

THE APPLICATION OF HABITUAL METHOD IN BUILDING CHARACTER ON LEARNING FIQH AT USTAHAFAWIYAH ISLAMIC BOARDING SCHOOL, LEMBAH SORIK MARAPI DISTRICT, MANDAILING NATAL REGENCY

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Abstract

Objective: This study aims to determine the application of habitual method in building character on learning fiqh at Musthafawiyah Islamic Boarding School, knowing the factors that influence building character in learning Fiqh in Musthafawiyah Islamic boarding school.

Methodology: This research is descriptive qualitative research. The subjects of this study were 6 people, consisting of the head of the madrasa, vice chairman of the curriculum, Fiqh subject teachers and 3 students from 26 students in class 4. The data collection techniques used are interviews, observations, even field data documentation.

Results: The results of the research on the application of habitual method in building character on learning fiqh at Musthafawiyah Islamic Boarding School include learning design, and learning application.

Conclusion: At the application stage of learning, the teacher internalizes character values in preliminary, core, and closing activities aimed at developing student character. At the implementation stage of learning the teacher also uses various methods to shape the character of students, namely by using lecture, discussion, demonstration and question and answer methods to explore the knowledge and abilities possessed by children, and using a scientific approach so that in the learning process more emphasis is placed on student activity so that it is easy to learn.

Keywords: Habitual Method, Building Character, Fiqh, Islamic Boarding Schools, Musthafawiyah, Mandailing Natal.

INTRODUCTION

Efforts to improve the quality of education in essence do not only lead to educational outcomes but also lead to the process of implementing education. The Musthafawiyah Islamic Boarding School is a growing madrasa that continuously strives to improve itself from

various aspects, both in management, curriculum, and in the learning process. This can be seen from the increasing number of students from outside Mandailing Natal who enter and attend the Musthafawiyah Islamic Boarding School. (Pulungan, 2018)

At Musthafawiyah Islamic Boarding School it is not only concerned with the quality of students' academic values but how to form students who are intellectually intelligent but have good morals and character through building character. It's also because of there is still a lack of good character and behavior from students at Musthafawiyah Islamic Boarding School due to factors from the surrounding environment and also there are still some student characters who do not have positive characters such as lack of manners and lack of discipline.

Therefore, building character began to be emphasized in every activity, both from the learning process and the process outside of learning in order to be able to bring out the characteristics of the character possessed by Musthafawiyah Islamic Boarding School students who were able to increase public interest and trust to send their children to Musthafawiyah Islamic Boarding School. This can be proven by the increasing number of students every year.

The implementation of building character is also reflected in a series of student activities at the Musthafawiyah Islamic Boarding School both through habituation and learning that takes place in the classroom. In the learning process, it must begin to emphasize the cultivation of character values to students, and do not know about the implementation of building character.

However, to overcome this problem, regular Teacher Working Group training is always held so that teachers are able to improve the learning process for the better. And here the author wants to know how the implementation of building character in Learning Fiqh in Musthafawiyah Islamic Boarding School (Septian et al., 2020).

In Learning Fiqh, students usually do not only convey theoretical material, but students are instructed to practice it so that students are expected to be able to apply it in everyday life and in their lives in the community. Therefore, the authors are interested in examining the implementation of building character in

Learning Fiqh at Musthafawiyah Islamic Boarding School.

By researching implementation character education in Learning Fiqh at Musthafawiyah Islamic Boarding School, the author wants to find out whether the character values that characterize the students of Musthafawiyah Islamic Boarding School can be reflected in a series of learning activities.

From this description, the topic of this research is the implementation of building character in Learning Fiqh at Musthafawiyah Islamic Boarding School, Lembah Sorik Marapi District, Mandailing Natal Regency. Based on the description of the limitation of the problem above, the researcher can propose the formulation of the problem as follows:

1. How is the implementation of building character in Learning Fiqh at the Musthafawiyah Islamic Boarding School, Mandailing Natal Regency?
2. What are the supportive and inhibitory factors for the implementation of building character in Learning Fiqh at the Musthafawiyah Islamic Boarding School?

Theoretical study

A. Theory Analysis

1. Overview of Building character

The word "pendidikan" etymologically comes from the word "didik" which means "the process of changing the behavior of a person or a group of people in an effort to mature human beings through education and training. The term education originally comes from Greek, pedagogy which means direction given to pupils and then this term is translated to the English word for education means to develop or direct. In Arabic this term is known as the word tarbiyah with the verb rabba-yurabbi-tarbiyatan which means to nurture, educate, and maintain (Munawwir, 1984).

2. Learning Fiqh

Learning is an effort made by a teacher or educator to teach students who are learning. Learning activities are activities that occur in situations, and an atmosphere of teacher and student activities called educational interactions (Shamsuddin & Kaur, 2020). Learning is also defined as a structured combination that includes human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Humans involved in the teaching system consist of students, teachers, and other personnel, such as laboratory personnel.

Materials, including books, blackboard and chalk, photography, slides and films, audio and video tapes. Facilities and equipment, consisting of classrooms, audio-visual equipment, as well as computers. Procedures, including schedules and methods of delivering information, practice, study, exams, etc (Fujita, 2020). The formulation is not limited in space only. The learning system can be implemented by reading books, studying in class or at school, because it is colored by the organization and the interaction between various interrelated components, to teach students.

Learning Fiqh in madrasas is an interaction activity between educators and students who utilize learning resources to provide knowledge about fiqh, namely the legal provisions that regulate various aspects of human life, both personally, in society and with God which are obtained from clear arguments where it is taught. at the madrasa. Learning Fiqh is one part of Islamic religious education which has the aim of growing faith and piety through the provision of knowledge and experience in terms of Islamic law both related to worship and muamalah (Basri, 2019).

Learning Fiqh aims to teach students to continue to develop so that they can follow and answer any ongoing legal issues. Educators in this case are required to be able to understand students related to the science of fiqh. In learning fiqh, teachers are also required to make their students have good character or soul. Such as piety to God, noble, honest, fair,

ethical, respect, discipline, good character both individually and socially (Waluyo, 2018).

The most important goals of learning fiqh in madrasas include knowing, understanding, implementing, and practicing the principles, rules, and procedures for implementing the provisions of Islamic law to be used as guidelines in carrying out life related to the relationship between humans and God, nature, themselves, or with others. other creatures (Raihan, 2021).

B. Framework of Thinking

The condition of declining national character has resulted in the emergence of various riots such as violence in the name of religion, student brawls, violence in the school environment and so on. Therefore, building character is one solution to improve the condition of the declining character. Building character is education that aims to instill character in students through formal and non-formal education. Building character through formal education is through the integration of subject matter, classroom learning, and school programs that support building character.

The central government instructs that the level of education units in Indonesia must include building character in the educational process. In addition, to maximize building character that has been formulated, namely by maximizing all existing subjects, both general and religious subjects. The formation of character in religious subjects has the same portion as other subjects, including Fiqh subjects

Implementation of building character through Learning Fiqh can be realized because in Learning Fiqh there are lessons that can be taken as building character to be instilled in students. In addition, methods and strategies in carrying out the learning process can be used as a means to build character (Peterson, 2020).

Research Aim

This study aims to determine the application of habitual method in building character on learning fiqh at Musthafawiyah Islamic

Boarding School, knowing the factors that influence building character in learning Fiqh in Musthafawiyah Islamic boarding school.

Research Methodology

Research Design

The design of the research is all the necessary processes in planning and research implementation (Hardani et al., 2020). The research design that the author uses is descriptive qualitative because the research problem is not yet clear. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as 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 (Fadli, 2021).

The research method used to examine the condition of natural objects, where the researcher is the key instrument. In this study, what was observed was the implementation of building character in Learning Fiqh at the Musthafawiyah Islamic Boarding School.

Location and Research Subject

Research Location

This research was carried out at the Musthafawiyah Islamic Boarding School. The determination of the research location is very important in order to account for the data obtained. Therefore, the research location needs to be determined in advance. In this study, the location that the researcher chose was the Musthafawiyah Islamic Boarding School. Where the Islamic Boarding School has implemented building character in the learning process (Salamuddin, 2019).

Research Subject

The research object is the object, thing or person where the data for the research variable is attached, and which is at issue (Darmalaksana, 2020). In this study, the subject of research is the manager of the Musthafawiyah Islamic Boarding School,

Lembah Sorik Marapi Subdistrict which includes the Principal, Deputy Head of Curriculum, Fiqh Subject Teachers and students of class VII 1.

Operational Definitions and Research Variables

The purpose of the operational definition is a description of concepts, facts, as well as contextual relations or concepts, facts, and main relations related to the research to be worked on, which are realized in the form of words and sentences (Tobi & Kampen, 2018). For this reason, in this study, it is necessary to explain the keywords contained in the title "Implementation of Building character in Learning Fiqh at Musthafawiyah Islamic Boarding School, Lembah Sorik Marapi District.

In order to avoid any inappropriate views and also to limit the scope in the title, the authors can describe the research variables as follows. In the implementation of building character in Learning Fiqh at the Musthafawiyah Islamic Boarding School, the design used is a classroom-based education design. This design is based on a positive relationship between teachers and students in the classroom.

In this context, it is important for teachers to understand that the educational and teaching process will only be effective if it is carried out with the right strategies and methods. Active, innovative, creative, effective, and fun learning would be relevant enough to be applied in every activity in the classroom. Because, such a learning method will facilitate the process of internalizing a value into students, and more than that the process of appreciation and habituation is also easier to realize (Crocco, 2021).

Research Techniques and Instruments

As for the data collection techniques used in this study are as follows:

1. Interview

The interview method is the process of obtaining information for research purposes by means of question and answer, while face to face between the questioner or the respondent

using the tools used in the Interview Guide (interview guide). interview technique is a method of collecting data by direct (direct communication) with the interviewee. as it is known that the interview is a process of interaction between the interviewer and the interviewee. (Tanzeh & Arikunto, 2020).

In addition, there is an understanding that the interview is a conversation with a specific purpose. The conversation was carried out by two parties, namely the interviewer (interviewer) who asked the question and the interviewee (interviewee) who gave the answer to the question (Maxmanroe, 2020). By using the interview method, the author can obtain data from the principal, the person in charge of the curriculum,

2. Observation

Observation is done to obtain information about human behavior as it occurs in reality. With observation we get a clearer picture that is difficult to obtain with other methods (Moleong, 2020). This method is used for data and information regarding the environmental conditions of the Musthafawiyah Islamic Boarding School which includes teacher and student activities during the learning process.

3. Documentation method

Documentation technique is a research method that seeks to find data related to variables in the form of notes, original transcripts, books, newspapers, magazines, or perhaps inscriptions, even minutes of meetings and agendas. (Sugiyono, 2019). This method is used to find data about the school's organizational structure, names of teachers, positions and subjects taught, data about students and other relevant matters.

Data analysis technique

Data analysis is an effort to systematically search and organize notes from observations, interviews and others to increase the researcher's understanding of the case under study and present it as a finding for others (Lê & Schmid, 2020). In this study the authors used data analysis with qualitative descriptive analysis techniques. Descriptive analysis is an

analysis that is stated in a predicate that refers to the reality of the situation, a measure of quality.

In the analysis, it is separated between related data (relevant) and data that is less related or not at all related. For field data seekers, the value is determined after entering the data analysis activity. The analysis process is carried out after going through a classification process in the form of grouping/collecting and categorizing data into predetermined classes (Tiro et al., 2020).

Research results and discussion

Planning for the Implementation of Building character in Learning Fiqh in Musthafawiyah Islamic Boarding School

From the results of interviews, observations and documentation, it can be seen that the planning in learning carried out by Fiqh teachers is to prepare a syllabus and Learning Implementation Plan whose contents must contain the character values to be developed. This is in line with the Regulation of the Minister of National Education of the Republic of Indonesia Number 41 of 2007 regarding the Process Standards for Basic Education and Secondary Education which explains that the construction of the learning process must contain a syllabus and a Learning Application Plan. (Permendiknas No 41, 2007).

In the implementation of building character in schools, the Learning Management Plan is intended to encourage every teacher to be able to carry out teaching and learning work., to shape student abilities and characteristics. The learning plan at the Musthafawiyah Islamic Boarding School also prepares or develops teaching materials that are character-oriented. Preparing teaching materials in the application of building character through Learning Fiqh is also a part that determines the realization of learning goals.

Teaching materials are basically all materials designed specifically for learning purposes. Teaching materials in the form of a set of materials that are arranged systematically so as

to create an environment or atmosphere that allows students to learn well. From the explanation above, it can be concluded that in the planning stage the implementation of building character includes preparation of the syllabus, lesson plans and teaching materials.

In making the syllabus and the Learning Implementation Plan, it must contain the values of attitudes and behavior in order to accelerate learning operations and the formation of the character of students as planned. Meanwhile, teaching materials need careful consideration because the most important part of the learning process related to the realization of educational goals.

Implementation of Building character Implementation in Learning at the Musthafawiyah Islamic Boarding School

From the results of observations at the implementation stage, the steps taken in the learning process in both low and high grades go through 3 (three) stages, namely initial activities, core activities, and final activities. At these stages the learning process can stimulate students so that the implementation of learning in the class becomes active and interactions arise.

The learning process consists of several processes, namely;

- a. Pre-learning activities
- b. Core activities
- c. Closing activity

Learning outcomes are the result of the interaction of external stimuli with students' internal knowledge. Factors from outside (external), namely the stimulus and environment in learning events and factors from within (internal), namely factors that describe the state and cognitive processes of students. From the explanation above, it can be concluded that the implementation of the learning process includes initial activities, core activities, and final activities. From this scope in the learning process there must be a stimulus or stimulation. With the stimulus or stimulation, interaction will occur so that the

potential of students during the learning process is formed and learning is more meaningful.

The method is perceived that in conveying a learning material a method is needed so that the implementation of learning can be carried out properly. If the method is not applied, the learning objectives will not be achieved. There are several learning methods that can be used to implement learning strategies including: (1) lecture, (2) demonstration, (3) discussion, (4) simulation, (5) laboratory, (6) field experience, (7) brainstorming, (8) debate, etc.

The method used by the teacher in processing information such as field facts, documents, and concepts in the learning process that may occur in a strategy. In learning, teachers should be good at using or choosing the right method according to the material and conditions of students. The learning methods implemented at the Musthafawiyah Islamic Boarding School were low grade, namely lectures, questions and answers, discussions, and problem solving. While in the high class, namely observation, question and answer, discussion, and demonstration.

Factors Affecting the Implementation of Building character in Learning Fiqh at Musthafawiyah Islamic Boarding School

In the formation of character through the process of learning Fiqh in class VII Musthafawiyah Islamic Boarding School there are several influencing factors. The influencing factors consist of two main points, namely the factors that support the implementation of character formation and the factors that become obstacles to character formation in the learning process. These factors arise both from within and without. And emerge from the curriculum system, learning as well as from teachers and students.

Based on the results of interviews, observations and documentation, available supporting factors and obstacles in its execution of building character in Islamic boarding school Learning Fiqh, these factors are:

Supporting factors

The supporting factors available in the application of character building in Fiqh Learning are:

Activities carried out by Islamic Boarding School

The activities or programs carried out by the madrasa are a way to advance the madrasa. Activities like this are carried out by each school in different ways so that in addition to carrying out the learning process in the classroom, the school also has learning outside the classroom. In the activities carried out by schools to carry out building character, Musthafawiyah Islamic Boarding School itself has created an activity to carry out building character, as stated by the head of the madrasa (Interview:10/11/2021): "Direct practice. Like in the morning, students get used to cleaning the school yard, taking garbage regularly every morning before starting time, continuing to shake hands, say hello. If the student forgets to say hello, he will be asked and reminded to say hello to the teachers".

Based on the results of the interview, it is known that the school supports building character. This can be seen from activities such as those described above, such as handshakes and greetings, picking up trash, and cleaning the school yard. This kind of activity can help facilitate character formation because these activities are activities that are carried out regularly and are expected to become positive habits and can be applied anywhere and anytime, so that character is formed in children. In addition, these activities can help facilitate the formation of existing characters in the learning process of all subjects including Fiqh in particular.

1) Madrasa Environmental Conditions

Madrasa environments located in rural areas and away from crowds can create a good madrasa climate. The treatment of teachers who become models for children is an important factor. Teacher figures that children like can support building character. The results of the interview with class VII students "The Fiqh

teacher is a good person and not fierce and we like him. This can also be seen when the teacher is teaching in class, the teacher is never angry and always smiles. In addition, when there are students who are busy, the teacher immediately reprimands them with a warning that is not rude. At that time the students looked obedient and did not feel scolded".

Obstacle factor

Inhibiting factors contained in the formation of student character in the Learning Fiqh process at Musthafawiyah Islamic Boarding School include:

- 1) Learning implementation time
- 2) Students or students
- 3) Lesson Planning

Conclusion

The conclusions that can be drawn based on the results of the research and discussion above are as follows:

1. Implementation of building character in learning at Musthafawiyah Islamic Boarding School includes curriculum planning, learning strategies, and learning management. At the level of designing learning, the teacher includes several characters into the Learning Implementation Plan to be applied in learning. At the implementation stage of learning the teacher internalizes character values in preliminary, core, and closing activities aimed at developing student character. In the learning process there is a stimulus or interaction stimulus that functions to instill character during the learning process. At the implementation stage of learning the teacher also uses various methods to shape the character of students, namely by using the lecture, discussion, demonstration and question and answer methods. and teachers as role models, using the lecture method, discussions, demonstrations and questions and answers to explore the knowledge and abilities possessed by children, as well as using a scientific approach so that in the learning process more

emphasis on student activity so that it is easy to build student character. This can make the implementation of building character in Learning Fiqh can be carried out properly.

2. The factors that influence the implementation of building character in Learning Fiqh in Musthafawiyah Islamic Boarding School are two factors, namely supporting factors and inhibiting factors. The supporting factors include the activities implemented in madrasas as a support for the success of the formation of student character because through activities carried out regularly it is expected to become a positive habit and can be applied anywhere and anytime, the condition of the school environment which is located in rural areas and away from crowds can be create a good madrasa climate so as to facilitate the formation of student character. The inhibiting factors include the timing of the implementation of learning that is not suitable so that students lack concentration and focus on learning, students or students who come from different environments are factors that hinder the formation of character because they come from different environments and families which ultimately do not support the success of the implementation of building character, and lesson plans that do not give special points to building character so that they seem impressed. does not include characters explicitly.

Suggestion

Refer to research results and discussion on the application of building character in Learning Fiqh at the Musthafawiyah, the researchers provide the following suggestions:

1. For Islamic Boarding School

Islamic Boarding School should provide facilities and infrastructure for the Learning Fiqh process and also provide an appropriate time schedule for Fiqh subjects at the beginning of the lesson.

2. For Teachers

Teachers should pay more attention to learning planning related to character in the learning

process, teachers must also be able to master the class well and condition the class well so that the learning process runs effectively and efficiently.

3. For students

Students should be more active in the learning process and not play alone or disturb their friends during the learning process.

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