STRATEGIES FOR FOSTERING THE RELIGIOUS CHARACTER OF PESMA KH MAS MANSYUR STUDENTS IN 2023

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CONSENT PAGE

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STATEMENT

I hereby declare that the manuscript of this publication contains no work that has ever been submitted for a bachelor's degree in a university and to the best of my knowledge there is also no work or opinion written or published by others, unless expressly referred to in the manuscript andmentioned in the bibliography.

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Saya yang menyatakan

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STRATEGIES FOR FOSTERING THE RELIGIOUS CHARACTER OF PESMA KH MAS MANSYUR STUDENTS IN 2023

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Abstrak

Penelitian ini dilatarbelakangi oleh betapa pentingnya karakter religius pada zaman sekarang ini dalam kualitas masyarakat mengalami penurunan, seperti terjadinya kekerasan, pornografi, tawuran, dan lainnya. Sehingga dalam pendidikan karakter ini merupakan program pendidikan yang harus diimplementasikan ke dalam pendidikan formal diseluruh jenjang pendidikan nasional. Dengan adanya penerapan pendidikan karakter ini dapat tercapainya tujuan pendidikan nasional untuk menjadikan mahasantri menjadi manusia yang beriman, bertakwa, berakhlak mulia, kreatif cakap dan lainnya.

Penelitian ini merupakan penelitian lapangan dengan menggunakan pendekatan fenomenologi kualitatif. Sumber data berasal dari direktur dan pembina Pondok PesMA KH Mas Mansyur, serta data tambahan dari jurnal dan dokumen-dokumen. Pengumpulan data dilakukan dengan menggunakan observasi, wawancara dan dokumentasi yang dianalisis melalui reduksi data, penyajian data dan penarikan kesimpulan. Proses pengecekan data melalui teknik triangulasi teknik, dan sumber.

Hasil penelitian menunjukkan bahwa bahwasannya ada beberapa strategi yang dilakukan oleh Pondok Pesma KH Mas Mansyur dalam proses pembinaan Karakter Religius terhadap mahasantrinya. Stategi dalam bentuk Pengintegrasian dalam kegiatan sehari-hari, strategi yang dilakukan disini berupa menerapkan beberapa metode sebagai langkah kongkrit dalam pembinaan karakter religius tersebut, antara lain: (1) Metode Metode Keteladanan *(al-Uswah al-Hasanah),* (2) Metode Pembiasaan *(Ta'wîdiyyah),* (3) Metode Nasehat *(Mau'izhah),* (4) Metode *Tsawâb* (Hadiah) dan *'Iqâb* (Hukuman). Faktor pendukung dan penghambat dalam proses penerapan strategi pembinaan karakter religius mahasiswa Pondok Pesma KH Mas Mansyur. Faktor pendukung meliputi: (1) faktor internal: kesadaran diri terhadap perilaku disiplin dan pengetahuan agama yang baik. (2) faktor eksternal: Faktor eksternal meliputi dukungan dari keluarga, lingkungan yang kondusif. Faktor penghambat meliputi: (1) faktor internal: kurangnya penguasaan ilmu agama, banyaknya tugas, kacanduan game online, begadang malam dan kelelahan. (2) faktor eksternal: meliputi tugas perkuliahan yang banyak.

Kata Kunci: *program, pembinaan, karakter, religius, pondok.*

Abstract

This research is motivated by how importantreligious characters today are in the quality of society has decreased, such as the occurrence of violence, pornography, brawls, and others. So that character education is an educational program that must be implemented into formal education at all levels of national education. With the application of character education, the goal of national education can be achieved to make students become people who believe, have piety, noble character, creative capables and others.

This research is a field research using a qualitative phenomenology approach. Data sources come from the director and trustee of Pondok PesMA KH Mas Mansyur, as well as additional data from journals and documents. Data collection is carried out using observation, interviews and documentation which are analyzed through data reduction, data presentation and conclusions. The process of checking data through triangulation

techniques, techniques, and sources.

The results showed that therewere several strategies carried out by Pondok Pesma KH Mas Mansyur in the process of fostering Religious Character for his students. Strategies in the form of integration in daily activities, the strategy carried out here is in the form of applying several methods as concrete steps in fostering religious character, including: (1) Exemplary Method (*al-Uswah al-Hasanah*), (2) Method of Habituation (*Ta'wîdiyyah*), (3) Method of Advice (*Mau'izhah*), (4) Method *Tsawâb* (Reward) and *'Iqâb* (Punishment). Supporting and inhibiting factors in the process of implementing religious character building strategies for Pondok Pesma KH Mas Mansyur students. Supporting factors include: (1) internal factors: self-awareness of disciplined behavior and good religious knowledge. (2) external factors: External factors include support from family, conducive environment. Inhibiting factors include: (1) internal factors: lack of mastery of religious knowledge, lack of tasks, addiction to online games, staying up late and fatigue. (2) External factors: include a lot of coursework.

Keywords: *program*, *coaching, character, religious, lodge.*

1. INTRODUCTION

The problem of character is one of the problems that has always been the concern of every nation, both in a developed country and a developing country. The occurrence of a degradation of character values or the loss of a nation's character will certainly be a slowdown in the development of every nation, considering that the character of each nation is the beginning of progress and even a foundation in development. However, when we look at the future, Indonesian society, especially teenagers, is in a position of concern.

The degradation of moral values is no longer unstoppable. The phenomenon of rampant anarchist behavior and deviant behavior among teenagers, students and even students, acts of violence, brawls between students, pornography, drugs, free sex, theft, fraud and several other social ills have become daily consumption of mass media. (Novan Ardy Wiyani, 2012)

The loss of value in adolescents is certainly a serious challenge for education, as an institution that has an important role in the realization of a proud generation of the nation. National Education System Law (2003) concerning the national education system in article 3 which states that: national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. National education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. The reality of value degradation in adolescents is often found around the environment.So that through this thesis will explore how value education strategies in forming religious characters. Given that character education in the context of national education is in a very important position, it does not mean that its implementation can be easily in its naming. So it certainly requires a strategy and specific approach

and not only shows moral knowledge, but also loves and wants to do moral actions. (Sudrajat, 2011)

Religious character in this day and age in the quality of society has decreased, such as the occurrence of violence, pornography, brawls, and others. So that character education is an educational program that must be implemented into formal education at all levels of national education. With the application of character education, the goal of national education can be achieved to make students become people who believe, have piety, noble character, creative capables and others.

Pesma KH Mas Mansur is a pesantren that focuses on the development and development of students. As an education unit, which plays an active role in supporting development in the field of education. Pesantren has great potential in supporting the development of religious education and national morals. Pesanten is also at the forefront of quality improvement based on strong faith (M. Masyis Dzul Hilmi, 2014)

The success of character building can be seen from the various daily behaviors of students and residents of Pesma KH Mas Mansyur. This behavior is manifested in the form of: sincerity, honesty, hard work, responsibility and brotherhood.

So all coaches, teachersandstudents must be role models in practicing character education indicators in daily behavior. So that it can create the formation of religious character of all Pesma kh mas mansyur residents, so that character education is not only used as a learning ground, but it is the responsibility of all Pesma residents to foster".

2. METHOD

The research used by the author in this study is a type of qualitative field research, which is research conducted in the field directly with the aim of revealing the meaning that has been given by society to its behavior and the surrounding reality in actual conditions. (Nugrahani, 2014) In this study, the author will examine how the Character Building Strategy of the Legitimi Student of Pesma KH Mas Mansyur and what are the supporting and inhibiting factors.

There are several empirical data collection techniques needed to facilitate data collection including observation, interviews and document studies. Data collection by observation is a way of collecting data using the eyes without the help of other standard tools for this purpose (Nazir, 2014). This observation is used to obtain data related to how the Character Building Strategy of the Legitimi Student of Pesma KH Mas Mansyur and what are the supporting and inhibiting factors. The object observed is the strategy of Character Building of Legitimate, Student Legitimate, Pesma, KH Mas Mansyur.

Data from observations that will be an explanation of how the Character Building Strategy of Legitimi Student Pesma KH Mas Mansyur and what are the supporting and inhibiting factors.

Interview guide (Nazir, 2014). The researcher conducted interviews with two speakers, namely: first, the researcher conducted an interview with the director of the lodge, with the aim of knowing how to apply the Character Building Strategy of the Legitimate Student of Pesma KH Mas Mansyur and what are the supporting and inhibiting factors. The two researchers conducted interviews with coaches to obtain information related to the Character Building of the Legitimate, Student Legitimate, Pesma, KH Mas Mansyur and what are the supporting and inhibiting factors. Documentation is the provision or collection of evidence and information in the form of information in the form of writing, images, or a work. Examples of documents in written form are diaries, life histories, stories, biographies, regulations, policies (Sugiyono, 2016). At the documentation stage, researchers know the data related to the general description of Pesma KH Mas Mansyur, data on students for the last 2-3 years, and some activities carried out by students.

The data analysis methods used are data reduction, data presentation, and conclusion drawing and data verification. Data reduction is the procedure of selecting and focusing attention on simplifying, abstracting, and transforming data obtained from a fairly large, complex, and complex field derived from written records in the field and the results of interviews with key informants and focus groups. Data presentation is a process of combining data in an event that makes it easier to make conclusions or to be proposed. The next step is verification or drawing conclusions from the analysis that has been carried out. (Sugiyono, 2016)

3. RESULTS AND DISCUSSION

3.1 Strategies for Building the Religious Character of Pesma Students of KH Mas Mansyur

There are several strategies carried out by Pesma KH Mas Mansyur in the process of fostering Religious Character. Strategies in the form of integration in daily activities, the strategy carried out here is in the form of applying several methods as concrete steps in fostering religious character, among others as follows:

a) Exemplary Method (al-Uswah al-Hasanah)

By Exemplary Method one can shape religious character by example and encourage others to do the same. In order to discipline students related to congregational prayer, Pesma KH Mas Mansur uses an Exemplary approach. As stated by the Director of Pesma. The task of role models does not only belong to the management and students but the responsibility of all, be it leaders, staff, board of management, iso, imm and senior students. Exemplary behavior, such as arriving at the mosque before the adhan, stopping activities when entering prayer times and attending evening and morning recitations, and participating in other events.

Based on the theory presented by Samsul Nizar and Zainal Efendi Hasibuan revealed that the exemplary method is to show commendable actions for students, in the hope that they will follow these commendable actions. The example of educators for students is to display alakhlâq al-mahmûdah, which is all praiseworthy actions, such as tawadhu', patience, sincerity, honesty, and abandoning al-akhlâq al-madzmûmah, despicable morals.

Based on the results of research in the field and theory, it can be concluded that it is relevant, where the main purpose of this exemplary method is to provide a good example so that it can be imitated, this is in accordance with the theory presented by Samsul Nizar and Zainal Efendi Hasibuan where the main purpose of the exemplary method is to show commendable actions for students, in the hope that they will follow such commendable actions.

b) Method of habituation (Ta'wîdiyyah)

Islam uses a method of habituation. If this habituation strategy is successful, the soul of the student can carry out the habit easily. If it is necessary in the formation of habits, there needs to be coercion or give consequences when leaving intentionally. As stated by the Director of Pesma KH Mas Mansyur, the habituation method applied by the lodge leadership is related to how to make students accustomed to activities that are positive or beneficial for students and the surrounding environment. Efforts are made in the form of habituating congregational prayers on time in the mosque, reading the Qur'an and saying good manners or both while inside the ponsok environment and outside later which is expected.

Samsul Nizar and Zainal Efendi Hasibuan consider that the habituation method is an effective method carried out by an ustadz/ustadzah, because it can change bad habits into good habits. However, this method takes time, depending on the extent to which students are accustomed to the goodness. This method is often done by the Prophet SAW in fostering the people. For example, educating friends to get used to praying in congregation, getting friends to fast and other noble behaviors.

Based on research in the field and theories expressed by Samsul Nizar and Zainal Efendi Hasibuan, this is relevant where the main purpose of implementing strategies using habituation methods is to form the character of students who can change bad habits into good habits, this is in accordance with the opinion of Samsul Nizar and Zainal Efendi Hasibuan who say that the habituation method is an effective method carried out by a Ustadz / Ustadzah, because it can turn bad habits into good habits.

c) Method of Advice (Mau'izhah)

The Advice Method applied by Pondok Pesma KH Mas Mansyur here is related to how to try to reprimand students who commit violations or unpleasant actions, for example there are students who smoke in this cottage environment, those who do these actions will be called by us and then given advice or input in the form of positive things so that later it will not be done again by the student.

Samsul Nizar and Zainal Efendi Hasibuan consider that the method of advice is an effective method carried out by an ustadz/ustadzah, because it can teach praiseworthy morals/characters and motivate their implementation and explain despicable morals/characters and warn them or increase kindness with anything that softens the heart.

Based on research in the field and theories expressed by Samsul Nizar and Zainal Efendi Hasibuan, this is relevant where the main purpose of implementing the strategy of using advice is to shape the character of students who can change student behavior by giving good advice, this is in accordance with the opinions of Samsul Nizar and Zainal Efendi Hasibuan who stated the goal to be able to provide commendable and motivating moral / character lessons its execution and explaining its reprehensible character/character and warning it or increasing goodness with anything that softens the heart.

d) Tsawâb (Reward) and 'Iqâb (Punishment) Method

One of the techniques for building religious character developed in pesma to show gratitude to students who have been disciplined is to give appreciation and punishment as expressed by the Director of Pondok KH Mas Mansyur that the reward method applied by the lodge here is the reward method. Because, at its core, people want to be respected. This method has been applied in pesma, namely providing free meal vouchers on Saturdays for ISO and IMM administrators who have become implementers of pesma regulations. While the punishment method in pesma has been implemented by giving consequences for students who are not active in pesma activities, then he is not allowed to continue dipesma after graduation pesma, this is something that is feared by some students who have been comfortable living in pesma.

Samsul Nizar and Zainal Efendi Hasibuan consider that the method of punishment is an effective method carried out by an ustadz/ustadzah, because punishment is a simple way to prevent violations of the rules with the aim of not repeating the act again and to prevent other students from imitating it. The method of reward and punishment is an effective method as a tool to increase the awareness and prudence of students, in order to stay in His way. It's just that, in giving these two methods must pay attention to the right technique and approach. Wrong techniques and approaches can result in both methods not giving any benefit or results.

Based on research in the field and theories expressed by Samsul Nizar and Zainal Efendi Hasibuan, this is relevant where the main purpose of implementing the strategy of using rewards and punishments is to shape the character of students who can change student behavior by giving appreciation if students heed the rules in the cottage and provide punishment if they violate the rules, This is in accordance with the opinion of Samsul Nizar and Zainal Efendi Hasibuan who stated that the purpose is to be able to give an appreciation to always heed good deeds and punishments so as not to repeat these actions again and to prevent other students from imitating them.

3.2 Inhibiting and Supporting Factors in the Strategy of Building the Religious Character of Pesma Students of KH Mas Mansyur

In implementing the strategy of fostering religious character, Pesma KH Mas Mansyur students still experience several obstacles. There are obstacles that affect the strategy of fostering the religious character of Pesma KH Mas Mansyur students. The following is a description of the inhibiting and supporting factors in the application of character building strategies:

a) Supporting Factors

This driving factor encourages the strategy of forming the religious character of students at Pesma KH Mas Mansur, University of Muhammadiyah Surakarta. separated into internal and external categories include:

1) Internal factors

Internal factors The influence that arises from within students that encourages their individuals to carry out discipline is internal factors. These factors include self-awareness of disciplined behavior and good religious knowledge. At Pondok KH Mas Mansyur, good religious knowledge plays an important role.

When one understands the laws and virtues of congregational prayer, they realize that performing congregational prayer is obligatory and doing it on time is a practice beloved by Allah. This knowledge triggers self-awareness for discipline in performing congregational prayers some of my good perils

According to experts, one of them, Jalaluddin, defines that there is an encouragement in humans to obey, obey and serve Allah SWT. Man has a mental element that tends to push him to supernatural substances, besides that man has a religious potential in the form of a tendency to monotheism. . Based on the results of research in the field and the theory, it can be concluded that the factor in oneself as a trigger to continue to worship God is a basic trigger that can foster good religious behavior or character for students later.

2) External factors

Based on findings in the field, there are two factors from outside as support in the formation of religious character, namely the family environment and the surrounding environment as follows:

The first factor, the family environment. The role of the family is very large in cultivating religious character through congregational prayers and several other supporting activities. Starting from the side of the knowledge instilled which is then followed by giving examples to his children so that it produces positive results. The family has a great influence on the formation of a person's religious character.

According to experts, one of them, namely Syamsu Yusuf in his book entitled Psychology of Learning Religion that the family is the first and main environment for children, therefore the role of the family (parents) in the development of children's religious awareness is very dominant.

The second factor, conducive environmental factors, apart from the family environment, a comfortable surrounding environment is very influential on a person's personality. So that Pesma KH Mas Mansur is made into a comfortable and conducive environment for the formation of religious character, for example in the practice of congregational prayer. The goal is that students are more easily moved to do good with discipline.

According to experts, one of them, namely Syamsu Yusuf in his book entitled Psychology of Learning Religion that the community environment here is a situation or condition of social interaction that has the potential to affect the development of religious nature or individual religious consciousness. In society, children or adolescents have social interactions with their peers (peer groups) or other community members.

Based on research in the field and theories that have been described, it can be concluded that the factors of the family environment and the surrounding environment can bring the mindset of students in the process of forming religious character, if these two environments are good, then their application is also good.

b) Inhibiting Factors

The inhibiting factor is the influence that hinders the strategy of forming the religious character of students at Pesma KH Mas Mansur, University of Muhammadiyah Surakarta. Inhibiting factors are divided into two, namely internal and external factors as follows:

1) Internal Factors

Internal factors are influences that come from within students. Internal factors include lack of mastery of religious knowledge, large number of tasks, addiction to online games, staying up late and fatigue.

The first factor is lack of mastery of religious knowledge. The results of research in the field stated that the lack of mastery of students over religious science, especially problems related to the formation of religious character, resulted in students not understanding the virtues of congregational prayer or about the fiqh of congregational prayer.

The second factor is online game addiction as the results in the field show that: Online games adversely affect students. Because they are already addicted so they are able to play the game until late in the morning before dawn. So often fatigue and reduced concentration when praying in congregation. Someone who is already addicted to online games tends to be weak in religious character both in terms of time, worship, and activities in general.

The third factor, the effect of fatigue as the results of research in the field shows that, because the effect of fatigue is caused by many student activities outside the high school, either coursework or organizational activities. So that when he should have done something, he should have missed to rest.

According to experts, one of them, Jalaluddin, defines that there is an encouragement in humans to obey, obey and serve Allah SWT. Man has a mental element that tends to push him to supernatural substances, besides that man has a religious potential in the form of a tendency to monotheism.

Based on the results of research in the field and the theory, it can be concluded that the factor in oneself as a trigger to continue to worship God is one basic trigger that can foster good religious behavior or character for students later. If students cannot live disciplined, it will be difficult for them to participate in the process of forming religious character, this is because there is no good behavior embedded.

2) External factors

External factors are influences that come from outside the student. External factors that block include many lecture assignments. The first factor is a lot of coursework. Based on the results of field research shows that students are inseparable from lecture assignments, and it is the obligation of a student to complete it. Students have many tasks, they will need a long time to do their duties. They are willing to leave other things behind in order to complete college assignments. In fact, they are willing to cut their night's sleep time to complete the task. So that it will affect the time for the formation of religious character in this lodge.

According to experts, one of them, namely Syamsu Yusuf in his book entitled Psychology of Learning Religion that the community environment here is a situation or condition of social interaction that has the potential to affect the development of religious nature or individual religious consciousness. In society, children or adolescents have social interactions with their peers (peer groups) or other community members.

Based on research in the field and theories that have been described, it can be concluded that the surrounding environmental factors can bring the mindset of students in the process of forming religious character, if these two environments are good, then their application is also good. Where in this case students are too busy with lecture activities on campus and cannot manage time or poor time management so that this can be something that hinders the process of forming religious character for these students.

4. CONCLUDING

Based on the results of the study and data analysis that has been discussed, then researchers can draw the following conclusions:

1. **Strategies for Building the Religious Character of Pesma Students of KH Mas Mansyur**

    There are several strategies carried out by Pesma KH Mas Mansyur in the process of fostering Religious Character. Strategies in the form of integration in daily activities, the strategy carried out here is in the form of applying several methods as concrete steps in fostering religious character, including the following:

a) Exemplary Method (al-Uswah al-Hasanah)

    Where in this case the lodge has tried its best to apply exemplary methods in the strategy of forming the religious character of KH Mas Mansyur cottage students.

b) Method of habituation (Ta'wîdiyyah)

    Where in this case the habituation method has been applied in the process of forming relligius character in KH Mas Mansyur cottage students.

c) Method of habituation (Ta'wîdiyyah)

    In this case, the application of the method has been running well and it is hoped that the method can continue to be carried out so that in the future it can have a positive impact on KH Mas Mansyur cottage students.

d) Tsawâb (Reward) and 'Iqâb (Punishment) Method

In the end, all forms of methods applied hopefully can help the cottage in the process of forming the religious character of KH Mas Mansyur cottage students both when they are in the cottage and in the community.

2. **Inhibiting and Supporting Factors in the Strategy of Building the Religious Character of Pesma Students of KH Mas Mansyur**

In implementing the strategy of fostering religious character, Pesma KH Mas Mansyur students still experience several obstacles. There are obstacles that affect the strategy of fostering the religious character of Pesma KH Mas Mansyur students. The following is a description of the inhibiting and supporting factors in the application of character building strategies:

a) Supporting Factors

This driving factor encourages the strategy of forming the religious character of students at Pesma KH Mas Mansur, University of Muhammadiyah Surakarta. separated into internal and external categories include:

1) Internal factors

Internal factors The influence that arises from within students that encourages their individuals to carry out discipline is internal factors. These factors include self-awareness of disciplined behavior and good religious knowledge.

2) External factors

The first factor, the family environment. The role of the family is very large in cultivating religious character through congregational prayers and several other supporting activities. Family is very influential on the formation of a person's religious character. The second factor, conducive environmental factors, Pesma KH Mas Mansyur is made into a comfortable and conducive environment for the formation of religious character, for example in the practice of congregational prayer. The goal is that students are more easily moved to the factors of the family environment and the surrounding environment can bring the mindset of students in the process of forming religious character, if these two environments are good, the application is also good.

b) Inhibiting Factors

The inhibiting factor is the influence that hinders the strategy of forming the religious character of students at Pesma KH Mas Mansur, University of Muhammadiyah Surakarta. Inhibiting factors are divided into two, namely internal and external factors as follows:

1) Internal Factors

Internal factors are influences that come from within students. Internal factors include

lack of mastery of religious knowledge, large number of tasks, addiction to online games, staying up late and fatigue. Based on the results of the research that has been described, the researchers concluded that the factor in themselves as a trigger to continue to worship God is a basic trigger that can foster good religious behavior or character for students later. If students cannot live disciplined, it will be difficult for them to participate in the process of forming religious character, this is because there is no good behavior embedded.

2) External factors

External factors are influences that come from outside the student. External factors that block include many lecture assignments. Where in this case students are too busy with lecture activities on campus and cannot manage time or poor time management so that this can be something that hinders the process of forming religious character for these students.

COMPENSATION

With gratitude for the blessings and smoothness that Allah SWT gave to the author so that he could complete this thesis. The author dedicates thesis writing to:

1. I dedicate this thesis especially to my parents as a sign of my filial piety, respect, and gratitude. Thank you for always praying for the blessings of the world and the hereafter for me and giving me love, all support, and infinite love that cannot be reciprocated with a piece of paper written with the word love in the word offering. Hopefully this will be the first step to make you happy.

2. I present this thesis to all friends of the international Islamic Education Study Program class of 2018 who have motivated each other and provided valuable lessons and experiences.

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