



Analysis of School Culture Implementation in Forming Students' Religious Character

Elce Purwandari^{1✉}, Hadiwinarto², Zuhri³, Nurus Amzana⁴, Sriyanti⁵

Insitut Agama Islam Al-Azhaar Lubuklinggau, Indonesia^{1,3,4,5}

Universitas Bengkulu, Indonesia²

E-mail: purwandari.elce@gmail.com¹, hadiwin@unib.ac.id², zuhri0974@gmail.com³,
nurusamzana@gmail.com⁴, sriyanti060687@gmail.com⁵

Abstrak

Tujuan pendidikan pada hakikatnya adalah membentuk manusia yang utuh khususnya sebagai manusia yang berketuhanan. Penelitian ini bertujuan untuk mengetahui kebiasaan-kebiasaan siswa dalam pembentukan karakter religiusnya. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dalam bentuk survei. Teknik Pengumpulan data dilakukan menggunakan angket secara online berupa *Google Form* yang dianalisis secara deskriptif kuantitatif. Sumber data adalah siswa kelas 3 Madrasah Ibtidaiyah (MI) Persiapan Negeri (PN) Rupit, Musi Rawas Utara sebanyak 25 siswa. Hasil penelitian mengungkapkan bahwa penerapan budaya sekolah ditekankan pada budaya islami dan karakter religiusnya ditanamkan melalui budaya sekolah, sebagian anak-anak sudah menerapkan budaya religiusnya disekolah seperti mengaji, menjaga kebersihan, berdoa sebelum dan sesudah belajar, hormat pada guru, dan toleransi. Penelitian ini baru, karena belum pernah sebelumnya dilakukan di MI PN Rupit. Kontribusi penelitian dapat memberikan pemahaman bagi sekolah lain yang ingin menerapkan budaya sekolah berbasis karakter religius, memberikan referensi bagi peneliti lain yang ingin melakukan penelitian terkait karakter religius siswa yang dibentuk melalui budaya sekolah.

Kata Kunci: Karakter Religius, Implementasi Budaya

Abstract

The purpose of education is essential to form a complete human being, especially as a divine-human being. This study aims to determine the habits of students in the formation of their religious character. The method used in this research is quantitative in the form of a survey. The data collection technique was carried out using an online questionnaire in the form of a Google Form which was analyzed quantitatively descriptively. Sources of data are students of grade 3 Madrasah Ibtidaiyah (MI) State Preparation (PN) Rupit, Musi Rawas Utara as many as 25 students. The results of the study revealed that the application of school culture was emphasized on Islamic culture and its religious character was instilled through school culture, some children had implemented their religious culture at school such as reading the Koran, maintaining cleanliness, praying before and after studying, respect for teachers, and tolerance. This research is unique because it has never been done before at MI PN Rupit. The contribution of research can provide understanding for other schools that want to implement a school culture based on religious character, provide references for other researchers who want to conduct research related to the religious character of students formed through school culture.

Keywords: Religious Character, Culture Implementation

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✉ Corresponding author :

Email : purwandari.elce@gmail.com

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INTRODUCTION

Education plays an important role in human life, education is a planned effort to teach knowledge and knowledge forming abilities and attitudes that are following religious norms, customary norms, and moral norms. In character education, it is mainly done in family education, but character education can also be intense at schools (Roziqin et al., 2021; Istifany, 2018; Hidayati et al., 2021).

A religious character is the first step in growing religious traits, attitudes, and behavior during its development (Khoiruddin & Sholekah, 2019; Ahsanulhaq, 2019). Childhood is the best time to instill religious values in children. Efforts to inculcate religious values must be adjusted to the level of development. It must be remembered that childhood religious awareness is still at the stage of imitating what is seen and heard. For example, through the habit of praying before starting activities, habituation of the Duha prayer, and the congregational Duhur prayer (Pendi et al., 2020; Di & Tanah, 2013).

The purpose and function in the formation of character education are to develop the insight that students have their religious character as well as to improve and develop the values of life that are considered important and necessary so that they become the personality or ownership of students who are unique as the values developed. It can also correct students who are not following the values developed by the school (Suriadi, 2020).

A simple example of an attitude that reflects a religious character is as follows: students are invited to be grateful for receiving their test results, visit sick friends, help friends who get in trouble, so that there is a balance between religious worship and social religion (Lestari & Dedi, 2020; Mufidah & Nurfadilah, 2021). The most important thing is to make this religious character entrenched among students, both in the school environment and in the community, we as educators as well as parents must always be patient and enthusiastic in cultivating religious character values in children.

Departing from the example above, the formation of religious character in students must be carried out based on commitment and consistency in its implementation, meaning that habituation must be carried out (Syaroh & Mizani, 2020). A religious character cannot just appear, there is an example to follow and consistency in implementing it. The application of school culture to form a religious character emphasizes that all school members are obliged to carry out this culture so that routines are created and are attached to the habits of school residents. The teacher becomes an example and students imitate this form of exemplary.

The purpose of the application of school culture in the formation of student character in this article is to find out the habits that students make in the formation of their religious character. The benefit of school culture in shaping student character is that students are accustomed to doing good habits that are classified as religious characters both from morals and worship (Lestari et al., 2020).

METHOD

The method in this research was quantitative in the form of a survey, whose main data and information sources are obtained from respondents, the data source was MI PN RUPIT students where 25 students filled out a questionnaire, which was uploaded via the google form application. The questionnaire was a data collection technique by giving a set of written statements to respondents. This research instrument contains an analysis of the application of school culture in the formation of students' religious character. The data analysis technique was carried out by using descriptive statistics, namely a questionnaire via Google Form, after being clarified, it was described in the form of a pie chart. The data obtained from students were analyzed and conclusions were drawn.

In the context of analyzing the application of school culture in shaping the religious character of students, homeroom teachers facilitate activities by ensuring that students are present and willing to fill out a questionnaire. The homeroom teacher is willing to conduct interviews when needed.

RESULT AND DISCUSSION

There were several aspects of this question that are almost important to ask students in the formation of the religious character MI students, the first was whether students pray every morning before leaving for school.

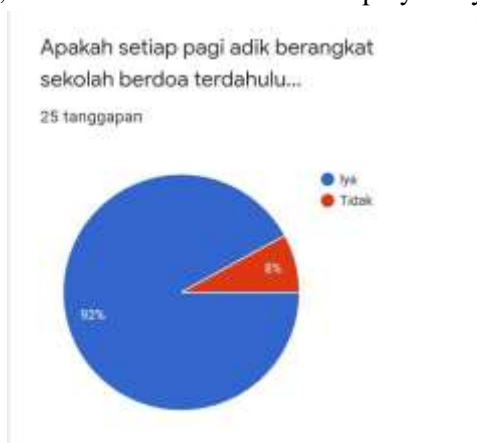


Figure 1. Praying Before Going to School

In this study, 25 students as the survey object stated that 92% of children prayed before going to school and 8% had not implemented the habit of praying before going to school. This states that almost the average student has implemented praying before going to school and some students have not gotten used to praying before going to school. In this case, the educator should have more involved in teaching that prayer is the most important thing in life so that we always get protection from God while outside the home, and as parents or guardians of students, we must also play a role in teaching and familiarizing students to always pray before leaving school (Syaroh & Mizani, 2020; Kautsar & Edi, 2017). In our habits, both children and adults, we always get used to saying goodbye and shaking hands with parents at home before leaving, as well as children from being small, we must teach them to get used to saying goodbye and shaking hands. Related to this, the researchers distributed as shown below.



Figure 2. Shaking Hand before Going to School

From the data above, 25 students have responded to the question and the results are 100% of students answered yes, that they have implemented and used to say goodbye and shake hands with parents or guardians at home before leaving for school (Hukum et al., 2017; Hidayati et al., 2021). And here as educators, we must continue to invite and continue to protect children that it is important to do every time they want to go. Every morning before starting learning, we usually get used to praying beforehand, such as Surah Al-Fatihah and followed by a prayer, here the researcher aims to ask if the school is getting used to praying before studying.



Figure 3. Praying before Studying

From the figure above, it showed that 96% of children have gotten used to praying before studying and the remaining 4% of children are still not getting used to praying, meaning here is that the school may have teachers in the class who have gotten used to praying, there is a possibility that children are still not serious in praying before the study. We as educators must be more careful in seeing children in seriousness in praying, and continue to explain that prayer is important in all things, especially before learning so that in the learning process we get blessings from the Almighty Creator. Is there another habit that is getting used to praying after studying, not only when we want to study we pray after studying, we must also pray so that what we get gets God's grace and blessing and can more easily understand in the learning process at home? So the researcher distributes in a question as follows.

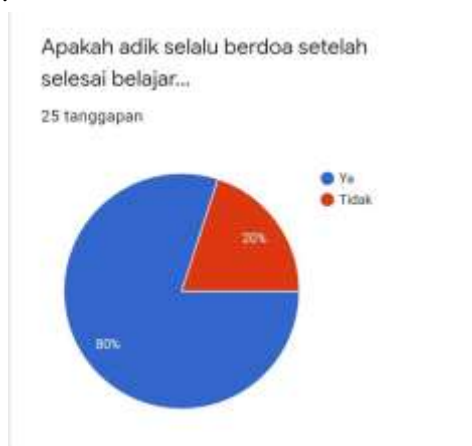


Figure 4. Praying after Studying

The figure showed that 80% of children have used and applied prayer after studying and there are still almost 20% of children who have not applied and used to pray after studying. It turns out that there are still children who are not serious about praying. Come on, we as educators must be more nimble and more often say that prayer is important before and after learning (Laela & Arimbi, 2021; Nurrahman & Irawan, 2019). Researchers have distributed through the diagram below. And as for what is important in building a child's religious character, namely inviting children or students to recite the Quran, teaching Hijaiyah letters, and good and correct reading procedures, the researchers asked the students whether the school had been taught the Quran or not.

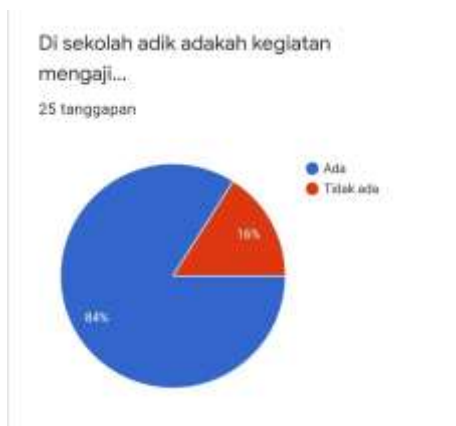


Figure 5. Recite Quran at School

The data above showed that 84% of students have been taught to recite the Quran and the remaining 16% of students have not been taught to recite the Quran. It is indeed a little difficult as a teacher to teach the Quran besides having to be interspersed with other subjects, as parents or guardians at home we have to teach or send children to TPA or Quran teachers so that the child's religious character is further improved, or the school holds lessons special addition for learning the Quran outside school hours (Imansyah, 2020; Lailiyah & Hasanah, 2020). There is one important thing in Islam to maintain cleanliness because cleanliness is part of faith, therefore the researcher distributes it in questions.



Figure 6. Throw Garbage Habit

From the figure above, it shows that 80% of students have made a habit of throwing garbage in its place and the remaining 20% of students are still littering, in this case, students should be reprimanded more often so that they always get used to throwing their trash in its place because cleanliness is part of faith. In MI all of them are indeed Muslim, but outside school, we also often meet friends of different religions, here the children will be taught what is called tolerance and mutual understanding, usually, children do not know tolerance just to play, here the researcher distributed in the following diagram.



Figure 7. Appreciation other Religions

The figure above showed that 92% of children also have a desire to be friends with different religions but not many also 8% are still hesitant to make friends with people of different religions, we as educators teach that tolerance is maintained because tolerance is upheld by religion Islam (Mutakin, 2014); Amirudin, 2019). The habit of students when they are out of school when they meet teachers outside of school usually they will be shy to reprimand the teacher, here the researcher asks whether students still do that.

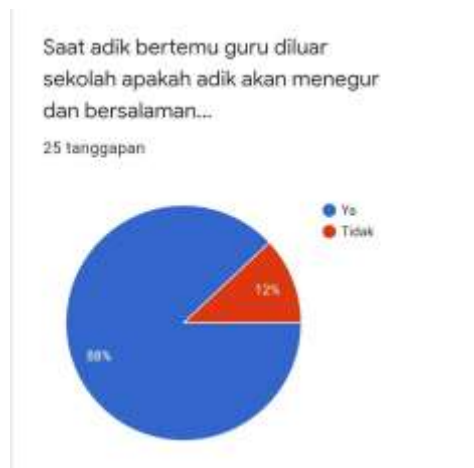


Figure 8. Greeting to Teachers

From the figure above, 88% of students will not be ashamed to reprimand and shake hands with their teachers outside of school, but there are almost 12% of students who are still embarrassed to reprimand their teachers outside of school. To memorize a short surah in the Qur'an, children are required to memorize them as a child because it is useful in praying and praying, and the researcher explains it through the diagram below.



Figure 9. Memorizing Surah

In the figure above that 64% of children have memorized a few short surahs of the Qur'an for their own provision, and besides that, there are also 36% of children who have not memorized short surah, the solution is always to memorize them. children or homework at home to memorize some short surah to increase children's knowledge (Laela & Arimbi, 2021; Amalia et al., 2019). In the habits that we do every day, there are short prayers that are accustomed to doing the previous prayer, for example going, entering the house, leaving the house, going to bed, and many others, here have the students memorized some prayers, quoted from the diagram below.



Figure 10. Implementing Du'a

That 72% of students have memorized some prayers and 26% have not memorized prayers, just like memorizing short surah of the Qur'an as well as prayers must be memorized because what we do must be preceded by praying and asking permission to Allah SWT what to do.

Research on the formation of religious characters has been conducted by (Hidayati et al., 2021) in Kudus which revealed that forming religious characters by inserting religious content in literacy activities, especially reading activities. Likewise, the findings (Imansyah, 2020) state that religious characters that are formed consistently give results in the form of the formation of an orderly attitude, courtesy, mutual respect, accustomed to saying greetings and sorry, praying in congregation, dhikr, sholawat, discipline to pray before and after learning, read the Qur'an every time they enter class. Several previous studies (Nuraeni & Labudasari, 2021) have also carried out research related to school culture in the formation of a religious character which shows that the better the school culture is designed, the better the character of school residents, especially the character of the students. The formation of religious character is carried out through prayer activities before studying and before going home, reading short letters in juz amma, support from students' parents, commitment with school residents, adequate facilities (Lael & Arimbi, 2021). The results of this study are also in tune with the habituation

of religious behavior in schools carried out through prayer activities before studying and before going home, reading short letters in juz amma and ayat chairs, chanting al husna asthma, dhuha prayers, midday and Ashar prayers in congregation, Friday prayers and Friday blessings, Friday infaq, khatmil al-Qur'an, preacher, and Commemoration of Islamic Holidays (Syaroh & Mizani, 2020).

CONCLUSION

Based on the results of the study, it can be concluded that the behavior of students in everyday life can be said to be good. This can be seen based on the average results obtained from questionnaires filled out by students. The inculcation of students' religious culture at MI PN Rupit can shape the character of students both in the classroom and outside the classroom through exemplary, habituation, and programs that have been designed to build character in students. The form of program activities implemented at MI PN Rupit is habituation, memorization, maintaining cleanliness, tolerance, (5S) smiling, polite, greeting, polite, greeting, habituation of praying before and after studying, shaking hands with parents before and after school. After researching MI PN Rupit several suggestions need to be put forward as follows. 1. The school culture formation program in the form of a religious character that is implemented will provide better results so that schools become role models and examples for other educational institutions. 2. Innovations made in implementing school culture in the form of forming religious characters are useful for students in their daily lives both at school, in the play environment, in the family environment. 3. So that the religious character instilled by the school through the school culture program is attached to the students, the school must regularly evaluate so that the results obtained are even better.

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