



Religious Extracurricular Management to Improve Al-Akhlakul Karimah at Elementary Schools

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Abstract: The management of religious extracurricular activities is a crucial strategy for achieving character education goals, particularly in shaping and enhancing the *al-akhlāq al-karimah* (noble character) of students in elementary schools. This study aims to analyze the management of religious extracurricular activities in fostering the noble character of students at SD Negeri Gadung and SD Negeri Kopo in Karangtengah District, Cianjur Regency. The research focuses on the planning, organizing, implementation, and evaluation of these activities, as well as the supporting and inhibiting factors involved. A qualitative approach utilizing a case study method was employed. Data collection techniques included observation, in-depth interviews with school principals and supervising teachers, and a review of school program documentation. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing. The results indicate that the management of religious extracurricular activities at both schools was carried out in a planned and systematic manner, characterized by program formulation aligned with the school's vision and mission, clear division of duties, activity implementation based on the habituation of religious values, and periodic evaluation. These religious extracurricular activities contributed positively to enhancing students' noble character, reflected in improved discipline in worship, politeness, honesty, responsibility, and social awareness. Key supporting factors included the commitment of school leadership, the active role of supervising teachers, and parental support, while inhibiting factors included time constraints and limitations regarding facilities and infrastructure. The study concludes that effective management of religious extracurricular activities can serve as a strategic means for fostering student character in elementary schools.

Keywords: character education; extracurricular management; noble character; primary school; religious activities.

Introduction

Elementary school (SD) occupies a fundamental position within the formal education system, as it is at this stage that the foundations for students' intellectual development and character formation begin to be systematically laid out. This educational phase demonstrates the initial process of forming mindsets, attitudes toward knowledge, and learning habits that have the potential to persist for the long term throughout an individual's educational journey. The learning environment present at this stage strongly influences how students understand information, interpret learning experiences, and develop orientation toward future academic pursuits. The quality of the learning process in SD is not only related to the delivery of curriculum material but also to the pedagogical process that can develop thinking capacity and foster an independent learning attitude. Learning practices with high pedagogical value demonstrate active student

involvement in the learning process, connect learning materials with daily experiences, and provide a space for exploration that encourages curiosity and motivation to continuously seek new knowledge.

One pedagogical approach widely considered capable of addressing these learning needs is inquiry-based learning. This approach places the process of seeking knowledge at the core of learning activities, where students are encouraged to engage directly in a series of intellectual activities that include observation, asking questions, gathering information, analyzing, and formulating conclusions. This learning structure demonstrates a shift in orientation from a pattern of knowledge transmission to a process of constructing understanding. Students are no longer positioned as passive recipients of information, but rather as active learning subjects who construct their understanding through their own thinking processes. In basic education practice, the inquiry approach is often seen as having a significant contribution to strengthening critical thinking capacity, analytical abilities, intellectual creativity, and problem-solving skills relevant to students' cognitive development from an early age.

The inquiry approach also has a conceptual link with the direction of national education policy through the implementation of the Independent Curriculum. This curriculum places students at the center of learning activities and provides space for differentiated practices that take into account diverse learning needs. This orientation goes hand in hand with efforts to strengthen competencies and character as reflected in the Pancasila Student Profile framework. In this context, inquiry learning provides a pedagogical space that allows students to develop understanding through exploration, discussion, and reflection on their learning experiences. The relevance of this approach can also be understood within the framework of 21st-century competency demands, which emphasize the importance of mastering critical thinking, creativity, communication, and collaboration skills as primary provisions for the younger generation in facing ever-evolving social, economic, and technological dynamics (Hosnan, 2014).

Although conceptually, the inquiry approach enjoys strong support from both learning theory and educational policy perspectives, its practical implementation in elementary schools still presents various challenges. The reality of learning in many elementary education units shows a tendency to use conventional approaches that center on the teacher as the primary transmitter of subject matter. Learning activities often take place in a one-way communication pattern, where the teacher presents the lesson content through a lecture method, while students act as recipients of information who follow the flow of the explanation. This learning situation creates limited space for students to engage in deeper intellectual exploration. Their involvement in higher-order thinking activities is underdeveloped because the learning structure does not fully provide opportunities for students to ask questions, examine information, and construct understanding independently.

This situation is closely related to various factors that influence learning practices in elementary schools, one of which is related to teachers' capacity to systematically design inquiry-based learning. In many cases, teachers lack a comprehensive planning framework to develop structured, inquiry-based learning designs. Planning stages, including analyzing student learning needs, formulating clear learning objectives, developing inquiry-based activity steps, and designing learning outcome evaluation mechanisms, are often incomplete. This situation results in the partial and discontinuous implementation of inquiry-based learning in classroom practice. The pedagogical impact of this situation can be seen in the limited development of students' critical thinking and analytical skills at the elementary school level.

Learning planning plays a crucial role in the overall educational process, serving as the initial foundation that determines the direction, structure, and quality of classroom learning activities. In a pedagogical context, planning is not simply understood as the development of learning steps, but rather as a systematic process that connects educational objectives with the strategies, methods, and learning experiences that students will experience. A well-designed learning plan provides a clear framework for educators to manage the learning process in a focused and organized manner. One approach to learning planning known for its holistic and systemic character is the learning planning model developed by Banathy. In his view, learning is understood as an integrated system consisting of various interconnected components that operate dynamically. These components include learning needs analysis, formulation of learning

objectives, design of learning strategies and activities, provision of learning resources, and implementation of ongoing evaluations (Banathy, 2013).

The advantage of Banathy's learning planning model lies in its holistic orientation, viewing the learning process as an integrated system. This approach emphasizes the interrelationships between various learning elements, ensuring that the educational process is not understood in isolation. Learning planning through a systemic framework helps educators develop learning activities that focus not only on the transfer of subject matter but also comprehensively address students' learning experiences. Within this framework, learning activities are designed to foster students' intellectual engagement and foster deeper thinking. Numerous educational studies have shown that systematically designed learning plans are associated with improved classroom learning quality. Structured learning planning positively impacts the effectiveness of learning activities and contributes to improved student learning outcomes.

Although systems-based learning planning models have been widely discussed in educational literature, studies directly linking Banathy's planning model to inquiry-based learning practices at the elementary school level are still scarce. A number of studies tend to examine the two concepts separately, either in the context of learning strategies or from an instructional design perspective. This situation indicates that the relationship between the systemic planning framework and the inquiry-based learning approach has not received adequate attention in academic studies of elementary education. In fact, the characteristics of inquiry-based learning, which emphasizes the processes of exploration, observation, analysis, and drawing conclusions, require structured planning to ensure directed learning activities. The absence of a clear planning framework has the potential to lead to inconsistent implementation of inquiry-based learning in classroom practice. This situation indicates that there is still room for further in-depth study in educational research.

Based on the conceptual review and various previous research findings, it is clear that there is a gap in research that requires further attention in the field of elementary education research. Inquiry learning has been widely discussed as an approach capable of developing students' critical thinking and analytical skills. On the other hand, learning planning models have also been the focus of various studies highlighting the importance of instructional design in improving the quality of learning. The integrative relationship between these two aspects remains a relatively rare focus of research. A systemic approach to learning planning offers a potential conceptual framework to support the implementation of inquiry learning in a more focused manner. This framework allows teachers to structure learning stages that align with the knowledge-seeking process that is a key characteristic of the inquiry approach. Systematic planning provides clearer direction for learning activities taking place in the classroom.

Based on this background, this study formulated research questions that focus on the application of the Banathy learning planning model in the context of inquiry-based learning in elementary schools. The research problem formulation is directed at understanding how the planning model is applied in an effort to improve the quality of inquiry-based learning in elementary education. In line with this problem formulation, the purpose of this study is to analyze the application of the Banathy learning planning model in improving the quality of inquiry-based learning in elementary schools. This study also offers an element of novelty through an effort to integrate the Banathy learning planning model with the inquiry-based learning approach in the context of elementary education. The integration of these two concepts presents a learning planning framework that is systematic, holistic, and contextual. The research results are expected to provide theoretical and practical contributions as an alternative inquiry-based learning planning strategy for elementary school teachers to strengthen the quality of the learning process and outcomes.

Inquiry learning is a pedagogical approach firmly rooted in the constructivist theoretical framework, which views the learning process as an active activity in building knowledge through experience and interaction with the environment. This perspective positions students as subjects directly involved in the process of developing understanding, not simply recipients of information conveyed by educators. (Bruner, 2006) suggests that learning will acquire deeper meaning when students engage in the process of discovering concepts through exploratory learning experiences. This process occurs through a series of intellectual activities such as

formulating questions, investigating a phenomenon, gathering relevant information, analyzing the obtained data, and drawing logical conclusions. In educational practice, inquiry learning opens up space for students to develop more reflective and analytical ways of thinking. (Hosnan, 2014) explains that this approach is oriented towards developing higher-order thinking skills that include critical, analytical, reflective, and creative thinking skills. At the elementary level, the inquiry approach also plays a crucial role in developing scientific thinking habits from the early stages of student development.

Developing scientific thinking habits in elementary school students is closely related to fostering curiosity about the various phenomena encountered in everyday life. A learning environment that provides opportunities for students to explore knowledge independently can strengthen self-confidence and foster a more active learning attitude. In this context, the inquiry approach serves not only as a learning strategy but also as a means to foster independent learning and build more meaningful connections between knowledge and real-world experiences. The learning process, which takes place through inquiry, provides students with opportunities to understand concepts more deeply through observation, discussion, and reflection on findings obtained during the learning process. This type of learning creates space for the development of dynamic intellectual interactions in the classroom. Active student involvement in the inquiry process also fosters the ability to express opinions, consider various perspectives, and develop arguments based on data obtained during the learning process.

Effective implementation of inquiry-based learning requires the support of systematically structured learning planning. Learning planning is a conceptual process involving various interrelated stages, from formulating learning objectives to determining learning strategies and evaluation. In the educational context, learning planning is understood as an effort to design learning experiences that enable students to optimally achieve learning objectives. This process includes selecting relevant materials, determining learning methods and strategies, using media that support learning activities, and designing an evaluation system that can describe students' learning development. One approach to learning planning that views the learning process as an integrated system is the Banathy learning planning model. (Banathy, 2013) views learning as an open system consisting of input, process, and output components that influence each other in a dynamic relationship. This systemic approach places each learning element in a mutually supportive relationship to effectively achieve educational objectives.

Within the Banathy model, learning planning begins with an analysis of students' learning needs, which serves as the basis for formulating clear and targeted learning objectives. This stage is followed by the development of learning strategies aligned with student characteristics and the desired objectives. Furthermore, this model emphasizes the importance of selecting relevant learning resources that optimally support the learning process. Learning evaluation is seen as an integral part of the overall learning process, carried out continuously to assess the effectiveness of learning activities and the development of student abilities. The systems approach in the Banathy model provides a conceptual framework that allows teachers to design more structured learning without eliminating the flexibility needed in the learning process. This characteristic is related to the inquiry approach, which demands a balance between a clear learning structure and opportunities for students to explore knowledge creatively.

Several empirical studies have shown that the inquiry-based learning approach significantly contributes to improving the quality of learning at the elementary school level. The application of inquiry-based learning can improve critical thinking skills while strengthening student engagement in the learning process. The investigative activities that are a key characteristic of the inquiry-based approach encourage students to actively engage in the learning process and develop their ability to understand concepts more deeply. Similar findings were also reported by (Hakkurahmy, 2023) who showed that students who participated in learning through the inquiry-based approach had better abilities in connecting learning concepts to real-life situations encountered in everyday life. Learning activities that take place through an exploratory process provide students with the opportunity to understand the relationship between theoretical knowledge and the empirical experiences they experience during the learning process.

On the other hand, several studies have also highlighted the importance of systematically designed lesson plans in improving the effectiveness of classroom learning processes.

Structured lesson plans significantly impact the quality of learning implementation and student learning outcomes. Clear planning provides teachers with a more organized direction in managing learning activities and helps students understand the learning process. (Sobri, 2015) explains that teachers who implement a systems-based lesson planning model demonstrate better abilities in managing active learning and facilitating student engagement throughout the learning process. However, these studies generally discuss inquiry learning and lesson planning as separate areas of study. Research specifically integrating the Banathy planning model with the inquiry learning approach at the elementary school level is still relatively limited in the educational literature.

Inquiry learning theory provides a conceptual basis for the importance of active student involvement in constructing knowledge through investigation and experiential learning. Exploration-oriented learning activities enable students to develop a deeper understanding of the concepts being studied. In learning practice, the success of the inquiry approach is related to how learning activities are designed and managed by educators. Without the support of systematic learning planning, inquiry activities have the potential to proceed without a clear direction and not optimally contribute to the development of students' thinking skills. In this context, Banathy's learning planning model offers a systemic framework that can help teachers design inquiry learning processes in a more directed and measurable manner. The integration of the inquiry approach with the systemic planning model allows for more structured learning activities while still providing space for students to actively explore knowledge.

Previous research conducted by (Hakkurahmy, 2023) and (Salamah et al., 2025) provides an empirical basis showing that inquiry learning and systematic lesson planning are related to improved learning quality. These findings indicate that structured learning activities can strengthen student engagement and support the development of critical thinking skills. This study seeks to continue this study by integrating Banathy's lesson planning model as a foundation for designing inquiry learning at the elementary school level. This approach provides a more comprehensive perspective in understanding the relationship between instructional design and classroom learning practices. The integration of the systemic planning model and the inquiry approach provides new contributions to the study of elementary education, both in terms of developing a theoretical framework and in terms of learning practices that can be implemented by teachers in elementary school environments.

Method

This research uses a qualitative approach oriented towards a deeper understanding of an educational phenomenon occurring within the real context of school life. A qualitative approach was chosen because this research focuses on the processes, meanings, and dynamics that emerge in the practice of planning and implementing learning in elementary education settings. The study focuses on how the Banathy learning planning model is applied in inquiry learning activities and how these practices are understood by the educational actors involved. This approach allows researchers to examine the phenomenon comprehensively by considering the social background, learning situations, and interactions that occur during the educational process. Through a qualitative research framework, educational phenomena are understood as realities shaped by the experiences, interpretations, and practices carried out by individuals within specific social environments. This perspective allows researchers to capture the meanings that emerge from learning practices in a more contextual manner, allowing for a deeper understanding of the experiences and perspectives that develop in the school environment in accordance with the realities that occur on the ground (Moleong, 2019).

The type of research used in this study is a case study. The choice of case study design is based on the research's character, which focuses on a particular phenomenon that is sought to be understood in depth within a specific context. The research focuses on the application of the Banathy learning planning model in inquiry-based learning in elementary schools. Case studies provide researchers with the opportunity to examine various dimensions related to the phenomenon in greater detail, from the learning planning process developed by teachers to the implementation of learning activities in the classroom. This approach allows for a more

comprehensive analysis of the relationship between planning, implementation, and evaluation of inquiry-based learning. Furthermore, the case study design provides researchers with the opportunity to understand the phenomenon under study in relation to the social, cultural, and institutional conditions that shape learning practices in the school environment. This approach also allows for a holistic depiction of the phenomenon, allowing for a more complete understanding of the complexity of educational practices within the context of real-life schools (Yin, 2018).

This research was conducted at two public elementary schools in Karangtengah District, Cianjur Regency, West Java Province: Gadung State Elementary School and Kopo State Elementary School. The selection of these two schools was based on several aspects related to the research focus. These schools are known to have implemented an inquiry-based learning approach in classroom activities. Furthermore, teachers at both schools demonstrated efforts to develop more systematic lesson plans as part of developing learning practices in the schools. The characteristics of these two schools were considered quite representative of the conditions of public elementary schools in Karangtengah District. The relatively similar school contexts provide a picture of the learning practices developing in the primary education environment in the region. The selection of research locations also took into account accessibility and the availability of data relevant to the research focus, ensuring optimal data collection and providing in-depth information regarding the learning practices studied (Sugiyono, 2017).

The research was conducted over approximately four months, from January to April 2025. This time span encompassed various research stages, conducted in a gradual and systematic manner. The initial stage of the research began with preparatory activities, including determining the research focus, developing a research design, and developing instruments for data collection. The next stage involved data collection through various pre-designed research techniques. The data collection process took place in stages, utilizing interviews, observations, and document reviews related to school learning. After the data was collected, the researcher conducted a continuous data analysis process to understand the patterns and relationships emerging from the research data. The final stage of the research focused on compiling a research report containing the findings obtained during the research process. The systematic research stages provided a strong methodological foundation for producing relevant and academically accountable data (Creswell, 2014).

The research subjects in this study consisted of several parties directly involved in learning activities in elementary schools. These parties included the principal, class teachers, and students participating in the inquiry learning process. The principal served as a key informant, providing an overview of school policies, managerial support for learning development, and the direction of learning practices within the school environment. Information obtained from the principal helped researchers understand how school policies and leadership influence classroom learning implementation. Class teachers were the primary subjects in this study because they played a direct role in planning and implementing inquiry learning activities using the Banathy learning planning model. Teachers were involved in various learning stages, including developing lesson plans, implementing classroom learning activities, and evaluating student learning outcomes. The presence of teachers as research subjects provided a clearer picture of the pedagogical practices developing in inquiry learning in elementary schools.

Students were also involved as research informants to gain insight into their learning experiences during inquiry-based learning in the classroom. Information obtained from students provided additional perspectives on how the learning was understood and perceived by the primary subjects in the learning process. Through student involvement, researchers gained insight into the level of engagement, learning responses, and the dynamics of interactions that occurred during the learning activities. The number of participants in this study consisted of two principals, four class teachers, and ten students. Participants were selected using a purposive sampling technique, taking into account direct involvement in the implementation of inquiry-based learning, experience in learning practices, and willingness to provide information relevant to the research focus. The purposive sampling technique enabled researchers to select participants with knowledge and experience that matched the research needs, ensuring that the data obtained had a high level of relevance to the focus of the study being studied.

The data collection process in this study was conducted using several complementary techniques to obtain in-depth and information-rich data. The first technique used was in-depth interviews conducted with the principal and class teachers. These interviews aimed to obtain information regarding teachers' understanding of the Banathy learning planning model, the learning planning process, strategies used in implementing inquiry learning, and various experiences they encountered during the learning process. The interviews were conducted using a semi-structured interview guide that provided direction for the data collection process while also allowing informants to share their views and experiences more broadly. Through this approach, researchers obtained reflective and contextual data regarding learning practices occurring in the school environment. Interview techniques in qualitative research allow researchers to understand informants' experiences and interpretations of the phenomena being studied.

The next data collection technique was direct observation of the implementation of inquiry learning in the classroom. Observations were conducted to understand how the learning process took place and how interactions between teachers and students developed during the learning activities. These observations included teacher activities in managing learning, the use of inquiry strategies, and student involvement in the investigation activities that were part of the learning process. Observations were conducted in a participatory manner using observation sheets compiled based on inquiry learning indicators and components contained in the Banathy learning planning model. The observational approach enabled researchers to obtain an empirical picture of the alignment between the learning plans developed by teachers and the learning practices taking place in the classroom. The observation method in qualitative research provides researchers with the opportunity to directly observe phenomena in their natural context, allowing for a deeper understanding of the social interactions that occur during the learning process.

In addition to interviews and observations, this study also utilized documentation as an important additional data source in understanding learning practices in schools. The documentation study was conducted by reviewing various documents related to the planning and implementation of learning prepared by teachers. These documents include Learning Implementation Plans (RPP), teaching modules, semester programs, learning syllabi, and teacher learning evaluation records. Analysis of these documents provided information on how learning plans were developed and how learning components were designed within the Banathy learning planning model. Data obtained from documentation also served as a source of verification for data obtained through interviews and observations, thus providing a more complete picture of the learning practices studied. Documentation study is an important technique in qualitative research because documents are able to systematically record educational practices occurring within an institution.

Data analysis in this study was conducted using a qualitative analysis approach with an interactive analysis model developed by Miles and Huberman. This analysis model involves a series of stages that occur continuously throughout the research process. The first stage is data reduction, which involves the process of selecting, focusing, and simplifying data obtained from various research sources. At this stage, the researcher examines data collected from interviews, observations, and documentation to identify information relevant to the research focus. The next stage is data presentation, which is carried out in the form of narrative descriptions and data matrices to facilitate researchers in understanding the relationships between information obtained during the study. The final stage is drawing conclusions, which is carried out gradually through a process of data interpretation that is continuously verified with available data until consistent research findings are obtained (Miles, 1994).

Maintaining data validity is a crucial part of qualitative research, ensuring that the findings have an adequate level of credibility. This study employed several strategies to maintain the validity of the data obtained during the research process. One strategy employed was source triangulation, which involved comparing information obtained from various research informants, such as principals, teachers, and students. This approach enabled researchers to gain a more comprehensive understanding of the phenomenon being studied. Furthermore, technical triangulation was applied by comparing data obtained through interviews, observations, and documentation studies. Comparing data collection techniques provided an opportunity to verify

the consistency of information obtained from various sources, thereby increasing the credibility of the research findings.

In addition to the triangulation strategy, this study also employed a member checking technique to maintain the credibility of the research findings. This technique involved reconfirming the researcher's interpretations with the informants involved in the study to ensure that the data presented aligns with their experiences and perspectives expressed during the research process. Through this process, the researcher obtained clarification on the information obtained while simultaneously strengthening the accuracy of the research data. Dependability was also considered by systematically documenting all stages of the research, from data collection to data analysis. Structured documentation provides a clear overview of the research process, allowing other researchers interested in similar studies to retrace the process. This practice is part of an effort to maintain the methodological quality of qualitative research, ensuring academic accountability for the results (Creswell, 2014).

Results and Discussion

Religious Extracurricular Planning as a Foundation for Moral Formation

Village Research results obtained through in-depth interviews, direct observation, and review of activity documents at Gadung State Elementary School and Kopo State Elementary School show that the implementation of religious extracurricular activities begins with a well-organized and systematic planning stage. The schools view the planning stage as a conceptual foundation that determines the direction and orientation of student character-building activities. During this process, the principal, class teachers, and extracurricular activity supervisors engage in a deliberation forum aimed at formulating a program design that aligns with the school's institutional values. The school's vision and mission, which emphasize strengthening religious values, serve as the primary reference in developing the activity framework. The designed religious activities are not merely intended to complement academic activities, but rather as an integral part of the educational process that focuses on moral formation from the early stages of student development in the elementary school environment.

"We design religious activities not just as routines, but as a means of character development. We determine the moral goals from the outset"(Nurhayati & Sobari, 2025c).

This statement illustrates the school's perspective on religious activities as a pedagogical instrument that plays a strategic role in shaping students' character. In practice, these activities are designed with consideration of the dimensions of moral value formation, which are expected to develop through the gradual educational process.

The activity planning documents analyzed in this study demonstrate that the objectives of religious extracurricular activities are not limited to improving students' religious ritual skills. The activity planning also includes behavioral indicators reflecting moral values such as discipline, honesty, responsibility, and concern for the school's social environment. These moral development objectives are directly linked to the types of activities implemented in the extracurricular program. The activity planning structure is structured by considering the continuity between the desired value objectives and the activities designed within the development program. This planning pattern demonstrates institutional awareness that character formation does not occur spontaneously, but rather through a consciously designed social learning process within educational activities. Moral values are understood as the result of learning experiences acquired by students through active involvement in ongoing activities within the school environment.

In the context of educational management, the planning processes undertaken by both schools demonstrate an approach that leads to systematic activity management. Planning is not only concerned with scheduling activities or organizing routine activities, but also encompasses the process of formulating educational objectives oriented toward developing student character. Through a deliberation process between school leaders and educators, various religious activities are designed as part of a character education strategy integrated with daily school life. The religious activities formulated in the planning documents reflect the schools' efforts to build an educational environment that fosters religious values and social ethics among students. Thus,

extracurricular religious activities are positioned as a pedagogical space that serves to strengthen the internalization of moral values in school life.

The results of this study also show that systematically planned activities provide a clear direction for the implementation of student moral development. Extracurricular programs designed through a thorough planning process enable schools to manage activities in a more structured and consistent manner. Teachers and activity supervisors have clear guidelines for implementing character development activities through religious activities. Clarity of objectives and the link between moral values and activities allows the development process to take place in a more directed manner throughout school life. Structured planning provides the initial space for the formation of an educational environment that supports the development of student morality. In this context, extracurricular religious activities function not only as additional activities outside of class hours, but also as part of an educational strategy consciously designed to foster moral values in students' learning experiences in the elementary school environment.

Implementation of Religious Extracurricular Activities Based on Habits and Exemplary Behavior

The implementation of extracurricular religious activities at Gadung State Elementary School and Kopo State Elementary School takes place through a series of regularly scheduled activities and is implemented consistently in daily school life. The program of activities includes various forms of worship practices and activities for spiritual development of students. These activities include congregational prayer, reading and tadarus of the Qur'an, memorization programs, commemoration of Islamic holidays, delivery of religious sermons by students and teachers, and various social activities related to religious values. This series of activities is designed as a learning space that allows students to directly experience the practice of religious life in the context of elementary school education. Religious activities are not merely positioned as additional activities outside of formal learning, but as part of the educational experience that helps students recognize, understand, and habituate religious values in their daily lives. Through these routine activities, students have the opportunity to internalize moral values through real practices that take place in the school environment.

In implementing these activities, teachers play a significant role as mentors and role models for students. Teachers not only provide instructions or directions regarding religious activities but also directly participate in the activities carried out with students. Teacher involvement in the practice of religious activities is part of an educational approach that emphasizes the importance of role models in character formation. Teachers present themselves as role models for students to observe in practicing the religious values taught. The interactions between teachers and students in religious activities create a participatory learning atmosphere and provide space for students to learn through observing the behavior of adults in the school environment. This approach demonstrates that value development is not only conveyed through verbal explanations but also through direct practice that can be seen and experienced by students in their daily activities.

"We don't just tell them to do things, we also do them. Children imitate more easily when teachers provide direct examples" (Nurhayati & Sobari, 2025b).

This statement reflects the teacher's perspective on the importance of role models in character development. Teachers recognize that elementary school students tend to learn social values through observing and imitating the behavior they see in their surroundings. In the context of religious extracurricular activities, direct teacher involvement is part of an educational strategy that allows students to learn religious values through concrete experiences within school activities.

Observations conducted during the study showed that teachers' active involvement in various religious activities contributed to a relatively conducive religious atmosphere within the school environment. Teachers' presence in these activities created a space for interaction that strengthened the internalization of moral values being developed through extracurricular programs. The school environment exhibited social dynamics that reflected the practice of religious values in students' daily lives. Students participated in religious activities with a high level of participation and showed interest in the activities carried out together. Throughout the activities, students appeared to follow the series of activities in an orderly and attentive manner.

Regular attendance at these activities helped build habits related to religious practices within school life.

Field observations also show that the habituation process that occurs through religious extracurricular activities influences the dynamics of student behavior within the school environment. Discipline in participating in activities, politeness in interactions with teachers and peers, and respect for others are part of the behaviors that are evident during the activities. The social interactions that occur during religious activities indicate a warmer relationship among students. Activities carried out together provide a space for students to learn to appreciate the existence of others and build social relationships based on moral values. These dynamics demonstrate that religious extracurricular activities function not only as spiritual activities but also as social spaces that reinforce the learning of values in school life.

Consistent implementation of activities over time allows for the formation of habitual patterns in student behavior. This habituation process occurs gradually through repeated experiences in school activities. Religious values introduced through extracurricular activities become part of the learning experience directly experienced by students. In the context of character education, the habituation process plays a crucial role in building moral awareness that develops through daily practice. Experiences gained through religious activities provide a space for students to understand religious values not only as normative concepts, but also as part of behavior that can be practiced in social life within the school environment.

Behavior and Attitude-Based Religious Extracurricular Evaluation

The formulation of evaluation stages in the implementation of religious extracurricular activities at Gadung State Elementary School and Kopo State Elementary School is not directed at the numerical assessment system commonly applied in academic learning. Evaluation practices focus more on the process of observing the development of attitudes and changes in students' behavior during the series of religious development activities at school. Teachers and principals believe that the success of these activities cannot be represented solely through numbers, but rather is reflected in the dynamics of student behavior that develop in everyday life in the educational environment. Monitoring is carried out through ongoing observations during the activities and in student interactions outside of extracurricular activities. With this approach, the evaluation process is understood as an effort to understand the development of students' character through the social experiences they undergo at school. The primary focus is directed at the gradual changes in attitudes, which then serve as indicators of the sustainability of the process of fostering moral values in religious extracurricular activities.

In practice, evaluation activities do not occur as stand-alone administrative procedures, but rather as part of the school's collective reflection on the implementation of the character development program. Teachers and activity supervisors regularly hold discussions and evaluative meetings aimed at reviewing the progress of the extracurricular activities that have been implemented. These forums provide a space for educators to exchange observations regarding the dynamics of student behavior they observe during the development process. Through these reflective conversations, teachers gain a broader picture of changes in student attitudes throughout school life. The evaluation process then develops into a means of professional dialogue among educators to understand student character development. This reflective approach demonstrates that evaluation is not merely interpreted as the final stage of an activity, but as part of the ongoing institutional learning process within the school environment.

"We see changes in children's attitudes from day to day, for example, they are more polite, more orderly, and more responsible" (Nurhayati & Sobari, 2025d).

The principal's statement provides insight into how the school assesses student progress in extracurricular religious activities. The focus is on changes in attitudes evident in students' daily behavior. These changes don't always appear immediately, but rather develop gradually through students' regular involvement in various religious activities. Teachers observe how students demonstrate increased politeness in interactions, neatness in participating in school activities, and responsibility in assigned tasks. These observations help the school understand the process of character development as a gradual journey through the learning experiences students experience in the educational environment.

An analysis of the evaluation documents used by the school shows that monitoring students' religious behavior is conducted through observation notes collected by teachers and activity supervisors. These notes reflect various forms of behavior observed during extracurricular activities. Some indicators noted in these observations include students' habits of greeting teachers and peers, their awareness of maintaining a clean school environment, and their displays of respect in daily social interactions. These forms of behavior serve as indicators of how the religious values introduced in religious activities are beginning to be reflected in students' lives. This type of documentation provides insight into the process of moral development that occurs in school life, which is not always visible through formal academic assessments.

A qualitative evaluation approach allows for a more comprehensive understanding of students' character development. Assessment focuses not solely on the ability to memorize religious concepts or knowledge, but rather on how students practice moral values in their social lives. In the context of character education, changes in attitudes and behavior are important indicators of the success of the values-building process. Moral development cannot be measured simply through written tests, as the moral dimension is closely related to the habits and experiences individuals experience in daily social interactions. Observing student behavior in school life provides insight into how religious values introduced through extracurricular activities begin to become part of the behavioral patterns that develop within students. This evaluation process demonstrates that moral development occurs as a gradual and contextual educational journey within school life.

The Impact of Extracurricular Management on Al-Akhlaqul Karimah

Research conducted at Gadung State Elementary School and Kopo State Elementary School shows that the systematic management of extracurricular religious activities, implemented through planning, implementation, and evaluation, significantly influences the development of noble character in students. This focused management of activities allows for consistent religious values development in daily school life. Programs designed with character development in mind provide students with the opportunity to directly experience the practice of moral values through various routine religious activities. Within this dynamic, the process of moral development does not emerge spontaneously but develops through the learning experiences students experience in school activities. Student involvement in communal worship, religious social activities, and interactions with teachers and peers are part of the educational process that integrates religious values with the practice of social life in the elementary school environment.

Changes in student behavior are evident through various forms of social interactions that occur during extracurricular activities and in daily activities at school. Teachers observe the development of attitudes that reflect moral values in relationships between students and teachers and with their peers. Interactions that occur in religious activities provide social experiences that strengthen students' awareness of the importance of mutual respect and maintaining good relationships with others. This process develops through repeated practices in extracurricular activities. These routine activities provide opportunities for students to practice religious values in real-life situations. Through involvement in these activities, students gain social experiences that help them understand the meaning of moral values in living together in the educational environment.

"Now students are more accustomed to saying hello, respecting teachers, and helping each other" (Nurhayati & Sobari, 2025a). The class teacher's statement illustrates the behavioral changes that began to emerge in school life after the consistent implementation of religious extracurricular activities. Simple habits such as greeting teachers, showing respect in interactions, and providing assistance to friends became part of the social dynamics emerging in students' lives. These changes demonstrate that the religious values introduced through extracurricular activities are beginning to manifest in students' behavioral patterns. The teacher observed that regularly conducted religious activities influenced the formation of more positive social habits. The presence of these activities created an educational space that connected the learning of values with the practice of everyday life in the school environment.

Observations conducted during the study also revealed a development in attitudes related to moral values such as honesty, discipline, responsibility, and social awareness among students. These values were evident in various situations occurring within the school environment, both during extracurricular activities and during classroom learning. Students showed a tendency to participate in activities with a more orderly attitude and demonstrated responsibility for assignments given by teachers. Social interactions among students also demonstrated a more cooperative dynamic, where they demonstrated mutual respect in friendships. The experiences gained through religious activities provided a space for students to understand moral values as part of the social practices they experience in the educational environment.

In the context of primary education, extracurricular religious activities play a crucial role as learning spaces that support the development of students' character through direct experience. Structured religious activities provide students with the opportunity to learn about religious values not merely as normative concepts but as part of everyday school practices. The social interactions that occur during these activities serve as a learning medium that connects moral values with the students' concrete experiences. The process of internalizing values develops through habits formed through student involvement in various religious activities. The school environment then develops as a social space that reinforces the learning of values through ongoing interactions throughout students' lives.

The findings of this study indicate that religious extracurricular activities cannot be understood merely as additional activities outside of formal academic activities. These programs have developed into educational tools that play a strategic role in building the character of students in elementary schools. Planned management of these activities allows schools to integrate the development of religious values into daily educational life. Within this dynamic, religious extracurricular activities become part of the educational experience that strengthens the process of developing noble character through social interactions, religious practices, and moral habits that develop within school life. The religious values introduced through these activities then become part of the learning experience that shapes how students understand and navigate social life in the educational environment.

Strengthening the Findings with Banathy's Systems Theory Perspective

The research findings show that the management of religious extracurricular activities in both schools exhibits a management pattern structured through interrelated stages of planning, implementation, and evaluation. This pattern is in accordance with the perspective of the systems theory proposed by Banathy. In Banathy's view, an educational program is understood as a system consisting of interconnected components of goals, processes, and results that form an integrated whole (Banathy, 2013)b. In the context of religious extracurricular activities, the planning carried out by the school reflects an effort to systematically design character-building activities by considering the needs of students.

Religious activities are designed as part of an educational system that has a clear goal of developing students' morals. These developmental activities are not implemented in isolation but rather as part of a series of ongoing educational programs within the school environment. This systemic approach demonstrates how each component of the activity is mutually supportive in achieving the desired educational goals. Banathy's perspective helps explain that the effectiveness of an educational program is related to the integration of the various elements involved in the learning and character development process.

Contextualizing Findings in School Culture

The research findings also indicate that the successful implementation of religious extracurricular activities is inseparable from the school's cultural context and the religious values that develop within the surrounding community. Both schools used in the research have strong religious traditions embedded in the daily lives of the school community. This culture supports the implementation of religious activities as part of the school's educational life. The role of the principal and teachers in fostering a religious culture is a crucial factor influencing the success of moral development activities through extracurricular activities.

In practice, teachers not only function as activity facilitators but also as role models who demonstrate religious behavior in school life. The process of learning values occurs through interactions between teachers and students during activities. This approach demonstrates that the internalization of moral values occurs not only through the delivery of religious material but also through social experiences that occur within the educational environment. Extracurricular religious activities are part of the school education system, serving to strengthen student character development through ongoing social interaction and habits.

Comparison with Previous Research

The results of this study align with various previous studies highlighting the role of religious activities in shaping student character in schools. Research conducted by (Hakkurahmy, 2023) demonstrated that well-managed extracurricular religious activities contribute to improving students' discipline and religious attitudes. These findings suggest that religious development activities have the potential to foster positive behavior in school life. Further research by (Hakim, 2016) also demonstrated that the success of student moral development is related to the systematic management of educational activities.

This study provides an additional contribution by examining the management of religious extracurricular activities through the perspective of Banathy's systems theory. This approach provides an analytical framework that helps understand the relationship between activity planning, program implementation, and expected outcomes in shaping student character. Unlike research (Dahliyana, 2017) which focuses more on religious activities as normative activities, this study demonstrates that a systemic approach allows for more adaptive and sustainable design of extracurricular activities to foster students' noble character.

Critical Analysis and Implications of Findings

The implementation of religious extracurricular activities at Gadung State Elementary School and Kopo State Elementary School has demonstrated encouraging results in the process of developing students' character. Various religious activities, designed through planning, implementation, and evaluation, have contributed to the formation of moral habits that are evident in daily school life. These activities provide an educational space that allows students to directly experience the practice of religious values through social interactions that occur within the school environment. Although the dynamics of program implementation show positive developments, this study also identified a number of challenges that emerged in the practical implementation of these activities. These challenges relate to the operational conditions faced by schools in managing character development activities amidst the various demands of formal education. This situation demonstrates that the process of managing religious extracurricular activities takes place within a complex educational reality, where various institutional factors influence the effectiveness of the implementation of student moral development programs.

One of the obstacles identified in this study relates to teachers' limited time to consistently support character building activities. Elementary school teachers hold primary responsibility for implementing formal classroom learning activities, which are structured within a relatively tight academic schedule. The teaching process encompasses various activities such as lesson planning, implementing teaching and learning activities, and assessing student learning outcomes. This series of responsibilities requires significant attention from educators in carrying out their professional duties. This situation affects the time teachers can allocate to intensively supporting extracurricular religious activities. Teacher involvement continues in character building activities, although the intensity of monitoring student behavioral development cannot always be maintained continuously in every activity.

Time constraints in supervising extracurricular activities also impact the dynamics of monitoring students' behavioral development. Moral development in the context of primary education requires intense interaction between teachers and students in various educational settings. The teacher's presence as a mentor plays a significant role in the internalization of moral values within students. In daily practice, teachers consistently monitor students' behavioral development through interactions during learning and other school activities. These observations

help teachers understand the behavioral changes that emerge in students as they engage in religious activities. However, time constraints mean that the monitoring process cannot always be comprehensive across all extracurricular activities at school.

In addition to challenges related to time constraints, this study also found that the evaluation system for religious extracurricular activities is still dominated by a qualitative approach that lacks systematic measurement indicators. Assessment of student character development is generally conducted through direct observation of behavioral changes that emerge in daily school life. Teachers observe various forms of behavior that reflect moral values such as politeness, discipline, responsibility, and concern for the social environment at school. This observational approach provides a picture of the dynamics of student character development in the real-life context of the educational environment. While this approach allows for a contextual understanding of student behavior, the evaluation system used is not fully supported by assessment instruments with structured and formally formulated indicators.

Within the framework of Banathy's educational system theory, evaluation is a crucial component of the entire educational process. The educational system is understood as a series of interconnected elements that work in an integrated manner to achieve predetermined goals. The planning, implementation, and evaluation components form a unified process that enables educational programs to develop in a directed manner. The findings of this study indicate that the evaluation component in the management of religious extracurricular activities still requires strengthening to optimize feedback mechanisms for program implementation. Evaluation supported by systematically formulated indicators provides educational institutions with the opportunity to understand the development of character development outcomes more comprehensively and strengthen the reflection process on the implementation of activities that have been carried out.

Strengthening the evaluation aspect allows schools to obtain a clearer picture of the character development of students involved in religious extracurricular activities. Systematically structured assessment indicators help teachers identify changes in student attitudes in a more structured manner. A more focused measurement process allows schools to understand the extent to which religious values introduced through extracurricular activities have developed in students' daily behavior. In the context of educational management, robust evaluation serves as a reflection mechanism that helps educational institutions review the effectiveness of their programs. The feedback process that occurs through evaluation allows schools to adapt character-building strategies to the dynamics of student development within the educational environment.

The findings of this study also provide implications for educational administrators in viewing religious extracurricular activities as an integral part of the character education system in elementary schools. Religious activity programs have great potential to support the process of character formation in students through social experiences that occur in the school environment. Structured activities provide opportunities for students to practice religious values in everyday life with teachers and peers. The systemic approach proposed by Banathy suggests that character-building activities can be designed as part of an organized and sustainable educational process. From this perspective, religious extracurricular activities become one element in the educational system that supports the formation of students with religious character and good moral behavior (Banathy, 2013).

Conclusion

This study concludes that the management of religious extracurricular activities at Gadung State Elementary School and Kopo State Elementary School, Karangtengah District, Cianjur Regency, is implemented systematically and in a targeted manner to improve students' moral character. The integrated management of religious activities, which includes planning, implementation, and evaluation, demonstrates that a systems approach can make religious extracurricular activities a strategic instrument for fostering religious character in elementary schools. Thematically, the research findings indicate three main points. First, the planning of religious extracurricular activities is oriented towards the needs of students and the character values they wish to develop,

ensuring that activities are not merely ceremonial but sustainable. Second, the consistent implementation of religious activities, supported by teacher role models, significantly contributes to the instilling of religious attitudes, discipline, and polite behavior in students. Third, the evaluation of activities has been conducted reflectively, although it still requires strengthening the aspects of more systematic success indicators. This research provides a theoretical contribution by expanding the application of the Banathy system approach to the management of religious extracurricular activities, which has traditionally been applied primarily to classroom learning planning. Practically, the findings of this study can serve as a reference for elementary schools in designing and managing religious extracurricular activities as an integral part of the character education system. With planned and sustainable management, religious extracurricular activities have proven relevant and effective in shaping students' noble character.

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