



# Implementation Religious Character Values for Students Through School Extracurricular Programs

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## Abstract

Character is an important thing in the learning process. Positive and moral values must be instilled in students, especially in the era of globalization, many students are negligent about character education. This study aims to determine the inculcation of religious character values in students through the school's extracurricular program. This study uses a qualitative method with a phenomenological approach. Data sources were taken from fifteen informants through in-depth interviews. Informants were obtained from a school principal, four Islamic Religious Education teachers, and ten spiritual members. The results of the analysis show that there are fifteen themes in implementation religious character values in students through the school's extracurricular program. The fifteen themes are i) Islamic Studies, ii) Islamic Seminars, iii) *Murajaah* the Quran, iv) *Kabatam* the Quran, v) Ramadhan Islamic Boarding School, vi) Commemoration of Eid al-Fitri and Eid al-Adha, vii) Milad of the Prophet Muhammad SAW, viii) Isra Miraj Commemoration, ix) Faith and Piety Building Night, x) *Halal Bi Halal*, xi) *Ribla*, xii) *Marawis*, xiii) Calligraphy, xiv) *Nasyid*. The results of this study can be used as initial data for subsequent research in examining problems in different contexts.

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## INTRODUCTION

Character education is an effort to shape individual character and morality through the process of learning good moral values and principles (Julaeha, 2019). Character education is becoming an increasingly important topic in the world of education today. Character education aims to help individuals not only have academic knowledge but also have good skills, attitudes, and moral values (Abidin, 2019; Utami et al., 2020). Character education does not only focus on academic development but also on developing social and leadership skills. Through character education, students are taught to be individuals who are honest, disciplined, have empathy, tolerance, and other positive attitudes that can help them in their daily lives (Cahyaningrum et al., 2017).

Character education also focuses on forming positive and moral values in students, such as honesty, hard work, empathy, and tolerance. Through character education, it is hoped that students can have good attitudes and behaviors that can help them become better individuals and be able to make a positive contribution to the surrounding

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environment (Rosikum, 2018). Character education can be carried out through various methods, including formal teaching processes in schools or other educational institutions, everyday life experiences, and experiences in the social environment. Through character education, it is hoped that individuals will be able to become individuals who have good morality and integrity and are able to contribute positively to the environment and the surrounding community (Islam, 2017). Al-Quran and Hadith emphasize the importance of character education in building a good society and practicing religion properly (Purnamasari, 2017). The hadith of Rasulullah SAW is narrated by Muslims as follows:

إِنَّ اللَّهَ لَا يَنْظُرُ إِلَى صُورِكُمْ وَأَمْوَالِكُمْ، وَلَكِنْ يَنْظُرُ إِلَى قُلُوبِكُمْ وَأَعْمَالِكُمْ. " (حديث رواه مسلم)

"Surely God does not look at your looks and wealth, but He looks at your heart and deeds." (Hadith narrated by Muslim)

In the context of character education, this hadith teaches that the moral and ethical values one learns and practices are more important than one's appearance or social status. Character education in Islam teaches individuals to develop good morals, such as honesty, sincerity, perseverance, cooperation, compassion, and so on (Maula, 2020). Character education also includes the development of spiritual awareness, namely increasing awareness of the existence of God and developing fear and love for him (Ismail, 2016).

In this context, it is important for individuals to focus on developing their character and prioritizing moral and ethical values in their lives (Wahid, 2018). In addition, character education must also become an integral part of the education system and community life as a whole (Hasan, 2016). Character education in Islam teaches that good morals and spiritual qualities that develop in a person can bring blessings and happiness in their lives in this world and the hereafter. Therefore, it is important for individuals to continue to learn and develop their character with guidance and examples from teachers, parents, and the community around them (Najmina, 2018; Sutisna, 2021).

One form of implementing character education in schools is through extracurricular activities (Jaworski et al., 2018). One of the extracurriculars that can apply the values of character education is Rohis. Rohis is an extracurricular activity that aims to shape the character of students in understanding religion and morality. Through Rohis activities, students are taught about moral values in Islam, such as honesty, hard work, mutual help, tolerance, and empathy (Adawiyah et al., 2021). Students are also taught to practice Islamic teachings in everyday life. In addition, Spiritual activities can also help students understand religion and develop their spirituality (Sofanudin, 2015; Zulaikhah, 2019).

Through Rohis activities, students can also broaden their insights and knowledge about Islamic religion and culture. Spiritual activities can involve students in various activities, such as religious discussions, Islamic training, social activities, and others (Nor & Malim, 2014). In Spiritual activities, it is important to ensure that there is no element of coercion or pressure in participating in these activities. Spiritual activities must also respect diversity and tolerance of other religions. Thus, Rohis can be an effective means of implementing character education values for students. Through Spiritual activities, students can become individuals who have good morals and are responsible for building a tolerant and harmonious nation (Albania et al., 2020).

Discussions related to character education are always interesting to study because they are directly related to every individual human being. In general, character education is an approach or effort to form and develop good character in individual students. Overall, character education is a very important effort in building quality and noble human resources. The values of character education imbued with the Pancasila precepts in each of these sections can be stated as follows: 1) Character that comes from exercising the heart, 2) Character that comes from thinking, 3) Character that comes from sports, 4) Characters originating from taste (Mughtar & Suryani, 2019). Based on the description previously described, the author wants to explore the cultivation of religious character values in students through school extracurricular programs.

According to Lickona (1992), he explained that there are several reasons for the need

for character education to be instilled in a student, including the large number of young people who are weak in awareness of moral values, fostering moral values in the younger generation, the lack of roles and moral teaching from parents, society, or religious institutions, universally accepted moral values, democracy as value-free education, commitment to the future, effective character education makes schools more civilized, cares for society, and leads to increased academic performance (Harsono & Hastuti, 2017; Johannes et al., 2020; Wahono, 2018).

According to the Ministry of Education and Culture, the main character education values that must be achieved in school learning are religion, honesty, intelligence, toughness, democracy, caring, independence, logic, critical, creative and innovative thinking, courage to take risks, and action-oriented. , leadership spirit, hard work, responsibility, healthy lifestyle, discipline, self-confidence, curiosity, love of knowledge, awareness of the rights and obligations of self and others, obedience to social rules, respect for the work and achievements of others, politeness, nationalism, respecting diversity (Dalyono Bambang & dkk, 2017; S. Ismail et al., 2021; Muchtar & Suryani, 2019).

Character education can be formed through spiritual extracurricular activities, through teacher guidance and training, extracurricular activities can form a positive attitude toward the activities students participate in. Spiritual extracurricular activities can lead students to maintain and improve religious quality, as well as deepen and broaden knowledge and complement efforts to develop a whole person. Character education has a positive impact on a student's condition. Through spiritual extracurricular activities, every activity is always related to their true beliefs which are based on faith (Saihu & Marsiti, 2019).

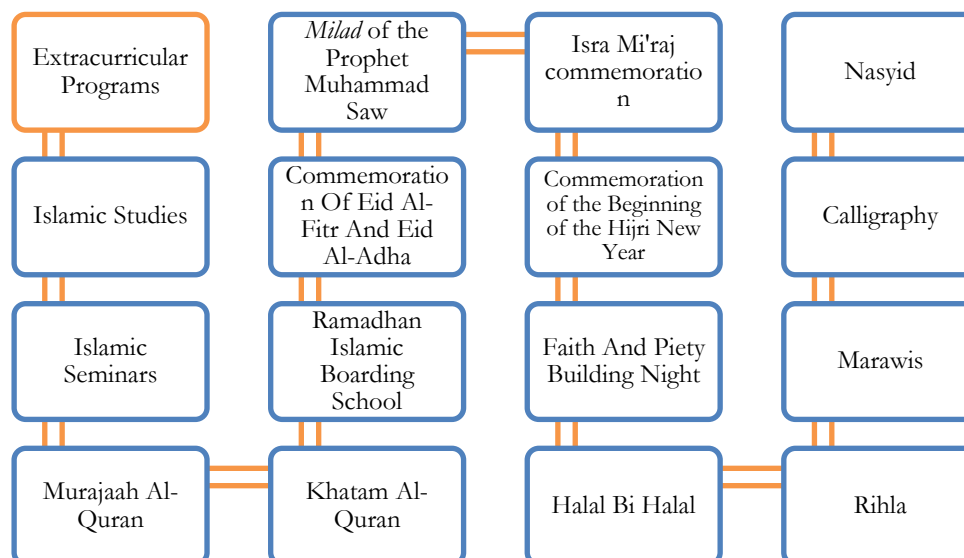
Rohis extracurriculars are formed in public schools in order to provide more portion for religious education in class (Rohimah et al., 2020). Rohis was formed in schools to provide opportunities for students to instill character education values. Rohis also impacts and influences other extracurricular heads at school. This is in accordance with Maio and Haddock (2010) who explain that attitudes can be influenced by the group in which we are. Vice versa, an individual can also influence the attitude of the group (Apriliani & Ghazali, 2016; Tahir & Amirullah, 2020). The presence of a Spiritual companion has contributed greatly to internalizing the values of moderation in this Spiritual activity. Therefore, special efforts are needed in planning Spiritual activities, so that the understanding of religious moderation is integrated into all existing activities (Habibullah, 2014; Virgo, 2017).

## METHODS

In this study, researchers used qualitative research methods with a phenomenological approach. Phenomenology is a way and method of approach with the aim of gaining an understanding of something as it appears to be a conscious experience. Researchers with a phenomenological approach not only understand the existence of subjects in a situation but also position themselves as something that is internalized with its own structure and meaning and try to enter into the conceptual world of the subjects studied, so as to gain an understanding of the phenomena that occur according to the subject's view (Moleong, 2010). Data collection in this study was carried out using semi-structured interviews and accompanied by observation as a process of seeing, observing, and observing and recording behavior systematically for a particular purpose (Herdiansyah, 2010).

## RESULT AND DISCUSSION

Based on the results of interviews conducted with fifteen informants, the results of the analysis actually found fifteen themes related to implementation religious character values in students through the school's extracurricular program. The theme can be seen in Figure 1. below.



**Fig 1. Implementation Religious Character Values in Students Through the School's Extracurricular Program**

Based on Figure 1. The author can explain that after conducting in-depth interviews with informants, there are fifteen religious character values instilled in students through the school's extracurricular program. The fifteen themes are i) Islamic Studies, ii) Islamic Seminars, iii) *Murajaah* Al-Quran, iv) *Kahatam* Al-Quran, v) Ramadhan Islamic Boarding School, vi) Commemoration of Eid al-Fitr and Eid al-Adha, vii) milad of the Prophet Muhammad SAW, viii) Isra Miraj Commemoration, ix) Commemoration of the Beginning of the Hijri New Year, x) Faith and Piety Building Night, xi) Halal Bi Halal, xii) Rihla, xiii) Marawis, xiv) Calligraphy, xv) Nasyid.

To make it more interesting, in the following, the author will describe excerpts from interviews with informants based on the fifteen themes described above. The description of the interview that the author will display is a brief statement excerpt from the informant when the interview was conducted. Although the interview excerpts were conveyed by the informant in a slightly different language, they actually have more or less the same aims and objectives.

First Islamic studies, this activity provides a deeper understanding of Islam, and religious values, and helps build good character based on Islamic teachings. Students can take examples from the life of the Prophet, friends, and prominent Muslim leaders, as quoted by informants

*...these Islamic studies activities provide a strong foundation for character education which aims to produce individuals who have integrity, are responsible, and contribute positively to society... (1), ...by studying the examples of the life of the Prophet Muhammad, his companions, and prominent Muslim leaders, students can take a good role model in forming attitudes and behaviors that are virtuous and noble (2-3)*

Second Islamic seminar, this activity provides a deeper understanding of Islam, inspiration, motivation, and opportunities for reflection and critical development. Through discussions and questions and answers with speakers and other participants, students can broaden their horizons about Islamic values, as stated in the quotation from the informant

*...listening to material from speakers who are competent and experienced in the Islamic field can provide in-depth insight into religious teachings, ethics, and moral guidance in Islam... (1-2), ...interact with presenters and fellow participants. Discussions and questions and answers that occur can enrich understanding and broaden students' insights about Islamic values (4)*

Third *murajaah* Al - Quran, in this activity, students have the opportunity to explore and internalize the teachings of Islam. The process of *murajaah* Al-Qur'an helps shape the character of students, as stated by an informant quote.

*...the process of memorizing the holy verses of the Koran helps students to feel the presence of God in their daily lives... (1-6), ...studying and reflecting on these verses, students can internalize character values (7- 8)*

Fourth khataman Al-Quran, this activity provides an opportunity for students to read the Al-Qur'an properly and correctly. Through khataman Al-Qur'an, students can learn to manage time, overcome challenges, and practice discipline in achieving the goal of reading Al-Qur'an, as stated by an informant quote

*...just like murajaah Al - Quran, kbataman can experience closeness to God and increase their spiritual awareness in everyday life... (6-10), ...kbataman Al-Quran can be used to learn to manage their time well, overcome challenges, and train themselves to achieve the goal of reading the Qur'an with discipline (11-15)*

Fifth ramadan Islamic Boarding School. This activity helps students manage time, daily routines, and discipline in carrying out worship. Ramadhan Islamic Boarding Schools also provide opportunities to deepen knowledge about the Islamic religion and build character, as quoted from an informant

*...Ramadan Islamic boarding schools strengthen the practice of worship and spirituality... (1-2), ...through Ramadhan Islamic boarding schools gain a better understanding of religious values, moral guidance, and ethics embodied in Islam (12-13)*

Sixth the commemoration of Idulitri and Eid al-Adha). This celebration provides an opportunity for students to deepen their understanding of Islamic religious teachings and develop character, as stated by an informant quote

*...students learn about the importance of sharing, reducing social inequalities, and paying attention to the welfare of others... (1), ...the commemoration of holidays teaches the values of togetherness and solidarity with family, neighbors, and friends to forgive each other, share happiness, and strengthen the relationship (11-15)*

Seventh the milad of the Prophet Muhammad SAW, this activity helps students deepen their understanding of Islamic religious teachings, develops love and affection for the Prophet Muhammad SAW, and also helps develop character, as stated by an informant quote

*...the activities of the Prophet's birthday encourage the development of love and respect for the Messenger of God... (7-9), ...we learn to respect and follow the example of the praiseworthy qualities shown by him and instill them in ourselves (14-15)*

Eighth Isra Miraj commemoration, in this activity students can deepen their understanding of the Islamic religion, develop a strong faith, improve the quality of spirituality, and hone good character, as quoted by an informant.

*...Isra Mi'raj helps in deepening the understanding of the glory and majesty of Allah SWT. Through studies, lectures, and studies done during the commemoration of Isra Mi'raj... (8-10), ...we learn to face obstacles with perseverance, practice perseverance in achieving goals, and surrender to God in facing all life situations (6- 7)*

Ninth the commemoration of the beginning of the new Hijri year, through the commemoration of the beginning of the new Hijriah year, students are invited to respect and become a moment of reflection for students to evaluate themselves, correct mistakes, and improve their acts of worship, as stated by an informant quote

*...entering the new Hijriah year should reflect on the deeds and mistakes that have been made during the previous year... (1-2), ...Students learn to think about their actions, evaluate their habits and attitudes, and reflect on how they can become a better person in the future (3-4)*

Tenth the night of fostering faith and piety (mabit), In this activity students have the opportunity to get closer to Allah SWT and develop education, as stated by an informant quote

*...through mabit we can experience deep spiritual moments and strengthen their relationship with God... (10-11), ...in mabit we are given the opportunity to reflect, and draw closer to Allah (12-15)*

Eleventh halal bi halal, this activity is a moment to forgive each other and improve relationships between individuals. Students are taught to care about the feelings and interests



of other people and try to repair relationships that may be damaged or strained, as stated by an informant quote

*...halal bi halal is a tradition of forgiving other people's mistakes and repairing relationships that may be disturbed... (6-7), ...gatherings in halal bi halal create moments to strengthen social bonds and increase the sense of brotherhood among us (13-14)*

Twelfth rihla, this activity allows students to learn directly and deeply through direct experiences such as being able to see, feel, and experience an environment that has religious values, as stated by an informant quote

*...rihla triggers deep curiosity, broadens horizons, and stimulates critical thinking... (1-2), ...in rihla we learn to respect nature, preserve the environment, and contribute to maintaining the sustainability of the natural surroundings (10-11)*

Fourteenth calligraphy, this activity writes or drawing letters beautifully and aesthetically. In the Islamic context, calligraphy is often used to decorate the texts of the Koran, hadith, or other Islamic holy verses, as quoted by an informant.

*...calligraphy teaches the values of patience and thoroughness. In the art of calligraphy, each letter and line requires great care and diligence... (7-8), ...we learn to focus on details, control hand movements with precision, and respect the creative process (10-11)*

Fifteenth nasyid, the lyrics of the nasyid contain religious messages that promote religious values in shaping character, as stated by an informant's quote

*...through meaningful lyrics and religious messages, nasyid helps students understand and live up to religious values... (3-4), ...in nasyid there are conveying moral messages that encourage good behavior in everyday life (5 -6).*

This study discusses the inculcation of religious character values in students through school extracurricular programs. Basically, the cultivation of character values through various activities, namely through Islamic religious movements and the Koran, commemorations, and celebrations of Islamic religious holidays, social and togetherness activities, and Islamic arts and cultural activities. This study aims to explore the positive impact of implementation religious character values through extracurricular programs. By involving students in activities related to religion, it is hoped that they can gain a deeper understanding of religious teachings and internalize these values in their daily lives.

Extracurricular programs in schools can be an effective vehicle for developing aspects of students' religious character values. Regarding the inculcation of religious character values in students through the school extracurricular program, the results of the study found fifteen important themes that could become a reference in the program of implementation religious character values in students through the school extracurricular program. In order to make the fifteen findings of this research more interesting, the writer will discuss them based on theory, expert opinion, and the results of previous research that discusses this problem in more or less the same context and issues.

First Islamic studies, in Islamic studies activities, students can gain a deeper understanding of Islam, and religious values, and build good character based on Islamic teachings. This activity has the potential to influence the attitudes, behavior, and actions of students in everyday life, as well as help them become individuals who are more religious, honest, love knowledge, confident, and responsible (Imelda, 2018; Sulistiyorini & Nurfalaha, 2019).

Second Islamic seminar, by attending an Islamic seminar, students have the opportunity to gain a deeper understanding of Islam and build a strong character based on religious teachings. Islamic seminars provide inspiration, motivation, and opportunities for reflection and critical development. All of this contributes to shaping students into individuals who value the work and achievements of others, have the courage to take risks, and are creative, innovative, confident, and curious (Hamdan et al., 2021; Ningsih, 2019; Wahidin, 2017).

Third *murajaah* Al-Quran, through *murajaah* Al-Qur'an, students have the opportunity to explore and internalize the teachings of Islam. This process helps in shaping character education. *Murajaah* Al-Qur'an also enriches the spiritual dimension, understands Islamic values, overcomes challenges, and develops good attitudes and behavior. *Murajaah* Al-Quran contributes to shaping the character of students to become individuals who are religious, honest, respect diversity, curiosity, awareness of the rights and obligations of oneself and others (Ilyas, 2020; Nurbaiti et al., 2021; Siregar, 2017).

Fourth Khataman Al-Quran, Through Khataman Al-Quran, students have the opportunity to read the Al-Quran properly and correctly. Khataman Al-Quran is usually held in the month of Ramadan. Khataman Al-Quran for students obtains benefits in shaping the character of students to become individuals who are religious, independent, disciplined, have a sense of responsibility, courage to take risks, and resilience (Gunawan, 2017; Hakiemah & Sakhok, 2020; Rosita & Yacob, 2021).

Fifth Ramadan Islamic Boarding School, ramadhan Islamic Boarding School provides opportunities for students to learn to manage time, daily routines, and discipline in carrying out worship. Ramadhan Islamic Boarding Schools also provide opportunities for students to deepen their knowledge of the Islamic religion, such as studying the Al-Quran, Hadith, Tafsir, and Fiqh. Ramadan Islamic boarding schools also assist in character education, namely religion, honesty, toughness, caring, hard work, confidence, politeness, and love of knowledge (Fajrussalam, 2020).

Sixth commemoration of Eid al-Fitr and Eid al-Adha, is a celebration and reminder of the greatness of Allah SWT. By celebrating Eid al-Fitr and Eid al-Adha, students have the opportunity to deepen their understanding of Islamic religious teachings, develop character religious, honesty, toughness, caring, independence, hard work, responsibility, discipline, and respect for diversity (Anshori, 2018; Aprilisa & Setyawan, 2021; Maharani, 2020).

Seventh Maulid Nabi Muhammad SAW, Celebrating the Birthday of the Prophet, students have the opportunity to deepen their understanding of Islamic religious teachings, develop love and affection for the Prophet Muhammad SAW, study Islamic history and culture, apply Islamic values in everyday life day, and develop religious character, honesty, intelligence, caring, responsibility, and discipline (Baso, 2021; Suriadi, 2019).

Eighth Isra Miraj Reminder, By studying Isra Mi'raj, students can deepen their understanding of Islam, develop strong faith, improve the quality of spirituality, and hone good character. The events that happened in Isra Miraj provide important messages that can help in the character education of students such as religiosity, toughness, caring, courage to take risks, leadership spirit, compliance with social rules, and hard work (Suryadi Nasution, 2020; Zakaria, 2019).

Ninth Commemoration of the Beginning of the Hijri New Year Through the commemoration of the beginning of the Hijri new year, students are invited to respect and study Islamic history, especially the events of the Hijrah which have an important meaning in the development of Islam. The beginning of the new Hijri year is also a moment of reflection for students to self-evaluate, correct mistakes, and improve their acts of worship. Students are invited to reflect on their life's journey, set good goals, and commit to becoming better individuals in the eyes of Allah SWT. commemorating the Hijri New Year has a deep meaning in character education such as religion, toughness, caring, hard work, discipline, respect for diversity, nationalism, and politeness (Saputra & Muhajir, 2019).

Tenth Night of Fostering Faith and Piety (mabit). Through mabit, students have the opportunity to get closer to Allah SWT. In a calm and solemn atmosphere, they can deepen worship and strengthen their spiritual relationship with God. Mabit helps students understand the importance of communing with Allah, appreciating the relationship with Him, and developing a sense of piety. Mabit often involves religious teaching, the study of the Koran, hadith, and a deeper understanding of Islamic teachings. Learners have the opportunity to learn from scholars, study Islamic books religious books, and discuss religious issues. In the development of character, education mabit can foster religious character,

responsibility, love of knowledge, and logical, critical, creative, and innovative thinking (Andriyadi, 2021; Muzammil & Rijal, 2021).

Eleventh Halal Bi Balal, Halal bi halal is a moment to forgive each other and improve relationships between individuals. Students are taught to care about the feelings and interests of others and try to repair relationships that may be damaged or strained. Halal bi halal often involves gatherings with family members, neighbors, or friends who have diverse cultural backgrounds. Learners can experience a diversity of traditions, languages, and customs. Through this experience, they can develop an attitude of tolerance, and respect for diversity, and know and respect other people's cultures. Halal bi halal can develop the character of students such as respecting diversity, nationalism, discipline, caring, and responsibility (Faidi, 2020; Napsiah & Sanityastuti, 2020; Rahmawati & Haryanto, 2020).

Twelfth rihla, allows students to learn directly and deeply through direct experience. They can visit holy places, such as mosques, tombs of scholars, and historical places that have links with the Islamic religion. Students can see, feel, and experience an environment that has religious values. Rihla often involves interaction with the local community, be it in the form of visits to communities that need help or participating in social activities. Rihla can help students develop religious character, toughness, caring, hard work, a healthy lifestyle, respect for diversity, and nationalism (Mumtaz, 2021; Nuryadin & Nur, 2021).

Thirteenth Marawis, has an emotional power that can influence one's mood and feelings. Through marawis music, students can feel the joy, awe, or peace that this music produces. This can help in the development of emotional characteristics, such as managing emotions, appreciating beauty, and expressing oneself through musical expression. In Marawis activities students can develop a sense of discipline, hard work, responsibility, toughness, respect for diversity, and nationalism (Marina & Izzati, 2019; Setiyorini et al., 2018).

Fourteenth calligraphy, the art of calligraphy is writing or drawing letters beautifully and aesthetically. In the Islamic context, calligraphy is often used to decorate the texts of the Koran, hadith, or other Islamic holy verses. The art of calligraphy does not only focus on the visual beauty of the letters but also contains spiritual meanings and values. The art of calligraphy becomes a holistic learning process, combining spiritual values, aesthetics, and technical skills that produce good character growth and develop students as a whole. The art of calligraphy can foster students' character such as logical, critical, creative, and innovative thinking (Andreastya & Almuhtadin, 2019; Hanafi et al., 2020; Meria, 2018).

Fifteenth nasyid lyrics contain religious messages that promote the values of goodness, compassion, justice, and faith. Students learn to understand and live up to these messages, thus helping in character building. nasyid can also foster student character education through learning religious values, morality, ethics, social awareness, development of musical talent, and respect for cultural identity. Nasyid is an effective medium for conveying positive messages and helping to shape characters such as being religious, intelligent, logical, critical, creative, and innovative thinking (Al-Amin et al., 2016; Nasrul et al., 2020).

## CONCLUSION

This research succeeded in uncovering fifteen themes from implementation religious character values in students through the school's extracurricular program. The fifteen themes are 1) Islamic Studies, 2) Islamic Seminars, 3) *Murajaah* Al-Quran, 4) Kahatam Al-Quran. 5) Ramadhan Islamic Boarding School, 6) Commemoration of Eid al-Fitr and Eid al-Adha, 7) Birthday of the Prophet Muhammad SAW, 8) Isra Miraj Commemoration, 9) Commemoration of the Beginning of the Hijri New Year, 10) Faith and Piety Building Night, 11) Halal Bi Halal, 12) Rihla, 13) Marawis, 14) Calligraphy, 15) Nasyid. For a teacher to instill character education, forgetting things that are important in the world of education. This study states that character education plays an important role in the formation of quality individuals who are able to contribute positively to social life. Education aims to develop human



potential physically, mentally, emotionally, and socially, while character includes values, attitudes, behaviors, and beliefs that shape one's personality. Character education is important in building young people who have good morals and ethics, so they can solve problems, resolve conflicts, and be responsible for the actions and decisions taken. In the context of better community development, education, and character are two things that are interrelated and cannot be separated. One of the implications is through spiritual extracurricular activities. This research can at least become a basis and reference for subsequent researchers to examine this issue in different contexts and issues.

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