

## **STRATEGIES FOR THE MUHADHARAH COLLABORATIVE PROGRAM TO STRENGTHEN STUDENTS' SELF-IDENTITY AT MTS AL-HUSNA PENUKAL**

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### **Abstract**

This study aims to describe and analyze the strategy of the Muhadharah Collaboration Program in strengthening students' identity at MTs Al-Husna Penukal. The focus of the study includes program planning strategies, collaborative program implementation, and program evaluation in shaping students' identity, which encompasses courage, self-confidence, discipline, responsibility, leadership, and the practice of Islamic values. The research employed a qualitative approach using a case study design. This approach was chosen to obtain an in-depth and contextual understanding of the implementation of the Muhadharah Collaboration Program in the madrasah environment. The research subjects consisted of the head of the madrasah, the vice head for student affairs, Islamic Education teachers, OSIS supervisors, and students. Data were collected through observation, interviews, and documentation. The data were analyzed using descriptive qualitative analysis and presented in narrative form. The results indicate that the strategy for developing the Muhadharah Collaboration Program at MTs Al-Husna Penukal was carried out in a planned, systematic, and collaborative manner involving various elements of the madrasah. The program was designed based on the needs of student character development and aligned with the vision and mission of the madrasah. The program implementation was conducted regularly and according to a structured schedule, with students actively involved as the main participants, while teachers and supervisors acted as facilitators and mentors. The program had a positive impact on strengthening students' identity, as reflected in increased courage to speak in public, self-confidence, discipline, responsibility, cooperation, leadership, and the practice of Islamic values in daily life. Program evaluation was conducted periodically through reflection and joint deliberation, indicating that the Muhadharah Program is effective as a strategy for character building and strengthening students' identity, although further improvements are still needed in technical aspects as well as facilities and collaboration with parents and the community.

**Keywords:** Muhadharah Program, Collaboration, Students' Identity

### **Abstrak**

*Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis strategi Program Kolaborasi Muhadharah dalam penguatan jati diri siswa di MTs Al-Husna Penukal. Fokus penelitian meliputi strategi penyusunan program, pelaksanaan program secara kolaboratif, serta evaluasi program dalam membentuk jati diri siswa yang mencakup*

*keberanian, kepercayaan diri, kedisiplinan, tanggung jawab, kepemimpinan, dan pengamalan nilai-nilai keislaman. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis studi kasus. Pendekatan ini dipilih untuk memperoleh pemahaman yang mendalam dan kontekstual mengenai pelaksanaan Program Kolaborasi Muhadharah di lingkungan madrasah. Subjek penelitian meliputi kepala madrasah, wakil kepala madrasah bidang kesiswaan, guru Pendidikan Agama Islam, pembina OSIS, dan siswa. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Data dianalisis secara deskriptif kualitatif dan disajikan dalam bentuk narasi. Hasil penelitian menunjukkan bahwa strategi penyusunan Program Kolaborasi Muhadharah di MTs Al-Husna Penukal dilaksanakan secara terencana, sistematis, dan kolaboratif dengan melibatkan berbagai unsur madrasah. Program disusun berdasarkan kebutuhan pembinaan karakter siswa dan diselaraskan dengan visi dan misi madrasah. Pelaksanaan program dilakukan secara rutin dan terjadwal dengan melibatkan siswa secara aktif sebagai pelaksana kegiatan, sementara guru dan pembina berperan sebagai fasilitator dan pendamping. Program ini memberikan dampak positif terhadap penguatan jati diri siswa, yang ditunjukkan melalui peningkatan keberanian tampil di depan umum, kepercayaan diri, kedisiplinan, tanggung jawab, kerja sama, kepemimpinan, serta pengamalan nilai-nilai keislaman. Evaluasi program dilakukan secara berkala melalui refleksi dan musyawarah bersama, sehingga Program Muhadharah dinilai efektif sebagai strategi pembinaan karakter dan jati diri siswa, meskipun masih memerlukan penyempurnaan pada aspek teknis serta penguatan sarana dan kerja sama dengan orang tua dan masyarakat.*

**Kata kunci:** Program Muhadharah, Kolaborasi, Jati Diri Siswa

## **INTRODUCTION**

Education is one of the key instruments in sustainable human resource development. A nation's progress is greatly influenced by the quality of education its people receive, as education serves as a means to develop individual potential, shape character, and improve the quality of social, economic, and cultural life. The higher the quality of education received by the people, the greater the opportunity to develop competent, productive, and competitive human resources. In the Indonesian context, education is not only aimed at enhancing students' intellectual abilities but also at shaping character, morality, and spirituality—which form the foundation of life in society and as a nation. This is in line with Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, which affirms that education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential, thereby possessing religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. Through education, it is hoped that a generation will emerge with a strong sense of identity, a solid character, and the ability to face life's various challenges responsibly (Maryance et al., 2021).

In the context of modern society, education faces increasingly complex challenges. Globalization, advances in information technology, and rapid social change have both positive and negative impacts on the lives of the younger generation. On the one hand, students gain broader access to knowledge and technology. On the other hand, they also

face various issues such as a moral crisis, declining social concern, increasing individualistic behavior, and a weakening of cultural identity and religious values. These conditions require educational institutions to focus not only on academic achievement but also to give serious attention to character development and the strengthening of students' sense of self.

The development of a strong sense of self is a crucial aspect of the educational process. A strong sense of self serves as the foundation that determines how a person understands themselves, interacts with their environment, and makes decisions in their life. Individuals with a strong sense of self will be able to uphold the values they believe in even when faced with an environment full of change and challenges. Conversely, individuals without a strong sense of self tend to be easily influenced by various negative behaviors prevalent in their surroundings. Therefore, education must serve as a means to help students recognize, understand, and develop their identity in a positive manner.

One approach that can be used to shape students' sense of self is through character education. Character education is a systematic process for instilling moral, ethical, and social values in students so that they are able to behave in accordance with the norms that apply in society. According to Salim et al. (2021), character education is an effort made by teachers to instill values such as compassion, honesty, responsibility, hard work, and respect for others through setting a good example and fostering these habits in daily life. Meanwhile, Tsauri (2015) explains that character education is an effort by educators to teach habits of thinking and behavior that help students live together responsibly within their families, communities, and the nation. Character education is not only about the transfer of values but also a continuous process of personality development through meaningful learning experiences.

Character plays a fundamental role in human life. Character is a reflection of a person's inner qualities, evident in their attitudes, words, and actions. According to Zubaedi (2011), character is the primary identity that distinguishes humans from other creatures and serves as the foundation for the development of moral behavior. Individuals with good character will demonstrate responsible attitudes, respect for others, integrity, and the ability to fulfill their roles in social life in a positive manner. Conversely, weak character can lead to various deviant behaviors that harm both the individual and society. Therefore, character development must be a top priority in the educational process, particularly through activities that effectively integrate moral, spiritual, and social values into students' lives.

In the context of Islamic education, the development of students' character and identity can be achieved through various religious activities integrated into the learning process. One activity with great potential for character development is *Muhadharah*. *Muhadharah* is a structured public speaking or lecture practice designed to hone public speaking skills, boost self-confidence, and develop communication skills grounded in

Islamic values. In addition to honing rhetorical skills, *Muhadharah* also serves as a means to instill the values of leadership, responsibility, discipline, and courage in students. Through this activity, students learn to convey ideas systematically, respect others' opinions, and internalize Islamic teachings in their daily lives.

Various studies indicate that *Muhadharah* activities make a significant contribution to students' character development. These activities not only help students overcome their fear of public speaking but also foster critical thinking, social skills, and self-confidence. Within an Islamic educational setting, *Muhadharah* serves as an effective medium for internalizing religious values while simultaneously developing the communication competencies necessary for life in society.

MTs Al-Husna Penukal is an Islamic educational institution with a strong commitment to shaping students' character and identity. The madrasah consistently implements various religious development programs, one of which is the *Muhadharah* activity—designed collaboratively with the involvement of teachers, students, and student organizations. This program aims not only to improve public speaking skills but also to shape students' personalities so they possess self-confidence, leadership abilities, and a strong understanding of Islamic values. Through collaboration among various parties, the *Muhadharah* activity is expected to serve as an effective tool in strengthening students' identity as a generation of Muslims with noble character, a sense of responsibility, and high integrity.

However, based on preliminary observations conducted at MTs Al-Husna Penukal, it was found that the implementation of the *Muhadharah* program still faces several challenges. Some students demonstrated suboptimal participation levels, the variety of implementation methods remains limited, and evaluations of the program's outcomes have not been conducted systematically. Furthermore, although collaboration between teachers and students has been taking place, further strengthening is needed in the areas of planning, coordination, and role allocation so that the program can run more effectively. On the other hand, students acknowledge that the *Muhadharah* activities provide significant benefits in improving their courage to speak in public and building self-confidence. These findings indicate the existence of great potential that needs to be developed through more structured and sustainable collaborative strategies.

Previous research has shown that *Muhadharah* plays a crucial role in shaping students' character. Handayani et al. (2024) found that *Muhadharah* activities at MIN 2 Bengkulu Tengah were able to boost students' self-confidence and creativity through active involvement in various roles, such as emcee, Quran reciter, and speaker. The results of this study indicate that *Muhadharah* activities can serve as an effective means of developing students' communication skills and courage. However, the study focused primarily on enhancing creativity and self-confidence among elementary school students and thus did not examine the broader aspect of strengthening students' sense of identity.

Another study conducted by Adilah (2023) demonstrated that Muhadharah activities play a vital role in fostering self-confidence and improving students' communication skills. These activities help students become accustomed to expressing their opinions politely and responsibly in accordance with Islamic values. Nevertheless, this study placed greater emphasis on fostering students' courage and moral character without conducting an in-depth examination of collaborative strategies that support the success of the Muhadharah program.

Furthermore, research by Lestari, Effendi, and Setiawan (2023) found that the Muhadharah program contributes to strengthening students' religious character by increasing their awareness of worship, tolerance, and social concern. The study used the ADDIE model to systematically develop the Muhadharah program. However, the research focus was primarily directed toward strengthening religious character at the senior high school level and has not specifically addressed the strengthening of students' sense of identity through collaborative strategies that integrate various school components.

Based on a review of previous studies, it can be concluded that Muhadharah activities have proven effective in enhancing students' self-confidence, religious character, and communication skills. However, there remains a research gap regarding how collaborative strategies among teachers, students, student organizations, and madrasah administrators can be optimized to strengthen students' sense of self. Most previous studies have focused on the implementation of activities, the effectiveness of methods, or the impact of Muhadharah on specific aspects, while studies on integrated collaborative strategies remain relatively limited.

The novelty of this study lies in its focus on collaborative Muhadharah program strategies for strengthening students' sense of identity. This study views Muhadharah not only as a means of practicing public speaking but also as an instrument for shaping students' Islamic and social identities. Furthermore, this study examines the involvement of various stakeholders—including teachers, student organization advisors, homeroom teachers, and madrasah administrators—in the integrated design, implementation, and evaluation of Muhadharah activities. This approach is expected to yield a more comprehensive mentoring model that is relevant to students' needs in the modern era.

The urgency of this research is increasing, given the importance of strengthening students' sense of identity as they face various global challenges. The younger generation needs a strong foundation of values to adapt to change without losing their identity and character. In the context of Islamic education, Muhadharah activities have great potential to serve as a mentoring medium that not only enhances communication skills but also instills Islamic values, leadership, responsibility, integrity, and social awareness. Therefore, research on collaborative Muhadharah program strategies for strengthening students' sense of identity at MTs Al-Husna Penukal is essential to

develop a more effective, systematic, and sustainable character-building model.

## **METHOD**

This study employs a descriptive qualitative approach aimed at describing and analyzing in depth the strategies of a collaborative program designed to strengthen student identity at MTs Al-Husna Penukal. The qualitative approach was chosen because it allows the researcher to understand social phenomena in a naturalistic, holistic, and contextual manner based on the realities observed in the field. Through this approach, the researcher can interpret the meanings constructed by the participants regarding the implementation of the collaborative program, the process of student identity formation, and the integration of spiritual and moral values applied in muhadharah activities as part of the school culture. The research focuses on the various strategies used by the school to develop students' identities through collaboration between the school, teachers, students, and the social environment that supports the educational process.

Data collection was conducted through semi-structured interviews, participant observation, and document analysis. Semi-structured interviews were used to explore in depth the informants' experiences, perceptions, and views regarding the implementation of the collaborative program and its impact on student identity formation. This technique allowed the researcher to adapt questions in response to the dynamics that emerged during the interview process. Participant observation was conducted by directly observing various activities and interactions between the principal, teachers, and students during routine school activities, thereby providing a factual picture of the program's implementation in real-world situations. Meanwhile, documentary analysis was conducted by examining various administrative documents, activity reports, school archives, and other supporting documents to strengthen and verify the data obtained from interviews and observations.

Data analysis was conducted using Miles and Huberman's interactive analysis model, which includes data reduction, data presentation, and drawing conclusions or verification. The analysis process took place continuously from the beginning to the end of the study to obtain valid and credible findings. To ensure the validity of the data, this study employed source triangulation and methodological triangulation by comparing information obtained from various informants and data collection methods. Additionally, the validity of the findings was reinforced through member checking—a process of reconfirming the research results with informants to ensure that the data obtained truly reflected the conditions and realities observed in the field.

## **RESULTS AND DISCUSSION**

The research findings indicate that the Muhadharah program at MTs Al-Husna Penukal functions not only as a routine extracurricular activity but has evolved into a strategic educational tool for strengthening students' identity. The research findings reveal that the success of this program began with a planning process involving various school

stakeholders, including the madrasah principal, the vice principal for student affairs, guidance counselors, and student organization leaders. The involvement of these various parties demonstrates that the strengthening of students' identities is not carried out individually but rather through a planned and sustainable collaborative approach. According to Fullan (2016), the success of an educational program is largely determined by collaboration among educational actors who share a common vision and goals. In the context of MTs Al-Husna Penukal, this collaboration is evident in the development of the activity calendar, the selection of Muhadharah themes, and the division of roles that enable students to become active participants in the learning process.

Based on observations and documentation, the themes addressed in the Muhadharah activities include religious moderation, adolescent social ethics, leadership, social responsibility, and digital literacy from an Islamic perspective. The selection of these themes demonstrates the school's systematic effort to address the challenges of the modern era without compromising Islamic values. This finding aligns with Banks' (2019) perspective, which emphasizes that modern education must integrate local, spiritual, and global values so that students develop a strong identity while remaining capable of adapting to social change. By giving students the freedom to develop their own content and presentation styles, the Muhadharah program fosters a strong sense of ownership, making students feel responsible for the success of the activities they carry out.

The weekly Muhadharah sessions provide students with opportunities for authentic learning experiences. Observations show that the entire series of activities is managed directly by students through an interclass rotation system. Each student has the opportunity to serve as a host, a reciter of Quranic verses, a speaker, a moderator, or a member of the arts team. This division of roles not only hones communication skills but also develops leadership, responsibility, teamwork, and time management skills. These findings support Kolb's (2015) theory of experiential learning, which states that learning is more meaningful when students gain direct experience in real-world situations. Through active participation in the Muhadharah activities, students learn to overcome fear, build the courage to speak in public, and gradually develop self-confidence.

One of the key findings of this study is the implementation of a trilingual strategy that integrates the use of Indonesian, Arabic, and English in Muhadharah activities. This strategy demonstrates that the school is not only focused on strengthening religious identity but also strives to shape students' global identity. According to Cummins (2021), multilingual proficiency significantly contributes to the development of students' academic and social identities. The use of Arabic strengthens students' religious identity and their connection to the sources of Islamic teachings, while the use of English broadens their global perspective and prepares them to face international challenges. The integration of these three languages reflects the school's efforts to simultaneously build students' religious, nationalistic, and global identities.

The research findings also indicate that *Muhadharah* serves as a means of internalizing spiritual and moral values. Through the process of drafting speeches, practicing the delivery of material, and periodic evaluations, students not only learn Islamic values theoretically but also internalize them in their daily behavior. This finding aligns with the character education theory proposed by Lickona (2013), which explains that character development requires the processes of moral knowing, moral feeling, and moral action. In *Muhadharah* activities, these three aspects occur simultaneously, thereby providing students with the opportunity to understand, internalize, and practice the values they have learned.

From a self-identity perspective, the interview results indicate that many students experienced positive changes after regularly participating in the *Muhadharah* program. Students who were previously shy, passive, and lacked self-confidence began to demonstrate courage when speaking in public. These changes demonstrate that identity is not static but can evolve through ongoing social experiences and education. These findings support Erikson's (1968) theory of identity, which states that adolescence is a critical phase in the formation of self-identity, during which individuals strive to discover their true selves through various meaningful social experiences.

In addition to shaping personal identity, *Muhadharah* also contributes to the formation of students' social identity. Based on interviews with teachers and the local community, students at MTs Al-Husna Penukal are known as polite teenagers with good speaking skills who are active in the community's religious activities. This social identity is formed through interactions between students and their social environment, which acknowledges their abilities and character. According to Tajfel and Turner (1986), social identity develops through the process of social categorization and group recognition of the individual. In this context, the positive image bestowed by the community becomes part of the students' collective identity as outstanding madrasah students of noble character.

The research findings also indicate that the success of the *Muhadharah* program is inseparable from the role of teachers as mentors and facilitators. Teachers not only provide technical guidance regarding content and rhetoric but also serve as role models in the application of moral and spiritual values. This role aligns with the concept of social learning theory developed by Bandura (1986), which explains that individuals learn through observation and imitation of models they consider significant in their environment. Teachers' exemplary behavior is a key factor that strengthens the effectiveness of the value-internalization process in *Muhadharah* activities.

Further analysis indicates that the *Muhadharah* program also incorporates a multicultural education dimension. The use of various languages, the inclusion of themes related to religious moderation, and the cultivation of respectful dialogue demonstrate that the school strives to instill attitudes of tolerance and openness in students. These findings align with Nieto's (2018) perspective, which states that

multicultural education aims to shape students who are capable of appreciating differences while maintaining their cultural identity. Thus, the identity fostered through *Muhadharah* is not an exclusive one, but rather an inclusive and adaptive identity that embraces diversity.

From a methodological perspective, the results of triangulation between interviews, observations, and documentation indicate a high degree of data consistency. All informants stated that *Muhadharah* has a positive impact on students' character development, communication skills, and self-confidence. The member checking process conducted with teachers and students also confirmed that the researcher's interpretations align with the realities they experience. This indicates that the research findings possess a high level of credibility and can serve as a foundation for developing similar programs in other educational institutions.

Overall, the research results show that the *Muhadharah* program strategy at MTs Al-Husna Penukal is an effective collaborative educational model for strengthening students' identity. This program successfully integrates the development of communication skills, leadership, spirituality, morality, and global competencies into a single, ongoing activity. Identity strengthening is not achieved through a purely doctrinal approach but rather through real-life experiences that allow students to actively engage in the learning process. Thus, *Muhadharah* serves as a bridge connecting intellectual intelligence, emotional maturity, social skills, and spiritual resilience, resulting in students who possess a strong sense of self, good character, and the readiness to face the challenges of modern society.

## **CONCLUSION**

Based on the results of a study conducted at MTs Al-Husna Penukal, it can be concluded that the *Muhadharah* collaborative program strategy is an effective approach to comprehensively strengthening students' identity. The success of this program is supported by strong synergy between school administrators, faculty advisors, and students through the management of well-planned, participatory, and sustainable activities. This collaboration is not limited to administrative aspects, such as the division of tasks and implementation schedules, but also encompasses curriculum development, skill-building, and constructive evaluation. Through this collaborative model, the *Muhadharah* program has successfully transformed from a mere school routine into a learning tool capable of fostering leadership, responsibility, and active student engagement.

This study also shows that the *Muhadharah* program contributes significantly to strengthening students' identity across three main dimensions. First, religious and moral identity is formed through the internalization of Islamic values, manifested in the development of *da'wah* materials, the cultivation of proper conduct, and the application of Islamic ethics in every activity. Second, intellectual identity develops through mastery of the Indonesian, Arabic, and English languages, as well as the skills to

systematically organize and convey ideas. Third, students' psychological identity is strengthened, as evidenced by increased self-confidence, the courage to speak in public, and the ability to interact effectively.

The success of the Muhadharah program is inseparable from the integration of spiritual values with practical skills, such as rhetoric, communication, and organization. The consistency in program implementation, support from school resources, and a continuous evaluation system are key factors ensuring that the values taught are not only understood conceptually but also manifested in students' actual behavior. Thus, the Muhadharah collaboration strategy can serve as an educational model for other madrasahs in fostering a student identity that is religious, principled, and self-confident, while also possessing communication competencies and a global perspective relevant to the demands of the modern era.

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