



Teacher's Efforts in Instilling Student Religious Character Education Through the Habituation Method

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ABSTRAK

Guru berperan penting dalam mengembangkan karakter siswa di kelas, oleh karena itu pendidikan karakter menjadi prioritas. Agar nilai-nilai, adat-istiadat, dan jati diri bangsa kita tumbuh subur, maka pendidikan karakter harus dibentuk. Harus ada kelas pendidikan karakter wajib untuk anak-anak dari segala usia. Penelitian ini bertujuan untuk menganalisis upaya guru dalam menanamkan karakter religius pada siswa dengan menggunakan metode induktif. Metodologi studi kasus dan observasi, wawancara, dan dokumentasi digunakan untuk mendapatkan data untuk studi kualitatif ini. Peserta termasuk kepala sekolah dan enam guru dari kelas 1-6. Pengumpulan data, reduksi data, display data, dan penarikan kesimpulan adalah empat langkah yang membentuk metodologi analisis data interaktif. Studi ini menyimpulkan bahwa penggunaan metode pembiasaan untuk mengajar siswa tentang agama sangat efektif, dan siswa mendapat manfaat besar dari pendekatan ini. Temuan penelitian ini memiliki implikasi penting bagi kelas, menunjukkan bahwa guru secara rutin menggunakan teknik pembiasaan yang terbukti dapat meningkatkan karakter religius siswa tanpa menggunakan tekanan.

ABSTRACT

Teachers play a crucial role in developing students' character in the classroom, which is why character education is a priority. In order for our nation's values, customs, and identity to flourish, character education must be shaped. There should be mandatory character education classes for kids of all ages. This study aims to analyze teachers' efforts to instill religious character in students using the inductive method. Case study methodology and observation, interviews, and documentation are employed to obtain data for this qualitative study. Participants included the school principal and six teachers from grades 1-6. Data collection, data reduction, data display, and conclusion drawing are the four steps that make up interactive data analysis methodologies. This study concludes that the use of the habituation method to teach pupils about religion is highly effective, and that students benefit greatly from this approach. The findings of this study have important implications for the classroom, suggesting that teachers routinely employ habituation techniques that are proven to increase students' religious character without resorting to pressure.

1. INTRODUCTION

The value of education to a country's development cannot be overstated. Education in a country's human resources is a constant barometer of its grandeur. Character development in Indonesia's human resources is crucial if the country is to meet the challenges of today's society and tomorrow's global economy. Because of this, discussions and studies of character are ongoing and extensive, especially in academic settings (Jeynes, 2019; Taufan, 2022). Therefore, it is essential to invest in schools if we want to excel as a nation and succeed internationally. There needs to be a deliberate, ongoing effort to follow up on the awareness that establishing national character via education is important (Afandi et al., 2019; Suwito Eko et al., 2020). This is because character education encompasses not just the gnosis but also the praxis of values, from cognitive recognition to emotional appreciation to practical value application. The standard of education in a country is not something that can be improved overnight, but rather must be built up through time. The formation of the knowledge, attitudes, and habits necessary for lifetime learning (long life learning) is an essential stage that must be taken into account after the basic education

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level has been established (Dishon & Gilead, 2020; Minsih, 2016; Wong et al., 2013). Therefore, education is critical since it is always related to a person's behavior, daily activities and others. Character education is just one of many educational modalities available today. Character education emphasises positive traits including empathy, responsibility, and ethical decision-making (Badry & Rahman, 2021; Hakiman et al., 2021). According to Presidential Regulation of the Republic of Indonesia Number 87 of 2017 on Strengthening Character Education, these aims are at the heart of character education (Khan, 2017). Character education teaches habits of how to learn to think and act in a way that benefits the family, environment, and country is the goal of character education. Simply put, the goal of character education is to instill in children the mental and emotional abilities necessary to become productive members of society (Li & Chu, 2021; Narimo & Sanusi, 2020). The program's ultimate goal is to help students become productive, healthy, knowledgeable, capable, creative, independent, democratically accountable, God-fearing members of society.

Starting from pre-school and continuing through higher education, students must be exposed to lessons and extracurriculars designed to foster positive character. Everyone has a role to play in shaping character education so that the values, traditions and identity of our nation can develop. Students, instructors, educational interactions, educational goals, instructional resources, educational equipment and procedures, and educational settings all play an important role in the learning process (Setiawan et al., 2020; Syakur et al., 2022). All these factors are very important for one's education. Through education it is expected to be able to become an act of strengthening character education that can develop and produce a quality generation. In the current 21st century, character education is very important to deal with the many moral crises among parents, teenagers, and even among children (Rahayu et al., 2020; Sundari, 2017). Teachers and students work together to complete the learning process. In accordance with the goals of national education, students are required to participate actively in the learning process, and teachers must be able to design an effective learning environment in which the affective, cognitive, and behavioral development of students can develop. This is related to the teacher's function as a guide, inspiration, and source of information (Chandra et al., 2020; Gunawan, 2012). Teachers have an important role to play in shaping the character of their students in the classroom, and schools are widely considered to be the best environment for cultivating that character. Argues that character education is so important that it must be immediately adopted at all levels of education (Raka & Dedushaj, 2011; Sudarmiani, 2013). This is done in the hope of preventing moral and behavioral degradation in the life of the nation, state and society. However, there is a phenomenon in education marked by the decline of the ethics and character of young people. It is also common to face various educational problems in educational institutions. Problems like deviating from school rules, abandoning assignments, being late for school, cheating, playing truant, and not obeying the teacher appear as part of the student's loss of religious character (Laela & Arimbi, 2021; Torres-Gastelú & Kiss, 2016). Undoubtedly, the lack of religious character in the students resulted in the teaching and learning process being unable to achieve the target. This condition makes it challenging to achieve educational goals and objectives. Another impact that is caused is the decline in desire and persistence to take risks from violations committed outside and within the school environment.

It is supported by the results of observations that have been carried out regarding the decline in the religious character of students at SD Muhammadiyah 16 Karangasem, Surakarta. Students' lacks of religious character was marked by their attitude and like to curse. It was also clear that students' awareness of reading the Al-Quran still needed to be improved during the BTA-Teaching. Some students still did not know how to read Iqra' and Al-Quran properly. Students' lack of awareness regarding reading the Qur'an outside of school was also shown in the results of several interviews. Students who could not recite the Iqra and Al-Qur'an said they had never participated in reciting activities at home. Some students also had little awareness and desire to perform obligatory prayers like Dhuhr, which is usually held in the school environment. Some students carry them out playfully. As a result, students' religious characters failed therefore, religious indoctrination in schools is needed to foster Islamic values in students. There are various methods to improve students' religious character. The purpose of using a method is to achieve the delivery of material by the teachers. This study raises teachers' efforts to improve students' religious character. Students' habits can be used to improve character education, namely using the habituation method on students. Habituation is forming planned concepts to create activities that can become a habit for students to carry out (Anggraeni, 2021; Isnaini et al., 2020). The essence of a habit is continuous repetition done on purpose. This habituation method can make students habituate naturally and unplanned so that learning activities can occur in any situation. Therefore, this habituation method is very influential in planning the cultivation of students' religious character. Waking up children early can also reinforce the habituation method since children will get used to these activities. The habituation method is the process of forming new habits or improving student habits (Balan et al., 2019; Ihsani et al., 2018;

Nurhadi, 2020). Habituation uses not only command but also punishment and rewards. It aims to change students' habits to be more appropriate and positive according to religious values. Therefore it is embedded in and becomes an inseparable habit for students. The researchers hope this study of improving students' religious character education using the habituation method meets teachers' expectations. So that students have religious character education to apply in their daily lives. Previous research conducted by previous study shows that PAI teachers' efforts to form character with the 3S habituation method (smile, salim, greetings) are an effort to instill characters of honesty, responsibility, discipline, worship and habit of reading Al-Quran (Ahsanul Khaq, 2019). Students must get used to doing these things daily. Another research carried out shows that the method of learning with habituation is considered effective in instilling Islamic values at SDN 08 Rejang Lebong (Angdreani et al., 2020). These values can still be adequately maintained today. The novelty in this study is that researchers focus on religious character education only, while in the previous research, researchers focused on character building through the 3S habituation method (Smile, Salim, Greet), honest habituation, habituation of having an attitude of responsibility, habituation of being disciplined, habituation of worship and the habit of reading the Qur'an. In contrast, the second previous study instilled Islamic values in students. So, this study intends to develop a study on religious character education in students.

This study aims to analyze teachers' efforts to instill religious character in students using the inductive method. Inductive reasoning involves looking at particular examples before arriving at a new, more generalisation. By examining particular concrete facts, generalisations can be developed using this inductive method. The generalisations made from the data are only as good as the data used. The inductive method ensures that all students express their opinions, thoughts and understandings and apply them in everyday life at school, at home and in society. Although schools are educational institutions that play an essential role in establishing the character of students, schools should create a school culture in such a way that the character of students is formed in accordance with the vision, mission and education, or overall goals. Based on the problems described above, this research is limited to one main problem: the decline in students' religious character seen from the lack of students' character. Therefore the researchers intend to provide a solution to improve students' religious character education at SD Muhammadiyah 16 Karangasem, Surakarta. Through habituation, the hope is that it will equip students to have good personalities and character.

2. METHOD

This research uses a qualitative case study. This is a method of investigation and understanding based on steps or a methodology that studies social events and problems experienced by humans. The case study research design is empirical research that studies phenomena that repeatedly occur in real-world contexts. This case study is often used in social sciences (Nur'aini, 2020; Rohani, 2018). The purpose of the qualitative case study used in this study was to obtain detailed information about the formation of religious character education through the teacher socialization method at SD Muhammadiyah 16 Karangasem Surakarta. The research was conducted at SD Muhammadiyah 16 Karangasem Surakarta which is located on Jl. Srikaya No. 5, Karangasem, Kec. Laweyan, Surakarta City, Central Java. Students from SD Muhammadiyah 16 Karangasem Surakarta participated in this research. The internalisation of Islamic character at SD Muhammadiyah 16 Karangasem Surakarta was investigated through interviews with the school's principal and six teachers. The purpose of this research is to use habit formation as a means of fostering Islamic character at SD Muhammadiyah 16 Karangasem Surakarta.

In this study data collection was carried out by observation, interviews, documentation, and questionnaires. The direct observation approach was used in this study, where the researcher went directly to the research location to make observations and record data systematically on research items using instruments as a guide. In connection with this observation, the researcher has determined the aspects of the behavior to be observed which the researcher will then detail in the guidelines so that it makes it easier for researchers to make observations, but it does not rule out the possibility that there are still other things that have not been formulated in the guidelines which the researcher will record. which the researcher will not rule out. This observation was carried out by directly observing the behavior of the subject and research object during the learning process. The interview method is a structured conversation with a specific purpose. In this study, researchers used a structured interview technique, namely by bringing an instrument, namely an interview guide when conducting interviews with teachers. The documentation method is a data collection method that is not related to the research topic. In this study, researchers will take or quote documents that are relevant to character education in biology learning so that the data such as teacher learning tools, syllabus, and lesson plans can be used to support the completeness of the data. The questionnaire was designed to be used as a character education

assessment tool during the character education process in improving students' religious character. This questionnaire serves as an additional source of information collected during the learning process. Three children from one grade 1-6 SD were observed based on a list of low, medium and high scores. The validity of the data in this study was determined through triangulation, which was used to discover the truth about various phenomena while at the same time broadening the researcher's understanding of what was found so that the data collected could be accounted for. In this study, the data analysis approach was studied descriptively based on the data obtained.

3. RESULT AND DISCUSSION

Result

Researchers have interviewed school principals and teachers of grades 1-6 as resource persons to find out the actions used to apply religious character education to students. Before conducting the interview, the researchers would design a question that would be asked to the teacher of grades 1-6. Class 1-6's teachers would answer questions according to what has been done and applied to students at SD Muhammadiyah 16 Karangasem, Surakarta. This interview was conducted by researchers and the following is a list of interview questions that researchers have designed for grade 1-6 teachers at SD Muhammadiyah 16 Karangasem, Surakarta, as show in Table 1.

Table 1. Interview Questions that Researchers Have Designed for Grade 1-6 Teachers at SD Muhammadiyah 16 Karangasem, Surakarta

Aspects/ Indicators (Obedience to Allah)	Aspects/Indicators (Creativity)	Aspects/Indicators (Responsibility)	Aspects/Indicators (Discipline)
a. How is the application of the religious character of students at SD Muhammadiyah 16 Karangasem Surakarta?	a. Is there any effect of implementing religious character education on student achievement and behavior?	a. What is the teacher's effort in shaping students' religious character values applied in the classroom and school environment?	a. Is there a solution for these inhibiting factors? (if the student does not want to do habituation at the school).
b. In forming the religious character of students, is there routine habituation (religious activities) carried out by the teacher?	b. What are the implementation programs for forming students' religious character values to build student morals at SD Muhammadiyah 16 Karangasem Surakarta?	b. Does the teacher constantly monitor the attitudes and behavior of students in class and outside the classroom?	
c. Are there any problems encountered when implementing character education in the teaching and learning process?	c. What are the extracurricular activities that support the religious character of students?		

Specific findings in this study are directed towards results that focus on teacher's efforts in instilling students' religious character education through the habituation method in the aspects of obedience to god, creativity, responsibility and discipline.

Teachers' Efforts in Instilling Students' Religious Character Education Through the Habituation Method in the Aspect of Obedience to Allah

Teachers try to determine the value of religious character education in students in various ways, especially in obedience to God. The teachers instill habits by giving short surahs, short duas, and the correct way for praying. The researchers interviewed one of the informants, a teacher of class regarding how the application of the religious character of students at SD Muhammadiyah 16 Karangasem, Surakarta, in forming the religious character of students. According to the results of the interview, as the class 1.1 teacher, explained that each class applied it and instilled the same character in students, "I ask students to memorize short surah, then teach how to pray, asking questions on who had prayed, who had recited the Qur'an, remind them that devoted to parents is a must and I also teach that to kindergarten.

Three kindergartens are associated with this elementary school: Aisyiah Kindergarten in the east, Aisyiah Kindergarten in the east-west, and Baiturrohman Kindergarten. The habituation is scheduled on Monday and Wednesday for small classes."

Teachers' Efforts in Instilling Student Religious Character Education Through the Method of Habituation in the Creative Aspect

Teachers and school officials try to instill religious character education in students in class, at school, or home through habituation. In this creative aspect, the school has prepared positive programs that students, from curricular and extracurricular programs, must follow. In carrying out the program, there are supporting factors, obstacles, and solutions that need to be carried out by the school, principals, and teachers when experiencing these obstacles. Interviews were conducted with the school principal regarding the supporting and inhibiting factors that influence and what solutions should be made. The school's principal explained, the supporting factors were the family environment and community. Though the school environment is good, the relationship between parents and children cannot be good if the family environment is problematic and conversely. Therefore, the obstruction factors can come from the family environment, community environment, and school. The solution is to "establish communication with parents. I remember that there was a student who had problems, and we found that the child's dad was no longer living with him as he was a child of a broken home. Therefore, at the semester's end, teachers always tell parents anything, including their child's problems at school."

Teachers' Efforts in Instilling Students' Religious Character Education Through the Habituation Method in the Responsible Aspect

The teacher seeks to instill religious character education in students in various ways. In instilling religious character education in the aspect of responsibility, the teachers supervise students in class, at school, or at home. The interview was conducted as the class 6.1 teacher, regarding how the teacher's efforts in shaping the students' religious character that is applied in the classroom and the school environment and does the teacher keep an eye on students when at home. Expert explained that "the teachers at school always remind students daily so that they will get used to it and not forget later. The teachers also monitor the student at home by collaborating with the student's parents."

Teachers' Efforts in Instilling Students' Religious Character Education Through the Method of Habituation in Discipline Aspects

The teachers' efforts in instilling character education in this aspect of discipline refer to disciplining students who find it challenging to carry out the rules and orders set by the teacher. The interview was conducted with the class 4.1 teacher and class 5.1 teacher. Questions about whether there is a solution for these inhibiting factors (if the student does not want to do habituation at the school). Class 4.1 teacher, explained, "If a student does not do the assignment given, I usually give them educational punishment such as cleaning the house. The parents will help to record their child cleaning the house and send it to me. So far, parents have also given a positive response." Meanwhile, the class 5.1 teacher, explained, "If what we have done at school does not work and parents at home also feel the same way, we call a psychologist to discuss with the child and their parents at school on how to guide them at the house. Some made us come to their house, but we usually call parents to come to school."

Discussion

Teachers' Efforts in Instilling Students' Religious Character Education Through the Habituation Method in the Aspect of Obedience to Allah

By looking at the explanation above, the formation of religious character in a person has a positive impact on that person so that if they live their lives in the midst of society, they will be able to position themselves well, be able to blend in with society and always stick to the teachings. Allah SWT. This is in line with the goals of character education, which are to create a nation that is strong, competitive, noble, moral, tolerant, cooperative, patriotic, rapidly developing, scientifically and technologically focused, and deeply religious. Supreme if you believe in Pancasila. Teachers' efforts to instill students' religious character in the learning process depend on how the teacher applies and forms character through the learning media, materials and learning steps presented. Teachers can make learning that can improve student character. Teachers often use teaching strategies to achieve the expected learning objectives (Kusminah, 2012; Yogica et al., 2020). Not only learning method needed, but also the model. The learning model is a conceptual framework that is set as a reference in preparing learning implementation plans. The results of the study show that the application carried out by the teacher made students obedient to Allah and added value to the religious character that exists in students. A teacher saw the development of

students in making good habits, like doing murojaah, obligatory and sunnah prayers, and writing Arabic. This habit includes something usually done and often repeated to become automatic and fixed (Isnaini et al., 2020; Nurfirdaus & Risnawati, 2019). Previously, students rarely carried out the habituation activities they are doing now. Students used to wait for directions from the teachers, but now students are able to do the habituation independently without the teacher forcing them as usual. The study results show that applying positive refraction, such as doing tahfidz juz 30 every morning, dhuha prayer, and murojaah, makes students have a high religious character and increases from before (Chandra et al., 2020). Applying good habituation at school can improve students' religious character at school and home.

Teachers' Efforts in Instilling Student Religious Character Education Through the Method of Habituation in the Creative Aspect

Implementing curricular and extracurricular activities can instil religious values in students (Anwar, 2021; Baumfalk et al., 2019). Curricular activities are an insight into religious character through Islamic religious subjects such as short surahs, short duas, and fiqh prayers. Meanwhile, the extracurricular activity implemented by the school is show in Table 2.

Table 2. Implementation and Extracurricular Programs

No	Implementation Programs	Grade	Extracurricular Activities
1	Tahfidz	1-6	Obligatory Tahfidz Extracurricular
2	BTA/Iqra	1-2	Qiroah Extracurricular
3	Arabic Language	3-6	Calligraphy Extracurricular
4	Al-Qur'an and Hadist, Akhlak Prayers	1-2	Adzan Extracurricular
5	Kemuhammadiyah	3-6	Khitobah Extracurricular
6	Murojaah Tahfidz	1-6	Khots Extracurricular
7	Fajr Shodaqoh	1-6	

In the extracurricular program, students can improve their religious character. Inhibiting factors in habituation programs to increase students' religious character values can originate from outside or within students. The solution is to establish communication with parents. The solution is to “establish communication with parents. I remember that there was a student who had problems, and we found that the child’s dad was no longer living with him as he was a child of a broken home. Therefore, at the semester's end, teachers always tell parents anything, including their child's problems at school.” A broken home is a family situation with a household crisis due to the parents' divorce. Many still think that children from broken homes are evil, even though many broken-home children excel at school (Adristi, 2021; Manan, 2017).

The approach to parents is also fundamental in improving and instilling a student's religious character. Parents are responsible for caring for and educating their children to achieve something considered good in the surrounding community. In the teaching and learning process activities, teachers need to think creatively to create fun learning and aim to obtain optimal learning outcomes. Teachers' new ideas demand that teachers accept to improve their competence. Teachers' creativity will help deliver learning material to students (Rasam & Sari, 2018; Ruli, 2020). The study results show that teachers must carry out a creative activity to cultivate students' religious character values. These creative activities can be through implementing programs and extracurricular activities that foster students' religious character values. Researchers' interviews showed that implementing programs and extracurricular activities could affect a student's learning achievement and behaviour in the environment around students. In line with research, the characters produced by students of the Batu State Madrasah Tsanawiyah are: religious culture, friendly and communicative, caring for the environment, disciplined, and creative (Rindawan et al., 2020). Students rarely behave politely to the people around them, and many were lazy in worship daily. Through implementation programs and extracurricular activities implemented by schools to foster students' religious character values, students could change their character into a character that is much better than before. The results of the research above show that teachers and parents also have an essential role in fostering students' religious character values through a creative implementation program and religious extracurricular activities.

As for previous research findings suggest that MTs Negeri 6 Sleman uses religious activities as a means of “habituating” students to religion (Laeheem, 2020). In addition, the school uses religious character education by modelling appropriate behaviour for pupils, providing appropriate learning environments, and enforcing appropriate disciplinary norms. Active engagement and good cooperation from school members, provision of supporting facilities, and student awareness all contribute to the

success of efforts to promote religious character. Covid 19 epidemic conditions, student motivation swings, inadequate mosque facilities for all students in grades 7–9, and persistent lateness to stage 6 activities all operate as brakes.

Teachers' Efforts in Instilling Students' Religious Character Education Through the Habituation Method in the Responsible Aspect

The role of the teacher is crucial in cultivating the value of the religious character of students. The teacher is also responsible for supervising the student's religious character development. The interview results show that teachers' and parents' roles and responsibilities in cultivating students' religious character values are a benchmark for students in developing their own religious character. Not only the teacher's role but the parents' role is also needed in cultivating students' religious character values when outside of school. Collaboration between teachers and parents is needed to cultivate a student's character values. The teacher will be fully responsible in and outside the school environment. The teacher will work closely with parents in cultivating students' religious character values. The existence of cooperation between teachers and parents of students can change and develop the religious character of students.

As for previous research the results of data analysis, it was concluded that the efforts of Islamic religious education teachers in instilling students' religious character through religious activities at Kartasura 3 Public Middle School were carried out by reading prayers and reading the asmaulhusna before learning (Aminnuddin, 2020). The efforts used by Islamic religious education teachers in instilling students' religious character are through the example of the teacher, enforcement of discipline given by the teacher to students and habituation through all religious activities that are carried out regularly. Meanwhile, the religious character that is instilled in students is honest, disciplined, independent, patient, sincere, guarding the tongue and piety.

Teachers' Efforts in Instilling Students' Religious Character Education Through the Method of Habituation in Discipline Aspects

Discipline will arise from an awareness that discipline will bring success in any case, the order in life, and obedience to the applicable rule (Pradja & Tresnawati, 2018; Suwignyo & Nusantoro, 2015). According to previous study discipline is an encouragement and guidance that helps students get joy because of honesty, enthusiasm, and teaching students how to think regularly (Mufidah, 2012). It is also necessary to apply disciplined learning to students in the learning process. The attitude of discipline in the learning process for students is crucial and needs to be maintained so that the learning process that has been carried out brings changes and good results for the students themselves.

Students at the school used to fear hearing the words punishment, reprimand, and sanctions. Nonetheless, the results of interviews with teachers in grades 4.1 and 5.1 show that sanctions, reprimands, and punishments are the solution to discipline students in habituation. Previously, many students had yet to habituate according to the schedule the teacher or school determined. Many students still did not want to do habituation according to the teacher's direction (Supriadi et al., 2014). Because of the teacher's sanctions, many students are disciplined in practicing habituation at school. So the results of the research above show that the solution to overcome if there are students who do not want to do habituation at school is to give them disciplinary sanctions, reprimands, and punishments. Many students are now disciplined in carrying out good habits in the school environment, thus increasing the growth of students' religious character (Ildil et al., 2020; Rinaldi, 2022). Students can also have psychological well-being or a positive psychological state in individuals when making decisions. This research can help teachers to better understand the effectiveness of the habituation method in instilling religious character education in students. The results of the research can provide insight into appropriate and effective strategies to improve students' religious character. The implications of this research can help schools and other educational institutions to integrate the habituation method into the curriculum or religious character education program. Teachers can use research findings to develop relevant methods and activities to achieve the goals of religious character education. This research may be carried out in one particular environment or educational institution, which means that the results may not be widely generalized to other environments or educational institutions with different characteristics. Evaluation of students' religious character and teacher's efforts can be influenced by subjective factors, such as the teacher's or student's perception of the habituation method.

4. CONCLUSION

Teachers have succeeded in instilling religious character education in students through the habituation method and applying it well to students. In improving and instilling religious character values

in students, the teacher takes a habituation approach to students. It is known that sanctions in the form of punishment are effective in increasing and developing the religious character of students. Students can develop good habits in everyday life without coercion with this habituation method. The teachers' efforts to instill the religious character of students with the method of habituation in terms of obedience to God made many students worship regularly and obey without coercion from the teacher. The teachers' creativity in carrying out programs and extracurricular activities influences the fostering of religious character values in students. Teachers have an overall responsibility to guide and develop religious character values in their students, disciplining students who initially do not want to form habits but gradually do, not only through creative and mentoring programs that involve religious extracurricular activities.

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