

The Role of Islamic Spiritual Extracurricular in Instilling Religious Character Values for Senior High School Student

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Abstract

Moral degradation that occurs in students such as lack of manners, saying bad words, breaking school regulations which is the background of a problem due to the lack of religious character education in Islamic Education subjects which is only once a week, with the existence of Islamic spiritual extracurricular activities, various activities in it become a support in instilling religious character values. From this there is an identification of problems, namely: "there are still many students who do not reflect the morals of a Muslim, lack of time for religious character education, the role of Islamic spiritual extracurriculars which really support character education, with the problem formulation "what is the role of spiritual extracurriculars in instilling character values religious students. This research aims to determine the role of Islamic spiritual extracurriculars in instilling religious character values in students at Senior High School of (SMAN) 2 Dente Teladas. This research uses a descriptive qualitative approach, with data collection methods through: Observation, interviews and documentation. By using sampling techniques, perposive sampling. Based on the research results, it is revealed that Islamic spiritual extracurriculars play a role in instilling religious character values through various activities with teaching methods in the form of: habituation methods, example, giving gifts and punishments. The extracurriculars can foster and develop talents and insight, especially regarding Islam and will be useful in the future, so it is necessary to have Rohis extracurriculars in a school to support Islamic Education lessons.

INTRODUCTION

In essence, education is very important for humans, both at school at home and in the community. Because education increases intelligence, as expressed in the 1945 Constitution. And it has also been stipulated in Law no. 20 Chapter II article 3 2003. That national education functions to improve skills and shape attitudes and make life smarter and aims to develop one's potential so that one becomes a good person. devout and always believe in the One God, knowledgeable, creative, moral, capable, independent and responsible. (Maulana et al. 2020). Education is a basic individual need that is believed to be mandatory to be fulfilled in life, and is an important point in actualizing and optimizing one's abilities (Afifah, Utomo, and Azizah 2022).

In today's development, it is common for students to experience moral decline, such as a lack of manners, fighting, dirty talk and some still breaking school rules. This is due to the lack of

religious education in schools where Islamic Religious Education (PAI) lessons are only 3 hours a week, resulting in a lack of religious character education in students. Character education is behavior that is based on traits that are closely attached to a person (Wijaya and Fadilah 2023). Therefore, religious character education is not only in PAI lessons in class but also in learning carried out outside school hours. Namely with Islamic Spiritual Extracurricular Activities (Rohis) where Islamic spiritual extracurricular activities have an important role in instilling religious character values through the various activities contained therein (Apri and Najamudin 2022).

There is previous research that is relevant to this research, namely: Research from Wahyu Nugroho "The role of PPKN subjects in cultivating the religious character values of grade 4 students at SDN 3 Wuryo Rejo" This research has similarities in examining religious character values, the difference from this research is that it examines the role of learning PPKN in developing religious character values, while the author's research concerns the role of Islamic spiritual extracurriculars (Nugroho et al, 2019). Research from Annisa Nindita "The role of spiritual organizations as religious institutions in shaping the religious attitudes of class 10 students at SMK PGRI 2 Ponorogo" (Al Fiyah, 2019). strategies and methods used in instilling religious character values, and research from Zulfa Ihza Melina "The role of Islamic spiritual organizations in increasing students' religious values through online discussion programs at MAN Ngawi" what this research has in common is that it is the same in cultivating religious values in students through activities Rohis, and the difference is that the program used is through online discussions, while the author's research is through the Koran together program (Ihza Melina, 2022).

Based on the background explained above, the author is interested in this matter to conduct research regarding "The Role of Islamic Spiritual Extracurriculars (Rohis) in Instilling Religious Character Values in Students at SMAN 2 Dente Teladas", by identifying the problems in this research, namely: 'There are still many students' morals that do not reflect the morals of a Muslim, the role of spiritual extracurricular activities which really support education in instilling religious character values and the lack of time for religious character education in Islamic Religious Education (PAI) learning. And this research focuses on the issue of: "The Role of Islamic Spiritual Extracurriculars (Rohis) in Instilling Religious Character Values in Students at SMAN 2 Dente Teladas". The formulation of the research problem is "What is the role of extracurricular activities in instilling religious character values in students at SMAN 2 Dente Teladas?". The aim of this research is to find out the role of Islamic spiritual extracurriculars (rohis) in instilling religious character values in students at SMAN 2 Dente Teladas.

METHOD

This research uses qualitative research. Namely, research is used to examine the condition of a natural object to obtain data, using existing theory as an explanation of the material and ending with a theory (Dr. Abdul Fattah Nasution, 2023). This research was conducted for the purpose of researching and finding out "The role of spiritual extracurriculars in instilling religious character values at SMAN 2 Dente Teladas.

The data collection was carried out by researchers through field data, namely SMAN 2 Dente Teladas with the research subjects being the principal, spiritual advisors and students who took part in spiritual extracurricular activities. The researcher used a purposive sampling technique, which is a non-random sampling method where the researcher determines the right person regarding the research objectives so that they can respond to the research case being conducted. (Lenaini 2021).

The data obtained by researchers came from primary and secondary data sources. Primary data sources are school principals, spiritual leaders and spiritual members. Secondary data sources, namely data sources obtained from books, magazines, dictionaries, the internet and others. This data was obtained using data collection techniques (observation, interviews and documentation). To ensure the validity of the data, researchers used source triangulation and technical triangulation. The data that has been collected is then analyzed using inductive analysis by means of data reduction, presenting data and drawing conclusions (Marzuki and Haq 2018).

FINDINGS AND DISCUSSION

The role of Islamic Spiritual Extracurricular (Rohis) is to increase understanding of religion so that they are able to develop themselves according to religious teachings and can practice, channel and develop students' talents, train honesty, discipline, trust and responsibility, provide direction and guidance to students, develop potential students to solve problems, as well as develop Islamic morals that connect with Allah, the Messenger, humans and the natural environment.

Islamic study activities (*ngaji* together) are activities that can instill religious values, this is related to Melina's research (2022) which states that *Rohis* is a *da'wah* institution whose activities are related to Islam such as deliberation, recitation of the Koran, recitations, and others. Which aims to develop the soul and get used to always praying. *Kultum* activities can also instill religious character values, this is related to research from Anisa (2023) which states that the coaching process in forming *da'wah* cadres is through preaching/*daiyah* or *khotib* training.

Based on the results of observations and interviews that researchers conducted with Mr. Pranowo as the principal of SMAN 2 Dente Teladas and Mr. Husni as the supervisor of Islamic Spiritual Extracurriculars at SMAN 2 Dente Teladas regarding the role of Islamic Spiritual Extracurriculars in instilling students' religious character values. Mr. Pranowo said that: "The Rohis extracurricular plays a very important role in schools in instilling religious character values. At SMAN 2 Dente Teladas implements various activities where Rohis members are definitely involved in these activities. Starting before entering the school gate, the principal and the teacher's council are already standing by to welcome the students by shaking hands, before carrying out the teaching and learning activities, the *Nariyah* prayers are recited, and in the second hour the students and the teacher's council perform the *Dhuba* prayer, and at *Asar* time they are required to perform *Asar* prayers before going home in congregation, and every Friday Legi the Koran is held together (all teachers and students become *santri*). From these activities he said "who else but spiritual children who always help so that things run well" (interview 15 January 2024).

It can be concluded that spiritual extracurriculars play an important role in all activities at school, from when students enter school until when they go home and in activities there, there are definitely spiritual members who always help because the students already have good religious character values.

And also from the interview that was conducted with the spiritual advisor, Mr. Husni said that "the spiritual extracurricular has a role in instilling religious character values" that in the spiritual extracurricular there are many activities carried out that can instill religious character values. Such as cult activities where learning to become (mc, qiroah, greeting, lecturer, students are trained to dare to speak in public but based on Islamic religious teachings), blessed Friday activities, hadroh activities, activities to commemorate Islamic holidays, and others. Most importantly, there are Islamic study activities, where students will be provided with useful knowledge and will increase their scientific insight into Islam (interview 15 January 2024). So that when students already have Islamic insight and knowledge they will act in their lives in accordance with religious values.

It can be concluded that from the various spiritual extracurricular activities at the school, students are given guidance and direction so that their interests and talents can be developed and change students who are still hesitant about speaking in public to become more confident, and from Islamic studies it can be concluded equip students to instill religious character values.

From the observations made by the researcher, the researcher also saw which students had good character, good manners towards teachers and each other. Based on this, the researchers also

conducted interviews with students, they revealed "yes bro, extracurricular spiritualism has a role in instilling religious character values, which is that before I joined Rohis, I rarely read the Koran, neglected praying, often opened my cellphone. rather than the Koran, to friends who are often nosy and so on. "But after taking part in spiritual extracurricular activities, Alhamdulillah, I became more diligent in reading the Qur'an, diligent in reading prayers, diligent in worship, doing good deeds, helping others and so on" (interview 15 January 2024). That's what the students who took part in Rohis extracurricular activities said.

It can be concluded that there is a change in students from before participating in and after participating in Islamic spiritual extracurriculars. So spirituality is important for students in order to make changes for the better.

Regarding the role of Islamic spiritual extracurricular (rohis) in instilling religious character values at SMAN 2 Dente Teladas, this is very important. Through this spiritual extracurricular, students are taught through (1). Habituation, students are taught to always get used to performing worship, both obligatory and sunnah, always get used to the spirit of jihad by fighting laziness, carry it out continuously, always be trustworthy of the tasks assigned. given, act sincerely and selflessly in every activity and always behave well and be on time in every activity. (2). Exemplary, students are always given an example or role model, in a spiritual guidance service especially and the teacher council always gives an example, such as every time it is prayer time the spiritual mentor and the teacher council go straight to the prayer room to perform prayer services, the spiritual trainer practices teaching methods. always with a sense of enthusiasm, the spiritual coach always provides material or teachings when it is time to carry out extracurricular activities, the spiritual coach has good morals even with his students or with the teacher council, and always leaves on time, (3). Giving rewards and punishments, the spiritual coach makes congregational prayer schedule, which in one month can be carried out without alpha, and conversely, if in one month the alpha exceeds 10 times then a penalty will be given. Students will be given confidence in every activity handed over to Rohis members to enliven major Islamic events, students who are always enthusiastic about activities will be given prizes at the end of the semester and vice versa, and will also give prizes to students who always behave well, in good terms. extracurricular or outside, and vice versa.

In fact, the main thing is through example, the spiritual coach, assisted by other teachers, always sets an example for the students in terms of worship, the spirit of jihad, sincere trust in everything they do, behaves in a charismatic manner and is always punctual or disciplined in all things. Then students carry out and get used to this, "as they can because they are used to it." Only

then are rewards and punishments given according to the deeds that have been done. In this way, students can have religious character values instilled through Islamic spiritual extracurriculars, so it can be said that Islamic spiritual extracurriculars have a role in instilling religious character values in students at SMAN 2 Dente Teladas. And all of this cannot be separated from the efforts made by schools and spiritual coaches who use methods and various strategies in coaching students in extracurricular spiritual activities. This research is very beneficial for writers and readers in adding insight and deepening knowledge in the field of education, namely the importance of instilling religious character values not only during class hours but outside class hours such as extracurricular activities as well as to further improve education that is considered lacking.

CONCLUSION

Based on the results of the researcher's analysis of this problem, it can be concluded that: Islamic spiritual extracurricular plays a very important role in instilling religious character values in students such as the value of worship, the value of jihad, the value of trust and sincerity, as well as the value of morals and discipline, through various activities in it. with the guidance of spiritual coaches using exemplary methods, giving rewards and punishments as well as habituation through various strategies so that students experience changes in a better direction than before participating in Islamic spiritual extracurriculars, namely that they are instilled with religious character values that can be applied in everyday life .

Therefore, in an educational institution it is necessary to add various kinds of extracurricular activities that can provide support for talent development, where if only intra-curricular activities are used, very few hidden abilities and talents can be revealed. Based on the conclusions that have been presented, in order for Islamic spiritual extracurriculars to continue to develop, the author needs to convey several suggestions, namely to: Principal of SMAN 2 Dente Teladas, to develop spiritual extracurriculars in the future and complete the facilities and infrastructure, so that they can be implemented so that the implementation runs well, Trustees Rohis SMAN 2 Dente Teladas, to develop personal potential and make Islamic spiritual extracurriculars an extracurricular that is in great demand, the entire teacher council to participate in helping develop extracurriculars, and students, to be more active and enthusiastic in carrying out activities so that their talents can develop.

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