Development of Religious Culture in The School Community

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ABSTRACT

The school's religious culture is an effort to realize the values of religious teachings as a tradition in behavior and organizational culture that is followed by all members of the school. By making religion a tradition in schools, consciously or not, when the school members follow the traditions that have been ingrained, the school members are already practicing religion. Cultivating religious (religious) values can be done in several ways, including through: school leadership policies, implementation of teaching and learning activities in class, extracurricular activities, as well as consistent traditions and behavior of school members, so as to create a religious culture within educational institutions. This study provides an overview of the development of religious culture that has been carried out in school institutions/agencies in general. Bias often occurs in understanding religious culture and religious atmosphere. These two things have significant differences. So, this study is expected to be able to provide an overview of the practice of developing religious culture.

Keywords: Keyword : *Development, Religious Culture, School Community*

INTRODUCTION

Religious culture is a holistic aspect in the world of education. In its application there is modeling and preparing the younger generation to be independent by teaching morals in a responsible manner and other life skills. Creating a religious culture in schools is an effort to internalize religious values in students. In addition, this shows the function of the school as an institution whose function is to transmit culture. School is a place for internalization of religious culture for students to have a strong defense in forming noble character. Meanwhile, noble character is the basic foundation for improving human resources which are increasingly being eroded by civilization.

Religious culture is different from religious atmosphere. Religious atmosphere means an atmosphere that has a religious nuance, such as the attendance system in congregational prayers and reading prayers before starting a lesson, which is usually created to internalize religious values into students. However, religious culture is a religious atmosphere that has become a habit in daily activities.

The development of religious culture is an effort to develop education to achieve national education goals. Because in the Law on the National Education System (UUSPN) Number 20 of 2003 article 1 it is explained that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students

actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation and state (UUSPN, 2003). And in detail the purpose of National education is explained in article 3 of UUSPN Number 20 of 2003, National education functions to develop capabilities and form dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty. One, having noble character, healthy, knowledgeable, capable, creative, independent and being a democratic and responsible citizen. Therefore, the authors consider it very necessary to compile a study by taking the topic "Development of Religious Culture in School Communities".

METHOD

This study uses a qualitative approach. Sources of data obtained from observation and interviews. Observations were made by observing all activities that occurred in the junior high school environment in Pasuruan Regency. The goal is to collect a description that can be described. After that, direct interviews were conducted with members of the selected school community using a purposive sampling technique. After the data was collected, data analysis was carried out simultaneously, both in the field and during interviews. The results of the analysis are then drawn conclusions in the form of study development indicators.

FINDING AND DISCUSSION

According to the Big Indonesian Dictionary, culture is defined as thoughts, customs, something that has developed, something that has become a habit that is difficult to change. In addition, culture also means the totality of behavior patterns, arts, beliefs, institutions, and all other products of human work and thought that characterize the conditions of a society or population that are transmitted together (Bani, 2019). Culture is a term that comes from the discipline of social anthropology. In the world of education, culture can be used as one of the transmission of knowledge, because what is actually covered in culture is very broad. Culture is like a device that resides in the human brain and guides perception, identifies what is seen, directs focus on one thing, and avoids others (Neuliep, 2017).

Based on the above concept, the writer understands that culture is an achievement of immaterial human creations. This means in the form of forms of psychological achievement such as science, belief, art and so forth. In order for this culture to become lasting values, there must be a process of cultural internalization. Internalization is the process of instilling and developing a value or culture to become part of the person concerned. The cultivation and development of these values is carried out through various didactic educational and teaching methods. The process of forming culture consists of sub-processes that are interconnected, including: cultural contact, cultural exploration, cultural selection, cultural stabilization, cultural socialization, cultural internalization, cultural change, cultural inheritance that occurs in relation to the environment continuously and continuously. (Whitfield & Davidson, 2016).

Culture has at least three forms, namely culture as 1) a complex of ideas, ideas

of values, norms, regulations and so on, 2) a complex of human activities in society, and 3) as objects. human work. So what is called culture is the totality of human life patterns that are born from thoughts and habits that characterize a society or population that are transmitted together. Culture is the result of creation, work and human initiative that is born or materialized after being accepted by a particular society or community and is carried out in daily life with full awareness without coercion and is transmitted to the next generation together (Shao et al., 2019).

Religious is usually interpreted by the word religion. According to Frazer, religion is a belief system that is constantly changing and developing according to one's level of cognition (Sosis, 2020). Meanwhile, according to Clifford Geertz, he argues that religion is not just a matter of spirit, but there has been an intense relationship between religion as a source of values and religion as a cognitive source (Geertz, 2013). First, religion is a pattern for human action (pattern for behavior). In this case religion becomes a guide that directs human action. Second, religion is a pattern of human action (pattern of behavior). In this case, religion is considered as the result of human knowledge and experience, which is often institutionalized as a mystical power.

Religion in this second perspective is often understood as part of a cultural system, the level of effectiveness of its teaching functions is sometimes not inferior to formal religion. However, religion is a source of value that must be maintained in terms of its authenticity. So on the one hand, religion is understood as the result of producing and interacting with culture. On the other hand, religion also appears as a value system that directs how humans behave. Thus, the religious culture of the school is an effort to realize the values of religious teachings as a tradition in behavior and organizational culture which is followed by all members of the school. By making religion a tradition in schools, consciously or not, when the school members follow the traditions that have been ingrained, the school members are already practicing religion. Cultivating religious (religious) values can be done in several ways, including through: school leadership policies, implementation of teaching and learning activities in the classroom, extracurricular activities, as well as consistent traditions and behavior of school members, so as to create a religious culture within educational institutions..

Activities that foster religious culture (religious culture) in the environment variable. Carrying out routine activities means that efforts to develop religious culture occur on ordinary study days at educational institutions. This regular activity is carried out in daily activities integrated with the activities that have been programmed, so it does not require a particular time. Religious education is not only limited to aspects of knowledge but also includes the formation of religious attitudes, behaviors and experiences. For this reason, the construction of religious attitudes, behavior and experiences is not only carried out by spiritual teachers. Still, it needs to be supported by teachers in other fields of study. Teachers can provide religious education spontaneously when facing the attitudes or behavior of students not following spiritual teachings. The benefits of this spontaneous education make students immediately know and realize the mistakes they have made and are also able to correct them immediately. Other students can use other benefits as lessons or wisdom if wrong actions are not imitated. Otherwise, if there are good deeds, they must be imitated.

Creating a religious environment and situation aims to introduce students to

the meaning of religion and the procedures for implementing this religion in everyday life (Girivirya, 2022). Shows the development of religious life in educational institutions, which is reflected in the daily behavior of various classroom and student activities. Besides that, by creating an atmosphere of spiritual life in schools between fellow teachers, teachers and students, or students and other students. For example, by saying good words when meeting or parting ways, starting and ending an activity, submitting opinions or questions in a reasonable, polite, courteous manner not demeaning other students, and so on.

Provide opportunities for school/madrasah students to express themselves, foster talent, interest and creativity in religious education in skills and arts, such as reading the Koran, adhan, sari recitations, as well as encourage school students to love the holy book, and increase students' interest in reading, wrote and studied the contents of the Koran. In discussing a subject matter so that it is clearer the teacher should always be reinforced by appropriate religious texts based on the Koran and the Hadith of the Prophet Muhammad. Not only when teaching, but at every opportunity the teacher must develop religious awareness and instill a true religious spirit. The teacher pays attention to the interests of the diversity of students. For this reason, teachers must be able to create and utilize a religious atmosphere by creating an atmosphere in worship such as prayer, fasting and others.

Strategy for Developing Religious Culture in the Schools

The real steps to realizing religious culture in educational institutions are development efforts at three levels, namely 1) the level of adopted values, 2) the level of daily practice, 3) and the level of cultural symbols (Munir, 2021). At the level of adopted values, it is necessary to jointly formulate agreed religious values and need to be developed in educational institutions, in order to further build mutual commitment and loyalty among all members of educational institutions towards the agreed values. At this stage consistency is also needed to carry out the agreed values and requires the competence of people who formulate values to provide examples of how to apply and manifest values in daily activities.

At the level of daily practice, the agreed religious values are manifested in the form of attitudes and daily behavior by all school members. The development process can be carried out through three stages: first, socialization of agreed religious values as ideal attitudes and behaviors to be achieved in the future in educational institutions. Second, the determination of weekly or monthly action plans as stages and systematic steps to be taken by all parties in educational institutions that embody the agreed religious values. Third, giving awards to the achievements of educational institution members, such as teachers, education staff, and students is a habit formation effort that upholds attitudes and behavior committed and loyal to agreed religious teachings and values. Appreciation does not always mean material (economic), but also in a social, cultural, psychological or other sense.

At the level of cultural symbols, the development that needs to be done is to replace cultural symbols that are not in line with religious teachings and values with religious, cultural symbols. Symbol changes can be made by changing the dress model with the principle of covering the genitals, displaying student work, photographs and

mottos that contain messages of religious values.

Strategies for developing religious values in educational institutions can be carried out through (1) power strategy, namely the strategy of cultivating religion in educational institutions by using power or through people's power, in this case, the role of the head of an educational institution with all its powers is very dominant in making changes; (2) persuasion strategy, which is carried out through the formation of opinions and views of the public or members of educational institutions; (3) normative re-education. Norms are rules that apply in society. Socialized norms through normative education are coupled with re-education to instill and replace the paradigm of thinking of the old institutional society with the new one.

The first strategy was developed through a command and prohibition or reward and punishment approach. Whereas the second and third strategies are developed through habituation, exemplary, and persuasive approaches or subtly inviting residents by giving good reasons and prospects that can convince them. The nature of the activity can be in the form of positive action and positive reaction. It can also be in the form of protection, namely taking action on one's initiative, the type and direction being determined by oneself, but reading the emergence of activities so that they can give color and movement to developments. It can also be in anticipation, namely, active effort to create ideal situations and conditions to achieve unique goals. In simple terms, the development of religious culture can be seen through the chart as follows:
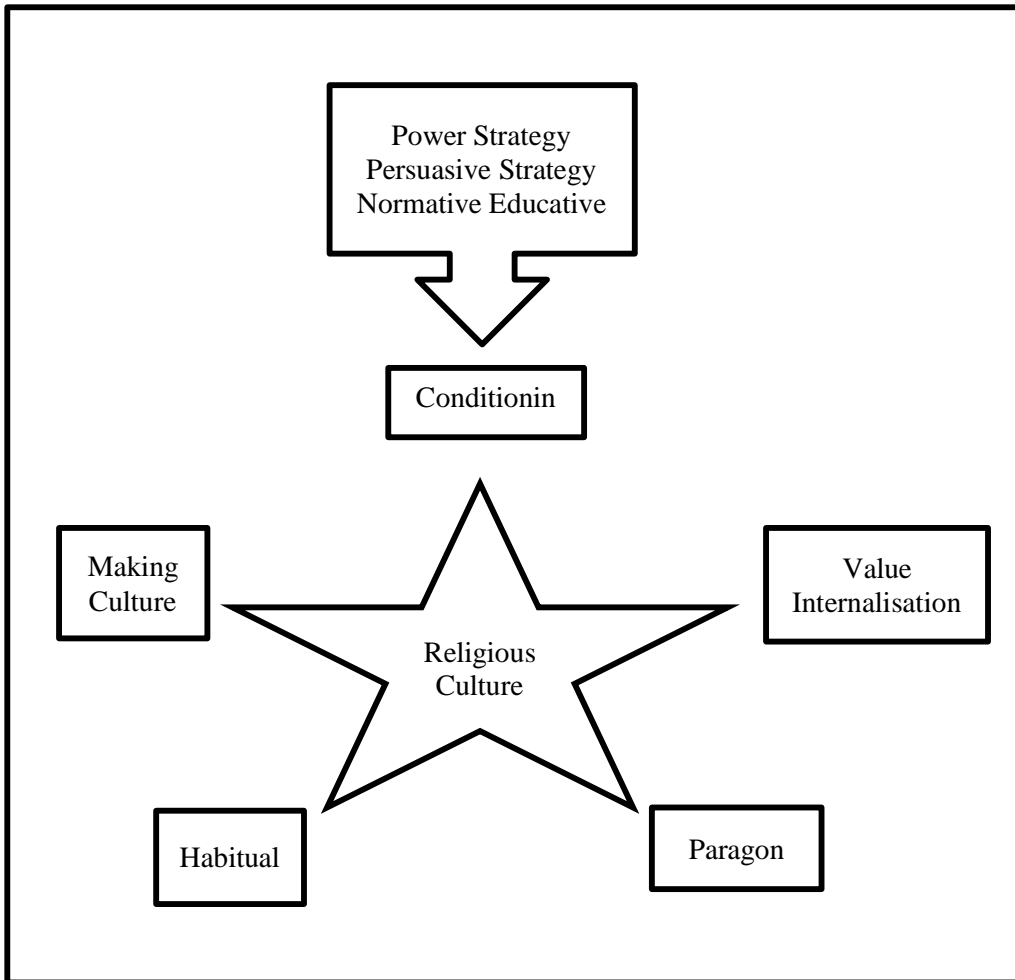
Chart: *Strategy of Religious Culture Development*

CONCLUSSION

The result of the development of religious culture in the school community: First, in creating a religious culture in the school community, three aspects need to be considered by every institution, namely values, daily practices, and symbols. Second, assuming that religious culture is so important to be implemented in educational institutions, there are three development strategies for religious culture in educational institutions which can be carried out, among ot, hers through: (1) power strategy, (2) persuasive strategy, (3) normative educative.

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