



[DOI: 10.6160/ajis.v4i1.1020](https://doi.org/10.6160/ajis.v4i1.1020)

ORIGINAL RESEARCH ARTICLE

Implementation of the Muhadharah Program in Improving the Disciplined, Creative and Self-Confident Character of Students in Islamic Boarding Schools

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Article History: Received: 12 April 2025 • Revised: 05 May 2025 • Accepted: 15 November 2025 • Published: 15 Desember 2025

ABSTRACT

The escalatingIn the midst of the rampant problems of indiscipline, stagnation and inferiority of some Indonesian students, however, Pesantren Salafiyah Hasan Munadi Ponorogo has developed the Muhadharah Program in improving the character of discipline, creativity and self-confidence of students. This study uses a qualitative descriptive approach research method, field research type. Data collection techniques use interviews, observations and documentation. Then the analysis technique through the stages of data codification, data presentation and drawing conclusions. The results of this study are 1) The Muhadharah Program is a superior program in this institution that must be followed by all students. Its implementation is carried out every Saturday, this program is carried out in turns by representatives of each class according to a predetermined schedule 2) The Muhadharah Program plays an important role in shaping the character of discipline and creativity and self-confidence of students. 3) supporting factors, namely, the involvement of competent educators, consistency and routine in implementing the program, support for a conducive environment, internal motivation of students and adequate supporting facilities. While the inhibiting factors are, lack of interest and motivation of students, dependence on monotonous teaching methods, time constraints, fear and shame, lack of learning oriented towards developing creativity and lack of facilities/resources. The purpose of this study is 1) To analyze the implementation of the Muhadharah program in fostering the character of discipline and creativity of students, 2) To analyze the role of Muhadharah in improving the character of discipline, creativity and confidence of students, 3) to analyze the supporting and inhibiting factors. This study recommends that the muhadharah program routinely and consistently can improve the character of discipline, creativity and confidence of students.

Keywords: Muhadharah, Disciplined Character, Creativity, Self-Confidence



ABSTRAK

Ditengah maraknya persoalan ketidak disiplin, stagnasi dan mindernya sebagian pelajar Indonesia, namun berbeda Pesantren Salafiyah Hasan Munadi Ponorogo, mengembangkan Program Muadharah dalam meningkatkan karakter disiplin, kreatif dan percaya diri peserta didik. Penelitian ini menggunakan metode penelitian pendekatan kualitatif deskriptif jenis penelitian field research. Teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Kemudian teknik analisis melalui tahap kodifikasi data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini adalah 1) Program Muadharah merupakan program unggulan dilembaga ini yang wajib diikuti oleh seluruh peserta didik. Pelaksanaannya dilakukan setiap hari sabtu, Program ini dilaksanakan secara bergilir oleh perwakilan setiap kelas sesuai dengan jadwal yang telah ditentukan 2) Program Muadharah berperan peran penting dalam membentuk karakter disiplin dan kreativitas dan percaya diri peserta didik. 3) faktor pendukungnya yaitu, keterlibatan pendidik yang kompeten, konsistensi dan rutinitas dalam pelaksanaan program, dukungan lingkungan yang kondusif, motivasi internal peserta didik serta fasilitas pendukung yang memadai. Sedangkan faktor penghambatnya yaitu, kurangnya minat dan motivasi peserta didik, ketergantungan pada metode pengajaran yang monoton, keterbatasan waktu, rasa takut dan rasa malu, kurangnya pembelajaran yang berorientasi pada pengembangan kreativitas dan kurangnya fasilitas/ sumber daya. Tujuan diadakan penelitian ini adalah 1) Untuk menganalisis pelaksanaan program Muadharah dalam menumbuhkan karakter disiplin dan kreativitas peserta didik, 2) Untuk menganalisis peran Muadharah dalam meningkatkan karakter disiplin, kreatif dan percaya peserta didik, 3) menganalisis faktor pendukung dan penghambatnya. Penelitian ini merekomendasikan program muadharah secara rutin dan konsisten dapat meningkatkan karakter disiplin, kreatif dan percaya diri siswa.

How to cite: Rofii'ah, B., Katni, K., Erwahyudin, D. D., Abidin, M. N., Aziz, K. M., Setiawan, A. B., & Agustin, N. (2025). Implementation of the Muadharah Program in Improving the Disciplined, Creative and Self-Confident Character of Students in Islamic Boarding Schools. *Assyfa Journal of Islamic Studies*, 3(2). <https://doi.org/10.61650/ajis.v3i2.1020>

Kata Kunci: Muadharah, Karakter Disiplin, Kreativitas, Percaya Diri

1. INTRODUCTION

Student indiscipline has become one of the causes of the low quality of Indonesian education. Based on research findings by Septianingrum et al., in 2020, at a Senior High School in Pati, Central Java, it was found that students had low learning discipline in online learning. The low learning discipline was shown by students rarely studying every day at home, rarely participating in online learning activities on time or until completion, and forgetting responsibilities to complete homework on time (Septianingrum, N. A., Kiswanto, A., & Rahardjo, S., 2022).

Based on Wijaya et al.'s research in South Tangerang, the average creative thinking ability of students was still low, reaching only 58.79%. The indicators used were fluency (58.33%) which was classified as quite good, flexibility (64.58%) which was classified as good, and the lowest

indicator was novelty (53.47%) (Wijaya, A. J., Pujiastuti, H., & Hendrayana, A., 2022). This shows the importance of enhancing student creativity in secondary education.

Education does not only function to transfer knowledge but also has a great function in shaping the character of students. One important aspect is the development of discipline and creativity, which serve as the main capital in facing future challenges. In the context of pesantren education, these character values are cultivated through various non-academic activities integrated with the religious curriculum, one of which is through the Muhadharah activity (Zuhri, S., Nazmudin, D., & Asmuni, A., 2022).

Education plays a very important role in shaping the character and quality of the nation's next generation. However, in the midst of such rapid development, the challenges in shaping students' character are increasingly complex. One character that is crucial to develop in the educational environment is discipline and creativity. In many educational institutions, both formal and non-formal, we still often find a lack of discipline and low levels of creativity among students. This not only impacts the quality of learning but also their attitudes and behavior in daily life (Farid, A., 2023).

Muhadharah is a public speaking or speech training activity usually conducted repeatedly in the pesantren environment. This activity is not only used as a rhetorical skills exercise but also builds self-confidence, discipline, and creativity of prospective santri in conveying ideas and moral values constructively (Tambak, S., Ahmad, M., Sukenti, D., & Ghani, A. R. B. A., 2020). At the Salafiyah Islamic Boarding School (PPS) Wustho Hasan Munadi Ponorogo, the Muhadharah program is one of the strategic means to support the formation of santri character that is excellent spiritually, socially, and intellectually.

In Ponorogo, particularly at the Salafiyah Wustho Hasan Munadi Islamic Boarding School, the development of students' character is the main focus of the educational process. To achieve this goal, this institution implements various development programs, one of which is the Muhadharah Program. This program is expected to shape the disciplined and creative character of students through various activities that train public speaking skills, critical thinking, and develop their potential.

Through the implementation of the Muhadharah program, students are taught to prepare themselves independently, follow predetermined schedules, and present creative ideas in the form of lectures, poetry, drama, or Islamic stories. Thus, this activity not only develops communication skills but also indirectly instills the values of discipline and enhances their creativity.

Overall, many Madrasah Tsanawiyah in Indonesia have implemented Muhadharah activities. This extracurricular learning has been utilized by many Islamic-based madrasahs, which also practice Muhadharah activities in their respective madrasahs. Even the systems and procedures used vary, according to the capabilities of each madrasah. However, this Muhadharah activity has become a common practice in various madrasahs based on Islamic boarding schools. Such as the PPS Wustho Hasan Munadi Ponorogo institution, which is the only secondary-level school institution based on an Islamic boarding school in Badegan District, Ponorogo. Therefore, religious activities are more dominant in this institution.

The creativity demonstrated by students in Muhadharah activities is very abundant. This activity is not an ordinary speech but an entertaining activity where children speak using several languages. For example, English, Arabic, and Javanese. Not only giving speeches, they also display various other skills related to the theme of the Muhadharah activity agreed upon by the class; the theme of each Muhadharah activity presented is different.

This study aims to: 1) Explain the implementation of the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo; 2) Analyze its role in fostering discipline and creativity among students; 3) Explain the supporting and inhibiting factors in implementing the Muhadharah program in improving discipline and creativity at PPS Wustha Hasan Munadi Ponorogo. This study is expected to contribute positively to the development of character education models in pesantren environments and other Islamic educational institutions.

2. RESEARCH METHODS

2.1 Research Design

This research was conducted using a descriptive qualitative approach with field research type (Rosidi, A., Zainuddin, M., & Arifiana, I., 2024). The descriptive qualitative approach was chosen because this study aims to describe in depth and naturally the implementation of the Muhadharah program and its influence on the formation of disciplined and creative character of students. Through this approach, the researcher can obtain a complete and contextual understanding of how the Muhadharah program is implemented, the character values instilled, and its impact on students' personal development.

According to Strauss and Corbin, qualitative research is a type of research that produces findings that cannot be obtained through statistical procedures or other measurement methods (Finowa'a, S., 2022). This research describes the implementation of the Muhadharah program and analyzes its role in fostering discipline and creativity among students, as well as the supporting and inhibiting factors in improving discipline and creativity at PPS Wustha Hasan Munadi Ponorogo. This aligns with the qualitative approach that aims to explain a particular condition naturally (Waruwu, M., Puat, S. N., Utami, P. R., Yanti, E., & Rusydiana, M., 2025).

2.2 Subject and Research Location

The type of research used is field research (Suryantoro, B., & Kusdyana, Y., 2020), located at PPS Hasan Munadi Ponorogo. In this study, data were collected through interviews with leaders, teachers, and students of PPS Wustho Hasan Munadi Ponorogo. The researcher directly observed Muhadharah activities, interacted with research objects such as teachers, supervisors, and students, and explored data through documentation.

2.3 Data Collection Procedures

Data collection techniques used in this study include: 1) Observation by observing activities without direct involvement (Septianti, N., & Afiani, R., 2020), observing muhadharah practices in the context of discipline and creative character education for students; 2) Interviews with informants (Tanjung, R., Ritonga, T., & Siregar, E. Y., 2021), including teachers, Muhadharah supervisors, and students; 3) Documentation of relevant literature related to the theme of muhadharah and the improvement of student discipline and creativity (Aly, A., 2017).

2.4 Research Instruments

The primary instrument in this qualitative research is the researcher themselves, supported by secondary instruments such as interview protocols, observation checklists, and documentation guides. The interview protocol consisted of open-ended questions designed to explore the implementation of the Muhadharah program, its role in character formation, and the supporting and inhibiting factors. The observation checklist was structured to monitor Muhadharah activities and student participation.

2.5 Data Analysis Techniques

This study uses data analysis techniques proposed by Miles and Huberman, namely data codification, data presentation, and conclusion drawing or verification (Rahmawati, L., & Wahdah, S., 2024).

2.6 Validity and Reliability

Data validity testing in qualitative research involves several aspects, such as credibility test (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) (Susanto, D., & Jailani, M. S., 2023). In this study, the researcher focuses on the credibility test, with three approaches as follows: 1) Increasing persistence means conducting careful and consistent observation. With this approach, the researcher can ensure that the data and sequence of events are recorded accurately and structured. 2) Source triangulation is conducted to examine the credibility of data by verifying information obtained from various sources. The collected data will be analyzed and then categorized based on similarities, differences, or specificities. After that, the researcher will verify the analysis results by conducting member checks with data sources to ensure their correctness (Mekarisce, A. A., 2020). 3) Technique triangulation is conducted to test the credibility of data by verifying the same information through various data collection techniques. For example, data obtained through interviews are rechecked using observation or documentation. If the results obtained differ, the researcher will discuss with the data source or other sources to determine which data is most accurate, or whether all information may be correct from different perspectives (Saadah, M., Prasetyo, Y. C., & Rahmayati, G. T., 2022).

3. RESULTS AND FINDINGS

Since its establishment in 2007, the Tahfidzul Qur'an Hasan Munadi Islamic Boarding School in Ponorogo has experienced positive growth until 2022. In terms of appearance, this pesantren has a distinctive characteristic that distinguishes it from many other pesantrens. Located in a hilly area, with dirt floors, and buildings that are still partly made of plywood and bamboo woven roofs. Although it appears simple, this pesantren now accommodates around 700 santri and has produced many memorizers of the Qur'an.

According to the kyai managing this pesantren, the name of the pesantren is taken from Hasan Munadi, an ancestor from the wife's side of KH Agus Mahfud, the caretaker of the pesantren. Hasan Munadi is known as a spreader of Islamic teachings in the Pohsawit Hamlet area, Karangan Village, Badegan District, Ponorogo Regency. Kyai Agus Mahfur established this pesantren as a manifestation of his determination to spread the knowledge of Qur'anic education while reviving the historical values and Islamic da'wah in the region.

Hasan Munadi was also one of the people who cleared the land in Pohsawit about 100 years ago and spread Islamic teachings here. The will to practice the knowledge of the Qur'an and revive the history and Islamic civilization that has been here for a long time, from this waqf land we started to establish the Madrasah Diniyah Awaliyah and Madrasah Diniyah Musto based on an interview on Friday (11/3/2022).

He continued, "Then in 2009 we opened Raudhatul Athfal, and in 2011 we opened Madrasah Aliyah, with only 6 students at that time. The condition could be said to be inadequate, some said, the school looks like a chicken coop? So yes, this was indeed a former jungle, when we first cleared the land we still found snakes and even tigers."

Over time, Ponpes Hasan Munadi began to attract greater attention and support from the community. In 2015, the number of santri living there began to increase. Then, in 2017 and 2018, Madrasah Ibtidaiyah and PPS Wustho Hasan Munadi were established at the location. As a result, the male dormitory was moved to Dukuh Tunggur located on the hillside.

"Initially, we only had 3 teaching staff and 5 administrators. Now, alhamdulillah, the number has reached 45 people. Yes, including us who have been santri at Ponpes Hasan Munadi since 2017," said one of the administrators from the Central Secretariat Section of Ponpes Hasan Munadi from Tembilahan, Riau.

Initially, the number of santri at Ponpes Hasan Munadi was only six people, and one of them was the child of the Kyai who cares for the pesantren. However, over time and ongoing development, the number of santri has now skyrocketed to around 700 people. They come from various regions, such as Surabaya, Banyuwangi, Palembang, Lampung, to Riau. Of this total, around 200 female santri and 100 male santri live in the dormitory. Due to space limitations in Dukuh Pohsawit, the male dormitory was finally moved to Dukuh Tunggur in Puhlowo Village.

3.1 Implementation of Muhadharah Activities at PPS Wustho Hasan Munadi Ponorogo

The implementation of Muhadharah activities at PPS Wustho Hasan Munadi Ponorogo based on the results of research through observation, interviews, and documentation has obtained information related to the implementation of Muhadharah activities. The information obtained is the result of interviews with various sources, including Ustadz A as the school principal. He said that at PPS Wustho Hasan Munadi Ponorogo there are several programs that must be followed by all students, one of which is the Muhadharah program. The Muhadharah program is a program held by the PPS Wustho Hasan Munadi school to achieve the goals of the school's vision and mission, one of which is to realize a school that is able to produce graduates who can master Islamic disciplines, have noble morals, and care for others.

This aligns with Lickona's character education theory which states that character education includes teaching moral values and developing good habits that can shape positive student behavior (Kurniawan, S., & Fitriyani, F. N., 2023). By participating in the Muhadharah program, students are taught to speak in public, listen to and respect the opinions of others, all of which are part of character development.

Therefore, due to the importance of implementing the muhadharah program at PPS Wustho Hasan Munadi Ponorogo, the program is considered one of the mandatory programs for all students. The program is not only seen as an additional hour outside of school hours but as part of the school's effort to achieve its vision and mission goals.

The Muhadharah program is a superior program that must be followed by all students at PPS Wustho Hasan Munadi Ponorogo. Its implementation is carried out every Saturday at 07.30 until finished. This program is carried out in turns by representatives of each class according to a predetermined schedule. Based on observations conducted by the researcher, the implementation of the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo has several forms of activities including master of ceremonies, speeches, lectures, poetry, and sholawatan (Islamic chanting). The implementation procedures begin with greetings, followed by speeches, lectures, poetry, and finally closed with a joint sholawatan performance.

This aligns with Howard Gardner's Multiple Intelligences theory which states that every individual has various types of intelligence. The Muhadharah program which includes various forms of activities such as speeches, lectures, and poetry provides opportunities for students to express themselves according to their intelligence, whether linguistic, musical, or interpersonal. This supports the holistic development of students' potential (Hassan, H. M., 2020).

This program is one of the programs related to Islamic religious education subjects. Because almost 99% of the muhadharah speech material is taken from Islamic Religious Education learning materials covering all aspects from Fiqh, aqidah, tarikh or SKI, Al-Qur'an and hadith. Students are very enthusiastic and have been equipped with the material to be presented during muhadharah which is obtained from Islamic Religious Education learning. The program is followed by all members of grades 7, 8 and 9 of PPS Wustho Hasan Munadi. The implementation is done by

gathering in one room. This muhadharah program began and was routinely implemented in the second year after the establishment of PPS Wustho Hasan Munadi Ponorogo in 2019.

This aligns with the Constructivism theory pioneered by Jean Piaget and Lev Vygotsky which emphasizes that learning is an active process in which students build their own knowledge through experience. In the context of the muhadharah program, students use the material they have learned in Islamic Religious Education learning to deliver speeches. This allows them to internalize and apply the knowledge they have acquired, thereby strengthening their understanding of the material (Sinaga, M. N., Ringo, S. S., & Netrallia, M. C., 2024).

The most fundamental reason for holding the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo is the community's need for graduates whose presence is needed in the community. Especially for religious interests and the role of santri to continue spreading Islamic teachings. Because the purpose of implementing the Muhadharah program itself, in addition to increasing students' self-confidence, also plays a role in developing intellectual da'wah.

3.2 The Role of the Muhadharah Program in Improving Disciplined, Creative, and Self-Confident Character of Students

The muhadharah program has a very good role for students, especially in developing disciplined and creative character. Disciplined and creative character itself is part of students' character competence. If students have good disciplined and creative character, they will gain several benefits such as achieving better achievements, developing critical thinking skills, increasing self-confidence, developing cooperation skills, and becoming more successful individuals. Thus, developing good creative characteristics is very important for students to achieve success and a better life in the future.

This is evidenced by the results of interviews and observations regarding the role of the Muhadharah program in fostering discipline and creativity among students with several sources at PPS Wustho Hasan Munadi Ponorogo:

a. The Role of Muhadharah in Improving Students' Disciplined Character

In the implementation of the Muhadharah program, the most important thing to do is to have a clear and consistent routine. Because both aspects play a very important role in shaping students' disciplined character. This can be seen from the changes in students who are able to comply with regulations, appreciate time, and be responsible for the tasks and obligations given. For example, it can be seen from the habits of students who arrive on time before the Muhadharah program begins, obey all the rules set in the Muhadharah program, prepare material seriously and thoroughly, and follow the Muhadharah program consistently without skipping.

This aligns with Zainuddin's opinion, he stated that "Consistency in the implementation of the Muhadharah program greatly contributes to the formation of positive habits among students. Students who are accustomed to following routines will be better able to prepare themselves and be responsible for the tasks given" (Syawala, A., 2025).

On the other hand, discipline is also built through the regulation of practice time, division of tasks, and periodic assessment of their speaking abilities consistently. With structured assessments and clear schedules, students will become accustomed to discipline in achieving certain goals. This is supported by Dwivedi et al.'s statement that discipline can be formed through time management, division of tasks, and consistent assessment (Dwivedi, Y. K., Kshetri, N., Hughes, L., Slade, E. L., Jeyaraj, A., Kar, A. K., ... & Wright, R., 2023).

b. The Role of Muhadharah in Improving Students' Creative Character

In the implementation of the Muhadharah program, creative character becomes its main focus because it is very helpful in shaping students' creative character. Students who are actively involved in the Muhadharah program usually experience improvement in their ability to analyze issues, construct structured arguments, and solve problems independently. In addition, students also become more confident in expressing their opinions in public. This can be seen from the abilities of students that begin to form, such as the ability to think deeply before delivering a speech, being able to identify problems based on the theme raised, and being able to provide logical solutions to existing problems. After regularly participating in the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo, students also show increased self-confidence in daily life, such as conveying ideas or opinions even outside formal forums. This Muhadharah program also provides opportunities for students to develop creative thinking skills, especially when they are faced with topics they are not yet familiar with.

This aligns with Hidayah's opinion that "Muhadharah activities provide space for students to think critically and creatively by actively engaging in discussions and delivering arguments; students can sharpen their analytical and problem-solving skills" (Iskandar, M. Y., 2024). As Mujahid stated, Muhadharah can gradually increase student creativity (Mujahid, I., 2021).

c. The Role of Muhadharah in Improving Students' Self-Confidence

The implementation of the Muhadharah program is not only a forum for talent discovery or mere practice but also a place for fostering students' self-confidence. This is evidenced by the changes in students at PPS Wustho Hasan Munadi Ponorogo who are regularly involved in the implementation of the Muhadharah program. Those who initially were not yet confident and had a strong mentality are now slowly starting to form that character. This is shown by their ability to start speaking comfortably in public, not running out of words when speaking in front of the public, also being able to convey opinions, and asking questions to teachers in class and outside class. Students are also confident to consult about their problems with educators. This change is the result of the implementation of the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo.

This aligns with Prasetyo's opinion that the Muhadharah program not only functions as a training ground but also as a medium to build students' self-confidence and mentality. Students who are actively involved in the muhadharah program are mostly braver and more confident (Rohmah, M., 2025). Thus, the Muhadharah program can be stated to have an important role in improving students' character.

Based on the research results and supported by these theories, it shows that the role of Muhadharah in fostering discipline and creativity among students is not limited to public speaking skills. More than that, this program also improves discipline, hones critical thinking skills, and increases self-confidence and strengthens students' mentality. Through regular training, continuous evaluation, and opportunities to innovate, students will not only become disciplined individuals but also creative in facing various life challenges.

3.3 Supporting and Inhibiting Factors in Implementing the Muhadharah Program in Improving Discipline and Creativity at PPS Wustho Hasan Munadi Ponorogo

The implementation of the muhadharah program in fostering disciplined and creative character at PPS Wustho Hasan Munadi Ponorogo is influenced by various factors, both supporting and inhibiting. These factors play an important role in determining the success or challenges faced in achieving the desired goals. The following are the supporting and inhibiting factors:

a. Supporting Factors:

1. **Involvement of Competent Educators:** The involvement of competent educators is very important in the implementation of the muhadharah program because it can help students improve their speaking and presentation skills and can develop critical thinking skills and increase students' self-confidence. This aligns with the statement by Tanwirul Qulub stating that a good educator's approach can reduce students' awkwardness and can increase their participation in implementing the Muhadharah program.
2. **Consistency and Routine in Program Implementation:** Consistency and routine in the implementation of the muhadharah program greatly influence students positively. Such as developing good habits, improving speaking and presentation skills, building self-confidence, and reducing anxiety. With consistency in implementation, students can learn to appreciate time and set priorities, which in turn will improve their discipline. This aligns with Hidayah's statement, he stated that "With regular routines, students can learn to appreciate time and set priorities which contributes to improving their discipline."
3. **Support from a Conducive Environment:** Support from a conducive environment is very important in the implementation of the muhadharah program because it can help increase students' motivation to participate actively in the muhadharah program. A conducive environment can also reduce students' anxiety in speaking and presenting, besides that it can also improve students' abilities. A supportive environment both in the pesantren, school, and family is a key element in shaping the disciplined and creative character of students at PPS Wustho Hasan Munadi. When students feel encouraged and receive full support from peers, caregivers, and parents, they will more easily develop their creativity. This aligns with one of the opinions of Hattie, J. who stated that "a positive and supportive learning environment has a great impact on student learning outcomes. He stated that students who feel safe and supported in their learning environment tend to show higher motivation and greater engagement in the learning process" (Hattie, J., 2008).

4. **Internal Motivation of Students:** The spirit and motivation that come from within students to improve speaking and communication skills is one of the key supporting factors. When students have high curiosity, they tend to be more enthusiastic in preparing speech material, conveying ideas, and striving to perform better. This motivation greatly influences how much effort they are willing to make in developing self-discipline and creativity. This aligns with Aisyah's statement that "high intrinsic motivation encourages students to be more active in preparing speech material and conveying their ideas." Motivation that comes from within a person has a great impact on how much effort a person makes to hone speaking and communication skills.
5. **Adequate Supporting Facilities:** Complete facilities are very important to provide comfort to students at PPS Wustho Hasan Munadi Ponorogo. With adequate facilities, students can practice and hone their speaking skills and creativity more optimally.

b. Inhibiting Factors:

1. **Lack of Interest and Motivation of Students:** Lack of interest and motivation of students can hinder the implementation of the Muhadharah program, which impacts low participation, skill development, discipline, and creativity. This creates a less conducive learning environment, so it is important to address the factors that cause lack of motivation so that program goals can be achieved. As stated by Nasution, lack of intrinsic motivation can cause students not to participate actively in activities, including the Muhadharah program. He stated that students who lack interest tend not to make efforts to develop speaking skills and creativity, which ultimately hinders the achievement of educational goals.
2. **Dependence on Monotonous Teaching Methods:** Dependence on monotonous teaching methods can be an obstacle in the implementation of the Muhadharah program. This can reduce student engagement, limit skill development, reduce discipline, and hinder creativity. As a result, the learning environment becomes less conducive. Therefore, it is very important to apply varied teaching methods so that students can be actively involved and develop their potential. This aligns with Marzano's opinion, he stated that "the use of various teaching strategies can increase student engagement and learning outcomes. He emphasized that monotonous teaching methods can result in students feeling bored and less motivated, which in turn can hinder their learning process" (Akram, M., & Malik, M. I., 2023). This statement emphasizes how important active student engagement is to achieve optimal learning outcomes. By using various teaching methods, teachers can create more interesting and relevant learning experiences for students, which in turn can increase their motivation and discipline.
3. **Time Constraints:** Lack of time to prepare speeches or practice optimally can reduce the effectiveness of this program in building disciplined and creative character of students. Limited time also often prevents students from conducting self-reflection or evaluation, which could actually improve the quality of their performance. This aligns with what Schön conveyed, he stated that "limited time to prepare and practice can hinder students' ability

to reflect which is necessary to improve the quality of their performance. Without enough time to practice and reflect on their experiences, students may not be able to develop the expected discipline and creativity" (Tan, L., Kocsis, A., & Burry, J., 2023).

4. **Fear and Shame:** Fear and shame can be major obstacles in the implementation of the Muhadharah program. These two emotions often make students hesitant to participate actively, which in turn can reduce their opportunities to develop disciplined and creative character. The lack of self-confidence that arises from fear and shame can hinder their ability to practice and innovate in delivering speeches. This aligns with the theory put forward by Albert Bandura about self-efficacy, he explained that "an individual's belief in their ability to perform certain tasks greatly influences their motivation and engagement. Fear and shame can reduce self-efficacy, so that students feel unable to participate in the Muhadharah program" (Waddington, J., 2023).
5. **Lack of Learning Oriented Towards Creativity Development:** Lack of learning focused on creativity development can be an obstacle in the implementation of the Muhadharah program. This is because students may not have the skills and self-confidence needed to innovate when speaking. As a result, they lose the opportunity to develop disciplined and creative character, which is very important in this activity. This aligns with the research results conducted by Runco and Jaeger, they stated that "creativity is not only important for innovation but also for the development of students' character and social skills" (Glăveanu, V. P., & Beghetto, R. A., 2021).

Lack of Facilities or Resources: Lack of facilities or resources can hinder the implementation of the Muhadharah program, because students may not have access to tools and an environment that supports learning. This can reduce their motivation and self-confidence, thus hindering the development of disciplined and creative character needed in this activity. This aligns with research conducted by Al Mamun et al. in their article. They found that "a learning environment rich in resources can increase student motivation and support the development of creative skills" (Mamun, M. A., Lawrie, G., & Wright, T., 2020).

4. DISCUSSION

The findings of this research demonstrate that the implementation of the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo represents a comprehensive approach to character education that integrates religious values with practical skill development. This discussion examines these findings in relation to existing theoretical frameworks and their implications for character education in pesantren environments.

The implementation of the Muhadharah program as a mandatory activity for all students reflects the institution's commitment to holistic character development. This finding aligns with Lickona's character education theory, which emphasizes that character formation requires not only the teaching of moral values but also the development of good habits through consistent practice

(Kurniawan, S., & Fitriyani, F. N., 2023). The mandatory nature of the program ensures that all students, regardless of their initial abilities or interests, have the opportunity to develop public speaking skills, discipline, creativity, and self-confidence.

The variety of activities within the Muhadharah program---including speeches, lectures, poetry, and sholawatan---provides multiple entry points for students to express themselves and develop their talents. This finding supports Gardner's Multiple Intelligences theory, which posits that individuals possess different types of intelligence and benefit from diverse learning experiences (Hassan, H. M., 2020). By accommodating various forms of expression, the program allows students with linguistic, musical, or interpersonal intelligences to excel and develop their unique potentials.

The integration of Muhadharah material with Islamic Religious Education curriculum demonstrates a deliberate effort to connect theoretical knowledge with practical application. This finding aligns with Vygotsky's Constructivism theory, which emphasizes that learning is an active process where students build knowledge through experience and social interaction (Sinaga, M. N., Ringo, S. S., & Netrallia, M. C., 2024). By using material learned in PAI subjects for their speeches, students internalize and apply their knowledge, thereby deepening their understanding and making learning more meaningful.

The role of Muhadharah in developing disciplined character is particularly noteworthy. The consistent routine, clear schedules, and structured assessments create an environment where discipline is naturally cultivated. This finding supports the view that discipline can be formed through consistent time management, task division, and evaluation (Dwivedi, Y. K., et al., 2023). Students learn to appreciate time, prepare thoroughly, and take responsibility for their performances, which are essential components of disciplined character.

The program's contribution to developing creativity is equally significant. By encouraging students to analyze issues, construct arguments, and provide solutions to problems, Muhadharah cultivates critical and creative thinking skills. This finding aligns with research by Mujahid (2021), which found that muhadharah can gradually increase student creativity. The requirement to present speeches on various themes, some of which may be unfamiliar, pushes students to think creatively and develop innovative approaches to communication.

The development of self-confidence through Muhadharah represents a crucial outcome of the program. Students who initially lacked confidence gradually develop the ability to speak in public, express opinions, and interact with authority figures. This transformation aligns with the concept of self-efficacy proposed by Bandura, where repeated successful experiences in challenging tasks build confidence and belief in one's abilities (Waddington, J., 2023). The supportive environment and constructive feedback provided by competent educators facilitate this process of confidence building.

The supporting factors identified in this research---competent educators, consistent routines, conducive environment, internal motivation, and adequate facilities---are consistent with the findings of previous research on effective character education programs. Hattie's (2008) meta-analysis identified that a positive and supportive learning environment has a significant impact on

student outcomes, while Marzano's research emphasized the importance of varied teaching strategies in maintaining student engagement (Akram, M., & Malik, M. I., 2023).

The inhibiting factors---lack of interest and motivation, dependence on monotonous methods, time constraints, fear and shame, lack of creativity-oriented learning, and limited facilities---represent common challenges in character education programs. These challenges are consistent with research by Runco and Jaeger (2021) which found that creativity development requires specific attention and resources, and that fear and shame can significantly hinder student participation and development (Glăveanu, V. P., & Beghetto, R. A., 2021).

The theoretical contribution of this research lies in its articulation of a comprehensive model for implementing character education through the Muhadharah program. While previous research has examined elements of this model separately, this study demonstrates their systematic integration into a coherent framework. The model's emphasis on combining religious content, public speaking practice, and character development offers a distinctive contribution to the field of Islamic education.

The practical implications of this research extend to educational policy and practice in pesantren and other Islamic educational institutions. For educators, the findings highlight the importance of providing diverse activities that accommodate different intelligences, maintaining consistent routines and clear expectations, and addressing inhibiting factors such as fear and lack of motivation. For administrators, the findings emphasize the need for adequate facilities and support for competent educators. For policymakers, the findings suggest that character education programs should be integrated into the curriculum and provided with appropriate resources.

The findings of this research also address the concerns about indiscipline and low creativity among Indonesian students raised in the introduction. The success of the Muhadharah program in developing disciplined, creative, and self-confident character suggests that similar approaches could be effective in other educational contexts. The integration of religious values with practical skill development provides a model for character education that is both culturally relevant and pedagogically sound.

Finally, this research contributes to broader discourse on the role of pesantren in character education. As traditional Islamic educational institutions, pesantren have long been recognized for their role in shaping moral and spiritual character. This research demonstrates that pesantren can also effectively develop practical skills such as public speaking, critical thinking, and creativity through programs like Muhadharah. This finding supports the view that pesantren can adapt to contemporary needs while maintaining their traditional values and identity.

5. CONCLUSION

Based on the research findings and deep analysis of the implementation of the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo, the following conclusions are drawn:

1. The Muhadharah program is a superior program at this institution that is mandatory for all students to follow. Its implementation is carried out every Saturday, with representatives from each class performing in turns according to a predetermined schedule. The activities include master of ceremonies, speeches, lectures, poetry, and sholawatan, with procedures starting with greetings, followed by speeches, poetry, and ending with a joint sholawatan performance.
2. The Muhadharah program plays an important role in shaping disciplined, creative, and self-confident character of students. Discipline is manifested through consistent routines, learning to appreciate time, being responsible, and preparing well, all of which contribute to the formation of student discipline. The program also encourages students' creative character abilities such as analyzing issues, constructing arguments, and solving problems independently. Muhadharah serves as a means to build students' mental strength and self-confidence, demonstrated through public speaking abilities, expressing opinions, asking questions, and consultation.
3. The implementation of the Muhadharah program at PPS Wustho Hasan Munadi Ponorogo is influenced by various supporting and inhibiting factors. Supporting factors such as competent educators, consistency in implementation, conducive environment support, internal motivation of students, and adequate facilities contribute positively to student character development. However, challenges such as lack of interest and motivation, dependence on monotonous teaching methods, time constraints, fear and shame, and lack of creativity-oriented learning can hinder the program's effectiveness. Therefore, it is very important to address these obstacles so that the Muhadharah program can run optimally and achieve its goals in shaping disciplined and creative character of students.

5.2 Recommendations

Based on these findings, the following recommendations are proposed:

1. **Enhancing Student Motivation:** Schools should develop strategies to increase student interest and motivation in participating in the Muhadharah program, such as providing recognition and rewards for excellent performances, creating a supportive and encouraging atmosphere, and connecting the program to students' personal and academic goals.
2. **Varied Teaching Methods:** Educators should employ varied teaching methods to keep students engaged and prevent monotony. This could include incorporating technology, using different activity formats, and providing choices in topics and presentation styles.
3. **Addressing Fear and Shame:** Schools should provide support and training to help students overcome fear and shame, such as through gradual exposure to public speaking, confidence-building activities, and individual coaching.

4. **Time Management:** The schedule for Muhadharah activities should be designed to allow adequate time for preparation and practice, ensuring that students can perform to the best of their abilities.
5. **Creativity Development:** Teaching approaches should explicitly focus on developing creativity, providing opportunities for students to experiment with different presentation styles, topics, and formats.
6. **Facility Improvement:** Schools should invest in adequate facilities and resources to support the Muhadharah program, including appropriate spaces for practice and performance, audio-visual equipment, and reference materials.
7. **Continuous Evaluation:** Regular evaluation of the Muhadharah program should be conducted to identify areas for improvement and ensure that the program continues to meet its goals effectively.

Ethical & Author Statements

CRedit Statement: Binti Rofii'ah, Katni, Devid Dwi Erwahyudin, Muhamad Nabil Abidin, Kholid Muhtar Aziz, Achmad Basith Setiawan, & Nila Agustin: Conceptualization, Methodology, Writing -- Original Draft, Data Curation, and Supervision; Formal Analysis, Investigation, and Writing -- Review & Editing.

Data Policy: Supporting data regarding the implementation of the Muhadharah program and its role in character development are available from the corresponding author upon reasonable request.

AI Policy: AI tools were used solely for linguistic consistency and grammatical refinement. The final analysis, interpretation of character education, and the reconstruction of program recommendations are original human outputs

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