

School Management in Forming Children's Religious Character

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Abstract:

Religious character education for children is essential to do from an early age to strengthen their character so that other people's negative behavior does not easily influence them. In its implementation, religious character education requires management to run optimally. This study aims to understand school management in shaping the religious character of children through gadget media which was carried out at RA Sunan Ampel, Probolinggo. This study uses a qualitative descriptive approach with the type of case study. The results showed that RA Sunan Ampel arranged a series of religious activities that were strengthened by school management through the stages of planning, regulating the implementation of activities, and regularly evaluating by utilizing gadgets through the digital application "Link Book." School programs run optimally when all elements in the school are actively involved and support these activities.

Keywords: *School Management, Religious Character Education, Media Gadget*

Abstrak:

Pendidikan karakter religius bagi anak penting untuk dilakukan sejak dini guna menguatkan karakter anak, sehingga tidak mudah terpengaruh oleh perilaku negatif orang lain yang ada di sekitarnya. Dalam pelaksanaannya, pendidikan karakter religius membutuhkan manajemen agar berjalan optimal. Riset ini bertujuan untuk mengkaji tentang manajemen sekolah dalam membentuk karakter religius anak melalui media gadget yang dilakukan di RA Sunan Ampel, Probolinggo. Pendekatan deskriptif kualitatif jenis studi kasus digunakan dalam penelitian ini. Hasil riset menunjukkan bahwa RA Sunan Ampel menyusun serangkaian kegiatan religius yang dikuatkan dengan manajemen sekolah melalui tahap penyusunan rencana, pengaturan pelaksanaan kegiatan, serta evaluasi secara rutin dengan memanfaatkan memanfaatkan gadget melalui aplikasi digital "Buku Penghubung". Program sekolah berjalan optimal manakala seluruh unsur yang ada di sekolah terlibat secara aktif dan mendukung kegiatan tersebut.

Kata Kunci: *Manajemen Sekolah, Pendidikan Karakter Religius, Media Gadget*

INTRODUCTION

A child can be likened to a sheet of white paper that is still clean and must be decorated to make it look more beautiful. Decorating a child's soul can be done by shaping his character with a religious character (Rozi & Jannah, 2021). The goal is for children to grow up to be individuals who are always faithful, devoted, and have a noble character, as has been taught by religion (Mutiawati, 2019). To form a religious character in children, what needs to be done is to provide character education. Through character education, children will learn about the values of kindness that can be made into habits until adulthood (Cahyaningrum et al., 2017).

Strengthening character education, especially religious character, should be carried out early as possible (Salafuddin et al., 2020). This is because improving religious character education helps children understand causality, precisely the existence of God as the creator and his relationship with his creation as a servant of the universe. The inclusion of religious characters in school curricula is essential in guiding students toward becoming human beings who believe in and fear God, have a noble character, maintain order and discipline by existing regulations, show respect for teachers and parents, and care about their environment (Rozi et al., 2021).

The application of religious character education to children is the responsibility of parents at home and all adults around children, including teachers in educational institutions (Hefniy et al., 2022). The burden of these educational institutions is also based on the fact that national education is rooted in the nation's culture to build the nation's life today and in the future (Halimah et al., 2020). The national culture in question is the noble values of the Indonesian people, such as religious observance, tolerance, cooperation, friendliness, etc. The importance of character education is also stated in the Regulation of the Ministry of Education and Culture No. 20 of 2018 concerning Strengthening Character Education in formal education units; all education units are required to carry out Strengthening Character Education (Kartina, Irawan Suntoro, 2019). In addition, family relationships, teachers, and peers play an important role in shaping the character of early childhood (Sop & Biskin, 2021).

The importance of religious character is formed from an early age because the increasing problematic cases of teenagers regarding character and morals are decreasing from year to year. Of course, it is extensive homework for all parties (Abdullah et al., 2022). Character education is currently considered one of the most effective methods of preventing the development of the mental conflict in youngsters. As a result, character education should begin as soon as possible (Munif et al., 2022). Stimulation of religious character education in children cannot be done without careful planning. Many facts show that when a teacher only advises children or gives a theory of good behavior, children will only listen and listen for a moment. After that, the child will not try to practice it in everyday life. It becomes a gap between hope and reality. Because character education also requires supporting elements to produce optimal results for children (Munif & Yusrohlan, 2021). Thus, strengthening religious

character education in children also requires management so that the program's implementation in schools gets optimal results.

Management will be a strategy to achieve a goal (Ikramullah & Sirojuddin, 2020). This is because management has nine components to determine the success of achieving quality and the quality of a goal. The management components are mission formulation, internal and external analysis, options analysis, benefits identification, long-term goal planning, yearly goal setting, implementation of preferred solutions, and evaluation (Sakamoto, 2020). These components need to be developed by the institutional structure so that the goals of the institution or organization can be realized effectively and efficiently.

Reviewing its utilization, an educational institution must also employ school management to shape children's religious character (Musa & Martha, 2020). Because school management can shape children's religious character, it is envisaged that ongoing development, enhanced value, and stakeholder satisfaction can be attained (Khurniawan et al., 2021). The institution develops innovative management by incorporating student guardians/parents in religious character education via gadget media. The invention was made because people of all ages, including RA children, enjoy electronics (Adamczyk et al., 2018). To combat the effects of globalization on the nation's morale, technologies are utilized extensively to boost children's religious character education.

Gadgets have positive and negative impacts depending on the user's policies in managing or controlling. The positive effect of gadgets is that they contain various features and applications such as educational applications, games, social media, and various other applications that can foster children's development in creative thinking (Sholekah & Wahyuni, 2019). However, negative impacts also arise on children using gadgets marked by lack of discipline, lack of social interaction, impoliteness, and ease of fighting with friends (Khairuni, 2016). So, character education expected to overcome the problems is not easily realized with this new phenomenon. This phenomenon requires special handling because the growth and development of early childhood need to be directed at laying the right foundations (Baharun et al., 2021). Early childhood has unique characteristics and requires stimulation and management to mature its development (Sandrawita, 2019).

When problems occur in the field, such as at RA Sunan Ampel Curahsawo Gending Probolinggo, students are less enthusiastic about carrying out religious education activities such as praying in the congregation; there is a lack of discipline in following school rules, a lack of politeness toward teachers and parents, and the environment is hostile to learning. Various reasons contribute to this, with the impact of uncontrolled electronics being the most significant trigger.

In order to prepare for the absence of character inequality, efforts to overcome it and creative approaches to stimulating character education for pupils are required. The institution produces novel management by integrating the guardians/parents of students in the implementation of character

cultivation as early as feasible through electronic gadgets and other media. Students love media gadgets and are used as much as possible to grow characters that are starting to fade. Gadget media is considered effective in increasing character education, of course with the involvement of the role of parents in managing activities carried out by children.

For this research to produce an in-depth study and have originality, the researcher seeks to examine several previous studies relevant to this research topic. To research conducted by Thahir & Fauzan (2020), it is known that the institution plans to strengthen character education through the preparation of objectives, strategies, and mapping of policies and procedures for learning activities carried out through supervision, reflection and analysis of activities. While on research by Imam (2020), Strengthening children's religious character education is carried out by forming school teamwork and communication management between parents and schools in implementing the five S culture and religious culture (memorization program for 30 juz, congregational prayers at school, and recitation of the Qur'an). Then to the research by Zulianti et al. (2020), It is known that the implementation of religious character education is carried out by planning, implementing programs (5S culture), reading short letters, praying practices, Ramadan boarding schools, commemorating Islamic religious holidays, infaq, istighotsah, fondness), as well as evaluation and supervision of education, carried out by PAI supervisor from the Ministry of Religion.

According to the findings of this research, this study represents a difference and originality in the use of gadgets to optimize school administration to strengthen children's religious character education. If used wisely, gadgets can have a positive impact because they contain a variety of educational features and applications, games, social media, and various other types of applications that can foster children's development in creative thinking (Sholekah & Wahyuni, 2019). The uniqueness of this research lies in the collaboration between the school and the parents of students so that the strengthening of character education can continue even though the child is at home. In addition, gadget media can be more effectively used in growing character education if there is parental involvement in regulating activities carried out by children.

Based on the preceding description, school management research must be directed toward developing children's religious character through the use of electronic gadgets. This is because implementing character education without thorough preparation will not substantially impact the child's overall character development. In addition, the use of gadgets as assistants in the implementation of religious character education is included in the positive use of technological advances. Thus, early childhood can hone their good character and religiosity to strengthen their faith and devotion.

RESEARCH METHODS

This study employs qualitative research methods and a case study approach to evaluate an object's natural state. The reason for choosing this

method is to explore the form of an object to describe the problem and analyze it naturally. The focus of this research is an effort to examine school management in shaping the religious character of children through gadgets. The research location is at the RA Sunan Ampel institution, Curahsawo Village, Gending District, Probolinggo Regency. In this case study research, data collection strategies include in-depth interviews with participants and observations at the facility. An interview session was held simultaneously with the Principal, teachers, and guardians of pupils.

Following the collection of data by the researchers through interviews and observations connected to school management informing the religious character of students through gadgets, the information gathered was then compiled for further investigation. The data reduction stage is included in the analytic technique, and it is used to filter and pick the appropriate data linked to the study issue. The presentation of the data is then completed by bringing together all of the data that has been sorted and selected for additional verification or by concluding the information that has been gathered (Miles et al., 2013).

RESULTS AND DISCUSSION

Planning for Religious Character Education Programs and Applications for Connecting Books

Before the religious character education program is implemented, the institution makes a program design that will be used for one year. A plan or planning is made to determine what, who, where, when, and how a program will be carried out (Hanum, 2020). The design of the religious character education program is carefully prepared so that the expected planning or planning can be achieved optimally. Planning of religious character education programs through gadgets goes through procedure stages that include curriculum planning, planning for program policy consistency, planning program activities, and preparing supporting applications distributed through gadgets.

All planning at the institution is carried out by forming teams that are grouped according to their fields, including the curriculum drafting team, activity implementing team, activity monitoring team, and application management team. The head of RA Sunan Ampel said that all of these plans were listed in PROTA (Annual Program), PROSEM (Semester Program), RPPM (Weekly Program), and RPPH (Daily Program) because the implementation of religious character education was carried out on the sidelines of teaching and learning activities as well as a guide for teachers who teach.

All the plans that have been arranged are then coordinated with the students' parents or guardians, who are communicated through the student guardian meeting. A consensus was reached during the deliberation on the formation of character strengthening through gadget media, which was then implemented at a follow-up meeting in the form of training or seminars on the use of applications carried out in religious character programs through gadget media implemented.

In group A, the teacher stated that school management in shaping religious character through gadget media was carried out with the assistance of parents or guardians of students and that collaboration between teachers and parents was considered to be capable of strengthening children's character because students spent more time with their parents at home, according to the teacher. Additionally, with the assistance of teachers at school, polish your character. Preparation for school management programs with a compelling religious character is accomplished by determining program activities at school and at home, carried out with technological devices' assistance. When the child's position is at school, the program is controlled by the teacher; however, when the child's position is at home, the parents are in charge of the program that will be carried out. When compared to teachers who have limited time with their students, the involvement of parental assistance is considered to be highly effective in stimulating religious character education. This is because parents have a longer time with their children than teachers who have limited time with their students.

What is meant by the Liaison Book application is a digital diary or journal that is useful as a means of communication between teachers and parents of students. Through the liaison book, both parents and educators can find out the level of child development, which will later become reference material in evaluating both programs and educational methods that are carried out.

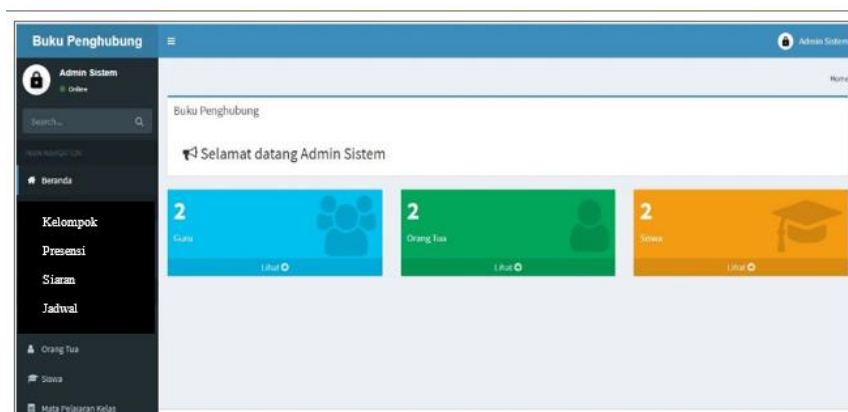


Figure 1 Digital Linking Book (Android Based)

Figure 1 shows the appearance of the parent liaison book application to get information about their children's activities in school, such as information on child development, children's understanding of learning, and information on their children's behavior in school (Maulana et al., 2020). Moreover, vice versa, when children do activities at home, the teacher gets information from parents through a connecting book. The head of RA Sunan Ampel said that the arrangement of worship times, attendance, and liaison books at the institution was carried out on an android basis or gadgets media.

After all, the planning is arranged, and the Liaison Book application is made to facilitate communication between parents and teachers in discussing the development of students; the institution also coordinates with the guardians

of students before religious character education through gadgets is carried out. The coordination was carried out to socialize the religious character education program to parents and teach students how to use the Liaison Book application, which can access links that have been shared through the Whatsapp group.

The preparation for religious character education programs through gadget media is made to carry out these activities at school and at home so that children continue to receive well-planned religious character education. That is why religious character education uses the Liaison Book application so that parents can also guide and monitor their children's activities. Of course, parental involvement in religious character education is effective because parents have a much longer time with their children than teachers in school (Prabowo et al., 2020). In addition, the use of gadgets is expected to stimulate the spirit of children and parents to form a religious character rather than carrying out activities that are only written in regulations or teacher orders.

Religious Character Education Timing

Religious character education in institutions is carried out by utilizing gadgets that children currently love. RA management in carrying out religious character education is by connecting the Liaison Book Application that parents have programmed with time management that the school program has coordinated. The existence of time arrangements is intended so that children are disciplined in doing something, in this case, religious activities, to strengthen religious character in children.

In its implementation, religious character education at RA Sunan Ampel is to introduce children to the habit of praying and being grateful, praying, and learning to recite the Koran (Iqra '). These activities are carried out with a digital presence so that both teachers and parents at home will know about children's participation in character education activities. Digital attendance is carried out by the teacher when students carry out religious activities at school. Still, the presentation will be filled in by parents when students carry out religious activities at home. Parents can monitor this presence through their gadgets so that teachers and parents will monitor students who have not carried out religious activities. The timing of religious character education is as shown in the following table 1:

NO	ACTIVITY	TIME	DESCRIPTION
1	Reading Iqra'	06.30-07.00	Teacher
2	Duha prayer	09.30-09.20	Teacher
3	Dzuhur prayer	12.00	Parent
4	Ashar prayer	15.00	Parent
5	Magrib prayer	18.00	Parent
6	Muroja'ah	18.30-19.00	Parent
7	Isya' prayer	20.00	Parent
8	Watching character examples	20.30-20.50	Parent
9	Subuh prayer	04.30	Parent

Table 1: The timing of the school religious program

The principal of RA said that attendance was not only as attendance but also as a reminder if there were activities that had not been carried out and had not been achieved optimally by students. Students become more active and controlled in carrying out religious activity programs due to the implementation of the presence of students, allowing the program to be launched to improve religious character education to operate more smoothly as a result. The following is the schedule for both school and home activities.

Setting the Time of Worship in School

It is intended that kids will adhere to this timetable both at school and at home; adults, rather than being forced to enforce the worship timing; this is not coercion but rather habituation on students' part. Because this practice is carried out constantly to develop a strong character, children are indirectly encouraged to carry out acts that have been pre-planned by their parents.

Religious character education in institutions is implemented through routine activities to ensure that pupils become accustomed to participating. The following are examples of the activities under question. First and foremost, read Iqra'. Every morning before coming to school, every child must read Iqra, which is memorialized by the gadget alarm on each teacher's computer. Each kid will read Iqra with the assistance of their respective class teachers, and they will continue reading by the page achievements noted on the children's Iqra reading cards as they progress. The reading card has been logged in the Liaison Book application so that parents at home may also keep track of their child's progress in Iqra reading. Reading Iqra' before joining this class can be considered one of the character education activities that use the habituation method to develop students' moral character and values. Children are enthusiastic every day and continue reading Iqra' and foster habituation for students to love learning to read the Al-Quran (Ulya, 2020). The Group B teacher also said that in addition to fostering enthusiasm and love for the Al-Quran, reading Iqra' had also taught students always to be disciplined, namely, when they arrived at school, they immediately put their bags and shoes in the locker and then approached the class teacher and read Iqra'.

The second is the reading of prayers. Students are called back into class after finishing the Iqra' reading and preparing to participate in the following learning activity. Before beginning any learning activities, take a moment to read the Prayer Before Learning. Students are encouraged to develop a sense of faith and piety to express their gratitude to Allah SWT through this practice of prayer. The third prayer is the Duha prayer. Every day at roughly 09.30 a.m., the sunnah prayer (dhuha) devotional activities occur. Pupils' religious character is formed by introducing sunnah worship activities, which encourage students to practice the dhuha prayer. Duha prayer activities can make children always remember Allah outside of the obligatory prayer times (Fajariska et al., 2017).

Observations from the field indicate that this activity has a positive impact on students because the habituation that is carried out is already well-

formed; this can be seen when students arrive at school and immediately place their shoes on the shoe rack, their bag in the locker in the classroom, and then eagerly approach the class teacher who is waiting in front of the class yard and ready to make habituation in a disciplined manner.

Setting Worship Time at Home

The implementation of worship at home is not much different from at school, namely implementing obligatory prayers and reading the Qur'an. It is just that the timing of prayer at home is done with parents referring to the time setting table. In addition to the obligatory prayers and reading the Koran after the Maghrib prayer, children are invited to play hijaiyyah card games and watch audio-visuals performed by parents. Parents can also ask the teacher for help via Whatsapp groups and muroja'ah short letters. The implementation of the five daily prayers, reading the Al-Quran, playing hijaiyyah cards, watching audio-visuals, and muroja'ah short letters have been set in the parent liaison book application to manage the child's time.

A student's guardian at this institution stated that setting the time encourages children to be more self-reliant in their religious activities since they are motivated by an audible alarm to follow a specified timetable. This includes the five daily congregational prayers with parents, reciting the Koran using methods such as hijaiyyah card games and watching audio-visuals with parents, and asking the teacher for help online. These three apps help parents regulate their kids' time.

Evaluation of Religious Character Education Program

A program or activity carried out in management must go through an evaluation stage to determine its success. Evaluation related to religious character education through gadget media is carried out in two stages as follows; First, by monitoring the development of the child's character directly, assessing the child's attitude in daily activities, and holding meetings with the guardians of students once a month. Of course, the evaluation is carried out by involving the activity supervisory team that the institution has formed. Group B teachers indicated that the review was done to examine the program's efficacy in achieving its aims. This assessment helps teachers and students understand the existing program's shortcomings and how to improve it.

Second, the assessment measures and enhances the activities conducted, such as matching the results. The assessment is carried out every quarter by analyzing the findings of the parents' meeting, which is held once a month. At the same time, the assessment is meant to help the plans accomplish their aims and be implemented. The evaluation results serve as the final administration and management (Baharun & Wibowo, 2021). Using meetings and assessments and reviewing religious character education programs in institutions can help rectify and improve future implementation. Furthermore, evaluation ensures that goals are productive, quality, effective, and efficient (Budiono, 2019).

CONCLUSION

School management in shaping children's religious character through gadgets carried out by RA Sunan Ampel seeks to develop school strategies to strengthen children's religious character. Through this management, the institution arranges a series of activities that can shape and enhance children's religious character and enhance the school system in carrying out these activities by preparing plans, organizing the implementation of activities, and conducting regular evaluations. So that religious character education can be more optimal, the institution also involves parents of students by utilizing gadgets through a digital application called the Liaison Book. That way, the child will constantly be monitored and directed in making worship habits that are useful for shaping his religious character. This study implies that an activity or school program will run optimally if there is good management in which the entire academic community and even the parents of students are also involved to support these activities.

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