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Instillation of students' moral values through habituation of religious programs at Madrasah Aliyah Negeri (MAN) Wonogiri, Indonesia

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Abstract

Implementing moral values among students through religious programs at MAN Wonogiri represents an educational initiative to nurture students' strong character and virtuous qualities. This study delves into the methods used to instill discipline and honesty values in students through incorporating religious programs and identifies both the supportive and hindering factors in this endeavor at MAN Wonogiri. This qualitative research, based on phenomenology, employs data collection techniques such as observation, interviews, and documentation. The study's participants include Principals and teachers responsible for *aqidah akhlak* subjects. Data analysis follows the methodology proposed by Miles and Huberman, encompassing data collection, reduction, and the formulation of conclusions. This research shed light on the strategies employed to instill discipline and honesty values in students through religious programs at MAN Wonogiri. These strategies encompass providing students with a comprehensive understanding of the discipline as articulated in Islamic teachings, employing a combination of punishments and rewards in shaping student discipline, and setting positive examples. Facilitating factors include the active engagement of teachers in religious activities and the motivation derived from peers. At the same time, constraints revolve around limited space and instances where students deliberately evade participation in religious activities.

Keywords: Inculcation of values, honesty, and discipline, religious programs

1. Introduction

Education is one of the most important aspects of forming a generation that is ready to replace the baton of the older generation in building the future (Bhalla et al., 2021). However, in the era of increasingly advanced development, Indonesia faces various complicated and unresolved national problems, including moral and ethical crises. In this case, there are concerns about the decline of moral and moral values in society, especially among adolescents and students. This can be seen from the rampant cases of crime, violence, drugs, and other deviant behavior involving students and adolescents (Aute et al., 2020).

In today's educational phenomenon, the moral value of religion is often overlooked. The poverty of religious values in the education of a generation of nations can gradually become a disaster for the nation itself. The impact of rapidly developing technology is not balanced with the ability of educational institutions to instill value in life (Taufik, 2020). The weakness of value education is also caused by the lack of consistency between the goals of Education as an ideal and the practice of Education as the mental development of the nation, which is a dominating aspect of the goals of Education itself. However, school education often prioritizes the development of academic and intellectual aspects. This results in different attitudes and values in the effective areas of learners, less clearly identified and often only considered as an accompanying impact of an educational process (Bardach et al., 2022).

Islamic religious education in national development has a vital role in shaping the character of Indonesian society. Islamic Religious Education is a subject developed from the main teachings of Islam (Komalasari & Yakubu, 2023). The purpose of Islamic Religious Education is to form students to have faith and piety, noble ethics, and knowledge of the central teachings of Islam. Islamic religious education cannot be separated from the National Education System owned by the Indonesian nation because it has the same goal, which is to form people

who believe and have piety. This should be the responsibility of the school. So, this explanation becomes academic anxiety if it cannot be implemented.

As stated in Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System. The purpose of national education is to develop the ability and shape the mindset and even civilization of a dignified nation to educate the nation's life aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. From the definition of national education in the SISDIKNAS law, it is explained that education can be a benchmark for the progress and quality of life of a nation, so it can be said that the progress of the nation or state can be achieved through the renewal and arrangement of a good education. The existence of education has a very important role in creating an intelligent community life, good at broad knowledge, democratic spirit, and charity (Widodo, 2019).

Madrasah Aliyah as one of the educational institutions that has a focus on Islamic Religious Education, has an important role in instilling moral values and good morals in its students. However, sometimes formal education alone is not effective enough to instill these values thoroughly. Therefore, a more incentive and structured habituation program is needed to instill moral and moral values in Madrasah Aliyah High School students. This program can be in the form of a religious program that includes activities such as congregational prayer, religious studies, recitation, joint prayer, and so on. In this context, it should also be noted that the implementation of the program must be carried out with the right and effective approach to have a significant impact in instilling moral and moral values in the students. Therefore, it is necessary to conduct a study in advance on the right approach and strategy in character building and instilling good moral and moral values.

Madrasah Aliyah Negeri (MAN) Wonogiri is a formal educational institution under the Ministry of Religious Affairs of Wonogiri Regency. Madrasah Aliyah Negeri (MAN) is one of the State Aliyah Madrasahs located in Selogiri District, Wonogiri Regency, and is accredited A. Madrasah as an Islamic Education institution wants to equip its students to become institutions of control over the moral and social development of society realize morals and be able to be ethical and have Islamic morals (Rohaeni et al., 2021). This has been proven by the daily activities in the school taught by teachers so that the madrasah is considered quite successful in educating its students. The location of the school is also very strategic, which is on the edge of the Wonogiri-Selogiri highway a little bit so that it is easily accessible by any vehicle.

Educational institutions have a big role in changing the whole, one of the institutions that have a major contribution in instilling moral values such as pesantren students is MAN Wonogiri in religious programs. The religious program is one of the programs that pay great attention to the instillation of Islamic educational values in every daily routine. For example, activities that are usually carried out in schools are recommended for applying dhuha prayer, muroja'ah Al Qur'an juz 30, memorizing Asma'ul Husna, congregational prayer, BTA, and Tahfidz, and there is separate coaching for students who are unable to do so.

Madrasah Aliyah Negeri Wonogiri is a religious school with an Islamic spirit and therefore Madrasah Aliyah Negeri Wonogiri is a religious school and an example for other schools or religious schools in terms of quality standards of Islamic Education. The main focus of this study is how to instill the values of discipline and honesty in students through habituation of religious programs at MAN Wonogiri and explain how the supporting and inhibiting factors of instilling the values of discipline and honesty of students through habituation of religious programs at MAN Wonogiri.

2. Materials and Method

This research is a type of qualitative research using a qualitative phenomenological approach. The phenomenological approach used in qualitative research is intended to know and describe clearly and in detail the cultivation of students' moral values through the habituation of religious programs at MAN Wonogiri. Data collection techniques in this study use observation, interviews, and documentation. The subjects in this study were the principals and teachers of aqidah akhlak subjects. The object of this study is to apply the instillation of moral values in students through the habituation of religious programs and supporting and inhibiting factors. Data analysis techniques in this study use analysis models according to Miles and Huberman, namely collection, reduction, and conclusion drawing/verification. The primary data sources in this study are school principals and teachers of aqidah akhlak subjects. The secondary data sources in this study used source triangulation, technique triangulation, and time triangulation.

3. Results and Discussion

Instilling the Values of Student Discipline and Honesty through the Habituation of Religious Programs at MAN Wonogiri

In instilling good moral behavior in SWA, a well-organized process is needed, especially related to institutions, then the process must have continuity between subject and object which is the main focus in setting an example to students and all students follow what is exemplified by teachers and employees at MAN Wonogiri. The following are the results of my interview with the principal and teacher of aqidah akhlak education at MAN Wonogiri, on this occasion the principal as the leader of MAN Wonogiri stated that:

"In the process of instilling moral values in students in our school, the reference is based on what was taught by the Prophet SAW, because he is a role model that we must emulate, and also the morals that have been taught by previous scholars. Sticking to this will allow us as educators to have a clear grip on educating students." (Interview H. Muslih, 2023)

And he went on again

"We carry out this process at all times with teachers and employees, we do the cultivation of alkhak through learning, coaching, hygiene activities, prayers, and rules that can provide lessons on the formation of good morals to the students here. Suppose always be present on time before the event starts. Must attend the event if there are no obstacles". (Interview H. Muslih, 2023)

Almost the same thing was also conveyed by the teacher of the subject of aqidah akhlak, he said:

"The first thing we do is to give an introduction to morality itself, both explained in theory and practice. By providing understanding to students and will provide knowledge value as a starting provision so that students are ready to practice it." (Interview H. Muslih, 2023)

In the process of instilling moral values in students through the habituation of religious programs at MAN Wonogiri, according to Alfi, it is by instilling in diniyah activities, which will later be expected to have a deep religious understanding to the students. In practice, teachers carry out coaching to students through diniyah activities held at MAN Wonogiri, from morning to evening, according to the schedule that has been made by teachers and employees at MAN Wonogiri. The schedule of activities in detail is as follows.

Table 1

Weekly activity schedule Siswa MAN Wonogiri

Day	Time	Activities
Monday	- 07.10	Duha prayer, tadarus, and recitation of memorization (Tahfidz).
Thursday	08.00	Dhuhr prayer in congregation.

	11.30	–	
	12.00		
Friday	07.10	–	Tadarus and Memorization Deposit (Tahfidz), Friday Infak, joint
	09.00		prayer, motivation/public recitation, and cleanliness of the school
	11.00	–	environment.
	12.00		Friday Prayer

Based on the Table 1 above, activities at MAN Wonogiri are given in a systematic, measurable, and directed way to its students. It is presented to students so that students have intellectual provisions and attitudes based on Islamic teachings derived from the Qur'an and hadith.

The formation of moral values has an important role in human life as a guide for human life. Therefore, religion needs to be known, understood, and practiced by humans so that it can be the basis of personality as a provision to become a complete human being. Moral values are internalized through religious activities to be able to be lived and expected to be embedded in humans so that they are formed in daily attitudes and behaviors. Therefore, MAN Wonogiri makes various kinds of activities that provide shape to instill moral values in students such as the table above.

MAN Wonogiri uses time and uses time effectively because it is a sign of a lucky person because it is time discipline. Time discipline is one of the cultures that must be implemented at MAN Wonogiri and must be carried out continuously to shape the disciplinary character of students. In this case, an excerpt of an interview with Mrs. Alfi, a teacher of MAN Wonogiri.

"For discipline issues here we always emphasize to students, especially in terms of time, for example, students are required to come to school 10 minutes before the entrance bell rings, that one of the things that must be applied here is that children can appreciate time and can use time well. And most importantly here discipline must also be applied by teachers and employees as an example of exemplary teacher". (Interview Alfi, 2023)

Time discipline is always emphasized and affirmed to MAN Wonogiri students, then given a continuous understanding of the importance of respecting time. The goal is that students can use their time effectively in every activity, including discipline when coming to school discipline time in participating in activities at school. Here are some of the disciplinary values applied at MAN Wonogiri.

Discipline in Rules

Discipline in the rules or obeying the rules is an important thing to always be instilled and accustomed to everyone, including students. There are several examples of regulations made by MAN Wonogiri which during the interview explained by Mrs. Alfi, namely that each class is required to form a class picket in turn, a picket team is made every day then the picket team on duty must prepare, and maintain class equipment, each student gets used to throwing garbage in the space provided, each student familiarizes the culture of queuing in participating in various kinds of school activities and outside school, and so on. Based on the statement above, it is explained that in MAN Wonogiri implementing discipline in enforcing the rules is to provide an understanding and explain the importance of the rules then explain what the rules are and what sanctions so that students will implement them, besides that in enforcing the rules also requires an example from the teacher. Every rule made has sanctions if there are students who violate their goals so that students can change for the better.

Discipline in attitude

Discipline in attitude is a discipline related to one's behavior and behavior, related to attitude discipline in forming a disciplined character in students at MAN Wonogiri. According to Mrs. Alfi, the cultivation and assessment of attitudes can be done by giving training and examples,

one of which is through religious activities. To implement attitude discipline in students, namely in two ways, the first is to provide understanding and the second is to provide training and example through religious activities and to set an example through *uswatun Hashanah* which starts from self-awareness.

Discipline in Worship

Discipline in worship is an obligation that must be familiarized, and cultivated in shaping the disciplinary character of students, including MAN Wonogiri students. According to Mrs. Alfi, the way to implement worship discipline in students is by emphasizing students' participation in religious activities such as *dhuha* prayers and congregational *dhuhr* prayers. According to Mrs. Alfi, the discipline of worship at MAN Wonogiri has been well implemented even though there are one or two students who must be emphasized to immediately participate in congregational *dhuhr* prayers, for other religious activities have also been implemented properly such as praying before studying, praying after studying, *tadarus*, memorization deposits (*tahfidz*), and so on have been carried out according to the time.

Instilling the values of honesty in students through habituation of religious programs at MAN Wonogiri

Based on interviews that researchers have conducted in the field, namely in instilling the values of honesty in students through religious programs at MAN Wonogiri by providing recitation programs and providing motivation to students as a form of instilling moral values and these activities have become habits or routines that have been carried out well. Through an honest attitude given to students, among others, is to give full trust to students for the distribution of *juz* that will be read at the *Qur'an khatmil* event, the goal is to train children to be honest about what has been entrusted. In the process of implementation, they do not need to be supervised, because they already know that it is a trust and a manifestation of their responsibility.

Ibu Alfi said that the way the principal involves supervisors to shape students' morals is by instilling a good attitude in the supervisors in the form of discipline, honesty, and other good things so that they become good figures to be emulated by students. Just like a teacher tells them to clean up, the teacher must accompany his students, not to tell them to clean up, but a teacher instead goes to the office. So it can be concluded that MAN Wonogiri places great emphasis on the involvement of teachers as educators in every formation of student morals at MAN Wonogiri.

Supporting and Inhibiting Factors for Instilling Student Discipline and Honesty Values through Habituation of Religious Programs at MAN Wonogiri

The implementation of activities can not it can run as planned, obstacles and problems will certainly arise from various directions, and it can happen without us asking. As if it has become the nature of nature that must be able to happen at any time. Thus, with the instillation of moral values in students through the habituation of religious programs at MAN Wonogiri, the existence of inhibiting and supporting factors can be an unavoidable stumbling block, but all of them must be faced wisely.

The following are the results of interviews that have been conducted with teachers of *aqidah akhlak* subjects, Mrs. Alfi said that the supporting factor of efforts to instill moral values through habituation of religious programs is the involvement of all educators in MAN Wonogiri, for example, teachers participate or participate in religious events, then all elements of the *madrasah* also participate in participating in children's activities, so it can be concluded that the principal at MAN Wonogiri strongly emphasizes the flexibility of all educators or teachers and employees in every religious activity. Then on the other hand, there must be an inhibiting factor, namely limited space, when the researcher conducted an interview, Mrs. Alfi said our school is renovating the mosque and several classes so that for the time being the

children prayed in the school hall it was not suitable for all students so some prayed in congregation in class.

Supporting and inhibiting factors in instilling the value of discipline and honesty in students through the habituation of religious programs can greatly affect the results of the program. Mrs. Alfi said that the supporting factor of instilling the value of discipline in students through habituation to religious programs, for example, when there is a religious event, the father and mother of the teacher participate in supervising the course of the event so that it can help bring order and discipline to children, then there is an inhibiting factor, namely there are students who deliberately hide for unclear reasons, for such children there are sanctions or punishments that must be done, usually told to clean the class or The purpose of the schoolyard is so that children can be accountable for their actions in addition to building the character of responsibility for students. Furthermore, Mrs. Alfi said that the supporting and inhibiting factors of instilling the value of honesty in students through habituation to religious programs for example when teachers give full confidence to children over the distribution of juz to be read in the Qur'an khatmil, train children, to be honest with what their supporters have entrusted students will be motivated by each other to complete reading, the inhibiting factor is that there are one or two children who are slow when reading the Qur'an and Finally left behind, we usually give special learning to continue learning to read the Qur'an so as not to be left behind again.

From the explanation above, it can be concluded that it is related to the involvement of teachers as educators in every formation of student morals at MAN Wonogiri. In the observations of researchers, the principal involved the teacher council in every formation of student morals at MAN Wonogiri, especially students at MAN Wonogiri. Supporting and inhibiting factors in instilling moral values in students can be stumbling blocks that will not be avoided, but all of them must be dealt with wisely.

Instilling the value of student discipline through habituation of religious programs at MAN Wonogiri

MAN Wonogiri is an educational institution under the auspices of the Ministry of Religious Affairs of Wonogiri Regency. Madrasah Aliyah Negeri (MAN) is one of the State Aliyah Madrasahs in Selogiri District, Wonogiri Regency and is accredited A. Madrasah as an Islamic educational institution that equips its students to become institutions of control over the moral and social development of the community and can realize morals and be able to be ethical and have Islamic morals. This has been proven by the daily activities in schools taught by teachers so that the madrasah is considered quite successful in educating its students. The location of the school is also very strategic, which is on the edge of the Wonogiri-Selogiri highway a little bit so that it is easily accessible by public transportation. Madrasah Aliyah Negeri Wonogiri is a religious school with an Islamic spirit and therefore Madrasah Aliyah Negeri Wonogiri is a religious school and an example for other schools or religious schools in the quality standards of Islamic education. Currently, MAN Wonogiri is the favorite madrasah in Wonogiri which is in great demand by many people. This indicates that there is a lot of interest every year booms when registering for the admission of new students, and there is also a dormitory for those who live far away and worry if their boarding children can enter the dormitory better known as the boarding school dormitory MAN Wonogiri. Therefore, a real strategy is needed for students who will be accepted at MAN Wonogiri, namely there must be good moral development for students who enter MAN Wonogiri.

MAN Wonogiri aims to deliver to its students a strong Aqeqah, prioritize worship, and moral nobility so that an Islamic generation is formed and has good character and achievement. For this reason, several forms of discipline are sought, namely.

Discipline in Rules

Discipline in the rules or obeying the rules is an important thing to always be instilled and accustomed to everyone, including students. MAN Wonogiri implements discipline in enforcing the rules by providing an understanding and explaining the importance of the rules then explaining what the rules are and what sanctions so that students will carry them out, besides that enforcing the rules also requires an example from the teacher. Every rule made has sanctions if there are students who violate their goals so that students can change for the better.

Discipline in attitude

According to Muhaimin, morality shows how Muslims behave motivated by the teachings of their religion, that is, how individuals relate to their world, especially to other human beings. Discipline in attitude is a discipline related to one's behavior and behavior, related to attitude discipline in forming a disciplined character in students at MAN Wonogiri. To implement attitude discipline in students, namely in two ways, the first provides understanding and the second provides training and example through religious activities and provides examples through *uswatun hasanah* which starts from self-awareness.

Discipline in Worship

Discipline in worship is an obligation that must be familiarized, and cultivated in shaping the disciplinary character of students, including MAN Wonogiri students. The discipline of worship at MAN Wonogiri has been well implemented even though there are one or two students who must be encouraged to immediately participate in congregational *dhuhur* prayers, besides other religious activities have also been implemented properly such as praying before studying, praying after studying, *tadarus*, memorization deposits (*tahfidz*), and so on have been carried out according to their time. Teachers and employees of MAN Wonogiri always emphasize to every student to be disciplined in worship.

Instilling the value of student discipline through habituation of religious programs at MAN Wonogiri

Honesty is one of the commendable qualities that must be reflected in a person and is the most important thing to implement in everyday life. Not everyone can implement honesty, but this value will always be instilled in students at MAN Wonogiri. We as Muslims have always been taught by the Prophet SAW to always be honest with anyone. In other words, honesty is word and deed under the truth. Honesty is the mother of praiseworthy qualities (*mahmudah*). Honest is also called correctly, giving something true or under reality (SURYANA, 2020). In essence, honesty is a statement or action that is under the facts so that it can be trusted and influence one's success. Honesty itself is in deeds, as a person who does an action is certainly under what is in his mind. Honesty is always instilled in students at MAN Wonogiri in the form of honesty, first, honesty in words. Honesty in speech is the most popular form of honesty in society. People who always tell the truth will be loved by Allah SWI and will be trusted by others. Conversely, if a person who likes to lie, only once or twice, let alone every day, will lose the trust of others, it will be difficult to believe in any case.

Teacher MAN Wonogiri conveyed the value of honesty as a way of providing religious teachings about honesty. For example, giving full confidence to students over the distribution of *juz* that will be read at the Qur'an *khatmil* event. The goal is to train children to be honest with what has been entrusted. The second is honesty in deeds. An honest Muslim will always keep his promises to anyone, even if only to small children. Meanwhile, Allah also favors his servants who have honest morals and Allah gives praise to those who are honest in their promises. For example, in the prophet Ismail in the Qur'an, Prophet Ismail is praised for his honesty (Purintyas, 2020). One form of value instilled is the action of students, for example, if proven not to do what he says. Participants not proven to have lied or betrayed in their actions

will be penalized. This is because there is a process of honesty in the actions taken in habituating the moral value of honesty in MAN Wonogiri.

Supporting and Inhibiting Factors for Instilling Student Discipline and Honesty Values through Habituation of Religious Programs at MAN Wonogiri

The implementation of activities can not it can run as planned, obstacles and problems will certainly arise from various directions, and it can happen without us asking. As if it has become the nature of nature that must be able to happen at any time. Thus, with the instillation of moral values in students through the habituation of religious programs at MAN Wonogiri, the existence of inhibiting and supporting factors can be an unavoidable stumbling block, but all of them must be faced wisely.

The supporting factor of efforts to instill students' moral values is the involvement of all educators at MAN Wonogiri, for example, the father or mother of teachers participating or participating in religious events, then all elements of the madrasah also participate in participating in children's activities, it can be concluded that the principal at MAN Wonogiri strongly emphasizes the involvement of all teachers and employees in every religious activity. The inhibiting factor is limited space, Mrs. Alfi said our school is renovating the mosque and some classes so for the time being the children praying in the school hall is not suitable for all students so some pray in congregation in class.

4. Conclusion

Instilling the value of student discipline through the habituation of religious programs at MAN Wonogiri, including the process of transformation, transactions, and internalization. The transformation process is mostly carried out by providing an understanding of disciplinary material in Islamic teachings. The transaction process is carried out by giving punishments and rewards in the process of developing student discipline. And the internalization process is mostly done by giving them a good example. Instilling the values of student honesty through habituation of religious programs at MAN Wonogiri, first conducting directed coaching to students both mentally and spiritually. Second, the provision of sanctions or punishments as a form of coaching to students and accountability that has been done. Third, students have good character at home and school. Fifth, there is a dominating social environment influence. Supporting and inhibiting factors instilling the values of discipline and honesty of students through habituation of religious programs. First, the supporting factor for the involvement of the father/mother to participate in religious activities and all elements of the madrasah take part in participating in children's activities, then students can be motivated by each other. The inhibiting factor is limited space, in khatmil activities there are one or two children who are still slow when reading the Qur'an and eventually fall behind, and in disciplining students sometimes in every religious event there are still students who deliberately hide.

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