

Implementation of Muhadharah Program in PAI Learning in Instilling Student Self-Confidence

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ABSTRACT

This research aims to determine the presentation of the muhadharah program and the impact of implementing muhadharah in instilling students' self-confidence at Muhammadiyah 48 Medan Private Middle School. Self-confidence is one of the important things in an individual. This is because it is related to how they actualize the abilities, potential, talents and interests that they have since birth or that arise as a person develops in their life. This research uses qualitative research. This research is field research (*Field Research*). This research is included in the type of qualitative descriptive research, which means describing the situation using information that supports it. The data sources that will be used in this research consist of two types of data, namely primary data and secondary data. The techniques used are observation, interviews and documentation. The results of this research show that: (1) This program helps students to develop their potential and find out where their potential lies, whether they are competent in giving speeches, reading the Koran , protocols and recitations. (2) The significant differences that occur in students regarding their level of self-confidence through implementing the muhadarah program can be seen through changes in self-confidence starting from grade 7, 8 and 9.

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INTRODUCTION

Education plays a very important role in shaping character so that you have a confident personality (Febrianti, Eka, 2022) . Education is an activity that seeks to obtain knowledge that humans initially did not know and then become aware of (Syarnubi, 2023) . The main function of schools is as a medium for realizing education based on the goals of thought, faith and shari'ah in order to realize self-servity to Allah as well as an attitude of affirming Allah and developing all human talents or potential in accordance with human nature (Syarnubi, 2019) .

At this time many phenomena are occurring, some students currently do not like change. They just prefer to be in their comfort zone. Self-confidence can decrease because of this. While other people have achieved many new achievements, while some still have not moved towards change. Over time, self-confidence will disappear over time (Syarnubi, 2022).

Apart from that, in the era of globalization and the rapid development of information technology, students are often faced with various challenges and pressures that can reduce their self-confidence (Syarnubi, S&Fahiroh, 2024). They may feel incompetent, have low self-esteem, or be afraid of public speaking (Syarnubi, 2016). Therefore, it is important for the educational environment to create a conducive learning environment and provide effective strategies to increase students' self-confidence. Lauster (as cited in Amri, 2018) defines self-confidence as an attitude or belief in one's own abilities, resulting in less anxiety when acting, feeling free to follow one's desires and accepting

responsibility for one's actions, being courteous when interacting with others, having a drive for achievement, and being aware of one's own strengths and weaknesses. The process of interacting with one's surroundings and learning how to react to different external stimuli is how self-confidence is formed (Fauzi, M., Lestari, A.R.S., & Ali, 2023).

Self-confidence is one of the important things in an individual (Syarnubi, S, Mansir F., Purnom, M.E., Harto, K., & Hawi, 2021). This is because it is related to how they actualize the abilities, potential, talents and interests that they have since birth or that arise as a person develops in their life. It is not uncommon to find some students who have low self-confidence (Syarnubi, S, et al, 2023). It is known that there are some students who feel inferior, embarrassed, embarrassed and so on which can later become obstacles in the learning process at school.

According to Iswidharmajaya and Agung (2005), a person can confidently and steadily realize their potential if they possess a sufficient level of self-confidence. A person's ability to meaningfully contribute to their life process is greatly influenced by their level of self-confidence, since this will provide them with the drive to take action in their lives (Syarnubi et al., 2022). Mastuti and Aswi (2008) state that persons who lack confidence typically don't know how to educate themselves and instead wait for others to take action against them. The higher your self-confidence, the higher you want to achieve.

In the Minister of National Education Regulation Number 22 of 2006 which contains Content Standards for primary and secondary education units, the curriculum component consists of three components, namely: subjects, local content and self-development (Prihatin, 2014). Self-development activities are carried out outside of subject hours taught by teachers. This activity aims to develop and channel the potential of students. It is known that each student has different needs, potential, interests and talents (Syarnubi.S., Syarifuddin, A., & Sukirman, 2023).

Muhadharah activities cannot be separated from Islamic Religious Education material taught by teachers, especially research researchers, namely the subjects of aqidah, morals and the Qur'an . hadith . If it is related to the spiritual core competencies and social core competencies for all Islamic The social and spiritual core competencies of Religious Education subjects are similar in that they deal with the issue of effectively interacting with the social and natural environment and positioning oneself as a reflection of the nation in international relations (Syarnubi.S., 2024). The spiritual core competencies include living and practicing the teachings of the adhered to religion and the social core competencies include showing honest, disciplined, responsible, caring behavior (mutual cooperation), cooperation, tolerance, and peace (Syarnubi, 2020).

Muhadharah program is the activity of practicing lectures and public speaking activities or you could say in *public speak* . Islam is a missionary religion, therefore Islam must be spread to all mankind on this earth. In the muhadharah program , students are not only taught about ways, or methods of speeches or lectures (Samsul, 2003) . However, the main aim of implementing muhadharah activities is to build character, whether religious, independent, self-confident and responsible.

Students will receive instruction in public speaking techniques as part of the muhadharah curriculum, which aims to increase their self-confidence (Syarnubi, 2016) . For students to succeed in their studies, it is crucial that they have confidence. (Yanti, 2021) . Confident students will have higher motivation levels. Students who lack confidence in themselves, on the other hand, typically have low self-esteem, negative self-talk, and an inaccurate sense of their own potential (Andriani, 2019) . Students who are self-assured typically exhibit greater composure than those who lack confidence or doubt their abilities. They are not worried about their circumstances or issues (Syarnubi, 2019) .

Muhadharah has been the subject of several studies, such as in a previous scientific work written by Ana Istiqomah, in 2019 with the title "Implementation of Muhadharah in Increasing the Self-Confidence of Class III Students at MI Muhammadiyah Jeruk Pacitan". The results of this research state that muhadharah activities can increase self-confidence. Meanwhile, another research was written by Ariskha and Budi in 2024 with the title "Implementation of Muhadharah at the Al-Mizan Lamongan Islamic Boarding School ". Furthermore, Ali Jusri Pohan and Meilani Putri

Nasution's research will be carried out in 2022 with the title "Implementation of Muhadharah as an Effort to Increase Students' Self-Confidence at SMP Negeri 2 Panyabungan ". The difference between this research and the research that the researcher wants to do is that the research that the researcher will do next focuses on the advantages of the muhadharah program at the school level, namely in junior high schools which are not based on madrasas or Islamic boarding schools.

From the description above, the researcher hereby focuses on the problem, namely: Implementation of the Muhadharah Program in PAI Learning in Instilling Student Self-Confidence at Muhammadiyah 48 Medan Private Middle School. From the environment outlined above, the objectives of this research are: *First*, to find out how the presentation of the muhadharah program reflects students' self-confident attitudes. *Second*, to determine the impact of implementing the muhadharah program in instilling students' self-confidence.

METHOD

This research uses qualitative research. This research is field research (*Field Research*). This research is included in the type of qualitative descriptive research, which means describing the situation using information that supports it. By conducting direct investigations in the field, the author collected data to obtain information from sources regarding the pattern of implementation of *muhadharah* at Muhammadiyah 48 Medan Private Middle School. This research was carried out at Muhammadiyah 48 Medan Private Middle School, Jl. Tangguk Bongkar X, Gg. School No. 2, for the reason that this educational institution has unique activities, namely muhadharah activities. This research was carried out for 3 months from February 2024 to early June 2024.

The data sources that will be used in this research consist of two types of data, namely primary data and secondary data. Where the primary data source for this research comes from research informants, namely PAI teachers at Muhammadiyah 48 Medan Private Middle School. Meanwhile, what is meant by secondary data includes school principals and students, as well as documents relating to educational activities at the junior high school. Such as books, curriculum, learning designs used and so on. In terms of data collection, the techniques used are observation, interviews and documentation. Observation is used to observe directly and in depth the views and efforts of teachers in the process of educational modernization. Interviews to dig up deeper information related to observations that have been made. Documentation is carried out to analyze all documents related to research (Syarnubi, S., Efriani, A., Pranita, S., Zulhijra, Z., Anggara, B., Alimron, A., ... & Rohmadi, 2024).

Data analysis uses the Miles and Huberman technique. Where qualitative data analysis is divided into several stages, namely, data reduction, where at this stage the data is simplified according to needs so that it is easy to obtain information. Next is data presentation, which is done to display data that has been reduced into graphs, graphs and other forms. The last one is the conclusion or *conclusions*, namely information obtained from data that has been compiled and expressed which is then presented using certain techniques. Furthermore, to ensure the validity of the data that has been obtained, efforts are made using data triangulation techniques.

FINDINGS AND DISCUSSION

A. What is the teacher's ability to present muhadharah as a means of increasing students' self-confidence

In the Big Indonesian Dictionary, ability comes from the word capable, which means power (can, being able to do something). Then the word capable gets the prefix to and the suffix an, so that ability means ability, skill, strength. A facilitator is someone who helps students to learn and has the skills needed to achieve learning goals. States that as a facilitator, teachers prepare pedagogical, psychological and cognitive development facilities for their students (Tawulo, 2015). From the results of observations, interviews with PAI teachers that researchers conducted, it was found that PAI teachers played a role as facilitators in implementing muhadharah activities at Muhammadiyah 48 Medan Middle School, namely:

"In the context of muhadarah, apart from acting as a facilitator, I also act as a mediator or discussion director, not as a sole center of knowledge. What I usually do is: I need to listen carefully to students' arguments and opinions, and acknowledge and respect various points of view from students. I must be able to ask questions that trigger critical thinking and reflection, as well as help participants to explore further the topic at hand. I must be able to create an environment that supports, welcomes, and promotes the participation of all participants in muhadarah. This includes managing time, giving everyone a fair chance to speak, and ensuring that discussions stay focused on relevant topics. Once the muhadarah is complete, I need to reflect on the process with the participants, highlight what has been learned, demonstrate its effectiveness, and plan further relevant actions." (PAI Teacher, 2024)

Hadi Rumpoko is of the opinion that muhadharah can be interpreted as a speech, namely expressing thoughts in the form of words shown to a large number of people, or a discourse prepared to be spoken in public, with the aim that the listeners of the speech can know, understand, accept and are expected to read everything. something that has been conveyed to them (Rumpoko, 2012)

Based on the results of data analysis obtained from PAI teachers who said that:

"Muhadarah is carried out to train children in giving speeches, spread religious messages and train children's self-confidence, also to appear in front, even though what they say is only five minutes, but we have to cultivate students' self-confidence from now on, otherwise it won't be like that. and when else, because of this muhadarah, if you can do muhadarah you will definitely be able to become a confident MC (*Master Ceremony*) and be able to arrange the rules for each event that will be needed, right ?" (PAI Teacher, 2024)

The forms of muhadarah generally consist of various kinds of government speeches, agency speeches and speeches. A speech is a type of speech that can be delivered in writing or orally. Government speech is speech that comes from the government to the people. Agency speeches are those that provide information, explanation and education. And a speech is a type of speech to explain something in front of an audience.

"Because the forms of muhadarah activities carried out at this school are various (protocols), there are reading verses from the Koran, translations of the Koran, and kultum (speeches), so these forms of muhadarah have become a support for students to can appear confidently with the tasks that have been distributed to each student who will perform, because this school is religion-based, therefore the school forms this muhadarah structure in accordance with the divisions that Islam usually makes when opening, starting and closing an event for example Islamic studies." (Principal, 2024)

"The form of implementation that is carried out is only once. This can be at the beginning of the month or at the end of the month depending on conditions in the field, and some students have been given protocol assignments in two languages, namely Indonesian and Arabic or English. After that, one student was also directed for the extract of the recitation and one student for the essence. "Then the speech, the speech can be in Indonesian or English, then closed with guidance or direction from the teacher in turn." (PAI Teacher, 2024)

Muhadharah activity process at Muhammadiyah 48 Medan Private Middle School is carried out once a month on Saturday every 2nd week or 3rd week. One month before, the muhadharah activity supervisor has selected several students from the class who will have their turn to appear in the following month. The tasks that will be forgiven by students are Protocol, (Qori) and Digest, and finally a speech.

Islamic Religious Education subjects related to Muhadharah are learning Aqidah Akhlak and Al-Quran Hadith where these two subjects teach about beliefs, behavior, responsibility and being able to convey words in accordance with the hadith of the Prophet.

Based on research that researchers have conducted at Muhammadiyah Private Middle School 48 Medan regarding students' self-confidence which is formed through muhadarah

activities, it brings good development as said by PAI teachers and school principals through interviews conducted by researchers, namely:

The development is, when students who have been appointed to perform muhadarah then their interest in learning increases. For example, he has never come forward to give a speech after I appointed him to appear next month, so they will ask "sir, where is the speech material, so that I can memorize it and video it and send it to you to have it corrected." So these students are more active than students who are just silent. His enthusiasm also increases to fulfill the tasks given by the teacher" (PAI Teacher, 2024)

"And these children have self-confidence so that they are able to speak in public even though they are still in front of their friends, but this has made them brave so that there has been a change in themselves, which previously they did not dare and were still shy - "They are embarrassed and then they have the courage to come forward, especially since they are still middle school students who previously had no activities like this in elementary school, this is their opportunity to learn." (Principal) (Principal,2024)

Based on the results of the interview above, the researcher can conclude that the muhadarah activities carried out at Muhammadiyah 48 Medan Private Middle School are very capable in presenting muhadarah as a means of increasing students' self-confidence.

B. Is there a significant difference in the level of student self-confidence before and after implementing the muhadarah program in PAI learning?

The characteristics of students who are confident and those who are not yet confident are:

1. Students who are not confident

First, an insecure child may be reluctant or afraid to express his opinion, even if he actually has a good idea or valuable point of view. Second, children who lack self-confidence tend to feel guilty or blame themselves for mistakes or failures, even if they are not entirely responsible. Third, lack of self-confidence can make it difficult for children to build social relationships. They may feel awkward or afraid of not being accepted by their peers. Fourth, children who are not confident may tend to avoid situations that are considered difficult or challenging. Fifth, children who lack self-confidence may be reluctant to take initiative or responsibility in various activities. They may prefer to follow other people's directions without showing any initiative of their own. Sixth, forcing yourself to express yourself is often a sign that children are not confident. They may tend to keep to themselves and not talk much. Seventh, children who lack self-confidence feel that they may not be worthy of receiving praise. They can ignore or reject praise for various reasons. Eighth, low self-confidence is often related to high levels of anxiety. Children may become easily afraid or anxious when faced with certain situations.

2. Students who have self-confidence

Pupils that possess self-confidence are able to identify their own strengths and shortcomings, have a passion for success, behave politely in social situations, and take responsibility for what they accomplish. First of all, his willingness to attempt new things is a sign of a confident young person. Secondly, it is consistent with a growth mindset, which teaches kids that they may continue to grow and succeed in the future by attempting new things and learning from their failures. Third, kids that have a lot of self-confidence won't give up easy. There can be a delay, but he will keep trying until he achieves the desired results. Fourth, there is no denying that children aspire to do something. Your youngster may have great self-confidence if he shows a strong will, drive, and fortitude to accomplish this goal. Fifth, self-assured kids will think well of themselves. Sixth, accepting advice and criticism from others is equivalent. He won't doubt himself; instead, he will take advice and critiques into consideration as a way to get better. Seventh, when kids are in unfamiliar surroundings or social settings, they usually feel uncomfortable. However, it might be assumed that a child has strong self-confidence if he appears fearless and strikes up discussions or interactions with new acquaintances with ease.

There are also visible differences from interviews conducted by researchers with PAI teachers and school principals, namely:

"Yes, these children have self-confidence, they can speak in public even though they are still in front of their friends, but this has made them brave so that changes can be seen in them, where before they were not brave and were still shy, they have become it dares to come forward. "Everything is done slowly so that they don't panic and ultimately make them not want to go forward anymore." (Principal, 2024)

"From what I've seen, those who have performed like they're in 7th grade are in different classes, then you can't say they're too brave, because they're still new. If in grade 8 they are starting to be active, meaning they are chosen and they don't refuse like they were in grade 7, if they are in grade 9 they themselves ask. So when it's the 9th grader's turn, their culture always asks for it themselves, but in the 8th grade they don't refuse but have to be directed. Meanwhile, class 7 is still shy about coming forward. Because they already felt it in grade 7, and have felt it for 2 years. so they are used to it, so when there is no activity they will confirm why there is no activity. For example, with the question, sir, there are no muhadharah activities this month, right? Or next month, which class will it be your turn to appear? So from there his enthusiasm was visible." (PAI Teacher, 2024)

Based on the results of the interviews that the researcher has described above, we can see a significant difference from when initially the students were still shy about coming forward, either when appointed by their teacher or when they asked to volunteer themselves, they didn't dare because they were still afraid and do not yet have full self-confidence in themselves. Meanwhile, when they were in grade 8, they started to be brave, because what was initially shy to afraid finally resisted because they were constantly being directed by the teacher, and because they had also participated in grade 7, which made it an experience for them. Then in grade 9, because they had had this experience for 2 years, it made them have full self-confidence, even though that self-confidence was still only in the school environment, but they had the courage to volunteer themselves to take part in the muhadharah activity.

CONCLUSION

Based on the problem formulation, researchers can conclude that implementing muhadharah can help students increase their self-confidence, then teachers are able to present muhadharah activities, which can be a means of increasing students' self-confidence. Islamic Religious Education subjects are clearly the basis for the muhadharah program and instilling students' self-confidence. It can be seen from the students' courage to make speeches, become protocols and participate in competitions that the school participates in. So there is indeed a visible improvement in the students of Muhammadiyah 48 Medan Private Middle School.

Then in the second problem formulation there are differences that can be seen from the results of the discussion, namely, in grade 7 where students are still shy and afraid, then in grade 8 they start to be brave even though they have to be told, and in grade 9 they have the courage to volunteer on their own without being asked or ordered by their teacher. Therefore, this muhadharah program really helps build and develop the self-confidence of students at Muhammadiyah 48 Medan Private Middle School, with this activity students have a place to train their self-confidence so that they have courage and a confident mentality. This activity is able to encourage students to be skilled and able to speak in front of an audience (many people).

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