



Implementation of Dormitory Activities in Improving Religious and Disciplinary Character

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Abstract

This study aims to, 1) find out the form of boarding activities of students at Bintang Sekolah Al-Quran, 2) find out the implementation of boarding activities in improving the religious and disciplinary character of students at Bintang Sekolah Al-Quran, 3) find out the supporting and inhibiting factors of improving the religious and disciplinary character of students at Bintang Sekolah Al-Quran. This research uses a qualitative method using a case study approach. The data collection techniques used are observation, interviews, and documentation. Data sources were taken from eleven informants through in-depth interviews with informants. The eleven informants consisted of leaders, dormitory coaches, male and female students. The results of this study are, 1) the form of dormitory activities at Bintang Al-Quran School in Improving the Religious and Disciplinary Character of students, namely: tahajud prayer, dhikr together, picket, halaqah, congregational prayer, recitation of the Koran, hadith study, motivational study, muhadarah, Sunday morning activities. 2) related to the process of implementing boarding activities in improving the religious and disciplinary character of students, which is carried out every day starting from the students waking up at 04.00 until resting again at 22.00 WIB. 3) The supporting factors are: full support from the leadership of Bintang Sekolah Al-Qur'an, the quality of teaching from ustad/zah at Bintang Sekolah Al-Qur'an, parental support, and adequate facilities.

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INTRODUCTION

Talking about character, of course to form a good character it must start early so that it can be ingrained in teenagers and become a positive habit to carry out in everyday life, both at school, home and in the community (Susanto, 2027; Jannah, 2020; Putrayasa & Sudiana, 2021; Ridwanulloh & Wulandari, 2022). The first environment that greatly influences the formation of a teenager's character is family environment (Wening, 2012; Nulhakim, 2017; Ahsanulkhaq, 2019; Fadhillah, 2020).

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Talking about character, of course forming good character must start from an early age so that it can be ingrained in teenagers and become a positive habit to carry out in everyday life, both at home school and in the community (Aziz, 2015; Putri et al., 2021; Ridwanulloh & Wulandari, 2022; Tusakdia & Rianto, 2023). The first environment that greatly influences the formation of a teenager's character is the family environment (Andriyani, 2020; Rufaedah, 2020; Fadhilah & Mukhlis, 2021; Somad, 2021). with Islamic teachings (Hawi, 2017; Sholeh, 2016). Therefore, Islamic education also means the formation of a pious human being. As an educational institution whose function is to develop knowledge, developing the ability to read and write the Quran is also the responsibility of schools or madrasas (Paisal & Irfani, 2023; Rojak, 2022; Sirojudin, 2019).

The ability to read and write the letters of the Quran is the basis for students to understand and practice the contents of the Quran, so that improving the ability to read and write the Quran has become a vital demand and need (Ratu, 2023). The aim is to create the goal of Islamic education, namely people who are faithful, devout, have noble morals and the formation of a Quranic generation. If Quran education continues to be developed on an ongoing basis, the values of the Quran will become grounded in society (Fawaidi, 2022; Sapuroh, 2022; Syam et al., 2022).

In the world of education, many people hear the terms educational institutions, such as informal, formal and non-formal educational institutions (Harris et al., 2015; Mustofa & Ghofur, 2022; Yahdi, 2022). Informal education is an educational institution that places the family as the main position in educating teenagers, formal education is tiered education according to the age of teenagers and under the auspices of the government or the ministry of religion, and non-formal institutions are an educational institution founded by a person, group of people, or community in an area (Haris et al., 2015; Waikelak et al., 2021; Husti, 2022).

The Al-Quran school star has two programs, the first is called the Aqur program, namely the Koran dormitory, this Koran dormitory is for muqim students and the activities are from 18.00 to 07.00 WIB. Meanwhile, from 07.00 to 18.00 WIB, students are allowed to carry out their own activities such as work, college and school. And return to the hostel no later than 18.00 WIB. The second program is called Ma'had Tahfiz, ma'had tahfiz is where the students spend 24 hours in the dormitory and take part in all the activities in the dormitory. Ma'had Tahfiz students are allowed to go home on certain days such as Eid al-Fitr, Eid al-Adha and other major holidays.

Bintang Al-Quran School provides a dormitory for those who want to deepen their knowledge of the Koran. The Bintang Sekolah Al-Quran dormitory emerged from input from parents whose residence was far from the Bintang Sekolah Al-Quran location, then to save school children and students whose activities were unclear at night, as well as preparing a cadre of Al-Quran teacher teachers, in 2021 the Bintang Sekolah Al-Quran dormitory was inaugurated. The author wants to see how the implementation of the dormitory activities carried out at Bintang Al-Quran School has an impact on increasing the religious character and discipline of its students. Therefore, this research takes the title "Implementation of Dormitory Activities in Improving Religious Character and Discipline at Bintang Al-Quran School

METHODS

This research uses a qualitative method with a case study approach (Ambarita, 2021; Assyakurrohim et al., 2023; Haryono, 2023). Data sources were taken from one leader, two dormitory supervisors, and eight students. The selected informants have met four criteria, namely understanding the problem being researched well, still being active in the field being researched, having time to provide information to

researchers, and providing information in accordance with the facts that occur in the field (Siregar et al., 2021; Nur & Utami, 2022). After data collection using interviews has been completed with all informants, data reduction is carried out by selecting data into certain categories, then the data is presented and conclusions are drawn (Amalia, 2017; Kusuma, 2021; Purnamasari & Afriansyah, 2021). Then the author takes documentation that suits the research needs.

RESULT AND DISCUSSION

The moral development of students at the Darussalam Pinaga Islamic Boarding School is not just a routine carried out without a purpose, but is an integral part of a carefully designed character education strategy. The activities carried out in the dormitory environment aim to form noble morals in each student. Based on the results of field observations, interviews with the Deputy Head of Student Affairs, men's and women's dormitory supervisors, as well as students, it is known that the programs implemented have been structured and consistent to support character development.

The first theme highlights the form of activity program carried out in the Bintang Al-Qur'an School dormitory. These activities include various religious activities and positive habits that are carried out every day. Some of them are tahajjud prayers, collective dhikr, Al-Qur'an recitations, Al-Qur'an halaqah, five daily congregational prayers, hadith studies, and motivational studies which aim to raise the enthusiasm and self-awareness of students. Apart from that, there are also muhadarah activities or speech training which hone the students' courage and communication skills, as well as Sunday morning activities which are filled with various religious and togetherness activities. Cleaning picket is also an important part of hostel activities, because it instills a sense of responsibility and love for cleanliness. All of these programs have a clear goal, namely to form students who are religious, responsible, and have a disciplined and tough character.

Furthermore, the second theme explains the implementation of dormitory activities as a means of improving the character of students. These activities are usually carried out in classrooms, mosques, or dormitory areas, depending on the type of activity. The time for carrying out activities has also been scheduled regularly, starting from 04.00 in the morning to 22.00 at night. This schedule shows how busy and focused the lives of students at Islamic boarding schools are. In their implementation, these activities use various methods that are adapted to the needs and character of the students. There are individual teaching methods that are personal, such as tutoring in reading the Koran or direct moral development, and there are also group methods that involve discussion, halaqah, or joint study. The dormitory supervisors or ustadz and ustadzah appointed by the boarding school leadership have an important role in guiding and directing this activity so that it runs effectively. They are not only teachers, but also role models that the students see and imitate in their daily lives.

The third theme discusses supporting and inhibiting factors in improving the religious character and discipline of students. In building religious character, there are several main supporting factors, such as the students' self-awareness in participating in dormitory activities, the example of the mentors, religious programs that are designed systematically and structured, the quality of the ustadz and ustadzah who teach, as well as parental support and a conducive environment. All of these factors are interrelated and strengthen each other in forming the character of students. Meanwhile, to strengthen disciplined character, the role of firm leadership is very crucial. Leadership that is able to provide direction and coaching consistently will encourage students to obey the rules and carry out their responsibilities well. Harmonious cooperation between students and supervisors is also an important asset

in building discipline, coupled with the availability of adequate facilities and infrastructure to support the implementation of activities.

However, there are also several inhibiting factors that interfere with character development efforts. In building religious character, the main obstacle is the limited ability of students, especially in reading and understanding the Koran in depth. This factor makes it difficult for some students to participate in programs based on memorization or intensive Islamic study. As for the formation of disciplined character, the most obvious obstacle is that there are still students who are not consistent in carrying out congregational prayers at the mosque. This lack of discipline is a challenge for coaches in instilling the values of responsibility and discipline in worship.

Overall, moral development activities at the Darussalam Pinaga Islamic Boarding School through Bintang Sekolah Al-Qur'an have shown seriousness and sustainability in building the religious and disciplined character of students. Despite facing several obstacles, the existing programs have had a significant positive impact in forming better students as individuals. This is proof that character development does not only require a good program, but also the commitment of all parties in carrying out and evaluating activities on an ongoing basis.

CONCLUSION

Based on the data and information obtained, in accordance with the problem formulation, research results and discussion, the conclusion is drawn that 1) The forms of dormitory activities in improving religious character and discipline at Bintang Sekolah al-Qur'an include Tahajjud prayer, collective remembrance, picket, halaqah, congregational prayer, recitation of the Koran, hadith study, motivational study, muhadarah, Sunday morning. 2) the implementation of dormitory activities to improve religious character and discipline at Bintang Al-Qur'an School is carried out every day starting from when the students wake up at 04.00 until they go back to rest at 22.00 WIB, the students on duty will take the absences of each student during congregational prayer, students who violate each activity will be given sanctions or punishment according to the violation committed. 3) supporting and inhibiting factors in improving religious character and discipline at Bintang Al-Quran School. Supporting factors in improving the religious character of students' self-awareness in carrying out dormitory activities, the example of the dormitory supervisor, a structured religious program, the quality of the ustadz and ustadzah who teach at Bintang Al-Quran school, support from parents, a conducive environment. Supporting factors in improving the disciplined character of firm leadership, cooperation between fellow students and supervisors, adequate facilities and infrastructure.

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