

Development of Students' Religious Character Through Intimate Friendship

Laila Husniah*, Hamdanah, Surawan

Institut Agama Negeri Palangka Raya, Indonesia

*lailahusniah147@gmail.com

Abstract

Intimate friendship can have a significant impact on a person's religious character, both positively and negatively, depending on the dynamics of the relationship. Therefore, this study aims to determine the development of students' religious character through intimate friendship. The method used is qualitative with 10 students in grade XI, namely 5 students of BRL 1 and 5 students of XI BRL 2, using a phenomenological approach. Data collection was carried out through observation, interviews, and documentation. The results of the observation show the development of students' religious character through intimate friendship, that close friendship and mutual trust between students can play a role in helping the development of their religious character. Friends who support each other in terms of religious values will help shape students' personalities to be better in terms of religion. The results of the study show that the development of students' religious character through intimate friendship at SMKN 2 Palangka Raya can be encouraged through intimate friendship. In the school environment, close friendship between students not only strengthens social ties, but also influences the formation of religious character. In addition, through close friendships, students feel more comfortable and confident in expressing their feelings, be it happiness, anxiety, or challenges faced in everyday life. In this supportive environment, they can more freely discuss various issues, including moral dilemmas, religious understanding, or even challenges in practicing Islamic values in real life. Through open discussions and sharing experiences, students not only gain new perspectives, but also feel supported in their spiritual journey. For example, when a student has difficulty maintaining consistency in worship, his close friends can provide motivation or reminders in a more personal and empathetic way.

Keywords: Religious Character; Intimate Friendship

Abstrak

Persahabatan akrab atau intimate friendship dapat memberikan dampak yang signifikan terhadap karakter religius seseorang, baik secara positif maupun negatif, tergantung pada dinamika hubungan tersebut. Oleh karena itu, penelitian ini bertujuan untuk mengetahui perkembangan karakter religius siswa melalui persahabatan akrab. Metode yang digunakan adalah kualitatif dengan jumlah siswa kelas XI sebanyak 10 orang, yaitu 5 orang siswa BRL 1 dan 5 orang siswa XI BRL 2, dengan menggunakan pendekatan fenomenologi. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Hasil observasi menunjukkan perkembangan karakter religius siswa melalui persahabatan akrab, bahwa persahabatan yang erat dan saling percaya antar siswa dapat berperan dalam membantu perkembangan karakter religiusnya. Sahabat yang saling mendukung dalam hal nilai-nilai agama akan membantu membentuk kepribadian siswa menjadi lebih baik dalam hal agama. Hasil penelitian ini menunjukkan bahwa perkembangan karakter religius siswa melalui persahabatan akrab di SMKN 2 Palangka Raya dapat didorong melalui persahabatan akrab. Di lingkungan sekolah, persahabatan yang erat antar siswa tidak hanya mempererat ikatan sosial, tetapi juga

berpengaruh terhadap pembentukan karakter religius. Selain itu, melalui persahabatan yang erat, siswa merasa lebih nyaman dan percaya diri dalam mengungkapkan perasaan mereka, baik itu kebahagiaan, kegelisahan, maupun tantangan yang dihadapi dalam kehidupan sehari-hari. Dalam lingkungan yang suportif ini, mereka dapat dengan lebih bebas mendiskusikan berbagai persoalan, termasuk dilema moral, pemahaman agama, atau bahkan tantangan dalam menjalankan nilai-nilai keislaman di kehidupan nyata. Melalui diskusi yang terbuka dan saling berbagi pengalaman, siswa tidak hanya mendapatkan perspektif baru, tetapi juga merasa didukung dalam perjalanan spiritual mereka. Misalnya, ketika seorang siswa mengalami kesulitan dalam menjaga konsistensi ibadah, sahabat karibnya dapat memberikan motivasi atau mengingatkan dengan cara yang lebih personal dan penuh empati.

Kata Kunci: Karakter Religius; Persahabatan Intim

Introduction

In an era of rapid change, adolescents are a group that is vulnerable to environmental influences. They not only receive academic education at school, but also interact with teachers, peers, and the environment that shapes their character (Surawan, Sarifah and Apriliani, 2023). Currently, many adolescents experience moral decadence, such as following foreign cultures that are not in accordance with local values, changes in the way they dress and speak, to deviant behavior such as free sex. Therefore, the development of religious character becomes very important, especially if supported by peers (Surawan et al., 2023).

Interaction with peers provides space for adolescents to share experiences, exchange views, and strengthen each other, especially in middle adolescence (ages 13-17 years) which is a crucial stage in identity formation (Salsabila et al., 2024; Zhu, 2022). At this age, adolescents experience more mature cognitive development, begin to learn to regulate impulsivity, make early career decisions, and seek acceptance from peers and the opposite sex (Suryana, Hasdikurniati, Harmayanti and Harto, 2022; Utomo and Pahlevi, 2022). During adolescence, students face various pressures in their development. Support from teachers, friends, and the school environment plays an important role (Hardoni, Neherta and Sarfika, 2019). Adolescents tend to shift from family to peer communities as a new environment that influences their character development (Hartatik, Subari, Munawwaroh, Haroen and Rahayu, 2022). Social interactions at school shape personality, both in learning, playing, and socializing (Annisa, Salsabila and Mahmud, 2024). Adolescence is filled with the dynamics of searching for identity, including social and emotional relationships, which are often carried out without considering the risks (Permata and Nasution, 2022; Zhao and Chang, 2019). Adolescents need peers as a means to learn about the world outside the family.

However, in their interactions, pressure often arises to fit in with the group, known as conformity. This conformity has benefits as well as consequences for individual development (Diananda, 2019). Intimate friendship refers to a very close, trusting, and affectionate relationship between two individuals. In this relationship, both feel comfortable sharing thoughts, feelings, and life experiences openly in (Allan et al., 2013). In the school environment, peers have a great influence on students' activities and behavior. Schools as educational institutions also play an important role in shaping students' character, including their religious character. A good school culture can shape religious habits, where religious values are integrated into various aspects of school life, both inside and outside the classroom (Utomo and Pahlevi, 2022). In addition, the social environment, such as intimate friendships and a religious school culture, contribute to

shaping students' religious identity and values. When students build religious character, they are also forming an identity that will affect their lives in the future (Zhou and Sun, 2019). Schools have an important role in supporting this process, both through providing supportive facilities, a religious school culture, and positive interactions between students and educators (Rahmawati, 2020).

According to Lev Vygotsky (1978) in the theory of Zone of Proximal Development (ZPD), it is emphasized that social interaction with peers plays an important role in the cognitive and moral development of individuals. In the context of adolescent friendship, students learn from each other through discussions and shared experiences, including in forming religious values. Based on the research results of (Munawaroh, 2022). The school environment has a significant contribution in shaping the religious character of students. Character education is very important in shaping students' mindsets so that they can make wise decisions that have a positive impact on their environment (Surawan, Syabrina, Bilad and Azmy, 2022).

In adolescent life, peers are often a barometer for individual awareness in choosing a good friendship environment. Having positive friends can strengthen a person's consistency in religion, help in seeking knowledge, and lead them in a better direction (Nasution, 2018). In addition, adolescents in their peer groups build friendships that function to shape and improve their self-concept. At this stage, they have a high curiosity and often experience anxiety, so that sometimes they dare to oppose if they feel unappreciated or ignored (Wijayanti et al., 2019). However, although friendship can provide benefits such as motivation and spiritual closeness (Vaillancourt et al., 2024). It is undeniable that wrong associations can also have negative impacts.

One of the risks is conformity to deviant behavior due to social pressure, both real and implied. Juvenile delinquency in various forms is clear evidence of the failure of education in shaping the character of the nation's generation (Mazrur and Surawan, 2022). In addition, adolescence is marked by significant changes in psychological, social, and biological aspects. These changes often trigger moral and spiritual challenges that can lead to stress or deviant behavior, such as causing trouble and stealing. Rebellion is a natural part of developing towards emotional independence, but if students choose the wrong close friends, this can lead them in a negative direction (Diananda, 2019).

Although various studies have discussed the influence of peers on students' religious character (Nasution, 2018; Surawan et al., 2022). Most of these studies are still general in nature and have not specifically highlighted how intimate friendship contributes to religious character in vocational school environments. In addition, previous studies have used more quantitative survey-based approaches, so they have not explored in depth the subjective experiences of students in building and maintaining their religious character through close friendships. Therefore, this study aims to fill this gap by using a qualitative approach based on direct interviews with students of SMKN 2 Palangka Raya, in order to understand more comprehensively how intimate friendship shapes religious character among adolescents.

The results of interviews with students of SMKN 2 Palangka Raya on 14-15 October 2024 showed that intimate friendship plays an important role in the formation of religious character. Close friends encourage worship, do good, and speak politely. They also increase self-confidence, help share thoughts, and provide emotional support. Problems in friendship are resolved with good communication to maintain harmony. This study aims to determine the impact of intimate friendship on the development of students' religious character. Based on the explanation above, the researcher is interested in conducting research at SMKN 2 Palangka Raya with the title Development of Students' Religious Character Through Intimate Friendship at SMKN 2 Palangka Raya.

Method

This study uses a qualitative method, qualitative research is a research process to understand human or social phenomena by creating a comprehensive and complex picture that can be presented in words, reporting detailed views obtained from informant sources, and conducted in a natural setting. This study uses a phenomenological approach, which is to find answers regarding the meaning of a phenomenon. Phenomenology is a scientific approach in research in which researchers identify experiences by an individual regarding a particular phenomenon. The research subjects consisted of 10 students of class XI BRL (Retail Business), 5 students from XI BRL 1 and 5 students from XI BRL at SMKN 2 Palangka Raya, who were selected based on good attendance, involvement in extracurricular activities, and having close friendships. The research informants included BK teachers, Waka Mahasiswa, PAI teachers of class XI BRL, and several students. The research lasted for two months (August-October 2024) with data collection techniques through observation, interviews, and documentation. The validity of the data was tested using source triangulation, while data analysis was carried out through the stages of data collection, reduction, presentation, and drawing conclusions. The reason the researcher used a qualitative method with a phenomenological approach was because it allowed for in-depth exploration of students' subjective experiences in developing religious character through close friendships. This approach focuses on understanding social and cultural phenomena from the perspective of individuals who experience them directly. Thus, this study provides richer insights into how students perceive, interpret, and practice religious values in the context of their friendship relationships.

Results and Discussion

1. Religious Character Through Intimate Friendship at SMKN 2 Palangka Raya

Religious character is a character value that reflects a person's relationship with God through thoughts, words, and actions based on religious teachings (Sulistiyorini and Nurfalalah, 2019). Close friendships play an important role in its formation, because friends can support each other emotionally and spiritually. Good friends encourage worship, religious learning, and behavior according to religious principles, while enriching the understanding and practice of moral values and religious experiences (Rahmawati, 2020). Younger students tend to receive religious values directly from their families, while adolescents are more influenced by their peers.

Based on the results of observations and interviews conducted at SMKN 2 Palangka Raya on October 15, 2024. Several grade XI BRL students showed that the development of students' religious character through intimate friendship has a significant role and positive impact in shaping students' religious character. One example is when a close friend invites to worship, such as inviting to pray. This can provide positive encouragement in students' spiritual lives. Some students who have close friends often serve as reminders to do useful and constructive things, such as doing good deeds, helping friends in trouble, and speaking with good words.

In addition, there are also students who involve themselves in religious activities, such as participating in Habsyi extracurricular activities, inviting people to Friday prayers, assemblies. These actions not only strengthen friendships, but also build better religious character, because in many religions, doing good deeds to others is an important part of moral and spiritual teachings. Furthermore, it was strengthened by interviews with class XI BRL 1 and XI BRL 2 students of SMKN 2 Palangka Raya, regarding the intimate friendship they carried out in forming students' religious character, according to Rowland S. Miller in Hidayat, (2019) there are several methods namely:

a. Respect

Respect is an attitude of mutual respect that creates harmonious relationships by accepting others as they are. Respect means understanding differences, supporting regardless of race, ethnicity, or religion, and continuing to interact with different beliefs. This attitude is reflected in respecting opinions, maintaining privacy, and not insulting or making fun of (Wahyuni et al., 2023). The impact is that respect in friendship can increase self-esteem because attention and acceptance from close friends strengthen adolescents' self-confidence. (Ardianty and Yuliana, 2024). Relationships based on trust create a safe environment for sharing and growth. Emotional closeness in friendship allows for deeper understanding between individuals (Riska and Widyastuti, 2019). For example, when friends share personal problems, we listen with empathy without interrupting, do not impose opinions, and respect the personal boundaries they set. Based on the results of an interview with one of the students, namely:

When I have a difference of opinion or belief with my close friends, I accept the difference of opinion or belief with tolerance. Tolerance means not judging friends based on those differences, but rather understanding that every individual has the right to have different views or beliefs (Interview, October 15, 2024).

The results of the analysis above, one of the students of class XI BRL 2 at SMKN 2 Palangka Raya showed that having close friends becomes a learning experience when each other has different opinions and beliefs, from this one of the students of XI BRL 2 can learn to appreciate, respect and tolerate differences of opinion and beliefs. This shows that although each individual in this group may have different views, they can learn from each other and grow together to develop an attitude of respect, respect, and tolerance (Sukandarman and Sofa, 2024).

According to Mrs. NA, a Guidance and Counseling (BK) teacher at SMKN 2 Palangka Raya, the attitude of tolerance between religious communities in schools is reflected in students' behavior during worship activities. Usually, when other religions carry out worship activities, students of other religions show an attitude of respect and tolerance, such as not making noise and not disturbing the worship process, she said (Interview, October 23, 2024).

This was also reinforced by one of the Islamic Religious Education teachers at SMKN 2 Palangka Raya, Mrs. NH, Respecting differences in religion and beliefs is always implemented, especially through the role of teachers, OSIS, and Rohis in fostering an attitude of mutual respect. OSIS is empowered to disseminate information and hold inclusive activities without distinguishing religions. For example, prayers during rotating ceremonies according to each person's beliefs, as well as Friday morning activities that include shalawat for Muslims and other activities for students of other religions (Interview, October 21, 2024).

The results of the analysis show that respect in intimate friendship plays an important role in the development of students' religious character. Peers act as agents of change who strengthen religious values and provide space to remind each other of goodness (Simanjuntak et al., 2024; Suliantika and Hanum, 2023). Respect in this context means appreciating the religious principles of friends and providing moral and spiritual support when facing religious challenges (Fatur et al., 2024; Sukandarman et al., 2024). Saputra et al., (2020) stated that respectful friendship plays an important role in the development of religious character. This can be realized through several aspects, including:

- 1) Inviting to worship together, building spiritual closeness through congregational prayer, voluntary fasting, and other religious activities.

- 2) Reminding each other to do good: strengthening religious character by maintaining morals, speaking politely, and doing good.
- 3) Cultivating a sense of gratitude and patience, supporting each other in facing trials and being grateful for God's blessings.
- 4) Support in facing a crisis of faith, providing reinforcement and encouragement to friends who are experiencing doubts in their religious beliefs.

Through mutually respectful friendships, students can build stronger religious characters and live their lives according to religious teachings.

b. Trust

Trust is the belief in a partner to rely on each other without being selfish or judging who is most right. Trust takes time to build and involves integrity in keeping secrets and sharing feelings without fear of betrayal (Suwanto, Istirahayu and Qonitha, 2022). The impact can gain trust in friendship providing emotional support that helps individuals through difficult phases in life (Latifah, Zwagery, Safithry and Ngalimun, 2023). This is supported by research by (Febriani, Candra and Nastasia, 2021). Through interactions with peers, a person can explore themselves, form an identity, and develop affective bonds based on mutual trust. Trust allows individuals to be more open in sharing feelings, exchanging opinions, and accepting suggestions that can reduce the burden on the mind and provide peace of mind (Sukaesih, 2023). In addition, trust also means respecting friends' beliefs, sharing information without fear of being betrayed, and entrusting responsibility with the belief that promises will be kept. Based on the results of an interview with one of the students, namely:

Having close friends also helps me feel more confident, especially when I have feelings or thoughts that are bothering me. With close friends, I can more easily express my feelings, be it anxiety, worry, or even happiness. Close friends are a place to share, listen to each other, and exchange ideas in my opinion (Interview, October 14, 2024).

The results of the analysis above show that the presence of close friends makes a person feel freer to express various feelings, such as happy, sad, or angry. Expressing these feelings with someone you trust can help a person feel better and lighter, because pent-up emotions can often cause stress or mental pressure (Faisal and Mangkurat, 2024). With close friends, these feelings can be expressed and discussed with an open heart, making it easier for a person to relieve fatigue and find inner peace (Febriani et al., 2021).

The same thing was also conveyed by one of the XI BRL 1 students who said that, With close friends I feel listened to and understood by close friends, I feel calmer and helped. This can also open the way for solutions to the problems I face, because close friends often provide advice or different perspectives that were not previously thought of (Interview, October 14, 2024).

The results of the analysis above show that trust in intimate friendship has a significant effect on the development of students' religious character. This trust creates a safe environment for sharing religious experiences and challenges without fear of being judged (Gultom, Hutabarat, Septiani and Tambunan, 2024). By supporting each other in worship and sharing moral values, students can strengthen emotional and spiritual relationships, as well as maintain morals and faith in everyday life (Faisal and Mangkurat, 2024; Mashuri, 2024; Sari, 2023; Tumeang, 2023).

c. Capitalization

Capitalization in friendship is the process of sharing information, experiences, and support to build emotional closeness. With positive responses, such as asking about hobbies or interests, relationships become more comfortable and beneficial, deepening bonds between friends (Khasnah et al., 2024). The impact can create feelings of joy,

namely increasing happiness, strengthening social support, and creating valuable memories that are a source of calm in difficult times (Hamdanah, Surawan and Sarifah, 2024). Solidarity and openness in friendship contribute to social integration and community well-being (Wilkinson, 2019). In addition, support from friends in worship, such as praying in congregation or reciting the Koran together, increases motivation and consistency in worship, due to strong emotional and social influences (Surawan and Mazrur, 2020). For example, when a friend talks about the difficulties they are experiencing, another friend reminds them to remain patient and pray, such as Remember, don't forget to pray. Allah always listens. We must remain patient and sincere in facing this test. Based on the results of an interview with one of the students, namely:

When I have close friends who openly share their religious values, teachings, or spiritual experiences, it can inspire and motivate me to live a more religious life. For example, when my friends share their worship habits or invite me to discuss religious values it can strengthen my understanding of religion and inspire me to explore my own beliefs more deeply (Interview, October 15, 2024).



Picture 1. Students of XI BRL 2 Shalat Dzuhur Prayer in Congregation

Capitalization in close friendships plays an important role in the formation of religious character. Through sharing positive experiences, empathetic support, and discussions of religious values, friends motivate and enrich each other's spirituality. These friendships strengthen religious character, foster tolerance, and help individuals live according to religious teachings.

This was confirmed by LQ as an MA informant that positive responses to friends' experiences and feelings. When friends share their happiness or achievements, such as success in carrying out worship or achieving spiritual goals, positive responses such as congratulating or giving encouragement can foster a sense of mutual support in their spiritual journey (Interview, October 15, 2024).

The results of the analysis show that capitalization in intimate friendship plays a positive role in strengthening students' religious character by strengthening relationships that support and motivate each other. Students use moments of togetherness to share religious experiences, which strengthen friendships based on religious values (Adabul et al., 2025; Fitria, 2019; Hamdanah et al., 2024). Sharing happiness, achievements, and religious experiences in friendship not only strengthens social relationships but also strengthens religious character. This process helps in overcoming spiritual challenges, increasing gratitude and empathy, and strengthening commitment to religious values (Citra and Aidah, 2024; Herwati, 2024). Thus, capitalization in intimate friendship creates a positive environment that supports students' personal and spiritual development, forming a stronger and more consistent religious character (Agustin and Hidayah, 2024).

d. Social Support

Social support is emotional support given in friendship, not only in the form of material but also through hugs and positive advice. This support plays an important role

in maintaining mental health, strengthening faith, and building relationships full of empathy and security (Fitri et al., 2024). The impact can make someone a role model, Good friends can be role models in terms of kindness and obedience to religion (Ahmad, 2021). Students will be inspired to follow in their friends' footsteps in doing good, such as helping when friends are in trouble, reminding them of positive things, not littering, inviting them to religious studies or assemblies (Rohmadani and Setiyani, 2019). For example, when a friend feels hopeless or anxious, another friend reminds them, Remember, Allah will not give a test beyond the ability of His servants. Be patient and keep praying, Allah will definitely provide a way. Based on the results of an interview with one of the students, namely:

In difficult situations I feel that having a close friend can give positive advice in difficult situations also plays a role in forming a religious character. For example, when I feel hopeless or doubtful in my beliefs, my friend who gives advice about patience, gratitude, and trust in God can strengthen my faith. This advice can also help me to be more patient, empathetic, and more tolerant of life's trials (Interview, October 14, 2024).

This was reinforced by AA as an informant for KS that Friends who show empathy and affection can be a very meaningful form of support for me (Interview, October 14, 2024).

Social support plays an important role in the formation of religious character through emotional support, positive advice, and togetherness, which strengthen faith and the practice of religious teachings. In this mutually supportive friendship, a person can grow to be more patient, loving, and closer to the religious values taught in everyday life. Healthy friendships encourage wise problem solving through honest communication and mutual respect, preventing arguments that damage relationships. Close friends also act as supporters when facing difficulties, providing solutions, advice, or simply being empathetic listeners, helping a person feel stronger in facing challenges.

The results of the analysis above show that social support plays an important role in Close and supportive friendships can have a significant influence on the process of forming students' moral and spiritual values (Sari, 2023). In addition, intimate friendships also increase students' sense of social responsibility (Gultom et al., 2024). This social support also influences students' decision-making. True friends can provide useful advice in making life choices that are in line with religious teachings, avoiding bad behavior, and strengthening their commitment to living according to religious values (Febriana and Masykur, 2022).

This was reinforced by the Deputy Head of Student Affairs, Mr. MB We always remind them at every opportunity together, both in daily activities or during class hours. We also remind each other, teachers, not only to transfer knowledge but also to pay attention to how far they can be friends and develop character among themselves as well as possible. Furthermore, the instillation through the role of each religious teacher who is more intense can greatly influence so that their sense of friendship is not only used up for useless, unbeneficial things but can also support each other to do good things (Interview, October 25, 2024).

The results of the analysis above show that through supportive friendships, students learn to be more tolerant, appreciate differences, and create a harmonious environment (Nurfidah, Rahman and Kamal, 2024). Teachers play an important role in moral education to foster students' religious character (Malisi, Surawan, Hasanah and Hanum, 2023). In the family, parents have a central role in fostering adolescent morals. Extracurricular activities also support students' spiritual intelligence (Surawan et al., 2023). Therefore, close friendships not only strengthen social bonds, but also help

develop strong religious character (Nuryupa, Amra and Suharmon, 2022). Self-control is an important skill for students to be more focused and positive (Surawan & Norvia, 2022).

e. Responsiveness

Responsiveness is a form of appreciation and support that indicates a friendship, a feeling of responding to each other so that they are able to offer a more serious relationship, such as giving hope about openness, trust and unquestionable friendship. Responsiveness in the context of friendship and social relationships refers to the ability to provide attention, response, and support quickly and appropriately to the needs or feelings of friends. Responsiveness shows that someone is actively listening, sensitive to a friend's situation, and ready to provide a positive response or help when needed (Salsabila, Martono and Sulistyoningsih, 2023). The impact can be obtained by forming good character Through positive friendships, students can learn about empathy, tolerance, and compassion. These values are very important in forming good religious character and feeling comfortable telling about themselves, various complaints, and asking for solutions to a problem with more intimate questions, communication will increase when getting intimacy (Hamdanah et al., 2024). Students also learn to be more grateful for the blessings they have and appreciate the life that God has given them. With friends who share religious and moral values, they will be more sensitive to the importance of expressing gratitude in everyday life and saying good sentences, without having to say dirty words (Gultom et al., 2024). For example, if a friend starts to pray less often or is facing a crisis of faith, being responsive is to provide support to remember Allah again, I know you are thinking a lot, but don't forget to always remember Allah in every step you take. Come on, let's pray together. Based on the results of an interview with one of the students, namely:

When I experience doubts in carrying out my worship or feel far from God, my friends will respond with emotional support. And religious advice that strengthens. For example, they can remind me to pray together, reading scriptures, or performing worship more devoutly. Responses like this can foster a sense of spiritual closeness and encourage the growth of faith, which is very important in the formation of religious character in me (Interview, October 15, 2024).



Picture 2. Students of XI BRL 1 Reading Doa Selamat After Studying.

The results of the analysis above show that Having close friends also teaches us to respect each other and maintain good relationships. In any situation, it is important to always remember the kindness that friends have given and not let small problems ruin the relationship (Muarrafah, Sofa and Rofiq, 2024). Forgive each other if there is a conflict in friendship, because forgiving itself is a good attitude possessed by someone who forgives other people's mistakes (Malisi, Fauziyah and Surawan, 2023). For example, if there is a difference of opinion or problem, it is important to face it with a cool head and speak wisely. Don't let tensions drag on or not greet each other because it can damage

the relationship that has been established. Remembering the kindness and good intentions of friends will help keep the relationship harmonious and supportive (Fangidae and Antika, 2023).

This is confirmed by SA that a responsive friend will provide moral support, prayer, and spiritual motivation to stay patient and trust in God. This kind of support teaches me to rely on God in difficulties and always maintain sincerity in facing the challenges that I go through (Interview, October 15, 2024).

Overall, close friends at SMKN 2 Palangka Raya play a major role in emotional, spiritual, and life challenges. They are important supporters, helping students feel calmer, more confident, and wiser in solving problems. The results of the analysis above show that responsiveness to intimate friendships has a significant influence on the development of students' religious character. This responsiveness includes students' ability to respond and internalize the values taught in close friendships, which then has a positive impact on the formation of their religious character (Saputra et al., 2020). Students who have high responsiveness to intimate friendships tend to be more sensitive to their spiritual needs (Majdi, 2024). When they have close friends who share religious and moral values, they are more aware of the importance of living a life in accordance with religious teachings (Aminatus and Khoiriyah, 2024). This encourages them to be more serious about improving themselves and committing to following religious principles in their daily lives. Close friends play a role in reminding the importance of worship, honesty, and patience, helping students apply religious values in their actions (Muarrafah, Sofa and Rofiq, 2024). Emotional and spiritual support from friends strengthens the steadfastness of faith in facing life's challenges (Utomo & Pahlevi, 2022). When facing trials, supportive friends help students remain patient and trustful (Muslimah et al., 2023). In addition, close friendships foster empathy and compassion for others (Fangidae & Antika, 2023).

Conclusion

The conclusion of the results of this study shows that the development of religious character of students at SMKN 2 Palangka Raya can run well through close friendships (intimate friendship). Close friendships between students have a positive impact on the formation of their religious character, because in these strong relationships, friends remind each other to practice religious values. One concrete example is the invitation to worship together, such as inviting friends to pray, which helps students become more involved in spiritual activities collectively. In addition, the social interactions that occur in this friendship also encourage students to behave better, speak with words full of kindness, and help friends who are facing difficulties, both emotionally and practically. Furthermore, close friends act as a very important source of emotional support. In close friendships, students feel more comfortable expressing their feelings, whether they are happy, sad, or angry, which can reduce the stress or tension they feel. This friendship also provides more self-confidence, because students feel that there are people who listen to and understand them. When facing problems, close friends are not only good listeners but can also provide solutions or new perspectives that help students solve their problems. Therefore, healthy and supportive friendships between students have a significant contribution in developing a stronger and deeper religious character. In addition to strengthening social bonds among students, good friendships also serve as a means to strengthen their moral and spiritual values. In this context, the role of close friends is very important to help students internalize religious teachings and form better religious characters, which will ultimately affect their social and personal lives positively. Thus, close friendships become one of the key factors in developing better religious characters among students of SMKN 2 Palangka Raya.

References

- Adabul, K., Wal, A., Allim, M., Fahmi, A., Baihaqi, R., Hasyim, U., & Hasyim, U. (2025). Impementasi Penerapan Nilai-Nilai Aswaja Dalam Kitab Adabul Alim Wal Muta'allim Dalam Pembentukan Akhlak Siswa Kelas VII MTs Madrasatul Qur'an Tebuireng Jombang. *Journal Sains Student Research*, 3(1), 1-11.
- Agustin, M., & Hidayah, U. (2024). Optimalisasi Pendidikan Islam Dalam Meningkatkan Kesejahteraan Mental Serjs Mengurangi Burnot di Kalangan Pelajar. *AL-QALAM: Jurnal Kajian Islam Dan Pendidikan*, 16(2), 198-212.
- Allan, G., Crow, G., Hawker, S., Birch, E. R., Le, A. T., Miller, P. W., & Holdsworth, C. (2013). *Palgrave Macmillan Studies In Family and Intimate Life Social Media and Personal Relationships Online Intimacies and Networked Friendship*. Heidelberg: Springer.
- Aminatus, S., & Khoiriyah, S. (2024). Literasi Keagamaan sebagai Pondasi Pengembangan Karakter Religius Siswa. *Al-Fikri: Jurnal Studi dan Penelitian Pendidikan Islam*, 7(2), 19-39.
- Annisa, S. W., Salsabila, A. A., & Mahmud, A. M. (2024). Perkembangan Emosional Remaja Broken Home. 4(1), 709-726.
- Ardianty, S., & Yuliana, N. (2024). Komunikasi Interpersonal Melalui Intimate Friendship Orang Tua Dan Anak Dalam Mencegah Kecenderungan Bunuh Diri. *Jurnal Common*, 8(1), 73-86.
- Citra, Y., & Aidah, A. (2024). Ekstrakurikuler Bina Mental Islam (BINTALIS) dalam Membentuk Karakter Islami Siswa di SMA Negeri 12 Medan. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 7(2), 737-756.
- Diananda, A. (2019). Psikologi Remaja Dan Permasalahannya. *Journal Istighna*, 1(1), 116-133.
- Faisal, M. (2024). Pendidikan Agama Islam Sebagai Upaya Membentuk Akhlak Siswa. *Religion: Jurnal Agama, Sosial, dan Budaya*, 3(3), 152-167.
- Fangidae, S. I., & Antika, E. R. (2023). Pengaruh Kualitas Persahabatan Terhadap Kebahagiaan Siswa SMA. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 12(1), 79-94.
- Fatur, R., Novyandi, R. F. R., Hermawan, W., & Faqihuddin, A. (2024). Strategi Pembelajaran PAI Tentang Pernikahan Untuk Meningkatkan Pemahaman Siswa tentang Pendidikan Seks. *Ta dib Jurnal Pendidikan Islam*, 13(2), 471-480.
- Febriana, L. Z., & Masykur, A. M. (2022). Hubungan Antara Dukungan Sosial Keluarga Dengan Efikasi Diri Pengambilan Keputusan Karir Pada Siswa Kelas XI SMA Negeri 1 Sayung Demak. *Jurnal EMPATI*, 10(6), 390-396.
- Febriani, S., Candra, I., & Nastasia, K. (2021). Hubungan Antara Intimate Friendship dengan Self Disclosure pada Siswa Kelas XI SMA N 4 Kota Padang Pengguna Media Sosial Instagram. *Psyche 165 Journal*, 14(2), 130-138.
- Fitri, M., Muzakki, A., Mufid, M. A., Zainuddin, A., Mukhid, M., & Pasuruan, U. Y. (2024). Upaya Membangun Kesehatan Mental Anak Dalam Perspektif Al-Quran. 6(2).
- Fitria, Y. (2019). Perilaku Menyontek: Persepsi Terhadap Iklim Sekolah Dengan Ketidakjujuran Akademik. *Jurnal Ilmiah Psikologi Terapan*, 7(1), 1-12.
- Gultom, R., Hutabarat, D. F., Septiani, T., Tambunan, T., & Pasaribu, I. M. (2024). Persahabatan Positif: Peran Teman dalam Membangun Karakter. *Jurnal Trust Pentakosta*, 1(1).
- Hamdanah, S., & Sarifah, S. (2024). Pendidikan Islam di Abad 21: Konsep, Metode & Dinamisasi Human Resources. *Angewandte Chemie International Edition*, 6(11), 951-952.

- Hardoni, Y., Neherta, M., & Sarfika, R. (2019). Karakteristik Perilaku Agresif Remaja Pada Sekolah Menengah the Aggressive Behavior Characteristic of Adolescent At Vocational High School. *Jurnal Keperawatan Jiwa*, 7(3), 257-266.
- Hartatik, H., Subari, S., Munawwaroh, F. F., Haroen, H., & Rahayu, S. H. (2022). Kompetensi Konselor Sebaya Bagi Remaja Berbasis Keagamaan. *Asas Wa Tandhim: Jurnal Hukum, Pendidikan Dan Sosial Keagamaan*, 1(1), 01-16.
- Herwati, H. (2024). Pendidikan Dalam Perspektif Islam Dan Peranannya Dalam Membina Kepribadian Islami. *Bahtsuna: Jurnal Pendidikan Islam*, 6(1), 1-15.
- Hidayat, S. N., & Muhibbin, A. (2019). *Representasi Persahabatan dalam Anime Movie "Koe No Katachi"*. Doctoral Dissertation, Universitas Muhammadiyah Surakarta.
- Latifah, L., Zwagery, R. V., Safithry, E. A., & Ngalimun, N. (2023). Basic Concepts of Child and Youth Creativity Development and Its Measurement in Developmental Psychology. *EduCurio: Education Curiosity*, 1(2), 426-439.
- Mashuri, A. S. S. (2024). *Strategi Pembelajaran Pendidikan Agama Islam Perspektif Multikultural*. Malang: Litnus.
- Majdi, M. Z. Z. (2024). Efektivitas Konseling Teknik Assertive Training Dalam Mereduksi Perilaku Konformitas Pada Kelompok Teman Sebaya. *Jurnal Konseling Gusjigang*, 10(1), 59-67.
- Malisi, M. A. S., Fauziyah, F., & Surawan, S. (2023). Internalization Of Faith Educational Value in the Humanistic Perspective Riko Animation Series. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 703-718.
- Malisi, M. A. S., Surawan, S., Hasanah, S., & Hanum, S. Z. (2023). Film As A Mass Communication Media: Analysis Of Moral Messages Through Omar Hana's Film. *Informasi*, 53(1), 29-38.
- Mazrur, M., Surawan, S., & Yuliani, Y. (2022). Kontribusi Kompetensi Sosial Guru dalam Membentuk Karakter Siswa. *Attractive: Innovative Education Journal*, 4(2), 281-287.
- Muarriifah, S., & Sofa, A. R. (2024). Pendekatan Tematik Qur'an dan Hadits Sebagai Landasan Pembinaan Akhlak Sehari-Hari Di MA Al Husna Dawuhan Krejengan Probolinggo. *Mutiara: Jurnal Penelitian Dan Karya Ilmiah*, 2(6), 255-274.
- Muslimah, M., Hartati, W., Saputri, I. D., Khairunnisa, N. A., Nisa, A. K., & Shobabiya, M. (2023). Peran Bimbingan Konseing Islam Daam Menangani Permasalahan Kesehatan Menta Siswa SMA. *Jurnal Taujih Jurnal Pendidikan Islam*, 5(1), 10-37.
- Nasution, N. C. (2018). Dukungan Teman Sebaya Dalam Meningkatkan Motivasi Belajar. *Al-Hikmah: Jurnal Dakwah*, 12(2), 159-174.
- Nurfida, A., Hakim, M. A. R., & Sahir, A. W. K. (2024). The Exemplary Personality of The Prophet In Shaping Inclusive Attitudes and Harmony in Educational Institutions. *TOFEDU: The Future of Education Journal*, 3(4), 1084-1095.
- Nuryupa, N., Amra, A., & Suharmon, S. (2024). Pembentukan Karakter Siswa Melalui Internalisasi Nilai-Nilai Agama Islam di Sekolah Dasar Islam Terpadu Dambaan Ummat Kecamatan Junjung Sirih Kabupaten Solok. *Indonesian Research Journal on Education*, 4(4), 947-959.
- Permata, J. T., & Nasution, F. Z. (2022). Perilaku Bullying Terhadap Teman Sebaya Pada Remaja. *Educativo: Jurnal Pendidikan*, 1(2), 614-620.
- Rahmawati, S. (2021). *Penerapan Literasi Digital Sebagai Upaya Guru PAI dalam Meningkatkan Karakter Religius pada Peserta Didik Kelas X di SMKN 1 Ponorogo*. Doctoral Dissertation, IAIN Ponorogo.
- Riska, N., & Widyastuti, A. (2020). Hubungan Antara Sense Of Humor Dan Intimate Friendship. *Psikoislamedia: Jurnal Psikologi*, 4(1), 36-47.

- Rohmadani, Z. V., & Setiyani, R. Y. (2019). Aktivitas Religius Untuk Menurunkan Tingkat Stres Mahasiswa Yang Sedang Skripsi. *Jurnal Psikologi Terapan Dan Pendidikan*, 1(2), 108-116.
- Simanjuntak, J. P., Saragih, M. D., Sinaga, M. L., Lumbantobing, J. N. Y., Sinambela, S. M., Nababan, R., & Menengah, S. S. (2024). Peran Pendidikan Islam Dalam Memperkuat Identitas Muslim Siswa Sekolah Menengah. *NURHIDAYAH: Jurnal Ilmu Pendidikan*, 1(4), 289-298.
- Syaidah, K., & Dewi, R. (2024). Komunikasi Interpersonal Antara Orang Tua Dan Generasi Z Perspektif Pendidikan Karakter. *SYAIKHONA: Jurnal Magister Pendidikan Agama Islam*, 2(2), 14-39.
- Said, A., & Muslimah, M. (2021). Evaluation Of Learning Outcomes Of Moral Faith Subjects During Covid-19 Pandemic At Min East Kotawaringin. *Bulletin of Science Education*, 1(1), 7-15.
- Salsabila, A., Amsah, D. G., Nadia, N., Simanjuntak, N. R., Nasution, S. A., Qauli, S., & Lubis, R. (2024). Periodisasi Masa Remaja Dan Ciri Khasnya: Pubertas, Remaja Awal Dan Remaja Akhir. *Jurnal Inovasi Pendidikan*, 7(5), 161-168.
- Salsabila, N. R., Martono, N., & Sulistyoningih, E. D. (2023). Makna Love Language pada Persahabatan Sesama Jenis. *Jurnal Dinamika Sosial Budaya*, 25(2), 112-123.
- Saputra, N. E., Ekawati, Y. N., Islamiah, R., & Jambi, U. (2020). Skala Karakter Religius Siswa SMA Implementasi Nilai Utama Karakter Kemendikbud. *Jurnal Pengukuran Psikologi dan Pendidikan Indonesia*, 9(1), 57-76.
- Sari, M. (2023). Penanaman Nilai-Nilai Agama Islam dalam Pembentukan Karakter dan Etika Siswa di Tingkat Sekolah Dasar. *Al-Mujahadah: Islamic Education Journal*, 1(1), 54-71.
- Sukaesih, S. (2023). Pengaruh Interaksi Sosial Teman Sebaya Terhadap Kemandirian Remaja di Sekolah Menengah Atas. *Reslaj: Religion Education Social Laa Roiba Journal*, 5(4), 1099-1116.
- Sukandarman, S., & Sofa, A. R. (2024). Harmoni Dalam Keberagaman: Toleransi Dan Kerukunan Antar Umat Beragama Berdasarkan Al-Qur'an dan Hadits. *Perspektif: Jurnal Pendidikan Dan Ilmu Bahasa*, 2(4), 128-144.
- Suliantika, S., & Hanum, A. K. (2023). Penguatan Pendidikan Agama Islam Bagi Siswa Minoritas Muslim. *Jurnal Pendidikan Islam Al-Ilmi*, 6(2), 325-334.
- Sulistiyorini, D., & Nurfalah, Y. (2019). Pembentukan Karakter Religius Siswa Melalui Kegiatan Dewan Jama'ah Mushola (DJM) Di SMK PGRI 2 Kota Kediri. *Indonesian Journal of Islamic Education Studies (IJIES)*, 2(1), 40-49.
- Surawan, S., & Mazrur, M. (2020). *Psikologi Perkembangan Agama: Sebuah Tahapan Perkembangan Agama Manusia*. Yogyakarta: K-Media.
- Surawan, S., Sarifah, S., & Apriliani, A. D. (2024). Mengembangkan Basic Kecerdasan Spiritual melalui Religious Culture di Sekolah Vokasi. *Jurnal Mu'allim*, 6(2), 288-302.
- Surawan, S., & Norvia, L. (2022). Kontribusi Pembinaan Akhlak Dalam Menanamkan Self-Control Siswa Sekolah Dasar Negeri. *SITTAH: Journal of Primary Education*, 3(2), 102-116.
- Surawan, S., Syabrina, M., Bilad, C. Z. E., & Azmy, A. (2022). Implementation Of Character Education At Madrasahs And Integrated Islamic Schools In Central Kalimantan. *Ta'dib*, 25(1), 19-26.
- Suryana, E., Hasdikurniati, A. I., Harmayanti, A. A., & Harto, K. (2022). Perkembangan Remaja Awal, Menengah Dan Implikasinya Terhadap Pendidikan. *Jurnal Ilmiah Mandala Education*, 8(3), 1917-1928.

- Suwanto, I., Istirahayu, I., & Qonitha, I. (2022). Pengaruh Kelompok Teman Sebaya Terhadap Penentuan Studi Lanjut Siswa. *Counsellia: Jurnal Bimbingan dan Konseling*, 12(2), 106-115.
- Tumeang, D. J., & Dibyorini, C. R. (2023). Pendampingan Anak Di Yayasan Hamba Yang Multikultural. *SOSIO PROGRESIF: Media Pemikiran Studi Pembangunan Sosial*, 3(1), 59-79.
- Utomo, P., & Pahlevi, R. (2022). Peran Teman Sebaya Sebagai Moderator Pembentukan Karakter Anak: Systematic Literature Review. *INSPIRATIF: Journal of Educational Psychology*, 1(1), 1-8.
- Vaillancourt, T., Brittain, H., Eriksson, M., Krygsman, A., Farrell, A. H., Davis, A. C., & Arnocky, S. (2024). Social Media Friendship Jealousy. *Evolutionary Psychology*, 22(1), 1-15.
- Wahyuni, S. R. (2023). Etika Pergaulan Bermasyarakat Dalam Q.S Al-Hujurat Ayat 10 & 11 Dan Surah Al-An'am Ayat 21. *Jurnal Sosial Dan Humaniora*, 1(2), 21-31.
- Wijayanti, Y. K. R. (2019). Pengalaman Bersahabat Dan Dinamika Interaksi Anak Selective Mutism Di Sekolah Inklusi. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 553, 1-14.
- Wilkinson, J. (2019). *The Public Life of Friendship: Work, Neighborhood and Civil Society*. Heidelberg: Springer
- Zhao, R. B., & Chang, Y. C. (2019). Students' Family Support, Peer Relationships, And Learning Motivation And Teachers Fairness Have An Influence On The Victims Of Bullying In Middle School Of Hong Kong. *International Journal of Educational Methodology*, 5(1), 97-107.
- Zhou, L., & Sun, Q. (2019). The Psychology Of Peasant Religious Conversion For The Purpose Of Disease Control: The Role Of Belief In Understanding Chinese Rural Religious Practices. *Chinese Journal of Sociology*, 5(4), 474-508.
- Zhu, Y. (2022). Same-Gender Intimate Friends In Chinese Girls' Romantic Adventures In A Boarding School Context. *Childhood*, 29(4), 578-592.