



Madrasah Head's Strategy in Building Religious Culture at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin

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Abstract

This study aims to analyze the strategy of the Head of Madrasah in building religious culture in Madrasah Tsanawiyah Negeri 4 Musi Banyuasin. This study uses a type of qualitative research that is descriptive. Informants are determined by purposive sampling, which is determining informants based on certain considerations. So the informants in this study are the principal, deputy heads, educators of several teachers and students. The data collection techniques used by researchers are observation, interviews, and documentation. The data analysis technique refers to Miles and Huberman, namely with the stages of reduction, display and verification. Based on the results of the research, it can be concluded that the strategy of the Head of Madrasah used in building religious culture at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin is to make his strategic position as a manager (manager) who has strategic policies and as an educator who becomes a role model or role model to cultivate several activities, namely implementing the 5S culture (smiles, greetings, politeness and courtesy), reading and memorizing the Tahfidz Al-Qur'an every morning, before starting learning to get used to reading prayers before studying, carrying out Dhuha and Dzuhur prayers together, reciting prayers every Thursday, reciting the cult every Dzuhur prayer, reading and memorizing Yasin and Infaq every Friday with the aim of instilling character values contained in the Qur'an to students which can be said to be religious culture.

Keywords: Madrasah Head's Strategy; Religious Culture

Introduction,

Education is a very important thing and cannot be separated from life. With education, it can advance culture and raise the status of the nation in the eyes of the world. Education will feel very unsuccessful if it does not succeed in producing quality human resources in terms of spirituality,

intellect and ability. So it is necessary to improve the quality of education so that this nation does not depend on the status of a developing nation but can bear the title of a developed nation. To improve the life of the nation, it must be started and all aspects of education, starting from the aspects of goals, facilities, learning, managerial and other aspects that directly or indirectly affect the quality of learning.(Sumiyati, 2020)

Educational organizations in shaping and managing Islamic culture are inseparable from the leadership strategy of the head of the madrasah in organizing all elements of the existing Madrasah.(Tajudin & Aprilianto, 2020). Organizations can succeed effectively and efficiently is determined by the expertise of a leader. The head of the madrasah as a leader and processor of religious culture, the head of the madrasah is one of the exemplary members in the institution, the head of the madrasah also has the responsibility to improve the quality of human resources.(Ilmi & Sholeh, 2021) Therefore, the head of the madrasah who leads the educational organization in the school institution has a very big role in the creation of religious culture.(Lutfiah & Kurniawan, 2023) With the creation of religious culture means creating a religious atmosphere. In the atmosphere, the impact provides a life development imbued with the teachings of Islam and religious values in daily life as well as skills in the madrasah community.(Thohir, 2020)

Building a religious culture in this madrasah is carried out in three ways: invitation, practice, and habituation (Almu'tasim, 2016). Building a madrasah culture and environment that is conducive to seeding and developing students' religious behavior is carried out by paying attention to the principles of sustainability, integration, consistency, implementation, and fun.(Manahung et al., 2021). In building a religious culture, there needs to be cooperation from all elements in the institution, starting from the head of the Madrasah as a leader, teachers, staff, and students. The entire madrasah community is very decisive in building a religious culture, because the culture that runs is the entire madrasah community (M. L. Abdullah & Syahri, 2019).

Based on the results of previous research conducted by the author at Madrasah Aliyah Negeri 2 Padang Sidempuan stated that it succeeded in instilling religious culture in every student. Students seem to have become accustomed to Islamic activities such as greeting teachers before they arrive, reciting prayers before starting to study, performing dhuha and dzuhur prayers in congregation, and wearing clothes that cover the aurat. In addition, students in the school behave politely and courteously when interacting with their parents and educators. by spreading ukhuwah by communicating in an Islamic way, namely the 5S culture (Smile, Greeting, Greeting, polite, polite), from these habits it is proof that the religious culture of students.(Dongoran, 2023) Likewise, religious culture is carried out at MAN 1 Oku Selatan (Sahniarti et al., 2023)

Based on the results of the initial survey conducted by the researcher, the strategy used by the head of the madrasah in building a religious culture that will be applied to students is in accordance with the vision, mission and goals that the madrasah institution wants to achieve. Madrasah Tsanawiyah Negeri 4 Musi Banyuasin has an effort in forming a religious culture, one of the efforts of

the madrasah head's strategy in building religious culture at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin. Students have become accustomed to Islamic activities such as spreading ukhuwah by communicating in an Islamic way, namely the 5S culture (Smile, Greeting, Greeting, Politeness, Courtesy), reading prayers before starting to study, reading the Qur'an every morning, performing dhuha and dzuhur prayers in congregation, reciting yasin every Friday and wearing clothes that cover the aurat, However, it is not possible if the head of the madrasah does not cooperate to encourage his students well, The application of this religious culture will not develop over time. Basically, the head of the madrasah plays an important role in the implementation of religious culture in the madrasah. The head of the madrasah must use a well-structured strategy to make the madrasah environment good and religious. (Sa'diah, 2019)

Based on the explanation above, the importance of building character in achieving educational success is the basis for the researcher's interest in conducting a study entitled "The Strategy of Madrasah Heads in Building Religious Culture at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin".

Research Methodology,

This study uses qualitative research with a descriptive and evaluation approach. The purpose of qualitative research is to understand things such as behavior, perception, motivation and so on (Assyakurrohim et al., 2022) Information obtained from informants is used as it is. According to Bog and Taylor quoted by Lexy Moleong said that qualitative research is research that produces descriptive data in the form of words both verbally and in writing from the observed informants and perpetrators. (Tajudin & Aprilianto, 2020) The purpose of this study is to describe the strategy of madrasah heads in building the religious culture of Madrasah Tsanawiyah Negeri 4 Musi Banyuasin.

The research subjects are the head of the madrasah, teachers and students of Madrasah Tsanawiyah Negeri 4 Musi Banyuasin. There are several ways of information data collection techniques, among which are widely used, namely Observation, Interviews and Documentation. Data collection is based on direct observation, on the environmental conditions of the research object that supports the research activity, so that a clear picture of the research object can be obtained. (Tengah & Regency, 2021) This observation technique is used to observe and find out the role of the Head of Madrasah Tsanawiyah Negeri 4 Musi Banyuasin in Building Religious Culture. Interview is the process of obtaining data for research purposes with the answer, while face-to-face between the interview and the respondent using a tool called an interview guide. Documentation is a record of events that have passed. Documentation is usually in the form of writings, drawings, or monumental works of a person. Usually documentation in the form of writing, for example diaries, life histories, biographical stories, rules and policies. Documentation in the form of images such as photos or images.

Findings and Discussion,

Based on the results of this research by conducting observations and interviews and documentation, the author obtained data that in Madrasah Tsanawiyah Negeri 4 Musi Banyuasin the environment is a reflection of how the Islamic world is. Existing worship facilities such as prayer rooms can be used to carry out dhuha and dzuhur prayers in congregation and interspersed with other religious activities. In addition, researchers also found places to store complete and suitable means of worship and extracurriculars, such as the Qur'an, books, Islamic books, calligraphy of the Prophet's verses and hadiths, as well as Islamic art tools. From the complete and suitable facilities, the activities were carried out well.

From the results of observations, interviews and documentation at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin, it can be explained how religious culture is realized in the Madrasah. To ensure that religion is properly implemented in the madrasah environment, the head of the madrasah must take an important step, namely by establishing a method to implement religious culture. As the head of the madrasah, he must do his best, but if educators and education personnel do not participate in the implementation of building the religious culture, then effective and efficient results will not be created. The following are the results of the interview obtained by the author in the interview excerpt as follows:

"The routine of activities at MTS Negeri 4 has been very good, early in the morning the students are very enthusiastic about doing 5S (smile, greeting, greeting, polite and polite) to welcome friends and teachers to come, followed by reading tahfidz together in the field, then reading prayers before studying, followed by dhuha and dzuhur prayers together, every Wednesday practicing prayer together, every Friday reading yasin together, this is one of the activities that should be exemplary" (Janiah, October 20, 2024)

From the results of the interview above, it shows that one of the traditions of Islamic values is to carry out activities to implement the 5s culture (Smile, greeting, greeting, polite and polite), morning apple activities along with the reading of Tahfidz and so on. This routine activity is generally carried out by other madrasahs, namely morning apples. In addition to Islamic values, the regular implementation of morning apples can train confidence for students. Read prayers and verses of the Qur'an before starting learning activities. This activity is a characteristic of madrasah educational institutions. Every teacher is encouraged to apply prayer reading activities before learning begins with the aim of getting blessings and useful knowledge. By continuing to read the Qur'an, which is a form of hope and request to Allah SWT, also to train students to be accustomed and light to always read the Qur'an at all times, providing calm and peace as well as shade and mercy from Allah SWT.

Getting used to dhuha and dzuhur prayers in congregation. If you look at it, the educational environment in madrasahs is different from the general education environment. The mission of madrasah education is to increase knowledge and understanding of religious science. So it is not surprising that in the environment of madrasah educational institutions, the habit of carrying out

dhuha and dzuhur prayers in congregation.(Latifah et al., 2022) The reason is, by carrying out the dhuha prayer, it is hoped that it can increase learning focus and make participants feel comfortable participating in learning activities. Both teachers who teach in the classroom and students are expected to find it easier to receive lessons from their teachers. (Safinah & Arifin, 2021)

"We also often commemorate activities such as Isra Mi'raj, Ramadan Islamic Boarding School, Infaq every Friday" (Ayu, October 20, 2024)

From the results of the interview at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin, Islamic activities are often carried out, for example, such as commemorating Isra' Mi'raj, welcoming the holy month of Ramadan, commemorating the Prophet Muhammad's Birthday. conducting religious skills competitions, Islamic speeches, muhasabah, Friday infaq, Ramadan Islamic boarding schools, so that by instilling Islamic values in daily life. The effort to create a religious culture is to familiarize students with attitudes that reflect Islam, such as praiseworthy morals, loving and respecting parents. About the application of Islamic attitudes in madrasahs, regardless of the role and supervision of teachers. (Lutfiah & Kurniawan, 2023)

The Strategy of the Head of Madrasah in Building Religious Culture at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin

Education is very important in creating and developing abilities and shaping the character and character of the nation's children as well as building a dignified national civilization in order to educate the nation's life. This continues to be pursued in line with the aim of developing the potential of students to become human beings who are devout and believe in God Almighty, have noble character, are independent and responsible (Maimun, n.d.). The head of the madrasah in this case has a very important role in carrying out the activities of every educational activity and leading the process of implementing education in the madrasah, especially building a religious culture in the madrasah environment. The head of the madrasah in building a religious culture in the madrasah is one of the very important factors through optimizing the role of the head of the madrasah (Putri et al., 2024).

Head of Madrasah as an Educator

As the Head of Madrasah Tsanawiyah Negeri 4 Musi Banyuasin has a responsibility in carrying out his mandate as an educator. From the results of the researcher's interview with Mrs. Janiah as the head of the madrasah at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin as follows:

"I, as the head of the madrasah, of course, must be a role model, especially to the teacher council and students such as reading tahfidz together, praying in congregation, reading yasin together, I do this so that teachers and students can be emulated to do the same" (Janiah, October 20, 2024)

Based on the results of the interview, the head of the madrasah must be an exemplary example so that it can be imitated by teachers and students in carrying out activities in the madrasah environment.

Head of Madrasah as Manager

The head of the madrasah who is the leader has the authority to establish and apply elements of religious culture through the main mechanisms, such as attention, how to deal with emergencies, role models, reward systems, admission standards, and the termination of teachers and educators. Aspects of madrasah activities always result in quality improvement. (Roslaini, 2019) So there are several efforts that are interrelated with each other in the implementation of religious culture. Educational outcomes must be improved through the strategic management of madrasah heads. That is the task of the head of the madrasah as a manager in the madrasah education environment. (Yolanda et al., 2023)

Based on the results of the research obtained by the researcher, it is related to the way the head of the madrasah carries out the role in building the religious culture of students in the madrasah towards several important things, namely by having planning, implementation, organization, direction, supervision, and evaluation. This is reinforced by the results of the researcher's observations and interviews with Mrs. Emilda Pancawati as follows:

"One of the strategies carried out by the Head of Madrasah is to create programs that make the madrasah community into an environment with religious nuances, including the 5S culture (smile, greetings, greetings, polite and polite), reading and memorizing Tahfidz Al-Qur'an every morning, before starting learning to get used to reading prayers before studying, carrying out Dhuha and Dzuhur prayers together, reciting prayers every Thursday, reciting Qultum every Dzuhur prayer, reading and memorizing yasin and infaq every Friday with the aim of instilling the values contained in the Qur'an to students in carrying out religious culture"

Based on the results of the observation and interview, the head of the madrasah plans, implements, directs, supervises, and evaluates with one of the tahfidz programs is a program made to familiarize students with reading and memorizing the Qur'an. Tahfidz is an activity that is identified with memorizing the Qur'an. In addition, the head of the madrasah implements 5S (smile, greeting, greeting, polite and polite), Dhuha and Dzuhur prayers together, infaq and reading yasin every Friday is providing excellent social, legal, and moral teaching, this activity is intended to instill the values contained in the Qur'an to students in carrying out religious culture, so that students have a religious character, discipline, responsibility, honesty, independence and caring.

Thus, fostering religious culture in MTS 4 Banyuasin is carried out by the principal by making the position of the principal as a manager who has a strategic policy and at the same time the principal acts as an educator who becomes a role model or role model for the academic community at

Mts 4 Banyuasin. This means that the principal is not only inviting but being an example for a religious principal.

This is strengthened by the results of research (Yuniar, 2020) that character culture in schools must involve all elements of the school even though the head remains a strategic policy maker. However, the implementation of activities in order to become a culture must be carried out in every activity starting from opening, core, closing and extracurricular activities with the same understanding by all school residents in seeing the philosophy of the school.

Conclusion

Based on the results and discussion of the research, it can be concluded that the strategy of the Head of Madrasah used in building religious culture at Madrasah Tsanawiyah Negeri 4 Musi Banyuasin is to apply the 5S culture (smile, greeting, greeting, polite and polite), reading and memorizing Tahfidz Al-Qur'an every morning, before starting learning to get used to reading prayers before studying, carrying out dhuha and dzuhur prayers together, reciting prayers every Thursday, reciting Qultum every Zuhur prayer, reading and memorizing yasin and infaq every Friday with the aim of instilling the values contained in the Qur'an to students in carrying out religious culture, with the aim of instilling the values contained in the Qur'an to students in carrying out religious culture, so that students have a religious character, discipline, responsibility, honesty, independence and caring. And the role of the head of the madrasah in building religious culture in the environment of Madrasah Tsanawiyah Negeri 4 Musi Banyuasin is by having planning, implementation, organization, direction, supervision, and evaluation.

Regarding the results of the research, the suggestion that can be put forward by the researcher is that the head of the madrasah is expected to be able to further develop and add religious cultural activities and maintain religious cultural activities that are already running well. For students to be able to participate in every religious cultural activity and be more disciplined in carrying it out. And for educators to be able to improve their role as even better role models.

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