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THE INFLUENCE OF ISLAMIC SPIRITUAL EXTRACURRICULAR COURSES ON STUDENTS' SPIRITUAL ATTITUDES (Survey at SMK Negeri 46 Jakarta)

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ABSTRACTS

Background: Rohis extracurricular activities can influence changes in students' attitudes, such as increasing tolerance, compassion, fortitude, and generosity, which are important values in Islamic teachings. **Purpose:** This research aims to determine the influence of Islamic spiritual extracurriculars (rohis) on spiritual attitudes. This research was carried out on students at SMK Negeri 46 Jakarta from June to August 2021. **Method:** This research method was descriptive with a quantitative approach, and the analysis used simple linear regression analysis. The sampling technique in this research is using a saturated sample where the sample is a population, namely 30 respondents who are active members of the Islamic spiritual extracurricular classes 11 and 12. The research instrument used is a questionnaire using a Likert scale on variables X and Y. **Result:** Research results show that Islamic spiritual extracurriculars (rohis) have a significant influence on spiritual attitudes. This is shown by the results of the regression test using the t test; the t count is 2.121 and the t table at the 5% significance level is 2.0448, and because t count > t table. **Conclusion:** The conclusion is that Islamic spiritual extracurriculars have a significant influence on students' spiritual attitudes.

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A. INTRODUCTION

Islamic Spiritual Activities can help students become more aware of the spiritual dimension in their lives, increase their understanding of Islamic teachings, and deepen their relationship with Allah. Rohis extracurricular activities can influence changes in students' attitudes, such as increasing tolerance, compassion, fortitude, and generosity, which are important values in Islamic teachings.

Through Islamic Spiritual activities, students can strengthen their religious identity as Muslims, feel more connected to the Muslim community at school, and increase their pride in Islam. Participation in Islamic Spiritual activities can also contribute to improving students' emotional well-being, as they feel supported by a community that shares the same values and has a space to share experiences and social support. (Albania et al., 2020).

The curriculum can be described as a tool for achieving educational goals. In the curriculum, there are two programs that cannot be separated from the educational process as the program itself. These programs are called the curriculum, and supporting programs that aim to help achieve the curriculum are called extracurricular programs. The curriculum program includes extracurricular activities, namely the process of studying extracurricular (Rizqullah et al., 2023).

Islamic spiritual extracurricular, One of the extracurricular activities based on religion is (rohis). This extracurricular activity is very good for teenagers, because teenagers at that time are experiencing a search for their identity, so good activities or environments are needed in order to produce good personalities through activities in the Islamic spiritual extracurricular (rohis). (Parida et al., 2022).

General activities include daily activities, including Dhuhur prayer in congregation. Weekly activities include mentoring, publishing wall magazines, and collecting donations. Activities for major holidays include the celebration of major Islamic holidays such as the celebration of Isra and Mi'raj, commemoration of the Prophet Muhammad's birthday, and the Islamic new year. Semester holiday activities include contemplation of nature/rihlah and social service. Ramadhan activities include visits and donations to orphans, breaking the fast together, and shortboarding school. Special activities include MABIT (Iman and Piety Development Night), new member cadre activities held annually.

Islamic spiritual extracurricular, or rohis, is a reflection of students' spiritual attitudes. Spiritual attitudes are attitudes related to spirituality, or the inner self, that are still in the process of being formed so that they are always oriented towards goodness. This kind of spirituality is especially useful in everyday life. For example, fostering a strong work ethic, which is needed to complete tasks effectively, Because of their sense of responsibility, people with positive spiritual attitudes will not feel stressed or tired of their efforts. (Widowati et al., 2020)

Given the close relationship and mutual support, Islamic spirituality, or rohis, is undeniably related to Islamic religious education. Although Islamic spiritual extracurricular activities (rohis) introduce students to daily worship, they also help improve their spiritual disposition. Students who participate in Islamic spiritual extracurricular activities (rohis) learn how to be more involved and effective in the classroom. This is the first step to improving student enthusiasm. (Muh Azhar Ma'ru f et al., 2022).

According to the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 912 of 2013, the "spiritual attitude" related to the goal of national education is to form students who are faithful and pious. The regulation explains that the components of spiritual attitude are faith and piety.

Faith is a matter of deep and personal inner conviction. In other words, it expresses one's deepest belief in God, expressed personally. For most people, faith in God is achieved by accepting that the laws created and obeyed by each person are a kind of faith in God and glorifying the whole unity that He has. (Arsyam et al., 2021).

Faith is characterized as an essential component of one's sincere belief, the outward expression of that belief, and the actualization of that belief through deeds. One must believe in the following foundations: belief in Allah, the angels, the holy books, the prophets, and the Last Day, or the Day of Resurrection, and Qada' and Qadar, or destiny. By following the principles of Islam throughout their lives, one can attain well-being in this world and pleasure in the Hereafter.

Meanwhile, the nature of Taqwa can be interpreted as a pious life. One indication that someone is said to have faith and piety towards the Creator is when someone obeys His commands and avoids His prohibitions. This is explained in the Qur'an Surah (Al-Baqarah: 83). Even Allah promises the best place for those who are pious. (Suwartiningsih, 2022).

Being pious is often interpreted as an act of obeying the commands and avoiding the prohibitions of Allah. Piety is a trait that must be instilled in every Muslim so that this soul is always oriented towards goodness and away from all forms of disobedience. The spiritual attitude above is obtained through the process of instilling attitudes into the student's personal self through coaching, guidance and so on so that it can be reflected in the student's attitude and behavior. (Leni & Harnita, 2018).

In schools, developing spiritual attitudes is an ongoing process that is embedded in the existing curriculum. With this approach, all instructors and school staff have the potential to foster spiritual attitudes. Islamic Religious Education teachers are not the only ones who do this. With this approach, religious education gains direct appeal in the classroom because students are involved in daily religious activities rather than just memorizing. (Hp et al., 2017).

The religious environment facilitates the growth of spiritual attitudes. The ability to worship Allah SWT can also be considered as part of this environment. In addition, it can include the social climate between students and teachers and other school employees. Every student in the school supports the religious program; this is a religious environment that is consistent with the development of spiritual attitudes. (Maulidia et al., 2023).

Schools use extracurricular activities as one of their strategies to foster a spiritual mindset. Extracurricular activities are activities that are carried out outside the school schedule and aim to improve students' knowledge and skills. Extracurricular activities can be done face-to-face or virtually, and they are considered activities that are carried out outside the school schedule. They aim to improve and strengthen standards and values while helping religious education students develop their interests, personalities, and abilities. (Yunanto et al., 2021)

The reason why extracurricular activities are considered extracurricular activities is because they are not included in the curriculum structure set by the central government, or in other words, their legality depends on regional regulations. Because

this action is included in the scope of an association consisting of a number of individuals who have the same goals, including the goals to be achieved by the organization that has been set, and has a certain structure and function, it is called an organization. (Rasem, 2023).

Meanwhile, Rohis is an acronym for Islamic Spirituality, an institution dedicated to improving and strengthening the principles of Islamic faith. According to the Great Dictionary of the Indonesian Language, the root word is the source of Islamic spirituality. "Rohani," which means something spiritual and has the prefix ke- and the suffix -an. Islam means swearing verbally, confirming with the heart, and committing sin with the limbs. and surrendering to Allah SWT in all His commands, along with all His qadha and qadar. In junior high and high school, Rohis became one of the coordinators of extracurricular religious activities. (Fuadi & Ramadani, 2019)

Islamic Spirituality An organization called Rohis Extracurricular provides a space for Muslim students to gather and work to strengthen and enhance Islamic principles. Rohis serves as a forum, teaching tool, da'wah platform, and additional way for students to learn and experience Islam. Rohis has the ability to advance the understanding of Islam taught in the classroom. (Ferdiansyah et al., 2019).

Basically, Islamic spiritual activities are all activities that aim to provide a deeper understanding and experience of Islamic teachings and their application to its members. Through training and activities held by Islamic spiritual extracurricular (Rohis), the goal of Islamic spiritual extracurricular is to make students faithful, pious, and have good morals. (Frisia & Sulaiman, 2021).

The presence of this Islamic spiritual extracurricular is used as a solution and a place for students to overcome their spiritual needs and also a place to improve their ability to worship. Islamic spiritual extracurricular (rohis) is an activity outside of school hours that is carried out with the aim of increasing students' faith and piety as well as training skills and improving all students' potential in the field of Islamic religious education. (Syafei et al., 2022).

Education is very important for human life. Education is also defined as the process of changing the attitudes and behavior of a person or group of people to mature humans through training or teaching. The rapid development of technology has made human morals, including those of students, decline. The ease of technology today is dangerous for students. Therefore, Islamic religious education has a very important role in improving students' spiritual attitudes. (Nasihudin & Dewi, 2020).

B. METHOD

This research is field research, and it is reduced to a quantitative approach. This research uses an associative approach, which tests hypotheses to explain causal relationships and influences between variables. Where in this case the researcher intends to find out the influence of Islamic spiritual extracurricular activities (rohis) on the spiritual attitudes of students at SMKN 46 Jakarta. The independent variable is the extracurricular activities of the rohis. The researcher also uses quantitative data as a model in data collection later. The data used by the researcher was obtained through respondents who provided their opinions or perceptions in the research instrument that will be created later.(Sugiyono, 2018).

Descriptive research aims to describe precisely the characteristics, conditions, symptoms, or certain groups, or determine the frequency or distribution of a symptom

or frequency. Influence research also aims to determine whether or not there is a significant influence; variable X is the extracurricular Islamic spirit, and variable Y is the spiritual attitude of students. First, these two variables will be explained one by one before being tested. (Sari et al., 2022).

The following is the conceptual definition, operational definition, and grid of the variables Spiritual Attitude (Y) and Islamic Spiritual Extracurricular (Rohis) (X). This study is to analyze the influence of Islamic Spiritual Extracurricular (Rohis) on students' spiritual attitudes.

C. RESULT AND DISCUSSION

Islamic Spiritual Extracurricular is held in accordance with the vision of SMK Negeri 46 Jakarta, namely the Realization of Human Resources with Noble Morals. This Islamic spiritual extracurricular activity is formed to help students increase their knowledge and understanding of Islamic religious education. Islamic spiritual extracurricular activities are supervised by Islamic religious teachers because the material discussed is related to Islamic religious lessons at school. All non-curricular Islamic spiritual activities aim to increase students' faith and piety to Allah SWT and make SMK Negeri 46 Jakarta students have noble morals.

Through these extracurricular activities, students are given the opportunity to learn more about the religious aspects of Islam, including its teachings, history, and practices. They can also understand the various religious and cultural perspectives related to Islam. The Islamic Spiritual Extracurricular also aims to develop students' social and emotional skills, such as empathy, cooperation, effective communication, and sensitivity to the needs of others.

Islamic spirituality aims to help students understand and strengthen Islamic values in their daily lives. Through discussions and study of the holy book of the Qur'an, hadith, and religious stories, students can internalize the moral and spiritual values advocated by Islam. Through activities such as worship, group prayer, and meditation, students can develop spiritual awareness and increase blessings in their lives.

Islamic spiritual activities in schools aim to form strong character and good ethics in students. By integrating Islamic moral and ethical teachings into Rohis activities, students are encouraged to become honest, responsible, fair, and empathetic individuals. To improve the quality of life of students through a deeper understanding of spiritual values. By guiding students in facing life's challenges and overcoming stress, Rohis can play a role in improving students' mental and emotional well-being.

The data description presented in this section includes the variable data of Islamic Spiritual Extracurricular (X) and Students' Spiritual Attitude (Y). To find out the condition of the research data that has been obtained, the median, mode, average (mean), and standard deviation are first calculated. All of them are calculated using the SPSS 16 for Windows program.

1. Students' Spiritual Attitude (Y)

Data on students' spiritual attitudes were obtained through a questionnaire consisting of 16 statement items given to 30 respondents. Each statement is accompanied by 5 alternative answers, namely never (TP), rarely (JR), sometimes (KD), often (SR), and always (SL). For positive statements with a score of 1, 2, 3, 4, 5 and for

negative statements with a score of 5, 4, 3, 2, 1. While statements that are not answered are given a score of 0. To find out data on students' spiritual attitudes, see the following table:

Table 1 Questionnaire Result Data for Variable Y (Students' Spiritual Attitudes)

No.	Respondents	Mark	No.	Respondents	Mark
1.	R_1	73	16.	R_16	69
2.	R_2	77	17.	R_17	65
3.	R_3	79	18.	R_18	68
4.	R_4	67	19.	R_19	72
5.	R_5	69	20.	R_20	67
6.	R_6	63	21.	R_21	64
7.	R_7	68	22.	R_22	71
8.	R_8	59	23.	R_23	57
9.	R_9	78	24.	R_24	76
10.	R_10	80	25.	R_25	73
11.	R_11	73	26.	R_26	70
12.	R_12	61	27.	R_27	75
13.	R_13	74	28.	R_28	73
14.	R_14	78	29.	R_29	69
15.	R_15	72	30.	R_30	68

Source: Questionnaire Results for Variable Y

Table 2 Quality of Students' Spiritual Attitudes

Interval	Category	Percentage
≤ 57	Less	3,3 %
58 – 67	Enough	23,3 %
68 – 77	Good	60 %
≥ 78	Very Good	13,3 %

Source: of results of the quality of students' spiritual attitudes

Based on the results of the table above, it is known that the average of the student's spiritual attitude variable is 70.366. This means that the spiritual attitude of students at SMK Negeri 46 Jakarta is in the "good" category with a percentage of 60% because it is in the interval 68-77.

2. Islamic Spiritual Extracurricular (X)

Data on students' spiritual attitudes were obtained through a questionnaire consisting of 24 statement items given to 30 respondents. Each statement is accompanied by 5 alternative answers, namely Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), and Strongly Disagree (STS). For positive statements with a score of 1, 2, 3, 4, 5 and for negative statements with a score of 5, 4, 3, 2, 1. While

statements that are not answered are given a score of 0. To find out data on Islamic spiritual extracurricular activities, see the following table:

Table 3 Questionnaire Results Data for Variable X (Islamic Spiritual Extracurricular)

No.	Respondents	Mark	No.	Respondents	Mark
1.	R_1	106	16.	R_16	103
2.	R_2	108	17.	R_17	99
3.	R_3	94	18.	R_18	99
4.	R_4	96	19.	R_19	103
5.	R_5	97	20.	R_20	91
6.	R_6	95	21.	R_21	99
7.	R_7	115	22.	R_22	103
8.	R_8	97	23.	R_23	94
9.	R_9	104	24.	R_24	105
10.	R_10	109	25.	R_25	106
11.	R_11	103	26.	R_26	117
12.	R_12	102	27.	R_27	110

Source: Questionnaire Results Variable X

The next step is to find the frequency distribution of the Islamic spiritual extracurricular variable as variable X, as in the following table:

Table 4 Frequency Distribution of Islamic Spiritual Extracurricular Activities (X)

Interval Class	F	%	X	FX
89 – 94	5	16,7	91,5	457,5
95 – 100	8	26,7	97,5	780
101 – 106	10	33,3	103,5	1035
107 – 112	3	10	109,5	328,5
113 – 118	3	10	115,5	346,5
119 – 124	1	3,3	121,5	121,5
Total	30	100		3069

Source: of results of calculation of Extracurricular Frequency Distribution

Table 5 Quality of Islamic Spiritual Extracurricular Activities (X)

Interval	Category	Percentage
≤ 89	Less	3,3 %
90 – 99	Enough	40 %
100 – 109	Good	40 %
≥ 110	Very Good	16,7 %

Source: Results of the quality of Islamic Spiritual Extracurricular Activities

Analysis/Discussion

Based on the results of the table above, it is known that the average of the Islamic spiritual extracurricular variable is 102.3. This means that the Islamic spiritual

extracurricular at SMK Negeri 46 Jakarta is in the "Good" category with a percentage of 40% because it is in the interval 100 - 109.

Islamic Spiritual Extracurricular (Rohis) is a student religious activity carried out outside of face-to-face learning hours at school that aims to increase students' faith and devotion to Allah SWT through Islamic activities. Islamic spiritual extracurricular (rohish) is an activity outside of school hours.

Meanwhile, a spiritual attitude is a person's attitude towards their belief in Allah SWT by carrying out all His commands and prohibitions as a form of manifestation in implementing Islamic teachings in everyday life. In this study, the context of the spiritual attitude referred to by the author is the behavior of students related to faith and devotion to God Almighty.

This study has a population of 30 students who are active members of Islamic spiritual extracurricular activities, namely grades 11 and 12. The sample used is the population itself of 30 students using a saturated sampling technique. The data collection techniques and instruments used are observation and questionnaires.

Based on data analysis testing, it has been obtained for each variable. The average result of the student's spiritual attitude variable (Y) is 70.366. This means that the spiritual attitude of students at SMK Negeri 46 Jakarta is in the "good" category with a percentage of 60% because it is located in the interval 68-77. Furthermore, the average result of the Islamic spiritual extracurricular variable (X) is 102.3. This means that the Islamic spiritual extracurricular at SMK Negeri 46 Jakarta is in the "good" category with a percentage of 40% because it is located in the interval 100-109.

Before analyzing the data based on the data obtained, the data must meet the requirements of normality and linearity analysis of the data as a requirement for further data analysis. If the SPSS output results show $0.734 > 0.05$, then the residue is normally distributed. From the linearity test, a value of $0.628 > 0.05$, which means there is a linear relationship between the Islamic spiritual extracurricular variables and the students' spiritual attitude variables.

Based on the hypothesis testing that has been done previously, it was obtained that H_0 was rejected and H_a was accepted. Thus, it is known that Islamic spiritual extracurricular activities have a significant influence on students' spiritual attitudes at a significance level of 0.05 (5%).

Based on the test results for the influence of Islamic spiritual extracurricular activities on students' morals, it has a significant value of 0.043 where the value of 0.043 is 0.05 and a calculated t of 2.121 where the value of 2.121 is > 2.0448 so that H_a is accepted. Thus, it can be concluded that Islamic spiritual extracurricular activities have a significant influence on students' spiritual attitudes.

The correlation value is also acceptable, which is 0.327, which means the correlation between the Islamic spiritual extracurricular variables and students' spiritual attitudes is 0.327. This means that there is a low relationship. The percentage contribution of the influence of Islamic spiritual extracurricular variables to students' spiritual attitudes is 13.8%, while the remaining 86.2% is influenced by other variables not studied by the researcher.

Participation in Rohis can help students strengthen their understanding and practice of Islamic religious values. Through activities such as religious studies, joint worship, and discussions about Islamic teachings, students can internalize values such as honesty, justice, compassion, and patience. Rohis provides students with the

opportunity to reflect on and deepen their spiritual dimensions. By participating in activities that support spiritual growth, such as dhikr, tadarus Al-Qur'an, or spiritual retreats, students can develop deeper self-awareness and a stronger connection with Allah SWT.

Islamic spiritual extracurricular activities often involve deeper religious learning, including the study of the Qur'an, hadith, fiqh, and tasawuf. This helps students deepen their understanding of Islamic teachings, which can strengthen their faith and piety. Through activities such as pengajian, dhikr, and congregational prayer, students are taught values such as honesty, patience, and sincerity. These values are very important in the formation of students' spiritual character.

Participation in spiritual activities such as dhikr and prayer together can provide a sense of inner peace and peace. This is important for students' mental health and supports a positive spiritual attitude. Islamic spiritual activities often teach the importance of discipline, both in carrying out worship and in everyday life. This can improve students' discipline in various aspects of their lives.

Joining an Islamic spiritual extracurricular usually involves interacting with friends who share similar interests. This supportive environment can foster a better spiritual attitude, as students support each other in living a life that is in accordance with Islamic values. Activities in Islamic spiritual extracurricular activities, such as studying the Qur'an, praying in congregation, and studying the Koran, help students strengthen their faith and increase their devotion to Allah SWT.

Students who are active in Islamic spiritual extracurricular activities tend to develop character traits that are in line with Islamic teachings, such as honesty, patience, and perseverance. This helps them become individuals with noble character. Through spiritual activities, students become more aware of the importance of the spiritual aspect in their lives. This encourages them to reflect more often and pay attention to their relationship with Allah and others.

Involvement in Islamic spiritual activities teaches students the importance of discipline, especially in terms of prayer times and performing other acts of worship. It also increases their sense of responsibility towards religious and social duties. Islamic spiritual extracurricular activities usually involve interacting with friends who share the same values and goals. This can strengthen friendships and provide positive social support.

Islamic spiritual activities teach the importance of morals and ethics in everyday life. Students who engage in these activities tend to hold stronger moral and ethical principles. Islamic spiritual extracurriculars often encourage students to be active in charitable and social activities, such as giving alms and helping others, which strengthens empathy and a desire to do good.

Through moral and ethical development carried out in Rohis, students can form strong and responsible characters. They can learn to overcome trials and temptations in their daily lives in a way that is in accordance with Islamic teachings. Through social activities and community service held by Rohis, students are invited to understand and respond to the needs of others with a loving and caring attitude. Participation in Rohis extracurricular activities can have a positive and significant impact on students' spiritual attitudes, helping them grow and develop holistically within the framework of Islamic values. (Erviana, 2019).

CONCLUSION

Based on a survey conducted at SMK Negeri 46 Jakarta, it can be concluded that Islamic spiritual extracurricular activities have a significant positive influence on students' spiritual attitudes. Spiritual activities such as religious studies, dhikr, congregational prayers, and Islamic studies not only deepen students' religious understanding but also help shape a strong Islamic character. Students who actively participate in Islamic spiritual extracurricular activities show an increase in discipline, responsibility, and inner peace. They are also more aware of the importance of maintaining a good relationship with Allah SWT and fellow human beings and are more motivated to do good in their daily lives. Overall, Islamic spiritual extracurricular activities at SMK Negeri 46 Jakarta contribute significantly to forming a more mature and balanced spiritual attitude among students. Based on the results of the research and hypothesis testing that have been carried out, the researcher can conclude that Islamic spiritual extracurricular activities (rohis) have a significant influence on students' spiritual attitudes at SMK Negeri 46 Jakarta. Islamic spiritual extracurricular activities at SMK Negeri 46 Jakarta have been implemented well. This can be seen from the average variable of Islamic spiritual extracurricular activities, which is 102.3. This means that the Islamic spiritual extracurricular activities at SMK Negeri 46 Jakarta are in the "good" category because they are in the interval 100-1109. All activities in the Islamic spiritual extracurricular activities have had a positive influence on students' spiritual attitudes.

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