Implications of Islamic Personal Development Activities for Students' Daily Activities

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Abstract

The school's efforts are to hold additional routine activities outside of class hours which can help develop students' potential to have religious spiritual strength in order to avoid environmental changes and social dynamics which have a big role in students' personalities. Therefore, Khoiru Ummah IT Vocational School held activities called BPI (Islamic Personal Development) activities. The formulation of the problem in this research is how BPI activities are implemented, their influence on students' daily activities, and the supporting and inhibiting factors for BPI (Islamic Personal Development) activities on the daily activities of Khoiru Ummah Curup IT Vocational School students. This research uses a qualitative descriptive method with data collection techniques including observation, interviews and documentation. The subjects in this research included the school principal, BPI Coordinator Chair, BPI Trustees, Khoiru Ummah IT Vocational School Students. The research results show; Firstly, the implementation of BPI activities was carried out on Saturday morning, with a schedule of events starting with the opening and closing with prayer. Second, what is realized from BPI activities is that students are accustomed to carrying out their obligations as Muslims, one of which is praying 5 times a day, reading the Al-Quran, etiquette with parents and teachers. Third, the supporting factors for BPI activities are the presence of competent supervisors, supervision from parents, and group cohesion. The inhibiting factor is the lack of smooth supervision by parents who do not share the vision and mission with BPI activities, environment and relationships.

INTRODUCTION

The daily activities of students are considered important to pay attention to, given the social environment and its dynamic changes. The social environment, with its various distinctive characteristics, plays a significant role in shaping the patterns and images of students' personalities. (Adhani & Priadi, n.d., pp. 194–205) Students are both subjects and objects of education. Changes in student behavior are determined by their learning experiences in addition to hereditary factors. Therefore, in the process of educational reform, it is necessary to pay attention to students both socially and individually (Zahro, Lailatu. 2015). The daily activities that arise from the interactions carried out by school members are activities that refer to the achievement of national education goals. The goal of national education as stipulated in Law No. 20 of 2003 is the development of students' potential to become individuals who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Based on the national education goals, one of the educational objectives is to build character, often referred to as character building, while the main purpose of education is not only knowledge but also shaping appearance or actions. Therefore, character building in an educational institution such as a school is very necessary (Admin & Zaman, 2017).

Educational institutions are one of the sectors responsible for realizing the daily activities of students that refer to the indicators of achieving national education goals. For that reason, schools certainly make efforts to realize these activities by organizing additional routine activities outside of class hours that can help develop students' potential to have religious spiritual strength to avoid environmental changes and social dynamics that play a significant role in shaping their personalities.

The lack of moral education in the world of education has led to an increase in crime cases among children and adolescents, such as the case in November 2020, where several teenagers were involved in the beating of residents in Jambi City by a motorcycle gang that convoyed at night. (Agra, 2021, p. pp. 2268-2276) With the many moral declines among adolescents, it is important to provide character education to students. This character education can be formed from the teaching and learning process carried out by a teacher to his students, so that a character or example is formed that is taught to his students. This example can be formed by itself because a teacher provides it when meeting face to face (Santoso, 2012). The Integrated Islamic Vocational High School, abbreviated as SMK IT Khoiru Ummah, implements additional activities outside of school hours called Islamic Personal Development activities, abbreviated as BPI. Islamic Personal Development Activity is an additional activity carried out outside of mandatory learning hours with the form of activities in the form of delivering material carried out by groups led by their respective instructors or mentors. This activity is carried out every Saturday which begins with the reading of the Koran, a seven-minute lecture (kultum) delivered by students in turns, delivery of material by the instructor or mentor and closed with a question and answer session. The purpose of holding this activity is to shape the Islamic personality of students. If associated with the national activities that are currently booming, namely strengthening the Pancasila Student Profile. The Pancasila Student Profile is a graduate profile that aims to show the character and competencies that are expected to be achieved and strengthen the noble values of Pancasila for students and stakeholders. Pancasila Students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila. The expected competencies in this case are to become democratic Indonesian citizens and become superior and productive resources in the 21st century. Through this program, students are expected to be able to contribute to sustainable global development and become resilient individuals in facing various challenges.

The Pancasila Student Profile has six competencies formulated as key dimensions. All of these competencies are interconnected and strengthen each other so that in order to realize a complete Pancasila Student Profile, the six dimensions must be developed simultaneously, not standing alone. The six dimensions are Faith and devotion to God Almighty and noble character, global diversity, mutual cooperation, creativity, critical thinking, and independence (Sufyadi et al., 2021).

Related to the Islamic Personal Development (BPI) activity, it is a school effort to strengthen the Pancasila Student Profile based on the dimensions as explained above. Regarding this activity, the researcher wants to see the implications of this activity on the daily activities of students. Therefore, the formulation of the problem in this study is: first, how is the implementation of Islamic Personal Development activities as an effort to strengthen the Pancasila Student Profile, second, what are the implications of Islamic Personal Development activities as an effort to strengthen the Pancasila Student Profile on the daily behavior of students.

METHODS

This study uses a qualitative descriptive approach which is field research, namely by collecting data in the field, such as in the community, institutions and community organizations and educational institutions (Lexy J. Moleong, 2008; 4). The subjects of the study are people who are directly involved in providing information about the situation and conditions of the location or object of research. This study was conducted at SMK IT Khoiru Ummah and the subjects of the study were the principal, the head of the BPI (Islamic Personal Development) activity coordination, the instructor/mentor, and students of SMK IT Khoiru Ummah Curup.

Primary data sources can be obtained through observations and interviews with the principal, the head of the BPI (Islamic Personal Development) activity coordination, the instructor/mentor, and students of SMK IT Khoiru Ummah Curup. Secondary data sources can be obtained through books, journals, and previous research that is relevant to the title of the study, namely the Implications of BPI (Islamic Personal Development) Activities on Students' Daily Activities at SMK IT Khoiru Ummah Curup.

FINDINGS AND DISCUSSION

Based on the results of the study on Islamic Personal Development activities as an effort to Strengthen the Pancasila Student Profile and its implications for the daily activities of students at SMK IT Khoiru Ummah Curup, it can be explained as follows.

1. **Implementation of Islamic Personal Development Activities as an effort to strengthen the Pancasila Student Profile**

Based on the results of interviews with informants, that BPI activities are carried out every Saturday morning. The activity begins with the Dhuha prayer and reading of the alma'tsurat at the mosque. Students are divided into several groups and guided by a mentor (Fridiyanto Cahyono, personal interview, November 16, 2022).

This Islamic Personal Development activity is packaged in the form of an agenda. In the agenda there are participants from students and also from teachers. The agenda consists of; opening, message from the Supervisor, recitation of the Qur'an, kultum (seven-minute lecture), news flash, hadith memorization, ISC material, discussion, announcement, problem sharing, donation and evaluation, program plan, closing and prayer (Documentation, BPI Activities of SMK IT Khoiru Ummah Curup). The arrangement of BPI activities which are held once a week are contained in the activity journal as a reference for ustadz and ustadzah.

2. **Implications of Islamic Personal Development activities as an effort to strengthen the Pancasila Student Profile towards the daily behavior of students**

Based on research conducted through observation and interviews with respondents, the Islamic Personal Development (BPI) activities which are held once a week have several implications for the daily behavior of students as a reflection of the Pancasila Student profile. The implications for students' daily behavior are:

1) 5 daily prayers

The implementation of the 5 daily prayers by students can be seen when students do it at school, such as praying Dhuhur and Asr in congregation, as well as the sunnah Dhuha prayer. Meanwhile, at home, the school needs the help of parents to supervise their children in performing the 5 daily prayers, such as boys praying Subuh, Maghrib and Isha in congregation at the mosque, while girls praying Subuh, Maghrib and Isha at home. These activities are supervised and controlled jointly by the instructor and parents, and are attached to the evaluation form recorded by the instructor/mentor from each group (Welman Hadi, Personal Interview, November 18, 2022). In addition, this Islamic Personal Development activity is also an effort to form character in accordance with the school's vision and mission, namely "producing a generation of rahmatan lil'alamin". Because this is a weekly approach that must be carried out routinely by all students in each group (Fridiyanto Cahyono, Personal Interview, November 16, 2022).

Based on the researcher's direct observation, this Islamic Personal Development activity has significant implications for student discipline in performing congregational prayers both at school and at home and has truly become a habitual activity for them every day.

2) Reading the Quran

This Islamic Personal Development activity also has implications for the habit of reading the Quran for students, because 100% of this activity is supported by the school through a subject called T2Q, at school they read the Quran and at home they also review their readings, so that the implications of the BPI activities and the subjects collaborate so that they will realize the goals of the BPI activities themselves (Welman Hadi, Personal Interview, November 18, 2022.

The Principal, Head of the BPI Coordinator, Group Instructors, and students of SMK IT Khoiru Ummah explained that the Islamic Personal Development activity which is held every Saturday has an impact on the habits of students to read the Quran, with the habit of reading the Quran, it is hoped that students can use the Quran as a foundation or guideline in carrying out various daily activities. And can facilitate the pronunciation of prayer readings.

3. Manners towards parents and teachers

Implications of This Islamic Personal Development activity is applied from their manners towards parents, this can be seen when parents take their children to school, namely shaking hands with their parents. Students who have manners towards their parents will be reflected when they are at school when interacting with their teachers, as well as their fellow friends (Fridiyanto Cahyono, Personal Interview, November 16, 2022.

Manners towards teachers at school can be seen from their daily interactions at school with teachers. Having good manners and behavior towards teachers is important, because teachers are the second parents who guide them at school after their parents at home. Principal "In addition to having manners towards parents, students also have manners towards teachers at school, in the form of following school rules, following all provisions, activities, dressing neatly, not skipping school, not being late, these things already reflect that they have good manners and behavior at school as well as manners and behavior with teachers" (Welman Hadi, Personal Interview, November 18, 2022.

Islamic Personal Development (BPI) activities are activities carried out separately from learning activities at SMK IT Khairu Ummah Curup. The implementation of the Islamic Personal Development (BPI) activity is one of the religious activities that aims to create a complete Muslim figure, both in terms of morals, knowledge and also in terms of their deeds. The Islamic Personal Development (BPI) activity is plotted in the form of an event that is structured in an event schedule consisting of; opening, message from the Supervisor, Qur'an recitation, kultum (seven-minute lecture), news flash, hadith memorization, ISC material, discussion, announcements, problem sharing, infaq and evaluation, program plans, closing and prayer.

The Islamic Personal Development (BPI) activity has great implications for the daily behavior of students, such as students are accustomed to performing the five daily Fardhu prayers in congregation for men, reading the Quran and having good manners, both manners towards teachers, parents and fellow friends. Daily behavior as an implication of Islamic Personal Development activities is an effort made by schools to realize the strengthening of the Pancasila Student Profile. In the Pancasila Student Profile strengthening program, there are 6 dimensions, namely believing and being devoted to God Almighty and having noble morals, mutual cooperation, global diversity, mutual cooperation, creativity, critical thinking, and independence. Islamic Personal Development activities carried out by SMK IT Khairu Ummah Curup can accelerate the achievement of the Pancasila Student profile. And when the dimensions of the Pancasila Student profile are achieved, the goals of national education as mandated by Law Number 20 of 2003 concerning the National Education System will be achieved.

Related to the implementation of an activity, there are indeed supporting factors and obstacles faced. In the Islamic Personal Development activity and its implications for the daily behavior of students, as an effort to realize the profile of Pancasila Students, based on the results of the study, it shows that there are several supporting factors, namely the competence of teachers or mentors (mentors) then the cohesiveness of students and sufficient collaboration from the parents of students. However, behind the supporting factors, there are also obstacles faced, namely the parents of students who are lax in supervising students when they are outside of school, such as at home and in the environment.

Parents and the environment cannot be separated from their role in realizing good behavior, especially in strengthening the profile of Pancasila students, therefore KH. Dewantara said that the three centers of education (schools, parents and society) must work together in realizing the desired good behavior. In previous research, namely Ahbab (2019) entitled "Strategy for religious activity programs in internalizing religious values of students at SMAN 1 Pati." In the study, it is stated that teachers are the main actors in internalizing Islamic religious values into students. Building cooperation with parents, maximizing religious activities by using time allocation as best as possible, and getting support from the school (Ahbab, Ahbab.2019).

In Emna Laisa's research (2016) entitled "Optimizing Islamic religious education in schools through the development of religious culture (case study of SMK Darul Ulum Bungbungan Bluto Semenep)." In the study, it is stated that an unhealthy environment morally can cause Split personality in students so that it can shake the students' istikomah attitude (Laisa, 2016).

CONCLUSION

From the results of the research conducted on the Islamic Personal Development activities; An Effort to Strengthen the Pancasila Student Profile and Its Implications for Students' Daily Activities at SMK IT Khoiru Ummah Curup, it can be concluded that:

BPI activities; an effort to strengthen Pancasila students are carried out every weekend, namely every Saturday morning according to the division of their respective groups. This activity is set in the form of a BPI activity schedule which begins with an opening by students in turn each week, followed by a message from the instructor/mentor, then reading the Al-Quran recitation, delivering a sermon, delivering a news flash by students in turn each week, followed by memorizing the hadith, and filled with material by the instructor/mentor, followed by discussions, announcements, sharing problems, donations and evaluations, program plans and closed with a closing and prayer.

This Islamic Personal Development activity has implications for students' daily activities such as performing the 5 daily prayers, reading the Quran, manners towards parents and manners towards teachers. This activity is supervised by instructors and parents so that what students do becomes a habit in their daily lives, without any element of coercion from anyone.

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