

Implementation of Daily Religious Guidance as a Pedagogical Strategy in Elementary Schools

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ABSTRACT

This research aims to analyze the implementation of daily religious guidance as a pedagogical strategy in elementary schools. This study is motivated by the urgency of strengthening character education through a structured and sustainable habituation approach within the school environment. This research uses a qualitative approach with a case study design. The research subjects include the principal, Islamic Religious Education teachers, classroom teachers, students, and parents. Data were collected through interviews, observations, and documentation, then analyzed using an interactive model that includes data reduction, data presentation, and conclusion drawing.

The research results show that the religious guidance program at Sogan Public Elementary School is implemented systematically through structured and integrated daily activities, such as Duha prayers, memorization of short surahs, congregational prayers, daily prayers, and social habits like charity and respectful behavior. Supervision is carried out collaboratively by the principal and teachers. Research findings affirm that daily religious guidance is not merely a routine activity, but rather serves as an effective experiential-based pedagogical strategy in internalizing religious values and shaping students' character through continuous habituation.

I. INTRODUCTION (11 pt)

Character education at the elementary school level serves as an important foundation in shaping students' personalities. Values such as responsibility, discipline, and independence need to be developed from an early age through directed and meaningful learning experiences [1]. The development of technology and current social dynamics bring new challenges to the world of education. Students are not only required to master cognitive aspects but also to internalize moral and spiritual values in their daily lives [2], [3]. Therefore, a learning strategy is needed that not only emphasizes cognitive aspects but also integrates character formation holistically. Various studies show that religious activities in schools play a role in shaping students' religious character [4], [5]. In addition, school leadership factors and teacher competence also determine the success of character education implementation [6], [7]. The personality competence of teachers, especially in the context of Islamic education, has a significant influence on the formation of students' attitudes and behavior [7].

On the other hand, the integration of Islamic values in education requires an approach that is not only theoretical but also practical through habituation [14]. The school culture-based approach has also proven effective in strengthening character through consistently conducted activities [13]. Nevertheless, most research tends to emphasize the outcomes of character formation, while studies that delve deeply into the process of implementing religious programs as pedagogical strategies in

elementary schools are still limited. This indicates a research gap in understanding how structured and sustainable religious habituation is operationalized as a pedagogical approach in shaping students' character. Therefore, this study aims to analyze the implementation of daily religious guidance as a pedagogical strategy in elementary schools.

II. METHODS

This research uses a qualitative approach with a case study design to deeply understand the phenomenon of religious guidance implementation in the school environment [8]. The research was conducted at Sogan State Elementary School involving the principal, teachers, students, and parents as informants. The technique for selecting informants was done purposively based on their involvement in the program. Data collection was conducted thru in-depth interviews, activity observations, and document studies. The validity of the data is tested thru source and technique triangulation [9]. Data analysis is conducted interactively thru data reduction, data presentation, and conclusion drawing [10].

III. RESULTS AND DISCUSSION

This section presents the research results along with the discussion, structured based on the research focus, namely the implementation of the daily religious guidance program in elementary schools. The presentation of the results is conducted systematically by displaying the main findings in the field obtained thru interviews, observations, and documentation. The research results are not only described but also analyzed in depth by relating them to relevant concepts and findings from previous research. Thus, this section not only describes empirical reality but also provides a theoretical interpretation of the implementation of religious guidance programs as a pedagogical strategy in elementary schools.

3.1. Implementation of the Religious Guidance Program

Based on the research findings, the implementation of the religious guidance program at Sogan Public Elementary School shows a systematic and structured pattern in its execution. The religious guidance program at Sogan Public Elementary School is carried out in a structured manner thru school policies that refer to the regional character education strengthening program. The policy was then implemented in the form of scheduled activities integrated into the school's daily routine. The implementation of the program is realized thru various planned and sustainable religious activities, including Duha prayer, memorization of short surahs, congregational Zuhr prayer, prayers before and after lessons, the habit of shaking hands with teachers, recitation of the Asmaul Husna poem, and regular charitable activities. These activities are not only oriented toward ritual worship practices but also integrate the dimension of social piety into the lives of the students. These findings are in line with previous research that shows that structured habituation plays an important role in the process of internalizing religious values among students [4], [11]. Supervision of program implementation is carried out collaboratively by the principal, Islamic Religious Education

teachers, and classroom teachers thru direct mentoring during the activities. This supervision pattern allows for both control and continuous development. This shows that the collaborative role of teachers and school principals is an important factor in maintaining the consistency of character development, as also found in previous research [6], [7].

These findings indicate that religious education in elementary schools is implemented thru a structured and continuous religious habituation system. This pattern reinforces that the internalization of values does not occur instantly, but rather thru a continuous habituation process within a structured educational environment, as emphasized in previous research [4], [11], [13]. To clarify the implementation flow of the religious guidance program that has been described, a conceptual model is presented, illustrating the interconnection between policy, execution, supervision, and the value internalization process among students.

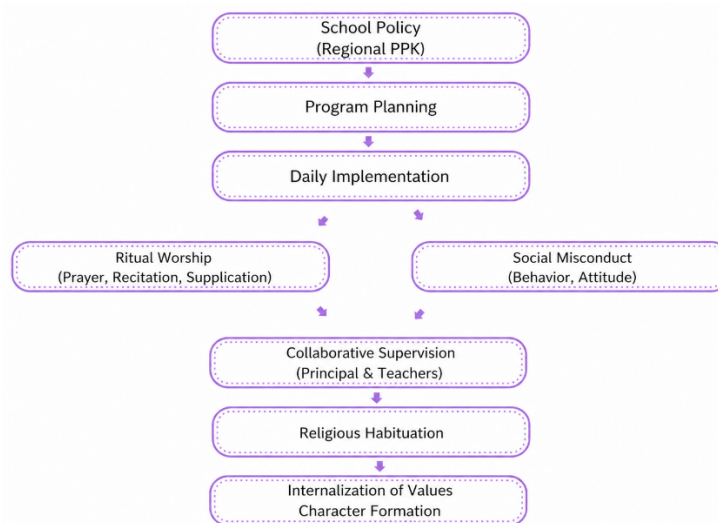


Figure 1. Model of Daily Religious Guidance Implementation Based on Habituation at Sogan State Elementary School

Figure 1 shows that the implementation of the religious coaching program begins with school policies that refer to the strengthening of character education. The policy is then translated into systematic program planning and implemented thru structured daily activities. This model is a conceptual contribution of the research in explaining the relationship between policy, implementation, and value internalization in religious education at the elementary school level. The implementation of activities encompasses two main dimensions, namely ritual worship practices such as prayer, memorization, and supplication, as well as the strengthening of social piety thru activities like charity and the habituation of attitudes. These two dimensions are integrated in the process of student development. The integration between the ritual and social dimensions shows that religious education is not only symbolic but also shapes the social behavior of students in a tangible way, as emphasized in previous research [5], [18]. Furthermore, supervision is carried out collaboratively by the principal and teachers to ensure the continuity and consistency of the program. This process then forms a sustainable religious habit, which ultimately leads to the

internalization of values within the students as part of character building. The consistency of this supervision becomes an important factor in ensuring the sustainability of the program and the effectiveness of character formation for the students [6].

3.2. The Role of Teachers in the Pedagogical Process

Teachers have a strategic role in directing and guiding students during the implementation of religious education programs. The interaction between teachers and students becomes the main medium in the process of instilling values. The personality competence of teachers is a determining factor in the effectiveness of character building [7]. Teachers not only serve as conveyors of material but also as role models who represent religious values in everyday life practices. These findings indicate that the role of teachers is not only as facilitators of learning but also as key agents in the process of value internalization thru continuous interaction with students, as emphasized in previous research [7].

3.3. Discussion

The findings of this research indicate that the implementation of religious guidance does not merely function as a routine activity, but rather as a pedagogical system that actively shapes the learning experiences of students. This approach places habituation as the main strategy in the process of value internalization, so that students not only understand the values cognitively but also embody them in their daily lives. This is in line with the concept of character education, which emphasizes the importance of direct experience in behavior formation [12]. Furthermore, character strengthening thru school culture shows that the educational environment plays an important role in shaping students' positive habits [13]. The integration of Islamic values in learning also strengthens the relevance of the program in the context of modern education [14], [15]. Theoretically, these findings align with the perspective of humanistic Islamic education, which emphasizes that the internalization of religious values develops thru direct experiences, habituation, and exemplary behavior within the educational environment [22], [23]. This shows that the process of character formation does not only occur thru the transfer of knowledge, but also thru meaningful and repetitive learning experiences, allowing students to actively construct the values they learn.

In a broader perspective, the process of value internalization in education does not only occur thru the formal school environment but is also influenced by the contributions of the informal environment that shape the character of the students [16]. Integrated educational values in learning experiences indicate that character education requires a transformative approach, not merely an instructional one [17]. Furthermore, strengthening religious character thru religious programs such as Quran memorization and habituation activities has been proven to significantly influence the development of students' attitudes and behaviors [18], [19]. This shows that the integration of cognitive, affective, and spiritual aspects is key in forming a well-rounded character. In the digital era, the challenges of character building are becoming increasingly complex, so character education needs to be adapted to the times without losing the fundamental values that form its foundation [20].

In the context of Islamic education, these values are rooted in the concept of education that emphasizes a balance between intellectual, spiritual, and moral aspects [21][23].

Furthermore, a qualitative research approach in understanding educational phenomena provides a deeper insight into the processes occurring in the field, particularly in the context of implementing religious education programs [24], [25]. The humanistic-religious approach also emphasizes that the character formation of students must be carried out thru meaningful experiences, habituation, and exemplary behavior within the educational environment [26]. These findings are also supported by research showing that structured and sustainable habituation programs can enhance students' discipline and responsibility thru direct involvement in daily activities [27]. This emphasizes that habituation is not merely a routine, but an effective pedagogical strategy in character formation. Furthermore, the process of internalizing religious values is not only influenced by habituation activities but also by the quality of the teacher's exemplary behavior in the educational environment. The personality competence of teachers serves as a foundation in shaping the religious attitudes of students thru continuous and meaningful interactions [7], [29]. In this context, teachers not only function as learning facilitators but also as value models that are directly observed and imitated by students. Furthermore, value cultivation supported by a structured system and a consistent environment has proven to strengthen the process of value internalization within students [29]. This shows that the success of religious education in elementary schools does not only depend on the designed program but also on the supporting system that ensures the continuity and consistency of its implementation. In a broader context, the challenges of contemporary Islamic education demand an adaptive and contextual approach in shaping the character of students [30]. Therefore, the integration of religious habituation in daily school activities, as found in this study, becomes a relevant strategy in addressing these challenges, while also strengthening the social-emotional development of students as part of holistic character formation [28].

IV. CONCLUSION

Daily religious education in elementary schools can be effectively implemented thru a structured and sustainable approach. This program not only serves as a routine activity but also as a pedagogical strategy in shaping students' learning experiences. The success of the implementation is influenced by the consistency of execution, the role of teachers, and the support of the school environment. This research contributes to the development of a character education model based on religious habituation in elementary schools. This research provides theoretical contributions to the development of the concept of character education based on religious habituation, as well as practical contributions for elementary schools in designing and implementing systematic, structured, and sustainable religious guidance programs.

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