

The Role of Halaqoh Tarbawiyah in the Formation of Adolescents' Self-Concept at Muhammadiyah 10 Middle School Surakarta

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DOI:

<https://doi.org/10.23917/iseedu.v9i1.10973>

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Received: 11-04-2025

Accepted: 02-05-2025

Published: 20-05-2025



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Abstract: This study aims to examine the role of halaqoh tarbawiyah in shaping the self concept of adolescents at SMP Muhammadiyah 10 Surakarta, Indonesia. Adolescence is a critical phase in identity development, where cultivating a strong self concept is essential. Halaqoh tarbawiyah, a group-based Islamic educational approach, is expected to serve as a medium for nurturing Islamic character in adolescents. This research employed a descriptive qualitative approach using a case study method. Data were collected through in-depth interviews, observations, and documentation involving students, teachers, and halaqoh tarbawiyah facilitators. The findings indicate that halaqoh tarbawiyah plays a significant role in developing adolescents' self concept through three main aspects: the internalization of Islamic values, the enhancement of self-confidence, and the cultivation of social awareness. Moreover, the halaqoh serves as a safe and supportive space for adolescents to share experiences, participate in discussions, and explore their identities. Therefore, the implementation of halaqoh tarbawiyah in Islamic schools functions as a strategic instrument for strengthening Islamic identity and addressing identity crises during adolescence.

Keywords: Halaqoh Tarbawiyah, Self Concept, Adolescents, Character Development

Abstrak: Penelitian ini bertujuan untuk mengkaji peran halaqoh tarbawiyah dalam pembentukan self concept remaja di SMP Muhammadiyah 10 Surakarta. Masa remaja merupakan fase krusial dalam perkembangan identitas diri, di mana self concept menjadi salah satu aspek penting yang harus diperkuat. Halaqoh tarbawiyah sebagai metode pendidikan Islam yang berbasis kelompok diharapkan dapat menjadi media pembinaan karakter Islami bagi remaja. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi, dan dokumentasi terhadap siswa, guru, dan fasilitator halaqoh tarbawiyah. Hasil penelitian menunjukkan bahwa halaqoh tarbawiyah berperan signifikan dalam pembentukan self concept remaja melalui tiga aspek utama: penanaman nilai-nilai keislaman, peningkatan rasa percaya diri, dan pembentukan kesadaran sosial. Selain itu, halaqoh juga berfungsi sebagai ruang bagi remaja untuk berbagi pengalaman, berdiskusi, dan mengembangkan identitas diri dalam suasana yang kondusif. Dengan demikian, implementasi halaqoh tarbawiyah di sekolah berbasis Islam menjadi instrumen penting dalam memperkuat identitas Islami remaja dan mengatasi krisis identitas pada masa remaja. Kata Kunci : halaqoh tarbawiyah, self concept, remaja, pembentukan karakter.

Kata Kunci: Halaqoh Tarbawiyah, Konsep Diri, Remaja, Pengembangan Karakter

Introduction

Adolescence is a critical phase in individual development, particularly in relation to the formation of self-identity and self-concept. Jean Piaget explained that adolescents are at the stage of formal operations, where they begin to develop abstract and reflective thinking abilities, as well as build perceptions of themselves and how they are viewed by their social environment (Pinem, Amini, and Nasution 2021; Syahfitri et al. 2024). Erikson emphasized that the age range of 12–19 years represents the "identity vs. role confusion" phase, which is a period of self-discovery that greatly determines an individual's psychosocial development (Rusuli 2022).

However, the process of identity formation in adolescents often faces serious challenges. The Indonesia National Adolescent Mental Health Survey (Ministry of Women Empowerment and Child Protection of the Republic of Indonesia 2022) reveals that one in three Indonesian adolescents faces mental health issues, while around 5.5% are diagnosed with mental disorders such as anxiety and depression. This situation is exacerbated by the negative influence of social media and the weakening role of parents (Rahmatika and Ahmad 2023).

Globalization and exposure to foreign values have contributed to the identity crisis and decline in spiritual values among Muslim adolescents, which requires an educational approach that strengthens character and religious identity (Rohman, Arisanti, and Mansur 2024).

In a global context, research shows that a negative self-concept directly impacts lower learning motivation, academic achievement, and psychological well-being in adolescents (Gao and Ali 2024; Li, Li, and Ding 2025). Therefore, there is a need for an educational model that can balance cognitive, emotional, and spiritual aspects.

Islamic education based on tarbiyah has proven to be effective in shaping excellent moral, spiritual, and intellectual character in facing the challenges of modernity (Nurmawati et al. 2024).

In Islam, the formation of adolescent personality and identity is directed towards the concept of *insan kamil* through the integration of the values of tawhid, akhlak, and worship. One method used is halaqoh tarbawiyah, which is group-based learning inherited since the time of Prophet Muhammad SAW and his companions.

Additionally, halaqoh is a unique Islamic dialogic pedagogy that is supportive and participatory, proven effective in fostering the voice and active participation of children in contemporary Islamic education (Ahmed 2019). Previous studies have shown that halaqoh is effective in instilling Islamic values, shaping morals, and boosting self-confidence (Samsuddin et al. 2020; Saputra and Yuzarion 2020).

Studies also highlight that halaqoh functions as an informal learning forum that has the potential to form a strong Muslim adolescent identity through the internalization of Islamic values relevant to the current global context (Ateng Sanusi and Iskandar Mirza 2025).

However, empirical studies on the role of halaqoh tarbawiyah in shaping adolescents' self-concept are still limited, especially in the context of Islamic schools in Indonesia. Most research has focused on the cognitive aspects of religion, while psychological aspects of adolescents such as self-concept, self-confidence, and social awareness have not been widely explored.

Systematic studies have found that Islamic literature is still limited in explaining the relationship between tarbiyah and adolescents' psychological development, although its potential is vast (Abdalla 2025). Therefore, this research is crucial to fill this gap.

This study aims to analyze the role of halaqoh tarbawiyah in shaping adolescents' self-concept at Muhammadiyah 10 Middle School Surakarta, focusing on the dimensions of instilling Islamic values, strengthening self-confidence, and forming social awareness.

Methodology

This study uses a qualitative descriptive method with a case study approach (Sugiyono and Lestari, 2021). This approach was chosen because it is able to explore Islamic education phenomena in depth within a real context. The case study method is relevant for understanding the experiences and meanings encountered by informants holistically through various data sources, such as

interviews, observations, and documentation (Pietkiewicz-Pareek 2020; Sneed, Nguyen, and Eubank 2020).

The use of a case study is also considered appropriate because the phenomenon of halaqoh tarbawiyah in shaping adolescents' self-concept is contextual and complex, requiring in-depth exploration of the perspectives of students, teachers, and facilitators (Sharif and Al-Qolaaq 2016). Similar studies also emphasize the importance of accountability in qualitative research on Islamic education cases, particularly in maintaining the validity and reliability of data (Mohd Zeki et al. 2023). Furthermore, the qualitative case study method has proven effective in analyzing Islamic education policies in various contexts, such as Islamic education policies in Thailand (Harahap et al. 2022).

Data collection techniques were carried out through in-depth interviews, observations, and documentation. The informants in this study consisted of four categories: the principal, Islamic Education teachers, program supervisors or facilitators, and three students from Muhammadiyah 10 Middle School Surakarta, to gather information related to the role of halaqoh tarbawiyah in shaping adolescents' self-concept. Observations were made on the implementation of halaqoh tarbawiyah activities, ranging from Quran memorization training, delivery of material, to group discussions. Documentation was conducted to obtain supporting data in the form of photos of the halaqoh activities. The data analysis technique used is thematic analysis with steps including data reduction, data presentation, and conclusion drawing according to Miles & Huberman in (Sugiyono and Lestari, 2021). Data obtained from interviews, observations, and documentation were then analyzed to find main themes relevant to the role of halaqoh tarbawiyah in shaping adolescents' self-concept.

Result and Discussion

The Role of Halaqoh Tarbawiyah in the Formation of Self-Concept in Adolescents

Halaqoh tarbawiyah plays a significant role in shaping the self-concept of adolescents. Based on interviews and observations, it was found that halaqoh tarbawiyah has a positive impact through various activities that not only involve cognitive aspects but also touch on affective and spiritual dimensions. There are several key aspects of the role of halaqoh tarbawiyah in shaping adolescents' self-concept, including:

As a Means of Character Building Through the Instilling of Islamic Values

The results of observations and interviews show that halaqoh tarbawiyah serves as a medium for the internalization of Islamic values such as honesty, responsibility, and social concern. An eighth-grade student stated:

"I understand the meaning of responsibility better now. If I am given a group task, I have to complete it well" (interview, 8th-grade student, 2025).

This finding aligns with research that emphasizes the effectiveness of instilling Islamic values through group activities in strengthening adolescents' self-concept (Saputra and Yuzarion 2020). International findings also suggest that community-based Islamic education practices enhance the religiosity and identity of Muslim adolescents (Zainuddin et al. 2024).

Enhancing Self-Confidence

Halaqoh tarbawiyah activities provide a space for adolescents to express opinions, share experiences, and ask questions about everyday issues. In a conducive and supportive environment,

adolescents feel more comfortable expressing themselves. This environment fosters a sense of being valued and heard, ultimately enhancing the students' self-confidence. In an interview, a 9th-grade student revealed the changes they experienced:

"I used to be afraid when asked to go in front, but now I am more confident after getting used to discussing in halaqoh" (interview, 9th-grade student, 2025).

This shows that halaqoh provides a safe space to practice expressing opinions and performing in public. Group counseling research in Indonesia also emphasizes that collective activities boost adolescents' self-confidence (Syahfitri et al. 2024). Additionally, international research has found that a positive self-concept plays a role in improving adolescents' psychological well-being and their willingness to interact (Li, Li, and Ding 2025).

Forming Social Awareness

An Islamic Education teacher emphasized that halaqoh impacts students' social attitudes:

"Students who participate in halaqoh are more concerned about their peers. For example, if someone has difficulty studying, they help immediately" (interview, Islamic Education teacher, 2025).

This finding shows that halaqoh not only enhances religious understanding but also builds empathy and social solidarity. Theoretically, this is consistent with Tajfel & Turner's (1986) view of social identity being formed through group activities. Similar studies have also emphasized that halaqoh plays a role in fostering solidarity and cooperation among students (Samsuddin et al. 2020).

Overcoming Identity Crisis

Adolescence is a transitional period that is vulnerable to identity crises. In halaqoh, students are encouraged to reflect on their role as servants and vice-regents of Allah. They are also guided to recognize their potential and set life goals. This is in line with Islamic views that see humans as beings with a noble task on earth. With consistent spiritual guidance, adolescents are able to understand who they are and why they were created. This strengthens their positive self-concept and helps prevent them from experiencing identity confusion.

This finding supports Erikson's theory (Rusuli 2022) that the internalization of spiritual values helps adolescents overcome identity confusion (identity vs. role confusion).

Implementation of Halaqoh Tarbawiyah in Contemporary Islamic-Based Schools

The implementation of halaqoh tarbawiyah at Muhammadiyah 10 Middle School Surakarta is carried out regularly every Friday during the first period. This activity includes Quran memorization training, the delivery of moral education material, and group discussions facilitated by all the teachers at Muhammadiyah 10 Middle School Surakarta. During the halaqoh, students actively participate as discussants, while teachers serve as facilitators and role models. The atmosphere of this halaqoh is designed to be conducive and participatory to encourage students to be open, share with each other, and practice responsibility. Observations show that through these activities, students not only gain religious knowledge but also internalize values such as honesty, discipline, and social solidarity.

In relation to educational psychology theory, the implementation of halaqoh reflects the principles of Bandura's social learning theory, which emphasizes learning through observation, modeling, and interaction. Students imitate the behavior of teachers and peers as role models, thus forming positive habits in their daily lives. This view is consistent with the Islamic education concept

that emphasizes the importance of role modeling (uswah hasanah) in shaping adolescents' character (Musthafa, A; Rahman, Z A; Alfarisi, Moh. S; Chakam 2023; Patu, Damopolii, and Maulana 2025).

From a social psychology perspective, the role of halaqoh in adolescent development can be explained using the Social Identity Theory (SIT) developed by Tajfel and Turner (1979). Active involvement in halaqoh encourages adolescents to engage in social categorization, where they define themselves as part of a group that shares the same values and goals. This membership then becomes an essential part of their social identity as Muslims. This process is crucial because the halaqoh group can provide a positive self-image, such as goodness, piety, and enhanced self-esteem for adolescents. As a result, halaqoh becomes an effective platform for building solidarity and strengthening emotional bonds (loyalty) among Muslim adolescents.

Research shows that halaqoh, as a form of participatory education, can strengthen a sense of belonging, increase self-confidence, and enhance social solidarity among members of the Muslim adolescent group (Ahmed 2019). Other studies have also noted that halaqoh can be an effective tool in improving self-image and reinforcing religious identity in adolescents through the internalization of Islamic values and emotional support from the group (Nurul Fadilah 2022).

Recent research has also found that halaqoh-based tarbiyah programs can foster social awareness, enhance spirituality, and form prosocial behaviors in adolescents through continuous Islamic-based guidance (Firdaus and Makhful 2023).

Therefore, the implementation of halaqoh tarbawiyah in Islamic-based schools is not only a religious program but also a strategy for shaping self-concept, social identity, and psychological development for Muslim adolescents. The findings of this research align with the findings of Samsuddin et al. (2020) and Saputra and Yuzarion (2020), which emphasize the importance of Islamic education in preparing the younger generation to face the challenges of modernity.

Conclusion

The results of the study show that halaqoh tarbawiyah at Muhammadiyah 10 Middle School Surakarta plays a crucial role in shaping adolescents' self-concept. Through routine activities such as Quran memorization training, the delivery of moral education material, and group discussions, students not only gain religious understanding but also experience strengthening in their personality aspects. Values such as responsibility, honesty, empathy, and the courage to express opinions seem to develop as they engage in halaqoh. These activities also foster solidarity among students and strengthen their Islamic identity as a foundation for facing the challenges of adolescence. These findings have important implications for the development of Islamic education in schools. Halaqoh tarbawiyah can serve as a model for character development that not only emphasizes cognitive aspects but also considers the affective and spiritual dimensions of students. Programs like this have the potential to become an effective strategy for addressing problems such as identity crises and low self-esteem in adolescents. For educational practice, schools are encouraged to make halaqoh tarbawiyah an ongoing activity with full support from teachers, facilitators, and parents. Halaqoh can also be integrated into the Islamic Education curriculum as a form of strengthening character education in schools. For future research, it is recommended that similar studies be conducted in other school contexts to enrich perspectives. Quantitative research can also be used to more specifically measure the impact of halaqoh on adolescent psychological indicators, such as learning motivation, resilience, and mental well-being.

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