

STRATEGY FOR STRENGTHENING STUDENTS' NOBLE CHARACTER THROUGH MORNING HABITUATION AT SMP ISTIQAMAH BANDUNG CITY

Yulia Wulan Sari¹, Mukhlisah², Ace Somantri³, Miftahul Huda⁴, Muhtadin⁵, Supala⁶

¹⁻⁶University of Muhammadiyah Bandung

E-mail: ¹⁾ yuliawulansari2003@gmail.com, ²⁾ mukhlisah@umbandung.ac.id,
³⁾ acesomantri78@gmail.com, ⁴⁾ miftah.elhuda@umbandung.ac.id ⁵⁾ muhtadin@umbandung.ac.id
⁶⁾ supala@umbandung.ac.id

Abstract

This study was motivated by the importance of strengthening students' noble character as part of character education in schools. SMP Istiqamah Bandung City implements morning habituation activities, including congregational Duha prayer, Qur'an recitation, literacy activities, and memorization targets, as a strategy to develop positive habits and instill moral values. This study aimed to describe the strategy for strengthening students' noble character through morning habituation, identify the supporting and inhibiting factors in its implementation, and analyze changes in students' character after participating in the program. This research employed a qualitative approach using a case study method. Data were collected through observations, interviews, and documentation involving Islamic Religious Education teachers, homeroom teachers, and eighth-grade students. Data were analyzed through data reduction, data display, and conclusion drawing. The findings revealed that the strategy for strengthening noble character was implemented in a structured and consistent manner and involved all members of the school community. Supporting factors included teachers' role modeling, regular evaluation, students' motivation, and parental support, while inhibiting factors included students' boredom and distractions caused by mobile phone use. Morning habituation contributed positively to the development of students' noble character, particularly in terms of honesty, patience, discipline, responsibility, and mutual respect.

Keywords: *character education, morning habituation, noble character, noble character, strengthening strategy.*

1. INTRODUCTION

Education is a conscious and planned effort to develop students' potential so that they possess religious and spiritual strength, personality, intelligence, noble character, and the skills required for social and national life. Fundamentally, education is not only oriented toward cognitive development but also encompasses the formation of students' character and morality as provisions for social life (Rahman et al., 2022).

From the perspective of Islamic education, the development of noble character is one of the primary objectives of education. Islamic education serves to guide students in

developing personalities that are aligned with Islamic values and enable them to implement these values in their daily lives. Therefore, educational success is measured not only by academic achievement but also by the development of noble character among students. Moral education occupies a crucial position because it aims to cultivate individuals with good character who are capable of applying moral values in social life (Suryadi, 2021).

One strategy that can be employed to strengthen noble character is habituation. Through activities that are carried out repeatedly and consistently, students can internalize positive values until they become an integral part of their daily behavior. This approach is consistent with behaviorist learning theory, which emphasizes that behavior can be shaped through continuous habituation and repetition (Aziz & Muhid, 2022). Therefore, habituation is considered one of the effective methods for developing students' character and moral conduct.

Morning habituation is one form of character-strengthening strategy implemented in schools. Activities such as congregational Duha prayer, Qur'an recitation, literacy activities, and Qur'an memorization can foster discipline, responsibility, and students' spiritual awareness. Previous studies have shown that the habituation of Duha prayer contributes to improving students' learning discipline (Mulyani & Hunainah, 2021). Furthermore, religious habituation activities such as Duha prayer and Qur'an recitation play a significant role in enhancing students' moral character (Mustofa & Ghofur, 2022). This is in line with the word of Allah SWT in Surah Al-Baqarah [2]: 2, which states that the Qur'an serves as guidance for those who are pious.

SMP Istiqamah Bandung City is one of the schools that implements morning habituation as an effort to strengthen students' noble character. These activities are conducted systematically before the learning process begins and include congregational Duha prayer, Qur'an recitation, literacy activities, and memorization targets. However, preliminary observations revealed that some students still exhibit undisciplined behavior, lack responsibility, and show insufficient respect toward others. This condition indicates that strengthening noble character requires a strategy that not only focuses on implementing activities but also considers the factors that support their effectiveness.

Based on these conditions, this study aims to analyze the strategy for strengthening noble character through morning habituation at SMP Istiqamah Bandung City, identify the supporting and inhibiting factors in its implementation, and describe the changes in students' character after participating in morning habituation activities.

2. IMPLEMENTATION METHOD

This study employed a qualitative approach using a case study method. The research informants consisted of an Islamic Religious Education teacher, a homeroom teacher, and students of SMP Istiqamah Bandung City. Data were collected through observation, interviews, and documentation. Data analysis was conducted through the processes of data

reduction, data display, and conclusion drawing. The validity of the data was ensured through source triangulation and technique triangulation.

3. RESULTS AND DISCUSSION

3.1 Strategy for Strengthening Noble Character Through Morning Habituation.

The findings revealed that the strategy for strengthening noble character at SMP Istiqamah Bandung City is implemented through a structured and continuous morning habituation program. The activities include congregational Duha prayer, Qur'an recitation, literacy activities, and memorization targets conducted before the learning process begins. All students are required to participate in these activities every school day under the guidance of teachers and the supervision of homeroom teachers.

The morning habituation activities aim to cultivate positive habits, enhance students' spiritual awareness, and develop character in accordance with Islamic values. Through these routine activities, students are encouraged to begin their day with worship, Qur'an recitation, and productive use of their time. Interviews with the Islamic Religious Education teacher, homeroom teacher, and students indicated that these activities have become an integral part of the school culture and contribute to the development of noble character.

These findings are consistent with the habituation theory proposed by Aziz and Muhid (2022), which explains that behavior can be shaped through repetition and consistent habituation. From a behaviorist perspective, positive behavior is more likely to be internalized when practiced continuously within a supportive environment. Therefore, morning habituation at SMP Istiqamah serves not only as a routine religious activity but also as a systematic strategy for strengthening students' noble character.

Furthermore, the success of this character-strengthening strategy is closely related to the active involvement of all members of the school community in creating an environment that supports character development. Consistent daily habituation provides students with opportunities to internalize Islamic values through direct experience rather than merely through theoretical learning in the classroom. Activities such as Duha prayer, Qur'an recitation, literacy sessions, and memorization exercises not only foster students' spiritual development but also promote discipline, responsibility, and effective time management. Consequently, morning habituation functions as an effective character education strategy by integrating knowledge, attitudes, and real-life practices, enabling noble character values to be developed gradually and sustainably.

3.2 Supporting and Inhibiting Factors of the Noble Character Strengthening Strategy

The findings revealed that the success of the strategy for strengthening noble character through morning habituation is supported by various internal and external factors. Internal factors include the involvement of all teachers in supervising and guiding the activities, the role of homeroom teachers in evaluating students' development, and students' motivation and enthusiasm in participating in the morning habituation activities. The

involvement of all teachers reflects a shared commitment to creating a school environment that supports the development of noble character.

In addition to internal factors, several external factors contribute to the success of morning habituation, particularly parental support and a conducive environment. Collaboration between the school and parents helps reinforce the habituation practices implemented at school, allowing them to continue in the home environment. This synergy positively influences the continuous process of students' character development.

On the other hand, the study also identified several inhibiting factors. The most prominent internal challenge is the feeling of boredom experienced by some students due to the daily repetition of the activities. Meanwhile, an external challenge is the use of mobile phones, which may distract students from participating fully in the habituation activities. Nevertheless, the school has implemented various preventive measures, including teacher supervision, regular evaluations, and a policy requiring students to surrender their mobile phones during school hours. These efforts have minimized the inhibiting factors, enabling the morning habituation activities to be implemented effectively.

These findings indicate that the success of the noble character strengthening strategy is determined not only by the habituation activities themselves but also by the support of various stakeholders involved in the educational process. Teachers' roles as mentors and role models have a positive influence on students' behavioral development, while parental involvement helps reinforce the values instilled at school. At the same time, students' boredom and the potential distractions caused by mobile phone use demonstrate that character development is a continuous process that requires ongoing management and support. Therefore, innovation in program implementation, efforts to enhance students' motivation, and consistent collaboration between schools and families are essential to ensure that the strategy for strengthening noble character through morning habituation is implemented optimally and achieves its intended objectives.

3.3 Strengthening Students' Noble Character Through Morning Habituation

The findings revealed that morning habituation plays an important role in strengthening students' noble character at SMP Istiqamah Bandung City. This strengthening is reflected in the development of several moral values that are evident in students' daily behavior, both at school and at home.

The value of honesty is demonstrated through students' increased openness in their interactions with teachers, peers, and parents. Regular worship activities encourage students to develop self-awareness in acting and speaking truthfully. In addition, the value of patience has developed through students' ability to consistently participate in the habituation activities despite their daily implementation. This habit helps students regulate their emotions and respond more calmly to various situations.

The strengthening of noble character is also evident in the aspect of discipline. Students have become more accustomed to arriving on time, complying with school

regulations, and carrying out activities according to established schedules. Furthermore, students' sense of responsibility has improved through their awareness of fulfilling both academic obligations and daily religious practices. Mutual respect is also reflected in students' habits of greeting and shaking hands with teachers, speaking politely, and maintaining positive relationships with their peers.

These findings are consistent with Aliyah's view that noble character can be manifested through honest, patient, disciplined, responsible, and respectful behavior toward others. Therefore, morning habituation serves not only as a routine school activity but also as an effective strategy for continuously strengthening students' noble character.

The findings further indicate that the strengthening of noble character through morning habituation does not occur instantly but develops through a continuous and consistent process of habituation. The activities conducted every morning provide students with opportunities to practice positive values in their daily lives, allowing these values to gradually become part of their character. Worship activities and literacy programs contribute not only to students' spiritual development but also to the cultivation of discipline, responsibility, and respect for others. These findings suggest that character development is more effective when students gain direct experience through repeated activities within a supportive environment. Therefore, morning habituation can be regarded as a character education strategy that successfully integrates religious values with students' actual behavior in their everyday lives.

4. CONCLUSION

Based on the findings of this study, morning habituation at SMP Istiqamah Bandung City serves as a strategy employed by the school to strengthen students' noble character through structured and continuous activities, including congregational Duha prayer, Qur'an recitation, literacy activities, and memorization targets. This strategy is supported by the involvement of all teachers, regular evaluations conducted by homeroom teachers, students' motivation, and parental support. The identified inhibiting factors include boredom experienced by some students during routine activities and potential distractions caused by mobile phone use; however, these challenges can be minimized through regular supervision and evaluation.

The findings indicate that morning habituation contributes to the strengthening of students' noble character, as reflected in the development of values such as honesty, patience, discipline, responsibility, and mutual respect. These findings suggest that consistently implemented habituation activities can serve as an effective strategy for supporting character education within the school environment. Therefore, schools should maintain the consistency of morning habituation activities while developing more innovative variations to enhance students' participation and enthusiasm. Furthermore, collaboration

between schools and parents should be continuously strengthened to support the sustainable development of students' noble character both at school and within the family environment..

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