STRATEGY OF ISLAMIC RELIGIOUS EDUCATION TEACHERS IN IMPROVING THE ISLAMIC CHARACTER OF STUDENTS

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Abstract: In the era of digitalization, education has a very important role, bringing changes in people's lives as well as bringing positive and negative effects. The negative impact of the emergence of a decrease in the moral behavior of students requires a genuinely effective educational strategy. This study uses a descriptive qualitative approach, which aims to describe and analyze the strategies of Islamic religious education teachers in improving Islamic character in Madrasah Tsanawiyah Siman Sekaran Lamongan, as primary data sources are the principal, vice-principal for curriculum, and teachers. The data collection techniques used participatory observation, unstructured interviews, and documentation. While the data analysis is used, data collection, condensation, presentation, and conclusion. The results of the strategy of Islamic religious education teachers in improving Islamic character at MTs Salafiyah Siman Sekaran are as follows: 1) Education strategies with habituation through prayer reading asmaul husna, istighosah and following congregational duhur prayers, and dhuha prayers 2) Educational strategies by good strategies or uswah can make students imitate or do good things that we teachers do, so we as teachers must already have good role models for students to emulate. 3) Educational strategies with advice through religious activities, Isra Mi'raj, Maulud Nabi, Nuzuul Quran, and flag ceremonies 4) Strategies by giving rewards to students will also foster competition in learning and achievement of both academic and non-academic achievements

Keywords: Islamic character; PAI teacher; Strategy.

INTRODUCTION

In the digitalization era, education has various impacts on human life. These changes have penetrated all sectors, including technology, economy, culture, society, and education. In addition, the shifts brought about by globalization have both positive and negative impacts. Many positive effects are affected by globalization, namely the development of information technology which results in no distance or time limits in communication, and the existence of technology-based learning media that makes it easier for students to accept the material that has been given by educators(Maghfiroh 2020). However, there is also a negative impact on human life, such as a decrease in mortality, students, the occurrence of brawls between students, and moral degradation. Students have impolite behavior attitudes toward peers, parents, and even teachers (Junaedi 2018).

In human life, the important thing from the consequences that every individual must own is morals. Because morality has a role and the position of the rules is very important. Morals have a very close relationship with one's faith in Allah and his moral behavior also judges the good or bad of a person. In addition, morality is also used as a differentiator between educated

and uneducated people, has character or not, and is used to reflect a person's behavior. The following hadith in the book of Sahih Bukhari Hadith 5569 explains the virtues of a moral:

صحيح البخاري ٥٥٦٩: حَدَّثَنَا حَفْصُ بْنُ عُمَرَ حَدَّثَنَا شُعْبَةُ عَنْ سُلَيْمَانَ سَمِعْتُ أَبَا وَائِلٍ سَمِعْتُ مَسْرُوقًا قَالَ قَالَ عَبْدُ اللهِ بْنُ عَمْرٍو ح و حَدَّثَنَا قُتَيْبَةُ حَدَّثَنَا جَرِيرٌ عَنْ الْأَعْمَشِ عَنْ شَقِيقِ بْنِ سَلَمَةَ عَنْ مَسْرُوقٍ قَالَ دَخَلْنَا عَلَى عَبْدِ اللهِ بْنِ عَمْرٍو حِينَ قَدِمَ مَعَ مُعَاوِيَةَ إِلَى الْكُوفَةِ فَذَكَرَ رَسُولَ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ فَقَالَ لَمْ يَكُنْ فَاحِشًا وَلَا مُتَفَحِّشًا وَقَالَ قَالَ رَسُولُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ إِنَّ مِنْ أَخْيَرِكُمْ أَحْسَنَكُمْ خُلُقًا

> Sahih Bukhari 5569: Has told us Hafsh bin Umar has told us Shu'bah from Sulaiman I heard Abu Wa`il I heard Masruq he said: Abdullah bin 'Amru said. And it was narrated from ain that it was reported to us that Qutaibah told us Jarir from Al A'masy from Shaqiq bin Salamah from Masruq he said: "We met Abdullah bin 'Amr when we arrived in Kufa with Mu'awiyah, then he remembers the Prophet sallallaahu 'alaihi wa sallam as he said: "He never did bad things and did not command to do evil." Then (Abdullah bin Amru) said: The Messenger of Allah -peace, and prayer of Allah be upon him- said: "Indeed the best among you is the one who the best.(Muhammad bin Ismail Al-Bukhari Al-Jaafi n.d.)

From the above hadith, it is clear that the best of people is those who have the best morals. Good morals can be obtained from the educational process, both formal education, and boarding school education. In the educational process, it cannot be separated from the learning process carried out by educators, and ustadz in academic units, therefore, educators have heavy duties and responsibilities in teaching and educating participants. educate to be a perfect human (Departemen Pendidikan Nasional and Depdiknas 2003).

Education is an essential process to form a person's morals after the family. In family education, parents' attitude becomes a role model for their children because every day their children communicate with their parents, and habits and parental examples are a source of knowledge and learning for their children. While the teacher carries out the parental war education unit, education has the function of shaping the moral behavior of students. In education, the role of a teacher is significant as an example for students, especially Islamic religious education teachers, he is responsible for fostering and guiding the morals of students.

Muhammad 'Athiyah Al-Abrasyi said that Islamic education is an excellent education because it contains a process of democratization and liberation that provides a great opportunity or opportunity for the use of reason to grow and develop student learning achievement and great attention to the direction of life goals and the tendency of innate potential (Muhammad et al. 2015). Atiyah's statement above shows that Islamic education is needed in people's lives in general and universally because the basic principle of the purpose of education is to make humans happy in the world and the hereafter.

This is in accordance with the verse of the Qur'an Surah Al Mujadillah verse 11 as follows:

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِي ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

> O you who believe! When it is said to you, "Give space in the assemblies, then make room for it, surely Allah will provide spaciousness for you. And when it is said, "Stand up," then stand up, Allah will raise (degrees) those who believe among you and those who are given knowledge by several degrees. And Allah is All-Aware of what you do(Departemen Agama RI 2006).

And the hadith of the prophet in the book of Shohih Bukhari hadith which is 2361, is stated:

حَدَّثَنَا مُحَمَّدُ بْنُ كَثِيرٍ أَخْبَرَنَا سُفْيَانُ عَنْ صَالِحٍ عَنِ الشَّعْبِيِّ عَنْ أَبِي بُرْدَةَ عَنْ أَبِي مُوسَى الْأَشْعَرِيِّ رَضِيَ اللَّهُ عَنْهُ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَيُّمَا رَجُلٍ كَانَتْ لَهُ جَارِيَةٌ فَأَدَّبَهَا فَأَحْسَنَ تَأْدِيبَهَا وَأَعْتَقَهَا وَتَزَوَّجَهَا فَلَهُ أَجْرَانِ وَأَيُّمَا عَبْدٍ أَدَّى حَقَّ اللَّهِ وَحَقَّ مَوَالِيهِ فَلَهُ أَجْرَانِ

> Sahih Bukhari 2361: It has been narrated to us Muhammad bin Kathir has informed us Sufyan from Salih from Ash-Sha'biy from Abu Burdah from Abu Musa Al Ash'ariy radiyallahu 'and said: The Prophet sallallaahu 'alaihi wa sallam said: Whoever owns a female slave and is educated in the best way possible, then releases her and marries her, he will have two rewards, and whoever fulfills the rights of Allah and the rights of his master will have two rewards for him."(Muhammad bin Ismail Al-Bukhari Al-Jaafi n.d.)

Personality problems are significant for the government and society, especially in the current era of globalization, so the government issues regulations on character building. According to Al-Ghazali, this morality has similarities with the notion of morality which means morals or habits of doing good. Al-Ghazali describes morals as behavior that comes from a good heart, it can even be formed from. And let it create a character ingrained in people from an early age (Oktari and Kosasih 2019).

Moral education is a process of instilling religious values in students, in which there is a process of planting, habits, examples, and giving advice. Thus moral cultivation is a process of character building. Lickona argues that character is the nature of a person in responding to situations morally. This nature is reflected in concrete actions through good behavior, honesty, responsibility, fairness, respect for others, discipline, and other noble characters(Fadilah et al. 2010). The characters put forward are good, values that can be instilled and developed in children. It was Aristotle who defined good character as living by doing the right actions concerning one's self with others. The Ministry of National Education (2010) states that character is a person's nature, character, morals, or personality formed from the result of a combination as a virtue that is believed and used as a guide for perspectives, thinking, and acting. While character

education is education that develops the values of the nation's character in students, so that they have values and character as their character, implement these values in their lives, as members of society and citizens who have religious attitudes, nationalist values , and attitudes, production value and creative value.

Values indicated by character can be sourced based on religion, culture, and social and national philosophy in strengthening the implementation of character education, for example, as stated by Syarbini below, there are still several values in character education, namely: religious values, honest values, tolerance values, discipline values, and values. Hard work, creative values, independent values, democratic values, values of national spirit, values of curiosity, values of love for the homeland, values of national spirit, values of love for the motherland, communicative values, values of appreciating achievement, values of love of peace, values of fondness for reading, & value of social care (Fadilah et al. 2010). Character is psychological or character traits that distinguish a person from others.

Nurhasan cites the opinion (Majid, 2014) in the journal Social Education Research Humanities published in 2019 volume 4 with the title of his research The Strategy of Islamic Religious Education Teachers in Improving the Religious Character of Students at SMP Negeri 14 Bogor that strategy is a pattern that is planned and determined intentionally by educators to carry out activities or actions that they want to take in learning (Nurhasan, Sa'diyah, and Fahri 2019). Strategy can also be seen as the result of someone's thinking that is open to object analysis that occurs because there is something to be achieved or achieved, this understanding can also be understood as a careful activity plan to be carried out in detail. PAI teachers must be strategic in the teaching process to impart knowledge to students. Teach and instill character values so that students have the desired character. So, if the teacher or educator wants to instill religious character in students, the teacher needs a mature strategy so that the achievement goals can run well and maximally.

The process of instilling character in students, according to Mulyasa, is as follows: Furthermore, Mulyasa offers several models of character education that can be applied in academic units. Such as doing habits, giving examples, fostering discipline, giving rewards and punishments, and carrying out learning with a CTL approach. 1) Habituation. Habituation is deliberately done repeatedly so that something can become a habit. In the habituation model, humans are placed in something special that can save strength because it will become an inherent and spontaneous habit in every job and other activity. In educational psychology, the habituation method is known as operant conditioning, which teaches students to get used to commendable behavior, discipline, active in learning, working hard, sincere, honest, and responsible for every task that has been given. 2) Exemplary. The teacher's example has a huge influence on students' personal growth and development. Therefore, in making effective and successful character

education in schools, every teacher must have adequate personality competencies. In this example, teachers must dare to appear different from the appearance of people who are not teachers by profession. Because the arrival of the teacher in dressing, speaking, and behaving, can make students enjoy learning and feel at home in class, apart from that students will also appear as good individuals as exemplified by the teacher. 3) Discipline development. To succeed in character education, Teachers must also cultivate student discipline, especially self-discipline. In addition, teachers must be able to help students develop patterns of behavior, increase standards of conduct, and implement rules as a means of enforcing discipline (Mulyasa 2018).

Research conducted by Sugiono, 2018. Postgraduate Program of the Islamic University of Malang, entitled Religious Character Education for Students of Man 1 Malang City and MAN Kota Batu. In this study using a qualitative approach, the type of research used is case study research. The reported data comes from the results of field notes, observations, and reflections from the results of planting religious characters. The research data are in the form of process data and result in data. The results of data analysis can be concluded that the cultivation of religious character values in MAN 1 Malang city and MAN Batu City are generally the same, but the implementation of activity management in MAN Malang city is more creative, innovative, and effective in the process of building prominent characters in implementing education. religious character (Sugiyono 2018).

Research conducted by Arif Bahtiar, 2017, Postgraduate Program at the Islamic University of Malang, with the title Building Character of Students based on Extra-Curricular (Study at Madrasah Tsanawiyah Hidayatul Mubtadiin Malang). Using qualitative research methods, the results of this study indicate that the characteristics of 1) Madrasah Tsanawiyah (MTs) Hidayatul Mubtadi'in Bumiayu Malang have seven extra-curricular activities. Such as Futsal, Basketball, Badminton, Dressmaking, Scouts, Tahfidz Juz Amma, and organizations that are NU, namely IPPNU/IPNU. 2) the school's vision and mission are the benchmarks for teachers to instill religious values into students. Teachers must be able to become teachers and educators of positive things such as praying in every activity and being honest and upholding akhlaqul Karima (Bahtiar 2017).

Research conducted by Jiddi Masyfu', 2012. Masters Program in Islamic Religious Education, UIN Maulana Malik Ibrahim Malang, with the title Efforts of Islamic Religious Education Teachers in Developing Religious Culture (Case Study at SMAN I Malang). With qualitative research methods, the study results show that there are seven strategies used by Islamic Religious Education teachers at SMAN I Malang. There are several supporting and inhibiting factors faced by Islamic Religious Education teachers in creating a religious culture, including teacher factors, environment, and facilities. -infrastructure (Jiddi Masyfu', 2012).

The researcher presents the differences and similarities in the previous research table for more details.

Table 1. The Differences and Similarities in the Previous Research

Year Research Title	Equality	Difference
Sugiono, Religious Character Education for Students of Man 1 Malang City and MAN Batu City. 2018	Improve Islamic character	This study discusses religious character education
Arif Bahtiar, Building the Character of Students based on Extra-Curricular (Study at Madrasah Tsanawiyah Hidayatul Mubtadiin Malang). 2017	Improve Islamic character	This study discusses the character of students based on extra-curricular activities
Nehru Nizar, Santri Character Education Model (Study of the Learning Process in Building Santri Character at Al Mubarok Islamic Boarding School Roudhlotur Nur Ihsan, Poncokusumo District, Malang Regency), 2020	Improve Islamic character	In this study, it discusses learning in building the character of students

From the three previous studies, this research can be developed, focusing on planning and strategies used by PAI teachers to improve students' Islamic character at Madrasah Tsanawiyah Salafiyah Siman Sekaran Lamongan.

Based on the researchers' initial observations at Madrasah Tsanawiyah Salafiyah Siman, where this institution is under the auspices of the Pondok Pesantren Foundation the religious status of students who are or who have not been in Madrasah Tsanawiyah Salafiyah Siman there is no need to doubt. This shows that improving the Islamic character is undoubtedly very good.

Based on the explanation of the data above, the researcher is interested in conducting research that focuses on planning, implementing, and evaluating strategies used by PAI teachers in improving the Islamic character of students at Madrasah Tsanawiyah Salafiyah Siman Sekaran Lamongan.

METHOD

This study uses a descriptive qualitative approach, this study aims to understand the planning, implementation, and evaluation strategies of PAI teachers at MTs Siman Now in improving the Islamic character of students, events, and behavior of research subjects (Moleong 2016). The researcher directly saw and described, and analyzed, the strategy of Islamic religious education teachers in improving the Islamic character of students at Madrasah Tsanawiyah Salafiyah Siman Sekaran Lamongan. The researcher immediately went into the field for data collection, here the researcher was the main instrument (Hasan et al. 2013), and most importantly in data collection, it is to facilitate the process of recording information; asking, analyzing, photographing, and constructing the social situation understudy to become clearer and more meaningful about information related to research. As the primary source in this study, the principal of Madrasah Tsanawiyah Saafiyah Siman Sekaran Lamongan, vice-principal for curriculum, teachers, and students, while secondary data sources in the form of photo documents and archives that can support secondary data.

While the technique that researchers use in data collection is; Unstructured interview techniques, participatory observation, and documentation. The analytical technique that researchers use is to use an interactive model from Miles and Huberman to analyze research data (Sugiyono, 2019). Activities in qualitative data analysis are carried out interactively and take place continuously until complete so that the data is saturated. The process of data analysis through 1). Data collection (data collection) researchers collect as much data as possible from informants related to the three focuses in the study. 2) Data condensation (data condensation). At this stage, the researcher conducts, categorizes, discards data that is not needed and organizes the information in such a way that temporary conclusions are obtained. 3) Presentation of data (data display). Researchers assemble organized information, arranged to describe the possibility of concluding. The presentation of the data is presented briefly, then a narrative explanation is given. 4) Conclusion drawing/verification. The conclusions drawn by the researchers were carried out continuously throughout the study, namely from the beginning of the study at the Madrasah Tsanawiyah Salafiyah Siman Sekaran Lamongan and during data collection.

To get data that is truly valid, this research uses data validity techniques with the following techniques: degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability)(Hasan et al. 2013). The explanation is as follows: 1). Degree of trust (Credibility). At this stage, the researcher conducted phases of validity testing through extended observations, triangulation, and discussions with colleagues. 2) Transferability. This research can be applied by other parties/research users, then the data obtained from research informants are grouped and entered data according to each research focus, and then the researcher discusses the research results. 3) Dependence (dependability). In dependability testing in this study at

Madrasah Tsanawiyah Saafiyah Siman Sekaran Lamongan, researchers used audits by both internal auditors and external auditors of the entire research process. 4) Certainty (confirmability). Testing the objectivity of the results of this study.

RESULTS AND DISCUSSION

Based on the results of research conducted by researchers at Madrasah Tsanawiyah Salafiyah Siman Lamongan regarding the strategy of Islamic religious education teachers in improving the Islamic character of students at Madrasah Tsanawiyah Salafiyah Siman. Researchers obtained data according to the strategy of Islamic religious education teachers applied in schools, namely that the strategy is very important in learning, in the classroom, and outside the classroom. A teacher must have a good and effective strategy. And based on the research that the researcher did at Madrasah Tsanawiyah Salafiyah Siman, the researcher was able to obtain some data from observations and interviews with the research object. Whereas Islamic religious education teachers have strategies to improve the religious character of students at Madrasah Tsanawiyah Salafiyah Siman Sekaran Lamongan.

Education Strategy with habituation

Based on the results of research conducted by researchers at Madrasah Tsanawiyah Salafiyah Siman Lamongan regarding the strategy of Islamic religious education teachers in improving the Islamic character of students at Madrasah Tsanawiyah Salafiyah Siman. Researchers obtained data according to the strategy of Islamic religious education teachers applied in schools, namely that the strategy is very important in learning, in the classroom, and outside the classroom. A teacher must have a good and effective strategy. And based on the research that the researcher did at Madrasah Tsanawiyah Salafiyah Siman, the researcher was able to obtain some data from observations and interviews with the research object. Whereas Islamic religious education teachers have strategies to improve the religious character of students at Madrasah Tsanawiyah Salafiyah Siman Sekaran Lamongan

Based on the results of interviews that have been said by Mrs. Mufarokah, S.PdI, Islamic religious education teacher at MTs Salafiyah Siman Sekaran as follows:

> Before studying, the students always pray first by reading Asmau Husna which is led by the class leader. In addition, the habituation activity that we carry out at MTs Salafiyah Siman now is in the form of istighosah by reading Hizib Nashor every Wednesday from 09.30 to 10.00 WIB, and following the congregation for the dhuhr prayer, the dhuha prayer (interview with the PAI teacher, 25/02/2022)

Furthermore, Mrs. Mufarokah S.PdI explained that:

With the habituation given to students, they can grow a good character, Islamic character is formed because students get used to it first then it becomes a habit by itself it will become good behavior or good character (interview of PAI teachers, Date 25/02/2022)

A similar statement was conveyed by the head of the school as follows:

The students of MTs Salafiyah Siman Sekaran here every Friday we hold clean Friday activities and every day one month there is a muhadhorah religious activity, in this activity students are accustomed to practicing cults or speeches such as giving religious advice to other students who are led by PAI teachers (interview to the principal of the school, 27/02/2022)

Thus, habituation both at the time of learning and activities outside the classroom and in class can form the Islamic character of students at MTs Salafiyah Siman Sekaran Lamongan. This follows Mulyasa's opinion that habituation is deliberately done repeatedly so that something can become a habit. In the habituation model, humans are placed in something special that can save strength, because it will become an inherent and spontaneous habit in every job and other activity. In the field of educational psychology, the habituation method is known as operant conditioning, which teaches students to get used to commendable behavior, discipline, study hard, work hard, be sincere, honest, and responsible for every task that has been given (Mulyasa 2018).

Educational strategy by example

The concept of exemplary in Islamic education has been applied by Rasulullah Muhammad SAW, about education at MTs Salafiyah Siman Sekaran Lamongan exemplary attitudes are carried out by school elements from principals, teachers, and employees, especially Islamic religious education teachers according to the vice-principal for curriculum statement as follows:

The principal of MTs Saafiyah Siman Sekaran always comes earlier before the teachers arrive, while controlling the situation of the student teachers and employees every day unless there is a meeting out of business, or other matters if there is an official meeting agenda he always informs us beforehand so that I can contact the school (interview the vice-principal for curriculum, 30/02/2022)

Based on the results of the interview as stated by Mrs. Mufarokah, a teacher of Islamic religious education, that she said the following;

With exemplary or uswah strategies, we can make students imitate or do good things that we teachers do, so we as teachers must already have good role models for students to emulate. neat and Muslim women who wear skullcaps, accompany the congregation in

the midday and dhuha prayers with students, correct students' work on time, and so on (interview with PAI teachers, dated 25/02/2022)

The implementation of us was or role models exemplified by teachers, school principals, employees, especially Islamic religious education teachers in all school activities and daily behavior in carrying out tasks and obligations by the job description of each MTs Salafiyah Siman Sekaran is a strategy for improving Islamic character For students at MTs Salafiyah Siman Sekaran Lomangan, students will easily accept and imitate the behavior of their teachers so that the educational atmosphere becomes religious because of an increase in the Islamic character of students at MTs Salafiyah Siman Sekaran Lamongan.

The explanation above is following the opinion of Mulayasa in his book Management of Character Education on page 65 which states that: Teacher's example has a very big influence on the personal growth and development of students. Therefore, in making effective and successful character education in schools, every teacher is required to have adequate personality competencies. In this example, teachers must dare to appear different from the appearance of people who are not teachers by profession. Because the appearance of the teacher in dressing, speaking, and behaving, can make students enjoy learning and feel at home in class, apart from that students will also appear as good individuals as exemplified by the teacher. (Mulyasa 2018)

Education Strategy with advice

Education with advice is the type of education that is often given by Madrasah Tsanawiyah teachers. Treated by all teachers, not only Islamic religious education teachers, have a responsibility to provide advice. Giving advice must be done seriously because if a student advises his student with a sincere heart, that advice will be well received by the hearts of his students as well. As a result, advise students with open hearts, soothing words, and affection, so that they accept them easily.

Based on interviews that have been said by the Islamic religious education teacher, Mrs. Siti Mufarokah, S.Pd.I as follows:

> Before I start the lesson I always give apperception by giving good advice by the basic competencies that I convey so that students have knowledge about religion and are aware of good and bad behavior, sometimes in the middle of the material I exemplify the behavior of Rosululah Muhammad SAW as a leader people, organizational leaders and family leaders with the hope that students can gradually change their behavior to a more religious and true coral according to religious and humanitarian norms (PAI teacher interview, dated 25/02/2022

The results of the observations of researchers in the field that PAI teachers often give religious advice in Islamic religious commemoration activities held at MTS Salafiyah Siman

Sekaran Lamongan such as at the commemoration of Isro' Mi'raj, Maulu and Prophet Muhammad SAW, Nuzul Quran and others. even during the implementation of the flag ceremony every Monday when Mufarokah's mother became the builder of the ceremony (Obs, 30/02/2022).

With the strategy of advising the media about the in-class and out-of-class learning process, during religious activities and other school activities, students will have an understanding of knowledge about good character values and good human norms and will ultimately improve the character of participants. studied at MTs Saafiyah Siman Sekaran Lamongan.

This is the opinion of Remiswal's research entitled The formation of the character of school-age children through the surau at Ta'dibuna: Journal of Islamic Education in 2021 volume 10 which states that, in developing the character of students it is necessary to have habituation and example, students must be accustomed to doing good and ashamed to commit a crime, admitting being honest and ashamed to cheat, diligent and ashamed to be lazy and accustomed to maintaining cleanliness, throwing garbage in its place. Changes in attitude will not be achieved spontaneously, but there is a need for continuous and continuous habituation to achieve the goals to be achieved(Remiswal, Basit, and Azmi 2021).

Strategy with reward

The next strategy is giving rewards or prizes. Giving rewards or prizes is a way that must be applied. This is so that students are motivated to get them and can compete in goodness. Gifts don't have to be in the form of money, goods, or rewards but can also be in the form of a genuine smile, warm compliment, or other similar gesture.

Based on the results of interviews and observations that have been said by student representatives, as follows:

> Students who get 1,2,3 place achievements in religious competitions such as Qiroaah, Tahfid, and Tartil Competitions will be given awards and coaching money from the school in the form of exemption from school administration fees (interview of the Deputy Head of Student Affairs, dated 03/03/2022).

The presentation of the data above is also strengthened by the statement of the principal as follows:

> For students who excel both academically and academically at the district and national levels, we will give awards and further guidance so that those concerned can be motivated again and can motivate other students to have the same achievement (Interview KS, dated 03/03/2022)

Giving rewards/awards is expected to increase students' learning motivation and foster competition in learning and achievement, both academic and non-academic achievements.

CONCLUSION

Based on the results of research on the strategy of Islamic religious education teachers at Madrasah Tsanawiyah Salafiyah Siman Sekaran, the researchers can conclude as follows:

1. Educational strategies with habituation, with habituation given to students, can grow, improve a good character if the habituation is good as well as refraction is carried out in the learning process in the classroom and outside the classroom in school activities, through prayer reading asmau husna, istighosah by reading his Nashor every Wednesday at 09.30 to 10.00 WIB, and attends the congregation for the midday prayer, and the dhuha prayer

2. Educational strategies with exemplary, exemplary, or uswah strategies can make students imitate or do good things that we teachers do, so we as teachers must already have good role models for students to emulate.

3. Educational strategies with advice, with the advice we give to students, will make students aware of good behavior and bad behavior. Both in religious activities, Isro Mi'raj, Maulud Nabi, Nuzuul Quran, and flag ceremonies

4. Strategies by giving rewards, and giving rewards/awards are expected to increase students' learning motivation, and foster competition in learning and achievement, both academic and non-academic achievements.

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