

Implementation of the Tadarus Keliling (Tarling) Program in Madrasah Ibtidayah as an Effort to Instill Self-Confidence in Students

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Abstract

Purpose: In the implementation of education, of course, it does not only prioritize learning but also the cultivation of national character. However, there are still those who view that learning science is more important than teaching character cultivation in children. The objectives of this study are: a) Describe the implementation of tarling activities at MIM PK Wirogunan; b) Knowing the impact of the mobile tadarus activity program on students' self-confidence character.

Methodology: This type of research is qualitative phenomenology. This research was conducted at MIM PK Wirogunan Kartasura. The research subjects were the Principal, teacher representatives and students who participated in tarling activities. Data collection techniques include interviews, observation and documentation. Test the validity of the data in the form of triangulation of techniques and sources. Data analysis uses interactive techniques by collecting and analyzing data to develop a theory. With data analysis steps that include data collection, data reduction, data presentation, verification and conclusion drawing.

Results: The results showed that a) The implementation of tarling at MIM PK Wirogunan Kartasura is carried out once a month on Friday of the first week for low classes, namely 1,2,3 and for high classes 4,5,6 in the second week. The purpose of this tarling activity program is to connect silaturahmi between student guardians and so that students get to know each other. The stages of this tarling program are: opening activities, core activities, other activities and closing activities. b) The implementation of the tarling activity program at MIM PK Wirogunan Kartasura can instill confident characters in students. The teacher's efforts in instilling confident character at MIM PK Wirogunan Kartasura through the tarling activity program are: giving responsibility, guiding, strengthening and motivating, providing apperception, and inviting students to communicate.

Applications/Originality/Value: This research reveals that in a school it is very important to instill national character, especially self-confidence, to make it easier for students to adjust to their social environment.

Introduction

Education is an effort to help the souls of students both physically and mentally from their nature towards better and civilized humans. According to Law Number 30 of 2003, the Father of Indonesian National Education Ki Hajar Dewantara defines that education has a meaning, namely: demands in the life of growing children, As for the purpose, education is to guide all the natural forces that exist in these children, so that they as humans and as members of society can achieve the highest safety and happiness. Education is a conscious effort to prepare students through guidance, teaching, and training activities for their future roles. Likewise, according to Indonesian Law No. 30 of 2003, which states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state.

In the implementation of education, of course, it does not only prioritize cultivation but the cultivation of national character, which is regulated by Indonesian state law. This is done to provide direction for the organization and development of Indonesian education in the future. Thus, Indonesian education can make a real contribution to the people and country of Indonesia. Law No. 20/2003 on the national education system regulates the direction and implementation of national education, which contains the objectives and functions of education in Indonesia. With the purpose and function of education outlined in this law, the direction of education can be seen clearly that the purpose of education in Indonesia is to prepare a better generation of the nation (Sujana, 2019).

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Based on the functions and objectives of education according to Law Number 30 of 2003, there are two important things that must be implemented in the learning process, namely the development of students' skills and shaping the character of students. So the purpose of the educational process through learning is none other than quality change in the three aspects of education, namely cognitive, affective and psychomotor. This is in accordance with what is expressed by (Barnawi & Arifin, 2017) that the purpose of learning is to improve insight, behavior, and skills with the ultimate goal of realizing people with knowledge and character. One of the activities that can be carried out in supporting learning is the implementation of the *tadarus keliling* (tarling) activity program.

One of the schools that held this *tadarus keliling* (tarling) was MIM PK Wirogunan Kartasura. This tarling activity program has been going on since the 2016/2017 school year and the students are very enthusiastic about participating in the tarling activities (Ayu Permatasari, 2019). The *tadarus keliling* activity at MIM PK Wirogunan Kartasura is an activity of reading, listening, and *muroj'ah* together at the student's home, taking turns or taking turns from house to house with the aim of maintaining friendship with the student's guardian. In addition to maintaining friendship with student guardians, of course this tarling activity aims to improve character education in children, such as: self-confidence in children. Because when carrying out *tadarus keliling* at the home of one of these student guardians, students are tasked with being performers, such as one of the students being the MC, then there is a cultum or recitation reader, then the child who is the host will be the giver of remarks. This of course aims to increase self-confidence in the child himself. Self-confidence itself can be defined as a mental or psychological state in which a person can assess himself as a whole and provide a strong sense of confidence in his ability to act and achieve various life goals (Fahmi & Slamet, 2017).

One of the studies that construct the dimensions of self-confidence aims to analyze and describe is (Afriza, 2023) this study shows that *muhadharah* activities in developing the self-confidence of grade IV students teach a sense of belief, show an optimistic attitude, dare and be responsible, and act independently to students in carrying out *muhadharah* activities. But there are still some students who are lazy to memorize speech texts, students are still nervous when performing in public, lack of student knowledge. The second research is (Rohmawati, 2019) The results of the study show the process of increasing the confidence of early childhood in group A, namely by trying to ask questions or communicate between teachers and children. Then doing coloring activities, children begin to encourage themselves to communicate with the teacher. The third research is (Juliyanto Perdana, 2019) The results of the study show that those who have a high level of self-confidence will tend to have high social motivation as well, thus they will automatically participate actively in the KBM process. Based on several previous studies, it shows that various schools are trying to improve and instill the character of student self-confidence through various ways. However, there are still students who have low self-confidence. This difficulty occurs because students still lack confidence in their own abilities. From the research above, there are similarities and differences with this research. The similarities are both using qualitative methods and both discussing self-confidence. The difference lies in the object and place of research, where this study discusses the cultivation of student self-confidence through *tadarus keliling* activities at MIM PK Wirogunan Kartasura. Therefore, it is necessary for the current research to further examine the efforts to instill self-confidence in students through the *tadarus keliling* activity program.

Research and Method

This type of research is qualitative research with a phenomenological design. A qualitative approach is a more detailed method of investigation that describes the state of the nature or value of a particular object or symptom (Fadli, 2021). Phenomenology is defined as research that aims for a descriptive and introspective analysis of the depth of all forms of awareness and direct experience both contextually, morally, aesthetically and religiously (Hasbiansyah, 2008). The use of this method is on the grounds that the focus in this study is the form of student experience and student conditions in *tadarus keliling* activities.

This research was conducted at Madrasah Ibtidayah which implemented the *tadarus keliling* (tarling) activity program so that it supported conducting research at the school. The place of this research is located at MIM PK Wiragunan Kartasura which is located at Kranggan Kulon RT.001 RW. 002, Wirogunan, Kartasura District, Sukoharjo Regency, Central Java Province, Indonesia. Furthermore, this research was conducted for approximately 1 month, namely in October 2023. The subjects of this research were teachers, students and principals. Teachers are useful as a source of information regarding the implementation of instilling self-confidence in the tarling activity program and documentation during the implementation of instilling self-confidence in the tarling activity program. Students are useful as targets who carry out activities regarding the cultivation of self-confidence in the tarling activity program. The principal provides information about the policies that apply to schools that have implemented the tarling activity program.

In this study, data collection methods include interviews, observation and documentation. Data collection was carried out through interviews with teachers and principals at MIM PK Wirogunan Kartasura which aims to find out the process of tarling activities and to find out how teachers instill confidence in the tarling activity program. Then the observation technique is carried out in the observation and participation of researchers in the tarling activity program at a predetermined location, namely at the home of one of the students who get their turn. As for documentation, it is carried out to document the process and results of instilling self-confidence in the tarling activity program.

Data validity is done by source triangulation and technical triangulation. Source triangulation is the comparison of data from different data sources, while technical triangulation is the comparison of data obtained with different techniques.

This research compares data obtained from principals, teachers and students. While technical triangulation is carried out to check the validity of data using different techniques based on the same source, namely interviews, observation and documentation. This research uses inductive data analysis techniques. The data analysis process in this study consists of data collection, data reduction, data presentation, verification and conclusion drawing.

Result Discussion

Implementation of Tadarus Keliling Activities at MIM PK Wirogunan Kartasura

The tadarus keliling (tarling) activity is one of the learning support activities at MIM PK Wirogunan Kartasura. This activity itself has been going on since the 2016/2017 school year which is held every Friday for each class gets a part once a month. Based on the results of interviews with the principal at MIM PK Wirogunan Kartasura explained that this routine activity is held on Fridays every month for low grades, namely grades 1, 2 and 3 held on Friday of the first week and for high grades, namely grades 4, 5, and 6 held in the second week. The tarling program itself is an activity carried out by male and female students, where they visit their friends' homes in turn to read the Qur'an, muroja'ah together, and other activities. The purpose of holding this tarling activity program itself is to connect the relationship between student guardians and also of course so that students can get to know each other and instill gratitude, confidence and independence. This activity must be followed by all students at MIM PK Wirogunan Kartasura. The background of the implementation of this tadarus keliling activity is one of them, namely being able to show the implementation of proof to the community so that the outside community knows what madrasah programs are able to increase understanding of religious teachings and student religious activities, madrasah has a program, one of which is being able to read the Qur'an according to the rules of correct reading and memorize the Qur'an at least Juz 'Amma (Juz 30 and 29) (Ayu Permatasari, 2019).

The implementation of a supporting activity in learning is very important to be held. The function of a supporting activity is to assist and support the implementation of various guidance services at school (Rahayu, 2004). This is in line with what is conveyed by (Helda Ferrary, 2013) regarding the function of education, namely developing abilities and shaping character, personality and dignified civilization in life and life, or in other words, education functions to humanize humans so that they become true human beings in accordance with the norms that serve as their foundation. An educational activity can be in the form of guidance, teaching, and educational training which is a planned effort. Similarly, MIM PK Wirogunan Kartasura implements a supporting activity program, namely tadarus keliling (tarling).

This activity which is held every Friday has various benefits for students, one of which is that students can read, memorize the Koran and can also hone students' self-confidence. In addition, another benefit is that it is a promotional event for the school so that it can be glimpsed by the community because of an attractive school program. Based on the results of interviews with the principal and one of the teachers at MIM PK Wirogunan Kartasura explained that there are 4 stages in the implementation of this tarling activity program. The stages of implementing this tadarus keliling (tarling) program include: (1) Opening activities, activities that are initiated by the MC who opens the event followed by reading the program schedule. Then the next activity is the recitation of tilawah by reading Surah An-Naas, Al-Falaq, and Al-Ikhlâs together, then there are remarks from the host and tausiyah (2) Core Activities, which are in companion activities where homeroom teachers will play a greater role than at the beginning of the activity and that's when the traveling tadarus activity begins. The core activity is tadarus al-qur'an, the letter read is juz 30. Muroja'ah itself depends on each class, because each class has different memorization and reading of letters. So that it is adjusted to the level of memorization in each class. The next activity is continuing the verse of the Qur'an. For the verse itself, namely the letter that has been memorized in each class or the letter that was read earlier. In this activity the companion will also review the tausiyah that was delivered at the beginning of the activity. Furthermore, the companion will also convey a little material that is still related to tausiyah and ask questions or quiz students to test their ability to remember the contents of the tausiyah that has been delivered (3) Other Activities, in this activity students will eat snacks that have been prepared by the host together. Providing this snack from the school does not oblige to provide food or drinks. This is an initiative from the students' guardians themselves and if there are student guardians who are unable to provide either food or drinks from the madrasa, they also do not object because the law is not mandatory. While enjoying the snacks that have been provided, students chat with their friends and play together (4) Closing Activities, in this last activity the homeroom teacher will review a little material from the tausiyah that has been delivered previously. Then the student in charge of being the MC closes the tarling followed by saying goodbye to the student's guardian.

Based on the research that has been obtained, tadarus keliling (tarling) is a supporting activity program at MIM PK Wirogunan which is held every month with the implementation steps, namely opening activities, core activities, other activities and closing activities. The purpose of holding this activity is to connect the relationship between student guardians and also of course so that students can get to know each other and instill gratitude, confidence and independence. The implementation of tadarus activities is relevant to previous research, namely research (Ayu Permatasari, 2019) on Tarling Activities (Tadarus Keliling). Based on this research, it has been explained in advance about tarling activities at MIM PK Wirogunan Kartasura, namely the opening activities, core activities, other activities and closing activities. As well as the

purpose of the tarling activity which is to strengthen the relationship between students and student guardians or teachers and student guardians.

The Impact of the Mobile Tadarus Activity Program on Students' Self-Confidence Character

The purpose of tadarus kelilin (tarling) activities is to get closer to the creator, this is in accordance with what was conveyed by (Chariris, 2023) regarding the purpose of tarling, which is solely to establish friendship both with the guardians of students and with the surrounding community. In addition, it also trains students to dare to read the Koran properly and correctly in front of the community. Meanwhile, according to (Febriyanti et al., 2022) regarding the purpose of the Qur'anic tadarus or reading the Qur'an is a form of obedience to the almighty creator to get closer to Him, increase faith and devotion which has implications for positive attitudes and behavior, get used to always doing positive things, practicing His commands and staying away from His prohibitions. Not only that, this tarling activity also aims to instill and foster the character of students, one of which is the character of confidence. As conveyed by one of the teacher representatives at MIM PK Wirogunan Kartasura, he explained that this tarling activity is the same as the Al-Qur'an tadarus activity in general, namely reading the Al-Qur'an and muroja'ah Al-Qur'an with the MC who will convey the order of the program, one of which is tilawah, remarks from the host and tausiyah. But what is different here is that all activities are delivered or carried out by students, be it MC, delivery of recitations, tausiyah and host sambutan represented by students who are the hosts. While the teacher or homeroom teacher here acts as a facilitator, namely helping and directing students in the implementation of the tadarus keliling (tarling) activity program.

Teachers are people who provide knowledge to students in improving intelligence and developing the potential of students to become useful humans for the nation and state (Sopian, 2016). In the National Education System Law Number 20 of 2003, education is formulated as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state: Law Number 20 of 2003 concerning the National Education System. The above law has explained the role of the teacher as a facilitator, especially how the teacher can build students' potential, create a fun and interactive learning atmosphere, and build students' mentality and personality as well as their skills (Farih, 2020).

Teachers as facilitators must always be ready to help and serve students according to their interests, abilities and talents. Teachers must also be able to create a pleasant learning environment. The facilitator here itself is indicated for teachers who function as facilitators or facilitate. In this function, the teacher does more learning sharing, or it can be called group learning (Febriyanti et al., 2022). This is in line with what was conveyed by Khunandar (2007) cited by researchers (Sapalakkai, 2017) that the teacher's function as a facilitator is; (1) providing learning experiences that allow students to be responsible for making designs and processes; (2) providing or providing activities that foster student curiosity and help them to convey their ideas; (3) monitoring evaluating and showing the development of student thinking. From the above statement, it can be concluded that teachers not only have the responsibility to teach students, but also have to help and interact with students.

This is the same as what the teacher or homeroom teacher does during the tadarus keliling (tarling) activity program where the teacher as a facilitator mediates and guides and trains students in carrying out their duties as tarling officers. Where previously the teacher had appointed and given responsibility to one of the students who was in charge of MC, delivering recitations and welcoming the host who would later be guided and trained by the teacher so that he could perform in front of his friends. With this tarling, students are required to be able to carry out their duties as MC, delivery of recitations and host remarks. This will condition students to dare to appear in front so that students' self-confidence begins to emerge. Therefore, the teacher as a facilitator here plays a very important role where later the teacher will train students and guide them to be able to dare to appear in front of their friends. Not only that, the teacher also acts as a motivator where the teacher will instill and strengthen students' self-confidence, that everyone has their own uniqueness, has their own advantages and disadvantages, so they should not feel useless or even feel useless. This is in line with what is conveyed by (Qadir, 2009) regarding motivation which is a psychological condition that encourages someone to carry out something. Meanwhile, according to (Manizar, 2015) regarding the provision of motivation is very important because it is a force that encourages someone to do something to achieve a goal. This power is driven by various needs, including the desire to be fulfilled, behavior, goals, and feedback.

For the selection and assignment of responsibility to one of the students in charge of being a tarling officer, it is chosen by the teacher or student guardian randomly according to class attendance where each student gets a turn one by one in charge and so on. Giving responsibility is in line with what was conveyed by Tarmudji (1998) cited in research (Pritama, 2015) which states that taking risks and trying new things is the best way to achieve success in everything. Therefore, the role of a teacher as a facilitator and motivator is very important to be able to instill and foster students' self-confidence so that later students can dare to perform without fear and shame and hesitation in carrying out their duties as tarling officers.

Self-confidence is one of the most basic ways to determine the direction of life. This is in line with what Anthony (1992) as cited by research (Andiwijaya & Liauw, 2020) that self-confidence is an attitude in a person who can accept reality, think positively, have self-awareness, be independent and have something that is desired. Self-confidence is a

person's attitude and belief in their own abilities by accepting what they are, both positive and negative, and an effort to achieve self-happiness. Self-confidence is an inner belief that allows a person to behave and perform with confidence (Ramadhani & Putrianti, 2014). Indirectly, self-confidence is a success factor for a person. This is confirmed by Lauster (1997) cited by research (Andiwijaya & Liauw, 2020) that "self-confidence affects carefulness, non-reliance, non-greed, tolerance and ideals." Self-confidence affects many things that are fundamental to a person's personality. Basically, someone who is confident will be careful in acting and making decisions.

Self-confidence is certainly owned by everyone, including students in elementary school. Self-confidence is certainly very important for students in learning so that they can motivate themselves to achieve achievements in learning. If a student has strong self-confidence, then they will believe in their own abilities and explore their potential to be appreciated, not only by themselves but also by others. Students who have strong self-confidence will see a failure as the first step towards success, not something sad or embarrassing but will foster their enthusiasm to fix the failure and try new things again. Indirectly in this case students can increase their enthusiasm and motivation to excel in learning.

But the reality is that not all students have enough self-confidence. Fear, insecurity, or shyness can be an obstacle for students in interacting both in the school learning process and in the community environment. As explained, because of these feelings in students can cause them not to be confident in their own abilities and skills, so that it can cause them to close themselves and get less information and even isolated from their environment. This is certainly a big obstacle in the learning process.

Students who feel inadequate, afraid, inferior, shy and close themselves are basically examples of someone who lacks confidence or has low self-confidence. Students who are considered to have low self-confidence often experience low learning achievement because they do not believe in their own abilities. In addition, students who have low self-confidence will be vulnerable to social harassment, such as ridicule from those around them. This will clearly make students more sensitive and undermine their self-confidence. In line with the statement from Hartono (1997) cited in research (Darmawan & Handayani, 2019) that students who are not confident will be afraid to experiment and tend to be less creative, thus inhibiting their abilities and potentially causing their self-confidence to decline. If there is no change then the feeling lasts for all time, so it is very important to instill self-confidence in every student.

Cultivating students' self-confidence through the tarling activity program at MIM PK Wirogunan Kartasura has been running well and smoothly. But as stated by one of the teachers at MIM PK Wirogunan Kartasura, where the biggest challenge in educating students is the lack of a teacher in covering students. The point of covering all students here is where a teacher is less prepared in instilling confidence in each student. Because there are still some students who feel themselves incapable and not brave if they are appointed or told to do tasks in front or even when appointed as tarling officers. This is supported by the facts found by (Rohayati, 2011) that many Indonesian students lack self-confidence. Students will feel nervous and tense if they face a problem. Therefore, the need for self-confidence is instilled and developed in children from an early age so that they are able to face any challenges they will face. Therefore, instilling self-confidence in students from elementary school age is very important so that later students become brave, responsive, independent and also feel that they are worthy and can do something because they have strong self-confidence. One of the efforts made at MIM PK Wirogunan Kartasura through tadarus keliling (traling) activities to instill confidence in students is:

Giving Responsibility

Where students are appointed and given the responsibility of being in charge of the tadarus keliling. The student appointment itself is carried out according to the order of attendance of each class where each student will get his turn one by one. Giving responsibility is very necessary to help students to be more confident in themselves because the demands given make a student will try as much as possible to prove that he is able to do his job well. This was proven by (Saputra, 2019) he proved that student self-confidence is strongly influenced by responsibility. It can be indirectly concluded that responsibility can have an impact on decreasing and increasing student self-confidence.

Guidance, reinforcement and motivation

In this process, homeroom teachers will guide students who will become traveling tadarus officers so that later they can carry out their duties properly. In addition, the homeroom teacher here will also provide reinforcement and motivate reluctant students if they are chosen to be tadarus keliling officers. Because there are still students who are always reluctant if they are chosen to be tarling officers, motivating students can make them feel confident about themselves and bring up self-confidence. As reported in Santoro's (2010) research cited in research (Utami et al., 2017) that self-confidence and achievement motivation are mutually bound. This is further explained by Sardiman (1986) cited in research (Nas, 2018) that motivation has functions such as (1) encouraging humans to do, so as a driver or motor that releases energy. Motivation in this case can be interpreted as a motor that will move every activity to be carried out; (2) determine the direction of action, namely towards the goal to be achieved, so that motivation can provide direction and activities that must be carried out in accordance with the formulation of the goal; (3) select actions, namely determining what actions must be done in order to achieve goals, by ruling out actions that are not beneficial to a goal. Therefore, providing motivation to strengthen self-confidence in this tarling program is very important to apply, especially for students who still have low self-confidence.

Giving Appreciation

Giving appreciation to students when they have carried out their duties as tarling officers is very necessary to foster courage and increase student confidence. With appreciation, it can also make the tarling activity program fun and comfortable. Because it is related to children's psychology where students will feel happy if given appreciation and will feel comfortable if the student is happy in a learning process. This is reinforced by research (Noor et al., 2022) that students are more enthusiastic, and motivated to carry out learning activities by applying rewards in learning.

Inviting students to communicate

Communication always occurs in various ways, especially when the tadarus keliling activity program takes place. Communication is very important between students and educators. Communicating various obstacles and obstacles is very important so that later educators can help provide solutions in a problem. It is the same during tadarus keliling activities where students will be invited to communicate with the teacher about the obstacles they experience, be it things they have not been able to do when given the responsibility as tarling officers. Of course, by knowing these obstacles the teacher will provide reinforcement by providing motivation and special guidance. Therefore, inviting students to communicate is very important, especially during the tadarus keliling activity program.

Based on the efforts made by teachers at MIM PK Wirogunan Kartasura, there are four ways to instill self-confidence in students, namely by giving responsibility, guiding, strengthening and providing motivation, providing apperception, and inviting students to communicate. These four methods are quite effective and efficient to be applied at school, because over time it can foster students' level of confidence. So that students are no longer hesitant, shy and reluctant to express their opinions and dare to appear in public. Research relevant to the existence of efforts to instill self-confidence in students was conducted by (Pritama, 2015), the study shows that there are six ways to increase student confidence, namely by providing motivation to students, giving appreciation to students, inviting students to actively communicate, giving special responsibilities to students who have low self-confidence, arranging student seating and communicating efforts to increase student confidence to the principal and fellow teachers. So, it is important for teachers to be smart in organizing strategies and carrying out an activity that can later foster student confidence. Because by only doing activities without making these four efforts, the process of growing student confidence is less effective.

Conclusions

Based on the results of the research and discussion above, it can be concluded that the tadarus keliling activity program at MIM PK Wirogunan Kartasura has been running well from start to finish. This activity itself has been going on since the 2016/2017 school year which is held every Friday for each class gets a part once a month. This routine activity program is held on Fridays every month for low grades, namely grades 1, 2 and 3 held on Friday of the second week and for high grades, namely grades 4, 5, and 6 held in the third week. The stages in the implementation of this tarling program activity include: (1) opening activities (2) core activities (3) other activities (4) closing activities. This activity itself has the aim of establishing friendship between student guardians and also promoting school activity programs among the community.

The tadarus keliling activity program also has an impact on the confident character of students at MIM PK Wirogunan Kartasura, this can be seen in the opening activities and closing activities. Where students will be required to be able to carry out their duties as MC, delivery of recitations and remarks from the host, this conditions students to dare to appear in front so that students' self-confidence begins to emerge. Not only that, tadarus keliling activities are also the first step where students are guided by teachers to become personalities who have the ability to accept reality, foster self-awareness, think positively, become independent, and have something they want. Indirectly, the tadarus keliling activity program not only increases understanding of religious teachings and religious activities such as reading the Qur'an according to the rules of correct reading and memorizing the Qur'an at least Juz 'Amma but with the tadarus keliling activity program it can foster students' self-confidence as one of the factors for their success. The teacher's efforts in instilling self-confident characters at MIM PK Wirogunan Kartasura through the tarling activity program are by giving responsibility; Guidance, reinforcement and motivation; Providing apperception, and inviting students to communicate.

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