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RELIGIOUS CHARACTER VALUES THROUGH STUDENT EXTRACURRICULAR ACTIVITIES IN ELEMENTARY SCHOOLS

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Abstract

The background of this research is to analyze how an extracurricular activity in an elementary school can play its role in the implementation of learning which focuses on increasing religious values and will later show the advantages and disadvantages of an extracurricular activity in an elementary school in terms of activities. such learning. The researcher chose the qualitative descriptive method here to use. In this research, to describe a condition that is the same as the research problem, a qualitative approach was used. Qualitative data is data in the form of words in statements and is obtained from the quality or qualities of something real including conditions, processes, events, and so on. Data collection activities are activities in research that aim to obtain data so that the data can maintain its level of reliability and validity The results of this research show that in education, it is mainly related to the learning process using extracurricular activities at a school which can help students become more interested in the concept of religious learning that will be given by a teacher. In addition, by cultivating and maximizing fun extracurricular activities, students can be attracted to create a religious value or character within students.

Keywords : Extracurricular; Religious; Elementary school.

Introduction

As we all know, in today's world, each person is required to develop an approach to learning that must be in line with changes in education. Especially in Indonesia, education is firmly rooted in its foundations, namely the 1945 Constitution and Law Number 20 of 2003, which contain principles or values, both cultural, religious, and must be alert in the dynamics of the era of development of science and technology which is known to change so quickly that it also has an impact on the inside. field of education. Education is increasingly becoming a momentum for various people, from students who are said to be users to policy makers. Nowadays, the future of education is increasingly becoming a challenge that inevitably has to change according to standardization. Learning should be carried out by paying attention to various things, including: 1) is the learning interactive?; 2) is the education inspirational?; 3) whether the education is able to be enjoyable for students; 4) is the education also challenging for students; 5) whether the education is able to motivate students to participate actively and is also able to provide appropriate space to be active, independent and initiative as students who have their own talents and interests. Here too, learning efforts are able to link moreover to many balanced parties in accordance with developments in science and technology in order to facilitate the targeting of special conditions in a learning activity. In this way, students feel comfortable learning. Apart from that, developments in the technological sphere are also very fast and advanced, especially in learning activities which involve various media which contain three (3) things: 1) challenging media; 2) interactive media; 3) fun media for students; 4) media that is able to encourage students to carry out learning activities. With this, learning media which is categorized as a place for application in the world of educational technology should be able to be searched for and have other appropriate and accurate methods according to the needs/requirements in learning. Apart from that, technology in such media must be useful

for maximizing the quality of both education and learning. Discussions about moral education are of course familiar to the ears of the academic community. This is because, almost every day, the actualization of government policies regarding moral education often results in contestation both in the implementation system and its structure. Such a philosophy that motivates humans projects the word 'education' as a campaign to encourage good thinking and behavior. Meanwhile, learning is defined as the process of entering information from teachers to students including the output of memory, knowledge and metacognition which has an impact on understanding.

One type of value education contained in national education is religious education. Religious education has a definition, namely the composition in the educational curriculum and subjects that focus students on deepening Islamic character. Talking about objectives, that is, education itself contains a main objective and is not a simplistic matter to be resolved, namely the aim of welcoming development in a new era, optimizing students' talents and skills, and resolving contestations throughout their life journey. In the end, a student has a mature attitude and is integrated through a good identity in society. A forum that functions to gain knowledge is the community environment. This institution connotes strong *values* . These values are used as components of the vision/mission to build beliefs that are embedded in daily life. Establishing a foundation of knowledge, noble attitudes (mahlak easy morals), independent abilities, *follow-up* on further education are the goals of education. Several problems are often found in community cases. The global lens views the world as getting faster and more advanced, causing changes in aspects of life, one of which is education, which must be in symbiosis with the times. Society 4.0 is an information society that bases its interests on a network basis. In essence, it aims for a society that is centered on both economic development and its resolution to challenges that are achieved. The realization is the collaboration of *cyber space* and physical space to produce quality data. So that the implementation of *society 5.0* does not become a mere concept, it requires several dimensions such as an innovation policy that provides a publication *platform. Society 5.0* is an era of society that tries to balance its life with the inevitable presence of technology. The meeting point with education is where education becomes an urgency in society in its readiness to face an increasingly dynamic and short future. Education about character and a modified curriculum along with teaching materials in the form of information and technology (*IoT), Artificial Intelligence, Big Data,* alignment, and so on as a solution to respond to the challenges of the 4.0 era. With regard to the teachings of education in Islam in society, ensuring the birth of a harmonious and peaceful life as well as perfect rules and functioning correctly, the Islamic religion must be actualized in everyday empiricism.

The implication is that in order to improve Islamic education services, including madrasas or schools, they must be integrated into various levels in line. As a part of education, morals need to be addressed and criticized by current learning method policies. Ethics, character, morals, as a form of religion, are intentions that aim to enable someone to have faith, piety and manners. From the past until now, learning about morals has been very crucial in the world of education as an effort to stabilize or control student behavior in preparation for facing society in the era of the industrial revolution, namely 4.0. Technology is increasingly becoming available, affordable, and the information is very clear to be accessed by various groups in which there is information that is both exemplary and not exemplary. The need for learning is to provide good and bad information about information about procedures and ways of behaving in society. In reality, quite a few students' behavior today tends to be bad. For example, clothing styles that do not suit orientalism, children being rude to other people, teachers being rebellious to students, and other types of despicable morals. The current generation considers this behavior to be an impact of the dynamics of the times or could be said to be a trend. In this statement, what needs to be underlined is that an individual must be able to adapt to the environment, and must have a strong social identity towards the group in order to trigger the desire to follow and adapt to the group. So, it is necessary to adjust the norms that exist in the group. From there it can be seen the relevance that human nature gives rise to several problems. In this process of interaction, things often happen that can destroy human relationships. How often individuals in community groups are involved in feuds with other individuals because of trivial issues. Several studies show that the formation of religious character influences the formation of students' character in general through extracurricular activities. What kind of character and how has not been clearly measured in several of these studies. Thus, further research is needed that can focus more on what characters are formed through extracurricular activities (Khairani & Putra, 2021). If the priority is religious character, how will the extracurricular activity program be affected? In this case, researchers examine the application of extracurricular activity programs in the formation of students' religious character. This article describes the influence of extracurricular activities carried out in elementary schools in forming students' religious character.

Research Methodology

In this research, to describe a condition that is the same as the research problem, a qualitative approach was used. The reason is because researchers are developing patterns for the findings that occur so that existing data can be analyzed or processed in a multidisciplinary, systematic, or even factual way according to the science that is being discussed at the time the problem occurs. This is in line with Cresswell who stated that it is possible for a researcher to choose qualitative as his method if he wants to find out what the event being researched actually is. Data is defined as real material or information that can be used as a basis for study to obtain analysis or conclusions. Qualitative data is data in the form of words in statements and is obtained from the quality or qualities of something real including conditions, processes, events, and so on. Data collection activities are activities in research that aim to obtain data so that the data can maintain its level of reliability and validity. The data analysis technique is a step after obtaining the data collection results. The activities in data analysis are a series of activities of searching, categorizing, grouping, translating and verifying information or data so that understanding can be obtained in the form of structured conclusions.

Result & Discussion

Based on the results of the document search which began with carrying out a plan review, conduct review and document review which have been published in journals, conclusions can be drawn in table 1 as follows.

Table 1. Document Review

Writer	Title	Research methods	Findings
Muh. Hambali and Eva Yulianti	Religious Extracurriculars	Qualitative	Religious extracurricular planning at Brawijaya Mojokerto Islamic Middle School includes needs analysis process, analysis process for suitability of facilities and infrastructure, strategic plan for implementing extracurricular programs, financing extracurricular programs, implementing extracurricular programs, evaluating implementation of extracurricular programs, assessment components for extracurricular programs using a strategy of giving spiritual showers, stages exemplary, and the process of self-habituation. The Islamic Brawijaya Mojokerto Middle School religious extracurricular program includes congregational prayers, the art of reading and writing the Koran, takhfidzul Qur'an, shalawat albanjari, Islamic boarding school, commemoration of Islamic holidays, spiritual tourism, basic student

			leadership training (LDKS). The program is divided into three types of daily, weekly and annual activities and is supplemented with the habit of praying before and after carrying out the activities as well as Jum'ah charity after the Jum'ah prayer in congregation.
Khairunnisa Lubis	Formation of Students' Religious Character Through Extracurricular Activities at Madrasah Ibtidaiyah	Qualitative	This research was conducted in Mis Nurul Iman, Tanjung Morawa, Kab. Deli Serdang. The results of the research show that Mis Nurul Iman has implemented religious-based student discipline character formation. Through these extracurricular activities, students get the opportunity to know the basics of religious character and implement them in a real way to form social readiness for students at Mis Nurul Iman. The school has implemented various strategies in forming students' religious character at Mis Nurul Iman, and Da'I's extracurricular activities can help form students' religious character well and quickly. Extracurricular activities at Mis Nurul Iman are considered successful in forming the religious character of students because Mis Nurul Iman implements programs that are in accordance with Islamic religious norms.

Morals (Religious Values)

Talking about morals, of course it has its own definition, namely a word that comes from the Arabic *ath-tabiah* (character). In fact, there are other words that have the same meaning which can be interpreted as a character that exists in the human soul and has good or bad consequences resulting from two reasons between considerations/thoughts. Several types of human actions include: 1) because humans are aware of their actions; 2)

when humans act they cannot prevent it, this can happen whether the human feels conscious or unconscious; 3) there is something called vague action. Parents are required to provide more education than usual at home, including providing general learning material as well as religious education, where madrasas are usually a place for additional religious learning, but in this situation parents have a big role in both. Therein lies the importance of the role of parents in a family environment in circumstances like this, thus Islamic religious education in the family environment really has an impact in shaping the religious character and personality of children. If concluded, then the definition of morals is all traits/character/behavior/manners carried out by a person based on full awareness or not and without motivation, where the traits/character/behavior/manners are actually ingrained from birth or grow because of the external environment. Discussions about moral education are of course familiar to the ears of the academic community. This is because, almost every day, the actualization of government policies regarding moral education often results in contestation both in the implementation system and its structure. Such a philosophy that motivates humans projects the word 'education' as a campaign to encourage good thinking and behavior. Meanwhile, learning is defined as the process of entering information from teachers to students including the output of memory, knowledge and metacognition which has an impact on understanding.

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Implementation of religious extracurriculars

The implementation of religious extracurricular activities is one of the vital constructive elements of students' personalities. The aim is to explore and motivate students in certain fields. In this case, extracurricular activities aim to support and improve the development of students' insight, especially in the field of Islamic Religious Education. The goals and objectives of extracurricular activities at school can be determined based on the principles of extracurricular activities. According to Oteng Sutisna (2004:29) the theoretical basis for professional practice is the following extracurricular program principles. 1) Students, students and educational staff should take part in efforts to develop activity programs. 2) Team consolidation is fundamental for coordination and synergy in team performance. 3) Avoid restrictions on participation. 4) The process is more important than the result. 5) Dynamic and comprehensive program of activities to accommodate all students' needs, interests, talents and potential. 6) The activity program adapts to school needs. 7) Evaluation of programs based on contribution to educational values in schools. The activity program becomes an oasis of abundant motivation for the lesson content in class, on the other hand, learning activities in class are productive sources of motivation for student activities. 9) Integration of extracurricular activities with the entire educational program at school. According to the Regulation of the Director General of Islamic Education number DJ.1/12A of 2009, types of PAI extracurricular activities in schools include: Islamic boarding school, habituation to noble morals, complete reading and writing of the Koran, Ramadhan worship, spiritual tourism, Islamic spiritual activities, week PAI Skills and Arts, Commemoration of Islamic Holidays. PAI extracurricular activities contained in the Regulations of the Director General of Islamic Education are general and flexible. In its implementation, each educational institution in each region can develop other types of PAI extracurriculars and can adapt and develop their own according to their respective needs, situations, conditions and potential which are subversive of national education goals and the objectives of organizing PAI.

Conclusion

Based on the description presented in the previous sub-chapter, it can be concluded that by implementing extracurricular activities in an elementary school, students will then survive in facing various challenges that are increasingly uncontrollable. However, in its implementation it also adheres to Islamic law which is in line with empiricism, namely connecting real conditions based on regional wisdom and Islamic laws. In this way, the process will be more flexible while still being guided by the culture of the area. One example is trying to compare, consider, direct later as a form of benefit for the surrounding community. In this way, it is hoped that a cultured society with character can be realized. An elementary school that has carried out character development or coaching for students. There are many aspects that are developed in character development with religious values which are emphasized on the physical and spiritual aspects of da'i extracurricular participants, including religious values related to how a person adheres to their spiritual aspects, including the nature of worship, trust, humility . heart, and character. Apart from that, religious character education is carried out through the stages of instilling material in knowledge (*knowing),* implementation (*doing*) and habituation *through* material provision activities and extracurricular da'wah simulations. Ultimately, students have the opportunity to learn the basics of Islamic character and apply them in real-world situations through this activity.

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