



Implementation of Religious Programs in Elementary Schools

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Abstract

This study aims to explore the implementation of religious programs in elementary schools and their impact on students' religious practices and skills. Using a qualitative research approach, data were collected through observation, interviews, and documentation analysis to comprehensively understand the implementation and outcomes of the program. The results showed that the religious program significantly contributed to students' ability to memorize and read the Qur'an well. In addition, this program accustomed students to routinely perform Dhuha prayers and practiced public speaking skills through culture activities. These findings indicate that structured and consistent religious activities in schools have an important role in shaping students' spiritual, moral, and social characters. It is recommended that schools adopt similar programs to improve the formation of religious values and communication skills in students.

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INTRODUCTION

Education has a strategic role in forming intelligence and personality of participants to be able to face various challenges in life. One of the fields that hold an important role is religious education, which plays a role in shaping the character of participants, including noble morals, disciplined, and devoted to Allah SWT (Aladdiin & Ps, 2019; Jai et al., 2019; Mayasari & Arifudin, 2023; Somad, 2021; Telaumbanua, 2018). However, the implementation of religious education is often limited to the material

taught in the classroom without being balanced by ongoing practice in the daily environment.

This reality shows that religious education is not enough to just be given through the material presented at school. Various research and reports show that faith and morals student need mentoring sustainable, both from environment school and also family support at home (Aryani, 2022; Choli & Rifa'i, 2021; Zaky & Setiawan, 2023). School own role significant in facilitating religious programs that function as means to plant habit positive and value character in students.

Research related to the implementation of religious programs in forming mark character positive has Lots done. One of them is research by A. Jamil in *the Implementation of Religious Programs in Forming Character Values Discipline in Students at MTSN Lawang Malang Regency*. This study shows connection positive implementation of religious programs with improvement character discipline students. However, this research is still own limitations Because Not yet discuss factors that influence the success of the program in forming discipline in a way consistent, especially with approach without coercion (Jamil, 2017) .

Another study was conducted at Muhammadiyah 8 Batu Middle School with focus on *the Influence of 4 Religious Programs to Morals Students*. The results show impact positive activities such as prayer, reading the Koran, religious lectures, and other activities religious other to behavior students. However, this research has not evaluate to what extent does this practice impact everyday life? students or the extent of support environment outside participate play a role in the success of this program (Febriyani & Sunarto, 2021) .

Although study previously own contribution significant, still There is gaps that need further research. Gap the is how religious programs can help grow habit worship students in their daily lives through support sustainable environment and a non- reliant approach coercion. Therefore, this study aims to evaluate implementation of religious programs in growing habit worship student through activity religious such as prayer dhuhā, tahfidz, and practice others in the environment school. This study also aims to identify obstacles in implementing the program and providing recommendation practical for schools, teachers, and stakeholders interests so that this program can run more effectively and sustainably.

This research has an urgency based on several aspects. First, the low consistency of religious education in forming positive habits of students. Religious programs that have been running in schools still show limitations in the practice and understanding of students towards the values taught. Second, environmental support and family understanding are significant obstacles, considering that this program often only focuses on the school environment without support from the family. Third, the method of coercion in some religious education practices often reduces student acceptance, causing them to feel forced, rather than understanding and internalizing the material as a positive habit in their daily lives.

Taking these aspects into consideration, this study was conducted to evaluate the implementation of a sustainable religious program with a non-coercive approach to foster students' worship habits. This study also aims to provide an overview of the barriers to implementing the program and support schools, teachers, and stakeholders to develop effective and impactful programs.

METHODS

This study uses a qualitative approach with a case study type because it aims to understand the phenomenon in depth in the context of implementing religious programs in the school environment (Achjar et al., 2023; Assyakurrohim et al., 2023; Fadli, 2021; Gunawan, 2022). The case study approach was chosen because it allows researchers to explore the experiences, practices, and obstacles faced in implementing religious activities that aim to foster worship habits in students. This research was conducted by directly observing religious activities carried out in the field and conducting in-depth interviews with various related parties.

The subjects of this study included students, teachers, and principals at SDN 09 Berok, Padang City. Students were chosen as subjects because they are active participants in daily religious activities in the school environment. Meanwhile, teachers and principals were chosen because they have important roles in supporting the smoothness and success of religious programs through policies and practices implemented in schools. Data sources in this study were obtained from informants including students, teachers, and principals, as well as through direct observation and documentation studies related to religious activities carried out.

Data collection was conducted through three methods, namely direct observation, in-depth interviews, and documentation studies. Direct observation was conducted by observing the implementation of dhuha prayer activities, tahfidz, and other religious activities in the school environment. Furthermore, in-depth interviews were conducted with students, teachers, and principals to explore their perceptions, understand obstacles in implementing religious programs, and evaluate the extent to which these activities have an impact on students' worship habits. Documentation studies were also conducted to collect various records of activities and school reports that are relevant to the practice of religious education.

In this study, the instruments used included semi-structured interview guides, observation notes, and related documents that support the research data. The interview guide was created to help researchers explore information related to the experiences of students and educators in participating in religious activities, as well as the obstacles they face in building daily worship habits. To analyze the collected data, researchers used thematic analysis techniques, namely by identifying themes and patterns from the results of interviews and observations (Rifa'i, 2023; Rozali, 2022). This analysis is carried out by organizing and interpreting data to understand the relationship between emerging phenomena and obstacles in implementing religious programs.

This technique provides a deeper picture of the extent to which religious programs support students in forming worship habits without coercion, with a sustainable approach and positive environmental support. This study aims to provide an in-depth picture of practices, barriers, and recommendations that can be used by schools, teachers, and stakeholders in developing effective and sustainable religious programs.

FINDINGS AND DISCUSSION

Overview of the Implementation of Religious Programs at SDN 09 Berok, Padang City

Every school has goals and ideals that it wants to achieve, and to achieve them, strategic steps are needed. SDN 09 Berok Kota Padang, in its efforts to build a

generation of faithful and pious Muslims, has implemented religious programs in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System. The religious programs implemented include dhuha prayer, tahfidz, tahsin, and cultum.

Based on an interview with the Principal, Mrs. Kasmawati, on August 9, 2024, this religious program has been started since she was inaugurated in August 2023. This religious activity involves dhuha prayers which are held every day during recess, kultum activities every Friday morning alternately for grades 4, 5, and 6, and tahsin and tahfidz which are held every Saturday morning. This program is fully supported by the class teacher and Islamic Religious Education teacher, Mr. Afrizal, who explained that this activity aims to accustom students to carrying out religious activities as a routine.

Observations conducted on August 9, 2024 showed that students participated in religious activities enthusiastically, although there were some obstacles in their implementation. For example, dhuha prayers were performed in their respective classes to utilize the available time. The schedule of religious programs at SDN 09 Berok can be seen in the following table:

Table 1. Religious Program Schedule of SDN 09 Berok

Day	Time	Activity
Monday - Saturday	Recess	Prayer dhuha
Friday	08.00 – 08.30	Cult
Saturday	08.00 – 10.00	Tahsin and tahfidz

The religious program at SDN 09 Berok is based on BF Skinner's behaviorist theory, which emphasizes the formation of behavior through repetition and reinforcement. In this theory, behavior that is carried out consistently, especially with positive reinforcement, will become an ingrained habit (Darmayanti et al., 2024; Fauziah et al., 2021; Setiardi & Mubarak, 2017).

Activities such as dhuha prayer, tahsin, tahfidz, and kultum that are done routinely create a pattern of habit. With this repetition, students are accustomed to involving themselves in religious activities without feeling forced. Positive reinforcement, such as teacher praise or appreciation for students' success in delivering kultum, encourages children's motivation to continue participating and increases their self-confidence. This principle shows that habituation through religious activities not only forms positive short-term behavior, but also instills spiritual habits that are beneficial in the long term.

Obstacles to Implementing Religious Programs

Every program certainly faces challenges. Based on observations and interviews, the obstacles faced in implementing the religious program at SDN 09 Berok include the lack of time efficiency, students' memory in memorizing, and students' seriousness in following the program.

During the observation on August 16, 2024, it was found that some students preferred to go to the canteen rather than perform the dhuha prayer. This shows that they feel that their break time is reduced because of the activity. In addition, during the dhuha prayer activity, some students were seen joking and disturbing their friends, indicating a lack of understanding of the importance of worship.

Tahsin and tahfidz activities also face challenges, such as a duration of only two hours and a class atmosphere that is sometimes noisy, which reduces student concentration. Interviews with Radit and Khayra, 5th grade students, revealed that they felt disturbed by friends who joked around during the tahfidz implementation. According to the Principal, this obstacle is mostly caused by the nature of children who are still in elementary school, where they tend to prefer playing rather than focusing on serious activities. This is in accordance with Piaget's theory of cognitive development of children who are at the concrete operational stage, where they tend to be more responsive to activities that involve social interaction or play.

To overcome the obstacles in implementing religious programs at SDN 09 Berok, teachers have tried to provide rewards in the form of praise or small gifts for students who follow the activities well. In addition, the approach Gamification can also be applied, such as giving points or stickers for each active participation in activities religious. These points can then be exchanged with award simple at the end month, so that it motivates student in a way sustainable. Not only that, involving parents in supporting activity religious through regular communication also becomes solution effective. Teachers can provide report development students to parents, so that it is created collaboration between schools and families in forming habit positive student.

Results of Religious Program Implementation

The religious program at SDN 09 Berok Kota Padang has had a significant positive impact on students. Based on an interview with Mrs. Kasmawati, the Principal, many students who initially had difficulty reading the Qur'an are now starting to read fluently, and some who have not memorized certain verses have gradually increased their memorization. In addition, the habit of praying dhuha which was previously rarely done at home has now become part of their daily routine.

According to Mr. Afrizal, this program also builds discipline in students, such as lining up orderly during ablution and maintaining calm during the activity. Khayra, one of the students, stated that the tahsin activity gave her confidence in reading the Qur'an in front of her friends. This shows the impact of the program not only on the aspect of worship, but also on character development and self-confidence.

In theory, the success of this program can be explained through a behaviorist approach, especially Skinner's habituation theory. Habituation carried out consistently in this program helps shape religious behavior that is inherent in students (Arief et al., 2022; Jelita et al., 2023; Sutarto, 2023; Suyadi, 2021) . In addition, self-determination theory emphasizes the importance of providing space for students to feel autonomous in choosing and carrying out worship, which increases their intrinsic motivation (Kristanto, 2020; Mundakir et al., 2020) . Through this approach, students not only perform worship as an obligation, but also as a spiritual need that they are aware of themselves.

This success is also supported by the active role of teachers, principals, and parents. A conducive school environment provides initial stimulus, while family support strengthens the habits that have been formed at school. With good collaboration between the school and family, these positive habits can continue to develop and become an integral part of students' lives.

CONCLUSION

The conclusion of this study is that the religious program at SDN 09 Berok Kota Padang has succeeded in providing a positive impact on students. This program not only improves the skills of reading the Qur'an and memorization, but also forms discipline and habits of worship, such as dhuha prayer which is started by students at home. This success shows the importance of habituation in forming positive behavior, as explained in the theory of habituation and motivation theory.

However, the implementation of this program still faces several obstacles, such as lack of focus of students and limited time for implementing activities. To overcome these obstacles, strategies such as providing rewards and strengthening coordination between schools and parents can be effective solutions.

As a recommendation, further research can explore how to involve families more actively in supporting religious programs at home, as well as developing innovative methods to increase student involvement in religious activities. The results of this study can also be a reference for other schools that want to implement similar programs in shaping the religious character of students.

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