
**IMPLEMENTATION OF THE MUHADHOROH ACTIVITY TO
BUILD STUDENTS' SELF-CONFIDENCE AT MTS ISLAMIYAH
BUMI AGUNG, OKI*****¹Pipit Ridiana, ²Yuniar, ³Yulia Tri Samiha**^{*1,2,3}Universitas Islami Negeri Raden Fatah PalembangEmail: ^{*1}ridiana2516@gmail.com, ²yuniar_uin@radenfatah.ac.id,³yuliatrisamiha_uin@radenfatah.ac.id**Abstract**

This research employed descriptive qualitative methods using interviews, observation, and documentation. Data analysis techniques included data reduction, data presentation, and conclusion drawing. Data validity was tested using triangulation techniques and sources. The results of this study are that the implementation of muhadhoroh activities in strengthening student self-confidence at MTs Islamiyah Bumi Agung OKI runs effectively through the implementation of aspects of direction, coordination, motivation and communication. Through clear direction, helping students understand their tasks, good coordination between the supervisors and students makes muhadhoroh activities more organized, open communication also facilitates the delivery of information, and the motivation provided is able to increase student enthusiasm and self-confidence. Meanwhile, muhadhoroh activities also have a positive impact in strengthening student self-confidence, this is proven by the increase in student self-confidence after participating in muhadhoroh activities. These muhadhoroh activities not only produce students who are academically intelligent, but also have Islamic morals and personalities. In the psychological aspect, students become braver, able to control fear, and have a stronger belief in their abilities. From the social aspect, muhadhoroh activities can improve the ability to interact, cooperate, and appear confident in front of others. Furthermore, the spiritual aspect, this activity can foster discipline in worship, good morals, and motivate students to behave positively. Meanwhile, academically, it demonstrated improvements in communication skills, structured thinking skills, and encouraged active student participation in learning.

Keywords: Implementation of Muhadhoroh Activities, Strengthening Student Self-Confidence.

Abstrak

Penelitian ini menggunakan kualitatif deskriptif dengan teknik wawancara, observasi dan dokumentasi teknik analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Sementara validitas data diuji menggunakan triangulasi teknik dan sumber. Hasil penelitian ini adalah pelaksanaan kegiatan muhadhoroh dalam Menguatkan Kepercayaan Diri Siswa di MTs Islamiyah Bumi Agung OKI berjalan dengan efektif melalui penerepan dari aspek pengarahannya, koordinasi, motivasi dan komunikasi. Melalui pengarahannya yang jelas, membantu siswa memahami tugasnya, koordinasi yang baik antar pihak pembina dan siswa membuat kegiatan muhadhoroh lebih teratur, komunikasi yang terbuka juga memudahkan dalam penyampaian informasi, dan motivasi yang

diberikan mampu meningkatkan semangat serta kepercayaan diri siswa. Sedangkan kegiatan muhadhoroh juga memberikan dampak positif dalam menguatkan kepercayaan diri siswa, hal ini terbukti dari meningkatnya kepercayaan diri siswa setelah mengikuti kegiatan muhadhoroh. Kegiatan muhadhoroh ini tidak hanya menghasilkan siswa yang cerdas secara akademik, tetapi juga berakhlak dan berkepribadian islami. Pada aspek psikologi, siswa menjadi lebih berani, mampu mengendalikan rasa takut, serta memiliki keyakinan yang lebih kuat terhadap kemampuan diri. Dari aspek sosial, kegiatan muhadhoroh dapat meningkatkan kemampuan berinteraksi, bekerja sama, dan tampil percaya diri dihadapan orang lain. Selanjutnya aspek spiritual, kegiatan ini dapat menumbuhkan kedisiplinan ibadah, akhlak yang baik, serta memotivasi siswa untuk berperilaku positif. Sementara itu, dari aspek akademis, menunjukkan peningkatan dalam berkomunikasi, kemampuan berfikir terstruktur, serta mendorong partisipasi siswa untuk aktif dalam pembelajaran.

Kata Kunci: Pelaksanaan Kegiatan Muhadhoroh, Menguatkan Kepercayaan, Diri Siswa

INTRODUCTION

Self-confidence is a strong belief within a person that they possess exceptional talents. Self-confidence plays a crucial role in students' personality development, serving as a driving force and determining factor in how they act and behave. Essentially, every student has a different level of self-confidence. Some students have low self-confidence, while others have high self-confidence. Students with high self-confidence tend to feel more at ease compared to those with low self-confidence or who lack belief in their own potential.

Students with high self-confidence do not feel nervous when facing challenges or problems they are currently experiencing. Such students do not view failure as something disappointing or discouraging; rather, they see it as a step toward success. They also view mistakes not as a sign of incompetence or stupidity, but as something that naturally happens. Self-confidence can help students become creative and willing to take risks. This courage will spur the development of public speaking skills. Low self-confidence stems from many factors, and to address it, efforts must be made to help boost that self-confidence. One such effort is organizing a muhadhoroh. A muhadhoroh is defined as an activity for practicing public speaking or delivering speeches, with an emphasis on a student's individual abilities. Muhadhoroh is an activity that trains students to be active and able to speak well in public in order to spread the teachings of Islam to the masses. Muhadhoroh is also an activity for students to practice public speaking and speaking effectively in front of an audience.

Muhadhoroh activities are very important, especially for training students' abilities in da'wah. This muhadhoroh activity is held once a week so that students can speak proficiently and train themselves to interact effectively with others. Therefore, muhadhoroh is vital for developing students' communication potential. Communication skills involve the ability to speak in a way that heightens listeners' awareness of their role in the conversation. To ensure the success of these Muhadharah activities, continuous (*continue*) guidance is necessary—specifically for supporters and practitioners (da'i) and,

more broadly, for younger generations. One approach is to provide guidance aimed at examining and developing da'wah methodologies early on in schools, specifically by organizing Muhadharah extracurricular activities. In these muhadharah activities, students are required to deliver speeches with the best possible mastery of technique, content, and style.

This study stems from a phenomenon observed at MTs Islamiyah Bumi Agung OKI during its muhadharah activities. There is an issue of low self-confidence among students, which is evident in the following ways: 1) students do not dare to express their opinions in front of the class; 2) students do not dare to ask the teacher questions when there is material they do not understand; 3) students who do not socialize much with their peers tend to be more reserved because they feel different from their classmates; 4) students who feel they are physically or academically inferior to their peers, and students from low-income families, lack self-confidence; 5) some students do not dare to come to the front of the class when asked by the teacher to solve a problem; and many students are still poorly prepared in terms of both rhetoric and subject matter, so that when they are at the front, they simply remain silent and immediately conclude with a greeting. Limited resources—such as time, facilities, and supporting materials—often pose obstacles to the effective implementation of these activities. In addition, there is a lack of training for teachers who guide students in the preparation and implementation of muhadhoroh, preventing them from providing optimal guidance. Therefore, a comprehensive and innovative strategy from the madrasah principal is needed to address these issues and improve the effectiveness of muhadhoroh activities at the school. With a better understanding of how muhadhoroh activities are conducted as an effort to strengthen students' self-confidence at MTs Islamiyah Bumi Agung Lempuing OKI, it is hoped that these activities will contribute to the design and implementation of effective and sustainable religious programs.

Based on this background, the research questions in this study are: (1) How does the implementation of muhadhoroh activities strengthen students' self-confidence at MTs Islamiyah Bumi Agung, OKI? and (2) What is the impact of these activities on strengthening students' self-confidence at MTs Islamiyah Bumi Agung, OKI? These research questions were formulated to provide an in-depth description of the process of implementing the muhadhoroh activities as well as the impact felt by students in terms of strengthening their self-confidence.

METHOD

This study employs a qualitative approach using a descriptive method, with the research type utilized being field research (*field research*). Field research is a type of study that directly examines specific social or cultural contexts. It involves systematic and rigorous investigation of daily life through long-term observation. It is crucial to actively interact with specific individuals or in specific settings if we wish to better understand a social phenomenon. Observations are conducted to answer specific research questions. This research utilizes a natural setting to interpret the phenomena occurring and is carried out

by employing various available methods. The objective of qualitative research is to identify and narratively describe the activities conducted and how those activities influence the decisions made. Based on the research focus—namely, a descriptive account of how muhadhoroh activities are implemented to strengthen students' self-confidence at MTs Islamiyah Buami Agung, OKI, using implementation theory and self-confidence theory—the researcher will obtain data to provide a clear description consistent with the actual field data and conditions.

The primary research instrument in this study is the researcher themselves. Thus, in this context, the researcher serves as the primary research instrument (*the key instrument*), whose direct involvement in the research is crucial. The data collection techniques and tools employed include interviews, observations, and documentation. To ensure the validity of the research data, data triangulation is utilized; triangulation involves verifying data from various sources through different methods and at different times to confirm that the collected data is relevant. Data triangulation is divided into three categories: sources, techniques, and theory. Since the validity of the results must be accounted for, the researcher employs data analysis techniques, namely data reduction, data presentation, and conclusions or verification.

RESULTS AND DISCUSSION

The Implementation of the Muhadhoroh Activity to Build Students' Self-Confidence at MTs Islamiyah Bumi Agung, OKI.

George R. Terry explains that direction is one of the functions of management that plays a crucial role in motivating people to work effectively and efficiently to achieve organizational goals. Direction is the process of fostering enthusiasm among employees so they can work diligently and guiding them to carry out plans aimed at achieving those goals. In an educational context, guidance is an essential part of the managerial role of teachers or mentors in guiding students to engage in both learning activities and self-development activities offered at the school, such as the muhadhoroh program. The theory above aligns with research findings showing that MTs Islamiyah Bumi Agung OKI provides guidance to students, with teachers playing a role in offering guidance, motivation, and instructions so that students can carry out these activities effectively. The guidance provided consists not only of technical instructions but also includes mental and attitudinal coaching. For example, this includes how to speak in public, maintain composure, prepare materials, and build self-confidence. This demonstrates that the guidance provided at MTs Islamiyah Bumi Agung OKI helps shape students to be more focused, disciplined, and motivated in showcasing their abilities. This indicates that the function of guidance, according to George R. Terry's theory, aligns with educational practice—particularly in the “muhadhoroh” activities, which emphasize character development, communication skills, and self-confidence through guidance and mentoring by teachers at MTs Islamiyah Bumi Agung OKI.

Coordination is a synchronized or organized effort to provide the appropriate resources and timing and to direct implementation in order to produce uniform and harmonious actions toward predetermined goals. Coordination refers to the extent to which an individual finds that their actions have been aligned with a mutually understood sequence or pattern of actions. In the world of education, coordination plays a vital role involving many parties—including teachers, students, and staff—who have different responsibilities but share the same goal: the success of the teaching and learning process at school. At MTs Islamiyah Bumi Agung OKI, before the activity began, a small meeting was held to discuss preparations, assign tasks, and align understanding of the activity's theme. After the activity concluded, a joint evaluation was conducted to address shortcomings identified in the previous session. Through effective coordination, students learn to value cooperation, adhere to rules, and manage their time to ensure the smooth running of the activity. This demonstrates that coordination is not merely a managerial aspect but also serves as a means for students to develop character and social responsibility within the educational context.

Research findings from MTs Islamiyah Bumi Agung OKI indicate that motivation is the primary factor determining students' courage and readiness to perform in front of their peers during the muhadhoroh event. Students with high motivation are more enthusiastic about preparing themselves, memorizing the assigned material, and delivering their best performance. Regarding motivation, Marfiatu Rohmah explained in her research that these muhadhoroh activities have a positive impact on students' motivation to learn. Most students reported that after participating in these activities, they felt more motivated to study because they felt more valued and respected by their peers and teachers.

Regarding communication in the muhadhoroh activity, it was found that this activity can help students build self-confidence and improve their social communication skills, especially for those who were initially shy or afraid to speak in public. Through the muhadhoroh activities held at MTs Islamiyah Bumi Agung OKI, students learn how to become effective communicators, enabling them to become more skilled and confident when communicating in public. This illustrates the practical application of the principles of effective communication—which is not merely about conveying a message but also about building social relationships and trust among individuals.

Belief in one's own abilities is one aspect of self-confidence. A person's belief in all their strengths enables them to feel capable of achieving various goals in life. Lauster describes that people with self-confidence are characterized by being unselfish (tolerant), not needing encouragement from others, and being optimistic and cheerful. Research conducted at MTs Islamiyah Bumi Agung OKI initially revealed that many students were nervous when about to perform; however, over time, by participating in public speaking activities, students became more confident after successfully delivering their presentations in front of an audience. Through these activities, students are trained to believe in their own abilities as the primary foundation for building self-confidence, which ultimately has a positive impact on their communication skills, sense of

responsibility, and the development of a self-assured character—both at school and within the community.

Optimism is a positive attitude toward oneself and the courage to face various situations without excessive fear or hesitation. Optimism, as a positive mental attitude, is essential for everyone to effectively overcome life's challenges. Lauster explains that self-confident individuals will have an optimistic outlook on the results of their efforts. Optimism plays a crucial role in a person's success in areas such as education, health, career, and social life. An optimistic attitude helps students stay motivated in their studies, making it easier for them to understand the lessons taught by their teachers. To foster a student's personality characterized by high enthusiasm and optimism, a high-quality educational process is essential. For example, at MTs Islamiyah Bumi Agung OKI, the school organizes public speaking events to strengthen students' self-confidence.

During these public speaking events at MTs Islamiyah Bumi Agung OKI, before taking the stage, students typically assess their readiness by considering their mastery of the material, their mental state, and their speaking ability. Likewise, after their performance, they are ready to accept feedback from teachers and peers without taking offense, even using it as motivation to perform better the next time. Lauster explains that objectivity in self-confidence means that a self-confident person views problems or any situation according to objective truth, not based on personal bias or their own perspective. Overall, objectivity is a crucial component of self-confidence in the public speaking activities held at MTs Islamiyah Bumi Agung OKI; this attitude helps students develop into honest individuals who can control their emotions and are open to constructive feedback for their own personal growth.

One element of self-confidence is responsibility. Responsibility is the ability to make appropriate and effective decisions. It is a character value that must be instilled in every individual so that they may become people of good character.

Based on the results of research conducted during the muhadhoroh activities at MTs Islamiyah Bumi Agung OKI, it was found that when students are assigned roles such as speaker, emcee, prayer leader, or other tasks, they must prepare thoroughly, carry out their roles earnestly, and accept the outcomes with grace. This attitude reflects personal responsibility, which aligns with Lauster's theory that a responsible person is an individual capable of recognizing and accepting the consequences of every action taken, as well as having the courage to make decisions without blaming others.

During the muhadhoroh event at MTs Islamiyah Bumi Agung OKI, Lauster's theory proved relevant as students learned to align their abilities with the roles assigned to them. For example, a rational student will prepare thoroughly, assess the extent of their abilities, and organize presentation material that is logical and aligned with the theme. Meanwhile, a realistic student will recognize their strengths and weaknesses, so they do not push themselves to perform perfectly but remain focused on the learning process and improving their skills. The rational and realistic aspects of self-confidence relate to an

individual's ability to think clearly and logically, as well as to make decisions based on sound reasoning. The rational aspect refers to an individual's ability to assess situations based on logic and sound reasoning, while the realistic aspect refers to the ability to evaluate situations factually and in accordance with reality.

The Impact of Muhadhoroh Activities on Strengthening Students' Self-Confidence at MTs Islamiyah Bumi Agung OKI

Albert Bandura introduced a learning theory that emphasizes the cognitive aspects of thought, understanding, and evaluation. This suggests that human behavior involves continuous, reciprocal interactions among cognitive processes, behavior, and environmental influences. Based on the above theory, the impact of the muhadhoroh activity has proven effective in strengthening students' self-confidence, as the learning process occurs through observation, imitation, and direct experience. This muhadhoroh activity provides a learning environment for students, where they can observe, imitate, and practice directly in front of an audience.

These public speaking activities have a very positive impact on strengthening students' self-confidence. From a psychological perspective, students become more courageous, able to manage their fears, and develop a stronger belief in their own abilities. From a social perspective, these activities can enhance students' ability to interact, collaborate, and present themselves confidently in front of others. From a spiritual perspective, this activity fosters discipline in religious practice, good character, and motivates students to behave positively. Meanwhile, from an academic perspective, it demonstrates improvements in communication skills, structured thinking, and encourages students to actively participate in learning. Thus, overall, the muhadhoroh activity serves as a means of building and strengthening students' self-confidence in a holistic and sustainable manner. Indirectly, the muhadhoroh activity also cultivates responsibility, courage, and discipline—all of which are essential foundations for building students' self-confidence both in the school environment and in their daily lives.

Finally, this research has practical implications that are directly felt by MTs Islamiyah Bumi Agung OKI through the muhadhoroh activities in strengthening students' self-confidence, namely an increase in students' courage to speak in public, students becoming more active and communicative, and their self-confidence being strengthened.

Through these muhadhoroh activities, educational institutions are able to nurture a generation that is disciplined, self-confident, and ready to compete both within the school environment and in the wider community. From a policy perspective, the research findings provide input for the school to maintain and develop these public speaking activities as an effective routine program for building students' self-confidence. The social impact is evident in changes in students' attitudes and behavior within their surroundings, proving that these activities not only have a positive impact within the school environment but also make a positive contribution to social and religious activities in the community.

KESIMPULAN

The implementation and guidance provided during the muhadhoroh event at MTs Islamiyah Bumi Agung OKI have had a positive impact on students' self-confidence, public speaking skills, and the development of religious character. Through effective coordination among the principal, teachers, the student council, and students, the event proceeded in an orderly and well-organized manner. With solid coordination, the muhadhoroh event not only runs smoothly but also fosters a sense of cooperation, discipline, and responsibility among students. Thanks to continuous encouragement, students who were initially shy and hesitant eventually gained the confidence to perform and demonstrated improvements in their attitudes and abilities in public. Through effective communication between teachers, students, and the organizing committee, each party can clearly understand their respective roles and responsibilities. This communication can take place directly, as well as through the school bulletin board or existing WhatsApp groups to share school-related information.

In addition to boosting students' self-confidence, the muhadhoroh event also identifies talented students who are ready to represent the school in various competitions. This makes the muhadhoroh an effective platform for building students' self-confidence and developing their talents. Through the muhadhoroh, students can cultivate an optimistic attitude—a crucial foundation for fostering self-confidence both within and outside the school environment. The objective nature of this activity can ignite students' enthusiasm for learning and boost their self-confidence to perform even better in future opportunities. The muhadhoroh activities at MTs Islamiyah Bumi Agung OKI help foster a sense of responsibility in students. Students learn to fulfill their obligations diligently—from preparation and execution to evaluation—to ensure the activities run smoothly. This process makes them more disciplined, independent, and better equipped to honor their commitments to assigned tasks.

These public speaking activities not only produce students who are academically intelligent but also those with good character and an Islamic personality. Psychologically, students become more courageous, able to control their fears, and have stronger confidence in their own abilities. Socially, these activities can improve their ability to interact, collaborate, and present themselves confidently in front of others. Furthermore, from a spiritual perspective, this activity fosters discipline in worship, good character, and motivates students to behave positively. Meanwhile, from an academic standpoint, it demonstrates improvements in communication skills, structured thinking, and encourages students to actively participate in the learning process. Thus, overall, the muhadhoroh activity serves as a means of building and strengthening students' holistic and sustainable self-confidence. This is achieved through the development of all elements of the program's implementation (guidance, coordination, motivation, and communication), while self-confidence encompasses traits such as belief in one's abilities, optimism, objectivity, responsibility, rationality, and realism.

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