

Implementation of the Milad Muhasabah Program to Increase Students' Self-Motivation

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Abstract: Motivation is one of the important things in the educational process, but many junior high school students still find it difficult to maintain their motivation consistently. In school, the emphasis is usually more often on academic achievement, while reflection activities to support motivation are still rarely done. This study aims to describe and analyze the implementation of the muhasabah milad program in fostering student self-motivation at Al falah Deltasari Sidoarjo Junior High School. The research uses a qualitative descriptive method with students who participate in the milad muhasabah program and BK teachers as implementers. Respondents were selected using purposive sampling techniques. Data was collected through observation, interviews, and documentation. Observations were carried out to see firsthand the sustainability of the program, interviews were used to explore the experiences of BK students and teachers, while documentation in the form of photos and notes was used as supporting data. Data analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawn. The results of the study show that muhasabah milad makes students feel appreciated, happy and more excited so that they can foster self-motivation. The program can be understood as an innovative strategy in counseling guidance that combines emotional and spiritual aspects. This research also provides theoretical benefits by adding to the study of muhasabah in education, as well as practical benefits in the form of alternative teacher strategies to foster students' self-motivation through simple and meaningful reflective activities.

Keywords: Milad Muhasabah Program, Self-Motivation, Students

INTRODUCTION

In the educational process, students are required to have strong and consistent self-motivation. But in reality, not all students are able to maintain high motivation, some are weak or changeable. Motivation can be understood as the energy within the self that drives a person to act, whether consciously or unconsciously.(Miftahussaadah & Subiyantoro, 2021) The humanistic perspective emphasizes that true motivation comes from within and is inherent throughout human life (Umam & K., 2019). Motivation is formed from several main components, namely needs, behaviors and goals.(Saputra et al., 2018) According to Hamzah, motivation is a fundamental motivation that moves individuals to act according to their desires. This motivation can arise from within or be influenced by external factors such as reward and punishment.(Masni, 2015)

Self-motivation contains encouragement in the form of desires that are able to activate, move, channel and direct individual attitudes and behaviors. (Andriani & Rasto, 2019) The level of desire for an activity determines how much effort is put into realizing it. (Harmalis, 2019) Therefore, self-motivation has an important role in student development. (Cahyaningtias & Ridwan, 2021) Because self-motivation functions as the main driver in achieving optimal goals. (Sunarti Rahman, 2024) Maslow's theory of needs also explains that motivation arises hierarchically, where the fulfillment of basic needs becomes the basis for the emergence of the next need. (Suharni, 2021) Thus, self-motivation greatly determines the success and achievement of students. (Pradja & Tresnawati, 2018)

In the context of education, schools are strategic places, with teachers as parties who play an important role in fostering students' motivation to learn. (Nurhayati & , Langlang Handayani, 2020) So that the success of teachers in teaching is greatly influenced by their ability to generate this motivation. (Farida, 2022) Motivation can affect various aspects, ranging from the material studied, the learning strategies chosen, to the time used. (Sarnoto & Abnisa, 2022) Students who are highly motivated are generally more enthusiastic, easy to direct, take assignments well, show great curiosity, actively seek additional information, and are able to use high-level thinking skills to understand lessons. (Redy Winatha & Made Dedy Setiawan, 2020)

However, low motivation to learn is still a problem faced by some junior high school students. (Hidayati et al., 2022) Not a few students show low enthusiasm for learning so that their academic results are less than optimal. This condition shows that learning motivation needs to continue to grow. Failure in the learning process does not always come purely from students, but can also be influenced by the lack of the role of teachers in fostering motivation so that interest in learning decreases. (Ramadhani & Muhroji, 2022) Therefore, the role of teachers is very important, namely as a driver and motivation for students. Teachers are required to be able to provide encouragement and positive responses that can result in good behavior change. (Manizar, 2015) This requires teachers to be progressive and creative in implementing various new learning methods that not only increase learning activities, but also strengthen student interaction and have an impact on improving learning outcomes. (Reporting by Dwi Anggraini; Amat Mukhadis, 2013)

Effective learning and coaching strategies are needed to foster student motivation. (Nurdiana & Key, 2024) Effective coaching includes the process of forming a personality that is influenced by the family, school and community environment. Efforts to cultivate motivation require methods that not only provide encouragement, but also provide emotional and spiritual support. In this case, muhasabah can be one of the relevant alternatives. The school itself has a strategic position in the formation of students' morals and character. Unfortunately, there are still many schools that have not implemented muhasabah activities in a structured manner as a means of fostering student motivation. (Nabila, 2022)

Muhasabah is basically a form of self-reflection. Therefore, the discussion of self-reflection is closely related to motivation development efforts. School programs generally focus more on academic aspects, while space for self-reflection still receives less attention. In fact, self-reflection is not only beneficial for individual development, but is also an important part of collective efforts to improve the quality of education. (Lestari, 2024) Reflection is closely related to the formation of mental images through the process of socialization, which helps individuals understand their identity. Thus, reflection is an important element that supports the growth of students' self-motivation.

Several previous studies have shown that muhasabah activities have a positive impact on student development. Hafifa Dwi et al. found that group guidance with a muhasabah approach had a significant effect on increasing students' motivation to excel.(Fadilla et al., 2022) Nadia et al.'s research also shows that muhasabah is effective in improving students' religious attitudes, both from the dimensions of belief, experience, appreciation, and the consequences of experience.(Fadilla et al., 2022) Meanwhile, research by Abd. Hamid Cholili showed a high correlation between self-reflection and student academic procrastination, with a correlation coefficient of 0.854 at a significance level of $p < 0.01$. These findings confirm that muhasabah has an important contribution in supporting students' motivation and positive behavior.(Cholili et al., 2024)

However, the majority of research still emphasizes muhasabah in the context of group guidance or personal reflection, so not many have explored the form of muhasabah innovation formed in school-specific programs. One form of innovation is the milad muhasabah program at Al Falah Deltasari Sidoarjo Junior High School, which is a self-reflection activity that is carried out at the moment of a student's birthday. This program was designed by BK teachers as an effort to foster self-motivation while providing meaningful emotional experiences. This research is important considering that the low motivation to learn of junior high school students is still a real problem that has an impact on academic achievement, while the innovation of muhasabah-based coaching programs has not been widely implemented systematically in schools.

Through the muhasabah milad, this research presents a new approach in the form of self-reflection carried out on students' birthdays as a means of fostering self-motivation while providing a personalized emotional experience. Therefore, this study aims to describe and analyze the implementation of the milad muhasabah program in increasing student self-motivation at Al Falah Deltasari Sidoarjo Junior High School.

METHOD

This research uses a qualitative descriptive approach, which is research that starts from observation of certain processes or events, then analyzes until finally generalizations can be drawn as conclusions from the events being studied.(Ruhansih, 2017) This research was conducted at Al Falah Deltasari Sidoarjo Junior High School with the research subjects of students who participated in the muhasabah milad program, and involved BK teachers as program implementers. Respondents were selected using purposive sampling techniques, which are the determination of samples based on certain criteria that are in accordance with the focus of the research.(Machali, 2021)

The research instruments used included observation, interviews and documentation. Observations are carried out to record various information found or witnessed directly during the muhasabah activity, so that the researcher obtains a real picture of the implementation process and student response. Interviews were conducted in the form of questions and answers between researchers and resource persons, both BK teachers and students, with the aim of exploring deeper information related to the experiences, feelings, and impact of the milad muhasabah program on students' self-motivation. Documentation is used as a complement in the form of photos, notes, or activity archives to strengthen the data from observations and interviews.(Nabila, 2022)

The data analysts in this study used a qualitative descriptive approach by going through three main stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by focusing and filtering relevant data from the beginning of the research until the data

collection process is completed, so that only important information is used. After that, the data that has been reduced is presented in the form of narrative descriptions, simple tables, and charts to facilitate understanding the relationships between categories and planning the next steps of research. The last stage is drawing conclusions, where the researcher interprets the field findings. The initial conclusion is still provisional, but it will be credible if it is supported by valid and consistent evidence from the results of subsequent data collection. (Ruhansih, 2017)

RESULTS AND DISCUSSION

Based on the results of observations, the milad muhasabah program at Al Falah Deltasari Junior High School was carried out structurally by BK teachers by utilizing student birthday data. The data has been compiled based on the month of birth and grade level ranging from grade VII to grade IX. As a supporting media, BK teachers prepared a milad muhasabah greeting card in the form of a small pocket book which would later be given to students who had birthdays. The implementation of the activity was carried out by BK teachers giving summons letters to students who were having a birthday. Calls are usually made during break hours so as not to interfere with the learning process. If the birthday falls on a holiday, then the muhasabah activity is carried out before or after the date of the student's birthday.



Figure 1. Milad Muhasabah Greeting Card

After the students arrive at the BK room, the teacher first asks the reason for the summons with sentences such as, "why are you called? Do you feel like you have done something wrong? At this stage, some students already know that they were called because of their birthdays, while others actually seem confused. When the students believe that they have not made a mistake, the teacher then gives them a greeting card that has been prepared while wishing them a happy birthday.

Student responses to this activity were mixed. Some smiled shyly, others looked very happy, shocked, and even felt proud and excited because they received special attention on their birthday. After this moment, BK teachers invite students to pray together so that increasing age brings blessings, as well as a form of self-reflection. Thus, the milad muhasabah activity is not only a simple celebration event, but also a means of fostering students' self-motivation through an emotional and spiritual approach carried out personally.



Figure 2. Documentation of Milad Muhasabah Activities

In addition to observations, the researcher also conducted interviews to explore further about the implementation of the muhasabah milad program at Al Falah Deltasari Sidoarjo Junior High School and several students who had participated in it. When asked about the origins of the program, the BK teacher explained, "when I first served at Al Falah Deltasari Sidoarjo Junior High School, I thought about how to build closeness with students. From there, the idea of creating a milad muhasabah program came so that children feel appreciated on their birthdays, as well as making it a moment of reflection and prayer together."

Then the researcher asked the purpose of the program. The BK teacher said, "This program is intended to build emotional closeness with students and give different birthday meanings. So, it is not only celebrated with worldly things, but also accompanied by muhasabah so that students are more grateful and self-motivated at a new age". Regarding the students' response, the BK teacher revealed, "The reactions were varied, some were shy, some were shocked, some just realized that it was their birthday. But almost all of them show a sense of pleasure because they feel cared for." From the results of interviews with students, researchers found generally positive impressions. One student said, "At first I was afraid to be called to the BK room, because usually when I am called it means that there is a problem. It turned out that I was called because of my birthday. I was shocked and happy at the same time. When I was given a greeting card, I continued to read it, it tasted so sweet. From there I felt more excited to change for the better and not be lazy anymore."

Another student said, "I forgot that today is my birthday. It turned out that someone reminded her, and when I was given greetings and prayers, I felt very appreciated. That speech made me realize that getting older means more responsibility for me." The researcher also observed that some students kept their muhasabah milad greeting cards well, such as in notebooks or in bags. This shows that the program is not just a routine activity, but has emotional value that is able to strengthen students' self-motivation while building a closer relationship with BK teachers.

The results of observations and interviews regarding the implementation of the milad muhasabah at Al Falah Deltasari Sidoarjo Junior High School show that this program is in line with motivation theory. This activity is able to present positive emotional experiences for students, such as feeling appreciated, happy and excited. This reflects the internal motivation factor as Hamzah explained, that motivation is a fundamental motivation that moves a person to act. Various student reactions ranging from embarrassment, shock, to pride show the influence of external factors in the form of teacher attention and giving greeting cards as a form of motivational stimulus, in line with the behavioral view of rewards. Meanwhile, the collective prayer and reflection that accompany this activity show that motivation can also grow from self-awareness, as emphasized in

the humanistic view. These findings corroborate previous research that states that muhasabah plays a role in increasing students' motivation, religious attitudes, and self-awareness.

However, there are several obstacles, such as there are still students who are reluctant to enter the BK room because they already think it is only for problematic students, even reinforced by peer jokes. This condition shows that motivation is not only influenced by the positive stimulus of the teacher, but also by social environmental factors. Therefore, teachers' efforts to build closeness through milad muhasabah need to be supported by other strategies that can reduce the stigma of the BK space, for example through socialization or open activities. Thus, although this program is effective in fostering the self-motivation of most students, continuous assistance is still needed so that the benefits are more evenly distributed and able to overcome existing psychological and social barriers.

CONCLUSION

The results of the study show that the milad muhasabah program at Al Falah Deltasari Sidoarjo Junior High School is able to foster students' self-motivation through simple but meaningful activities. This program is carried out by taking advantage of the momentum of students' birthdays which are packaged in the form of giving greeting cards, joint prayers, and invitations to reflect on the new age. From observations and interviews, it can be seen that students respond to these activities with positive feelings such as happy, moved, proud, and excited, which then encourages them to appreciate themselves more and try to improve their attitudes. In addition, the muhasabah milad also makes an important contribution in building closeness between BK teachers and students. The Bk room, which was initially considered scary, began to be viewed more positively, because students felt cared for and appreciated. This program also dismisses the stigma that the BK room is only intended for students with problems. Theoretically, this study increases the understanding of the application of muhasabah in the context of counseling guidance. Practically, this program can be an alternative strategy for teachers in fostering students' self-motivation through emotional and spiritual approaches. However, the results of the motivation that emerge are only visible immediately after the activity, so further monitoring is needed to ensure its sustainability. In addition, there are still some students who are reluctant to enter the BK room due to the influence of stigma from peers, which is a challenge in itself to be corrected.

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