

MUHADHARAH EXTRACURRICULAR IMPLEMENTATION IN FORMING MUDI MESRA SAMALANGA SANTRI CHARACTER, BIREUEN ACEH DISTRICT

Nurmawati¹ Candra Wijaya² Zurina³

^{1,2}Lecturer of PAI FITK UINSU

³PAI FITK UINSU Masters Students

Abstract

The objectives of the research are: (1) to find out the implementation of muhadharah extracurricular activities at the Mudi Mesra Samalanga Islamic Boarding School, Bireuen Aceh Regency, and (2) to determine the character building of the students through muhadharah activities at the Mudi Mesra Samalanga Islamic Boarding School, Bireuen Aceh Regency. This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context. and by utilizing various natural methods, and in reasonable field situations as they are without manipulation. The results of this study can be concluded as follows: (1) the implementation of muhadharah extracurricular activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, there are 3 muhadharah extracurricular activities, namely Speeches (Lectures) in 3 Languages, Muharram competitions and Dalāil al-Khaīrāt, and (2) character formation in students through muhadharah activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency. Characters are formed from speeches/lectures in 3 languages (English, Arabic and Indonesian) namely religious, honest, confident, responsible and disciplined. The characters formed from the Muharram competition are religious, responsible, and confident. Characters formed from following Dalāil al-Khaīrāt are religious, disciplined and confident.

Keywords: Muhadharah Extracurricular, Character

Introduction

Character formation is very important for Indonesia's young generation, because the younger generation will be the spearhead of the development of a nation. The next generation who can provide a good example of attitude and behavior. They are not only intellectually intelligent but also must be morally intelligent (Yanti, 2016:968). Character education that is oriented to provide students with knowledge, understanding, appreciation, and practice of virtue values. Character formation is a process of inculcating character values to students, which includes components of knowledge, awareness or willingness, and actions to implement these character values (Wibowo, 2013:39). Character has three interrelated parts, the three parts include: moral knowledge, moral feelings, and moral behavior. Good character consists of knowing good things,

wanting good things, habits of thinking, habits of the heart and habits of action (Lickona, 2012: 82).

Character building is not only carried out in the school environment, but can be carried out in non-formal education environments. The non-formal education in question is for example the environment in pesantren. As for the environment in the pesantren itself, it is called santri. Pesantren is a suitable environment as a vehicle for students to develop their character values. The formation of character or character through the cultivation of values for the younger generation will be more effective if they interact within the boarding school environment. Islamic boarding schools also play an important role in overcoming the moral decline of Indonesia's young generation (Hidayat, 2014:68). Getting used to good deeds to students or children in development and growth is very good. Because good will become the character and character of students or children in the future. Good habits will become character and character or character in him that is difficult to leave. So, habits will turn into character and that character shows the character or not of a person (Salahudin, 2013: 220).

One of the activities that can shape character is muhadharah activities. Muhadharah or commonly referred to as giving a speech is one of the oral language activities. In another definition, speech is expressing ideas conveyed to others with full confidence (Mahardika, 2015:40). Muhadharah in addition to building self-confident characters, also forms creative, independent, hard-working, responsible, courageous, and disciplined characters. The formation of character at this time needs to be very important in educational activities so that students are mentally prepared, reliable, and also disciplined when competing in the global era. (Tika, 2014:24).

Character can be formed by participating in muhadharah activities held at Islamic boarding schools. Because muhadharah activities have functions including, they can be a means of self-development and also Islamic character such as self-confidence, responsibility, courage, and discipline (Mahardika, 2015:40). In Islamic boarding schools, this muhadharah activity is in the form of lectures or speeches which are expressions of thoughts in the form of words addressed to the crowd, and are carried out on certain days in rotation for the students. With the establishment of a schedule of activities, students will practice responsibility for carrying out muhadharah duties.

Muhadharah activities are training activities to educate students so that they are skilled and able to speak in front of audiences to convey Islamic teachings in public. Muhadharah activities are activities to practice lectures and public speaking activities or can be said as public speaking. This activity aims to develop students' skills, especially in terms of speech and preaching, sharpening students' self-confidence and mentality in speaking in front of many people. Remembering in Islam preaching is something that must be done by a Muslim.

Then from a responsibility, it will form a disciplined character, where students will try their best in making themes to be conveyed in public as well as time discipline in arranging them to practice before their turn. The character of

hard work in doing exercises can also be formed so that in making a theme a creative and independent character will be created. In the implementation of muhadharah, students will carry it out confidently when dealing with other students' friends, that's where students will easily form a confident character. One of the non-formal educational institutions that pays attention to muhadharah activities is the Mudi Mesra Samalanga Islamic Boarding School, Bireuen Aceh Regency, which has a vision and mission that is oriented towards Islamic values, and has the goal of being a complete and comprehensive preserver of Islamic scholarship, so that the Mudi Islamic Boarding School becomes a means of developing themselves and the character of students who are useful when they are in society (Documentation from the Mudi Mesra Samalanga profile, Bireuen Aceh Regency, 2020).

The current phenomenon is that at the Mudi Mesra Samalanga Islamic Boarding School, Bireuen Aceh Regency, which has a series of extracurricular activities, there are several activities that require students to take part in education and teaching, be it curricular or extracurricular activities. One of the extracurricular activities at the Mudi Mesra Islamic Boarding School, Samalanga, Bireuen Aceh Regency, applies muhadharah training. Muhadharah activities at the Mudi Mesra Islamic Boarding School, Samalanga, Bireuen Aceh Regency are included in the mandatory extracurricular activities. With a one-way communication pattern, it is hoped that this muhadharah can provide benefits for students. In addition to developing talent and knowledge, muhadharah is also a place for mental training of self-confidence to give speeches in front of audiences, it also increases the ability of students to explore muhadharah themes.

To realize this goal, it can be achieved by dayah activities, one of which is muhadharah activities. Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, seeks muhadharah activities which are carried out once a week with the aim of forming character and doing positive things because in the initial observations made by the researcher it was found that the characters in particular were creative, independent, hard working, responsible, disciplined, brave. , and the confidence of the students in Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, still needs attention.

Research Methods

This study uses qualitative research methods, namely to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action and others, holistically and by way of description in the form of words and language, in a special natural context. and by utilizing various natural methods, and in reasonable field situations as they are without manipulation. Data was collected through observation, interviews, and documentation. The data analysis technique used is the Miles and Huberman (1984) model, namely data reduction, data display and conclusion and verification.

Research Result and Discussion

1. Implementation of muhadharah extracurricular activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency

The implementation of muhadharah extracurricular in Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, there are 3 extracurricular muhadharah namely Speech (Lecture) 3 Languages, Muharram competition and Dalāil al-Khaīrāt.

Extracurricular activities held at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, are one of the potential media for character building and improving the quality of dayah education. Extracurricular activities are educational activities outside of subjects to assist the development of students according to their needs, potential, talents, and interests through activities specifically organized by educators and educators who are capable and authorized in the dayah. Through extracurricular activities, it is expected to develop the ability and sense of social responsibility, as well as the potential and achievements of students.

Based on the research conducted, the implementation of extracurricular muhadharah in Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, has achieved its goal, namely to shape the character of students, this can be seen from the reflection of students' behavior when researchers conduct observations and interviews with extracurricular coaches, although there are some obstacles experienced in the implementation extracurricular. This is in accordance with the opinion (Rohinah, 2012: 78) The purpose of muhadharah extracurricular activities is to require students to become human beings so that each student has morality and has faith and devotion to Allah SWT, this program as a refinement of the goals of muhadharah. Or more specifically to deepen students' knowledge of the material obtained. For more details, muhadharah extracurricular goals include:

First, increasing understanding of religion so that they are able to develop themselves in line with religious norms and are able to practice them in the development of science, technology and culture. Second, Improving the ability of students as members of the community in holding reciprocal relationships with the socio-cultural environment and the surrounding environment. Third, channeling and developing the potential and talents of participants so that they can become highly creative and full-fledged human beings. Fourth, train discipline, honesty, trust and responsibility in carrying out their duties. Fifth, develop Islamic morals that integrate relationships with Allah, the Messenger, humans, the universe and even oneself. Sixth, developing the sensitivity of students in seeing religious social issues so that they become people who are proactive towards social problems and da'wah. Seventh, Provide guidance and direction as well as training for students to have a healthy, fit, strong, agile and skilled physique. Eighth, Provide opportunities for students to have the ability to communicate well, both verbally and non-verbally. Ninth, Train the ability of students to work as well as possible independently or in groups. Tenth, Developing students' ability to solve everyday problems. Types

of religious extracurricular activities include; introduction of holy books, worship, social activities, habituation of noble character and inculcation of religious historical values. The implementation of the extracurricular muhadharah program at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, is carried out routinely every day and is adjusted to the schedule of activities itself in a structured manner. The muhadharah extracurricular program is carried out by all residents in Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, starting from ustadzah, students as the purpose of muhadharah extracurricular activities.

According to the head of the curriculum at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, in the process of implementing appropriate and quality extracurricular activities, the thing that really needs to be considered is understanding the meaning of learning these activities. Learning is a series of events that ultimately affect learning from the start to the end of the learning process. To start proper and quality learning, it can be started by making good plans, making methods, techniques, and strategies and evaluating the results of these activities. This is done on the basis of the principles of extracurricular activities according to Syarifuddin (2018: 78), namely:

- a. Individual, namely the principle of extracurricular activities in accordance with the potential, talents and interests of each student.
- b. Choice, namely the principle of extracurricular activities that are in accordance with the wishes and voluntarily followed by students.
- c. Active involvement is the principle of extracurricular activities that require the full participation of students.
- d. Fun, namely the principle of extracurricular activities in an atmosphere that is liked and makes students happy.
- e. Work ethic, namely the principle of extracurricular activities that build the enthusiasm of students to work well and succeed.
- f. Social benefits, namely the principle of extracurricular activities carried out for the benefit of the community.

From the interviews conducted, it was explained that the relationship between extracurricular activities and character education was very close where after students studied in intra-education which had character education value, then it was practiced in extracurricular activities. This statement is in line with the research conducted by Muh. Hambali (2018:204) that the development of character education at the micro level which is micro-organized for the development of values/characters can be divided into four pillars, namely teaching and learning activities in the classroom, daily activities in the form of school culture; co-curricular and/or extracurricular activities, as well as daily activities at home and in the community (Kemdiknas, 2010:13-14). This is in line with the goals of national education as mandated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (UU Sisdiknas) which formulates the functions and objectives of national education that must be used in developing education efforts in Indonesia. Article 3 of the National Education System Law states, "National education functions to

develop and shape dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen”.

2. Character formation in students through muhadharah activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency

There are many extracurricular activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency. However, in this discussion, only muhadharah extracurricular activities are taken that have a role in the formation of student character, for example the types of muhadharah extracurricular activities, namely the introduction of holy books, worship, social activities, habituation of noble character and the inculcation of religious historical values. Through this activity students can learn to develop communication skills, cooperate with others, discipline and other characters. The extracurricular muhadharah activities that are considered to have contributed to the formation of the character of the students will be explained in the following points:

- a. Characters formed from Speeches/Lectures in 3 languages (English, Arabic and Indonesia) namely religious, honest, confident, responsible and discipline..
- b. Characters formed from the Muharram competition are religious, responsible, confident.
- c. Characters formed from following Dalāil al-Khaīrāt are religious, disciplined and confident.

Regarding the data, specific findings indicate that when researchers observe muhadharah extracurricular activities, researchers see that some of the characters of students in Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, reflect characters in accordance with the vision and mission of Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency. Based on the function of extracurricular activities, namely developing the abilities and creativity of students according to their potential, talents and interests. Extracurricular activities also have a social function, namely to develop students' abilities and sense of social responsibility.

In addition, this activity serves to develop a relaxed, fun and enjoyable atmosphere for students that supports the development process. And in the end this activity serves to develop the career readiness of students. Looking at the functions described above, this muhadharah extracurricular activity contains elements that can build the character of students, not only religious characters but also social values.

Through this activity students can find out the potential and talents that exist within themselves and learn to develop these potentials well. The most important thing in this activity is that students directly experience social interaction with their friends, through which good social values grow in students.

This is in line with the results of Dahliyana's research (2017: 58) that the values of activities that refer to the goals of National Education at least develop independence, entrepreneurial spirit and are developed in extracurricular activities should be adjusted to the seven competencies developed by the school. At least have the values of leadership, cooperation, discipline, solidarity, tolerance, caring, togetherness, courage, responsibility and cohesiveness.

Furthermore, the values of activities that are developed in extracurricular activities should develop and cultivate the entrepreneurial spirit of students. Therefore, the values of activities that are developed must be social responsibility and creativity based on freedom of expression. Attitude values developed in extracurricular activities are morals. This can be seen from his words, actions and attitudes. Good deeds can be seen from morals to friends, teachers and the environment. In addition, the value of honesty is emphasized, the planting is carried out with stories or stories.

Its development is related to the daily life of children and coaching is carried out during extracurricular and learning activities. The value generated from participating in extracurricular activities held at school, namely discipline, skills, social skills and responsibility become part of the student.

From the data obtained, according to the researcher, one of those who play a role in the implementation of extracurricular muhadharah is the coach/teacher of extracurricular muhadharah in shaping the character of students. The teacher is the person who holds the responsibility as one of the shapers of human character. The teacher's character contributions are among the most contributive. Because, the influence of a teacher on students is almost as big as the influence of parents on children. In fact, sometimes we often meet a child, when ordered by his parents he doesn't want to do it, but if ordered by the teacher he wants to do it, but if ordered by the teacher he wants to do it. Even though it is only caustic, it reflects that the teacher's influence on students is very large, including in the process of character building.

From the observations of the researchers, it can be seen that the importance of a teacher's example as a carrier of moral and social messages. Exemplary is a word that never goes out of style throughout the ages, especially if it is interpreted by coaching and education, both family education, and society at large. Exemplary has tremendous power to change one's behavior. One of the foundations in shaping character is piety. Remembering how many commands of Allah to His servants to have a commendable character. In addition, there are many prohibitions of Allah to His servants to stay away from despicable characters. It was further explained that character education is everything that teachers do, which is able to influence the character of students. Teachers help shape the character of students. The teacher helps model how the teacher behaves, the way the teacher talks or conveys the material, how the teacher is tolerant and various other related things. Character education is based on basic human characters, which are sourced from universal moral values that come from religion. Character education has a definite purpose, if it is based on these

basic character values. A teacher who deserves to be imitated is a teacher who imitates the Prophet Muhammad.

Yulianti (2018:9) explains that students must have good values according to Islamic teachings, but teachers and coaches and even school residents are also required to have good values, especially coaches. Religious extracurriculars are required to provide examples for students, this is also supported by the existence of discourse boards in schools, which are expected to improve a good personality for all school members.

According to the researcher, the pattern of personality and character development must be carried out systematically and continuously by involving aspects of knowledge, feelings, and actions. Character education can also be instilled, both in the family, community, and school environment. The most ideal foundation in character education is the values of faith and piety. By doing so, students are expected to become figures who are able to develop their personalities and have strong, independent characters, understand their rights and obligations, are responsible, disciplined, and strong in facing the challenges of the times in the future.

Conclusions and Recommendations

The results of this study can be concluded as follows: (1) the implementation of muhadharah extracurricular activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency, there are 3 muhadharah extracurricular activities, namely Speeches (Lectures) in 3 Languages, Muharram competitions and Dalāil al-Khāirāt, and (2) character formation in students through muhadharah activities at Dayah Mudi Mesra Samalanga, Bireuen Aceh Regency. Characters are formed from speeches/lectures in 3 languages (English, Arabic and Indonesian) namely religious, honest, confident, responsible and disciplined. The characters formed from the Muharram competition are religious, responsible, and confident. Characters formed from following Dalāil al-Khāirāt are religious, disciplined and confident.

Several things that need to be noted related to the formation of student character through religious extracurricular activities: (1) extracurricular activities are often underestimated, so the school pays little attention to these activities. In fact, extracurricular activities can be a medium to achieve educational goals in an institution. Therefore, schools should change the perception that extracurricular activities are only activities without value, into a belief that extracurricular activities are essentially value-laden, (2) schools must be more creative in finding models or forms of extracurricular activities, (3) extracurricular activities should be carried out in a wider scope, not only in the school environment, but also involving local residents and even the general public. Because that way, controlling students in carrying out activities becomes more secur, and (4) because this research only focuses on extracurricular activities of muhadharah, it is hoped that further research can discuss more comprehensively related to extracurricular activities in general and reveal more detailed forms of character in each program and activity.

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