

Article

Factors Influencing Student Activeness in Religious Extracurricular Activities at State Elementary School 3 Katobengke, Baubau City

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Abstract: This study aims to analyze the factors that influence student activity in religious extracurricular activities at SD Negeri 3 Katobengke and the impacts they cause. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, and documentation. The research sample consisted of 166 respondents, including the principal, supervising teachers, and students in grades IV-VI who participated in religious extracurricular activities. The results of the study indicate that student activity is influenced by internal and external factors. Internal factors include personal motivation and student interest in religious activities, while external factors include parental support, the role of teachers and supervisors, the school environment, and peer influence. As many as 55% of students are classified as active, 30.2% are quite active, and 14.8% are less active in participating in these activities. Student activity in religious extracurricular activities has a positive impact, such as increasing religious awareness, discipline, and strengthening social relationships.

Keywords: Student activity; religious extracurricular.

1. Introduction

Education is an inseparable part of human life, because the learning process begins at birth, especially in the family environment (Schuller, 2004). This process continues even when formal education begins at school, where students develop their personalities. Schools, as formal educational institutions, are expected to fulfill their role in shaping the character and moral values of students. Education is essential for understanding life, and Islam emphasizes its importance (Halstead, 2004). The Quran, in Surah Al-Alaq 96:1-5, highlights the importance of learning by commanding humans to "Read in the name of your Lord who created." This underlines the need to instill Islamic values in students. Both teachers and students must recognize the importance of religious education in everyday life. During school, students transition from childhood to adolescence, facing various challenges that can affect their behavior (Skinner & Wellborn, 2019). Given their vulnerability to external influences, a structured approach to moral and religious guidance becomes essential (Steiner, 2018).

In the educational process, two main activities support character development: curricular and extracurricular activities (Marsh & Kleitman, 2002). Curricular activities involve structured learning within designated school hours, while extracurricular activities offer additional opportunities for personal and moral growth outside of regular lessons (Mahoney et al., 2005). Among the various extracurricular programs, religious activities play a significant role in shaping students' ethics and spirituality. These activities aim to instill good habits and moral values through consistent practice and involvement (Lickona, 2004). Education is designed to nurture human potential. According to the

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Received: Dec 08, 2024

Revised: Dec 27, 2024

Accepted: Jan 20, 2025

Published: Jan 30, 2025



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Indonesian National Education Law No. 20 of 2003, education is a conscious and planned effort to create a learning environment that allows students to develop their spiritual, emotional, and intellectual abilities. The national education system aspires to cultivate knowledgeable, skilled, independent, and moral individuals who contribute positively to society(Hargreaves, 2003).

However, challenges often arise in the learning process, both inside and outside of school. Students’ academic progress depends on individual abilities and external influences. Teachers play a vital role in guiding students to maximize their potential and align their learning experiences with their personal growth(Stronge, 2018). Extracurricular activities are an integral part of the education system, which aims to develop students’ abilities outside the formal curriculum. Among these activities, religious extracurricular activities play an important role in fostering moral and spiritual growth(King, 2019). At SDN 3 Katobengke, these activities are expected to instill ethical values and spiritual awareness from an early age. However, student participation in these programs varies due to differences in individual character and external influences.

Discipline challenges often arise in religious extracurricular activities, such as tardiness, lack of seriousness, absenteeism, or complete indifference(DiGiulio, 2001). Schools address these issues through guidance, counseling, and disciplinary action. Understanding the factors that influence student engagement in religious extracurricular activities is essential to developing effective strategies to increase participation(Martinez et al., 2016). This study aims to explore "Factors Affecting Student Participation in Religious Extracurricular Activities at SDN 3 Katobengke, Baubau City." By identifying these factors, this study seeks to provide recommendations for schools and parents to increase student engagement in religious activities, which ultimately supports the broader goal of character education.

2. Materials and Methods

This study was conducted at State Elementary School 3 Katobengke, Baubau City, focusing on religious extracurricular activities participated by students. The research period lasted for one academic semester in order to obtain comprehensive data on student activity in these activities(Kuh, 2003). This study used a qualitative descriptive approach that aims to systematically describe the factors that influence student activity in religious extracurricular activities. Data were collected through direct observation, interviews with respondents, and analysis of relevant documents(Finnegan, 2006). The population in this study included all students involved in religious extracurricular activities at State Elementary School 3 Katobengke, as well as the supervising teachers and principals, as can be seen in the table below.

Table 1. Condition of the research population

No.	Population Types	Amount		Population Size
		Male	Female	
1.	Headmaster		1	1
2.	Teacher		2	2
3.	Student	324	319	643
	Amount			646

Data Source: TU SD N 3 Katobengke

The research sample was selected using a purposive sampling technique, namely by considering students who are active and less active in religious extracurricular activities. The sample used in this study amounted to 166 respondents, as can be seen in the table below.

Table 2. Research sample

	Amount

No.	Population Types	Male	Female	Population Size
1.	Headmaster		1	1
2.	Teacher		3	3
3.	Grade XI students	75	87	162
	Amount	75	91	166

Data Source: Data Processing Table 1

Data collection techniques in this study were carried out through three main methods, namely observation, interviews, and documentation(Onwuegbuzie et al., 2010)X. Observations were carried out by directly observing the level of student activity in religious extracurricular activities, including their attendance, participation in discussions, and interactions with peers and teachers(Nowacek, 2011). Interviews were conducted with the principal, supervising teachers, and students who participated in these activities to understand student motivation, parental support, and the obstacles they faced in participating in religious extracurricular activities. In addition, documentation was used to collect data in the form of student attendance lists, photos of activities, and school policies related to the implementation of religious extracurricular activities.

The data that had been obtained were analyzed using the Miles and Huberman model, which consists of three main stages, namely data reduction, data presentation, and drawing conclusions(Muda, 2019). Data reduction was carried out by selecting and grouping relevant information based on internal and external factors that influence student activity. Furthermore, data presentation was carried out in the form of descriptive narratives and tables to facilitate analysis and understanding of research findings. The final stage is drawing conclusions, namely by identifying patterns and relationships between factors found in the research and formulating recommendations to increase student participation in religious extracurricular activities at school.

3. Results and Discussion

3.1. Respondent Characteristics

This study was conducted on respondents consisting of principals, teachers, and students of SD Negeri 3 Katobengke Kota Baubau who participated in religious extracurricular activities. The following can be seen in the table below.

Table 3. Respondent Characteristics

Respondent Category	Amount	Percentage (%)
Headmaster	1	0,60%
Supervisor Teacher	3	1,80%
Grade IV Students	55	33,90%
Class V Students	53	32,70%
Class VI Students	54	33,40%
Total	166	100%

Gender is one of the important aspects in this study because it can provide an overview of the involvement of male and female students in religious extracurricular activities(Eccles et al., 2003). The difference in the number of male and female students can affect their participation patterns in the activities held. The following can be seen in the table below.

Table 4. Distribution of Respondents Based on Gender

Gender	Number of Students	Percentage (%)
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Male	87	53,70%
Female	75	46,30%
Total	162	100%

Based on the level of student activity in participating in religious extracurricular activities, as many as 89 students (55%) are included in the active category, which means they routinely participate in activities and are involved in the activities provided. The following can be seen in the table below.

Table 5. Level of Student Activity in Religious Extracurricular Activities

Activity Category	Number of Students	Percentage (%)
Active	89	55%
Quite Active	49	30,20%
Less Active	24	14,80%
Total	162	100%

3.2. Factors Affecting Student Activeness in Religious Extracurricular Activities

Based on the results of data analysis obtained through observation, interviews, and documentation, several main factors were found that affect student activeness in religious extracurricular activities. These factors are classified into internal factors and external factors.

3.2.1. Internal Factors

- **Personal Motivation**
Motivation is one of the main factors that influences students' activeness in religious extracurricular activities (Eccles et al., 2003). Interview results show that 67% of active students have an intrinsic drive to deepen their understanding of religion and improve their worship skills. Students who are interested in religious teachings tend to be more active in these activities, while students who are less interested show lower participation.
- **Religious Interest and Awareness**
Students' interest in religious activities also plays an important role in determining their level of activity (Lupu, 2015). Around 59% of active students stated that they felt happy and benefited from religious extracurricular activities, such as Islamic studies, recitation, and worship practices. Conversely, students who are less interested in these activities tend to be more passive and rarely participate.

3.2.2. External Factors

- **Parental Support**
Parental support is one of the external factors that influences the level of student activity (Desforjes & Abouchaar, 2003). The results of interviews with teachers showed that students who have parental support tend to be more active in religious extracurricular activities compared to students who do not get enough support. As many as 75.3% of active students stated that their parents gave them encouragement and motivation to participate in these activities, while 24.7% of students admitted that their parents did not pay enough attention to these activities.
- **Role of Teachers and Mentors**
Teachers have a very important role in guiding and motivating students to be active in religious extracurricular activities. Teachers who are able to create a conducive environment, provide interesting learning, and act as motivators can increase student participation (Shernoff, 2013). The results of observations show that teachers who actively guide students with innovative methods are able to attract more students to be involved in these activities.
- **School Environment**

A school environment that supports religious extracurricular activities is also an influential factor. Schools that provide adequate facilities, such as comfortable prayer rooms and flexible activity schedules, are better able to increase student participation (Haynes & Chaltain, 2003). Observation results show that students who feel comfortable with the facilities available at school tend to be more active in religious extracurricular activities.

- Peer Influence

Peers also have a significant influence on the level of student activity in religious extracurricular activities. As many as 73% of active students stated that they participated in these activities because of encouragement from their friends (Jang, 2008). Students who have friends with the same interests tend to be more enthusiastic about participating in these activities compared to students who do not have a supportive social environment.

3.3. Impact of Student Activeness in Religious Extracurricular Activities

Based on the results of interviews and observations, it was found that student activeness in religious extracurricular activities has several positive impacts on their development, as can be seen in the table below.

Table 6. Impact of Student Activeness in Religious Extracurricular Activities

Impact	Description	Percentage (%)
Increasing Religious Awareness	Students better understand religious teachings.	85%
	Increased worship practices such as praying and reading the Qur'an.	
Improving Discipline and Responsibility	Students are more disciplined and responsible in their daily lives.	79%
	Get used to arriving on time and following school rules.	
Strengthening Social Relationships	Students feel closer to their friends.	68%
	This activity increases cooperation and empathy.	

3.4 Challenges in Implementing Religious Extracurricular Activities

Although religious extracurricular activities have many benefits, there are several challenges faced in their implementation, namely:

- Lack of Participation from Some Students
Some students are more interested in other extracurricular activities, such as sports and arts, which are considered more interesting and entertaining.
- Lack of Support from Parents
Some parents prioritize their children's academic achievement over religious extracurricular activities.
- Limited Facilities and Infrastructure
Limited facilities and resources available at school are obstacles in implementing religious extracurricular activities.

3.5 Strategies to Increase Student Activeness in Religious Extracurricular Activities

To increase student activeness in religious extracurricular activities, several strategies that can be applied can be seen in the table below (Rovai, 2003).

Table 7. Strategies to Increase Student Activeness in Religious Extracurricular Activities

Strategy	Description

Holding More Interesting Activities	Adding a variety of activities, such as interactive studies, Islamic outbound, and religious competitions.
	Increase student enthusiasm in participating in religious extracurricular activities.
Actively Involving Parents	Schools can provide outreach to parents regarding the importance of religious extracurricular activities.
	Increasing parental support in shaping students' religious character.
Enhancing the Role of Teachers and Mentors	Teachers are expected to be more creative in managing religious extracurricular activities.
	Make activities more interesting and useful for students.
Rewarding Active Students	Awarding of awards or certificates to students who are active in religious extracurricular activities.
	Increase student motivation to continue participating in this activity.

4. Discussion

These findings indicate that strategies to increase student activeness in religious extracurricular activities need to consider internal and external factors simultaneously. In line with previous research, the active involvement of teachers in creating an interesting and interactive activity atmosphere can increase student participation (Wijaya & Lestari, 2021). Therefore, efforts to develop religious extracurricular activities in the future need to be focused on providing more varied learning methods, such as interactive studies, group discussions, Islamic outbound, and religious competitions. In a broader context, the results of this study have implications for the development of character-based education policies and religious values. Schools can increase the effectiveness of religious extracurricular activities by involving parents in the socialization and evaluation of the program, as well as providing more supportive facilities, such as comfortable prayer rooms and access to interesting religious learning materials. This study also shows that awards for students who are active in religious extracurricular activities, such as certificates or academic appreciation, can increase their motivation to continue participating.

Although this study has identified factors that influence students' activeness in religious extracurricular activities, there are still some limitations that need to be considered. One of the main limitations is the scope of the research location which only focuses on one school, so the results of this study may not be generalizable to other schools with different characteristics. Therefore, further research is recommended to expand the scope of the location and use a broader quantitative approach in order to obtain more generalizable results. In the future, research on the long-term effects of student involvement in religious extracurricular activities on character formation and academic achievement is also an interesting topic to study further. In addition, research on the correlation between learning methods in religious extracurricular activities and the effectiveness of classroom learning can provide deeper insight into the relationship between formal and non-formal learning in developing student character. The results of this study are expected to be a reference for schools in designing and developing more effective religious extracurricular programs and increasing student involvement in activities oriented towards religious values. With the implementation of the right strategy, religious extracurricular activities can not only

improve students' religious understanding, but also shape better character, improve discipline, and strengthen social relationships in the school environment.

5. Conclusions

This study shows that students' activeness in religious extracurricular activities at SD Negeri 3 Katobengke is influenced by internal and external factors. Internal factors include personal motivation and interest in religious activities, while external factors include parental support, the role of teachers, the school environment, and peer influence. Students' activeness in these activities has a positive impact, such as increasing religious awareness, discipline, and social relationships. However, there are still challenges such as lack of interest from some students, limited facilities, and lack of support from some parents. To increase student participation, schools can develop a variety of activities, involve parents, increase the role of teachers, and provide awards for active students. This study can be a reference for schools in designing more effective religious extracurricular programs.

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