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Strategy of Islamic Religious Education Teachers in Cultivating Islamic Character During the Covid-19 Pandemic

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Abstract:

The COVID-19 pandemic has had an impact on many aspects, one of which is the education aspect. Currently, the affective element is the main focus for educators. This study aims to determine the system, approach and impact of the teacher's strategy. This research is qualitative research with a phenomenological approach. The research subjects were research informants, namely teachers, school principals and ten students—methods of data collection using interviews with interview guide instruments prepared. This study found three crucial points: the system or strategy for planting the character of the teacher's approach and the impact of growing Islamic symbols. The process of Islamic religious education teachers in character building is through three ways, namely exemplary, advice and habituation. The positive impact that occurs is that students at MAN 4 Kebumen have implemented the planting of Islamic characters given by the teacher so that students experience changes in terms of nature such as behavior. Changes include students helping each other, doing assignments on time, diligence in worship, accustomed to reading prayers, and eager to learn.

Keywords: Strategy; Islamic character; Example; Advice; Habit.

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INTRODUCTION

From 2020 until now, the COVID-19 pandemic has spread in Indonesia. It has influenced many aspects, one of which is the education aspect (Radino et al., 2021). Education can help develop the qualities, talents, and potentials that exist in

humans. School is an institution to obtain education and knowledge. As well as to support and support the achievement of learning objectives. This is made to increase the positive behaviors of students, which is done with a clear direction of work, as well as good education management.

Covid-19 affects not only education but also the health sector and the economy. Government policies began to be launched, including educational innovations that shifted face-to-face learning activities to online learning. In this case, teachers are required to be creative and skilled in using technology, and students are required to be able to accept online learning. Although online, teachers must keep a balance between affective, cognitive, and psychomotor aspects in order to achieve learning objectives (Latipah et al., 2020). During the pandemic, the affective element is in the spotlight of teachers and parents. There are many student deviations, including brawls, wild races, and outside marriage (Kistoro & Sulaeman, 2019). This deviation not only disturbs the community but also causes casualties.

Fixing morals is one way to overcome deviant behavior by students. Moral development, which must be addressed first, is religion (Lukman et al., 2021). Because religion includes behavior which if the belief is reasonable, then his behavior is also based on faith and forms good morals, which will become a habit in his personality. Moral improvement can be made by the teacher through the cultivation of Islamic character. Although the surface is formed takes a short time, it is still instilled sustainably until it experiences changes in students.

Islamic religious education is an effort to prepare students to believe in, master, learn and apply the Islamic religion with direction, example, and understanding the demands to respect other beliefs in creating national unity. Islamic religious education is an activity to make people have character and have noble character.

A teacher is believed by everyone that the teacher has a significant role in student learning at school. Duties and Responsibilities of Teachers in Islamic Education, AI (Islamic education) teacher are someone who teaches, guides students so that the goals of Islamic religious education are achieved in addition to personal figures which are required to have qualifications in the competencies contained in the unique characters (Bosra et al., 2020) of the teacher in front gives an example or as a role model, in the middle builds the will or intention, and in the back gives encouragement or encouragement. Morals are one of the essential things in the perfection of the goals of Islamic education. Because moral education is a necessary foundation for forming a noble faith, it is hoped that every human being can implement it in life. Moral cultivation students are essential, where the cause of the failure of Islamic education today is students' low morals. The current lack of education is caused by only focusing on knowledge so that morals decline.

In instilling moral development to students, there needs to be cooperation between the school and parents (Latipah et al., 2021) because with this moral development for students can run according to expectations which can reduce delinquency from students (Ru'iyah & Kistoro, 2019). Which all educators want their students to have good morals, intelligence, emotional and social. Islamic character education is an effort that can instill intelligence in children in behaving, thinking and behaving according to Islamic values, which become one's identity.

Based on the observations of religious teachers at MAN (Madrasah Aliyah Negeri) 4 Kebumen, information was obtained that the school has its way of dealing with the degradation of Islamic character during the Coronavirus pandemic, especially by applying the techniques and approaches of educators during distance learning.

According to the PAI (Islamic education) teacher at MAN 4 Kebumen, revealing that various projects that have been implemented at MAN 4 Kebumen have been implemented in terms of limiting the degradation of Islam among students, but during this Coronavirus pandemic, educators need to have their unique way of instilling Islamic character in students. Student. Because as he stated, the distance learning framework and adaptation up close and personal at the same time will open up gaps for students to deviate again. For this situation, all educators, especially PAI (Islamic education) educators, must function in dealing with the degradation of Islamic character.

In dealing with various cases of degradation of Islamic character by students, Madrasah Aliyah Negeri 4 Kebumen school has done multiple projects that have the substance of planting Islamic symbols, more specifically, praying sunnah, shaking hands when entering class, cultivating a smile and greeting.

The goal of character education has not been achieved, or we might say failed, because, in this current era, technology is getting more powerful. However, this has resulted in harmful effects such as moral decline, consuming illegal drugs. Indeed PAI (Islamic education) teachers are moved to be responsible for improving the morals of declining education. The cause of the moral crisis in society is caused by a lack of supervision, so that religious responses are lacking. This phenomenon that exists in Indonesia requires the actualization of character education.

Based on the background of the problem above, the authors formulate the problem in this study as follows:

1. What is the Strategy of Islamic Religious Education Teachers in Instilling Islamic Character in Students of Madrasah Aliyah Negeri 4 Kebumen?
2. How to Approach Islamic Religious Education Teachers in Instilling Islamic Character in Students at Madrasah Aliyah Negeri 4 Kebumen

3. What is the Impact of the Strategies and Approaches taken by Islamic Religious Education Teachers on the Islamic Character of Students at Madrasah Aliyah Negeri 4 Kebumen?

In Arabic, the teacher is called a preacher, and lexically the teacher is a person whose livelihood is teaching. Teachers are people who have experience and expertise in guiding their students (M. Saekan Muchith, 2016). Someone who can guide students to become adults in their attitudes and personality. It can be underlined that the teacher works in the education sector which has a responsibility in educating students, both in terms of knowledge, behaviour and personality. And the teacher is a professional educator in terms of tasks, especially in educating and directing. In instilling character education, teachers have duties other than as teacher educators but also as parents of both students (Latipah et al., 2021). In this case, the teacher can be called an agent of goodness because the teacher can shape and give instructions on students' character. For this reason, teachers are required to have a good understanding of character education (Kurniawan, P. W., & Rogamelia, 2018).

Definition of characteristics According to the Greek language, character means to make in. Meanwhile, according to the Poerwardarminta dictionary, character is morals that distinguish one person from another. In terms of character can be interpreted as human nature that depends on the factors of his own life. Character is a cultural process and the empowerment of noble values in school, community, and family (Rahmat, 2016).

Character education can be interpreted as an effort to instil intelligence in children in terms of behaving, thinking and behaving following Islam. The function of character is to develop students' abilities and good behaviour, repair and filter negative culture (Zulfiati, 2018). Instilling religious values requires the role of teachers and parents. Because this activity has a good influence on the habituation of good behaviour, so it is hoped that students can behave following ethics and morals (Chen et al., 2020).

Strategy in education is an arrangement that contains various plans to achieve the desired goals. Strategies are several theories and learning methods that can be used to satisfy learning outcomes. It can be concluded that the strategy can be used for learning activities to achieve learning objectives. In addition, in determining the strategy, some things must be considered so that the chosen strategy is correct: to pay attention to goals, activities, and integrity (Kaelani, 2020).

Exemplary is the act of teaching one's morals through behaviour that can be imitated by others (Is, 2017). According to the KBBI, exemplary can be interpreted as an act that can be replicated. Psychologically, humans need an example to develop their potential. Education by example is education by giving real examples to

students. In this case, the teacher is always required to set an excellent model for students in terms of worship and daily life (Hasibuan, 2021).

Advice is a speech to build someone by giving orders, advice or prohibitions. In addition, advice can also be interpreted as a greeting to someone who aims to show kindness to the advice (Ahmad Shofiyuddin, 2019).

The approach is the most effective and efficient way in the learning process. And it can be said that the system aims to make it easier for teachers and students to understand the material during learning (Supriyanto, 2016). So it can be concluded that the approach is a place to activate and develop the potential of students so that students feel cared for by the teacher. Therefore teachers are required to use this approach to be adapted to the character of each student so that if there are student problems, they can be resolved and do not affect the teaching and learning process (Ru'iyah et al., 2021).

Several studies with similar themes have been carried out previously. Karmila's research discusses the inculcation of Islamic character values through the Islamic Personal Development (BPI) program at SMPIT Al Koiriyah Garut (Karmila & Tarmana, 2021). The research findings explain that exemplary coaching approaches, refraction, and advice are included in the school program. This finding also shows the positive impact of students' speech and language and behaviour on others.

The research entitled the contribution of the role of parents and teachers in the formation of the Islamic character of early childhood carried out by Wahyuni in 2020 also provides an overview of the factors that influence the shape of the Islamic nature of students in PAUD schools (Wahyuni & Putra, 2020). Research on character education has also been carried out by Supiana, who is associated with the refraction method (Supiana & Sugiharto, 2017). This study focuses more on revealing students' Islamic character values through habituation at the integrated MTs Ar-Roudloh Cileunyi Bandung. It can be seen that there are significant differences from previous studies both in terms of the theme or type of research.

METHOD

This study uses a qualitative approach. Qualitative research is a method based on the philosophy of postpositivism, whose function is to examine real life where the researcher plays the leading role in sampling (Afrizal, 2014). This study was to determine the strategy of Islamic religious education teachers in instilling Islamic character during the COVID-19 pandemic at Madrasah Aliyah Negeri 4 Kebumen. And this study uses a phenomenological approach which can be interpreted as a method that describes the facts that occur in schools based on the experiences experienced by research subjects (Kistoro et al., 2021).

The location used as the object of this research is Madrasah Aliyah Negeri 4 Kebumen, located on Jalan Karangbolong Number 1, Semondo Villa, Gombong. Researchers researched Madrasah Aliyah Negeri 4 Kebumen to know the strategy of Islamic religious education teachers in instilling Islamic character in Madrasah Aliyah Negeri 4 Kebumen. The research subjects were ten PAI teachers, Bk teachers and students at MAN 4 Kebumen. The collecting data is through interviews with questions that researchers have prepared to examine the main discussion directly.

Data analysis was carried out, including data collection, data reduction, data presentation and conclusion drawing to get accurate results. Data reduction is made by collecting and simplifying changes in the field (Creswell & Poth, 2018). This process is carried out until finding the collected data, then presenting the data so that conclusions can be drawn from the initial data, which will change if found data. New data to support further data collection. In addition, to obtain the validity of the data, researchers used triangulation based on sources (Neuman, 2014).

RESULTS AND DISCUSSION

A. Strategies of Islamic Religious Education Teachers in Cultivating Islamic Character

The strategy of Islamic religious education teachers in instilling Islamic character in schools can be a scaffolding to prepare and move students to become good human beings. Educators can choose the right way and techniques to create a good learning climate for students. Instilling Islamic character in schools can be done in various forms, such as providing examples, advice, habituation, and innovative learning.

Regarding the theory and research results at Madrasah Aliyah Negeri 4 Kebumen, educators have an important role in instilling Islamic people for students. Some strategies of PAI teachers in investing Islamic character in MAN 4 Kebumen. The first strategy is exemplary. A teacher of religious education expressed that "one thing that needs to be given to students for character cultivation is an example. Because students often imitate the people's behavior around them, the teacher must set a good example.

Therefore, students need figures who can act as examples, not just theories but real examples. In this case, the teacher should be able to set an excellent example in the learning process because children are still in the imitation stage, which later children will imitate all the behaviors that are exemplified by the teacher so that in conduct and speech, the teacher must set a good example.

The first strategy applied by Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen in instilling Islamic character is exemplary. Because this example can be a guide for students where exemplary is a real example, not just a

theory. According to the Islamic religious education teacher at Madrasah Aliyah Negeri 4 Kebumen, before applying Islamic character to students, the Islamic spiritual education teacher at Madrasa Aliyah Negeri 4 Kebumen did it first. According to him, what is involved in shaping Islamic character at Madrasah Aliyah Negeri 4 Kebumen is by setting an example of leaving school on time, greeting when entering class, dressing neatly, and maintaining cleanliness.

Another thing that is instilled in students is to constantly remind them to get used to praying together and reading the Koran. This is reinforced by the results of an interview with an Islamic religious education teacher who explained that "Islamic religious education teachers very often and never get tired of reminding students to pray, especially congregational prayers. Because by praying and reading the Koran, students can shape and maintain their behaviour to always do good." This is also following the statement of the students of Madrasah Aliyah Negeri 4 Kebumen who explained that "usually we do something based on the example given by the teacher. The teacher does it first before telling the students, such as smiling and being friendly to students. Meanwhile, according to the Counseling Guidance teacher at Madrasah Aliyah Negeri 4 Kebumen, he revealed that "Alhamdulillah, the Islamic Religious Education teacher at Madrasah Aliyah Negeri 4 Kebumen has given a good role model to his students, and the students are responsive to it. During the pandemic, Islamic religious education teachers have a significant role in setting an example for students at school.

Based on these findings, the right strategy carried out by Islamic Religious Education teachers at Madrasah Aliyah Negeri 4 Kebumen is to instil Islamic character. The teacher always says greetings, speaks politely, is not late for class and gives examples of neatly dressed. Based on the interviews, there are efforts exemplified by Islamic religious education teachers that have resulted in changes to students; students have shown changes such as attitudes, speaking politely, being polite, coming on time, and showing neat and polite clothes.

The second strategy Islamic religious education teachers apply at Madrasah Aliyah Negeri 4 Kebumen to instil Islamic character is to give advice. In giving advice, some procedures need to be considered: to use good language, not to offend, adjust the words to the age being advised, and pay attention to the right time and circumstances in giving advice. With this, PAI teachers must provide an excellent suggestion to students both at school and outside of school, besides that in giving advice, PAI teachers should not be careless, namely with kind, gentle words, and not force their advice to be accepted (Hastarina & Murniyetti, 2021).

In giving advice, Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen always advise not to forget to pray five times a day, pray for

both parents, do assignments with discipline, be on time, speak politely and dress neatly, respect elders, please help. They are helping others, eager to learn and doing assignments well and on time. According to the students of Madrasah Aliyah Negeri 4 Kebumen, what they can emulate in terms of giving teacher advice is never to leave the five daily prayers even when they are busy, help each other if friends or other people ask for help, and don't forget always to be eager to learn, pray for both of them. Know. Islamic religious education teachers play an essential role in providing advice to their students.

Based on the results of research on the efforts of advice given by Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen, the students have experienced changes such as showing a more disciplined attitude, being responsible for what they do and speaking politely and behaving well, students are more diligent in performing congregational prayers. At school, help their friends if they have difficulties, and their enthusiasm for learning does not decrease.

The third strategy applied by Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen is habituation. Habituation is a conscious effort carried out on an ongoing basis so that it is embedded in a person, which aims to make that person accustomed to doing without coercion. Things that need to be considered so that habits can be appropriately achieved are starting habituation from an early age, carried out continuously, must be firm and disciplined as told by the Guidance Counseling teacher who stated that "the refractor of the teacher to students is one of them being an example of apologizing when making a mistake. The purpose of apologizing is so that students are aware that what they did was not good and should not be done again." Therefore, in instilling Islamic character, it is necessary to have a habit so that there is no coercion. But keep in mind that patterns cannot be instantaneous but require a long process of time to form a habit (Ahsanul Khaq, 2019).

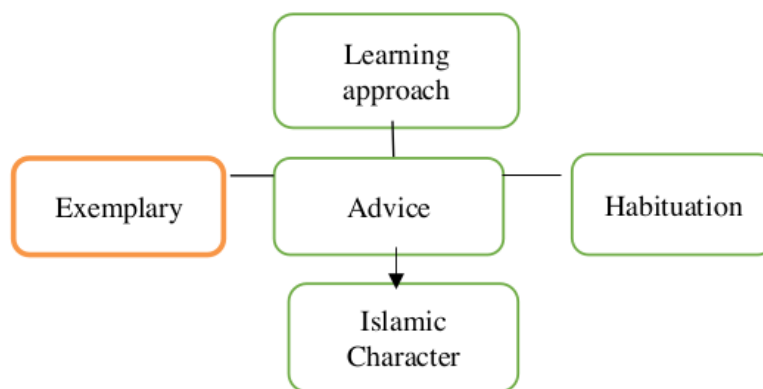
Based on Islamic religious education, teachers at Madrasah Aliyah Negeri 4 Kebumen conduct habituation to students, such as asking students to pray before and after studying, performing midday prayers, praying Duha, and Friday prayers in congregation at the school mosque, and reading the Qur'an. And Asmaul Husna before the start of learning. Meanwhile, according to the students of Madrasah Aliyah Negeri 4 Kebumen, they eventually became accustomed to being diligent in performing congregational prayers and praying Duha at school; besides that, they also became accustomed to reading prayers and Asmaul Husna before learning began.

This requires the critical role of PAI teachers in forming a habit. Based on research, PAI MAN 4 Kebumen teachers have accustomed their students to pray before and after studying, read the Qur'an, read Asmaul Husna, pray Duha, Zuhur prayer, and

Friday prayers in congregation at school. Based on the efforts made by Islamic Religious Education teachers at Madrasah Aliyah Negeri 4 Kebumen in habituation, there have been changes in students, such as showing students praying before and after studying, praying Duha, Duhur prayer, and Friday prayers in congregation in school mosques (Istiyani, 2019).

Some of the approaches taken by the teacher above are carried out to instil character education values that are easy and can be practised directly by students. The process of learning and planting these characters can be briefly seen in Figure 1.

Figure 1. Strategies for planting students' Islamic character



B. Approach of Islamic Religious Education Teachers in Instilling Islamic Character During the Covid-19 Pandemic at MAN 4 Kebumen

There are four kinds of approaches; the first is the individual approach to measure students' abilities who are different in terms of background, intelligence, interests, talents and others (Widiarti, 2017). With that, the teacher will know students' individual characteristics to facilitate the learning process in the classroom. This approach can also deal with students who make noise in a class by moving active students with quiet ones (Lumaurriddo et al., 2021).

Second, the group approach combines the characteristics of different students; for example, the teacher unites bright students with students who are still lacking (Rosad, 2019). In this way, intelligent students can help students who are less academically inclined in learning. In learning, one student with another is enthusiastic about participating in the learning process in class.

A third approach is a mixed approach, which is a mixture of individual and group practices. But this approach has more potential for diverse student problems. The fourth approach, the educative process, is to determine the effect of student attitudes

and characteristics in this approach in solving problems using a good way. For example, the teacher applies the habit of checking the completeness of students' clothes at the ceremony. In essence, the teacher in choosing an approach must look at various points of view to suit students to achieve it optimally.

A teacher should guide his students to change for the better. In the process of learning activities, teachers are required to have good communication with students to understand the learning material clearly; for that, we need an approach. One of the Islamic Religious Education teachers at Madrasah Aliyah Negeri 4 Kebumen said that "Usually there are teachers who use a hybrid system by visiting students individually or in groups, besides that teacher in instilling Islamic character use a group approach as an example of the practice of praying the funeral together. Islamic religious education, in this case, makes students feel comfortable when learning even considers students their friends so that students are not shy in explaining the problem to the teacher. According to Madrasah Aliyah Negeri 4 Kebumen, Islamic Religious Education teachers usually ask students directly about the issue; besides that, PAI teachers also form and divide groups to complete group task discussions.

Every student has similarities and differences in characteristics, so in this case, the role of the teacher in choosing the approach is enormous; besides that, the teacher must relate this approach to learning problems and learning materials. Because in terms of Islamic character, PAI teachers are the most responsible. The PAI MAN 4 Kebumen teacher chose a mixed approach because of the various characteristics of students who were different, so that they decided this strategy was the most appropriate. So, from the interviews and observations made by researchers, Islamic religious education teachers use an eclectic approach when instilling Islamic characteristics in students; it can be seen from the use of individual systems such as communicating privately to their students instil Islamic values, which includes always praying, ask Allah for guidance, always be patient, honest, spirit to reach the future, discipline and always polite towards everyone, and use group approaches such as communicating in groups, working together, solving problems and tasks together, helping each other, and respect each other.

PAI teachers communicate directly with students on the problems faced by students. In this case, the Islamic Religious Education teacher at Madrasah Aliyah Negeri 4 Kebumen uses an individual approach suitable for the student by always advising to be enthusiastic, pray, disciplined, and polite to both parents. In addition, in the group approach, the teacher only uses this approach for suitable students. With this, Islamic Religious Education teachers emphasize Islamic characters such as students must help each other, cooperate, and respect each other. So, according to the research results of Islamic Religious Education teachers at Madrasah Aliyah Negeri 4 Kebumen using an eclectic approach. It can be seen in the individual process

that students have implemented it, including talking directly with students about the problems they face, the spirit of learning and praying to Allah SWT and for the group approach, it appears that students must help each other, and respect each other (Fanani & Wahyono, 2021).

C. The Impact of Strategies and Approaches That Have Been Done by Islamic Religious Education Teachers on the Islamic Character of Students at Madrasah Aliyah Negeri 4 Kebumen

In school learning, it must meet various aspects, one of which is affective, psychomotor and cognitive, but due to online learning, the affective element causes less attention to teachers. This leads to deviant actions such as skipping school and fighting. This impact will occur because of a cause, which results in a good or bad change depending on each individual (Acetylena, 2013).

With this, the teacher must follow up on deviant actions taken by students by strengthening the affective aspects of students so that in this way, students can withstand adverse actions. Islamic religious education teachers at Madrasah Aliyah 4 Kebumen instil Islamic character by providing examples, advice, habituation and approaches to students who Islamic Religious Education teachers have applied at Madrasah Aliyah Negeri 4 Kebumen and experienced positive behavioural changes in students.

All teachers expect all learning materials delivered by teachers in class to be understood and applied well by students. The strategies and approaches used by the teacher also have the impact of bringing good changes and overcoming the problems faced by students well (Darmadi, 2015).

According to the research results of Islamic Religious Education teachers at Madrasah Aliyah Negeri 4, Kebumen said that students experienced changes such as diligently worshipping, speaking politely, dressing neatly, reading prayers before and after studying, reading Asmaul Husna, studying diligently, doing assignments on time, not making mistakes. Noisy in class, help each other, cooperate, and the academic value increases. Change is not instant but takes time and a long process.

In addition, students of Madrasah Aliyah Negeri 4 Kebumen also felt the changes themselves, such as being more disciplined than before, not being late when entering class, being more diligent in studying, increasing their grades, doing assignments or homework on time and behaving politely, respecting each other.

Based on the results of the study, it can be concluded that through the strategies and approaches taken by the MAN 4 Kebumen teachers, they experienced a change such as being more disciplined, not being late for class, dressing neatly, being polite

when speaking, being honest, helping each other, doing assignments on time, studying hard, and diligent in prayer (Ilham, 2021).

CONCLUSION

The strategy used by Islamic religious education teachers in instilling Islamic character in students is that the first teacher provides an example or direct example to students. Which students will follow and practice all behaviour or models made by the teacher, with the teacher before giving an example, the teacher of Islamic religious education at Madrasah Aliyah Negeri 4 Kebumen always practices it first with the aim that students see and want to imitate the excellent behaviour that done by the teacher. In addition, Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen instill their role models, namely by going to school on time, praying obligatory and sunnah prayers at the school mosque, greeting when entering class, dressing neatly, and always maintaining cleanliness. In the end, Islamic religious education teachers have produced changes to students, such as students who have shown changes such as attitudes, speaking politely, greeting when entering class, coming on time to class, and showing neat and polite clothes and diligently praying Duha. And the dzuhur congregation in the school mosque. The second strategy is to provide advice which this advice is essential for students to remind and remind students of good and bad behaviour.

At Madrasah Aliyah Negeri 4 Kebumen, Islamic religious education teachers are never bored in advising because the task of a teacher is not only to provide knowledge but also to educate. In instilling Islamic character through advice strategies, Islamic religious education teachers at Madrasah Aliyah Negeri Kebumen always and often advise not to forget to pray five times a day, pray for both parents, do assignments with discipline on time, speak and behave politely and courteously and in dressing should be neat, can respect older people, help others, always eager to learn and do assignments well and on time.

With the strategy of giving advice that has been carried out by teachers of Islamic religious education at Madrasah Aliyah Negeri 4 Kebumen, it has produced results. Students have experienced changes such as being more diligent in coming to the school mosque to perform Duha prayer and Dzuhur prayers in congregation, helping friends who are experiencing difficulties, doing assignments from teachers to the maximum. When talking to teachers or older people, they have applied their etiquette to respect each other, be polite in speaking and behaving.

The strategy of advising students has changed the condition of students who were initially not suitable to be good, and those who were initially good became better. The third strategy is to apply habituation to students; the habituation carried out by Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen, namely

by using culture such as when entering school, teachers and students shake hands in front of the school gate, besides that the teacher applies reading al-Islam. Qur'an in the morning before learning, praying before and after studying, reading Asmaul Husna before checking, then the teacher uses the habit of sunnah prayers such as the Duha prayer in the school mosque and the Zuhur prayer in congregation and Friday prayers on Friday in assembly. -male and female. Implementing habituation at the Madrasah Aliyah Negeri 4 Kebumen has brought a good change, such as students being more diligent in worship.

The approach used by Islamic religious education teachers in instilling Islamic character is mixed because this approach can be used for individuals or groups in overcoming a problem that occurs in students. For individual procedures such as overcoming students who make noise in a class, moving active students with quiet ones. For the group approach, for example, the teacher unites bright students with students who are still lacking so that students who do not understand can ask their friends for help who understand more.

And for the mixed approach of teachers of Madrasah Aliyah Negeri 4 Kebumen as a way to solve problems using a good way. For example, the teacher applies the habit of checking the completeness of students' clothes at the ceremony. Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen usually overcome student problems, dealing with them individually or in groups. In this approach, the teacher asks what issues are happening to him, both with friends and difficulties in learning. Later, Islamic religious education teachers provide solutions to the problems faced by students so that students can devote more of their problems.

The impact of strategies and approaches that Islamic Religious Education Teachers have carried out on the Islamic Character of Students at Madrasah Aliyah Negeri 4 Kebumen is that it brings profound changes even though it takes a long time. The impact of changes due to the strategies and approaches taken by Islamic religious education teachers at Madrasah Aliyah Negeri 4 Kebumen is that they have changed the habits of students in schools such as more obedient to school rules, diligent study, diligent worship, mutual respect, and good character, as well as increasing student academic achievement.

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