of collecting data through interviews/interviews, observation and documentation as well as literature studies. Interviews were conducted to gather various information regarding the implementation of al-Islam Muhammadiyah as an effort to improve student character. The data that has been obtained from the interviews is compiled in complete notes after being supported by the results of observations and documentation. Then the data analysis technique that researchers used in this study refers to a concept by Milles & Huberman (Sugiyono, 2013), namely data reduction, data presentation, and drawing conclusions. The data that has been reduced is data that provides a sharp picture of how the implementation of al-Islam Muhammadiyah as an effort to improve student character. Then the researcher presents the data that has been arranged systematically in the form of narrative text so that later it will provide convenience in drawing temporary conclusions so that it needs to be verified to get objective conclusions. To test the validity of the data, it was carried out by extending the observation period, triangulation, and careful observation, and holding member and checks so that the information obtained could be used in research according to what the informant meant (Sugiyono, 2012). Data findings can be declared valid if there is no difference between what the researcher reported and what actually happened to the object under study.

RESULTS AND DISCUSSION

Al-Islam Kemuhammadiyah Planning as an Effort to Improve Student Character at SMP Muhammadiyah 57 Medan

School is a place where teaching and learning activities take place. Various activities in the school environment can be carried out such as getting used to life for discipline, responsibility, noble character, independence and so on, which are habits that must be instilled, grown and developed in the daily school environment. Based on the results of observations, there are still obstacles and obstacles found in the school program that is being implemented, namely Al-Islam Kemuhammadiyah. To overcome this, it is necessary to have a well-thought-out planning program and must be prepared by educational institutions, so that these institutions have references or guidelines when they want to implement the planned program. At the planning stage of implementing Al-Islam Kemuhammadiyah in improving student character, the results of interviews with PAI subject teachers revealed that:

"The implementation or application of Al-Islam Kemuhammadiyah already exists and has even been implemented since the founding of SMP Muhammadiyah 57 Medan. To

implement this, a previous meeting was held by gathering all teachers and school committees to discuss the formulation of a strategic plan (strategic plan), including formulating a program to shape the personality of students with noble character. Overall, planning for the implementation of Al-Islam Muhammadiyah has been included in the syllabus and RPP preparation standards based on the government's curriculum. In addition, educational institutions also prepare teachers for PAI (Islamic Religious Education) special subjects who are competent, have broad insight in teaching the subject concerned and charge teachers to take responsibility for educating students in accordance with the learning objectives to be achieved later."

In line with the statement above, the results of interviews with the homeroom teacher of class VIII about what programs will be planned to implement Al-Islam Kemuhammadiyah in improving student character, reveal that:

"These programs are in the form of Character-based Strengthening Education (PPK) which have been established by the Ministry of Education and Culture based on 5 aspects, namely religious, nationalist, mutual cooperation, integrity and independence. To implement Muhammadiyah values of Al-Islam, schools must adapt them to the first aspect, which is religious, such as getting students used to reciting and memorizing juz 30 in the Al-Quran, encouraging students to carry out sunnah fasting, namely fasting on Mondays and Thursdays, Dhuha and midday prayers in congregation, praying at each start of learning activities and after learning, carrying out activities for Commemoration of Islamic Holidays (PHBI), implementing an Islamic-based school culture. Then for program planning that was formulated earlier in the strategic plan (strategic plan).

As for efforts to implement the values of Al-Islam Kemuhammadiyah in improving the character of students, the form of implementation has been formulated, so the next step is for the school to provide outreach to all school members, including educators and education staff, students, parents, committee and the surrounding environment. The form of this socialization is a follow-up effort carried out by the school related to the character building planning program for students which will later be implemented and developed at SMP Muhammadiyah 57 Medan, with the intention that the program can run smoothly. This is in line with the statement of the SKI teacher that:

"The preparation made by the PAI subject teacher as usual before carrying out the lesson is to compile a lesson plan. The planning format includes PAI subjects based on classes, semesters, meetings, time, competency standards and basic competencies, indicators, objectives, materials, methods, steps, learning materials or resources and assessments. Besides that, PAI teachers also prepare character development reports in the form of questionnaires for worship activities which are carried out daily to be supervised by each student's parents at home. Application of PAI values in various forms of routine student activities, such as reading and memorizing the Koran, sunnah and obligatory prayers, recommending sunnah fasting on Mondays and Thursdays, as well as other activities related to Islam. Every activity carried out certainly requires a companion teacher. Like Duha prayers and noon prayers in congregation, you definitely need an imam as well as a companion in guiding students to carry them out. As for the efforts made in supervising the ongoing routine activities of these students, a questionnaire was made in the form of reports on student character development as a guide for PAI teachers and parents of students at home."

The statement above is also in accordance with the results of the interview with the Principal who explained that:

"The first plan to do to educate children at home about Islamic religious values is to first formulate a list of what activities the child does, from waking up to going to bed. By making an activity roster in which there are Islamic activities as a reference for children about what activities should be carried out, so that the child is used to doing good at home or outside the home, and also reminding the child with a worship report questionnaire that has been provided by the school. The role of parents is also very important in motivating children to memorize short Al-Qur'an surahs by listening and listening to their children's memorization of short surahs at home.

From the results of the interview above, that the participation of parents is very important in teaching and instilling Islamic religious values in the child. This is able to improve the character formation of students in accordance with the school's vision and mission, goals and programs planned by the SMP Muhammadiyah 57 Medan school.

Steps of Muhammadiyah Al-Islam Learning in Improving Student Character at SMP Muhammadiyah 57 Medan

After the student character strengthening program has been disseminated to all school members, parents, school committees and the surrounding community, the next step is the implementation stage which is carried out directly. In this case, as stated by the PAI subject teacher, that:

The steps of learning Islamic religious education at SMP Muhammadiyah 57 Medan can be seen from the daily activities carried out, namely reading prayers as well as reading the Qur'an before teaching and learning activities take place. The bell rings at 7:15 a.m., all students are already in class and together they recite the prayer and recite the Al-Qur'an directed by the accompanying teacher. During recess, which is at 09.30 students are prohibited from having snacks, all students rush to perform sunnah dhuha prayers in their respective classes by shifting chairs and tables to place prayers. For the implementation of Duha prayer, all students are used to doing it alone without having to be accompanied by a teacher anymore. This is because it has become a routine habit that students must do every day. Then when the midday time arrives, all students rush to perform the midday prayer in congregation at the school mosque according to the schedule of the prayer priest that has been determined by the school.

Then, the homeroom teacher of class VIII also revealed that:

"In addition to the implementation of the Dhuha and Dzuhur prayers, the values of Islamic Religious Education can be applied through the Al-Qur'an tahfizh program organized by the Muhammadiyah 57 Middle School Medan, this is held to increase students' love for the Al-Qur'an, making it a reference alive and of course creating the Quranic generation, namely hafizh and hafizah. The implementation of tahfizh has a schedule that has been prepared as well as predetermined memorization targets so that the implementation of tahfizh is more focused.

In line with the explanation above, the deputy head of school for curriculum also explained that:

"All programs are used as a reference in shaping the character of students. The school's efforts to shape student character are to familiarize students with fasting on Mondays and Thursdays. This aims to introduce the sunnah of Rasulullah SAW and support students to donate and give alms, share among fellow human beings. The application of Islamic culture in schools is also one way to apply Islamic religious values to all students, namely greeting and shaking hands when passing teachers, respecting older people and loving younger ones. This aims to foster a sense of care and affection for others. It is

also not spared to carry out school agendas related to the commemoration of Islamic holidays and carry out Islamic boarding schools in the month of Ramadan."

Based on the results of the interview above, the steps for implementing Kemuhammadiyah Al-Islam learning in improving the character of students at SMP Muhammadiyah 57 Medan including by : a) get used to Pray, b) Read and Memorize Al-Quran, c) Pray Dhuha, d) Midday prayer Congregation, e) Greet Smile Culture (3S), f) Sanlat Ramadhan (Pesantren Kilat Ramadan), g) Infaq and Alms.

Evaluation of the Results of the Implementation of Al-Islam Kemuhammadiyah in Improving Student Character at SMP Muhammadiyah 57 Medan

After holding PAI learning to implement Muhammadiyah Al-Islam in shaping the character of students at SMP Muhammadiyah 57 Medan, the evaluation stage is the most important part. The evaluation carried out is holding monthly, semiannual, and annual meetings. Evaluation of the results of the implementation of Muhammadiyah Al-Islam values is carried out every month, namely at the monthly meeting. On the occasion of the meeting, each subject teacher, especially PAI, reported the results of observing the learning process that had been passed with the students to be analyzed and then evaluated. So as to create various solutions to the problems or learning constraints encountered. Besides that, there is a reward for teachers who have succeeded in educating students who have good morals and obey the rules set.

The results of the monthly teacher council meeting aim to find out reports on the implementation of learning and school activity programs that have been implemented, whether they have met the desired criteria or not as expected from the start of planning. The evaluation was carried out by SMP Muhammadiyah 57 Medan to see whether or not the implementation of Al-Islam Kemuhammadiyah was successful in improving student character, namely by authentic assessment consisting of assessment of field assignments, portfolios, assessment of student attitudes and behavior, knowledge and skills , as expressed by the principal of the school as follows:

"The evaluation system used must of course be in accordance with the rules of the Ministry of Education and Culture, namely authentic assessment. The aspects that are assessed based on authentic evaluation are attitude, cognitive, psychomotor, and implementation of PAI assignments given to each student to always work on them at school or at home. If the student has fulfilled the assessment, then the implementation of Muhammadiyah Al-Islam values in improving student character can be said successful. The explanation above is not much different from the explanation given by the PAI subject teacher about evaluating the results of the implementation of Muhammadiyah Al-Islam Education in improving student character, namely: Evaluation of the implementation of PAI values is certainly not much different from other subjects, namely the use of oral tests and writing to assess student skills, attitudes and behavior of students. Evaluation of spaciousness with observation For example, evaluating students doing sunnah and obligatory prayers, fasting sunnah, giving alms/giving alms, depositing memorization and so on which is contained in the student worship activity questionnaire to assess whether these activities are properly carried out or not. Based on the data from the questionnaire results, it will be known to what extent the students carry out their worship activities. If there are students who have not carried out activities optimally, a solution will be sought to overcome them.

In line with this statement, the evaluation that should be carried out is orally and in writing by assessing the extent to which the success of the implementation of religious activities carried out by students. Based on the questionnaire assessing the implementation of student worship, it can be seen how far the worship has been carried out by each student for a full month.

The results of the worship implementation questionnaire will be reported at the monthly meeting of the teacher council to provide information in the form of the results of the student worship implementation so far. As for the evaluation in writing to assess the implementation of PAI in shaping student character, namely by providing questions related to PAI material that has been taught, assignments, description questions, midterm exams (UTS), quizzes and final semester exams (UAS) to find out students' abilities in understanding PAI lessons.

The results of interviews with PAI subject teachers explained that:

"To measure the success of the implementation of Muhammadiyah Al-Islam values in improving student character, namely by seeing changes in attitudes and behavior that are better than before, an assessment of student skills such as being skilled at reading and memorizing the Al-Qur'an, skilled in crafts hands, portfolios and so on related to PAI learning, which has met the Graduation Competency Standards (SKL) and Minimum Completeness Criteria (KKM).

Based on the interview results above, it can be seen from various aspects which include behavior, skills, knowledge and so on that have met the Graduation Competency Standards (SKL) and Minimum Completeness Criteria (KKM). This was conveyed by a representative of the student's parents, saying that:

"The role of parents is of course very large in the success of their children, especially in applying Islamic religious values in shaping their noble character. Therefore, it is necessary to evaluate children's worship activities, namely evaluating the extent to which children carry out worship, such as sunnah and obligatory prayers, fasting and other acts of worship. If it turns out that the worship is not carried out, then it is examined first what the cause is and then it is evaluated. Based on this evaluation, a strategy is then sought to make the child return to praying diligently. More precisely, the evaluation carried out by parents is to check the student worship questionnaire given by the school, whether it has been carried out or is it still half done

Based on the results of the interviews above, evaluation is the most important stage in the implementation of a learning activity program. Because with this evaluation, it provides accurate information on success or failure in a learning process so that it is reconsidered and a solution or action is born to be taken next.



Figure 1.

**Evaluation of the Results of the Implementation of Al-Islam Kemuhammadiyah
Through Memorizing Deposits**

Discussion

The main task of a teacher is to provide the best performance to students in developing their potential to achieve high achievements for students in good morals (Susanti, Wulansari, Harahap, & Hamengkubowono, 2023; Sutarno, 2023). The implementation of Al-Islam Kemuhumadiyah in improving the character of students at SMP Muhammadiyah 57 Medan has been carried out according to the rules and made at the beginning of the semester, in carrying out the implementation of Al-Islam Kemuhumadiyah learning according to curriculum provisions and student needs by selecting methods and media and paying attention to competency standards, competencies core, madrasah vision and mission, and student needs. PAI teachers prepare lesson plans at the beginning of the semester before learning begins and later this planning will make it easier for teachers to learn and serve as a reference in learning so that learning activities are more effective and directed.

This is in accordance with Hanum's findings that learning planning is a process of scientific discipline, reality, systems and learning technology which aims to make the implementation of learning run effectively and efficiently (Hanum, 2018). This was also emphasized by Akmalia that the implementation of learning is a rational application of a systematic analysis of the process of educational development with the aim that education is more effective and efficient in accordance with the needs and goals of students and society (Akmalia, Siahaan, & Mesiono, 2020) (Adnan, 2022; Haq, Wasliman, Sauri, Fatkhullah, & Khori, 2022; Hasanah, 2021; Komalasari & Yakubu, 2023). Planning for the implementation of Muhammadiyah Al-Islam in improving the character of students at SMP Muhammadiyah 57 Medan is carried out by: a) holding meetings with teachers and school committees, b) holding meetings with teachers and school committees, c) compiling activity programs pai, d) compiling lesson plans and syllabuses for subject teachers pie, e) prepare competent pie teachers.

In this case, the first competency that must be mastered by the teacher is to recognize the different characteristics of their students. A teacher is required to have 4 competencies, namely pedagogic competence, personal competence, social competence and professional competence which can support success in the world of education because improving the quality of education is specifically in the hands of teachers as the spearheads of the learning process in schools (Akmalia, 2019).

Planning in making competent PAI teachers is to recruit teachers who are qualified and have more abilities so that they have character and noble character. Therefore, the task of the PAI teacher in implementing PAI values in improving student character is very necessary in order to achieve the program of activities that have been planned previously (Komariah & Nihayah, 2023; Laili, Supriyatno, & Gafur, 2022; Rachman, Kawakip, Fadhillah, Saputra, & Zulkifli, 2023). So to prepare PAI teachers, SMP Muhammadiyah 57 Medan sends PAI teachers to be able to take part in the Subject Teacher Deliberation (MGMP) *workshop by participating in training that will shape and explore the potential of teachers in teaching PAI material to students*. On the other hand, it will provide opportunities for students to carry out learning activities and experiences that suit their desired needs, so this is referred to as the principle of educational learning design (Susanto, 2017).

Mastery of the competence of preparing teaching materials affects the mastery of the competence of organizing educational learning for teachers (Himayaturohmah, 2019). This finding is in accordance with what was conveyed by Zubaedi that character education is all the efforts made by the teacher, which are able to influence the character of students including exemplary teacher behavior, the way the teacher speaks or conveys material, how the teacher is tolerant, and various other related matters (Zubaedi, 2015).

The steps for implementing Kemuhumadiyah Al-Islam learning in improving the character of students at SMP Muhammadiyah 57 Medan are by: a) getting used to pray, b) read and memorize the Koran, c) pray dhuha, d) midday prayer in congregation, e) culture of smiles and greetings (3s), f) Ramadan prayers (lightning boarding school Ramadan), and g) infaq and alms. These steps are carried out in accordance with a certain level of intelligence which is reflected in the behavior of students who are active, objective, analytical, aspirational, creative and innovative,

dynamic and anticipatory, think open and forward, and seek solutions (Budimansyah, 2010). Regarding the evaluation of the results of the implementation of Muhammadiyah Al-Islam carried out by authentic assessment, assessment of reference or criteria and reporting of the results of learning. Measurement or evaluation is quantification or determination of numbers about individual characteristics or circumstances according to certain rules (Sanjaya, 2006). According to Amri, evaluation is a process that determines the conditions in which a goal can be achieved (Amri, 2013). The goal is to get an outcome to be achieved after carrying out learning. So it is hoped that after getting the lesson get a change for the better.

CONCLUSION

Al-Islam Kemuhammadiyah learning planning as an effort to improve the character of Muhammadiyah 57 Middle School students in Medan has been carried out according to the rules and made at the beginning of the semester before learning begins, and in planning the implementation of Al-Islam Kemuhammadiyah learning in accordance with the provisions of the curriculum and the chosen method and media are adjusted with the needs of students so that the character of students can be formed properly. Lesson planning is made before the learning process at the beginning of the semester takes place and later this planning will make it easier for the teacher to learn and serve as a standard reference. This is the earliest stage carried out in the implementation process.

The steps for learning Al-Islam Kemuhammadiyah which are carried out at SMP Muhammadiyah 57 Medan in class are in accordance with the curriculum starting with the introduction, core activities to closing. The learning strategy used is to use learning methods and media. This is natural in learning because in essence every teacher wants to provide the best for students in learning so that students can receive and absorb the learning material presented. From the implementation of learning carried out by the teacher inserting the madrasa program so that students have good morals such as 3S culture (Smiles, Greetings and Greetings), 3K culture (Cleanliness, Beauty and Order), mutual cooperation and so on.

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