

The Implementation of Religious Monitoring Activities in Shaping the Religious Character of Students at SMK As-Sakienah

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Abstract

This study aims to reveal the efforts made by teachers in designing, implementing and evaluating religious monitoring activities in schools. This study employs a descriptive qualitative method, with data collection techniques including interviews, observation and documentation. The research subjects included the headteacher, Islamic Religious Education teachers, and pupils. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. Data validity was ensured through source and method triangulation to guarantee the accuracy of the research findings. The results of the study indicate that teachers play a crucial role in the success of religious monitoring activities. During the planning stage, teachers coordinate, allocate tasks and draw up activity schedules. Factors supporting these activities include full support from the school, the enthusiasm of the students and good cooperation amongst teachers. Meanwhile, inhibiting factors include time constraints, limited facilities and infrastructure, and a lack of religious awareness amongst some students. Overall, the religious monitoring activities at SMK As-Sakienah are effective and contribute positively to the development of students' religious character, in terms of worship, moral conduct and discipline.

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INTRODUCTION

Religious activities at SMK As-Sakienah are one of the school's flagship programmes, aimed at instilling religious values whilst fostering noble character in the students. These activities are carried out on a regular basis, including through the practice of communal prayer, Qur'an recitation, Dhuha prayer, and congregational Zuhr prayer. In addition to daily activities, the school also organises weekly and ad hoc programmes such as Islamic studies sessions, commemorations of major Islamic holidays, and moral guidance through lectures and discussions led by teachers.

However, in practice, the monitoring of religious activities at SMK As-Sakienah still faces a number of quite complex challenges. One of the main issues that frequently arises is a lack of consistency and discipline among pupils in attending scheduled religious activities. Although religious activities have become part of the school's routine, there are still some pupils who do not attend regularly, arrive late, or even fail to take these activities seriously.

Furthermore, teachers' supervision of religious activities has not yet been fully effective. Some teachers do not routinely assess pupils' religious attitudes and behaviour after they have taken part in such activities. Monitoring is often limited to the duration of the activity itself, with no follow-up to observe changes in pupils' behaviour and character outside the activity.

Another issue is the low level of awareness amongst some pupils regarding the importance of religious values in daily life. Although pupils actively participate in the activities, the application of religious values such as discipline, responsibility and good manners is not yet fully evident in their daily lives at school. This indicates that religious activities have not yet been fully internalised by the pupils.

From the teachers' perspective, challenges such as time constraints, large class sizes and a lack of coordination amongst religious education teachers persist, meaning that monitoring activities have not yet been carried out intensively and comprehensively. This situation means that the effectiveness of religious education has not yet achieved the optimal results expected by the school. These issues form an important basis for further study; consequently, the aim of this research is to examine the religious character of pupils at SMK As-Sakienah during the implementation of religious monitoring activities. This research aims to provide a realistic picture of the strategies, obstacles and solutions employed by teachers in optimising religious guidance for pupils.

RESEARCH METHOD

This study employs a field research design using a qualitative approach. According to Sugiyono, qualitative methods are used to obtain in-depth and meaningful data. In qualitative research, the researcher acts as the primary instrument, directly collecting, analysing and interpreting the data. (Sugiyono, 2013) The research was conducted at SMK As-Sakienah, with the research subjects comprising Islamic Religious Education teachers and pupils in Years 11 and 12. The data sources for this study consisted of primary and secondary data. Primary data were obtained directly from teachers and pupils through interviews, observations and documentation. Secondary data was obtained from various school documents, such as religious activity timetables, attendance registers, evaluation reports, photographs of activities, and relevant literature. Data collection techniques included interviews, observations and documentation. The data analysis technique utilised the interactive analysis model developed by Matthew B. Miles and A. Michael Huberman, which comprises data reduction,

data presentation and drawing conclusions. To ensure the validity of the data, source triangulation, technique triangulation and temporal triangulation were employed.

RESULTS AND DISCUSSION

Teachers' Efforts in Planning Religious Monitoring Activities

Based on interviews with religious guidance teachers at SMK As-Sakienah, it was found that the planning of religious monitoring activities is carried out in a structured and systematic manner through coordination meetings between Islamic Religious Education teachers, guidance and counselling teachers, and the students. These meetings aim to determine the nature of religious activities, the implementation schedule, the allocation of tasks, and effective implementation strategies to ensure that activities proceed in line with the school's religious education objectives.

"At the start of every semester, we always hold a working meeting on religious matters.

During this meeting, we draw up a timetable, determine routine and ad hoc activities, and allocate responsibilities to the teachers involved. All religious activities must be planned so that they run consistently."

Based on the findings of the observation, the planning covers several key aspects, including:

a. Drawing up the Annual Religious Programme

Based on the results of observations and interviews with the headteacher, all teachers, including Islamic Education teachers, draw up an annual work programme to serve as a guideline for the implementation of religious activities throughout the academic year. The programme includes Qur'an recitation sessions, congregational prayers, short-term Islamic boarding school programmes, and the commemoration of major Islamic holidays such as the Prophet's Birthday, the Isra and Mi'raj, and the Islamic New Year.

In the context of religious activities, teachers at SMK As-Sakienah act as activity planners who not only prepare materials on worship and Islam but also devise a monitoring system aimed at ensuring that activities are carried out according to schedule, that participants actively take part, and that religious values are genuinely put into practice by the students. This role demonstrates that teachers are not merely implementers but also planners who are responsible for the overall success of the programme.

The planning of activities also involves the allocation of tasks amongst teachers to strengthen the monitoring system. Each teacher has specific responsibilities in overseeing the implementation of activities; for example, religious education teachers are tasked with leading worship activities, student affairs teachers monitor student attendance and discipline, whilst form tutors play a role in instilling religious values through daily routines. In addition, teachers at SMK As-Sakienah have developed a monitoring tool to evaluate religious activities. This tool includes indicators of student attendance, participation and religious attitude. Through regular evaluation, teachers can assess the effectiveness of the activities and their impact on the development of pupils' religious character. This is in line with Mulyasa's theory of Islamic educational management, which emphasises the importance of the planning and monitoring stages in every development programme so that the results are measurable and well-directed.

b. Coordination and Division of Tasks

Based on interviews with teachers, form tutors and the student affairs department, coordination is the first step in monitoring religious activities. This coordination aims to align perspectives, plan courses of action and foster cooperation between all parties. These activities are carried out routinely through formal meetings and informal communication, particularly at

the start of the month or in the run-up to major religious events. The interview with Ms Nurah, a PAI teacher, revealed that effective coordination greatly supports the smooth running of religious programmes at the school. The following information was obtained from an interview with Respondent 1, a PAI teacher:

“We always hold a small meeting at the start of each month to draw up a schedule of religious activities, assign teachers on duty, and discuss any challenges encountered during previous activities. That way, all teachers are aware of their respective roles.”

Teachers’ Efforts in Carrying Out Religious Monitoring Activities

The teaching of Aqidah and Akhlak in Islamic education plays a vital role in shaping students’ Research findings indicate that the implementation of religious monitoring activities at SMK As-Sakienah constitutes a crucial stage following thorough planning. This stage represents the concrete application of the religious values designed by teachers and the school administration. Based on the results of interviews and observations, it was found that the implementation of religious activities at SMK As-Sakienah is carried out in a structured and routine manner, involving the entire school community, particularly Islamic Religious Education (PAI) teachers as the main driving force. Teachers play an active role in coordinating the implementation of activities such as Qur’an recitation (tadarus), congregational prayer, Islamic studies, the commemoration of major Islamic holidays (PHBI), and short-term Islamic boarding school programmes during the month of Ramadan. In monitoring religious activities, teachers act as supervisors, mentors and role models for pupils. Teachers’ attitudes, speech and behaviour, which reflect religious values, serve as a tangible example for pupils. This is in line with Albert Bandura’s theory of modelling, which emphasises that pupils learn through observing and imitating the behaviour of others. (Bandura, 1986) Consequently, teachers who consistently demonstrate religious behaviour can serve as a real-life example for pupils to emulate and incorporate such behaviour into their daily lives.

Religious activities at SMK As-Sakienah are carried out through various regular practices. Qur’an recitation takes place every morning before lessons, whilst the Dhuha and Dhuhr prayers in congregation are performed routinely to instil discipline and a sense of community in worship. In addition, Islamic studies sessions are held every Friday to broaden the students’ religious understanding. Teachers also supervise PHBI activities and short-term Islamic boarding school programmes during Ramadan to foster a spirit of worship and deepen students’ religious practice. According to Lickona’s theory of character education implementation, the instilling of character values including religious values must be carried out through three main approaches: moral knowing, moral feeling, and moral action. (Lickona, 2019) These three aspects are reflected in the implementation of religious activities at SMK As-Sakienah. Teachers not only impart knowledge of religious teachings (knowing), but also foster a love for worship (feeling) through group activities, and ultimately train students to put these values into practice (action), such as by worshipping diligently and behaving with courtesy and respect.

The implementation of religious activities at school must be accompanied by continuous supervision and guidance so that religious values can become firmly ingrained. (Mulyasa, 2012) This principle is applied at SMK As-Sakienah, where teachers continuously guide pupils both in routine activities and outside formal religious activities. Teachers frequently provide motivation, religious advice and set an example in their conduct to strengthen the internalisation of religious values in the hearts of the pupils.

Overall, the implementation of religious monitoring activities at SMK As-Sakienah demonstrates that teachers play a strategic role in ensuring the continuity and effectiveness of these activities. Teachers act not only as implementers but also as catalysts, mentors and role models for all pupils. This proves that the implementation of religious activities carried out routinely, in a targeted manner and accompanied by supervision is capable of shaping pupils' religious character in accordance with the objectives of Islamic education. Consequently, the implementation of religious monitoring activities at SMK As-Sakienah has been effective because it is supported by the active involvement of teachers, a well-planned supervision system, and continuous practice. Such implementation not only reinforces religious values within the school environment but also has an impact on the development of pupils' character, morals, and spirituality in their daily lives.

Supporting and Hindering Factors in Religious Monitoring

Research has shown that religious monitoring activities at SMK As-Sakienah are influenced by various factors that affect their success. In their implementation, there are both supporting factors and hindering factors. Both of these factors play a significant role in determining the extent to which religious activities can be carried out effectively and achieve their intended objective, namely to foster students' religious character through the instilling of Islamic values within the school environment.

a. Supporting Factors

Supporting factors are elements that facilitate the implementation of religious monitoring activities, enabling them to run optimally. Based on interviews with Islamic Religious Education teachers and the student affairs department, there are several key supporting factors in the implementation of religious monitoring activities at SMK As-Sakienah.

Firstly, the full support of the headteacher and all teachers is a key factor in the success of religious programmes. The headteacher establishes policies and provides facilities to ensure the regular implementation of religious activities, such as providing adequate places for worship, integrating activity timetables into the school curriculum, and allocating time for activities such as Quran recitation, congregational prayer, and Islamic studies. This leadership support is in line with Terry's theory of educational management, which states that the success of a programme is greatly influenced by the commitment and support of the institution's leadership towards its implementation. (Terry, 1977)

Secondly, the students' enthusiasm and active participation are also key contributing factors. Students at SMK As-Sakienah are highly enthusiastic about taking part in religious activities, as these have become an integral part of their school routine. This habit has been formed through continuous practice, in line with B.F. Skinner's behaviourist theory, which explains that behaviour can be shaped through a process of repetition and positive reinforcement. Through these routine activities, students have become accustomed to attending, participating and behaving in a religious manner without feeling burdened.

Thirdly, the active role of Islamic Education teachers and form tutors also serves as a strong support in the implementation of religious monitoring activities. Teachers do not merely teach, but also guide, supervise and set a good example in every activity. This role of the teacher as a role model (*uswah hasanah*) is in line with the values of Islamic education, as

explained by Al-Ghazali, who stated that the success of religious education depends heavily on the tangible example set by a teacher who serves as a moral and spiritual role model for their pupils. Fourthly, a religious school environment helps to reinforce the success of religious monitoring activities. An Islamic-themed school atmosphere such as the presence of da'wah posters, a modest dress code, and a culture of greeting and smiling in every interaction creates a conducive religious atmosphere. Barriers Alongside the supporting factors, there are also hindering factors that may affect the smooth running of religious monitoring activities at SMK As-Sakienah. Based on the results of interviews and observations, these obstacles encompass both internal and external aspects.

b. Hindering factors

The first hindering factor is a lack of discipline amongst some pupils in participating in religious activities. Although the majority of pupils are highly enthusiastic, there are still some who have not yet demonstrated full awareness of the importance of religious activities. Some students occasionally arrive late for the Quran recitation sessions or lack devotion when participating in congregational prayers. This situation indicates that the process of developing these habits still requires time and ongoing guidance. This is in line with the theory of habituation, which states that behavioural change requires a gradual process and continuous reinforcement to become an ingrained habit.

The second constraining factor is the limited time available for religious activities amidst the busy academic timetable at vocational schools (SMK). As vocational educational institutions, SMKs have numerous practical activities and productive lessons that require a significant amount of time. Consequently, religious activities often have to be adapted to the time available so as not to disrupt core learning. The next constraining factor is the lack of adequate religious facilities and infrastructure, such as limited prayer rooms and the unavailability of a full range of equipment to support religious activities. Although the school has made efforts to provide these facilities, the large number of pupils sometimes means that the facilities are insufficient. This obstacle highlights the importance of facilities in supporting spiritual activities at school. Furthermore, the influence of the environment outside school also presents a distinct challenge. Some pupils receive insufficient religious guidance at home, meaning that religious activities at school are not fully supported by the family environment. This situation is consistent with the findings of Hidayat's research, which states that the development of religious character at school will be more effective if supported by the family and community environment.

Results of Teachers' Efforts in Religious Monitoring Activities

Based on the research findings presented earlier, it can be seen that the teachers' efforts in monitoring religious activities at SMK As-Sakienah are effective, well-planned and have a positive impact on the pupils. Teachers play a central role in guiding, nurturing and supervising the implementation of religious activities so that the objectives of religious character education can be successfully achieved. The religious activities monitored by teachers include congregational prayer, Qur'an recitation, reciting prayers before lessons, commemorations of major Islamic holidays, and short-term Islamic boarding school

programmes. Through these activities, teachers function not only as administrative supervisors but also as moral guides and role models for students. The research findings indicate that pupils have become more disciplined, polite and have a heightened awareness of their religious duties.

These findings are consistent with Sardiman's view that teachers are not only tasked with imparting knowledge but also play a role as character-builders and role models for their pupils.(Sardiman, 2011) In this context, teachers at SMK As-Sakienah fulfil this role effectively, as evidenced by changes in pupils' behaviour, who are becoming increasingly religious and responsible. Furthermore, interviews and observations suggest that religious supervision is carried out on an ongoing basis. Teachers are always present to support pupils during religious activities, providing direct guidance and conducting evaluations at the end of each session. This humane and exemplary form of supervision makes students feel at ease and free from pressure, enabling them to carry out religious activities with a sense of personal commitment, rather than under compulsion.

The findings of this discussion also reinforce Lickona's theory of character formation through habit formation. He explains that positive habits, when consistently practised and supervised, will shape a strong character in an individual.(Lickona, 2019) In this context, the regular practice of worship and religious activities which are continuously monitored by teachers—fosters religious character and discipline amongst pupils at As-Sakienah Vocational School. Furthermore, the monitoring results indicate that religious activities have an impact on the school's social environment. Students have come to show greater respect for their teachers, maintain the cleanliness of the prayer room, and demonstrate solidarity amongst their peers. This is in line with Nata's view that religious education serves to foster a balanced sense of spiritual, moral and social awareness in learners.(Nata, 2012)

The evaluation activities carried out by teachers are also a key factor in the success of religious monitoring. Teachers regularly hold meetings to review the effectiveness of activities and identify any obstacles encountered. Based on the results of these evaluations, the school is able to refine the implementation system and enhance student engagement in subsequent activities. Overall, the findings of this discussion indicate that teachers' efforts in religious monitoring activities at SMK As-Sakienah not only foster discipline in worship but also cultivate a holistic religious character. Teachers act as spiritual guides, instil moral values, and serve as the primary driving force in creating a religious school environment conducive to the moral development of pupils. It can therefore be concluded that the success of religious activities at SMK As-Sakienah stems from a combination of structured monitoring, continuous guidance, and the exemplary conduct of teachers in guiding pupils towards becoming individuals of faith, noble character, and responsibility.

CONCLUSION

Teachers' efforts in carrying out religious monitoring activities at SMK As-Sakienah have been conducted in a planned, systematic and effective manner. Teachers play a vital role in every stage of the activities, from planning and implementation through to evaluation. During the planning stage, teachers draw up religious work programmes through close coordination with the headteacher, fellow teachers and the student affairs department, ensuring that the activities carried out have a clear direction, objectives and indicators of success. During the implementation stage, teachers act as mentors, supervisors and role models for the students. Religious monitoring is implemented through various regular programmes, such as Qur'an recitation sessions, congregational prayers, Islamic studies,

celebrations of major Islamic holidays, and short-term Islamic boarding school programmes. Through these activities, teachers not only impart religious knowledge but also instil the values of worship, discipline, responsibility and noble character in their pupils. The success of this initiative was underpinned by a number of factors, including the full support of the headteacher, the active involvement of all teachers, the enthusiasm of the pupils, and a religious and supportive school environment. However, the implementation of the programme also faced several challenges, such as a lack of discipline amongst some pupils, time constraints due to a packed timetable, limited facilities and infrastructure, and a lack of support for religious guidance from the family environment. Consequently, the religious monitoring programme has had a positive impact on the development of pupils' religious character. This is reflected in increased awareness of religious practice, discipline, polite behaviour, a sense of responsibility, and harmonious social relationships amongst the school community. Consequently, the religious monitoring activities at SMK As-Sakienah have been shown to make a significant contribution to shaping students who are faithful, of noble character, and responsible. The results of this study indicate that the implementation of religious monitoring can be an effective strategy for strengthening character education, particularly religious character, within the school environment. Therefore, schools need to make this activity an integral part of their ongoing educational programmes. Furthermore, the role of teachers as role models and facilitators must continue to be strengthened through training and professional development. Another implication is the importance of collaboration between schools, families and the community in supporting the development of pupils' religious character. Without support from the wider community, the outcomes of religious monitoring activities tend to be less than optimal. Consequently, broader synergy is required to ensure that character development can take place consistently. Further research is recommended to examine the effectiveness of religious monitoring activities using a quantitative approach to measure their impact on the development of religious character more objectively. Furthermore, future research should broaden the scope of the study to include various levels of education and different school contexts in order to obtain a more comprehensive comparison of results and to develop models or innovations for religious monitoring activities that are better adapted to contemporary developments and the needs of pupils.

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