CHARACTER EDUCATION MANAGEMENT THROUGH RELIGIOUS HABITUATION IN JUNIOR HIGH SCHOOL

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Abstract:

Character is a form of behavior of a person that is related to actions, words, feelings, attitudes, thoughts, environment, social, self, and relationship to God based on current regulations. Religious character is the behavior shown to a person to carry out what is commanded in Islam and stay away from all forms of His prohibitions. In another context, Indonesia is a Pancasila country, where the first principle explains "Belief in One Almighty God". Education at school can be used as a madrasa for children to deepen their religious knowledge, so that religious character can be formed from these activities. The aim is to analyze the management of character education through religious habituation in junior high schools. The research method uses qualitative research with a literature review approach. The results obtained by character education are one of the forms of education that must be implemented at the secondary education level. Religious values are one of the values that students can familiarize themselves with as a form of character education management. In implementing religious habits, teachers have various roles, especially in character education managementReligious habits in implementing character education can be influenced by several factors, including infrastructure, school environment, student interests, and student background.

Keywords: Character, Religion, Management, Education

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INTRODUCTION

Character is a form of behavior of a person who has a relationship with actions, words, feelings, attitudes, thoughts, environment, social, self, relationship to God based on current regulations (Gunawan, 2022). There are various forms of character that can appear in children (Aqobah et al., 2020). Character formation should start early. In practice, schools can be used as institutions for building a child's character (Putry, 2019). So, as parents, you have to be selective in choosing a school to build character for your child (Latifah, 2020). Apart from that, teachers are also the main key to a child's ability to grow and develop (Tanu, 2017). So from here, teachers must be able to provide good examples to students so that the character formed in students is good character (Salirawati, 2012).

Religious character is the behavior shown to someone to carry out what is commanded in Islam and stay away from all forms of His prohibitions (Munir, 2017). Religious tolerance is an example of a religious attitude. This means that, as Muslims, we must respect various forms of differences that exist in the surrounding environment, including religious differences (Digdoyo, 2018). In another context, Indonesia is a Pancasila country, where the first principle explains "Belief in One Almighty God" (Muqit, 2018). Education at school can be used as a madrasa for children to deepen their religious knowledge so that religious character can be formed from these activities (Romadhon et al., 2023).

Allah SWT ordered that weak generations should not be passed down. This has been recorded in the Qur'an. In creating a superior generation, a mentor is needed as a teacher (Nurochmah et al., 2019). A child's first teacher is the parent (Hidayat, 2013). In this case, parents must always teach a child what things are good and bad (Rizky & Moulita, 2017). After a child reaches school age, the child gets a second parent, namely a teacher (Chusna & Utami, 2020). Teachers are parents who provide lessons to children at school (Anggraeni et al., 2021). Teachers must convey various kinds of learning to their students, starting from knowledge, skills and attitudes (Fajriana & Aliyah, 2019). So, in this case, a teacher must have various kinds of competencies in educating the nation's generation (Al Munawaroh & Rustini, 2022).

The problem found in several junior high schools is known to be the lack of implementation of religious character education management. According to the results of the literature study, it is clear that, in particular, state schools prioritize technology-based knowledge compared to religion. Religious activities are only carried out very minimally. This will certainly have an impact on students' emotional development regarding religious character education.

Previous research by Zulaikhah (2019) explained that character education is one of the forms of education that must be implemented at the secondary education level. Religious values are one of the values that students can familiarize themselves with as a form of character education management. Some examples of education through religious habits that can be applied at the junior high school level include reading the Qur'an, getting used to praying dhuha prayers before study hours, wearing hijab for female students, and various other kinds of religious habituation activities. Apart from that, in several junior high schools, female students have also started to make it a habit to wear the hijab during religious class hours. Then religious habits in character education management are implemented in the form of a curriculum or the field of religious extracurriculars.

Based on the explanation above, the author took the title "Character education management through religious habituation in junior high school". The purpose of this writing is to analyze the management of character education through religious habituation in junior high schools. The limitations used in this writing are only based on the type of literature review through studying several articles, journals, books or other relevant sources with formulated titles.

METHOD

The research method uses qualitative research with a literature review approach (literature review). Qualitative research is a type of research that is connected to the use of words or sentences followed by detailed analysis activities based on the findings in the research. Data collection techniques through literature studies were sourced from Google Scholar searches, Researchgate, and Google databases. The keywords used are " Character education management through religious habituation in junior high school ".

RESULTS AND DISCUSSION

Table 1 explains the results of the literature review regarding the titles that have been formulated.

Table 1. Analysis Results

No.	Title	Author	Objective	Analysis Results
1.	"Development of Religious Culture Through Multicultural-Based Personal Management"	(Tola, Pawero, & Tabiman, 2020)	It aims to provide an overview of self-adaptation management related to developing religious culture at the junior high school level.	The junior high school level is a level for children to be able to grow and develop. Based on this, it is essential to instill religious character education so that they are more accustomed to religious life in adulthood. The character itself can be interpreted as norms or values that are based on attitudes of tolerance, unity, simplicity, compassion, honesty, humility, happiness, equality, cooperation, peace, mutual respect, and various other positive attitudes. According to other literary sources, character is the development and realization of emotional, ethical, social or intellectual aspects. One of the character attitudes that needs to be developed is related to religious or religious attitudes. Human life can be realized in relation to religious life and religious attitudes.
2.	"The Role of PAI Teachers in Instilling Islamic Character Values Through Habituation in Students of SMP Negeri 10 Mukomuko-Bengkulu"	(Hadi, 2022)	It aims to find out several Islamic values in students through the role of teachers at SMP Negeri 10 Mukomuko-Bengkulu.	Islamic character education can be deepened by implementing the teacher's role in learning Islamic Religious Education. In implementing religious habits, teachers have various roles, especially in character education management. The intended roles include being a culminator, preserver, evaluator, emancipator, actor, storyteller, camp mover, routine worker, perspective leader, creativity booster, researcher, person, reformer, advisor, trainer, mentor, teacher and educator. Religious habits in implementing character education can be influenced by several factors, including infrastructure, school environment, student interests, and student background. Apart from that, the implementation of educational management can also be monitored and evaluated based on what has been done regarding steps in religious habituation.
3.	"Internalization of Religious Education Values in Schools: Islamic Education Management Perspective".	(Abdul, Rusdi, Suhermanto, & Ali, 2022) .	It aims to provide an overview of Islamic education management as one of the roles in character education management through the internalization of several	In implementing religious habits at the junior high school level, several things are carried out, including (a) human resources, which have the function of instilling good character values. Apart from that, the role of human resources also plays a role in integrating several religious values in learning, broadening the religious insight of the school community, deepening learning tools and teachers' religious insight, and building commitment; (b) learning environment, at this point is one of the factors that influence the capture of knowledge by students. Some implementations of religious habits at the junior high school level can be

				religious education.	carried out through charity activities, dhuha prayers, and so on; (c) the results and process of internalization, namely that students can apply these habits outside of school, meaning that this can already become a habit in junior high school students.
4.	"Strengthening Character Education through Islamic Religious Education at SMPN 3 Bandar Lampung"	(Zulaikhah, 2019)	The aim is to find out the role of character education in religious education regarding the habituation of religious life in the junior high school environment.		Character education is one form of education that must be implemented at the secondary education level. Religious values are one of the values that students can familiarize themselves with as a form of character education management. Some examples of education through religious habits that can be applied at the junior high school level include reading the Qur'an, getting used to praying dhuha prayers before study hours, wearing hijab for female students, and various other kinds of religious habituation activities. Apart from that, in several junior high schools, female students have also started to make it a habit to wear the hijab during religious class hours. Then religious habits in character education management are implemented in the form of a curriculum or the field of religious extracurriculars.
5.	"Religious Habit Management in Building Religious Character at SMP Nurul Halim Widasari-Indramayu "	(Masduki, Susanto, Haedari, Widiantari, & Utari, 2022)	It aims to describe the development of religious character through the management of religious habits.		Challenges related to progress over time have created new changes, especially in the world of education. Islamic character education in state junior high schools has limited time. This is certainly different from the implementation of Islamic character education at MTs. The results of the research explain that increasing religious spirituality as well as growing Islamic character can be influenced by religious habits carried out in the school environment. Apart from that, religious habituation will also have an impact on increasing the value of trust in schools. This will certainly benefit the school by increasing the number of new students admitted every year.

Character is a form of behavior of a person who has a relationship with actions, words, feelings, attitudes, thoughts, environment, social, self, relationship to God based on current regulations (Gunawan, 2022). There are various forms of character that can appear in children. Character formation should start early. In practice, schools can be used as institutions for building a child's character (Putry, 2019). So, as parents, you have to be selective in choosing a school to build character for your child (Latifah, 2020). Apart from that, teachers are also the main key to a child's ability to grow and develop (Tanu, 2017). So from here, teachers must be able to provide good examples to students so that the character formed in students is good character (Salirawati, 2012). Religious character is the behavior shown to someone to carry out what is commanded in Islam and stay away from all forms of His prohibitions (Munir, 2017). Religious tolerance is an example of a religious attitude. This means that, as Muslims, we must respect various forms of differences that exist in the surrounding environment, including religious differences (Digdoyo, 2018). In another context, Indonesia is a Pancasila country, where the first principle explains "Belief in One Almighty God" (Muqit, 2018). Education in schools

can be used as a madrasa for children to deepen their religious knowledge, so that religious character can be formed from these activities (Romadhon et al., 2023).

The junior high school level is a level for children to be able to grow and develop. Based on this, it is essential to instill religious character education so that they are more accustomed to religious life in adulthood. The character itself can be interpreted as norms or values that are based on attitudes of tolerance, unity, simplicity, compassion, honesty, humility, happiness, equality, cooperation, peace, mutual respect, and various other positive attitudes. According to other literary sources, character is the development and realization of emotional, ethical, social or intellectual aspects. One of the character attitudes that needs to be developed is related to religious or religious attitudes. Human life can be realized in relation to religious life and religious attitudes (Tola et al., 2020).

Character education through religious habituation at the junior high school level is in accordance with Q.S. Luqman Verse 12-17, which reads:

وَلَقَدْ آتَيْنَا لُقْمَانَ الْحِكْمَةَ أَن اشْكُرْ لِلَّهِ ۚ وَمَن يَشْكُرْ فَإِنَّمَا يَشْكُرُ لِنَفْسِهِ ۖ وَمَن كَفَرَ فَإِنَّ اللَّهَ غَنِيٌّ حَمِيدٌ. وَإِذْ قَالَ لُقْمَانُ لِابْنِهِ وَهُوَ يَعِظُهُ يَا بُنَيَّ لَا تُشْرِكْ بِاللَّهِ ۖ إِنَّ الشِّرْكَ لَظُلْمٌ عَظِيمٌ. وَوَصَّيْنَا الْإِنْسَانَ بِوَالِدَيْهِ حَمَلَتْهُ أُمُّهُ وَهْنًا عَلَىٰ وَهْنٍ وَفِصَالُهُ فِي عَامَيْنِ أَنِ اشْكُرْ لِي وَلِوَالِدَيْكَ إِلَيَّ الْمَصِيرُ. وَإِن جَاهَدَاكَ عَلَىٰ أَن تُشْرِكَ بِي مَا لَيْسَ لَكَ بِهِ عِلْمٌ فَلَا تُطِعْهُمَا ۖ وَصَاحِبْهُمَا فِي الدُّنْيَا مَعْرُوفًا ۖ وَاتَّبِعْ سَبِيلَ مَنْ أَنَابَ إِلَيَّ ۚ ثُمَّ إِلَيَّ مَرْجِعُكُمْ فَأُنَبِّئُكُم بِمَا كُنتُمْ تَعْمَلُونَ. يَا بُنَيَّ إِنَّهَا إِن تَكُ مِثْقَالَ حَبَّةٍ مِّنْ خَرْدَلٍ فَتَكُن فِي صَخْرَةٍ أَوْ فِي السَّمَاوَاتِ أَوْ فِي الْأَرْضِ يَأْتِ بِهَا اللَّهُ ۚ إِنَّ اللَّهَ لَطِيفٌ خَبِيرٌ. يَا بُنَيَّ أَقِمِ الصَّلَاةَ وَأْمُرْ بِالْمَعْرُوفِ وَانْهَ عَنِ الْمُنكَرِ وَاصْبِرْ عَلَىٰ مَا أَصَابَكَ ۖ إِنَّ ذَٰلِكَ مِنْ عَزْمِ الْأُمُورِ

There are various kinds of religious character development, based on the explanation from Luqman's letter above, including:

1. Da'wah Education

    An attitude of kindness needs to be instilled from an early age. Apart from kindness, there are various kinds of attitudes that need to be instilled from an early age, including truth and courage in doing things that are positive and beneficial to others. Apart from that, someone should have great courage. If someone makes a mistake, someone must have the courage to rebuke him and show him the way to the truth. An attitude of paying attention to the environment needs to be developed from an early age so that a person is not only concerned with themselves.

2. Worship Education

    The barometer of devotion to Allah can be measured in relation to prayer as a pillar of religion. Prayer is a form of worship of a servant towards his creator which is the command of Allah and the Prophet Muhammad SAW. The work will feel lighter if you get used to it as early as possible. Likewise, vice versa, if there is light work but it is not done so that it does not become a habit, it will be difficult to carry out, so in this case, religious education regarding prayer is needed to become a habit as early as possible.

3. Monotheism Education

    In preparing children to navigate the cycle of life in the future, monotheism education is needed as deeply as possible. Monotheism education can begin with an introduction to some of God's extraordinary creations, both on this earth and in the universe in various corners of the universe. This monotheistic education will make it easier for someone to live their life.

Islamic character education can be deepened by implementing the teacher's role in learning Islamic Religious Education. In implementing religious habits, teachers have various roles, especially in character education management. The intended roles include being a culminator, preserver, evaluator, emancipator, actor, storyteller, camp mover, routine worker, perspective leader, creativity booster, researcher, person, reformer, advisor, trainer, mentor, teacher and educator. Religious habits in implementing character education can be influenced by several factors, including infrastructure, school environment, student interests, and student background. Apart from that, the implementation of educational management can also be monitored and evaluated based on what has been done regarding steps in religious habituation (Hadi, 2022).

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Character education is one form of education that must be implemented at the secondary education level. Religious values are one of the values that students can familiarize themselves with as a form of character education management. Some examples of education through religious habits that can be applied at the junior high school level include reading the Qur'an, getting used to praying dhuha prayers before study hours, wearing hijab for female students, and various other kinds of religious habituation activities. Apart from that, in several junior high schools, female students have also started to make it a habit to wear the hijab during religious class hours. Then religious habits in character education management are implemented in the form of a curriculum or the field of religious extracurriculars (Zulaikhah, 2019).

Challenges related to progress over time have created new changes, especially in the world of education. Islamic character education in state junior high schools has limited time. This is certainly different from the implementation of Islamic character education at MTs. The results of the research explain that increasing religious spirituality as well as growing Islamic character can be influenced by religious habits carried out in the school environment. Apart from that, religious habituation will also have an impact on increasing the value of trust in schools. This will certainly benefit the school by increasing the number of new student admissions every year (Masduki et al., 2022).

CONCLUSION

The conclusion based on the explanation above is that character education is one of the types of education that must be implemented at the secondary education level. Religious values are one of the values that students can familiarize themselves with as a form of character education management. Some examples of education through religious habits that can be applied at the junior high school level include reading the Qur'an, getting used to praying dhuha prayers before study hours, wearing hijab for female students, and various other kinds of religious habituation activities. In implementing religious habits, teachers have various roles, especially in character education management. The intended roles include being a culminator, preserver, evaluator, emancipator, actor, storyteller, camp mover, routine worker, perspective leader, creativity booster, researcher, person, reformer, advisor, trainer, mentor,

teacher and educator. Religious habits in implementing character education can be influenced by several factors, including infrastructure, school environment, student interests, and student background. Suggestions are directed to the next author to continue this writing by adding some quantitative data obtained from the field and then analyzing it using SPSS. The limitations of the research are that it is only based on literature reviews. It is also recommended for students majoring in education, teachers, or prospective teachers first to apply and master material related to religious life in the surrounding environment and be able to implement it directly in the school environment. Then, it is recommended that readers explore detailed and in-depth information or knowledge regarding the management of character education through religious habituation in junior high schools so that readers' knowledge can be further expanded.

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