

The Relevance of Max Weber's Social Action Theory in Students Character Education Managemnt

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ABSTRACT

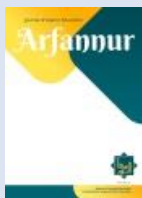
The purpose of this research is to analyze the relevance and effectiveness of Max Weber's social action theory in character education management at Al Azhar Bukittinggi Islamic School. This research uses descriptive qualitative methods to analyze the relevance of Max Weber's social action theory in the management of student character education at Al Azhar Bukittinggi Islamic School. This approach was chosen to explore an in-depth understanding of how Weber's social action categories including rational-instrumental, rational-value, affective, and traditional actions are applied in character education. The results of this study indicate that Al Azhar Bukittinggi Islamic School has successfully implemented various social action approaches according to Max Weber to form student characters with integrity. Through rational-instrumental action, the school instills discipline with an understanding of the intrinsic value of the rules. Rational-value actions are integrated to encourage students to internalize moral and ethical values as part of their identity. Affective actions play an important role in building emotional support through empathetic relationships between teachers and students, creating a safe and comfortable environment for students' character development. In addition, traditional actions based on religious values and local culture become a foundation that enriches character education, encouraging students to grow as individuals with achievements, morals, and noble character.

Keywords: Social Action, Max Weber, Education Management, Character.

ABSTRAK

Tujuan penelitian ini adalah menganalisis relevansi dan efektivitas teori tindakan sosial Max Weber dalam manajemen pendidikan karakter di Pondok Pesantren Al Azhar Bukittinggi. Penelitian ini menggunakan metode kualitatif deskriptif untuk menganalisis relevansi teori tindakan sosial Max Weber dalam manajemen pendidikan karakter siswa di Pondok Pesantren Al Azhar Bukittinggi. Pendekatan ini dipilih untuk menggali pemahaman yang mendalam tentang bagaimana kategori tindakan sosial Weber yang meliputi tindakan rasional-instrumental, rasional-nilai, afektif, dan tradisional diterapkan dalam pendidikan karakter. Hasil penelitian ini menunjukkan bahwa Pondok Pesantren Al Azhar Bukittinggi telah berhasil menerapkan berbagai pendekatan tindakan sosial menurut Max Weber untuk membentuk karakter siswa yang berintegritas. Melalui tindakan rasional-instrumental, pihak sekolah menanamkan kedisiplinan dengan pemahaman tentang nilai intrinsik dari peraturan. Tindakan rasional-nilai diintegrasikan untuk mendorong siswa menginternalisasikan nilai-nilai moral dan etika sebagai bagian dari jati dirinya. Tindakan afektif berperan penting dalam membangun dukungan emosional melalui hubungan empati antara guru dan siswa, sehingga tercipta lingkungan yang aman dan nyaman bagi pengembangan karakter siswa. Selain itu, tindakan tradisional yang berlandaskan nilai-nilai agama dan budaya lokal menjadi landasan yang memperkaya pendidikan karakter, mendorong peserta didik untuk tumbuh sebagai pribadi yang berprestasi, berakhlak mulia, dan berakhlak mulia.

Kata kunci: Aksi Sosial, Max Weber, Manajemen Pendidikan, Karakter



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A. INTRODUCTION

Student character education has become a major concern in the modern education system, especially in the formation of a generation that has noble morals, social responsibility, and high moral integrity (Hanani 2020, 257). The theory of social action introduced by Max Weber is one of the relevant conceptual foundations to map individual actions and social relationships in the formation of student character in the school environment. Weber emphasizes that social action is meaningful and directed to consider the reactions of others to this behavior (Lahagu et al 2024, 59). As such, the theory highlights the importance of both individual and social perspectives in understanding the motivations, goals and meanings attached to every action, including in educational interactions that take place in schools.

Weber divides social action into four main categories: rational-instrumental action, rational-value action, affective action, and traditional action. These four categories are not only relevant in analyzing student behavior but also guide character education management in schools. Rational-instrumental action refers to actions that are carried out with calculative considerations to achieve specific goals (Veby 2021, 93). For example, students who obey school rules because they want to achieve achievement or awards are examples of this action. Meanwhile, rational-value actions focus more on intrinsic values, where a student might choose to be honest or behave fairly because of personal moral beliefs. The management of character education that facilitates the formation of these intrinsic value-based actions, according to Weber, is at the core of effective and sustainable character formation (Deti Rostini et al 2024, 59).

The aspect of value-rational action in character education has a very significant role. Students who perform value-based actions will tend to show consistent behavior and high integrity. Character education that only emphasizes rational-instrumental actions, such as rewards or punishments, is often not effective enough in creating sustainable behavior change. In contrast, character education that focuses on internalizing noble values, such as honesty, discipline, and responsibility, allows students to respond to situations based on the principles they believe in without the need for external encouragement (Meli 2018, 120). In Weber's view, the development of rational-value actions requires the active role of teachers as social agents who can provide consistent understanding and behavioral models for students.

Besides rational-instrumental and rational-value actions, affective actions also play an important role in character education management. Affective actions refer to actions that are based on emotions or feelings. In the school environment, these actions are often seen in interactions between students and teachers, where emotional closeness can influence students' attitudes and behaviors. Character education management that recognizes and accommodates students' emotions can create a more inclusive environment and support students' moral development (Efendi et al 2022, 31). When students feel valued and understood, they will more easily accept the values taught by the teacher and be motivated to show positive behavior. Managing affective aspects in character education can be done through an approach of open communication, empathy, and attention to students' emotional needs.

Traditional action, which is the last category in Weber's theory, is no less important in character education management. This action refers to behavior that is carried out on the basis of habits or traditions that have been formed over a long period of time. In the school environment, certain cultures or traditions can be an effective means of developing student character (Pramujiono et al 2020, 103). For example, daily rituals such as flag ceremonies, reciting prayers before lessons begin, or mutual cooperation activities can become habits that

indirectly instill values of discipline, respect and togetherness. By strengthening and maintaining positive traditions in schools, character education management can be more structured and embedded in students' daily lives, making it an integral part of their lives.

The main problem in this research is how Max Weber's social action theory can be applied in the management of student character education at Al Azhar Bukittinggi Islamic School. Character education is often faced with an approach that still focuses on sanctions and rewards, which tend to produce temporary changes in behavior and are less effective in building student character in depth. This poses a challenge in creating an educational environment that is able to internalize character values in students in a sustainable manner. Therefore, this study aims to understand how Weber's four categories of social action, namely rational-instrumental, rational-value, affective, and traditional actions, can be the foundation in shaping authentic, valuable, and consistent student behavior.

The purpose of this study is to analyze the relevance and effectiveness of Max Weber's social action theory in character education management at Al Azhar Bukittinggi Islamic School. This research aims to explore how an understanding of Weber's social action can help educators at the school in managing and guiding students towards better character development. Furthermore, this research seeks to develop practical strategies based on social action theory to be applied in the character education process at the school.

B. METHODS

This research uses descriptive qualitative method to analyze the relevance of Max Weber's social action theory in the management of student character education at Al Azhar Bukittinggi Islamic School. This approach was chosen to explore an in-depth understanding of how Weber's social action categories including rational-instrumental, rational-value, affective, and traditional actions are applied in character education. Data were collected through in-depth interviews with teachers, principals and teaching staff who are directly involved in the management of character education. In addition, field observations were conducted to directly observe the interaction of students and educators in various activities related to character building, such as religious and social activities at school. Documentation such as school character education guidelines, daily activity schedules, and school policies related to discipline and ethics were also analyzed as supporting data. The collected data were then analyzed using thematic analysis techniques, where relevant patterns of social action in character education management were identified and understood in a textual manner. This approach is expected to produce a comprehensive picture of how Max Weber's social action theory can enrich character education management strategies in Islamic schools, as well as understanding the challenges and effectiveness of this approach in student character building.

C. RESULTS AND DISCUSSION

Application of Rational-Instrumental Action to Promote Student Discipline and Compliance at Al Azhar Islamic School Bukittinggi

Based on the results of observations and interviews at Al Azhar Bukittinggi Islamic School, it was found that the application of rational-instrumental action plays an important role in improving student discipline and compliance at Al Azhar Bukittinggi Islamic School. At Al Azhar Bukittinggi Islamic School, the concept is realized through: student compliance with

applicable rules, implementation of responsibilities in completing school assignments, active involvement in learning activities, the application of these actions creates an orderly educational environment, supporting the smooth learning process. Based on positive values, it helps build the character of disciplined and responsible students. By integrating the rational-instrumental principle in character education, Al Azhar Bukittinggi Islamic School succeeds in creating a conducive learning atmosphere, supporting students' moral and academic development in a balanced manner.

The application of rational-instrumental action to encourage student discipline and compliance at Al Azhar Bukittinggi Islamic School plays a significant role in shaping an orderly and positive values-oriented educational environment. According to Max Weber, rational-instrumental action is behavior carried out with the aim of achieving certain results, where individuals take actions based on careful thinking to obtain benefits or avoid risks. In character education at school, the application of rational-instrumental action is reflected in students' efforts to comply with school rules, carry out tasks, and follow teaching and learning activities well (Khonsa 2019, 37). Sekolah Islam Al Azhar Bukittinggi integrates this principle with various reward and consequence systems designed to motivate students to behave in accordance with the expected norms.

Rational-instrumental action can be seen through the reward system given to students who demonstrate discipline and compliance in daily activities. These rewards are not only material in nature, such as plaques or small gifts, but also in the form of social recognition, which can motivate students to continue to maintain their positive behavior (Nisa 2024, 2221). For example, students who come on time, diligently participate in religious activities, and have good academic performance are often given appreciation in various forms. In addition, educators in this school also utilize rational-instrumental actions by providing clear consequences for students who break the rules. These consequences are made to foster awareness that every action has an impact, both for oneself and the surrounding environment. This approach aims to make students understand that discipline and compliance are not just formal rules, but also valuable values for themselves in their daily lives.

Furthermore, the system implemented at Sekolah Islam Al Azhar Bukittinggi strengthens students' awareness of the importance of discipline as a provision to face future challenges. The implementation of this rational-instrumental action is reinforced by consistent supervision from teachers and school staff. Educators not only act as supervisors, but also as mentors who actively provide guidance on the benefits of discipline and compliance. They invite students to discuss these values in real life, for example by giving examples of how discipline in studying can lead to academic success, or how orderly behavior reflects a professional attitude that will be highly valued in the working world. This way, students don't just follow the rules for fear of punishment, but also begin to see that discipline has intrinsic value for their future.

The implementation of rational-instrumental action in this school also addresses the challenge of developing long-term discipline. Often, discipline approaches are only temporary if students do not understand or feel the benefits of their actions (Sukoco & Nurdin 2018, 114). Therefore, Al Azhar Bukittinggi Islamic School seeks to integrate discipline as part of the school culture through routine activities that reinforce positive actions consistently. Activities such as morning roll call, congregational prayers, and character development programs become tools that help students build disciplined habits. For example, through congregational prayers, students learn to arrive on time, line up in an orderly manner and show respect during the

process. This experience is not just a religious activity, but also a medium for students to internalize the values of discipline and obedience in their actions.

Furthermore, this understanding of the importance of rational-instrumental action is also emphasized in character education which teaches students to think before acting. Teachers in this school often provide opportunities for students to reflect on their behavior. In activities such as group discussions or question and answer sessions after learning activities, students are invited to think about how each action they take can affect others. According to Sobri, this approach allows students to develop a rational understanding of their own actions, so that discipline and compliance emerge from personal awareness rather than simply as a result of external pressure. For example, students who participate in group learning activities learn to respect each other's time and opinions, which is a form of positive rational-instrumental action (Sobri 2020, 18).

In order for this implementation to take place effectively, the school also involves parents in the process of developing student discipline. Parents are given an understanding of the values to be built at school, and are involved in monitoring student behavior at home (Husna Nashihin dkk, 2024). This collaboration helps to create a consistent environment that supports student discipline both at school and at home. In this case, students see that discipline is a value that is valued by various parties in their lives, so they are encouraged to apply it on an ongoing basis. This approach, which involves collaboration between schools and parents, makes students feel that their positive actions are recognized by their immediate environment, which in turn encourages them to be more committed to discipline.

The application of rational-instrumental action to promote student discipline and compliance at Sekolah Islam Al Azhar Bukittinggi is a relevant model in character education. By utilizing strategies of rewards, supervision, positive culture reinforcement, reflection, and collaboration with parents, schools can build discipline that is rooted in students' understanding of the intrinsic value of their actions. Through this approach, students not only learn to follow the rules, but also understand why the rules are important and how they can help them become better individuals.

Strengthening Rational-Value Actions to Internalize Students' Moral and Ethical Values at Al Azhar Bukittinggi Islamic School

Based on the results from observations and interviews, it is revealed that Al Azhar Bukittinggi Islamic School effectively implements an Islamic value-based approach to strengthen rational-value actions in student character building. Values such as honesty, responsibility and empathy are taught through various activities, including congregational prayers and spiritual guidance, which help instill discipline and Islamic morals. Teachers serve as role models in demonstrating the application of ethical values, while group discussions and moral studies encourage students to understand and relate these values to everyday life (Arief Sukino, 2013). A partnership program with parents ensures the alignment of character education between the home and school environments. In addition, social activities such as visits to orphanages and social service actions give students hands-on experience to develop empathy and social responsibility. This approach encourages students not only to recognize moral values but also to internalize them as part of the life principles they consistently live by.

The reinforcement of rational-value actions in the internalization of moral and ethical values at Al Azhar Bukittinggi Islamic School plays an important role in educating students to be able to integrate moral principles into their daily lives. In Max Weber's social action theory, rational-value actions are carried out motivated by certain beliefs or principles that are seen

as intrinsic values, without considering material benefits (Ambulani et al 2024, 153). The application of this concept in character education at Al Azhar Islamic School is done through various approaches that aim to make students understand and appreciate the importance of moral values, such as honesty, responsibility, and empathy, not because of coercion or rewards, but because they realize the true value and benefits of these behaviors.

Al Azhar Bukittinggi Islamic School integrates the strengthening of rational-value actions in students' daily activities through a holistic Islamic value-based approach. One of the approaches used is by linking religious values in every subject and school activity. Values such as honesty, mutual respect, and discipline are explained as part of the morals recommended in Islam, which are not only useful for life in school, but also for the happiness of life in the world and the hereafter (Zaini et al 2022, 86). In practice, these values are emphasized in daily activities such as congregational prayers, which teach the value of discipline and a sense of community, as well as spiritual guidance activities carried out regularly to instill Islamic ethical principles in student behavior. With this approach, students are encouraged to perform actions that reflect Islamic values as a form of personal commitment, not just an obligation.

Teachers and educators at Sekolah Islam Al Azhar Bukittinggi also serve as consistent models in displaying rational-value actions, so that students have real role models. Teachers actively demonstrate how moral principles such as integrity, responsibility, and fairness can be applied in daily life, including in managing the classroom and interacting with students. For example, a teacher who gives grades or feedback based on fairness and objectivity provides students with a direct example of the importance of honesty and responsibility in their actions. This helps students understand that actions based on ethical values are not just academic demands, but part of the morals that they should bring into their social lives.

Furthermore, the strengthening of rational-value actions in this school is also done through group discussions or special studies that discuss contemporary moral issues, such as the negative impact of bullying or the importance of tolerance between religious communities. In these sessions, students are invited to dialogue and reflect on actions that are in accordance with ethical and moral values. Such discussions help students see the relevance of these values in the real world, so that they are encouraged to adopt strong moral principles when facing various situations (Hariyanto & Wahyudi 2018, 133). For example, through the study of tolerance, students are not only informed about the importance of respecting differences, but also encouraged to practice a tolerant attitude in interactions with their friends who have different backgrounds. This is a very important step in instilling an understanding of how actions based on ethical values can create a harmonious and respectful environment.

To strengthen the internalization of moral values, schools also involve parents in this character education process. Through the school-parent partnership program, educators provide parents with an understanding of the importance of value consistency at home and school. Parents are encouraged to create an environment that supports the values taught at school, so that children do not experience value confusion or inconsistency in moral application. For example, schools often hold seminars or meetings with parents to discuss how to foster a sense of responsibility in children or the importance of honesty. With this collaboration, students will hopefully see real examples of the application of moral values in their immediate environment, both at school and at home, which effectively reinforces rational-value actions (Akhyar et al 2023, 36).

In addition, the internalization of moral values is also strengthened through social and charitable activity programs that involve students directly. In this activity, students are invited

to participate in activities that support social awareness, such as visiting orphanages or participating in social services in the surrounding environment (Ayu 2020, 145). Through these activities, students learn to hone their empathy and develop a sense of social responsibility as a form of value-rational action. Active participation in these social activities teaches students that they have a role to play in helping others and protecting the environment around them, which is in accordance with Islamic values regarding care for others. This experience is expected to foster a deep understanding of the importance of value-based actions, not out of obligation, but out of a moral urge to do good (Widodo 2021, 33).

Al Azhar Bukittinggi Islamic School has successfully developed a school culture that emphasizes the importance of rational-value actions in shaping student character. Students are invited to not only understand moral and ethical values, but also internalize them as an integral part of their identity. This approach aims to make students not only comply with social rules or norms, but also have a moral commitment to act based on high ethical values. In this school, students' character is shaped not only through academic approaches, but also through hands-on experiences, reflective discussions, and involvement in social activities, all of which help to strengthen value-rational actions in students.

The Importance of Affective Actions in Fostering Positive Relationships and Emotional Support for Students at Al Azhar Islamic School Bukittinggi

Affective actions are an important aspect in shaping positive relationships and emotional support for students at Al Azhar Islamic School Bukittinggi. According to Max Weber, affective actions are driven by spontaneous feelings or emotions, making them relevant in character education due to their natural and sincere nature. In education, affective actions are understood as an approach that encourages teachers and school staff to provide attention, empathy, and genuine support for the students' development, thus creating a comfortable, safe, and conducive learning environment (Masduki & Warsah 2020, 54). At Al Azhar Islamic School, the implementation of affective actions is evident in the way teachers approach students with understanding, interact positively, and address students' emotional issues wisely. This approach aims to make students feel valued, supported, and understood, ultimately leading to increased motivation, discipline, and engagement in the learning process.

One way Al Azhar Islamic School Bukittinggi strengthens affective actions is through the establishment of close relationships between teachers and students. Teachers at this school are encouraged to develop emotional bonds with students, both individually and in groups, so that students feel comfortable and open in communication. When students feel close to their teachers, they are more likely to be confident in sharing problems or challenges they face, whether related to learning or personal life (Rosita 2018, 119). This communication process not only helps students resolve their issues but also allows teachers to better understand the needs, concerns, and feelings of students directly. As a result, students feel more valued and understood, which can motivate them to become more active in the learning process and reduce any pressure or anxiety they may experience in the school environment (Prasetya & Cholily 2021, 79).

In addition to positive interpersonal relationships, affective actions are also carried out by providing consistent emotional support in facing the various challenges students encounter (Hasanah, Darwisa, & Zuhriyah 2023, 639). Teachers at Al Azhar Islamic School give extra attention to students who may be experiencing emotional problems or learning difficulties, whether by providing encouragement, advice, or simply offering a calming presence. This support makes students feel that they are not alone in facing challenges, ultimately helping

them become more resilient in overcoming problems. In many cases, this emotional support also boosts students' self-confidence, as they know there is someone who cares about their well-being at school. For example, when a student faces academic pressure, teachers can provide moral support and guide them toward more effective learning techniques, which ultimately helps reduce stress and improve academic success (Utami 2023, 59).

Affective actions at Al Azhar Islamic School are also manifested through the creation of a harmonious and inclusive classroom atmosphere, where students feel free to express themselves without fear of being judged. Teachers play a key role in fostering an environment that is open and respectful, where every student feels accepted and valued regardless of their differences. For example, students are taught to respect the views and feelings of their peers and to refrain from treating anyone with a degrading attitude (Akhyar et al 2023, 35). Teachers often take advantage of moments in the classroom to encourage students to be more empathetic and caring toward one another, fostering a supportive classroom culture. This aligns with the Islamic principle of *ukhuwah* (brotherhood), which emphasizes the importance of building positive and caring relationships. This not only enhances harmony among students but also strengthens their social values (Efendi & Ningsih 2022, 152).

Furthermore, affective actions are also applied in extracurricular activities and mentoring programs designed to strengthen positive relationships among students and between students and teachers. For example, through activities such as spiritual camps or mentoring programs, students are encouraged to collaborate, get to know each other more deeply, and understand each other's differences with respect. These activities not only support students' social development but also enhance their emotional skills, such as the ability to work as a team, respect others' feelings, and express emotions in a healthy way. With these skills, students become more capable of managing conflicts, building positive relationships, and feeling emotionally supported within the school environment (Laksmi 2021, 147).

In addition, affective actions at Al Azhar Islamic School Bukittinggi are also carried out by recognizing and rewarding students' progress, both academically and in terms of character. Such recognition, though simple, has a positive impact on students' self-confidence and motivation (Kompri, 2016, 96). When students feel that their efforts are appreciated and acknowledged, they are more motivated to continue developing themselves and maintain the positive behaviors they have achieved. This not only strengthens the relationship between students and teachers but also creates a culture of appreciation that encourages students to consistently behave well and maintain a positive attitude toward the school environment. The recognition given is also based on Islamic values, such as honesty, kindness, and hard work, motivating students to internalize these values as part of their character (Nurmalina, 2016, 87).

The importance of affective actions in supporting positive relationships and emotional support at Al Azhar Islamic School Bukittinggi is immense. Through attention, empathy, and strong emotional connections between teachers and students, the school has successfully created a safe and comfortable environment for students, where they can thrive both academically and socially (Solehan 2022, 610). This approach not only impacts students' achievements but also shapes their character to be more humane, empathetic, and oriented toward values of goodness. Thus, affective actions become one of the key pillars in character education at Al Azhar Islamic School, which not only educates students to be intellectually intelligent but also virtuous and caring toward others.

The Integration of Traditional Actions as School Culture in Character Education for

Students at Al Azhar Islamic School Bukittinggi

Based on the results of observations and interviews, it was revealed that the implementation of traditional actions at Al Azhar Islamic School Bukittinggi plays an important role in shaping students' character. Habits such as greeting with salam, respecting teachers and peers, and participating in regular religious activities like congregational prayers and Quran recitation help students develop discipline, respect, and a sense of togetherness rooted in Islamic values. Additionally, the culture of mutual cooperation trains students to care, collaborate, and take responsibility for their environment. The school also integrates Minangkabau cultural values, such as politeness and respect for parents and teachers, which align with Islamic teachings. With this approach, students are not only taught to understand moral values but also to internalize them in their daily lives, shaping a generation with Islamic character, integrity, and social responsibility.

The integration of traditional actions as part of the school culture at Al Azhar Islamic School Bukittinggi plays a significant role in strengthening students' character education. Traditional actions, as explained by Max Weber, are actions performed based on long-standing customs or traditions. In character education, these actions refer to the development of positive habits that have become part of the school's norms or culture (Gusli et al 2024, 92). At Al Azhar Islamic School Bukittinggi, the implementation of traditional actions is integrated through the habituation of Islamic values such as discipline, respect, responsibility, and care for one another, which are consistently applied in various daily activities of the students. This culture is not only instilled through formal teaching but also through everyday practices in the school environment, shaping students to become accustomed to behaviors that reflect moral and ethical values in their interactions.

One form of traditional action implemented at this school is the culture of greeting and showing respect to teachers and peers. Every morning, students are taught to greet teachers and fellow students with salam and friendly words. This tradition not only fosters respect and politeness but also reinforces positive habits in daily life that are rooted in Islamic values (Elmontadzery et al 2024, 73). According to Lestari, these greetings and gestures of respect are simple traditional actions but have a significant impact on the formation of students' character, as they help students develop humility and respect for others. Through this activity, students are encouraged to make friendliness and politeness a part of their identity, which in turn strengthens positive social relationships among students as well as between students and teachers (Lestari 2020, 167).

Another traditional culture integrated into character education is students' involvement in regular religious activities, such as congregational prayers and Quran recitation (Khairunnisyah, Sukino, & Muttaqien, 2020). These activities aim not only to deepen religious understanding but also to build discipline, responsibility, and time management. Students are encouraged to understand that worshipping together is both a way to strengthen their relationship with God and to reinforce the sense of togetherness with others (Saputra, 2016, 159). Congregational prayers, for example, teach students to be more disciplined and value time, as they are performed together at a set time. Meanwhile, regular Quran recitation helps shape students' character to be more diligent and appreciate the values of goodness contained in the Quran. This culture serves as a traditional practice passed down from generation to generation, nurturing the Islamic character of students through routines that balance academic learning and spiritual development (Meli, 2018, 120).

In addition to religious activities, Al Azhar Islamic School Bukittinggi also applies the

tradition of mutual cooperation (*gotong royong*) as an important part of character education for students. Mutual cooperation is carried out in various activities, ranging from cleaning classrooms to social activities that involve collaboration among students. This habit encourages students to care for one another, work together, and take responsibility for the school and community environment. Through mutual cooperation, students learn to focus not only on themselves but also on the needs and interests of others. This culture of mutual cooperation reflects the values of togetherness and solidarity, which are key elements of Islamic character. This habit also helps students understand the importance of personal contribution in achieving common goals, which benefits them not only in school but also in their social lives in the future (Zaini et al 2022, 88).

The traditional actions implemented at Al Azhar Islamic School Bukittinggi also include efforts to introduce local cultural values that align with Islamic principles. For example, students are taught to respect parents, teachers, and the surrounding community, in accordance with the Minangkabau cultural tradition, which emphasizes respect and politeness. This appreciation for local culture not only strengthens students' identity as part of the Minangkabau community but also fosters a sense of pride and responsibility in preserving traditions that are in line with Islamic teachings (Agustian 2019, 143). In daily life, teachers at Al Azhar Islamic School provide concrete examples of how to apply these cultural values in interactions with others. For instance, students are taught to always use polite language when speaking to elders and to show respect through simple actions, such as bowing when meeting a teacher or parent. This approach strengthens students' cultural identity while also shaping them into individuals with good character.

Through these traditional actions, Al Azhar Islamic School Bukittinggi has successfully created an educational environment that focuses not only on academic achievement but also on the development of strong Islamic character. By integrating traditional actions as part of the school culture, students are guided to make positive values a part of their personality (Mustari 2014, 123). Values such as discipline, responsibility, respect, and cooperation become norms that are embedded in every activity carried out at the school. This integration strengthens character education based on traditional actions, which not only builds a generation that is intellectually intelligent but also possesses good ethics and morals (Aulia & Ruddin 2021, 9).

Ultimately, the implementation of traditional actions as part of the school culture at Al Azhar Islamic School Bukittinggi serves as an important foundation in students' character education. By instilling good habits based on religious teachings and local cultural values, students are not only encouraged to achieve success but also to become individuals with integrity and moral responsibility. This aligns with the goals of Islamic education, which seeks to develop intellectual intelligence while also instilling noble character in every student. In the face of an increasingly modern era, these traditional actions serve as a reminder of the importance of preserving the values of goodness that have long been a part of our culture (Gusli et al 2024, 480).

D. CONCLUSION

Al Azhar Islamic School Bukittinggi has successfully applied Max Weber's social action approach to shape students' character with integrity. Through rational-instrumental actions, the school instills discipline by helping students understand the intrinsic value of rules.

Rational-value actions are integrated to encourage students to internalize moral and ethical values as part of their identity. Affective actions play a key role in building emotional support through empathetic relationships between teachers and students, creating a safe and comfortable environment for students' character development. Additionally, traditional actions based on religious values and local culture serve as a foundation that enriches character education, encouraging students to grow into individuals who are accomplished, moral, and of noble character.

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