

KHITOBAH AND SELF-DEVELOPMENT MANAGEMENT: A STRATEGIC APPROACH TO BOOSTING STUDENTS' SELF-CONFIDENCE

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Abstract :

This research aims to analyze and examine development strategies through sermons to increase students' self-confidence in their speaking skills and determine what obstacles students face when performing sermons. This research was conducted at the MI Ma'arif Al-Ishlah Kalisat Bungkal Ponorogo institution. Researchers used a qualitative case study type approach. Data was collected using interview, observation and documentation techniques and then analyzed through several steps: data collection, data reduction, data presentation and conclusions. The results of the research show that (1) Efforts that need to be made by a teacher to increase students' self-confidence are to encourage, guide well and provide motivation to MI Nurul Ulum students who take part in khutbah activities. (2) The main obstacle teachers and MI Nurul Ulum face is that students need more reparation in sermon activities. This lack of student preparedness resulted in a lack of focus while appearing on stage, and there were even cases where some students brought texts when they came to the stage. Meanwhile, the obstacles students face in giving sermons vary, for example, lack of self-confidence, stage fright, nervousness about speaking in public and fear of making mistakes. Because they only pay attention and listen to what other students say, which causes the role of the sermon not to fail too well.

Abstrak:

Penelitian ini bertujuan untuk menganalisis dan mengkaji tentang strategi pengembangan melalui khitobah untuk meningkatkan kepercayaan diri siswa terhadap keterampilan berbicara siswa dan untuk mengetahui kendala apa saja yang dihadapi siswa saat melakukan khitobah. Penelitian ini dilakukan di lembaga MI Nurul Ulum Cindogo Tapen Bondowos. Peneliti menggunakan pendekatan kualitatif jenis studi kasus. Data dikumpulkan dengan menggunakan teknik wawancara, observasi dan dokumentasi selanjutnya dianalisis melalui beberapa langkah: pengumpulan data, reduksi data, penyajian data dan kesimpulan. Hasil penelitian menunjukkan bahwa, (1) Upaya yang perlu dilakukan oleh seorang guru dalam meningkatkan rasa percaya diri siswa adalah memberi semangat, membimbing dengan baik dan memberikan motivasi kepada siswa MI Nurul Ulum yang

mengikuti kegiatan khitobah. (2) Kendala utama yang dihadapi guru serta guru di MI Nurul Ulum adalah ketidak persiapan siswa dalam mengikuti kegiatan khitobah. Kurangnya kesiapan Siswa ini mengakibatkan ketidak fokusannya selama tampil di panggung, bahkan terdapat kasus dimana beberapa siswa membawa teks saat maju ke panggung. Sedangkan kendala yang dihadapi siswa sendiri dalam berkhitobah berbeda-beda, misalnya, kurang percaya diri, demam panggung, gugup berbicara di depan umum dan takut salah. karena mereka hanya memperhatikan dan mendengarkan apa yang dikatakan siswa yang lain, yang menyebabkan peran khitobah tidak berjalan dengan baik.

INTRODUCTION

In the world of education, increasing students' self-confidence is very important in facing life's challenges. Self-confidence is not just a personal quality, but also the main key in developing one's potential. To achieve this goal, self-development management strategies are a foundation that cannot be ignored. One approach that can be taken to achieve this is through the practice of khitobah, a form of self-reflection and spiritual introspection in an Islamic context.

Self-development management is a planned and sustainable effort to improve one's self-quality, and in this context, the self-quality of students. By combining self-development management with sermon values, we can create a holistic approach that not only strengthens students' psychological aspects, but also deepens their spiritual dimensions (Hidayah et al., 2023).

In this research, we will explore self-development management strategies that focus on implementing sermons as the main tool. Khitobah, which comes from Arabic, has the meaning of reflection and returning to oneself. The application of sermons in education not only teaches students to know themselves better, but also helps them build strong self-confidence. This article aims to explore more deeply how self-development management through sermons can be a strong foundation in forming students who are confident, resilient, and able to face various obstacles in their life journey.

Self-confidence is one of the character traits that a student must have. Self-confidence is a person's ability to be themselves and go anywhere with positive intentions without feeling worried or embarrassed. By acting confidently, a person has positive actions and is proud of what he is doing. Self-confident people believe in their abilities and have big dreams (Coates, et al, 2022). Realistically, even if their dreams don't come true, they always think positively and accept it with a big heart. By helping children improve themselves actively, this will help increase their sense of responsibility, independence, and can help them actively organize themselves and believe in their own abilities.

Because the potential of each child is different, if a student has low self-confidence the student will show his lack of self-confidence in public and students who lack self-confidence will not have the courage to express it in front of other students as they do not have the courage to speak much in public or also usually hesitate in taking action. Meanwhile, students who have great or high self-confidence will have the courage to speak in public and will have more freedom for them to move or do activities, because they are confident in their

own potential and usually do not hesitate in socializing or taking action. . When students are able to maintain and develop things they will be able to appear confident (Enos, 2023).

It is very important for students to have self-confidence and critical thinking plays an important role for someone to be able to decide on the best results. In order to discover and develop the potential of a student. If he has good confidence in himself that is very good. However, on the other hand, if self-confidence is very low, they tend to close themselves off, become easily discouraged if they make mistakes, are embarrassed to appear in front of many people, and have difficulty accepting their own reality. With self-confidence when appearing in front of the public, students can increase their courage in answering questions and can improve good communication and can also develop their creativity in public and can control their emotions. Meanwhile, children who doubt their abilities when learning will not be able to express what they need to express and they will not dare to ask the people around them (Fatchurahman & Raya, 2020).

Students who have high self-confidence tend to be lighter than students who lack self-confidence or are less confident in their potential. Students who are confident will not be nervous when speaking in public and students who are optimistic or self-confident do not easily fall or despair if they experience failure because in the student's opinion, failure is not the end of the game, but failure is the beginning for us to strive for more. be active in achieving success. They will never give up until they achieve what they want. Self-confidence can also increase students' creativity or abilities and they can be brave enough to accept risks.

In contrast, students who lack self-confidence tend not to be creative and have excessive feelings of fear. Students who are not confident are very detrimental to themselves, they are afraid of being rejected, afraid of failure, afraid of being upset, having an uneasy heart, afraid to try and are anxious before trying an action. With this, it is very difficult for students who lack self-confidence to act and make decisions because of the doubts that exist within them and it tends to be difficult for students who lack self-confidence to achieve what they want and it is very difficult to accept risks (Hidayah et al., 2023).

Problems arise when students experience a crisis of self-confidence. Students who do not have self-confidence usually tend to be quiet and less active in participating in sermon activities. Self-confidence can grow if students are able to reduce feelings of lack of self-confidence. One way is to learn to accept all your own shortcomings, such as having browner skin and less than perfect physical shape. A crisis of self-confidence, if not handled well, will hinder student development.

Therefore, to further increase students' self-confidence at MI Nurul Ulum, they held a sermon activity. Khitobah activities have the aim of providing direction or guidance for the steps of Khitobah activities. Because without a clear goal, all sermon activities will be in vain and will not be focused. This sermon activity can also hone students' self-confidence and become a training ground for them to have the courage to meet face to face and communicate with many

people, using their own abilities. The composition of this sermon activity includes, MC. Recitations (qori'), prayers to the prophet. Committee foreword. Speeches in 3 languages (Indonesian, Arabic and English), Intermizo, Prayers and the talents that a student at MI Nurul Ulum has as well as an assessment of his sermon series, what needs to be improved. This sermon activity is carried out once a month on the 4th week on Friday morning. The theme of this sermon activity must be determined by the head of the institutional curriculum. This sermon activity was carried out by all students, in groups and in one group there were 26 people covering from class 1 to grade 6 mixed, and the officers who were the officers of this sermon were carried out in turns. The aim is so that all students can experience the task of preaching equally and can find out which talents the student tends to have (Abu Hasan Agus R, 2023).

Next, the group whose turn it is to give the sermon must be ready to appear in front according to the task determined by the teacher. After distributing the tasks to each group, the teacher distributes the text of the sermon, 1 month before the sermon activity takes place. This aims to be memorized and studied by each student. This sermon activity is a form of self-development to increase students' self-confidence at MI Nurul Ulum CindogoTape Bondowoso.

In this research, additional lessons on khitobah activities have great potential to strengthen students' understanding of Islamic values in communication and public speaking. It is hoped that this project will not only increase students' self-confidence, but also form students who have noble character and integrity in communicating.

Khitobah activities are training activities to educate students to be skilled and able to speak in public to convey a predetermined theme in front of students and teachers at MI Nurul Ulum. Khitobah activities are activities to practice lectures and public speaking activities or can be said to be public speaking. This activity aims to develop students' skills, especially in terms of speech and preaching, sharpen students' self-confidence and mentality in speaking in front of many people. Remembering that in Islam, preaching is something that a Muslim must do.

Several previous studies have been carried out previously, namely; (1) by Deha Farihatul Azizah with the results showing the same percentage. Khitobah itself can shape the mentality of students because students are required to be able to master everything, not just reciting the Koran but play a role in the social world of society. Khitobah is very important, especially in forming mental Students. (2) Research conducted by Fahrunnisa Rahma Desylia revealed that students' lack of self-confidence makes it difficult for them to convey ideas, so they need to train their self-confidence, one of which is through Khitobah activities. (3) Yusri Wahidah and M. Fatikhun Building public speaking skills through sermon activities is the first program to develop public speaking skills for students through sermon activities, namely being an MC, welcoming speaker and other lecturers. (4) Amatul Muinah 2018 researched muhadhoroh activities and the role of muhadhoroh activities in increasing the self-confidence of students at the Bina Insani Putri Modern Islamic Boarding School, Susukan District, Semarang Regency. (5) Research conducted by Dian Wahyu Binti Nurrohmah revealed

muhadhoroh extracurricular activities, knowing students' level of self-confidence, and knowing teachers' efforts to increase students' self-confidence at MI Ma'arif Al-Ishlah Kalisat Bungkal Ponorogo.

From the explanation of the previous research above, what is different from this research is that the sermon activity process referred to in this case is to provide skills and abilities to convey ideas and thoughts in public and can be used as a provision in carrying out work activities and so on. The novelty of this research is about self-development strategies in increasing students' self-confidence through sermons. Based on the description above, it can be formulated as follows; (1) the process of self-development strategies through sermons in increasing students' self-confidence, (2) what are the obstacles to self-development strategies through sermons in increasing students' self-confidence.

RESEARCH METHOD

This research uses a qualitative case study type method by conducting research that aims to describe the problem and carry out an analysis of the problems that occur. Researchers collected data through several stages such as; observation, observing directly at the research site. Interview, interviewing a number of informants at the research location (Albi, 2018). Observation, visiting the research site. Documentation study, analyzing documents related to research. The place of research was carried out at the MI Ma'arif Al-Ishlah Kalisat Bungkal Ponorogo institution (Ahmad, A., & Muslimah, 2021). Accuracy data was obtained from several informants who were able to inform and describe events in the field.

The data collection technique in this research was carried out circularly using three approaches, namely: 1) participant observation, 2) in-depth interviews (in-depth interviews), and 3) documentation. Meanwhile, data analysis in this research uses the Miles and Huberman data analysis model with stages of data reduction, data display, and conclusion. (Trisnawati & Sugito, 2020). The data sources obtained are collected, then analyzed in the form of reduction, then the data is displayed, and the final step is to conclude (Gamar, 2019). In the initial stage of data collection, the next step is to reduce the sorted data in the form of notes, then display the data to understand the data and then draw conclusions from the data studied.

RESULTS AND DISCUSSION

Self-confidence is a person's mental or psychological condition that gives them strong confidence to act or carry out an action. People who are not confident have a negative self-concept, lack confidence in their abilities and therefore often close themselves off. The importance of self-confidence is the basic capital for developing self-actuality. With self-confidence, people will be able to know and understand themselves. Meanwhile, a lack of self-confidence will hinder the development of one's potential.

Self-Reflection and Self-Understanding

In a life journey full of dynamics and challenges, the ability to self-reflect and understand oneself is the main foundation in achieving true growth and

development. The process of self-reflection does not only involve introspection, but is also a critical step in exploring the meaning, values and goals of life. By reflecting on past experiences, a person can guide themselves toward a deeper understanding of personal identity, strengths, and weaknesses.

Self-reflection is not only an activity limited to personal considerations, but also a journey to find meaning in every step of life's journey. This article aims to explore the importance of self-reflection and self-understanding as important tools in personal development. Through self-discovery, individuals can navigate their life journey more clearly, build self-confidence, and achieve a deeper level of self-understanding (John, 2019).

Through the practice of *khitobah*, students are invited to carry out regular self-reflection. This includes an assessment of achievements, failures, and recognition of one's potential and weaknesses. By understanding themselves more deeply, students can identify areas for improvement and build a solid foundation of self-confidence. Teachers' efforts increase students' self-confidence by providing motivation and providing appreciation to students, emotional support and social acceptance. Emotional support and social acceptance from teachers in the form of providing motivation and appreciation.

Efforts that need to be made by a teacher to increase students' self-confidence are to encourage, guide well and provide motivation to MI Nurul Ulum students who take part in sermon activities. You can also hold competitions inside the school or participate in competitions outside the school. This sermon activity really influences courage and can increase students' self-confidence. And usually at the end of each activity the teacher will provide an evaluation of the sermon activity that is currently taking place (Irma, 2021).

Efforts that need to be made by students to increase their self-confidence, students must have a great will from themselves, and it really depends on the motivation of each student and the talents they already have. The impact of self-confidence on students includes having more courage. to appear in public, be able to control feelings in dealing with something, be more firm in making decisions, increase personal experience and find new interests. The social impact felt by students includes making it easier to communicate with other people, providing encouragement to face challenges, giving courage to provide criticism and suggestions to others and daring to express opinions in any forum (Anggraini et al., 2022).

Efforts to develop oneself through sermons in increasing students' self-confidence at MI Nurul Ulum is an attitude of recognizing oneself for one's potential and being confident in one's own abilities. Someone who believes in their abilities or potential can also give other people confidence in their abilities. It affects other people's lives. With self-confidence, you are sure that your hopes and desires will be achieved.

The obstacle experienced by the school principal is that based on research that has been carried out using observations, it appears that the principal of MI Nurul Ulum has tried quite effectively to increase students' learning motivation, especially in sermon activities. However, research also shows that school principals still face several obstacles in increasing students' learning motivation,

especially obstacles that come from the students themselves. Some students paid little attention to the principal's explanation, and there were also those who joked during the principal's briefing.

Based on the results of interviews with the Head of Madrasah (E) for sermon activities, it was revealed that teachers experienced obstacles in increasing students' enthusiasm for learning. The main obstacle faced by teachers is students' unpreparedness in participating in sermon activities. This lack of student preparedness resulted in a lack of focus while appearing on stage, there were even cases where some students brought texts when they came to the stage.

Based on the results of the Extracurricular Teacher (H)'s interview with students, there were those who said that "some of their friends were less focused in delivering their sermons and even did not comply with the text when appearing in front so they did not understand the material." Then there are also students who have stage fright, are shy, nervous and are afraid of making mistakes when coming forward. This is based on the results of interviews with students (HS). Therefore, teachers need to always observe the situation in the sermon group before starting the sermon activity. Moreover, teachers need to ensure that students are ready to appear in public. Apart from that, it is recommended that teachers use various media or methods of self-development through sermons, to ensure an optimal and efficient sermon activity process is achieved.

Social Skills Development

In the rapidly growing era of globalization, the ability to interact socially has become a key aspect in facing various life challenges. The development of social skills is not just communication skills, but a journey towards a deep understanding of human relationships. Social skills play a central role in forming individuals who are able to adapt, work together, and respond effectively to social dynamics (Baharun et al., 2022).

The development of social skills is a must, especially as we enter an era where collaboration and social engagement have a major impact in both the personal and professional realms. This article aims to explore the importance of developing social skills, effective strategies to improve them, and the positive impact it can have on one's personal development.

By understanding how crucial social skills are, we can open the door for individuals to grow and develop holistically, not only as productive members of society but also as individuals capable of forming meaningful relationships.

Khitobah is an activity carried out because it is customary at MI Nurul Ulum Cindogo Tapen Bondowoso. In the world of Islamic boarding schools, Khitobah itself has the aim of mental training. From the results of interviews conducted by the author, the role of sermons in shaping students' mentality is very influential on each student. Where every student is required to be able to speak the language well and correctly and in front of the general public. Even though the sermon itself is only carried out once a month, this activity must be prepared seriously. Each student gets their own turn and is appointed 1 month before the event is held. So each student has been given time to prepare texts and

other things within 1 month. The method used is the lecture method, where students take turns appearing in front of the teacher and students. However, in practice there are still many students who are still mentally deficient so that when they are in front of the podium they are nervous, afraid of making mistakes and embarrassed to deliver the sermon (Kulsum, et al, 2021).

The aim of this activity is for students to be more confident. Apart from that, another aim is to train and educate students to be skilled and able to speak in front of an audience (many people), to develop students' skills, especially in terms of speech and preaching, so that they can communicate well, have courage and a confident mentality. In sermon activities, there are definitely supporting and inhibiting factors in its implementation. Supporting factors are here to help make this effort a success. Meanwhile, here the inhibiting factors must be faced in order to achieve success in every effort and endeavor.

These supporting factors include the desire and motivation of students to learn to take part in khitobah activities, as well as enthusiasm and sympathy from students in carrying out khitobah activities. Meanwhile, inhibiting factors encountered in implementing Khitobah activities include: low motivation of students to learn and take part in Khitobah activities, feelings of shame and lack of self-confidence when appointed as performers or Khitobah officers, lack of preparation from students so that when they appear they just appear and impress. haphazardly, and there were students who did not come in when they were serving as sermon officers.

Khitobah has a very important and influential role in helping to increase students' low self-confidence. Looking at the role of the activity, namely that students are directed at efforts to strengthen the formation of students' personalities and the khitobah is intended to educate students to be skilled and able to speak in front of an audience to convey Islamic teachings in public with confidence, then this khitobah activity provides a role to improve student self-confidence, because the definition of self-confidence is where a person is able to channel all the abilities he has to do something optimally with a balance between behavior, emotions and spirituality.

The sermons held at MI Nurul Ulum are carried out once a month, once in the 4th week, so that each student gets a turn, not just once, twice, but many times, making them feel used to delivering speeches in good language and used to it. speak in front of a public audience. So the sermon activity can shape the students' mentality, initially they are still afraid, shy and nervous, because they are used to it, they can start to go forward in public with confidence. Increasing students' self-development at the MI Nurul Ulum Cindogi Tapen Bondowoso institution. The institution holds sermon activities that can increase students' self-confidence. Khitobah has become a habit (well known) among the people.

MI Nurul Ulum Cindogo Tapen Bondowoso students are required not only to be experts in reciting the Koran and the book, but they are trained to be able to socialize in society later. From khitobah activities, you can get mauidoh khasanah material which can motivate students to be even better. The application of these sermon activities can be seen at recitation events or seminars. From there, students learn a lot and are usually appointed to be MCs, Qiroah and other

speeches. Many students also compete to take part in speech competitions (Ilyasin, 2020).

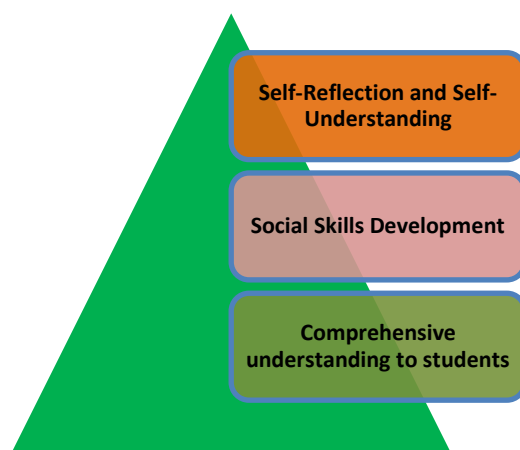


Table 1. Illustration of the Pyramid of Personal Development Strategies

The main obstacles faced by teachers and teachers at MI Nurul Ulum

Students' lack of understanding of the concept of khitobah. One of the main obstacles faced by teachers at MI Nurul Ulum is students' lack of understanding of the concept of khitobah. Khitobah is often considered a routine activity without a deep understanding of its meaning. Teachers need to overcome this obstacle by providing students with a comprehensive understanding of the meaning of the sermon, its purpose, and its benefits in self-development. Limited spiritual literacy of students. Khitobah activities often involve spiritual aspects and religious values. Teachers are faced with obstacles when students lack adequate spiritual literacy. This could be due to a lack of religious learning or a limited understanding of spiritual values. Teachers need to identify students' needs and develop strategies to increase their spiritual literacy.

Challenges in building personal connections with students. The success of sermons often depends on the quality of the relationship between teacher and student. If teachers face difficulties in building personal connections with students, it is possible that students will be less open to involving themselves in sermon activities. Building strong and trusting relationships needs to be a focus for teachers to overcome this challenge.

Lack of resources and supporting materials, teachers at MI Nurul Ulum may experience limited resources and supporting materials related to sermon activities. Availability of books, learning materials, or technological support may be inadequate. In overcoming this obstacle, efforts need to be made to increase teacher access to relevant resources and support sermon activities.

Limited parental participation, parental involvement in sermon activities can be a determining factor in its success. If parents are less supportive or do not fully understand the importance of the sermon, students may be less motivated to follow it. Teachers need to collaborate with parents to increase their understanding and encourage active participation in the sermon process (Kantor et al., 2019).

Influence of the surrounding environment, another obstacle that teachers may face is the influence of the environment around students which may not support or even oppose sermon activities. Cultural or social factors in society can become obstacles. Teachers need to understand students' social context and look for ways to integrate sermon activities in harmony with the surrounding environment. A deep understanding of the obstacles above is the key to designing effective teaching strategies in overcoming students' unpreparedness in participating in sermon activities. Through a holistic approach, teachers can create a supportive learning environment, stimulate spiritual understanding, and provide opportunities for students to develop the self-reflection skills necessary in their lives.

CONCLUSION

Efforts that need to be made by a teacher to increase students' self-confidence are to provide enthusiasm and motivation to MI Nurul Ulum students who take part in sermon activities. You can also hold competitions inside the school or participate in competitions outside the school. This sermon activity really influences courage and can increase students' self-confidence. And usually at the end of each activity the teacher will provide an evaluation of the sermon activity that is currently taking place.

The main obstacle faced by teachers and tutors at MI Nurul Ulum is students' lack of preparation for participating in sermon activities. This lack of student preparedness results in a lack of focus while appearing on stage, there are even cases where some students carry texts when going on stage, while the obstacles students have are lack of self-confidence, stage fright, nervousness about speaking in public and fear of making mistakes. because they only pay attention and listen to what other students say, which causes the role of the sermon to not go well

The aim of this activity is for students to be more confident. Apart from that, another aim is to train and educate students to be skilled and able to speak in front of an audience (many people), to develop students' skills, especially in terms of speech and preaching, so that they can communicate well, have courage and a confident mentality. Therefore, to improve students' self-development at the MI Nurul Ulum Cindogi Tapen Bondowoso institution. The institution holds sermon activities that can increase students' self-confidence.

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