

## **Building Student Character Through Role Models in The MABIT Program at SDIT Al-Hikmah Banjarmasin**

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### **Abstrak**

Pendidikan karakter merupakan salah satu aspek krusial dalam pembentukan kepribadian siswa, terutama di era modern yang sarat dengan tantangan moral dan sosial. Salah satu pendekatan yang efektif dalam pendidikan karakter adalah melalui keteladanan, di mana guru dan orang tua berperan sebagai contoh perilaku yang baik dan sesuai dengan nilai-nilai moral dan spiritual. Dalam konteks ini, program Malam Bina Iman dan Taqwa (MABIT) di SDIT Al-Hikmah Banjarmasin menawarkan metode yang terintegrasi untuk meningkatkan karakter siswa melalui keteladanan yang ditunjukkan oleh guru serta keterlibatan aktif orang tua. Penelitian ini bertujuan untuk menganalisis efektivitas program MABIT dalam meningkatkan karakter siswa. Penelitian ini menggunakan pendekatan studi kasus kualitatif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Informan berjumlah 13 orang yang terlibat langsung dalam kegiatan MABIT. Hasil penelitian menunjukkan bahwa program MABIT, yang melibatkan aktivitas seperti sholat berjamaah, tadarus Al-Qur'an, pemutaran film inspiratif, sesi renungan, dan refleksi terbukti efektif dalam meningkatkan karakter siswa, terutama dalam memperkuat kedisiplinan, religiusitas, serta penguatan nilai-nilai moral. Peran guru sebagai teladan dan keterlibatan orang tua memberikan kontribusi signifikan terhadap keberhasilan program ini. Guru, dengan menunjukkan keteladanan dalam praktik ibadah

dan disiplin, berhasil menjadi model positif bagi siswa. Keterlibatan orang tua dalam mendukung kegiatan MABIT juga memperkuat internalisasi nilai-nilai tersebut di rumah. Berdasarkan temuan ini, penelitian merekomendasikan pengembangan variasi kegiatan untuk memperkaya pengalaman siswa dan peningkatan keterlibatan orang tua untuk memperkuat dampak positif program terhadap pembentukan karakter siswa.

**Kata kunci:** MABIT, Keteladanan, Kedisiplinan, Keterlibatan Orang Tua, Pendidikan Karakter, Religiusitas.

### ***Abstract***

*Character education is one of the crucial aspects in shaping students' personalities, especially in the modern era that is full of moral and social challenges. One of the practical approaches in character education is role modeling, where teachers and parents act as examples of good behavior by moral and spiritual values. In this context, the Malam Bina Iman dan Taqwa (MABIT) program at SDIT Al-Hikmah Banjarmasin offers an integrated method to improve student character through exemplary behavior demonstrated by teachers as well as the active involvement of parents. This study aims to analyze the effectiveness of the MABIT program in improving student character. This research uses a qualitative case study approach with data collection techniques through observation, in-depth interviews, and documentation. The informants totaled 13 people who were directly involved in MABIT activities. The results showed that the MABIT program, which involves congregational prayers, Qur'anic tadarus, inspirational film screenings, devotional sessions, and reflections, improved student character, especially in strengthening discipline, religiosity, and moral values. The role of teachers as role models and parents' involvement contribute significantly to this program's success. By showing exemplary worship practices and discipline, teachers became positive models for students. Parents' participation in supporting MABIT activities also strengthens the internalization of these values at home. Based on these findings, the study recommends developing various activities to enrich students' experiences and increasing parental involvement to strengthen the program's positive impact on students' character-building.*

**Keywords:** MABIT, Exemplary, Discipline, Character Education, Parental Involvement, Religiosity.

## Introduction

Character education is an inseparable part of education as a whole. Amid the development of a challenging globalization era, student character is a significant factor that needs to be developed to become intelligent and noble (Bantas et al., 2024). This aligns with national education's objectives, which include forming national character through education based on moral and ethical values. One of the efforts that can be made to achieve this goal is through exemplary learning, which can be introduced and applied in activities outside the classroom.

According to (Fathurrohman and Sutikno, 2007), the exemplary strategy is a way or path someone takes in the learning process through actions or behaviors worthy of imitation (modeling). What is meant is that the exemplary technique, used as a tool for Islamic education, is considered a type of responsible individual behavior that depends on direct experience. Adequate and optimal results will be obtained by using hands-on methods.

Educators and other staff members need to act as role models in schools. Both attitudes and behaviors are examples of exemplary behavior. Educators and other education staff members should always be cheerful and peaceful when interacting with students. Students will also be inspired by the orderly, bright, professional image displayed by educators and other staff members. Similarly, self-control includes arriving on time, completing tasks according to established protocols, and so on (Karso, 2019).

Islamic-based schools are essential in instilling religious and moral values early on. The programs implemented in these schools, such as MABIT (*Malam Bina Iman dan Taqwa*), aim to shape the character of students who are not only good in academic aspects but also in moral and spiritual aspects (Tarmizi et al., 2024). The MABIT program is one of the

methods used to instill Islamic values and a good personality through nighttime activities that involve students in various activities aimed at fostering faith and piety and shaping character.

Formal school activities and interaction with the surrounding environment form a strong student character. Therefore, the school needs to be able to create an environment that supports character development through exemplary, including in activities such as MABIT, which involves students in an atmosphere that is more intense and closer to their daily lives (Cholifah & Faelasup, 2024; Nabila et al., 2024; Nurdin, 2020).

However, findings (Carr, 2023) related to role modeling suggest that while role modeling can be a method of character building, there are other and more important ones, especially as students get older. Effective modeling focuses more on how teachers and educators bring moral values to life in their daily lives rather than explicitly displaying moral traits. For example, while teachers should teach moral values, they should not force themselves to model moral behavior to shape students' character, as it can feel unnatural. In addition, (Carr, 2023) also warns about the dangers of evil influence from lousy role models, emphasizing the importance for teachers and educators to maintain their integrity so that students can distinguish between good and bad role models. Thus, virtuous role modeling, tailored to students' development, becomes a more effective way of shaping their character.

In addition, according to the opinion of (Abdussalam et al., 2024), there is a lack of consistency and commitment from all components of the school, which is very important in building and strengthening character education. This involves the identification of relevant character values, integrating the curriculum, and continuous evaluation.

On the other hand, today's society is also increasingly aware of the importance of character education in forming a quality generation. However, the less harmonious role of families, schools, and communities in supporting character education is a challenge (Christina Turner et al., 2024). Therefore, it is important to assess how the role of role models from educators in the MABIT program can influence the formation of student character, both in spiritual, social, and personal aspects (Hanafiah et al., 2024). The MABIT program implemented at SDIT Al-Hikmah Banjarmasin is an activity that aims to bring students closer to spiritual and moral values through a more intensive approach, such as recitation, prayer together, and various other activities.

The difference between this article and other research (Astuti, 2019; Tarmizi et al., 2024; Winarsih & Ruwandi, 2022) focuses on MABIT activities in improving intelligence and spiritual values. (Basri et al., 2023; Muzammil & Rijal, 2021) Explain various religious activities in the MABIT program to form religious characters, not explaining the exemplary role of principals and teachers. Meanwhile, (Mansur & Sholeh, 2024; Sholeh, 2016) explains the integration of local wisdom in character education through the 5S culture (smile, greeting, greeting, courtesy, and politeness), religious practices, sports, and scouting, all of which contribute to the development of student character. However, few studies have examined the role of educators' education and parents in providing exemplary education through the MABIT program.

This study aims to identify and analyze how role models educators provide through the MABIT program can shape student character. The main focus of this research is to see the relationship between the role models provided and the development of student character, both in moral, social,

and spiritual aspects. In this case, the role of educators as role models is vital to provide good examples for students in daily life (Osman, 2019; Sanderse, 2024).

Specifically, this study will try to reveal how teachers and educators at SDIT Al-Hikmah Banjarmasin provide examples and influence the MABIT program. In addition, this study will also explore the extent to which students feel inspired by the examples set by their educators, as well as how they internalize these values in their daily lives. Thus, this research is expected to contribute positively to character education development through examples.

## **Research Method**

This research uses a qualitative approach with a descriptive research type, which aims to describe in detail how the MABIT (*Malam Bina Iman dan Taqwa*) Program at SDIT Al-Hikmah Banjarmasin is implemented in building student character, primarily through the aspect of exemplary. The qualitative method was chosen because it allows researchers to explore in-depth information about experiences, perspectives, and practices in the field and interactions between the parties involved in this program. Data were collected through in-depth interviews with 13 informants, such as principals, teachers, and some students directly involved in MABIT activities, to gain insight into the program's implementation and its influence on student character. In addition to interviews, researchers also used participatory observation to directly observe the implementation of MABIT and the interactions between teachers and students during the activity.

In this study, data analysis using the theory of Miles et al. (2014) was carried out by organizing and classifying the data that had been collected,

then thematically analyzed to identify emerging patterns related to the application of exemplary in the MABIT Program to shape student character. Data validity was obtained using triangulation techniques, such as comparing the results of interviews, observations, and documentation to ensure the consistency and credibility of the information obtained. In addition, member checking is also carried out by asking for confirmation from respondents to ensure that the researcher's interpretation matches their experience. This approach is expected to obtain a comprehensive picture of the impact of the MABIT Program on character building and student exemplarity at SDIT Al-Hikmah Banjarmasin.

## **Results and Discussion**

### **1. Implementation of MABIT Activities in Building Student Character through Exemplification**

The results of interviews with the principal and the board of teachers provide an in-depth description of the implementation of MABIT activities at SDIT Al-Hikmah Banjarmasin. The activity starts before Asr time and involves students in grades 3, 4, and 5. According to the Principal,

*We designed this MABIT program to build the discipline of worship and moral values of students so that they can be role models for their friends. (Informant P1)*

Religious activities include congregational prayers, prayers, reading Akidatul Awam, reading Surah Yasin, and other surahs. After Maghrib, students have dinner together, followed by Isha prayers in the congregation, and they watch inspirational movies. The activity ends with a devotional session and bedtime games. The mentor teacher stated:

*Reflection is an important moment for students to introspect, think about their actions, and learn to improve themselves. (Informant P3)*

In the evening, before morning, students perform the tahajud prayer, qiyamul lail, and Fajr prayer in the congregation, do morning gymnastics, have breakfast together, and do short learning before going home. The results show that SDIT Al-Hikmah Banjarmasin has implemented several key strategies to build student exemplarity. These strategies reflect a systematic and integrated effort to create a characterful and holistic educational environment based on Islamic values.

MABIT activities containing congregational prayers, religious studies, and *muhasabah* strengthen religious discipline and assist students in improving Islamic spiritual and moral discipline. Activity programs enhance spiritual values by creating an environment that supports religious practices and character development (Ilyas & Seriyanti, 2024; Tarmizi et al., 2024).

MABIT also helps children develop positive habits that help them be good inside and outside the classroom. These behaviors include independence, responsibility, and compassion for others. Students develop a sense of mutual support and cooperation through group cohesiveness, reinforcing the importance of solidarity in a social environment. (Maman et al., 2022) Participants are encouraged to engage in activities that foster relationships with others and the environment, which reflect the values of *taqwa*. This includes maintaining good relations with fellow humans and the environment, integral to internalizing religious character values.



By participating in these activities, teachers and counselors act as direct role models for students, providing tangible examples of attitudes, morality, and the spirit of worship. This is in line with research by (Hidayat, 2015; Nazifah & Khairat, 2023), which discusses the importance of the exemplary method as the primary approach in Islamic education. Teachers not only deliver learning materials but also model behavior. Exemplary is considered an effective way to internalize Islamic values in students, covering cognitive, affective, and psychomotor aspects.

Research (Jon et al., 2023; Wibowo & Ok, 2023) shows that teachers use three primary stages to implement exemplary behavior in the classroom. The first step is planning, where teachers, often with the help of conversations with colleagues, work on improving their attitudes, behaviors, and words to become better role models. The second step is implementation, where educators continuously inculcate virtues such as praying, keeping oneself tidy, and motivating students to act appropriately in daily interactions. Assessment is the final step and is done by direct observation to measure how well students imitate the teacher's behavior. Educators can use this method to significantly influence students' moral development and foster a supportive learning atmosphere.

This research sees that a key factor in developing students' exemplary behavior is the diversity of activities offered at SDIT Al-Hikmah Banjarmasin. Islamic value-based outbound and outdoor activities align with Albert Bandura's social learning theory, highlighting how students pick up desired behaviors through role models. Research (Nugraha, 2023; Osman, 2019) shows that engaging

in outdoor physical activities in a fun atmosphere strengthens children's internalization of moral principles by observing and modeling commendable behaviors from role models.

In addition, Thomas Lickona's philosophy of character education emphasizes moral knowledge, feelings, and actions supported by various group discussions and introspective journals. According to research (Ramadhan & Suyadi, 2022), students can consider and plan how to apply moral values in daily life through discussion and introspection. As a result, these exercises support students' understanding of values and internalization and application of that understanding.

Student exemplarity is significantly improved at SDIT Al-Hikmah Banjarmasin through MABIT activities. The program aims to build Islamic principles through several organized activities, including interactive learning, collective worship, and in-depth group discussions. Findings show that Mabit successfully fosters an environment that encourages students to develop their character, especially self-control, accountability, and empathy. The effectiveness of Mabit activities in raising students' spiritual awareness is one of the main conclusions. For the students, collective worship activities such as dhikr, night prayers, and Qur'an recitation provide a profound spiritual experience.

The peer mentor program and social activities focusing on charity work further enhance students' character development. The peer mentor program embraces the idea of cooperative learning (Slavin, R. E, 2019) by promoting social relationships and support between junior and senior students. According to recent research by (Azizah N 2024), peer mentors encourage students to apply moral principles more frequently.

Meanwhile, David Kolb's experiential education emphasizes the relevance of direct experience in understanding and applying moral values supported by social activities centered on charity work. According to (Hidayatullah S, 2023), students who participate in charitable activities have greater empathy and compassion, which supports applying moral principles such as sharing and helping others in everyday situations.

The self-reflection exercise, or *muhasabah*, conducted at MABIT, allows students to examine and improve themselves to develop into better individuals with character. Therefore, MABIT works well in helping students absorb virtues and develop into more moral, pious, and capable human beings who can be role models for others.

## **2. Exemplary in Strengthening Moral Values through MABIT Activities**

This research shows that through worship routines and clear teacher examples, MABIT activities at SDIT Al-Hikmah Banjarmasin develop students' exemplary behavior. Teachers act as moral figures who guide students.

*Teacher exemplarity is the main foundation of this program. Students learn more effectively when they see their teachers consistent in good behavior and follow the activities to the end. (Interview P1)*

Likewise, the following was also conveyed by the teacher:

*As teachers, we teach academic lessons and become living examples for students. MABIT activities allow for demonstrating moral and spiritual values in actual actions, such as discipline in worship and regularity in activities. (Interview P2)*

This is in line with Bandura's social learning theory, which continues to be used as a guide in character education. More recent

research (Nugraha, 2021) shows that social learning, for example, where children learn skills by watching the behavior of respected role models, such as teachers or Ustadz, significantly impacts students' character development. The teachers act as educators and moral role models for students during MABIT activities.

This aligns with research by Junaedi, in which he explores Ibn Sahnun's thoughts on teacher ethics, which include principles such as justice, sincerity, and being *Uswah Hashanah* (role model). The findings show the relevance of these values to the modern teacher code of ethics, making ethics an integral part of the teacher's personality (Junaedi, 2020).

Relevant research (Muzammil & Rijal, 2021) also shows that student behavior is positively influenced by the excellent way of moral growth implemented through MABIT activities; this can be seen from their improved behavior because they try to tell the truth or feel embarrassed to lie, they become more independent, such as in terms of preparing the equipment needed for MABIT activities, because they feel embarrassed to lie about the equipment required for MABIT activities. Since the activities in the MABIT program include moral lessons that teach, this is one way to help students develop stronger morals. Religious training, intelligence and unity, social skills, independence, and discipline are some ideals incorporated into the MABIT program activities.

The theory of character development through habituation proposed by Lickona (1991) and supported by research findings (Ramadhan & Suyadi, 2020) is also supported by the worship habituation strategy used in this MABIT activity. In addition, the

findings of this study are consistent with the ideas of al-Ghazali, supported by recent research (Rahman, 2021), who emphasized that spiritual education is the foundation of morality development. The activities offered by MABIT align with the belief that a strong foundation in moral education comes from the growth of spirituality through worship and reflection. This shows how contemporary Islamic education ideas that emphasize the role of spirituality in character development are consistent with MABIT's emphasis on developing moral qualities such as honesty and accountability.

### **3. Effectiveness of Experiential Learning Method in Shaping Character through MABIT Activities**

MABIT activities are created using experiential learning techniques; students can better understand and integrate exemplary ideals. Students can practice responsibility, empathy, and cooperation through group discussions, instructional games, and real-life simulations. For example, students practice making judgments based on the moral lessons they learn in MABIT activities by modeling real-world scenarios. As a result, learning becomes more applicable to daily life and more contextualized. Teachers are role models who play an essential role in shaping students' character.

*We are a direct example, so students hear, see, and imitate. (Interview P2) We, as teachers, do not only deliver theory but also assist students directly. We have to ensure that the moral and spiritual principles we teach are practiced well. When teachers show examples in discipline, ethics, and worship, students indirectly learn to imitate that." (Interview P3)*

Teachers who consistently practice worship will show strong role models for students, which they will later emulate daily. Through the

worship routine, students are taught to be disciplined in carrying out religious obligations. Students said,

*I got used to praying on time at home after joining MABIT (Interview P7-P9. Alhamdulillah, I read the Qur'an daily after participating in activities (Interview P10, P11, P12).*

This is done by research by (Nurfuadi et al., 2022), which discusses the values of teacher personality based on the book *Irsyadul Muallimin*, emphasizing the importance of teacher character in shaping student personality. Proactivity, discipline, humility, and fairness are relevant in supporting exemplary Islamic education.

The above is relevant to research (Prayunisa & Marzuki, 2023), which shows that experiential learning models are perfect because students often ask questions, do not give up quickly, and are enthusiastic and active in observation activities to find out new information related to the phenomenon/problem at hand-thus experiential learning models encourage students' interest in learning. This can improve student learning outcomes and increase understanding.

Similar research (Wathon, 2012) also shows that experiential learning through educational game tools can help students gain a practical understanding of Islamic teachings. Board or card games are educational tools that can improve students' knowledge of Islamic principles through fun play exercises.

Experiences in students' religious attitudes and discipline through spiritual activities such as congregational prayer and *Qur'anic tadarus* can be understood from the perspective of character education. According to Nucci and Narvaez (2014), effective character education includes three essential aspects: moral knowledge, feelings, and action.

In MABIT activities at SDIT Al-Hikmah, students are not only taught religious values (moral knowledge) but also feel peace and togetherness through spiritual activities (moral feelings), as well as practicing these values on an ongoing basis (moral action) (Nucci, & Narvaez, 2014). Although this theory continues to evolve, it remains a strong foundation in modern character education, especially in faith-based institutions.

Research by Rahman et al. (2019) also showed that school religious activities can reduce negative behavior and improve discipline. They found that congregational prayers and regular recitations positively impact student behavior, especially regarding social responsibility and ethics. This confirms that regular religious activities serve as a means of spiritual education and improve student discipline (Rahman et al., 2019).

#### **4. Parental Involvement and Exemplification in MABIT Activities to Build Character**

The success of MABIT activities is significantly influenced by parental involvement. Student character is positively influenced by parents who actively encourage this activity by participating directly and fostering Motivation at home. Students with parental support had more steady development, including better time management and a greater awareness of helping others. Parents play a role in supporting the success of the program.

*We see positive changes in our children; they care more about others and are more obedient at home. (Interview P4)*

Parental involvement strengthens the synergy between education at school and home. Research (Salsabila & Dafit, 2022) shows that parental involvement significantly impacts how well primary school students learn. Students' academic achievement and character

development will be positively affected when parents actively participate in their education by providing support and attention.

This research also shows how important it is for both parties to be involved in improving students' character. The teacher, who is the primary facilitator, is crucial in providing clear illustrations of the moral and spiritual principles instilled during the activities. Teachers who receive mentoring will grow to be role models in terms of ethics, discipline, and worship. When they see their teachers modeling these positive actions, students often replicate these positive habits in their own lives. These results are relevant to research (Astuti, 2019), demonstrating how teachers can provide students with practical examples of spiritual and moral teaching that they can apply in their daily lives.

On the other hand, parents still play an essential role in MABIT activities. The effectiveness of teaching exemplary values to children is also influenced by the cooperation and support of parents in accompanying and supporting their children's participation in these activities. This support is crucial in creating an environment conducive to children's character growth (Tarmizi et al., 2024). Parents who model good behavior and worship at home to their children will help strengthen the habits they instill in their children during Mabit. According to (Nursiah, 2021), students' moral and religious behavior improves significantly when parents and teachers collaborate.

*At home, we support what is taught at school by participating in family worship activities, such as prayer together. When we see our children imitating the good habits taught at school, we feel that this character education is the school's responsibility and should start from home. (Interview P4)*



Research results (Jeynes, 2018; Farmer et al., 2020; Hornby & Lafaele, 2021) show that consistent parental involvement in school activities, particularly in character education, strengthens the link between family and school values, which is crucial for students' character development. They found that when parents were involved in joint activities such as religious activities, children improved moral attitudes, ethical decision-making, and self-discipline.

Research by (Ali and Ismail, 2022) found that using exemplary stories in moral education can enhance the internalization of values by students. They found that students exposed to moral stories could better apply the values in real situations. In the context of MABIT, movies, and stories about prophets and moral figures help students identify these values, which are then deepened through discussion and reflection after the activity. The evening reflection session in MABIT also plays a vital role in students' moral development. Through reflection, students are invited to reflect on their actions, appreciate the services of parents, and develop a sense of gratitude. According to Ryan & Deci (2017), in Self-Determination theory, reflective activities encourage intrinsic motivation, help students better understand moral values, and increase self-awareness and empathy.

Research conducted by (Nurul and Suryana, 2020) shows that reflective sessions in religious activities can increase students' moral awareness and empathy. This activity allows students to reflect on their actions, consider their impact on others, and foster understanding of their values. In addition to religious activities, play activities, and morning gymnastics also contribute to student character building. These activities emphasize cooperation, discipline, and adherence to rules.

This aligns with social learning theory, which emphasizes the importance of direct experience in forming desired behavior.

Research by (Rahmawati et al., 2021) shows that physical activities such as morning exercises and structured games help develop student discipline and cooperation. These physical activities strengthen students mentally and physically while increasing the spirit of togetherness and discipline. According to (Jones and Ryan, 2022), structured physical activities that involve social interaction provide opportunities for students to learn about fair play, responsibility, and order. This is important in students' character-building process as it helps them understand the importance of obeying rules and cooperating with others in a positive atmosphere. Compared to Bandura's social learning theory, modern research supports that observation and imitation of teachers as models play an essential role in students' character building. Teachers involved in religious activities provide direct examples of how moral values can be implemented daily. Lapsley and Narvaez (2020) emphasize the importance of the teacher's role in providing moral narratives, which can facilitate value internalization in students.

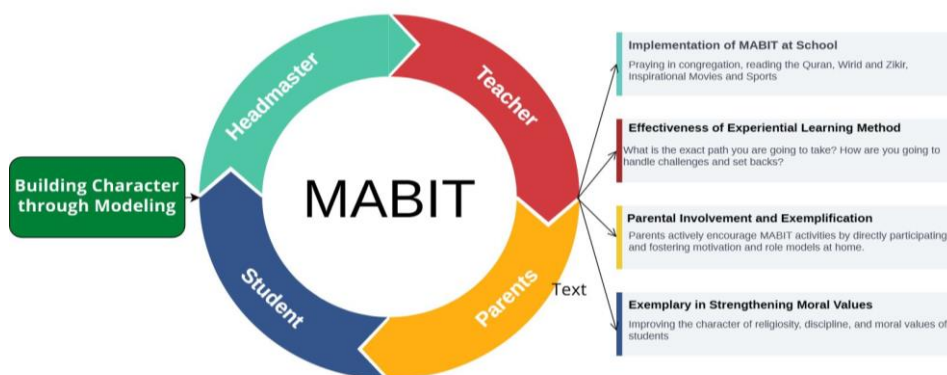
SDIT Al-Hikmah Banjarmasin emphasizes the importance of parental involvement in MABIT activities, which focus on student character education. Parents' involvement in children's education, especially in religious activities and character education, is crucial to ensure that moral values taught at school are also applied at home. Based on Epstein's Framework of Six Types of Involvement (Epstein, 2001), parental involvement includes various aspects such as communication

between home and school, active participation in school activities, and decision-making.

Recent research supports the view that active parental involvement can enhance children's internalization of moral values. According to a study (Goodall & Montgomery, 2019), parental involvement in education strengthens learning at school and reinforces family values, creating alignment between school and home. The study found that consistent communication between parents and schools can strengthen applying the same values in both environments.

In addition, activities such as reflection and devotionals are proven to be effective in strengthening moral awareness and empathy, which is also supported by research (Nurul & Suryana, 2020). Playground activities and morning gymnastics also contribute to discipline and cooperation, suggesting that physical and mental education balance is crucial in students' holistic character building.

Based on the results and discussion above, the concept of how to build student character through exemplary in the MABIT program can be found as shown below:



**Figure 1. Consep Building Student Character through Role Models in the MABIT**

The school can apply the results of this study by paying attention to the components involved in this study: One, the role of the Headmaster, Teacher, Student, and Parents. These four elements are the main components in the implementation of MABIT. The school principal acts as a leader and decision-maker, teachers as implementers of activities, students as active participants, and parents as supporters. Building Character through Modeling: The MABIT program aims to build students' character through good examples (modeling) from various parties, including teachers, parents, and principals. Three, Implementation of MABIT at School: This section explains the activities carried out in MABIT, such as congregational prayers, reading the Quran, wirid and zikir, watching inspirational films, and sports.

Four, Effectiveness of Experiential Learning Method: This emphasizes the importance of experiential learning methods in MABIT. Students are invited to engage in activities actively and reflect on their experiences. Five, Parental Involvement and Exemplification: Parents are expected to be actively involved in MABIT by supporting activities at school and setting a good example at home. Implication Exemplary in Strengthening Moral Values: The MABIT program can improve students' religious character, discipline, and moral values.

## **Conclusion**

Based on the findings of a study conducted at SDIT Al-Hikmah Banjarmasin, MABIT (Malam Bina Iman dan Takwa) activities have proven to be a successful method in developing students' character behavior. The program integrates worship practices, hands-on learning, and deep moral contemplation, creating lasting disciplinary habits and providing valuable spiritual experiences for learners. Activities such as

collective prayer, Qur'anic tadarus, and nightly devotionals are practical tools in shaping student character.

Teachers as role models are also very important in this achievement, as they practice the values expected of students. This is in line with character education theory, which emphasizes the integration of behavioral, affective, and cognitive in character development. In addition, parents' participation in the MABIT event plays a crucial role in reinforcing the moral and spiritual values taught at school. Good collaboration between the school and home environment, created through regular communication and active involvement of parents, enhances the internalization of students' values and fosters empathy, self-awareness, and social responsibility.

Overall, the implementation of MABIT at SDIT Al-Hikmah Banjarmasin successfully creates an atmosphere that supports students' character development. The program combines spiritual experiences, activity-based learning, and family involvement, reflecting the principles of Islamic education that focus on moral and spiritual growth. This integrated approach shows high value in shaping students' character, including academic knowledge and moral and spiritual qualities essential for their lives.

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