

The Relevance of Islamic Religious Values in Fostering Religious Attitudes of Elementary School Students

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Abstract

Relevance of Islamic religious values through elementary school religious culture to learners aims so that students are knowledgeable, can imagine and apply according to Islamic teachings, so that it becomes a good personality later, Islamic values that include aqidah, shari'ah and morals. Madrasah religious culture is the way or mindest of behaving all members of the elementary school based on the values of Islamic religious values. Elementary school religious culture plays a very important role, namely internalizing the value of Islamic religious values of learners in developing the religious culture of elementary school. The formulation of the problems in this study is: 1). How is the concept of relevance of Islamic religious values in developing religious culture elementary school?; 2). What is the strategy of relevance Islamic religious values in developing religious culture elementary school?; 3). What are the supporting factors and inhibitions of the relevance of Islamic religious values in developing the religious culture elementary school? This research uses a type of qualitative research with a field approach (field research) using descriptive methods. Data collection techniques using Interviews, Observations, Documentation. Data analysis techniques using data reduction, data presentation, verification. Checking the validity of findings with Credibility, Transferability, Forwardability, Confirmability. The concept of relevance of Islamic values in elementary school can create an alternative solutions to the relevance of Islamic values, in the form of elementary school religious culture. Contrasting Islamic values (ta'aruf, tolerance, please help, tasamuh, tawazun, family nature) and discipline in the form of outlook on life, behavior, attitude through uswatun hasanah or tauladan in religious culture in accordance with the vision and mission of elementary school. Relevance of Islamic values through the container of madrasah religious culture with the policy of madrasah leadership as a supportive factor and other supporters such as: places of worship, vast elementary school courtyards, loudspeakers.

Keywords: *Islamic religious value; Religious Culture*

INTRODUCTION

The life of the nation begins with the arrangement of all aspects of education, starting from the aspects of objectives, teaching and learning activities, facilities and infrastructure, and management which directly or indirectly affect the quality of teaching and learning. The government requires the implementation of guidance at all levels as a form of awareness aimed at a perfect life. In addition, education is something that is so significant or meaningful for every human being, including on this earth, it certainly becomes a need that must be met in the life of the nation and state. The existence of education can realize the quality of superior and good human resources.

Elementary school education plays an important role in shaping the character and personality of students. One of the main aspects that needs to be developed is a religious attitude, which reflects the values of faith and piety in everyday life. In the context of Islamic education, Islamic religious

values are very relevant in fostering students' religious attitudes, because they provide a strong moral, spiritual, and ethical foundation from an early age.

Values are a set of beliefs or feelings that are believed to be an impressive identity, with its own characteristics towards patterns of thought, feelings, relationships and actions. Values are also a benchmark for estimating and determining appropriate and inappropriate behavior, which is appropriate and inappropriate to do.

Islamic religious values, such as faith, piety, honesty, discipline, patience, and social concern, are guidelines for students in their attitudes and behavior. Elementary schools as early educational environments have the responsibility to instill these values through religious learning, teacher role models, and worship practices that are applied in everyday life, such as congregational prayer, prayer before and after studying, and social religious activities.

Early religious attitude development also helps students face life's challenges better, form a strong character, and foster a love for Islamic teachings. Thus, education in Islamic religious values not only plays a role in the spiritual aspect, but also in building a personality that has noble morals and contributes positively to society.

Therefore, the implementation of religious education can be realized through religious culture in individual students so that it strengthens beliefs, forms of Islamic values can be created in the madrasah environment so that it can build a primary religious culture and influence the character, behavior and character of students indirectly, more precisely by cultivating attitudinal habits through religious culture, students can improve their quality to be better, raised and accountable in society.

Religious attitudes include ways of thinking and behaving based on religious (religious) values. Religious attitude is an activity that is developed from the relevance of monotheistic values which then becomes the main point in creating a religious education with an Islamic nuance and supports it. This decision was agreed upon jointly by all elements of the school. Because school excellence can be influenced by a person's valuable actions. When everyone in an educational institution implements values, it will certainly influence the actions of the life of the organization or educational institution.

This problem formulation is taken from a background, from the background described above, the researcher found a problem formulation, including: 1) How is the concept of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools?; 2) What is the strategy for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools?; 3) What are the supporting and inhibiting factors for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools?

The purpose of a study is as a tool to solve a problem, this is conveyed by concluding the knowledge that has been researched and is appropriate and leads to efforts to find out or describe the appropriate thing, here are the objectives of a study: 1) To describe the concept of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools; 2) To describe the strategy for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools; 3) To describe the supporting and inhibiting factors for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

LITERATURE REVIEW

Definition of Islamic Religious Values

Islam is a sincere surrender of body and soul only to Allah SWT. Religion as a social institution is required to be able to compromise or have freedom of naturalistic attitudes in religion.¹ Submission is symbolized by carrying out Allah's commands and avoiding all His prohibitions. Literally, Islam means peace, safety, submission, and cleanliness. In terms of language, *aslama* is rooted in.

Islamic religious education has an important role in shaping the character and religious attitudes of students, especially at the elementary school level.² Islamic religious values taught in schools not only cover cognitive aspects, but also shape students' daily attitudes and behaviors.

Religious attitudes instilled from an early age can shape a personality with noble morals, discipline, and responsibility.

According to Spranger, values are a system that guides individuals to weigh and select alternative decisions in certain social conditions. Values are a topic in philosophy, values are one of the branches of philosophy called axiology or philosophy of values. Values are a basis or reason for behavior and attitudes, whether done consciously or not. In addition, Lasyo explains that values for humans are the basis or motivation for all actions or behaviors. Meanwhile, according to Gordon Allport, values are beliefs that make individuals act based on their choices.³

Thus, it is formulated that value is something that is believed to be true, held and becomes the main reference for a person's or student's personality to convince something that is seen as good, right, useful and valuable. Value is also part of a person's or student's personality that influences the determination of rules and behavioral goals from several alternatives and directs attitudes and satisfaction in daily life.

The Concept of Islamic Religious Values

Islamic religious values in education include: Faith (*Tauhid*), instilling belief in Allah as the main foundation in living life; Worship, encouraging students to carry out religious obligations such as prayer, fasting, and reading the Qur'an; Noble Morals, developing an attitude of honesty, patience, helping each other, and respecting others, and; Knowledge and Deeds, teaching that knowledge must be practiced in everyday life in accordance with Islamic teachings.⁴

The Relevance of Islamic Values in Fostering Students' Religious Attitudes

Several studies have shown that good Islamic religious education in elementary schools has a significant impact in shaping students' religious attitudes. Some of its relevance are: a) Forming Morality-Based Character; Islamic religious education helps students understand the importance of moral values in life. By knowing the concept of morality in Islam, students can distinguish between good and bad behavior.⁵ b) Increasing Early Awareness of Worship; Teaching elementary school students about the obligation of worship helps to form positive habits, such as discipline in praying and reading the Qur'an. c) Preventing Deviant Behavior; Strong religious education can be a fortress for students from negative environmental influences, such as dishonest behavior, bullying, and juvenile delinquency. d) Encouraging Positive Social Attitudes; Islamic values teach the importance of *ukhuwah Islamiyah* (brotherhood), so that students care more about each other and appreciate differences.

Learning Strategies to Foster Religious Attitudes: 1) Role Model Method: Teachers provide real examples of religious attitudes and behavior. 2) Habituation: Carrying out routine activities such as praying together before studying, reading the Qur'an, and praying in congregation. 3) Integration in Subjects: Islamic values are included in all subjects, not only in Islamic Religious Education. 4) Religious Extracurricular Activities: Such as short-term Islamic boarding schools, Islamic studies, and Islamic competitions to strengthen students' religious experiences.

Islamic religious education has a very strong relevance in fostering the religious attitudes of students in elementary schools. With the right approach, Islamic values can help students grow into individuals who have high morality, awareness of worship, and positive social attitudes. Therefore, schools and teachers have an important role in optimizing the application of Islamic values in the education process.

The following are several references that discuss the relevance of Islamic religious values in fostering religious attitudes in elementary school students:⁶ 1) The Role of Islamic Religious Education in Developing Religious Character in Elementary School Students; This article highlights the importance of Islamic Religious Education in developing religious character in elementary school students. Instilling Islamic religious values plays a crucial role in developing students' character who are devout, honest, tolerant, and empathetic. 2) The Role of Islamic Religious Education in Instilling Religious and Nationalistic Character Values in Elementary School Students; This study describes the role of Islamic Religious Education in instilling religious and nationalistic character values in elementary school students. Through habits such as greeting, praying, reading Surah Yasin, and

working together, students are expected to have strong religious and nationalistic characters.⁷ 3) *The Role of Islam in Shaping Students' Religious Character through Religious Activities in Elementary Schools*; This study examines how religious activities in elementary schools, such as mentoring, providing examples, and direction, can shape students' religious character. The strategies used include understanding, habituation, and role models, which have an impact on strengthening faith and changing students' character for the better. 4) *The Role of Islamic Religious Education in Emphasizing the Attitude of Tolerance in Elementary School Students*; This article discusses how Islamic Religious Education emphasizes the attitude of tolerance in elementary school students through instilling Islamic religious values as the basis for religious character. The integration of Islamic Religious Education in the curriculum provides opportunities for students to gain knowledge, understanding, and practical experience related to Islamic teachings, so that they can grow into individuals with noble and tolerant morals.

The references above confirm that the application of Islamic religious values in elementary education has a significant role in shaping the religious attitudes and moral character of students. Innovative and adaptive learning methods, such as an integrated approach and adjustments for children with special needs, can increase the effectiveness of instilling these values.

Islamic religious values have a significant relationship in fostering the religious attitudes of students in elementary schools. The success of forming religious attitudes is highly dependent on educational methods, the role of teachers, religious habits, and the school and family environment. With the right approach, Islamic values can be firmly embedded in students, forming characters that have good morals and are based on religious teachings.

METHOD

This study uses a qualitative research type. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior.⁸ The main objective of qualitative research is to describe, understand and explain something unique in depth and completely with special procedures and techniques in accordance with the characteristics of qualitative research, so as to produce a theory that is obtained during the research.⁹

Qualitative research in the field of education aims to: (a) describe an educational process based on what happens in the field as material for further study to find deficiencies or advantages in education so that efforts to improve it can be determined, (b) analyze facts, phenomena and educational events that occur in the educational environment, (c) formulate hypotheses regarding educational concepts and principles based on data and information that occurs in the field for further interests through a qualitative approach.¹⁰

This study uses a qualitative method with a library research approach. The literature review was conducted by reviewing various related literature, such as books, journals, scientific articles, and previous research results that discuss the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

This approach is used to gain a deep understanding of how relevant Islamic religious values are in fostering the religious attitudes of students in elementary schools.¹¹ The data sources in this study consist of: 1) *Primary Sources*: Books and scientific journals that specifically discuss the relevance of Islamic religious values, fostering religious attitudes, students in elementary schools; 2) *Secondary Sources*: Articles, research reports, theses, dissertations, and official documents from the ministry of education related to the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.¹²

Data were collected through documentation methods, namely by: 1) Searching, identifying, and collecting literature relevant to the research topic. 2) Analyzing the contents of the text to find concepts, theories, and research results that support the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools. 3) Comparing various previous research findings to gain a more comprehensive understanding.

Data analysis was carried out using the content analysis method, namely:¹³ 1) Data Classification: Grouping literature based on the main theme, the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools. 2) Data Reduction: Filtering the most relevant information to the research objectives. 3) Data Interpretation: Interpreting findings based on theories that have been studied and drawing conclusions about the relationship between the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

The validity of the data in this study was tested through:¹⁴ 1) Source Triangulation: Comparing various references from different authors or researchers to ensure consistency of findings. 2) Source Critique: Evaluating the credibility and relevance of sources used in the research. 3) Theoretical Review: Ensuring that research findings are supported by relevant educational and linguistic theories.

RESULTS

The concept of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

Islamic religious values have an important role in shaping the character and religious attitudes of students from an early age, especially in elementary schools. Religious education is not just a transfer of knowledge, but also the formation of attitudes and behaviors that are in accordance with Islamic teachings. Elementary schools are a strategic place to instill these values because children are in a stage of moral and cognitive development that is greatly influenced by the surrounding environment.

Islamic religious education has an important role in shaping the religious attitudes of students, especially in elementary schools. Religious attitudes are behaviors that reflect the beliefs and obedience of students at the elementary school level to religious teachings in everyday life.

Dalam konteks sekolah dasar, nilai-nilai agama Islam dapat membina sikap religius peserta didik di tingkat sekolah dasar melalui beberapa aspek, yaitu: 1) Menanamkan Akidah yang Kuat. Nilai-nilai Islam membantu peserta didik di tingkat sekolah dasar memahami keesaan Allah (tauhid), rukun iman, dan rukun Islam. Ini membentuk keyakinan dasar mereka terhadap agama, yang nantinya mempengaruhi sikap dan tindakan mereka sehari-hari; 2) Membentuk Akhlak Mulia. Islam mengajarkan akhlak yang baik, seperti jujur, disiplin, sabar, menghormati orang tua dan guru, serta peduli terhadap sesama. Pembelajaran akhlak ini membantu peserta didik di tingkat sekolah dasar memiliki sikap religius yang tercermin dalam interaksi sosial mereka; 3) Meningkatkan Kesadaran Ibadah Sejak Dini. Pembiasaan ibadah seperti shalat, membaca Al-Qur'an, berdoa, dan berzikir di sekolah dasar dapat membentuk kebiasaan baik yang bertahan hingga dewasa. Sikap religius ini tidak hanya berorientasi pada ritual keagamaan tetapi juga pada ketaatan dan kedisiplinan dalam menjalani kehidupan sehari-hari; 4) Mendorong Sikap Toleransi dan Kepedulian Sosial. Islam mengajarkan ukhuwah Islamiyah (persaudaraan sesama Muslim) dan sikap toleransi terhadap sesama manusia. Dengan menanamkan nilai-nilai ini sejak dini, peserta didik di tingkat sekolah dasar dapat tumbuh menjadi individu yang saling menghargai, tidak mudah terprovokasi, dan memiliki kepedulian terhadap sesama; 5). Membangun Karakter yang Berlandaskan Nilai-Nilai Qur'ani. Pendidikan Islam yang efektif membentuk karakter anak sesuai dengan nilai-nilai Al-Qur'an dan Hadis. Hal ini mencakup sikap rendah hati, menghormati perbedaan, serta memiliki integritas dalam kehidupan.

Strategy of relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

Integration in Curriculum; 1) Teaching Islamic values in Islamic Religious Education subjects. 2) Inserting Islamic teachings in other subjects, such as Mathematics with examples of the application of zakat or Social Studies with stories of Islamic history.

Habituation of Religious Attitudes; 1) Holding congregational prayer activities, tadarus Al-Qur'an, and praying together before the lesson begins. 2) Providing real examples through teacher role models in behaving in an Islamic manner.

Formation of an Islamic School Environment; 1) Providing a comfortable prayer room; 2) Installing calligraphy or quotations of verses from the Al-Qur'an in the school environment to provide religious motivation; 3) Involving Parents in Religious Education; 4) Holding meetings with parents to provide an understanding of the importance of religious education at home; 5) Establishing cooperation between schools and families in shaping children's religious character.

Supporting and inhibiting factors for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools

The real development of the availability of smart curriculum books starting from grades 1-6 which are made into easy and practical guides that must be brought and read and practiced by all students every day. When there are students who have not implemented it, the students get advice and consequences, namely repeating memorization in the next evaluation. Relating to the success and preservation of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

The existence of various supporting steps, namely the availability of facilities that are ready before teaching and learning activities take place, all madrasa residents work together in developing a religious culture, the existence of discipline between educators and students in starting to habituate religious attitudes of students in elementary schools whose goals are in accordance with the target and right on target. Adequate supporting factors such as: places of worship, large madrasah yards, loudspeakers and other equally important facilities and infrastructure can facilitate the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

In order to successfully implement the instillation of Islamic values through the religious attitudes of students in elementary schools, the facilities and infrastructure are adequate, the implementation is on time, both from students and educators, disciplined according to the targets achieved. Instilling Islamic values to students is on time, both in collecting assignments that are up to the specified deadline. The minimum completion target for students in each semester is complete.

The obstacles faced during the pandemic in successfully implementing the instillation of Islamic values through habits in elementary schools are: not being able to maximize the habit of instilling Islamic values to students, sometimes there are students who are late in submitting assignments that are up to the specified deadline, or the time agreement, whether it is an assignment in the form of: photos, videos, writing or voice messages has not been sent.

The minimum completion target for students in each semester is not yet complete. Because there are control and evaluation books that must be achieved at each class level. From the results of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools, good character, noble character, always obedient to Islamic teachings are embedded, namely with the superior achievements obtained by students in various competitions, especially in religious competitions.

The relevance of Islamic religious values in fostering religious attitudes of students in elementary schools is very large. Islamic education that is implemented properly can form a strong faith, noble morals, and sustainable worship habits. With the right strategy, such as integration in the curriculum, habituation of worship, and parental involvement, elementary schools can be an effective place in building a generation that is religious, has character, and has noble morals in accordance with Islamic teachings.

DISCUSSION

The concept of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools

Instilling Islamic religious values to students with the guidance of Islamic religious values is a lifelong learning.¹⁵ Starting from the realization of alternative solutions, in the form of the formation of a religious culture in elementary schools, namely religious culture is a concept of religious programs, religious activities, the atmosphere of each member in worshipping in a way that is determined by Islamic teachings calmly, cleanly, wisely, and obeying the norms contained in Islam. The view in elementary schools that are religious in taste, faithful, achieving, knowledgeable, doing good deeds, caring for the environment, carrying out amaliyah in accordance with Islamic teachings is useful for creating a religious nuance that supports and at the same time serves as a container in the relevance of Islamic religious values so that learning and instilling Islamic religious values which are known to have a duration of 30 minutes before learning takes place in elementary schools, can develop through practice through elementary school religious attitudes, especially in the relevance of Islamic religious values. The concept of the relevance of Islamic religious values in fostering the religious attitudes of students in elementary schools in general starts from the policies of school leaders.

Implementation of habituation of Islamic religious values in the classroom, extracurricular activities outside the classroom, as well as traditions and behavior of all members of educational institutions in elementary schools consistently and continuously, religious study or lecture activities and motivating in superior achievement, coaching congregational prayer, coaching love of the Qur'an, halaqoh activities, istighosah, role models of noble character. All activities carried out by the madrasa community, especially educators together with students in the elementary school. This activity provides *uswatun khasanah*, role models for students in behaving and behaving according to Islamic religious values. So that it is realized to preserve religious culture in the elementary school environment.

The concept of the relevance of Islamic religious values is to always socialize and re-evaluate the level of achievement of the vision and mission of the madrasah institution to all educators. Always review and develop the existing curriculum. Try to integrate Islamic religious values into everyday life. Develop all learning materials, especially guidance on Islamic religious values with nuances of religious attitudes.

The relevance of Islamic religious values that have been instilled in elementary schools such as in students, as one form for example when before learning takes place in class, educators usually direct students to first pray to read the holy verses of the Qur'an (Jus 30) selected short letters, memorize *Surah Yasin*, *Tahlil*, follow *Istighosah*, maintain Hadith, apply in understanding *thoharoh* and prayer, *wirid* prayer and *Qunut*, maintain *Asmaul Husna*, and broadcast *Aqidatul Awwam* for 15-20 minutes, after that the educator or homeroom teacher records students who perform the 5 obligatory prayers in congregation at home in the form of monitoring assessments. When there are students who have not carried out, students receive advice and motivation and repeat the maintenance in the next evaluation.

From there, students will feel honest, ashamed, disciplined in performing prayers and memorizing. Values such as *aqidah*, morals, and *sharia* are touched well, this is a form of the concept of internalizing Islamic religious values through the religious culture of the madrasah. Aspects of Islamic religious values to students are reviewed from the pattern of attitudes and behavior towards Allah SWT, including aspects of values in the fields of faith, *sharia*, and morals. Normatively, the concept of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

The three aspects are through learning materials and habituation through teaching and learning activities in the classroom. While in application, the concept of internalization of the values of faith, *sharia*, and morals and worship related to the pattern of relationships with Allah SWT, fellow human beings and nature, is carried out through the instillation or habituation of religious culture in elementary schools.

So the concept of the relevance of Islamic religious values implemented in elementary schools is not only implemented formally and normatively through learning, but is also integrated in application through religious attitudes in elementary schools. The concept of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools includes the

following: a) Commitment of educators, especially homeroom teachers, in implementing the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools, b) Creating alternative solutions as a forum for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools, namely the religious culture of madrasahs, c) Policy of madrasah leaders in realizing the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools, d) Introducing and explaining Islamic religious values through intra and extracurricular activities, e) Maximizing the relevance of Islamic religious values through teaching and learning activities in the classroom, f) Traditionizing Islamic religious values in the form of outlook on life, behavior, attitudes with the help of religious attitudes in elementary schools, g) Educators, especially homeroom teachers, as role models for all school residents, especially students, h) Holding religious activities with an Islamic nuance, i) Getting used to doing good, helping each other and being family-oriented, j) Providing motivation for students in the form of awards or rewards, k) Firm discipline habits according to existing norms, l) Always socialize, re-evaluate the level of achievement of the vision and mission in elementary schools to all educators and students. Educators make Islamic religious values relevant in fostering religious attitudes of students in religious elementary schools, namely the habit of moral character, the habit of good examples or role models for students when socializing, interacting with educators, peers, employees and others.

These efforts are the orientation of emphasizing the psychomotor and affective aspects of students, through these events students can practice directly and reflect on the results of instilling Islamic religious values in the classroom during the teaching and learning process. Here educators can monitor, evaluate, and assess student behavior directly. Accustomed to performing prayers in congregation, easy to memorize and maintain the values of Islamic teachings, accustomed to and love the *tadarus* of the Al-Quran and other values of *Darul Uluman*, by being instilled and exemplified as early as possible to students and must be implemented, applied in the lives of students wherever they are, both in the family, school and community environment, the nation and state.

The strategy of the relevance of Islamic religious values in fostering the religious attitudes of students in elementary schools

Religious attitudes are holistic or overall aspects in the educational world whose application is by providing examples, preparing the young generation to be independent, have noble character, be responsible and skilled. Educators as role models are neatly programmed, for example, students in elementary schools have good morals such as when they arrive at the madrasah in the morning, they are greeted by educators, especially the Headmaster, welcoming the arrival of students so that students politely walk and shake hands by kissing the teacher's hand, smile and greet each other (greetings), love *tadarus* Al Qur'an so that it is easy to finish, the habit of praying *Duha* and *Dhuhur* prayers in congregation at the mosque. Ramadhan cottage, giving *Zakat fitrah*. Behaving and speaking with polite and friendly language, being tolerant and helping each other with various social statuses, such as when recess takes place, students are taught to share food with students who do not bring provisions.

Motivating students to improve their achievements, especially in Islamic religious values. Elementary schools in realizing a culture that is relevant and applicable and supports the success of religious cultural activities of madrasahs that are created to help and support the process of relevance of Islamic religious values in fostering religious attitudes of students in schools to run well.

Based on research data, the forms of religious attitude activities of students in elementary schools are as follows: a) Applying smiles, greetings, greetings and politeness to everyone without discrimination, and shaking hands, b) Praying before (prayers for learning) and after the learning process (reading Surah Al-Ashr & verses of *kursi*) in class and applied wherever they are, c) Mutual respect for each other, tolerant in all kinds of social status, helping anyone in need, and being familial among each other, d) Getting into the habit of praying *farđu* 5 times a day in congregation wherever you are (each other's house), e) *Tadarus*, love and maintenance of the Qur'an, easy to memorize the Qur'an, (Jus 30) and the Yasin letter, f) Memorizing *Asmaul Husna*, and knowing the meaning of words (*lafadz*), g) Maintaining *Tahlil*, h) Chanting *Aqidatul Awwam*, i) Maintaining the cleanliness of the surrounding environment through getting used to throwing rubbish in the appropriate place organic and inorganic waste, j) The habit of giving alms to people around and to the poor and disaster victims, k) *Istighosah akbar* once a month and joint prayers for all humanity. The strategy of the relevance of

Islamic religious values in fostering religious attitudes of students in elementary schools by providing *uswatun hasanah* (providing examples of direct application to students in behaving and speaking), especially in activities that support the process of religious attitudes in elementary schools.

Supporting and inhibiting factors for the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools.

The Headmaster and educators are very wise and supportive in teaching and learning activities, especially support for the school's religious attitudes, because the traditions and attitudes, behaviors that arise are polite and courteous, have noble morals in any atmosphere, because they are embedded in religious nuances that are in accordance with Islamic teachings, and are cultured because they are carried out continuously and regularly. Real development is available in the smart curriculum book starting from grades 1-6 which is made into an easy and practical guide that must be brought and read and practiced by all students every day. When there are students who have not implemented it, the students get advice and consequences, namely repeating memorization in the next evaluation. Relating to the success and preservation of the relevance of Islamic religious values in fostering religious attitudes of students in elementary schools. Researchers observed various supporting steps, namely the availability of facilities that were ready before the teaching and learning process took place, all members of the madrasah worked together in developing a religious culture, the discipline of both educators and students in starting to habituate religious attitudes in elementary school students whose goals were in accordance with the target and right on target. Adequate supporting factors such as: places of worship, large madrasah yards, loudspeakers and other equally important facilities and infrastructure can facilitate the relevance of Islamic religious values in fostering religious attitudes in elementary school students.

In making the implementation of instilling Islamic values through religious attitudes in elementary school successful, based on the researcher's observations, it went smoothly without obstacles and was successful in every activity, of course with the help and cooperation of stakeholders and all elements in this elementary school, there were no obstacles, from the facilities and infrastructure were adequate, the implementation was on time, both from students and educators, disciplined according to the targets achieved. Instilling Islamic values to students on time, both in collecting assignments that reached the specified time limit for collection. The minimum completion target for students in each semester was completed. The obstacles faced during the pandemic in successfully implementing the instillation of Islamic values through habits in elementary schools are: not being able to maximize the habit of instilling Islamic values to students, sometimes there are students who are late in submitting assignments that arrive at the specified time for submission, or the agreed time whether the assignment is in the form of photos, videos, writing or voice messages has not been sent.

The minimum completion target for students in each semester is not yet complete. Because there are control and evaluation books that must be achieved at each class level. Based on the data obtained by the researcher, from the results of the relevance of Islamic religious values in fostering the religious attitudes of students in elementary schools, good character, noble character, always obedient to Islamic teachings are embedded, namely with the superior achievements obtained by students in various competitions, especially in religious competitions.

CONCLUSION

The concept of the relevance of Islamic religious values in fostering the religious cultural attitudes of students in elementary schools is an alternative solution as a container for the relevance of Islamic religious values, namely the religious culture of madrasahs. The policy of school leaders as role models for all school residents in maximizing the internalization of Islamic religious values (doing good, *taaruf*, tolerance, helping each other, *tasamuh*, *tawazun*, and being family-like) through teaching and learning activities in the classroom by realizing the religious culture of the school (outlook on life, behavior, religious attitudes). Introducing and explaining Islamic religious values through intra and extracurricular activities. Providing motivation to students in the form of awards or

rewards. Firm habituation of discipline with existing norms. Always socializing, re-evaluating the level of achievement of the vision and mission of elementary schools to all educators and students.

The main strategy is a good role model by providing *uswatun hasanah* (providing examples of direct application to students in behaving and speaking) in a programmed, good, appropriate and noble manner, must be exemplified to students, with such role models students will find it easier to understand, emulate and practice in their daily lives whether they are in the school environment, home and community, especially in activities that support the process of religious culture in elementary schools. The habituation of elementary school students, educators direct students to first pray reading the holy verses of the Qur'an, short letters in Juz 30, Asmaul Husna, and lyricizing *Aqidatul Awwam* for 15-20 minutes, evaluation of the 5 obligatory prayers in the form of monitoring assessments. Maintenance of the *Yasin*, *Tahlil*, *Istighosah*, *toharoh* and prayer, *wirid* prayer and *Qunut*.

When there are students who have not implemented it, the students get advice and motivation, as well as memorization repetition in the next evaluation. This event forms the character of students who are honest, disciplined, and responsible. The values of faith, morals, and sharia are touched well, formed from the concept of the relevance of Islamic religious values through a religious cultural forum in elementary schools with other supporting factors such as: places of worship, large schoolyards, loudspeakers.

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