

Implementation of Religious Culture in Fostering Student Discipline Attitudes in Elementary Schools

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ABSTRAK

The aims of this study were (1) To find out the implementation of religious culture in cultivating the discipline attitude of students at SD Negeri 4 Bilokka (2) To find out the supporting and inhibiting factors in implementing religious culture as an effort to foster disciplined attitudes of students at SD Negeri 4 Bilokka The approach used in this study is a qualitative approach. Research data obtained by interview and documentation methods. Based on the results of the study, it can be concluded that the implementation of religious culture applied in SD Negeri 4 Bilokka can foster a disciplined attitude in students. Religious culture which is the inculcation of religious values through habituation is carried out by implementing routine activities that go well, while religious cultural activities in SD Negeri 4 Bilokka include: promoting a culture of smiles, greetings and greetings, Duha prayer and congregational prayers Ah, congregational midday prayers, Qur'an Education, Caring Friday, women's studies, lively music, and Islamic boarding schools for Ramadhan. With the activities carried out regularly or continuously, it will become a habit and can foster student discipline. As for the efforts made to continue to carry out this discipline, namely by having regulations in the form of points, sanctions or punishments set, and also awards given, so that student discipline can continue to be carried out properly.

Kata kunci : Religious Culture, Discipline, elementary school, students

Introduction

The world of education is currently becoming the focus of attention of the Indonesian government. This is proven by increasing the allocation of education funds from 15% to 126% from the APBN (Annual Budget). It is hoped that the national education system will be able to produce educated personnel who will build the nation in the future. Efforts to reform the national education system are being carried out intensively, including updating the curriculum.

The curriculum used in Indonesia has undergone changes from time to time. This is intended to improve the deficiencies that existed in the previous curriculum. However, it cannot be denied that each curriculum has its own characteristics.

It is hoped that changes to the curriculum can change the traditional learning system which is more teacher-centered into a modern learning system which focuses more on the creativity and competence of students in acquiring knowledge.

One of the standard competency standards in Indonesian language lessons in class I is expressing thoughts, feelings, information, and facts in writing in the form of summaries, reports, and free poetry. This competency standard is translated into basic competency in writing free poetry with the right choice of words.

The ability to understand poetry must be possessed by students as an active and productive skill to express ideas, thoughts, ideas, knowledge, and experience. The importance of the practice of writing poetry is not only to sharpen their observation and improve their speaking ability, but with the exercise of their ability to understand poetry it is hoped that students will get a fresh interest that arises from the depth of poetry itself. Learning to write poetry at school aims to instill a sense of sensitivity to

literary works, so that feelings of pleasure, love and interest in literary appreciation are created. In addition, learning to write poetry at school is very important and beneficial for students because it can stimulate the brain so that students can think creatively and sympathize with the environment around them.

Moral education in everyday life is often used to explain aspects related to ethics. Lessons are mostly delivered in the form of concepts and theories about right and wrong values. While its application in everyday life does not touch the affective (appreciative) and psychomotor (not becoming a habit) domain in student behavior. In its implementation, moral education is still the same as moral education. Thus education is a necessity in this life, because with education it is hoped that it will be able to produce quality next generations of the nation and can make a positive contribution to the life of the nation. In fact, the Prophet Muhammad SAW was sent to this earth for none other than the one who made education an important thing in Islam, namely when the Prophet Muhammad SAW taught the faith at the house of Aqom bin Arqom. He has also made teaching reading and writing for 10 residents of Medina a condition for the release of every prisoner of war of Badr.

Religious culture in this context means cultivating Islamic religious values in life at school and in society, which aims to develop Islamic religious values obtained by students from learning outcomes at school, so that they become an integral part of students' daily behavior. day in the school or community environment. This is where the role of the entire school community including school principals, Islamic religious education teachers, general subject teachers, school employees, and school committees is in building a conducive religious culture through the creation of a religious culture in schools. This needs to be done so that Islamic religious values are always reflected in the daily behavior

of all school members, especially students and can become a shield (shield) in dealing with negative cultures that exist in their environment.

With the existence of a religious culture in schools, it is expected to be able to help develop students' discipline attitudes. At SD Negeri 4 Bilokka, all students are accustomed to carrying out their daily lives through the application of religious culture which is applied to discipline where all these activities are carried out to form student discipline. There is a lot of religious culture that is implemented in this school, including the habit of praying *dhuha* in congregation, praying in congregation, Qur'an education, clean Friday programs, and so on. These religious cultures can be a support in developing the social attitudes of the students. In reality, various phenomena showing worrying symptoms are related to the morals of the nation's generation. What is even more worrying is that this moral decline occurs in the educational environment itself, and is even carried out by educational actors. We can see this worrying phenomenon in various media which publish news that is very sad to hear. Among them are the occurrence of brawls between teenagers, promiscuity, teenagers who are involved in drug cases, school-age youth who commit immoral acts, speeding on the highway which can disturb public peace, and others.

Students who live around SD Negeri 4 Bilokka have a high diversity attitude, some students in the area are less interested in religion both in the community and in activities at the mosque. Given the importance of developing the discipline attitude of the students, the researcher wanted to find out more about the application of religious culture as a way to develop the discipline attitude of the students. Therefore, the author takes the title "Implementation of Religious Culture in Growing Disciplined Attitudes of Students at P SD Negeri 4 Bilokka"

Research Method

The type of research used is a case study with the aim of trying to find meaning, investigate processes, and gain in-depth understanding and understanding of certain individuals, groups or situations. Case study data were obtained by interviews, observation, documentation, and studying several documents related to the topic under study.

The method used in this research is a qualitative research method. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. This research is qualitative research. Qualitative research prioritizes descriptions in descriptive form. According to Bogdhan and Taylor in that qualitative research is a research procedure that produces descriptive data in the form of speech or actions of the observed subject. The data is described to provide a complete picture of the subject under study. Primary data sources, namely data sources obtained directly from informants, namely through in-depth interviews obtained from the field. The primary sources were obtained from informants through interviews and observations of the staff (*ustadz* or *ustadzah*) of students at SD Negeri 4 Bilokka. Collection of a study conducted by various research methods such as observation, interviews and documentation. Requires a tool as a research instrument, the instrument referred to is as follows: Interview includes: interviews, question and answer and dialogue, Documentation instruments, namely cameras, mobile phones and others.

Discussion and Research Result

Religious culture is an activity that has planning in its implementation, while planning for implementing religious culture in schools begins with holding a work meeting, which is divided into 2 parts, namely curriculum and student affairs, for activities related to students, for example, such as religious cultural activities that will be carried out by students entering the student section. Then, after the

work meeting is held, every month a coordination and evaluation meeting is held, to find out whether the activity is running smoothly or not.

The process of planning a religious culture in the school environment begins with creating a supportive atmosphere and situation, such as the availability of a mosque as a place for worship and for Islamic activities, providing media such as the Al-Qur'an, in supporting the process of growing faith and devotion to Our Alla SWT provides a place or room for the implementation of worship (classes and mosques) and provides the book of the Qur'an as a means and infrastructure that supports religious culture.

All religious activity programs that have been made are also carried out with the aim of increasing faith and getting used to good things. Starting from the moment students arrive at school students are accustomed to smiling, greeting and greeting which is done by the teacher welcoming students in front of the school gate, besides that students are also taught to say hello, so that when meeting friends and teachers' students don't just pass by, then proceed to carry out Duha prayer and prayer activities, this activity is carried out at the mosque before carrying out teaching and learning activities. After completing the dhuh prayer and prayer together, then all students are allowed to enter their respective classes and start learning. The next religious culture is the congregational midday prayer at the school mosque.

Furthermore, every Friday apart from holding Friday prayers in congregation for men, there are also routine women's activities where these activities are filled by students who are assigned alternately, some are in charge of being priests, qomat, and giving lectures or speeches. religion such as stories about the Prophet and related to religion.

Then there is the caring Friday activity, this activity is carried out every Friday, even though the name is caring Friday, this caring

Friday activity has a different theme every Friday. There is a clean Friday, where students are given the task of cleaning the mosque, class, and also cleaning the surrounding environment. There is also shared Friday music, where students collect funds to give to the underprivileged. Apart from clean Fridays and caring Fridays, there are also Yasin and Tahlil Fridays.

Apart from that, there is also a caring Friday, where children collect funds to be given to less fortunate residents. There is also Friday yasin and tahlil. Children bring yasin books from home and then are led by a religious teacher at the mosque. Caring Friday is a characteristic of SD Negeri 4 Bilokka, this activity aims to put more emphasis on the morale of students. Apart from daily and weekly activities, there are also monthly activities, including lively music, this activity is an activity filled with various appearances, exhibitions and competitions between schools. PHBI (Celebration of Islamic Holidays) is also not to be missed to be celebrated because this is a form of mutual respect for every major Islamic moment, and so that students understand and remember the history behind every Islamic event.

Religious culture does not only apply to students but also to all teachers. This is because there must be full support from all parties in the school. When all religious cultural activities take place, the teacher participates in carrying out these activities, such as Duha prayer in congregation and so on. On the other hand, the active role of educators in supervising and controlling in carrying out activities also makes the implementation of religious activities in the school environment well conditioned.

Thus, it can be seen that the sanctions that are carried out still refer to the sanctions that have been stipulated in the school documents. Then in paying attention to the development of student discipline behavior, the school does not only provide punishment for students who violate school rules, there are

also rewards for students who excel so that other students are motivated to improve their achievements.

Religious in cultivating a disciplined attitude of students implementing religious culture does not mean that there are no obstacles in its implementation. As for some of the inhibiting factors, namely, there are still students who do not obey school regulations such as arriving late.

In addition, an unsupportive environment also becomes an inhibiting factor in the application of religious culture as the development of student discipline, environmental conditions and current challenges make children play gadgets more often which affects the development of students' mental attitudes.

In addition to the obstacles, of course there are also supporting factors in the implementation of religious culture in schools which are a defense to always carry out and maintain religious culture in schools. The supporting factors include: All teachers participate in carrying out religious cultural activities, so they can be good examples and role models for students. In addition, there are also adequate facilities and infrastructure, such as a mosque for prayer facilities.

Things that can foster religious culture in educational institutions include:

a. Carrying out routine activities, namely the development of religious culture that routinely takes place on ordinary study days at educational institutions.

b. Creating an educational institution environment that supports and becomes a laboratory for the delivery of religious education.

c. Religious education is not only delivered formally by religious teachers with religious subject matter in a learning process, but can be carried out outside the learning process.

d. Creating religious situations or circumstances with the aim of introducing students to the meaning and procedures for

implementing religion in everyday life. Conditions or religious situations in schools that can be created include procuring worship equipment such as places for prayer (mosques or prayer rooms), prayer equipment such as sarongs, caps, mukena, prayer mats or procurement of the Koran.

e. Provide opportunities for school/madrasah students to express themselves, foster talent, interest and creativity in religious education in skills and arts such as reading the Koran, adhan, sari recitations, and to encourage school students to love the holy book, and increase interest students to read, write and study the content of the Qur'an.

f. Organizing various kinds of competitions with Islamic nuances that animate Islamic values (honesty, right and wrong, fairness, trustworthiness, sportsmanship, independence, in order to be able to convey Islamic messages).

g. Organizing artistic activities, such as sound arts, music arts, dance arts, or craft arts.

If seen from the description of the things that can foster a religious culture, it can be said that these things have created a religious culture in SD Negeri 4 Bilokka. Starting from creating a supportive atmosphere and environment, providing adequate facilities for worship which can be seen by the presence of a school mosque which is always used in religious cultural activities, to the existence of motivational stickers in school hallways as a medium used in creating a religious culture. Regular religious cultural activities are also carried out, both daily, weekly and monthly routine activities, these activities include:

1. Smiling, greeting, greeting, which is a culture that is applied to students through everyday life both through academic and non-academic activities, is applied that every time we meet people who are older than us, our siblings, teachers and parents when going to school, or returning from school to greet them. In addition to influencing students to behave properly by greeting older ones, according to researchers with a culture like this, a teacher

can also find out whether each student is disciplined in terms of neatness of attributes or etc. According to researchers, discipline can grow through this activity, namely attitude discipline, mutual respect and respect between students and their teachers and mutual love between teachers and students.

2. Dhuha prayers in congregation and prayers which are carried out every day, according to the researchers, this activity can instill discipline in students in worshipping Allah SWT. With the habit of praying dhuha and sholawat, students can love the Apostle more by praying. In addition, it is also to accustom students to be accustomed to carrying out sunnah prayers.

3. Dzuhur prayer in congregation, with this activity according to researchers it can automatically train students to become disciplined people in matters of time and increase faith in Allah SWT.

4. Quran education which is routinely carried out every Tuesday and Thursday, this activity is carried out at the mosque and is carried out by grouping based on the abilities of the students. According to the researcher's analysis of this activity students are able to read the Koran well, and memorize the letters contained in the Koran.

Friday Cares, based on the results of interviews, this activity is a routine activity that is carried out every Friday, while the activities are different every Friday, this activity is a manifestation of the theory obtained in class, which is then practiced in Friday activities Care.

6. Princess on Friday. According to the researchers, this activity is useful in addition to increasing students' knowledge, as well as training students to be brave, besides practicing time discipline, so that there is no spare time that is only done for useless things.

7. Lively music which is held every 3 months, filled with performance activities and competitions between schools. This becomes a forum for friendship, increases student expertise, and increases Islamic brotherhood.

In addition to the routine activities carried out, there are also extracurricular activities that can increase students' interests and talents, such as marawis and tahfidz Al-Qur'an, besides that there are also Islamic competitions which are routinely held during the month of Ramadan. The application of religious culture in SD Negeri 4 Bilokka as described above is a sign that students at school are expected to be responsible and disciplined individuals, and always carry out their obligations as a Muslim.

Conclusion

Religious culture is the cultivation of religious values through habituation which is carried out by implementing routine activities carried out at school, while religious cultural activities in SD Negeri 4 Bilokka include: promoting a culture of smiles, greetings and greetings, Duha prayer and congregational prayers 'ah, congregational midday prayers, Qur'an Education, Friday Care, women's studies, and Islamic boarding schools for Ramadhan. The implementation of the religious culture that is applied in SD Negeri 4 Bilokka can foster a disciplined attitude of students. With activities that are carried out regularly or continuously, it will become a habit and can foster a disciplined attitude of students. The efforts made to continue to carry out this discipline, namely by having regulations with a system of points, sanctions or punishments set, and also awards given, so that the discipline of students can continue to be carried out properly. In the implementation of religious culture there are inhibiting and supporting factors, one of which is that there are still some students who lack interest and are late in participating in religious cultural activities at school, besides that unsupportive environmental factors also become obstacles in the implementation of religious culture. While there are many supporting factors in the implementation of religious culture in many supporting factors in the implementation of religious culture in SD Negeri 4 Bilokka, namely, first, strict school

regulations apply to students who are not orderly and undisciplined, second, the teacher's active role in participating in religious cultural activities, thirdly the enthusiasm of students, and fourthly the facilities and infrastructure provided for school activities.

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