



Strengthening Religious Character Education of Students Based on School Culture

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Abstract: This study aims to describe strengthening the religious character education of grade IV students at SD Muhammadiyah 11 Randegan. This study uses a qualitative research approach with a phenomenological research type with data collection techniques using interviews, observation and documentation. Data analysis techniques using the interactive model of Miles, Huberman and Saladana include data collection, data condensation, data presentation, and conclusion drawing. The data validity test technique uses triangulation, namely source triangulation and technique triangulation. The results showed that strengthening religious character education can be through a school culture consisting of tahfidz Al-Qur'an, ta'lim muta'alim activities, congregational prayers, habituation of greetings, muhasabah activities, Friday blessing activities and commemoration of religious holidays. The impact of school culture activities to strengthen the religious character education of fourth-grade students at SD Muhammadiyah 11 Randegan has a positive impact where this activity has been implemented quite well, which is evidenced by improving the attitude of students who change significantly, such as increasing the awareness of students in performing prayers, increasing the attitude of concern for others who are in need, developing an attitude of tolerance, and better understanding the manners in Islam that have been taught by teachers at school and applied in everyday life.

Abstrak: Penelitian ini bertujuan untuk mendeskripsikan penguatan pendidikan karakter religius siswa kelas IV di SD Muhammadiyah 11 Randegan. Penelitian ini menggunakan pendekatan penelitian kualitatif dengan jenis penelitian fenomenologi dengan teknik pengumpulan data menggunakan wawancara, observasi dan dokumentasi. Teknik analisis data menggunakan model interaktif Miles, Huberman dan Saladana meliputi pengumpulan data, kondensasi data, penyajian data, penarikan kesimpulan. Teknik uji keabsahan data menggunakan triangulasi, yaitu triangulasi sumber dan triangulasi teknik. Hasil penelitian menunjukkan bahwa penguatan pendidikan karakter religius dapat melalui budaya sekolah yang terdiri dari tahfidz Al-Qur'an, kegiatan ta'lim muta'alim, shalat berjama'ah, pembiasaan mengucapkan salam, kegiatan muhasabah, kegiatan jum'at berkah dan peringatan hari-hari besar keagamaan. Dampak dari kegiatan budaya sekolah untuk membentuk penguatan pendidikan karakter religius siswa kelas IV di SD Muhammadiyah 11 Randegan memiliki dampak yang positif, yang mana kegiatan ini sudah dilaksanakan cukup baik. Yang dibuktikan dengan meningkatkan sikap terhadap peserta didik yang berubah secara signifikan, seperti meningkatnya kesadaran peserta didik dalam menjalankan ibadah shalat, meningkatkan sikap kepedulian terhadap sesama yang sedang membutuhkan, mengembangkan sikap toleransi, lebih mengerti adab-adab dalam agama islam yang telah diajarkan oleh guru di sekolah dan diterapkan di dalam kehidupan sehari-hari.

A. Introduction

Education will continue as long as there is human life in the world, so educational experiments will never end. The world of education will continue to develop as a civilization and culture in human life (Kurniawan, 2021). Education has a function to shape and develop the character of the nation's generation. As time goes by, the world of education has experienced a decline in the morals of the nation's generation, including today, which is characterized by the fading of manners to others, always saying rude words, loss of respect for someone older, disobeying the rules in school and others. Therefore, through education, it is expected that there will be a process of change in students from an early age. Education is an essential process in character building in students to form better individuals. This is in line with what is stated by (Rahman et al., 2022) Education is an effort that is carried out consciously and structured, which aims to realize learning conditions for students to be active in developing potential in themselves to have strengths such as self-control, abilities and skills needed in students and in the community environment, including forming self-character.

Character is all forms of human behaviour in daily life that are carried out continuously. The formation of a solid, sturdy, and cheerful character of students is an important thing that students must have to keep up with the swift foreign culture and technological developments that sometimes bring negative influences if not filtered properly. Asmani in (Bararah, 2021) argues that character is a bond between skills and knowledge in every one. As with skills, a character not accompanied by good knowledge will develop into a bad character. If skills are not based on human self-awareness, it can create a bad character. Good behaviour based on ethical values that include emotional, moral, behavioural and cognitive aspects can be done to show character in each learner. Character is formed through thoughts, attitudes, and feelings based on the culture formed in the school environment. Therefore, students are expected to be able to behave well based on religious provisions and provisions through character education to create the character of students in facing the global era.

Character education functions to form individual learners who are moral. This is in line with (Mustoip et al., 2018) character education is a conscious effort to develop good things to appreciate humans, to instil intellectual character and create a generation of nations with character and knowledge so that they can benefit their environment. Character education is a context of development and strengthening to create students who reflect the nation's character. Sri Judiani in (Zubaedi, 2018) suggests that character education is education that instils values in life, developing them as characters in themselves to become citizens who have nationalist, religious, creative and productive characters. According to (Kuswandi et al., 2021), character education needs to be taught and instilled from an early age to shape and develop the character to get used to good behaviour. Therefore, character education is essential to build and develop an identity in the nation's next generation.

One is the religious character, a rule related to human association and the surrounding environment that regulates human faith. Religious character is needed by

students in facing changing times because the religious character is a character that is instilled in students as the foundation of all characters in themselves. Religion is the behaviour of obeying the religion that has been adhered to, having an attitude of tolerance and living in harmony with adherents of other religions. In this case, by (Wati & Arif, 2017) asserts that religious value is a character that teaches respectful behaviour in carrying out things by the teachings of the religion he adheres to, respect for other religions in the implementation of worship, living peacefully by respecting religious differences given the increasing development of the times and education experiencing a character crisis in the nation's generation marked by the increase in crime and various kinds of actions committed by young actors by not reflecting the value of national character. Therefore, religious character education can be the main gate to maintaining knowledge and faith.

According to (Suyitno, 2018), strengthening religious character education is very important to instil in the identity of students. The value of religious character education has an essential role in creating a religious culture. Strengthening religious character education instils moral values through religious teachings as self-control to become students who have good morals, not deviating from the teachings of Islam that have been taught. Strengthening religious character education cannot be separated from the support of habituation activities or school culture that is instilled, where suitable activities and habits in the school environment affect the students' character to become students who have faith and devotion. The school environment is not just for transferring knowledge but also maximizing the educational function that teaches good teachings to realize students' character formation and development (Prasetyo & Indriani, 2019). Strengthening religious character education can be reflected through school culture because it effectively encourages students to form religious characters. This aligns with the (Marini, 2017) assertion that character values can be implemented in the classroom and through school culture.

(Pramana & Trihantoyo, 2021) Asserts that indirectly strengthening character education through school culture can control students' behaviour and character cultivation will be easy. School culture should continue to be developed to support the strengthening of character education in students. Strengthening character education through school culture can build students' behaviour towards positive things (Virgustina, 2019). School culture includes an essential role in forming religious character in students to become students of faith and devotion, so school culture is one of the keys to success in strengthening religious character education in schools. This is in line with (Siregar, 2018) that school culture is one of the essential school elements in supporting the improvement of school achievement and quality. If the school environment is created with love, discipline, politeness and courtesy, it will create the good character in students. Because school culture is an interaction between school members, teachers interacting with students and students interacting with students, a strategic school culture is needed to create good interactions. A strategic school culture is essential in encouraging the success of character education because character education is not only formed but built by the example given by the teacher based on the social and emotional dimensions (Wardani, 2014).

Previous research conducted by (Amelia & Ramadan, 2021) in this study shows that implementing character education through culture in schools has an essential role in developing and shaping character in students through habituation activities carried out by teachers and students that are mutually sustainable. Research (Anggraini & Zulfiati, 2017) obtained results in applying character through a school culture carried out continuously by instilling habituation activities. With these habituation activities, the excellent character will be formed in students by imitating the things instilled by the teacher. Furthermore, research conducted by (Wahono & Priyanto., 2018) in this study that school culture has an essential role in developing and shaping character in students through habituation activities, spontaneous activities, and role models provided by teachers. Research (Muhtar & Dallyono, 2020) showed that strengthening character education still needs to be improved in the lack of training teachers provide on how to integrate character education into a lesson and habituation activities carried out in students' daily lives.

Based on some of the research above, school culture is essential in strengthening religious character education. This is in line with the opinion (Ramdhani, 2014) stating that the creation of a conducive environment, one of which can be through habituation activities to improve the strengthening of student character education. So as educators provide support and efforts to realize the quality of students who have good character and are helpful to the surrounding community. Strengthening religious character education is one of the necessities in the era of globalization to shape every student to have good character. So nowadays, many schools make religious values the basis of their programs, one of which is at the Elementary School (SD) Muhammadiyah 11 Randegan. At SD Muhammadiyah 11 Randegan, the first character instilled by the school is a religious character and has several programs to instil character education, one of which is the religious character. Later, graduates from SD Muhammadiyah 11 Randegan are expected to become students with faith and devotion.

The results of researchers' observations at SD Muhammadiyah 11 Randegan show a school culture that shapes students' character. In agreement with Ri'ayah (Octaviani et al., 2019), students need to understand the values of the learning that is done so that it can produce good character in students. Furthermore, it can be done in several ways, one of which is linking religion and morals in students so that the school culture carried out every day will affect students' moral and religious character.

Based on this explanation, this study aims to examine the strengthening of religious character education of grade IV students based on school culture at Muhammadiyah 11 Randegan Elementary School. The specific purpose of this study is to describe the strengthening of religious character education of grade IV students through tahafidz Al-Qur'an activities, ta'lim muta'alim activities, congregational prayers (Dhuhur Prayers and Dhuha Prayers), habituation of greetings, muhasabah activities, Friday blessing activities, the commemoration of religious holidays at Muhammadiyah 11 Randegan Elementary School.

B. Method

This research uses a qualitative approach. According to (Mamik, 2015) Research with a qualitative approach is research conducted by understanding social truth by looking at the world that really happens, not the world that should be so. In qualitative research, the researcher must have an open mind. This study uses a qualitative approach because the objectives in this study are related to qualitative data, which is descriptive. This study aims to directly reveal the strengthening of school culture-based religious character education at SD Muhammadiyah 11 Randegan.

The type of research used in this study is phenomenology. According to (Abdussamad, 2021), phenomenological research is research that reveals the phenomenon of experiences experienced by individuals based on awareness. The purpose of phenomenology is to understand how phenomena experienced in a state of consciousness, thoughts, and actions are aesthetically accepted (Yusanto, 2020). This research was conducted at Muhammadiyah 11 Randegan Elementary School. The subjects of this study were the principal, homeroom teacher IV and 3 fourth-grade students at Muhammadiyah 11 Randegan Elementary School. The research was conducted in January-February.

Data collection techniques in this study were through interviews, observation and documentation. The interview is a technique used to collect information by asking questions to the source (Ummah, 2018). The subjects interviewed in this study were the principal, a fourth-grade homeroom teacher and three fourth-grade students at Muhammadiyah 11 Randegan Elementary School. Observation is a data collection technique by continuously observing the situation in the research object. Observation in the study was carried out by directly observing how the implementation of school culture-based religious character education at SD Muhammadiyah 11 Randegan. Documentation is a data collection technique with documentation in the form of writings, images, and archival records that are useful for completing the information researchers need.

This study uses triangulation, namely source triangulation and technical triangulation. Source triangulation is a technique used in checking the validity of data by comparing data from several sources, including the principal, homeroom teacher IV, and 3 students of class IV. Triangulation technique is used in checking data by using different techniques through the same source to obtain valid data, data obtained using interview techniques, with interviews obtaining various information compared to data obtained from observation and documentation. Data analysis used in this study using the interactive model of Miles, Huberman and Saldana (Fauzani, 2018) includes 1) Data collection, 2) Data condensation, 3) Data display, and 4) Conclusion drawing.

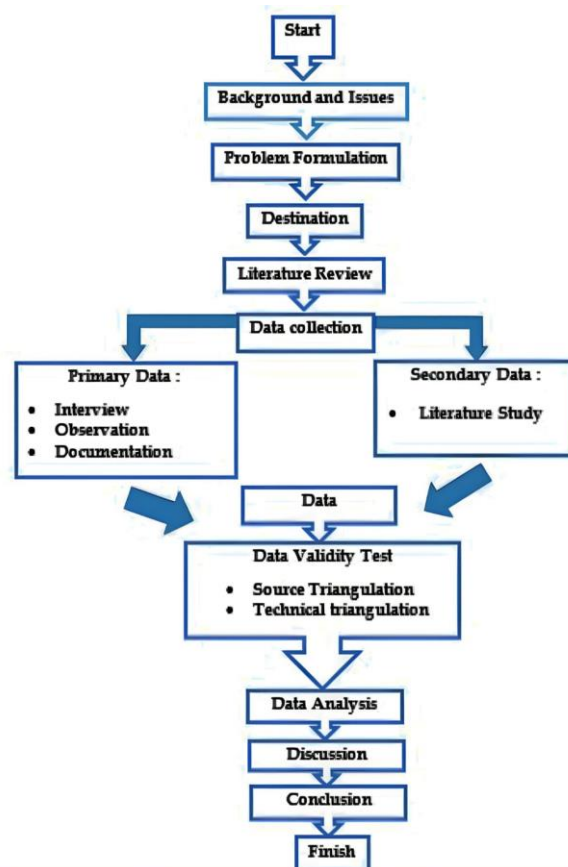


Figure 1. Research Method Flowchart

C. Result and Discussion

Result

Strengthening of School Culture-Based Religious Character Education

Based on the research that has been done, the data obtained include 1) Interview results with the principal, 2) Results of interviews with fourth-grade teachers, 3) Results of interviews with fourth-grade students, 4) Observation results and 5) Documentation results during research activities. The results of the research obtained are forms of strengthening the religious character education of class IV students based on school culture at SD Muhammadiyah 11 Randegan through several habituation programs, namely, Tahfidz Al-Qur'an, Ta'lim Muta'alim activities, congregational prayers (Dhuha prayers and Dhuhr prayers), habituation of greetings, Muhasabah activities, Blessing Friday activities, the commemoration of religious holidays.

Al-Qur'an tahfidz activity is an activity that aims to form students to understand the values contained in the Al-Qur'an and become students who are skilled in memorizing letters in juz'amma. Ta'lim Muta'alim activity is an activity that aims to shape the character of students so that they can behave well according to the manners in Islam and are applied in everyday life. Congregational prayer (Dhuha Prayer and Dhuhr Prayer) is an activity that

aims to shape the attitude of responsibility of students in carrying out prayer services on time. Habituation of greeting is an activity that aims to form the attitude of courtesy of students towards others when passing or entering the room. Muhasabah activity aims to evaluate and self-introspect the behaviour of students who are not good so that they are not repeated in the future. Friday Blessing activities are activities that aim to develop a caring attitude of students towards others. Then the commemoration of religious holidays is an activity that aims to remember and preserve religious holidays, one of which is Islam.

Most of these programs are routinely implemented by students and teachers of SD Muhammadiyah 11 Randegan. These routine activities can shape students' character, especially religious characters and can be applied in everyday life.

Discussion

a. Tahfidz Al-Qur'an

Strengthening school culture-based religious character education is carried out through habituation activities of praying together and tahfidz Al-Qur'an. Praying together is done before learning activities occur, followed by all students. After the activity of praying together, students, especially class IV, memorize the Qur'an, which is done every Monday-Jum'at morning during the first hour of learning. Students perform daily memorization accompanied by the Al-Qur'an tahfidz teacher. Daily memorization is carried out every Monday-Thursday students memorize the Al-Qur'an verses given by the tahfidz teacher. On Friday, students collect the memorization done on Monday-Thursday to the teacher Tahfidz Alqur'an, which will be recorded in the student achievement book.

b. Ta'lim Muta'alim activity

Ta'lim muta'alim activities for class IV students are carried out every Tuesday; the implementation time of these activities is included in the learning hours. This activity takes place from 11.20 -11.55 WIB. In this activity, students are taught about soft skills and manners in Islam, such as the manners of visiting, the manners of eating and drinking, the manners of dressing, the manners of holding anger, the manners of wudhu and others. Therefore, in this activity, students are very enthusiastic about carrying out ta'lim muta'alim activities because this activity is about giving material and practising it directly. The hope is that students will get used to and improve their religious character with the things taught in ta'lim muata'alim activities and implemented in everyday life.

c. Praying in the congregation (Dhuhur Prayer and Dhuha Prayer)

The habituation activity of praying in the congregation for students to get used to carrying out their obligations as Muslims. In congregational prayer activities, it is hoped that students can carry out worship on time and carry out in congregation by the teachings of Islam. Dhuha prayer activities in the congregation, especially in class IV, are carried out in the morning before joint prayer activities. Students take turns taking wudhu water, then perform dhuha prayers in the congregation and dhuhur prayer activities in the

congregation. From the habituation of congregational prayer activities, religious character education is strengthening, where students are expected to become obedient human beings in carrying out the obligations of Islamic teachings.

c. Habituation of Saying Greetings

The habituation activity of saying greetings is carried out to improve the attitude of courtesy towards teachers, especially in class IV, which is expected to say greetings before entering the classroom and before leaving the classroom at the end of the lesson and wherever they are, as well as when passing friends, teachers and elders. These habituation activities can strengthen the religious character of students to make them good Muslims who have good manners where they adapt.

d. Muhasabah Activity

Muhasabah activities are self-evaluation activities carried out jointly by students and teachers. Muhasabah activities are carried out every Friday morning from 7.00 - 7.30 WIB, which all students and teachers attend. In muhasabah activities, a speaker will lecture on materials intended as self-evaluation material. The speaker who fills the activity is the teacher of SD Muhammadiyah 11 Randegan. This routine activity aims to improve themselves from evil deeds done in the past by not repeating them in the future. So with muhasabah activities, religious character education is strengthening to form good habits in students, especially in class IV. Therefore, through this activity, it is hoped that students will become better human beings than before, both in the world and hereafter.

JADWAL JUMAT PAGI MUHASABAH (JUMPAMU) SD MUHAMMADIYAH 11 RANDEGAN TAHUN AJARAN 2022-2023						
NO	TANGGAL	GURU PENDAMPING MUHASABAH	GURU PENDAMPING PERSIAPAN DAN DOA	DOA YANG DIBACA	JANJI PELAJAR	KETERANGAN
11	6 Januari 2023	Ustadzah Ima	Ustadzah lin	Bacaan sholat	Kelas I ABU	Semester 2
12	13 Januari 2023	Ustadzah Wulan	Ustadz Alfin	Bacaan dzikir	Kelas I ALI	Semester 2
13	20 Januari 2023	Ustadzah Niken	Ustadzah Mia	Asmaul Husna	Kelas II UMAR	Semester 2
14	3 Februari 2023	Ustadzah Nurul	Ustadzah Mubarakah	Bacaan sholat	Kelas II UTSMAN	Semester 2
15	10 Februari 2023	Ustadzah Chasis	Ustadzah Ika	Bacaan dzikir	Kelas III	Semester 2
16	17 Februari 2023	Ustadzah Ana	Ustadz Bilal	Asmaul Husna	Kelas IV	Semester 2
17	3 Maret 2023	Ustadzah Emil	Ustadzah Nurul	Bacaan sholat	Kelas V	Semester 2
18	10 Maret 2023	Ustadzah Yuli	Ustadzah Chasis	Bacaan dzikir	Kelas VI	Semester 2
19	14 April 2023	Ustadz Rizki	Ustadzah Ima	Asmaul Husna	Kelas I ABU	Semester 2
20	5 Mei 2023	Ustadzah Astri	Ustadzah Yuli	Bacaan sholat	Kelas I ALI	Semester 2
21	12 Mei 2023		Ustadz Bilal	Bacaan dzikir	Kelas II UMAR	Semester 2
22	19 Mei 2023		Ustadz Alfin	Asmaul Husna	Kelas II UTSMAN	Semester 2

Figure 2. Friday Muhasabah Schedule

e. Friday Blessing Activity

Blessed Friday activities are routinely carried out every Friday. This activity is carried out by students, especially class IV and accompanied by homeroom teachers to share food with people around the school and infaq aimed at mosques near SD Muhammadiyah 11 Randegan. The Friday blessing activity strengthens religious character education, which teaches students to become human beings who care about fellow humans who need each other. So that from this activity is expected to form students into human beings who are sensitive and care about the environment around them to help people who need help.

f. Commemoration of Religious Holidays

Activities to commemorate religious holidays commemorate special days that occur in Islamic history. In the activities of commemorating religious holidays carried out by all school residents, especially in class IV students, where in this activity a recitation will be held, which will be attended by all school residents of SD Muhammadiyah 11 Randegan and a series of activities themed on Islamic religion, such as competitions Tahfidz Al-Qur'an, Speeches, Lectures, and others. Therefore, through this activity, it is hoped that it can foster a religious character towards students to become brave Manuia and continue to follow activities by the teachings of Islam.



Figure 3. Activities to Commemorate the Religious Holiday of Isra' Mi'raj

g. The Impact of Strengthening Religious Character Education for Grade IV Students Based on School Culture at SD Muhammadiyah 11 Randegan

The impact that occurs in religious character education programs implemented at SD Muhammadiyah 11 Randegan significantly strengthens the religious character education of grade IV students through school culture. A school culture that is routinely implemented every day and has the support of teachers will have a good impact on students. It will be

easier to form a religious character through a school culture that continues to be developed pleasant school culture. Where students have a chance to become students who are more polite to anyone they meet. Then students who like to say rude to their friends, through routine school culture activities, have changed to become calmer and less angry over time.

The following impact that occurs on students is that through the school culture activities of Friday blessings which are carried out routinely, they begin to improve the character of mutual care and sensitivity to others who need help, care for their friends who are experiencing difficulties, and develop an attitude of tolerance. Through these activities, it can improve the social attitudes of students by making a habit of giving alms in the Blessing Friday activities. Through this activity, students better understand the religious values instilled through school culture and try to be instilled in everyday life.

Then from the research results, the impact of school culture programs implemented at SD Muhammadiyah 11 Randegan is that students become more punctual and enthusiastic in praying and memorizing the Qur'an. This habituation activity can improve the religious character of students, where students have begun to get used to carrying out their obligations with their awareness so that school culture can increase the awareness and obligation of students in carrying out prayers and memorizing the Qur'an regularly to make good Muslims.

Then the impact of school culture activities embedded in SD Muhammadiyah 11 Randegan that appears on the students is that students become more understanding of how manners in Islam are applied in everyday life through school culture activities that are carried out regularly and continuously will develop the attitude of understanding of students about the importance of doing something by manners in Islam. The impact of school culture activities embedded in SD Muhammadiyah 11 Randegan has a very significant impact on each student, especially on grade IV students, which can increase understanding in students and better understand the benefits of positive activities they do such as worship shalat, memorizing the Qur'an. Further, to improve the attitude of courtesy toward anyone encountered and have a sense of responsibility for themselves, learners will do things that will be implemented school culture activities that have been embedded in SD Muhammadiyah 11 Randegan such as ta'lim mut'alim activities, muhasabah activities and others, then applied in daily activities in accordance with the teachings of Islam.

D. Conclusion

Based on research conducted on strengthening the religious character education of grade IV students based on school culture at SD Muhammadiyah 11 Randegan, researchers conclude that strengthening religious character education through school culture has been implemented and implemented quite well. This is evidenced by the school culture activities practised by students, especially class IV, which are carried out regularly every day. School culture activities include tahfidz Al-Qur'an, ta'lim muta'alim activities, prayers in congregation, habituation of greetings, muhasabah activities, Friday blessing activities, and the commemoration of religious holidays.

School culture activities have a positive impact, as evidenced by the increasing attitude of politeness and courtesy towards friends, teachers and elders. Learners are more able to increase awareness of worship obligations to remind people older than students to behave well in accordance with the teachings of Islam that students have received at school. Activities through school culture run pretty well with the support of teachers' great consistency in strengthening the religious character education of grade IV students based on school culture at SD Muhammadiyah 11 Randegan.

From the conclusions of the study, researchers provide suggestions for schools that are expected that schools can schedule parent meetings once a week in order to support the strengthening of school culture-based character education activities to form a relationship between parents and schools in realizing school goals which form the character of students who are faithful and devoted according to the teachings of Islamic law. Then the school conducts training on strengthening religious character education through school culture to improve the quality of teachers in optimizing habituation activities implemented at school.

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