Islamic Religious Education Strategy in Extracurricular Activities in Public Schools

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Abstrak

Penelitian ini bertujuan untuk menganalisis strategi Pendidikan Agama Islam (PAI) dalam kegiatan ekstrakurikuler di sekolah umum guna meningkatkan pemahaman, penghayatan, dan pengamalan nilai-nilai Islam oleh peserta didik. Pendekatan penelitian menggunakan metode kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa kegiatan ekstrakurikuler seperti Rohani Islam (Rohis), kajian keislaman, seni Islami, serta pembinaan karakter berbasis nilai-nilai Islam merupakan strategi efektif dalam mendukung pembelajaran PAI di luar kelas. Kegiatan ini mampu membangun suasana religius, meningkatkan motivasi belajar agama, serta memperkuat hubungan antar siswa dan guru. Kesuksesan implementasi strategi ini sangat bergantung pada dukungan pihak sekolah, keterlibatan aktif guru PAI, dan peran orang tua. Penelitian ini menyimpulkan bahwa kegiatan ekstrakurikuler berbasis PAI dapat menjadi sarana integratif untuk membentuk siswa yang tidak hanya cerdas secara intelektual, tetapi juga berkarakter Islami.

Kata Kunci: *Strategi PAI, kegiatan ekstrakurikuler, pendidikan agama Islam, sekolah umum, pembentukan karakter Islami.*

Abstract

This study aims to analyze the strategy of Islamic Religious Education (IRE) in extracurricular activities in public schools in order to improve students' understanding, appreciation, and practice of Islamic values. The research approach used qualitative methods with data collection techniques through interviews, observation, and documentation. The results showed that extracurricular activities such as Islamic Spirituality (Rohis), Islamic studies, Islamic art, and character building based on Islamic values are effective strategies in supporting IRE learning outside the classroom. These activities are able to build a religious atmosphere, increase motivation to learn religion, and strengthen relationships between students and teachers. The successful implementation of this strategy is highly dependent on the support of the school, the active involvement of IRE teachers, and the role of parents. This study concludes that PAI-based extracurricular activities can be an integrative tool to form students who are not only intellectually intelligent, but also have Islamic character.

Keywords: PAI strategies, extracurricular activities, Islamic religious education, public schools, Islamic character building.

Introduction

Islamic Religious Education (IRE) has an important role in shaping the character and morals of students, especially in public schools that have students with diverse cultural and religious backgrounds. In the context of national education, PAI is not only taught in theory in the classroom, but also applied through various extracurricular activities. These activities aim to strengthen students' understanding, experience, and practice of Islamic values in their daily lives.

In public schools, IRE extracurricular activities such as Islamic Spirituality (Rohis), religious studies, commemoration of Islamic holidays, and worship skills training are effective platforms to deepen Islamic teachings. Through

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these activities, students are invited not only to understand the cognitive aspects of religion, but also to internalize spiritual and social values.

However, the challenge that is often faced is how to design effective strategies so that IRE extracurricular activities attract student interest and are able to run consistently. In a public school environment, differences in students' interests and levels of understanding of religion are factors that need to be considered in designing activity programs. Therefore, IRE strategies in extracurricular activities must be inclusive, innovative, and in accordance with the needs and characteristics of students.

This study focuses on analyzing the strategies applied by schools in developing PAI extracurricular activities, the supporting and inhibiting factors, and their impact on student character building. By understanding effective strategies, it is expected that PAI extracurricular activities can make a real contribution in shaping a generation that is noble, has a strong faith, and is able to interact with the social environment harmoniously.

Method

This study used a descriptive qualitative approach to understand the implementation strategy of Islamic Religious Education (IRE) through extracurricular activities in public schools. This approach was chosen because it allows researchers to explore phenomena in depth based on the experiences, views, and interactions of the parties involved. This method was designed to provide a holistic picture of the strategies and impacts of Islamic Religious Education in extracurricular activities in public schools.

Result and Discussion

1. Strategies applied by public schools in designing and developing extracurricular activities of Islamic Religious Education (IRE)

Needs Analysis

The strategies implemented by public schools in designing and developing extracurricular Islamic Religious Education (IRE) activities generally aim to strengthen religious understanding, build Islamic character, and improve students' spiritual and social skills. A needs analysis is an important first step in designing extracurricular Islamic Education

activities in public schools. This process aims to understand students' needs, interests, and potentials, as well as to adapt them to educational goals and Islamic values. One form of effort made by schools in improving students' religious attitudes is by providing a forum for Islamic Spirituality (ROHIS) (Noer, Tambak, and Rahman 2017).

Schools can conduct surveys to determine students' interest in IRE activities, such as religious studies, Islamic art, or religious-based social activities. Customizing extracurricular activities with character education objectives in accordance with Islamic values. These activities include several things such as nasyid activities, peer tutors, tahsin qiroah, qiroatul quran and many other activities that embody the goals of Islamic religious education in schools.

Relevant Program Planning

Good planning is the key to the success of Islamic Education extracurricular activities. The programs designed should be relevant to students' needs, support the objectives of Islamic education, and have a positive impact on their character development. The quality of planning will largely determine the effectiveness, relevance, and positive impact of the activity.

The objectives should be relevant to Islamic values and students' needs, for example, shaping Islamic characters such as discipline, empathy, and responsibility. In addition, it provides practical experience of Islamic teachings, such as worship and social life. For example, "Through tahfidz Al-Qur'an activities, students are expected to memorize 10 short letters in one semester." Student needs should be designed based on student needs analysis, such as surveys, discussions, or observations. For example, if many students have an interest in art, activities such as calligraphy competitions or nasyid art can be relevant options.

Collaboration with the Community

Involving IRE teachers as the main mentors in extracurricular IRE activities is a strategic step to ensure the success of the program. IRE teachers have the knowledge, experience, and in-depth understanding of Islamic teachings needed to effectively guide students. In addition, IRE teachers are also competent in Islamic teachings, so they can

ensure activities remain in accordance with Islamic principles and IRE teachers can be good role models of Islamic morals and behavior for students, helping them internalize religious values.

Collaboration with parents is an important element to support the success of extracurricular Islamic Religious Education (IRE) activities. Parents are not only partners in supporting activities, but also an extension of learning Islamic values at home. Parental support encourages students to be more enthusiastic about participating in activities. Parents can contribute through labor, financial assistance, or ideas in the implementation of activities so that with collaboration, religious learning between school and home becomes harmonized.

2. Factors that support and hinder the implementation of extracurricular IRE activities in public schools

Education that envelops human life is not only centered on knowledge but also on the cultivation of values. This value planting is included in Islamic religious education subjects (Ahdil Hafiz and Arditya Prayogi 2023). The implementation of extracurricular activities in public schools can be influenced by various factors, both those that support and those that hinder. The following are the details:

Supporting Factors

Extracurricular activities have a positive effect on students' academic performance and can support the teaching and learning process. Therefore, the existence of religious extracurricular activities is considered necessary to support the achievement of IRE learning objectives (Indah, Rizal, and Suryana 2015). Support from the School, in the form of the principal's commitment in developing extracurricular programs. The improvement of students' self-development, apart from the factors within themselves, is also supported by the principal's attention and policies such as providing training facilities and professional trainers, the availability of competent and enthusiastic mentor teachers, access to materials

and equipment needed for each type of activity (Meria 2018). The high interest of students in certain extracurricular activities and students' awareness of the importance of developing soft skills through extracurricular activities are also supporting factors.

In the learning process at school, parents who support and give permission for children to participate will be a major supporting factor in the process of implementing extracurricular activities at school. In addition, community involvement in supporting extracurricular activities, such as sponsorship or collaboration, will pave the way for easy access to further support activities. Religious extra-curricular activities can directly or indirectly have a positive impact on changes in student character if carried out repeatedly (repetation) and continuously (continoues) (Ahdil Hafiz and Arditya Prayogi 2023).

The existence of careful and systematic planning for each extracurricular program determines the success of the implementation of activities, because without planning and preparation, it can cause problems and hinder the activity process. A schedule that does not clash with academic activities is also a consideration so that the learning process does not interfere with other activities. Most importantly, there are regulations and policies that encourage extracurricular development, for example in the Merdeka curriculum and BOS funds that can be used to support extracurricular activities.

Inhibiting Factors

Not all schools have adequate facilities for all types of extracurricular activities, which sometimes hinders the implementation of extracurricular activities. Limited school budgets to fund these activities, lack of competent extracurricular teachers or coaches, high teacher workloads that make it difficult to focus on extracurricular activities are the main inhibiting factors.

Inhibiting factors in its implementation; factors 1) environment, 2) parental awareness, 3) memorization difficulties, 4) gadgets, 5) parental economic factors, 6) additional school

assignments, 7) pesantren assignments (Fitriani 2022). Low student interest is due to a lack of promotion or understanding of the benefits of extracurricular activities, extracurricular schedules that collide with other student activities, such as private lessons. In addition, parents who consider extracurricular activities less important than academic achievement. Parents' concerns about safety or risks in certain activities are also a hindering factor. Inhibiting factors include; There are still students who need fixation in learning and miscoordination with officials, variable answers to the defeat of pressure include: schools consistently inspire students and guardians about the feasibility of exercise (Abdul Fattah Nasution et al. 2024).

Busy academic schedules that make it difficult to implement extracurricular activities, extracurricular activities that take place outside of school hours make it difficult for students to participate. There is no regular evaluation of the effectiveness of extracurricular programs, lack of feedback from students, teachers, and parents to improve the quality of activities. In addition, it is difficult to accommodate all students' interests due to limited extracurricular options. Programs that are not relevant to students' needs or interests. So, the solution to overcome these obstacles involves cooperation between schools, teachers, students, parents, and external parties, such as the government and the community.

3. The impact of IRE extracurricular activities on character building and moral values of students in public schools

Islamic Education Concept
Forming Religious Character

Religious character is a character that is formed in students in the form of a sense of faith and closeness to Allah SWT. Religious character is a character that shapes the personality of learners in the aspect of faith where it can affect life patterns and live life in the right guidance and in accordance with the rules of Allah SWT. Thus, students will live their lives as kamil people who are full of faith and faith in coloring their lives.

As explained by (Rianawati and Sagala 2014) in (Basri et al. 2023) that religious character is a planned effort to make students know, care about and internalize religious values, so that students behave as insan kamil. By having a religious character, one's life will be directed and guided to a good life. Thus, the formation of religious character is the result of efforts in educating and training in earnest on various spiritual potentials contained in humans.

Through IRE extracurricular activities at school, participants will be accustomed to understanding aspects related to worship and other spiritual activities. Learners in this case are not only those who are Muslim, but in general will be trained to obey and love their beliefs. Because in extracurricular PAI activities in public schools, the aspect that is grown is the religious aspect of each learner.

Shaping the Character of Responsibility

Character responsibility is one of the important aspects in education. The formation of responsibility character as early as possible in learners in order to have a positive impact on themselves and society in the future. Learners will get used to developing responsibility for themselves, become more mature and ready to accept the challenges and risks that will be faced because of the choices in their lives. This is also the case with responsibility to the environment and society where socialization is built. When they grow up, learners will easily accept all forms of responsibility and be responsible to society for what they do in life together.

As explained by the Indonesia Heritage Foundation in (Halimatussadiah and Sulastri 2022) that the attitude of responsibility is a character that should be instilled as early as possible. Why is this so, because quality character is a character that is formed and fostered as early as possible. The character of responsibility is a character that must be possessed by children in order to become responsible individuals in the future. Failure to cultivate character will cause problems that arise in the future.

In addition, according to Lickona (2013) in Halimatussadiah et al (2022) argues that responsibility is an effort made by individuals to

take care of themselves and take care of others so that they become individuals who can carry out their obligations to participate in activities organized in the community so as to create a better life with the community.

Through IRE extracurricular activities at school, students will be accustomed to being responsible for the choices and risks of the choices made. Learners are responsible for carrying out various religious aspects that they believe in, because it is a life choice that they have chosen from an early age. Not only that, through PAI extracurricular activities, students learn to be responsible for the activities carried out. Implementing activities with dedication and at the same time applying the messages and wisdom from these activities in everyday life. This is a responsibility that must be shouldered by students and is a character trait that is instilled in various religious activities at school.

Forming Disciplined Character

Disciplined character is a character in which a person can put something in its proper place, respect the time according to what is determined and run various patterns of life based on the rhythm and system that has been built in it. Discipline is an attitude shown by a person in terms of obedience to rules and regulations and values that apply in a system of society or certain groups and activities. Discipline can also be interpreted as the ability to control behavior in accordance with existing norms.

Meanwhile, according to (Siahaan and Meilani 2019) in Kasingku and Lotulung (2024) that discipline not only includes discipline in undergoing the learning process, but also involves aspects such as self-regulation, focus, perseverance, and initiative in pursuing academic goals. Likewise, Johan (2014) in Kasingku and Lotulung (2024) stated that discipline is not just obeying the rules, but also includes commitment, perseverance, and responsibility in the teaching-learning process. With strong discipline, students can develop good study habits, manage time effectively, and focus on achieving their academic goals.

The disciplinary character of students can be formed through the process of extracurricular IRE activities at school (Agustin, Utaminingsih, and Riswari 2024). In this activity, students are required to be active and punctual in carrying out activities. In addition, students are given important education in the sense of respecting mutual commitment in extracurricular activities. Punctuality in participating in activities and a commitment to remain active in IRE extracurricular activities are important parts of building and instilling discipline.

The implementation of IRE extracurricular activities involving students in schools is trained to have maximum responsibility in carrying out activities. Responsibility for the agreements in the activities is a commitment to obey all the rules in extracurricular activities. Not only that, students get an important lesson in the meaning of discipline and the values in it, namely maintaining responsibility, maintaining togetherness, maintaining commitment and obeying all systems in the activity.

As (Mustari 2022) explains that discipline is an action that shows orderly and obedient behavior to various provisions and regulations. Based on this statement, the outline of the discipline character that is born in IRE extracurricular activities in public schools is the habit of following the rules, order and complying with various provisions and regulations in these activities.

Shaping the moral value of respect

In IRE extracurricular activities in public schools, one of the aspects instilled is mutual respect. Mutual respect with others of the same faith and respect for others of different faiths that are strengthened in the form of tolerance (Meyniar Albina et al. 2024). Mutual respect is very important, this is a manifestation of a society that upholds human values and togetherness. Respect each other's rights by not violating or overstepping the rights of others.

Extracurricular IRE in public schools is part of the activities carried out outside of school hours, so it is expected that this activity can make

a major contribution to changes in the attitudes and morals of students. Students are directed to become more mature individuals and accustomed to respecting anyone (Riana 2021). Through religious activities carried out in IREextracurricular activities, students are taught to respect religions and beliefs that are different from other students. In other themes, learners are trained to respect the human rights of others and not to interfere with them and not to seize other people's property rights unjustly.

Respect and honor are attitudes that everyone must have. The attitude of respect and honor is not only applied in the community environment but also in the school environment. In this case, teachers have a very important role in improving children's social emotional abilities, especially mutual respect and respect for each other, by conducting social interactions with the child's closest environment such as the school environment or when in the classroom (Tarigan et al. 2024).

Shaping the Value of Politeness

Talking about education cannot be separated from morals, morals are a trait that grows in a person (Warasto 2018). The word morals itself comes from Arabic from the jama word khuluqun, meaning character, character, habits (Suryadarma and Haq 2015). Morals themselves can be interpreted as actions from humans that can arise spontaneously without coercion from other parties.

The discussion of morals itself is divided into two, namely good morals, which are morals that can provide benefits to others, while bad morals are morals that are driven by momentary desires and are more of a bad nature, and do not provide benefits to others (Arif, 2019).

Manners are part of the moral values taught in IRE extracurricular activities in public schools. Students are taught in various religious activities to prioritize aspects of good manners with fellow students and especially teachers who teach at school. Manners are very important as part of the culture as well as the teachings of Islam which are very strong in holding the principles of noble morals and morals to others in social life.

After all, humans cannot live alone and always need the help of others. As explained by Adelia (2014) in Sakunab and Riyanto (2023) that humans as social beings mean that humans need other humans in their lives. In daily activities, he is always involved in interactions with the surrounding environment.

Humans cannot live alone and always need help from other humans to meet their needs (Iffah and Yasni 2022).

This happens since humans are born and continues throughout their lives. Social interaction, communication, and socialization with other communities are very important for humans. Humans are social creatures who are unable to live alone without the help of other humans.

Based on this, it is very natural then that humans are required to have a sense of courtesy with others. Because through politeness and courtesy, other people will be reluctant and appreciate and have a strong desire to establish communication and other social ties.

IRE extracurricular activities in public schools emphasize the aspect of maintaining mutual attitudes and manners with others at school. These manners are applied to schoolmates or teachers. IRE extracurricular activities contain moral elements in them, namely training students to be polite in their behavior and speech so that they can produce a comfortable, safe and respectful society as civilized human beings..

4. To what extent are IRE extracurricular activities able to attract the interest and participation of students with diverse cultural backgrounds and levels of religious understanding

Extracurricular activities in Islamic Religious Education (IRE) have great potential to attract student interest and participation, even with diverse cultural backgrounds and levels of religious understanding. However, their effectiveness depends on various factors, including:

Inclusive Activity Design

Inclusive Activity Design is an approach to creating a program or activity that can be accessed, of interest, and followed by all participants, regardless of cultural background, level of understanding, or individual preferences (Utama 2021). In the context of extracurricular activities in Islamic Religious Education (IRE), inclusive design aims to create activities that accommodate student diversity, so they feel valued, engaged, and motivated to participate.

The characteristics of diversity-based Inclusive Activity Design integrate elements of diverse cultures, traditions, and religious understanding so that all students feel represented (Huda, Suhardi, and Asyik 2023). It highlights values such as tolerance, cooperation, justice, and care, which are relevant to all students, regardless of their level of religious understanding. It forms a friendly learning environment that supports the potential of all students. With inclusive design, PAI activities can become an effective means of strengthening student character while promoting diversity as a shared wealth.

5. Exclusive and innovative strategies implemented to enhance the effectiveness of extracurricular IRE activities in public schools

Islamic Religious Education (IRE) is an important part of building students' character. Extracurricular PAI activities in public schools can be a more applicable and contextual learning medium. However, the effectiveness of these activities is often hampered by the lack of student participation and monotonous methods. Therefore, inclusive and innovative strategies need to be implemented to attract students' interest and make these activities more meaningful (Wulandari 2020). Apart from individual interests, education means developing latent and hidden potentials (Fikri, Nasir, and Kudus 2024). The individual is like a deep ocean full of pearls and various fish, but it is not visible. He is still at the bottom of the sea. He needs to be fished and dug up so that he can become food and jewelry for humans. Humans have various talents and abilities that if we are good at using them can turn into gold and jewelry, can become abundant

wealth. Intellectual abilities alone are diverse, language skills, calculating, remembering, thinking, creativity, and others. Even according to Guilford 1956, this intellectual ability consists of 120 types. Of course, until now, this ability has not been fully utilized, but as a result, humans have reached the moon and created sophisticated technology. This means that even with the ability of reason that has not been fully utilized, humans have been able to explore space. So education according to the individual's view is cultivating the wealth that exists in each individual so that it can be enjoyed by the individual and then by society. Because the prosperity of a society depends on the ability of the society to cultivate the sources of wealth hidden in each individual. In other words, the prosperity of society depends on the success of its education in cultivating and developing the wealth hidden in each division.

Inclusive Strategy in Islamic Religious Education Extracurricular Activities

Inclusive strategies emphasize the involvement of all students regardless of their religious background, culture, or abilities (Wati, Hayati, and Tripitasari 2022). Some approaches that can be applied include a collaborative approach, involving students from various backgrounds to work together in activities such as interfaith discussions, community service, and fundraising. This teaches the values of tolerance and solidarity.

Adaptive Activities adjust activities to students' needs and interests, such as providing a variety of activity choices (for example, Islamic studies, Islamic arts, or sports that have Islamic values) (Priyono, Olahraga, and Yogyakarta 2016). Individual Guidance Provides special guidance to students who need more attention in understanding Islamic values, so that they do not feel marginalized.

Innovative Strategy in Islamic Religious Education Extracurricular Activities

Innovative strategies aim to increase the attractiveness and effectiveness of activities through creative and technological approaches (Jaenudin, Rusdiana, and Kusmaedi 2018). Some steps that can be taken are: Utilization of Digital Technology Using digital platforms such as

social media or learning applications to organize online studies, interactive quizzes, or online-based goodness challenges.

Game-Based Learning integrates the concept of gamification in Islamic Religious Education learning, such as application-based religious quiz competitions or fun educational games. Holding creative project activities such as making Islamic preaching videos, calligraphy art, or Islamic drama performances that involve student creativity. Collaboration with the community by inviting religious figures, communities, or Islamic preaching institutions to share experiences and enrich students' insights.

Implications and Benefits

By implementing inclusive and innovative strategies, Islamic Religious Education extracurricular activities in public schools can: Increase student participation evenly, Help students internalize Islamic values practically. Foster enthusiasm for learning religion in a more interesting way, Strengthen students' character in religion and society, Inclusive and innovative strategies not only increase the effectiveness of Islamic Religious Education extracurricular activities, but also create a harmonious and valuable learning environment. Through this approach, religious education can have a broader positive impact in public schools.

If described in a production, then teaching and learning activities are no different from processing raw materials, or high if they have been processed and processed (Akbar 2024). certain raw materials into types of goods in the form of drinks, food, clothing, housing, and work equipment, for example processing fruits into fresh drinks in the form of various types of juice; processing cassava into chips and into flour, from flour into various types of cakes that are attractive and delicious to eat (Yanti and Sya 2024). processing cotton into yarn, from yarn into cloth, from cloth into various types of clothing; processing natural materials or rocks into cement, and from cement into building forms, or processing trees into logs, from wood into boards, from boards into various forms of household equipment, work equipment, and so

on. Various ingredients for drinks, food, and so on are potentials that will be very valuable and useful. The implementation of inclusive education is related to the existence of children as stated in Salamanca's (1994) statement, point two, namely: (1) Every child has a fundamental right to receive an education, and must be given the opportunity to achieve and maintain a reasonable level of knowledge; (2) Every child has different characteristics, interests, abilities and learning needs; (3) The education system should be designed and education programs implemented by taking into account the diversity of these characteristics and needs; (4) Those with special educational needs must have access to regular schools that must accommodate them within a child-centered pedagogical framework that can meet these needs; (5) Regular schools with this orientation are the most effective tool for combating discriminatory attitudes, creating a friendly society, building an inclusive society and achieving education for all.

Conclusion

The IRE strategy in extracurricular activities emphasizes the integration of Islamic values into various activities outside the classroom. This approach allows students to understand and apply Islamic teachings in their daily lives through relevant activities, such as religious studies, Islamic arts, and socio-religious activities.

Extracurricular activities are an effective means to shape students' character based on Islamic values, such as honesty, responsibility, discipline, and solidarity. These values can be applied through activities such as Islamic-based scouts, religious debates, or Al-Qur'an study groups.

Through extracurricular activities, the IRE strategy aims to develop students' potential holistically, covering spiritual, intellectual, emotional, and social aspects. For example, students can be trained to become leaders with integrity through Islamic organizations or religious activity committees. The success of the PAI strategy in extracurricular activities depends heavily on good collaboration between teachers, students, and the school community. Teachers act

as guides, while students are active in activities, and the support of the school community ensures the sustainability of the program.

By involving students in extracurricular activities based on Islamic values, this strategy helps improve students' understanding and practice of religion. Activities such as celebrating Islamic holidays, thematic studies, or social services provide direct experience in practicing religious teachings. In conclusion, the IRE strategy in extracurricular activities in public schools serves to strengthen religious education, shape Islamic character, and develop students' potential in an atmosphere that supports integrative learning. This helps create a generation that is not only intellectually intelligent but also excels in spiritual and moral aspects.

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