

Nature Lovers Activities in Shaping Religious Character and Social Responsibility of Students

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Abstract

Religious and disciplinary characters are character values that need to be developed in students to foster behavior according to Islamic teachings based on the Qur'an and Hadith. The number of students who act is not in accordance with Islamic values. So religious and disciplined character education needs to be implemented and realized. One important factor in fostering the religious and disciplined character of students is the habituation of dhuha time. This study aims to determine the extent of the effect of video-based morning habituation in the formation of religious and disciplinary characters of students. This research is a research and development research and development in which this research method is used to produce products and test the effectiveness of these products. In this study, the authors chose the research subjects, namely the XI grade students of Al-Husainy IT High School. Data collection techniques were carried out using observation, interviews, documentation as well as questionnaires while analyzing data using data reduction, data presentation, conclusion drawing and also questionnaire data analysis. The results showed that the development design of the audiovisual media-based dhuha time habituation program was feasible and effective in improving the religious and disciplinary character of students. The dhuha time habituation activities that are routinely carried out are dhuha prayers, reading the Koran which are then developed with video shows containing motivation in carrying out dhuha time habituation.

Keywords: audio visual, habituation, religious character

1 INTRODUCTION

Good morals are one example of the application of religious character (Fajarianti et al., 2023), parents are the most important example, namely being a good figure and providing protection for their children. So that children feel loved, protected, considered valuable and given support by their parents. However, if the child does not feel comfortable, the child will refuse and not listen to what is said and even ignore others. This religious character value can be done by maintaining a relationship with Allah SWT, namely carrying out His commands and staying away from His prohibitions. For example, reading the Koran, teaching about how to pray and other worship activities. In addition, how to live hand in hand with the social environment. (Zahroh; 2020) Forming positive morals really needs to be taught to children. One of them has a disciplined attitude. Discipline is the key to success and success in the future. Discipline means training, organizing, and educating. That is why discipline is needed to teach order in life. If humans live in an organized manner, they will easily achieve success.

One of the methods in education is habituation. Habituation contains experiences that are practiced repeatedly. Habituation in education should start at an early age. If at an early age it has been formed, then changing it will be very difficult. (Shoimah, et al.; 2018) Based on the author's observations relating to the development of an audiovisual media-based dhuha time habituation program in improving the religious and disciplinary character of students, the author focuses this research on class XI students at Al-Husainy IT High School. Because Al-Husainy IT High School is a boarding school-based educational institution where there are a lot of religious activities carried out every day, especially at school there is morning habituation and the role of the teacher is very influential in shaping the religious and disciplinary character of students because every day the teacher is used as a role model for these students.

In addition, the school holds dhuha prayer activities in congregation and Al-Qur'an reading activities. The situation in instilling religious and disciplinary characters at Al-Husainy IT High School has been maximized, but the reality that occurs students have not really implemented the expected character values, especially in morning habituation activities. Habituation can be defined as the process of making something or someone familiar. In relation to teaching methods in Islamic education, it can be said that habituation is a way that can be done to familiarize students to think, behave and act in accordance with the guidance of Islamic teachings. (Arief; 2003) Students carry out habituation because of orders, not because of awareness from themselves. So that if there is no direction to carry out habituation, then they do not take the initiative to carry out habituation independently, moreover they feel that the supervision of the teacher is not optimal because only the teacher who teaches in the first hour accompanies them to do habituation. In addition, teachers also tend to instruct them through advice alone while students prefer when they are given examples rather than just being advised.

Habituation is considered very effective if it is applied to young learners. Because they have strong memory records and immature personality conditions, so they are easily dissolved with the habits they do everyday. Therefore, as the beginning of the educational process, habituation is an effective way of instilling moral values into the child's soul. The values embedded in him will then be manifested in his life as he begins to step into adolescence and adulthood. According to Sa'dun Akbar, habituation or routine activities are daily activities that are carried out continuously with routine or certainty. In habituation activities, activities are not always planned in the form of a daily activity plan or weekly activity plan, but these activities still exist and are taken into consideration as programmed activities progress. Meanwhile, Ahmad Tafsir says the essence of habituation is repetition. The memorization of short letters in schools can be interpreted as an effort to familiarize value education (Ahmad; 2010).

Gutrhinw defines there are three methods for changing habits, namely threshold, fatigue, and incompatible response. Habituation is something that is deliberately done repeatedly so that something can become a habit. Habituation actually contains experience, what is habituated is something that is practiced. (Dale; 2012) Habituation will generate internalization of values quickly, because value is a quality determination of objects that concern a type of aspiration or interest. (Mulyasa; 2012) Internalization is an effort to live and explore values, so that they are embedded in every human being. Because character education is oriented towards good habits. The habituation method in learning Islamic religious education at school is also a very good first opportunity to foster children's personalities after parents or in other words to improve children's personalities that have already been damaged by education in the family.(Zakiah Darajat; 2014).

Habit (habit) is the same response to the same stimulus and tends to be repeated. (Fathurohman; 2017) Habituation is something that is deliberately done repeatedly so that something can become a habit. The habituation method essentially emphasizes experience and repetition. Habituation places humans as something special, which can save strength, because it will become an inherent and spontaneous habit. To implement this habituation, audiovisual media is needed.

Audiovisual or video is an electronic media that is able to combine audio and visual technology together to produce a dynamic and interesting show. Video can be packaged in the form of Video Compact Disc (VCD) and Digital Versatile Disc (DVD) so that it is easy to carry everywhere, easy to use, can reach a wide audience and is interesting to watch. Audiovisual media have functions as learning media, namely attentional functions, affective functions, cognitive functions and compensatory functions (Arsyad 2003). The attentional function is that video media can attract attention and direct the audience's concentration on video material. The affective function is that video media can arouse the emotions and attitudes of the audience. Cognitive functions can accelerate the achievement of learning objectives to understand and remember messages or information contained in images or symbols. While the compensatory function is to provide context to audiences whose abilities are weak in organizing and recalling information that has been obtained. The selection of video as a medium for disseminating innovations in addition to being able to combine visuals with audio can also be packaged in various forms, for example combining face-to-face communication with group communication, using text, audio and music. According to Sudjana and Rivai (1992) the benefits of video media are: (1) can foster motivation; (2) the meaning of the message will become clearer so that it can be understood by students and allows for mastery and achievement of delivery objectives.

Learning videos that are intended to make it easier for students to understand the subject matter are not always in accordance with the needs and desires of students. In some systems, learning videos are only used as supplementary material to handouts, not professionally prepared to present the material as a whole (Hauff and Laaser, 1996). Video media has changed the way we consume content, learn, communicate and interact with the world as a whole. With technological advancements, platform developments, and increased internet accessibility, video media will continue to evolve and take on an ever-greater role in modern culture. If a person is used to doing an activity, it can be done unconsciously. Therefore, according to experts, this method is very effective in fostering children's character and personality. (Gunawan; 2014)

Character education is a process of transforming life values to be developed in one's personality so that it becomes one in life behavior (Gaffar in Kesuma et al, 2012: 5). In relation to social life, it is very necessary to have a communicative character in order to get along with the community. Elfindri (2007:100) states that communicative character shows a person's ability to convey their ideas or thoughts to others. This character is an important asset in social life. Communicative people are usually not only able to convey but also able to listen to what is conveyed by others and then respond in the right way. Communicative people can usually be easily accepted in their environment.

Character education does not only discuss knowledge to students, but character education is also a process of implementing positive values to students to strengthen the implementation of character education. Discussing the values of character education in accordance with PERDIKNAS, there are 18 character education values, including; 1. Religion, 2. Honest, 3. Tolerance, 4. Discipline, 5. Hard work, 6. Creative, 7. Independent, 8. Democracy, 9. Curiosity, 10. Spirit of Nationality, 11. Love for the Country, 12. Appreciate Achievement, 13. Friendly or Communicative, 14. Love Peace, 15. Love to Read, 16. Care for the Environment, 17. Social Care, 18. Responsibility (Ministry of Education; 2009). The character referred to in this case is religious character. Religion as one of the values in character education is described by the Ministry of National Education, as attitudes and behaviors that are obedient in carrying out the teachings of the religion that is adhered to, tolerance for the implementation of the teachings of the religion that is adhered to, tolerance for the worship of other religions, and living in harmony with followers of other religions. Furthermore, Ngainun Naim revealed that religious value is the appreciation and implementation of religious teachings in everyday life.(Rizal; 2020).

Religious (Islamic) character is a trait inherent in a person or object that shows identity, characteristics, compliance or Islamic messages. The Islamic character inherent in a person will influence the people around him to behave Islamically as well. There are three religious criteria (Sulaeman; 2009), namely; 1) self-involvement with the absolute; 2) conscious attribution of behavior to the value system sourced from the absolute; and 3) surrendering oneself, life and death, to the absolute. Therefore, the implementation of religious education which is realized in building a religious culture at various levels of education, should be implemented. Because the embedding of religious cultural values in students will strengthen faith and the application of Islamic values can be created from the environment at school. For this reason, building a religious culture is very important and will indirectly affect the attitudes, characteristics and actions of students (Saeful; 2010). The action in question is in the form of discipline.

Personal discipline according to Wardiman Djojonegoro as a manifestation of discipline that is born from an attitude of obedience and obedience to the rules that govern individual behavior. Group discipline as a manifestation of discipline born from an attitude of obedience and obedience to the rules of law and norms that apply to a group or field of human life. National discipline is a form of discipline from the obedient and obedient attitude shown by citizens towards the rules of values that apply nationally.(Wardiman; 2006)

Discipline according to Sutopo Yuwono (2019) is a mental attitude carried out by a person or group who always follows or complies with established decisions and policies. From this explanation, discipline is formed from habits through a psychological attitude towards a person who requires obeying or obeying the applicable rules. On this basis, the author chose Al-Husainy IT High School as the object of research where the school has a vision of "Achieving, Believing, Pious, Educated, Cultured and Skilled and Superior in Institutions based on Faith and Taqwa". This vision shows that SMA IT Al-Husainy also cares about moral growth, fostering the professionalism of students who excel and have good character. To overcome these problems, the development of habituation of dhuha time based on audiovisual media aims to foster motivation or encouragement of students in increasing awareness of the importance of starting good and positive morning habits in order to live the day well and improve the religious character and discipline of students.

2 RESEARCH METHODS

This research model uses a procedural research and development model. The procedural development model is a descriptive model using steps that must be followed in order to produce a product. In terms, research and development or Research and Development is a process in developing a new product or improving existing products, which can be accounted for. (Sukmadinata; 2013) Borg & Gall stated that "research and development is a powerful strategy for improving practice. It is a process used to develop and validate educational products." (Arifin; 2012) The product not only includes hardware such as modules, textbooks, videos and learning films or similar hardware, but also software such as curriculum, evaluation, learning models, procedures and learning processes and others. So it can be concluded that research and development is a type of research that produces products in the form of software such as computer programs and hardware such as books and modules, which will later be tested in the field to improve a system to make it better. According to SR Pudjiastuti et al (2023), the R&D research method is a research method used to produce certain products, and test the effectiveness of these products. The data to be collected in this study are data that are in accordance with the focus of the research, namely data on religious and disciplinary characters in class XI students at Al-Husainy IT High School. There are two types of data collected, namely primary data and secondary data. Primary data is data obtained directly from the source, such as from informants or observed events, and the like. Meanwhile, secondary data is data obtained from information processed by other parties, such as all kinds of documents.

Data analysis is a series of activities of reviewing, grouping, systematizing, interpreting and verifying data, from records of observations, interviews and so on to provide researchers with an understanding of the video-based morning habituation program, religious character and disciplinary character of students at Al-Husainy IT High School. Therefore, data analysis in this study for variable Y, namely morning habituation and variable X1, namely religious character, can ultimately provide valid data.

3 RESULT AND DISCUSSION

3.1. Data Description of Research Results

3.1.1. *Development Design of Dhuha Time Habituation Program in Improving the Religious and Disciplinary Character of Students*

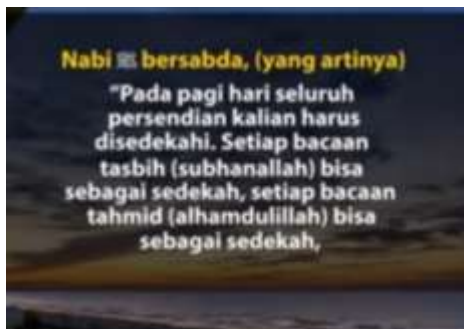
Initial research aims to identify the condition of morning habituation, especially in class XI SMA IT Al-Husainy Serpong South Tangerang, and data collection related to the aspects needed in the development of a video-based morning habituation program in improving the religious and disciplinary character of students. The results of initial research through observation, then interviews with PAI teachers, homeroom teachers and grade XI students. The results of preliminary research found that the dhuha time habituation program carried out at Al-Husainy IT High School is dhuha prayer and reading the Koran and tausyiah on Friday. The habituation program is carried out at 07.15 to 07.30 before the Teaching and Learning Activities begin. As for the dhuha prayer activities and the reading of the Koran, it is carried out in the musholla or qoah because the average student lives in a dormitory or mukim so that they all worship activities or other activities are carried out in the qoah. For morning habituation supervised by one teacher, the teacher is a teacher who teaches

at the first hour so that it is often found that students are late in participating in activities or even do not follow the habituation of dhuha time.

Interviews with grade XI students include regarding the dhuha time habituation program. Students admit that they are still not motivated when they want to take part in morning habituation for several reasons, including: (1) still sleepy, (2) lack of supervision from the teacher, (3) the small distance between entry time and habituation so that they do not have time to have breakfast, (4) there is no encouragement or awareness from themselves in carrying out morning habituation. Because most of them are students who live in the dormitory, they are not allowed to bring gadgets and the activities in the dormitory are very busy, starting from waking up at 03.00 in the morning for tahajud prayer, followed by reading the quran until dawn and after the morning prayer they have morning taklim activities until 07.00, school finishes at 12.00 and continued with dhuhur and rohah prayers until 13. 30, then lunch and rest until 15.00 and continued with asr prayer and taklim until 17.00 then picket the dormitory, get ready for maghrib prayer until 18.00 with continued maghrib prayer, recitation and isha prayer until 21.00. at 21.00 until 22.00 murojaah then if after 22.00 it is prohibited to do any activity and must sleep.

Based on the results of the author's observations, it is known that the dhuha time habituation program at Al-Husainy IT High School is good, it's just that some students don't have the drive or motivation to join the habituation program for several reasons they give. Based on the results of the needs analysis, the authors can conclude that it is necessary to develop an audiovisual media-based dhuha time habituation program because with the background of students who have never seen spectacles while in the dormitory, they are not allowed to read novels, they will definitely be very enthusiastic when they see video shows or spectacles because they rarely see videos in their daily lives, especially in today's digital era, students will definitely be more interested when asked to watch motivational videos than just listening to motivation from their teachers through the lecture method.

The audiovisual media-based dhuha time habituation program especially for class XI refers to the habits that have been established at Al-Husainy IT High School, suggestions and directions from media experts, material experts, Islamic Religious Education subject teachers and students. The planning activities of the audiovisual media-based dhuha time habituation program in improving the religious and disciplinary character of students include the following: (1) Planning the design and concept of an audiovisual media-based dhuha time habituation program as one of the media that can motivate students to carry out morning habituation activities. The expected result is that the audiovisual media-based dhuha time habituation program can continue to be carried out as a form of morning habituation in addition to dhuha prayer, reading the Koran and tausyiah once a week. This audiovisual media-based dhuha time habituation product can be shown in each class using an LCD projector with teacher guidance. In addition to video viewing, a product was also developed in the form of a module containing a dhuha prayer activity plan so that students know the virtues of dhuha prayer and can carry out dhuha prayer and habituation of dhuha time on awareness not just on the basis of orders. (2) The content plan of the video media-based dhuha time habituation program is based on the needs of students. So far, students are less motivated if only through advice or orders from the teacher. However, students are more motivated when they see video shows because in addition to video shows are more interesting to them. The video content plan is in the form of verses that can remind about dhuha prayer. Learners can also read modules that have been provided by researchers. The following is an example of an initial product image:



Tidak ada keterangan dari Rasulullah mengenai surat tertentu yang harus dibaca ketika shalat Dhuha. Kita dipersilakan membaca surat apa pun sesuai dengan kemampuan dan keinginan kita. Kita pun diperkenankan untuk membaca surat Asy-Syams, Adh-Dhuha, atau surat-surat lain yang menjadi favorit atau pilihan. Allah berfirman, "...Bacalah apa yang mudah (bagimu) dari Al-Qur'an..." (Q.S. Al-Muzzammil: 20)

Figure 1 Display of Video-Based Morning Habituation Program and Dhuha Prayer Activity Plan Module

The specification of the final product is an audiovisual media-based dhuha time habituation program. The audiovisual media was developed in the form of video shows about the value of life, for example videos about inspirational stories, which can remind students' gratitude in the importance of living life in accordance with religious teachings, especially Islam so that it can improve the religious and disciplined character of students. The module also contains postulates or commands regarding dhuha prayer. The following is a display of modules and videos in improving the religious and disciplinary character of students.



Dalil Al-Quran yang mewajibkan shalat antara lain:

وَأَقِمْوُ الصَّلَاةَ وَآتُوا الزَّكَاةَ وَارْكَعُوا مَعَ الرَّاكِعِينَ
(البقرة 43)

Wa aqimush shalaata wa aatuz zakaata warka'uu ma'ar raaki'iin.

"Dan dirikanlah shalat, dan keluarkanlah zakat, dan tunduklah rukuk bersama orang-orang yang rukuk." (QS. Al-Baqarah: 43).

Figure 2 Final Display of Dhuha Time Habituation Program Based on Audiovisual Media and Dhuha Prayer Activity Plan Module

3.2. Feasibility of the Audiovisual Media-Based Dhuha Time Habituation Program in Improving the Religious and Disciplinary Character of Students

(1) Verification results (recommendations) of experts into product 1: The results of expert verification or recommendations are a stage to find out that the audiovisual media-based dhuha time habituation program is feasible for students to use in the morning habituation process, the stage carried out is the product development stage aimed at producing habituation videos that can encourage students to carry out dhuha time

habituation with enthusiasm. (2) Material Expert Verification: Material expert verification was carried out by 1 teacher who taught Islamic Religious Education subjects from Al-Husainy Integrated Islamic High School. The teacher chosen as a verifier has met the criteria as a material expert validator. The criteria that must exist in a material verification is a PAI subject teacher because in the subject there are 4 competencies that are not possessed by other subjects, including spiritual, social, knowledge and skills competencies, the teacher also understands the criteria for students who are used as research subjects. The following are the results and summary of the input provided by the material expert and the verification or improvement steps taken.

Table 1 Suggestions from Material Experts and Improvements

No	Suggestions and Improvements	Corrective Steps
1.	The values of the video shown are general so that they do not yet refer to increasing students to carry out morning activities in the form of dhuha prayer and reading the Koran.	Showing a video containing commands and benefits of doing morning habituation positively, especially to start with dhuha prayer and reading the Koran.
2.	The material from the module or activity plan for the content is quite good, but if you can also make a powerpoint version so that in addition to being able to be displayed it is also more effective when distributed to students.	Researchers create an activity plan in the form of a power point

The results of the feasibility study of the audiovisual media-based dhuha time habituation program from the view of the material expert which later became product one with the results of the material expert validation showed a total score of 86.

(3) Media Expert Verification: Media expert verification is carried out by an operator and Informatics Engineering teacher at school. Media experts provide suggestions and input regarding the media from the appearance and convenience. The following are suggestions or input from media experts and improvement steps taken.

Table 2 Suggestions from Media Experts and Improvements

No	Suggestions and Feedback	Corrective Steps
1.	The video shown is less interesting and tends to be monotonous because it is only in the form of sound and writing.	Display videos in the form of interesting images, sounds and texts

After improvements in accordance with suggestions and input from media experts. Furthermore, media experts validate the feasibility of media. The results of media feasibility in the development of an audiovisual media-based dhuha time habituation program from the views of media experts which subsequently became product 1 with the category "sufficient".

(4) Results of Product Trial 1 at Al-Husainy IT High School as many as 2 classes, class X and XI: The trial was conducted to determine the feasibility of the audiovisual media-based dhuha time habituation program based on the responses and responses of PAI teachers, Informatics teachers and 11th grade students of IT Al-Husainy High School. The trial was carried out with the number of respondents as many as one PAI teacher, Informatics teacher and 63 students. The trial was carried out by displaying impressions in the learning process in class. The trial assessment includes aspects of media, material and learning. Data collection was carried out by means of observation when displaying impressions in learning and interviews after using the media. a) Observation Results. The results of the feasibility test of the audiovisual media-based dhuha time habituation program in improving the religious and disciplinary character of students (61 students and 2 teachers). Based on the criteria in the feasibility table, the total score is included in the "feasible" category. b) Teacher Interview Results Through interviews with teachers, researchers obtained information about teacher responses to the audiovisual media-based dhuha time habituation program developed. The results of interviews with teachers can be summarized as follows. (1) The display of images and videos is clear, but the sound needs to be assisted with other tools. For example, speakers so that the sound is more clearly heard. (2) The audiovisual media-based dhuha time habituation program developed can increase the gratitude of students. So that the religious character and discipline of students also increase in carrying out habituation of dhuha time (3) The audiovisual media-based dhuha time habituation program creates a pleasant atmosphere, so that students are more interested and self-awareness to carry out dhuha time habituation grows by itself without having to be firmly ordered by the teacher. (4) The audiovisual media-based dhuha time habituation program fosters good habits in the lives of students not only at school. (5) Modules containing dhuha prayer activity plans, the virtues of reading the Koran can increase knowledge and motivate students to carry out dhuha time habituation. c) Interview Results with Learners. Through interviews with students, researchers obtained information about students' responses to the audiovisual media-based dhuha time habituation program developed. The results of interviews with students can be summarized as follows. (1) The display of images and videos in the learning media is clear, but the sound needs to be assisted with other tools. For example, speakers so that the sound is more clearly heard. (2) The audiovisual media-based dhuha time habituation program developed can increase the gratitude of students. So that the religious character and discipline of students also increase in carrying out the habituation of dhuha time. (3) The audiovisual media-based dhuha time habituation program creates a pleasant atmosphere, so that students are more interested and self-awareness to carry out dhuha time habituation grows by itself without having to be firmly ordered by the teacher. (4) The audiovisual media-based dhuha time habituation program fosters good habits in the lives of students not only at school. (5) The audiovisual media-based dhuha time habituation program adds to students' belief in the existence of God Almighty. (6) The audiovisual media-based dhuha time habituation program motivates students to maintain the frequency of worship. (7) The audiovisual media-based dhuha time

habituation program affects the level of students' obedience to God's commands, especially in performing dhuha prayers and reading the Quran. (8) The audiovisual media-based dhuha time habituation program can change students' views on the meaning of life.

(5) Revised Product 1 into Product 2: The first revision was carried out referring to the suggestions, comments and results of the validation of material experts and media experts. The revisions made in this first revision are. (a) Material expert suggestions: Input and suggestions obtained from material experts are then used to revise or improve the audiovisual media-based dhuha time habituation program to suit the material and then consulted again to the material expert verifier to get an assessment of the feasibility of approval for research. Revisions were made at the level of the students under study as shown in Figure 3.



Before Revision



After Revision

Figure 3 Video footage before and after revision

A. Pengertian Shalat

Menurut bahasa, shalat adalah doa. Menurut istilah syara', shalat ialah ibadah kepada Allah dalam bentuk perkataan dan perbuatan yang dimulai dengan takbir dan diakhiri dengan salam yang dilakukan menurut syarat-syarat yang telah ditentukan oleh syara'.

Before Revision

Shalat Dhuha hukumnya sunah muakkad. Oleh karena itu, siapa yang ingin memperoleh pahala dan keutamaannya silakan mengerjakan dan tidaklah berdosa apabila meninggalkannya. Namun, Rasulullah SAW senantiasa mengerjakan shalat Dhuha. Seperti yang tergambar oleh hadits berikut:

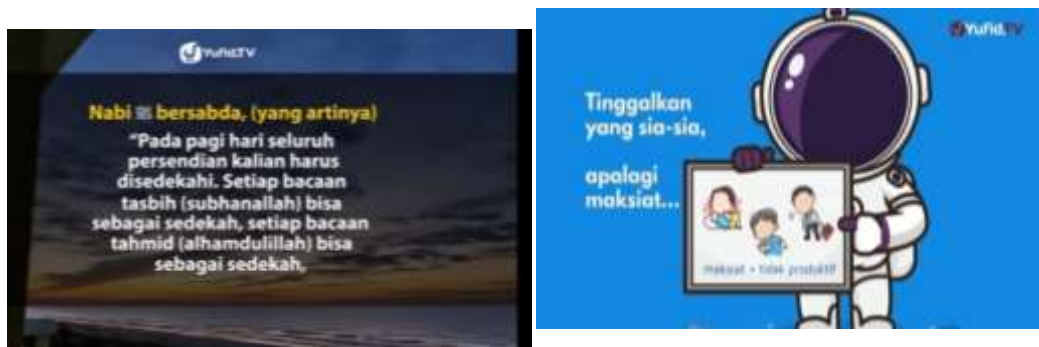
عَنْ أَبِي سَعِيدٍ الْخُدْرِيِّ قَالَ: كَانَ نَبِيُّ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ يُصَلِّي الضُّحَى حَتَّى يَقُولَ لَا يَدْعُ وَيَدْعُهَا حَتَّى يَقُولَ لَا يُصَلِّي.

"Dari Abu Sa'id al Khudri ia berkata, 'Nabi SAW selalu shalat Dhuha sampai-sampai kami mengira bahwa beliau tidak pernah meninggalkannya, tetapi jika meninggalkannya

After Revision

Figure 4 Module content before and after revision

(b) Media expert suggestions: Input and suggestions obtained from media experts are then used to revise or improve the video-based morning habituation program to suit the display needs so that it is not monotonous and then consulted again to the media expert verifier to get an assessment of the feasibility of approval for research. Revisions were made at the level of the students under study as shown in Figure 5.



Before Revision

After Revision

Figure 5 video display before and after revision

(6) Results of Product Trial 2 at Al-Husainy IT High School: Advanced trials or trials for product 2 were conducted to determine the feasibility of the audiovisual media-based dhuha time habituation program. Based on the responses and responses of PAI teachers, Informatics teachers and grade 11 students. The trial was conducted at Al-Husainy Integrated Islamic High School with a total of 2 teachers and 63 students as respondents. The trial was conducted by showing the video in the process of habituation of dhuha time in class. The trial assessment includes aspects of media, material and learning. Data collection was carried out by means of observation during video viewing in learning and interviews after video viewing. (a) Interview Results with Teachers. In line with the results of observations that show the feasibility of video-based morning habituation programs reaching a score of 86 with a very feasible category. Then the results of interviews with teachers also have no significant responses. In a sense, the video-based morning habituation program has been categorized as very feasible to be aired. (b) Student interviews. In line with the results of interviews with teachers, interviews with students get results that explain that the video-based morning habituation program is feasible to use and very effective when shown during morning habituation. After revising product 1 and then becoming product 2 and being tested, the results in the product revision stage 2 have no significant revisions. In other words, the video-based morning habituation program is very feasible to be shown during morning habituation.

3.3. The Effectiveness of the Audiovisual Media-Based Dhuha Time Habituation Program in Improving the Religious and Disciplinary Character of Students

Dari hasil wawancara dengan guru Pendidikan Agama Islam, wali kelas XI dan peserta didik kelas XI SMA IT Al-Husainy menyatakan bahwa adanya perubahan sikap. From the results of interviews with Islamic Religious Education teachers, grade XI guardians and grade XI students of SMA IT Al-Husainy stated that there was a change in the attitude of students before watching videos and reading modules and after watching motivational video shows and reading modules. Where after watching video shows and reading the dhuha prayer activity plan module, students increasingly realize the many benefits of doing morning habituation to start the day and are more sincere in doing morning habituation without having to be ordered and supervised by the teacher concerned. That is, there is a significant increase in religious character in class XI students before and after seeing video shows and reading the module on the virtues of praying dhuha.

Normality testing is used to determine whether the data is normally distributed or not, then testing the analysis requirements using the normality test and validity test.

(1) Normality of variable (X2) discipline: The normality test of the variable data (x2) was carried out with the chi squared test. The calculation of the normality test of the variable (x2) can be seen in the following table.

Table 3 Discipline Normality Test

Mean ($\bar{x}$)	82,1
Standard Deviation	19,20
Dk = n -1	62
Alfa	0,05
C _{2hitung}	43,29
C _{2tabel}	82,57
NORMAL	

The results of the calculation of the chi squared normality test were declared normally distributed because $C_{2count} 43.29 < C_{2table} 82.587$.

(2) Normality of variable (Y) habituation of dhuha time: The calculation of the normality test of the morning habituation variable (y) is the same as the normality test of the discipline variable (x2), which is normally distributed with a calculated value of $C_{2count} 45.91 < C_{2table} 82.587$. Can be seen in the following table:

Table 4 Normality Test of Dhuha Time Habituation

Mean ($\bar{x}$)	80,6
Standard Deviation	20,81
Dk = n -1	62
Alfa	0,05
C _{2hitung}	45,91
C _{2tabel}	82,57
NORMAL	

The table above shows a variable that uses the method. In this table, the variables used are discipline as the independent variable and morning habituation as the dependent variable using the enter method.

From the Anova table 5, it shows a significance of $0.000 < 0.05$, so the regression model can be used H_0 linear patterned regression. Thus it can be said that there is an influence of variable X2 (Discipline) on variable y (Dhuha Time Habituation at Al Husainy IT High School). The calculation of the lineartas test can be seen in the attachment.

Table 5
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5828,877	1	5828,877	160,066	0,000 ^b
	Residual	2221,346	61	36,416		
	Total	8050,222	62			

a. Dependent Variable: Dhuha Time Habituation

a. Predictors: (Constant), Discipline

(b) Regression Direction Test: Regression Direction Test (Positive or negative), after the two variables are tested for regression linearity, the regression direction hypothesis test is carried out, positive or negative. The regression direction test uses the $Y = a + bx$ test. The results of the regression direction test can be done on a graph. The following below is a table and graph of the hypothesis direction test.

Table 6

Coefficients^a

Unstandardized Coefficients		Standardized Coefficients	T	Sig
B	Std. Error	Beta		
3,458	6,185		0,559	0,578
0,929	0,073	0,851	12,652	0,000

a. Dependent Variable: Dhuha Time Habituation

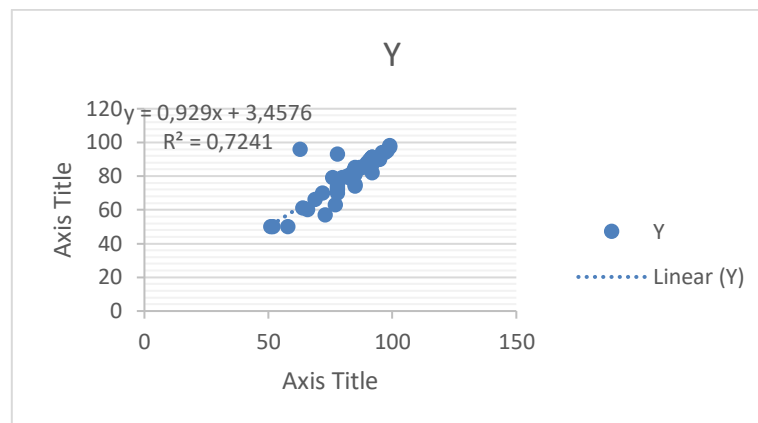


Figure 6 Regression Direction Test Graph

Based on the table above, it is evident that $Y = 3458 + 0.929$, the result is unidirectional positive, meaning that the habituation of dhuha time will be good if the discipline of students goes well and vice versa if the discipline of students does not go well, the habituation of dhuha time does not go well.

(c) Correlation Coefficient Test: From the calculation of the correlation coefficient test, R is 0.85, which means that there is a strong relationship between the influence of discipline on the habituation of dhuha time at SMA IT AL Husainy of 0.85.

Table 7

Model Summary

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0,851 ^a	0,724	0,720		6,03453

b. Predictors: (Constant), Kedisiplinan

(d) Hypothesis Analysis Test: Furthermore, to find out whether discipline has an influence on the habituation of dhuha time, it is necessary to do the t test. From the analysis of the above calculations, it is obtained that $t_{count} 12.58 > t_{table} 1.669$, so the H_0 hypothesis is rejected and H_a is accepted, meaning that there is an influence of discipline on the habituation of dhuha time at SMA IT Al Husainy. From the calculation of the coefficient of determination and the model summary table, it shows that discipline contributes 72.4% to the habituation of dhuha time, the remaining 27.6% is influenced by other factors.

3.4 Discussion

Referring to the results of design development accompanied by verification of media experts and material experts, as well as with product trials 1 and 2 followed by calculations and analysis of research data. It can be seen that there is a design that is formed, feasibility and significant effectiveness of the development of an audiovisual media-based dhuha time habituation program in improving the religious and disciplinary character of 11th grade students of Al-husainy Integrated Islamic High School related to this, then the following will be discussed (1) Development Design of an Audiovisual Media-Based Dhuha Time

Habituation Program in Improving the Religious and Disciplinary Character of Students: As a result of the verification of media experts and material experts as well as product trials 1 and 2, the design of the dhuha time habituation development program developed in the form of motivational videos shown through an LCD Projector and assisted by loudspeakers. The video screening is included in the dhuha time habituation activities, namely literacy activities. The difference with previous research Thesis research conducted by Muhammad Abdurrahman Saeroji with the title "Implementation of Religious Character Through Religious Activities at Muhammadiyah 5 Secondary School, Kerjo District, Karanganyer Regency 2017/2018 Academic Year is product development, where the research does not produce products and the similarity is in the selected variable, namely religious character.

The results of this study are an activity plan or module consisting of a cover, understanding dhuha prayer, dhuha prayer orders, benefits or virtues of dhuha prayer, dhuha prayer time, ablution procedures, procedures for implementing dhuha prayer, prayer after dhuha prayer and the virtues of reading the Koran. In addition to the form of modules, power points are also made. Modules are made to complement product development, not only through video shows but also reading. With the design of the development of an audiovisual media-based dhuha time habituation program based on the results of media expert verification and modules or dhuha prayer activity plans from verification and trials 1 and 2, the audiovisual media-based dhuha time habituation program can improve the religious and disciplined character of class XI students of SMA IT Al-Husainy.

(2) Feasibility of Developing an Audiovisual Media-Based Dhuha Time Habituation Program in Improving the Religious and Disciplinary Character of Students: From the results of the calculation of filling out the validation sheet from two experts including material experts and media experts, it shows that the feasibility of developing an audiovisual media-based dhuha time habituation program in improving the religious and disciplinary character of students results in that the material expert validation sheet obtained a total score of 86 and the media expert obtained a total score of 89. From these results, both media experts and material experts both stated that it was sufficient and feasible, while from the calculation of the assessment sheet distributed to class XI students from 63 students stated Good or very feasible.

(3) The Effectiveness of Developing an Audiovisual Media-Based Dhuha Time Habituation Program in Improving the Religious and Disciplinary Character of Students: The results of interviews from variables X 1 and Y show that there are significant differences in the religious character of students at SMA IT Al-Husainy class XI before and after reading the activity plan and watching video shows. The results of filling out the questionnaire from variable X2 students show that there is a significant difference in discipline in SMA IT Al-Husainy class XI students before and after reading the activity plan or module and after watching motivational videos with the results of the calculation obtained $t_{count} 12.58 > t_{table} 1.669$ then the H_0 hypothesis is rejected and H_a is accepted, meaning that there is an effect of the habituation program for dhuha time based on audiovisual media on the discipline of students in class XI SMA IT Al Husainy. From the results of the student discipline questionnaire, it can be concluded that the hypothesis (H_0) is rejected, then accept H_1 , meaning that the development of an audiovisual media-based dhuha time habituation program is effectively used to improve the religious and disciplinary character of students in class XI of SMA IT Al-Husainy.

3 CONCLUSION

Based on the results of the research and discussion in the previous chapter, the following conclusions can be drawn: (1) The results of verification of material experts and media experts as well as trials 1 and 2, the design of the morning habituation development program developed in the form of motivational video shows and also modules or morning habituation activity plans, especially dhuha prayers, can be shown in class and read anytime and anywhere. With the design of the development of an audiovisual media-based dhuha time habituation program in improving the religious and disciplinary character of students, the results of the verification of media experts and material experts as well as trials 1 and 2 show that the hypothesis (Ho) is rejected, then H1 is accepted. This means that the development of an audiovisual media-based dhuha time habituation program can improve the religious and disciplined character of class XI students of SMA IT Al-Husainy. (2) From the results of the calculation of the validation sheet from two experts including material experts and media experts, it shows that the feasibility of modules and video shows in improving religious and disciplinary character results that the material expert assessment sheet is 86 and the media expert is 89 with a decent category. (3) The results of filling out the discipline questionnaire show that there is a significant difference in class XI students of SMA IT Al-Husainy before and after reading the module and after watching motivational videos. These results are then consulted with the obtained $t_{count} 12.58 > t_{table} 1.669$ then the Ho hypothesis is rejected and Ha is accepted, meaning that the development of an audiovisual media-based dhuha time habituation program is effective in aiming to improve the religious and disciplinary character of 11th grade students of SMA IT Al-Husainy.

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