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The Development Of Students' Religious Character Through Religious Practices At Smpn 1 Gunungsari

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Abstract

This study aims to identify the religious character values instilled, the process of religious character development through religious practices, and the religious character of pupils following the implementation of religious practices at SMPN 1 Gunungsari. The study employs a qualitative approach using a case study design. Data were collected through observation, interviews, and documentation, and were subsequently analysed using the Miles and Huberman model. The results of the study indicate that the religious character values instilled include honesty, discipline, responsibility, religious tolerance, and respect for teachers and parents. The formation of religious character is carried out through religious habit-forming activities such as Iqro Fajar, congregational Duha prayer, congregational Zuhr prayer, and IMTAQ activities. Following the implementation of these practices, pupils demonstrated positive changes in the form of increased discipline and devotion to worship, steadfastness, religious awareness, religious understanding, worship skills, and good manners. However, these changes have not been uniform, as they are influenced by family factors, the environment, habits at home, and the motivation and awareness of each student. Therefore, support from the school, family, and the wider community is required in the development of students' religious character.

Keywords: Religious Character, Religious Practices, Students.

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INTRODUCTION

Character education is an important part of the national education system, aimed at shaping students who are faithful, devout and of noble character. In addition to developing cognitive aspects, education is also directed towards fostering attitudes and behaviours that reflect moral and religious values.(Wulandari et al. 2025) In this regard, schools play a strategic role as formal educational institutions responsible for instilling character values through both the learning process and school culture. The development of globalisation and technological advancements have brought about various changes in society, including a shift in moral and religious values among young people.(Fathurohman 2019) A lifestyle that tends towards individualism and materialism has the potential to diminish students' awareness of religious values. Therefore, the cultivation of religious character is a vital endeavour in shaping individuals with a strong moral and spiritual foundation. Religious character is also a key dimension of the Pancasila Student Profile, which emphasises a balance between faith, ethics, and social behaviour.(Firdaus and Ningrum 2024)

According to E. Mulyasa, religious practice is part of character education, which aims to improve the quality of the educational process and outcomes by emphasising the holistic and balanced development of students' noble character.(Mulayasa 2013) Nurul Zuhriyah added that character education can be delivered through religious habit formation; this is synonymous with moral education, which seeks to instil moral values and beliefs through attitudes, feelings, and concrete actions.(Dewi Hariyani dan Ainur Rafik, 2021) One way to foster religious character in pupils is through religious practices. Activities carried out regularly and consistently, such as congregational prayer, reading the Qur'an, praying together, and other religious activities, can help pupils internalise religious values in their daily lives. Through this process of habit formation, religious values are not merely understood theoretically but are also manifested in concrete attitudes and behaviour. Based on initial observations and interviews with Islamic Education teachers at SMPN 1 Gunungsari, there are still students who lack discipline in participating in religious activities and have not yet demonstrated consistent religious behaviour. To address this situation, the school has implemented various religious habit-forming programmes, such as Iqro Fajar, congregational Duha prayer, congregational Zuhr prayer, the recitation of short verses before lessons, and the cultivation of the 5S culture (smile, greet, say hello, be polite, and be courteous).

Previous research has shown that religious practices can contribute to the development of pupils' religious character. Nur Laeli found that the development of pupils' religious character is

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achieved through various religious practices, such as the 5S culture (smiling, greeting, saying hello, being polite, and being courteous), congregational Duha and Zuhr prayers, reciting the Asmaul Husna, and charitable giving.(Laeli 2023) Her findings indicate that routine religious practices can foster religious attitudes and discipline among students. However, that study was conducted in an Islamic-based educational institution and therefore does not reflect the implementation of religious habit-forming activities in state schools, which have a more diverse student background. Consequently, this study aims to examine the religious character values instilled, the process of religious character formation through religious habit-forming activities, and the religious character of students following the implementation of religious habit-forming activities at SMPN 1 Gunungsari.

THEORETICAL FRAMEWORK

Religious Character

Religious character refers to attitudes and behaviours that reflect faith, piety and the practice of religious teachings in daily life. This character is not only related to the performance of ritual worship, but is also reflected in behaviours such as honesty, discipline, responsibility, social concern and respect for others.(Hamidah et al. 2021) Ratna Megawangi explains that character education is a process of guiding individuals to be able to make good decisions and apply them in daily life.(Ratna Megawangi, 2007) Meanwhile, Suyadi emphasises that religious character is one of the nation's core values that serves as a moral foundation for shaping behaviour in accordance with religious teachings. Religious values are one of the primary values in character education because they relate to the relationship between humans and God, fellow human beings, and the environment.(Suyadi, 2013) These values form the basis for shaping students who possess spiritual awareness, a tolerant attitude, and the ability to live harmoniously amidst diversity. Hasan al-Banna emphasised that Islamic values encompass all aspects of life, including ethics, compassion, justice, and social concern, which must be instilled from an early age to foster a generation with strong character and noble ethics.(Nurjanah et al. 2018)

Indicators of religious character can be seen through adherence to religious teachings, tolerance towards followers of other faiths, and the ability to live harmoniously in a diverse environment.(Hamdan et al. 2021) According to T. Heru Nurgiansah, religious character is reflected in the habits of worship, prayer, reading sacred texts, respecting differences in belief, and maintaining harmonious social relationships. Furthermore, the Ministry of Education and Culture states that religious character is also demonstrated through a love of peace, tolerance,

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respect for differences, cooperation, sincerity, concern for the environment, and a commitment to protecting the vulnerable. Thus, religious character forms an essential foundation in shaping the personalities of students who are faithful, devout, and of noble character.(Nurgiansah 2022)

Religious Habituation

Religious habituation is the process of instilling religious values through repeated and sustained practice, so that they become a habit in the daily lives of learners.(E. Muyasa, 2012) Through habituation, learners are trained to practise religious teachings consistently, so that religious values can be internalised in their attitudes and behaviour. In an educational context, religious habit formation is a key strategy in shaping students' character and religious awareness.(H.M Arifin, 2014) Religious habit formation can be carried out through worship, moral, and faith-based activities, such as congregational prayer, reading the Qur'an, praying before and after lessons, and cultivating behaviours of honesty, discipline, politeness, and respect for others. These routine activities aim to foster faith and piety, as well as to shape a religious character that is reflected in the daily lives of students.(Muhibbin Syah 2016)

RESEARCH METHODS

This study employs a qualitative approach using a descriptive research design.(Lexy J Moleong, 2013) The research was conducted at SMPN 1 Gunungsari, West Lombok, focusing on the development of students' religious character through religious habit-forming activities. The research informants comprised the headteacher, Islamic Religious Education teachers, and students involved in religious habit-forming activities. Data were collected through non-participant observation, semi-structured interviews, and documentation.(Umar Sidiq and Miftachul Choiri, 2019) Data analysis utilised the Miles and Huberman model, which includes data condensation, data presentation, and the drawing of conclusions and verification. To ensure the validity of the data, this study employed source triangulation and methodological triangulation.(Matthew B Milles and A. Michael Huberman, 1986)

RESULTS AND DISCUSSION

RELIGIOUS CHARACTER VALUES INSTILLED IN STUDENTS AT SMPN 1 GUNUNGSARI

Religious Character Values Instilled in Pupils

The research findings indicate that the religious character values instilled in pupils at SMPN 1 Gunungsari include honesty, discipline, responsibility, religious tolerance, and respect for

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teachers and parents. These values are instilled through the learning process and various religious activities carried out routinely within the school environment. The instilling of religious character is not only oriented towards improving students' religious understanding but is also directed towards shaping behaviour that aligns with religious teachings in daily life. Based on interviews with Islamic Education teachers, honesty, discipline, and responsibility are the values most frequently emphasised in the educational process. One teacher explained that "the religious character values instilled are honesty, discipline particularly in performing the salat prayers responsibility, and punctuality in performing religious duties in accordance with the regulations." This statement indicates that the development of religious character in schools is realised not only through religious activities but also through the consistent practice of positive behaviours. Teachers strive to instil awareness in students so that they are able to apply these values both within the school environment and in their daily lives.

In addition to honesty, discipline and responsibility, religious tolerance is also a value that receives special attention. This is because the pupils at SMPN 1 Gunungsari come from diverse religious backgrounds. Teachers explain that pupils are encouraged to respect one another, appreciate the religious practices of others, and maintain harmonious relationships without discriminating on the basis of religion or belief. Instilling this value of tolerance is essential for creating a peaceful and conducive school environment for all students. Interviews with students revealed that they understand the religious values taught by their teachers. The majority of students cited honesty, discipline, tolerance, and respect for teachers and parents as values frequently emphasised during lessons and religious activities. These findings suggest that the religious character values instilled by the school have been accepted and understood by the pupils through various forms of consistent practice.

The instilling of these religious character values is achieved through various religious activities, such as congregational prayer, reciting the Qur'an, IMTAQ activities, reciting short surahs, and giving pupils the opportunity to lead religious activities. Through these activities, pupils are not only accustomed to performing acts of worship, but are also trained to be responsible, disciplined, confident, and respectful of others. Religious activities carried out on a regular basis serve as a means of internalising religious values into the pupils' daily behaviour. The findings of this study are consistent with Munif's research, which shows that honesty is a key indicator of religious character that needs to be instilled through teaching and school culture.(Munif et al. 2021) Meanwhile, research by Asrori and Sunarto, as well as Pahruddin, indicates that the value of religious tolerance can be developed through habit formation and

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teachers setting a good example.(Asrori and Sunarto 2024) Furthermore, the research by Shodiq and Kuswanto emphasises that respect for teachers and parents can be fostered through role modelling and the habitual practice of positive behaviour at school.(Shodiq and Kuswanto 2024) Thus, the instilling of religious character values at SMPN 1 Gunungsari does not focus solely on aspects of worship, but also encompasses the development of positive social attitudes. Through a continuous process of religious learning and habit formation, the school strives to shape students who are faithful, of noble character, and capable of applying religious values in their daily lives.

FORMS OF RELIGIOUS EDUCATION IN SHAPING THE RELIGIOUS CHARACTER OF STUDENTS AT SMPN 1 GUNUNGSARI

Forms of Religious Habituation in Shaping Religious Character

Based on the research findings, the process of fostering religious character among students at SMPN 1 Gunungsari is carried out through various religious habit-forming activities conducted on a regular basis, both daily and weekly. These activities include Iqro Fajar, congregational Duha prayer, congregational Zuhr prayer, and IMTAQ activities. These practices aim to instill religious values such as discipline, responsibility, devotion to worship, and the habit of behaving in accordance with religious teachings. One of the activities carried out is Iqro Fajar, which involves reading the Qur'an together before classes begin. As explained by PAI Teacher 2, "the students are gathered on the field, recite the Quran from Surah Al-Fatihah to Juz Amma, then pray together and receive guidance." This activity helps students interact with the Quran daily and fosters a love for religious teachings.

Additionally, the school conducts congregational Duha and Zuhr prayers as a means of fostering religious practice. PAI Teacher 1 explained that these activities aim to instill in students the discipline and punctuality required for worship. Through these activities, students not only understand the importance of worship theoretically but also incorporate it into their daily lives. Religious character development is also fostered through IMTAQ activities, which include reciting Surah Yasin, short religious talks, chanting prayers, and group prayers. According to the PAI 3 teacher, "IMTAQ activities serve as a platform for students to strengthen their faith and piety." These activities provide students with the opportunity to deepen their religious understanding while cultivating courage and a sense of responsibility through active participation in religious activities.

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Challenges in Shaping Students' Religious Character

The research findings indicate that there are several challenges in shaping the religious character of students at SMPN 1 Gunungsari, stemming from both internal and external factors. The most dominant internal factor is the low level of awareness among some students regarding the practice of religious activities. One teacher noted that some students still participate in worship and religious activities primarily due to school requirements, rather than being fully motivated by personal conviction. Additionally, differences in students' personalities and levels of discipline also impact the success of implementing religious habit-forming programs.(Astutik et al. 2024) Meanwhile, external factors include the family environment, a lack of parental supervision, as well as the influence of technology and peer groups. The PAI teacher explained that the religious habits instilled at school often do not receive the same support within the family environment.(Jannah and Umam 2021) Furthermore, uncontrolled use of cell phones can reduce students' attention toward both academic studies and religious worship. As one student remarked, "Sometimes when I'm holding my phone, I lose track of time, and my studies keep getting put off."

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Evaluation of the Success of Religious Character Development Among Students

The research findings indicate that the evaluation of the success of religious character development at SMPN 1 Gunungsari is conducted on an ongoing basis through the assessment of learning outcomes, observation of daily behavior, the practice of religious rituals, and collaboration with various stakeholders. The evaluation focuses not only on students' cognitive aspects or academic achievements but also on changes in attitude and behavior demonstrated after participating in various religious habit-forming activities. One teacher stated that the success of religious character development can be seen not only in academic grades but also in the "quality of the children's worship" and the responsibility they demonstrate in daily life. Additionally, teachers observe students' active participation in religious activities such as Iqro Fajar, congregational prayer, and IMTAQ activities. Teachers also observe students' manners, discipline, and conduct toward teachers and peers. As one teacher explained, the evaluation is conducted by "observing attitudes and behavior on a daily basis" so that students' character development can be assessed more comprehensively. Observations of religious practices, particularly congregational prayer, also serve as a key indicator of students' sincerity in applying the religious values instilled at school.

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THE RELIGIOUS CHARACTER OF STUDENTS FOLLOWING THE IMPLEMENTATION OF RELIGIOUS EDUCATION AT SMPN 1 GUNUNGSARI

Based on interviews with teachers and students, the religious education program implemented at SMPN 1 Gunungsari has had a positive impact on the development of students' religious character. The observable changes include increased discipline and devotion in worship, the development of steadfastness and religious awareness, enhanced religious understanding, as well as improved worship skills and polite behavior.One student stated that after participating in the religious habit-forming activities, he became "more devout and disciplined in performing his prayers." Another student also shared that they used to frequently postpone prayers, but after participating in the school's religious program, they became more consistent in performing their religious duties. Additionally, the Islamic Education teacher explained that the students' religious practice skills have shown significant improvement, such as enhanced ability to read the Quran, understanding prayer recitations, performing wudu correctly, and demonstrating more respectful behavior toward teachers and peers.

The findings of this study are consistent with the research by Radiatul Aisy Funny, Sukmawati, and Muhammad Syafi'i, which shows that the regular practice of religious activities can improve students' discipline in performing their religious duties.(Funny et al. 2023) These findings are also supported by Lina Hadiawati's research, which states that the consistent practice of religious activities can enhance students' devotion to worship.(Hadiawati 2008) Additionally, research by Siti Maemunah and Muhammad Alwi indicates that religious activities conducted routinely can foster a steadfast attitude and enhance students' religious awareness. Meanwhile, Yunike Widianti's study explains that religious practices in school contribute to the development of students' moral character and etiquette in daily life.(Hama and Prima 2025)

Nevertheless, changes in religious character have not yet occurred uniformly among all students. PAI teachers noted that there are still some students who have not shown significant changes due to influences from home habits, social environments, and varying levels of individual awareness. Some students also admitted that their participation in religious activities is sometimes still influenced by their mood and personal motivation. This finding aligns with research by Moh. Ahsanulkhaq, as well as Ika Pratiwi and Nanda Rahayu Agustia, which states that the success of religious character development is influenced not only by school programs but also by family support, the social environment, and the students' own awareness.(Ahsanulkhaq 2019) Thus, the religious practices routinely carried out at SMPN 1 Gunungsari have been proven to contribute to shaping students' religious character, particularly in terms of discipline in worship,

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adherence to religious teachings, religious awareness, religious understanding, and polite behavior. However, the success of religious character development requires continuous support from families and the community so that these positive changes can develop optimally in all students.

CONCLUSION

Based on the research findings, the development of students' religious character at SMPN 1 Gunungsari is carried out by instilling the values of honesty, discipline, responsibility, religious tolerance, and respect for teachers and parents. These values are instilled through various forms of religious practices carried out routinely, such as Iqro Fajar, congregational Duha prayer, congregational Zuhr prayer, as well as IMTAQ activities that include the recitation of Surah Yasin, short religious talks, sholawat, communal prayers, and religious lectures. These activities serve as a means for students to accustom themselves to performing acts of worship, enhance their religious understanding, and apply religious values in their daily lives.

Research findings indicate that religious education has a positive impact on the development of students' religious character. The observed changes include increased discipline and devotion in worship, the cultivation of steadfastness and religious awareness, enhanced religious understanding, and the development of worship skills and polite behavior. However, these changes have not occurred uniformly among all students due to the influence of family factors, social environments, home habits, and each individual's level of awareness. Therefore, the success of religious character development requires synergy between schools, families, and the community so that the religious values instilled can develop optimally and sustainably.

FUTURE DIRECTIONS

Future research could examine the effectiveness of various forms of religious habit-forming activities such as Iqro Fajar, congregational Duha prayer, congregational Zuhr prayer, and IMTAQ activities in shaping specific aspects of religious character in students. Additionally, research could be conducted across different educational levels and school locations to gain a broader understanding of how religious habit-forming activities are implemented in the development of religious character. Future research could also examine the role of the family and social environment in supporting the success of religious habit-forming programs implemented in schools.

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