



Sunday Kliwon Recitation: A Strategy to Grow the Character of Elementary School Students in Indonesia

Dhiniaty Gularso^a, Martono^b, Juang Kurniawan Syahrurah^a, ^aFakultas Keguruan dan Ilmu Pendidikan Universitas PGRI Yogyakarta, Indonesia, ^bElementary School State Rejodadi, Bantul, Yogyakarta, Indonesia Email: ^adhiniaty@upy.ac.id, ^bm9rtono@gmail.com, ^ajuang@upy.ac.id

The problem of character from generation to generation occurs in almost all places and aspects of the world, education is no exception. Character problems also arise in Rejodadi Elementary School (ES), located on Bantul Regency, Yogyakarta, Indonesia. One of the efforts made by Rejodadi Elementary School in growing character is through the Sunday *Kliwon* Recitation (SKR). SKR at Rejodadi Elementary School was organised based on an agreement between the Elementary School Curriculum Development Team and the School Committee. The implementation of SKR is technically managed by the Parents Association (PA). The SKR activity was first held on August 8, 2015, and runs regularly every Sunday *Kliwon* each month. The purpose of this study is to determine the benefits and impacts of SKR activities so that schools, parents, students and the education office can take the best practices from these SKR activities. This research is qualitative research using the case study paradigm. Research data is obtained through questionnaires, observations, interviews, and documentation. The questionnaire was filled by 103 of 153 parents (67%). Interviews were conducted with 4 parents of students. The observation was carried out for 4 months (4 times of SKR activities). Data analysis was performed using an analysis model from Zamroni namely notice things, collect things and think about things. The validity of research data uses credibility (internal validity) and dependability (reliability). The results showed that the greatest benefit of SKR activities in Rejodadi Elementary

School was felt by students' parents by gaining new knowledge from the teacher (*ustad/ustazah*). The biggest changes as a result of the existence of SKR activities were (1) the relationship between parents and teachers and the school became closer, (2) there was an increase in student achievement as a result of SKR activities. The character traits that grew dominant through the impact of SKR activities were (1) religious, namely obedience of worship and obedience as well as respect for parents and (2) the character of integrity, the sense of responsibility of students is increasing. Research to determine the effectiveness of quantitative SKR activities needs to be done to further support the sustainability of this study activity.

Keywords: *Qur'an Recitation, the Character of Students, Elementary School.*

Introduction

Problems of character from generation to generation occur in almost all places in this world. The fragility of the nation's character is described by Zamroni (2011: 67) as where citizens live in an atmosphere of disappointment, despair, pessimism, the cynicism that gives birth to radicalism and endangers the lives of the nation and country and other nations. In Indonesia, cases of violence are also more often experienced by Elementary School children than other levels below such as Play Ground and Kindergarten or above, junior high and senior high school. Data from the Indonesian Child Protection Commission recorded 44,541 incidents of child abuse throughout 2016 and recorded the most reports of physical violence at the elementary and high school levels, and the highest number of reports of sexual violence at the elementary and junior high levels. Based on this data, the Elementary School age is the most susceptible to psychological and social problems. Fika Latifa (2012) from the University of Indonesia Nursing Sciences found that 65% of 60 students in grades 4, 5 and 6 in a Elementary School in Bogor had experienced a bullying incident. The bullying incidents in Elementary School is related to the tendency of children in groups and within gender differences. Rozemarijn van der Ploeg, et. al. (2017: 1-10) also discovered widespread bullying at the Finnish Elementary School in Finland.

In addition to Indonesia, Australia, found that in 2012 14% of Australian children and adolescents were reported to have mental health problems. Other facts show that one in five Australian children aged 4 to 17 years has significant mental health problems (Littlefield, 2008 in Barr, J., et, al., (2012: 302-318). Character problems also occur in Muslim communities in three provinces on the southern border of Thailand (Laeheem, K., 2013: 160). Southern Thailand is also experiencing a crisis of Islamic youth behavior such as Thai Muslim girls wearing scarves that indicate they have boyfriends, drug addiction problems, preserving gender

roles, not praying or reading the Qur'an, they learn but cannot absorb lessons, and these problems recur as a vicious cycle without resolution (Baka, D., & Laeheem, K. (2010)35-51. Based on the common problem of character in Indonesia, Thailand, Australia, and Finland, the a solution needs to be found, so that future generations can overcome increasingly complex character problems.

Statement of Problems

Character problems also arise in Rejodadi Elementary School (ES), located on Bantul Regency, Yogyakarta in Kasihan District. Based on interviews with the Principal of Rejodadi Elementary School on 8 August 2019 and supported by the Performance Report of the Principal of Rejodadi Elementary School in 2019, four problems were identified as shown in Table 1.

Table 1. Problem Identification in Rejodadi Elementary School

Aspect	Problem
Academic	<ul style="list-style-type: none">- Low learning achievement- Low learning enthusiasm- Students lack focus in learning
Non-Academic	<ul style="list-style-type: none">- Students lack discipline, often come late to school and don't come to school without information- Fighting between friends- Poor mental attitude and behavior- Manners (as Javanese) are not good- There are gangs between students at school and outside school

Source: Principal Performance Report of Rejodadi Elementary School, 2019

The Character Strengthening Program (CSP) attempts to overcome and minimise the four problems through various ways both directly and indirectly. CSP is an educational movement under the responsibility of the education unit to strengthen the character of students through the harmonisation though the heart, the feelings, thoughts, and sports with the involvement and cooperation between education units, families, and communities (Presidential Regulation No. 87 of 2017). At Rejodadi Elementary School, CSP is directly taken in the curriculum through the learning process, while indirectly it is taken through a religious study approach for parents and students. Recitation is held routinely every week or Sunday *Kliwon*, which is known as the Sunday *Kliwon* Recitation (SKR).

The four problems shown in Table 1 are common problems that occur in Indonesia that also exist in parents of students, namely (1) lack of understanding of religion in educating children,



(2) low levels of parental education, (3) low economic levels, (4) lack of care and supervision of children by parents, especially working mothers and (5) environmental influences, peers and electronic media (Bakhtiar, N. (2016: 167-176). It is necessary to immediately overcome these problems so they do not become a "time bomb" for the future lives of children.

Based on attempting to solve the problems in Table 1, the principal of Rejodadi Elementary School is innovating through the recitation program. The principal and the teacher formed the elementary curriculum development team. The curriculum development team is tasked with bridging the teaching program that the school has initiated with the School Committee. Recitation was chosen as an activity to foster good character for students including religious character. Religion guides a person or group to hold fast to their beliefs in behavior (Kusumawati, A., Listyorini, S., Suharyono, Yulianto, E., (2019: 237-255). The study is a very common activity in the community around Elementary Schools Rejodadi and can be attended by parents and students.

Sunday *Kliwon* recitation at Rejodadi Elementary School was held based on an agreement between the Elementary School Curriculum Development Team and the School Committee. Furthermore, the school through the homeroom teacher coordinates with the Parents Association (PA) to carry out the technical activities of teaching from searching for clerics, consumption, transportation, documentation, publications and general practitioners. The first *Kliwon* Sunday recitation was held on August 8, 2015, and now runs regularly every month.

Based on the problems, PA, and results of the implementation of SKR at Rejodadi Elementary School activities from 2015-2019, the researcher asked the following research questions,

1. How are parents and students participating in SKR activities?
2. Did the students feel the benefits of this study activity? What benefits are felt by parents?
3. Does the SKR activity have an impact on academic achievement?

Are there changes in attitudes of students and parents as a result of the SKR activity? What dominant character changes occur in students according to the parents as a result of SKR activities?

Literature Review

The character of Elementary School Students in Indonesia

Character is a behavior that is based on values such as religious, cultural, legal/constitutional norms, customs, and aesthetics. People are often trapped, character education is translated only as a courtesy. Even more than that, the character to be built is a culture that fosters intellectual

curiosity as capital to develop creativity and innovative power imbued with the value of honesty and framed with politeness and politeness according to Suyanto (2011). Character education must be included in every aspect of teaching and learning activities in the classroom, daily practices at school, and integrated with every extracurricular activity such as scouts, nature lovers, sports, red cross, and scientific papers. Subsequently, each student is expected to be able to apply it at home and the surrounding environment. All aspects of education from the classroom to the greater environment must be continuous in maintaining the values of character education. Figure 1 shows the integration of character education into teaching and learning activities.

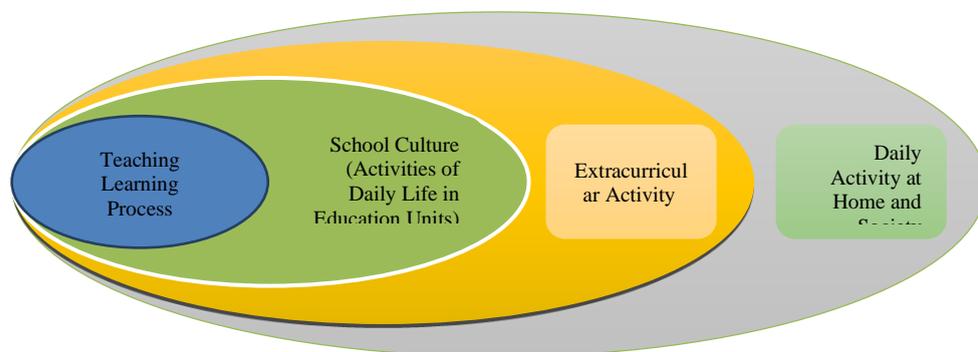


Figure 1. Integration of Character Education into Teaching and Learning Activities At School (Suyanto: 2011)

Good character education in Indonesia is exemplified by Bakhtiar, (2016: 167-176) which revealed that 81.89% of parents in the Riau Province of Indonesia were able to develop their children into "pious" children in the good category. One supporting factor is electronic media where information about parenting can be obtained by parents, although electronic media is also a limiting factor when children and parents are unable to filter information in a balanced way.

Sunday *Kliwon* Recitation (SKR)

Recitation is a very common activity in Indonesia, especially Yogyakarta. *Ahad* is another name for Sunday in Arabic. Indonesia is a country with a Muslim majority. In Indonesia, an item or something is sometimes mentioned in Arabic, such as Sunday being *Ahad*. *Kliwon* is one of the names for "market day" in Java. The Special Region of Yogyakarta is one of the provinces on the island of Java, so that in some communities, to clarify the naming of days, it is affirmed as "market day". There are five names for "market day" in Javanese society, which are *pon*, *wage*, *Kliwon*, *legi*, and *pahing*. In the 1930s, the names of "market days" were used for names of people such as Ponijem, Wagiyem, *Kliwon*, Leginem, and Pahing (Askuri, A., & Kuipers, J. C.,



2019: 31-55). Qur'an Recitation Sunday means the recitation held on Sunday / *Ahad* with "market day" *Kliwon*.

In Indonesia a recitation is a group of Muslims who gather to pray and serve God (Weix, GG (1998: 405-420). Recitation is often done by the community in every Islamic major month. In some communities and regions, recitation becomes a routine monthly event or even undertaken weekly, both with general or specific themes. The majority of the population of Indonesia, especially Yogyakarta is Muslim and the teachings of Islam are entrenched in various aspects of life in the community including educational aspects. Approaches used in education are influenced by Islamic teachings, including recitation which is formally entrenched in the school curriculum.

The study has many benefits including improving the quality of human resources. The study of Latif, MN (2016: 1-14) revealed that the study can be used as a means to deal with children who have dropped out of school, which happened in Ngepanrejo Village, Bandongan District, Magelang District, Central Java Province of Indonesia (Muamalah, BU, & Utami, RD (2017: 1-9) This increase in human resources comes from the lecture content of the religious teachers and is shown by awareness of the benefits of the study felt by the study participants.

Recitation is often one of the alternative solutions in overcoming educational problems. In Islamic Elementary School Al-Muttaqien City of Tasikmalaya, West Java Province of Indonesia, the use of curriculum models and internalisation of Islamic religious values can shape student character and behavior that obeys Allah SWT both for fellow creatures, nature, good personality, responsibility, courage, and critical thinking. (Hakim, L. (2012: 67-77) Internalisation of the values of Islamic teachings is also one of the typical characteristics of the application of the management concept of Islamic schools in Indonesia (Salim, A. (2019: 1-16).

Al Ghimani Sidoarjo Islamic Elementary School Indonesia fosters religious character through intra-curricular, co-curricular and extracurricular activities. Afifah, A., & Mashuri, I. (2019: 187-201); Sudrajat, A., & Wibowo, A. (2013: 174- 185) found that the characters that can be encouraged directly in school learning activities include religious character, openness, caring, togetherness and cooperation, which are then referred to as praiseworthy characters. The research was conducted at Elementary School Muhammadiyah Condongcatur Yogyakarta Indonesia and the development of knowledge which is carried out routinely weekly every Friday at 13.30 - 15.00 WIB, which is supported by Muhammadiyah education and social experts.

Research Design

This qualitative research study focuses on the Sunday *Kliwon* Recitation (SKR) at Rejodadi Elementary School. Rejodadi Elementary School is located in Ngestiharjo District, Kasihan Subdistrict, Bantul Regency, and Special Region of Yogyakarta Indonesia. The model used in this research is a case study. Yin, (1994: 13) in Merriam, S. B. (1998: 27) defines case studies in terms of the research process as. "A case study is an empirical investigation that investigates contemporary phenomena in real-life contexts, especially when the boundary between phenomena and context is not visible".

Based on these two sources Merriam concluded that "A qualitative case study is an intensive, comprehensive description and analysis of one example, phenomenon, or social unit" (Merriam, SB (1998: 21). Furthermore, Merriam added that the characteristics that most determine one case study lies in the limitation of the object of research. Miles and Huberman (1994: 25) in Merriam, SB (1998: 27) consider the case study to be "a phenomenon of some kind that occurs in a restricted context." They describe it as a circle with a heart in the middle. The heart is the focus of the research and the circle is the edge of the case study or what is not studied. Researchers in qualitative research are key instruments or primary research tools, according to Nasution in Prastowo, A., (2012). Even though recording devices or cameras are used, researchers still play a role mainly as a research tool. The key instrument in this study is the researcher with the key person in this study is the Principal of Rejodadi Elementary School.

Data Collection

Research data is obtained through observation, interviews, and documentation. The source of the research data came from questionnaires filled out by 103 of 153 parents of grades 1-5 of students in Rejodadi Elementary School. Interviews were conducted with 9 parents and 5 class teachers. Observation of SKR activities in this study were carried out 4 times from August to December 2019 (Table 2). The documentation collected was in the form of a full list of present SKR activities and photos of activities. Table 2 below is the result of SKR observations in August - December 2019.

Table 2. Observation Results on Sunday *Kliwon* Recitation in Rejodadi Elementary School (August-December 2019)

Date	Observation Results
25 th August 2019	The running activity from 06.00 - 09.00 WIB was attended by 92 of 153 student guardians or 47.1% and students who attended 75 of 153 people or 49.02%.

Date	Observation Results
22 nd September 2019	The recitation was carried out in the Rejodadi Elementary School. The recitation began at 06.00-09.00 WIB carried out with <i>ustadzah</i> . The study was delivered by Ms. Suciati, S. Sos.I with the theme and the times of prayer. As many as 86 of 153 or 56.2% of parents attended and 81 of 153 or 52.9% of students attended the study.
27 th October 2019	The study took place in 1-2 classrooms and started at 06.00-09.00 WIB. The recitation was delivered by Emi Rusnawati, S.Pd.I and the judgement of Allah SWT was the theme of the practice. The study also covered parenting or how to care for children in the family in an Islamic way. The study was attended by 80 of 153 or 52.3% of students' parents and 79 of 153 students or 51.6%. The officer who coordinates is the association of parents of class V.
1 st December 2019	The study starts at 06.00-09.00 WIB and is carried out in the schoolyard using daily methods. The theme of recitation is tips on memorising the Qur'an by reading perverse, repeating and reciting recitation. The study was delivered by Ustad Yulianto. The coordinating officer was a group of parents of class I. The parents' attendance was 92 of 153 or 60.1% while the attendance of students was 97 of 153 or 63.4%.

Data Analysis

Data analysis was performed using analysis from Zamroni (2013: 76-80) namely notice things, collect things and think about things (Table 3). The validity of the data of this study refers to Sugiyono (2012: 364-374), which uses credibility (internal validity) and dependability (reliability). Internal validity is done using researchers using triangulation techniques in the form of observations, in-depth interviews, and documentation with sources. Researchers conducted interviews again with Mrs. R's parents of class IV students with the initials Rr. In addition to conducting interviews to deepen the data, observations were also carried out again on December 1, 2019, when SKR took place while the reliability of the data was carried out by the researcher recording and recording all data regarding the Sunday *Kliwon* Recitation (SKR) from the first time it took place.

Table 3. Data Analysis Activities and Results

No.	Analysis Activity	Analysis Results
1.	<i>Notice things</i>	The researcher noted the entire preparation process until the evaluation of the implementation of SKR. Researchers also found other benefits of SKR.
2.	<i>Collect Things</i>	Researchers read carefully the notes and findings during SKR, especially repetitive or repetitive words such as the words "character" and "dados sae" (becoming good-Javanese). Both words are often spoken by the teacher and parents of students at the interview.
3.	<i>Think about things</i>	Researchers do the coding for repeated findings. Then the recurring findings become patterns until finally, the pattern configuration forms the final findings.

Source: Zamroni (2013: 76-80)

Result and Discussion

RQ1: Parent and Student Participation in Sunday *Kliwon* Recitation Activities

Recitation activities are activities that are very familiar in Indonesia. This activity is held almost every week in villages and villages in Indonesia, even now it has penetrated the world of education, namely in schools in Indonesia. This is because the majority of Indonesian people are Muslim. Ahmed, S., & Matthes, J. (2017: 219-244) conducted a study in 2015 and showed that Indonesia's Muslim population is 88.1% of the total population of Indonesia. This is higher than Malaysia's 61.4% Muslim population of the total population of Malaysia. The condition of the majority of Muslims is different from other countries where Islam is a minority such as America, Britain, Germany, Canada, France (Ahmed, S., & Matthes, J. (2017: 219-244), Australia (Ahmed, S., & Matthes, J. (2017: 219-244; Arifin, S., Bachtiar, H., Fuad, AN, Tongat, T., & Wahyudi, W. (2019: 295-326), Japan (Wang, J. (2018: 207-213), England (McLoughlin, S. (2005: 1045-1066). Because this study activity is very familiar, it is not difficult for Rejodadi Elementary School to socialise and carry out teaching activities for parents of students.

In each SKR activity, parents and students are quite enthusiastic and have an increasing tendency over time. This is evidenced by the level of attendance at each study from August 2015 to December 2019 as shown in Table 4. SKR activities are carried out in the schoolyard if the weather is sunny and not rainy as shown (Figure 2,). However if the weather conditions are not conducive to the outdoors, then the implementation of SKR is conducted in the classroom (shown in Table 2). Table 4 shows that the level of student attendance is directly proportional to the level of parents' attendance in participating in SKR. The presence of parents

in following this PAK is a form of parental responsibility in applying the principle of justice in managing available time (Roesli, M., Syafi'i, A., & Amalia, A. (2018: 332-345). When the parents come to school it makes students feel happy, because they feel cared for which in turn gives rise to student motivation for study.

Table 4. Recapitulation Results of Parents and Students Attendance Sunday *Kliwon* Recitation Activity (SKR) 2015-2019

Year	Average Parent's Presence (%)	Average Student Attendance (%)
2015	37	23
2016	75	63
2017	64	60
2018	66	70
2019	78	78

Source: Present List of 2015-2019 SKR Activities

Based on interviews with class teachers, regarding SKR activities, students are required to take part in SKR activities and they have been included in the school curriculum as a habituation program to recite the Qur'an once a week. In this SKR activity, children are trained in their self-confidence by alternating in activities such as (1) reading the Holy Qur'an and (2) singing Islamic songs/*hadroh*, during the session and before the recitation.



Figure 2 Implementation of SKR on the Rejodadi Elementary School page on 25 August 2019 (Image source: Personal documents)

RQ2: Benefits of SKR Activities for Parents and Students

Based on the recapitulation questionnaire filled out by 103 students' parents during SKR on 1 December 2019, Table 5 shows the benefits felt by parents to SKR activities from the largest percentage were; (1) getting new knowledge from lecturers, (2) interact with fellow parents, (3) parents get information about school activities, and (4) parents can consult with teachers and school principals when reciting. The most widely felt benefit is that parents get a lot of knowledge about religion and especially childcare in Islam. This is very relevant and in line with the purpose of the SKR activity which is to foster good character in students. Parents who get a lot of knowledge about childcare in Islam show an impact on parenting patterns at home so that the child's behavior is controlled by parents. The benefits of the study are relevant to research conducted by Latif, M. N. (2016: 1-14), where the study shows improvement in the quality of human resources.

Table 5. Benefits of Study Based on Parents' Recognition

No.	Aspects of Attitude Change	Numbers of Parents	Percentage of Parents (%)
1.	Discussion with teacher	19	18
2.	Get the information of school activities	69	67
3.	Good relationship between parents	81	79
4.	Obtain new knowledge from <i>ustadz/ustadzah</i>	85	82
5.	Get Nothing	0	0

Source: Questionnaire from 103 parents of Rejodadi Elementary School students in 2019

The study has benefits related to efforts to improve the quality of human resources. Research by Latif, MN (2016: 1-14) revealed that recitation can be used as a means to deal with children who have dropped out of school, such as what happened in Ngepanrejo Village, Bandongan District, Magelang Regency, Central Java Province of Indonesia (Muamalah, BU, & Utami, RD (2017: 1-9) This increase in human resources comes from the lecture content of the religious teachers and is shown with an awareness of the perceived benefits of teaching.

Hospitality activities between parents or guardians of students can increase haramony between the two parties. The happiness of parents can lead to a healthy family. Supaat, S., & Fa'atin, S. (2019: 57-81) state that "healthy" Muslim families will be able to function adequately, including in efforts to reduce acts of parental violence towards children. A functioning family is a family with a balanced type of closeness and adaptability. Both types can create harmony in the family, and greatly help individuals in going through difficult times or when facing life problems, so that parental violence towards children will be eliminated.

SKR activities are also beneficial for parents and schools, that is, schools can be used as a means of providing the latest information about school activities and parents can find out the latest developments in their children's school activities (Figure 2). Also, parents can consult with teachers regarding the development of their children's learning and ask questions about things that are unclear related to learning activities in class or other school activities. The attitudes of parents of Rejodadi Elementary School students who pay more attention to the development of their children's learning as a result of SKR activities are shown in table 6. In table 6 as many as 67% of parents feel that their relationship with their teachers and / or class guardians is becoming closer. Besides, as many as 47% of parents feel more concerned about the learning process and physical/psychological condition of their children. The results of this study are expected to have an impact on improving the achievements of elementary school children in Rejodadi, such as in Febriany, R., & Yusri, Y. (2013: 8-16) which found that social support of parents in a physical form with student learning achievement shows the correlation value is 0.798.

Table 6. Changes in Parents' Attitudes as a Result of Sunday *Kliwon* Recitation activities

No.	Aspects of Attitude Change	Percentage of Parents (%)
1.	There is no change in attitude	0
2.	I pay more attention to my child's learning process	47
3.	I pay more attention to the physical and psychological condition of my child	47
4.	My relationship with the school and the teacher is closer	67
5.	I am more open about consulting children's learning with teachers and school principals	32

Source: Questionnaire from 103 parents of Rejodadi Elementary School students in 2019

RQ3: Academic and Non-Academic Impacts from SKR Activities

The impact of the Sunday *Kliwon* Recitation is the close relationship between the teacher and the student's guardian. Table 5 shows that 67% of parents admitted that the relationship between parents, teachers, and the school became closer. This friendship is used by parents to consult with teachers or ask questions about their children's development. The teacher becomes more flexible to coordinate children's learning. The teacher is also freer to discuss problems that children have in class which are associated with the development of children at home. Changes in attitudes of parents to be closer to teachers are recognised by Mr. BP (26) homeroom V class who states;



"Since there are recitation activities ... guardians of students often ask to meet after the recitation to just tell the changes in their children or confide in what happened to their children or ask about their children in school ..." (W / BP / 02122019)

Table 5 shows that 47% of students' parents pay more attention to the learning process and pay more attention to the psychological and physical condition of their children. Parents who pay attention to their children's learning process will increase children's motivation in school (Rahayu, WP (2012: 65-71); Febriany, R., & Yusri, Y. (2013: 8-16). Parental support is good in the form of physical and emotional needs of children. The presence of parents in recitation provides emotional support to children. Emotional support is in line with research from Febriany, R., & Yusri, Y. (2013: 8-16) who found that the relationship of support socially and emotionally between parents and student achievement of 0.654.

Based on observations on December 1, 2019, at the time of the Sunday *Kliwon* recitation, 90% of students' parents actively participated in the Sunday *Kliwon* recitation activity. The students also appeared to show their ability in reading the Qur'an, solawat and Islamic singing. Parents participate in preparing their children to perform optimally on the stage before the cleric gives a lecture. Increased participation and changes in attitudes of parents who are more concerned about the conditions and needs of children in school are also raised by Mrs. JA (36) homeroom class III as follows.

"... so now they (parents) are more concerned (about children at school) than they used to (before there are teaching activities) ..."

More attention from parents and the process of getting used to performing in public foster a confident character in students. The result is students become more confident as shown in Table 6 point 14. The impact of that confidence, 20% of students' parents claim their children obtain achievements in non-academic fields. Habituation is a form of children's education so that self-control is formed within the child. Good self-control in children provides effective education efforts by parents towards these children (Roesli, M., Syafi'i, A., & Amalia, A. (2018: 332-345).

There was no change in achievement as illustrated in Figure 3, the reason was explained by parents of class I students where the guardians of class I students did not get an achievement report when their children had just experienced school for six months. This was stated by Mrs. Tiw (39), a parent from Den I class who said that she had not found a change in her children's achievements because she had not received report cards. Mrs. Tiw knew that her children had begun to read, write and count and were more confident and independent in doing many things like eating and dressing.

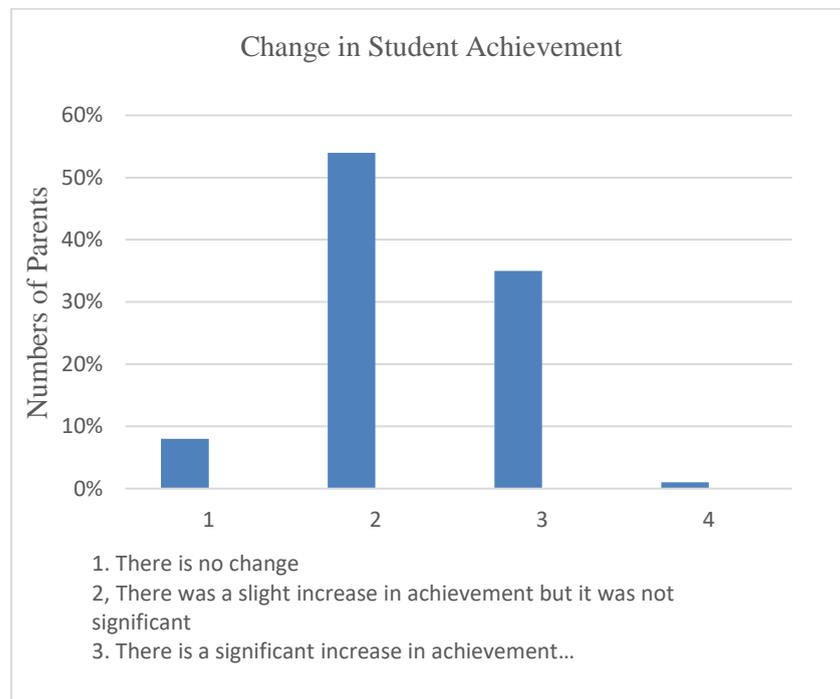


Figure 3 Diagrams That Describe Changes in Student Achievement as a Result of Study Activities Based on the Parents' Recognition

An increase in achievement is also illustrated in Table 7 which shows that 19% of parents claimed their children were getting more academic achievements and 20% of parents were claiming that their children were achieving in non-academic fields such as dancing, sports and other activities. In the SKR activity, before the study is held, remarks are always given from the School Principal which contains the motivation and information of the school. Motivation is given to children / students through parents in order to establish good communication between parents and children. Good communication between parents and children will foster a spirit of learning in children. The principal who is the motivator is one of the characteristics of transformative leadership and transformative leadership of the school has a direct influence on student achievement (Hendrawati, A., & Prasoj, L. D. (2015: 141-157).

Table 7. Changes in Student Character as a Result of Study Activities
Based on the Parents' Confession

No.	Aspects of Attitude Change	Percentage of Parents (%)
1.	Children increasingly obeyed worship	55
2.	Children increasingly obey and respect parents	54
3.	My child loves his siblings and friends more	48
4.	Children are increasingly achieving in the academic field	19
5.	Children are getting more achievement in non-academic fields (arts and culture, sports, etc.)	20
6.	Children are increasingly disciplined	47
7.	Children become more independent	47
8.	Children increasingly have a sense of responsibility	54
9.	My child is more happy to help others	42
10.	My child is more honest	42
11.	My child increasingly appreciates differences (ethnicity, religion, race, etc.)	34
12.	My child increasingly appreciates differences of opinion	29
13.	Children increasingly focus on learning	33
14.	My child is getting more confident	38

Source: Questionnaire filled out by 103 parents of Rejodadi Elementary School students in 2019

Table 7 shows that 33% of parents also claimed that their children were more focused on learning after they participated in SKR activities. Parents' recognition that their children are more focused on learning makes the school environment happier because the focus on learning is one of the problems that Rejodadi Elementary School has (shown in Table 1). This means that the SKR activity needs to be continued and managed better so that the number of students who focus on learning increases.

RQ4: Character That Grows as Impact of SKR Activities

Student characters can be grown directly or indirectly. Cultivating character directly is through the curriculum of habituation in schools, while indirectly is through intermediaries including parents or teachers/*ustad* in the form of advice or fairy tales. Characters that can be grown directly in school learning include religious characters, openness, caring, togetherness and cooperation which Sudrajat, A., & Wibowo, A. (2013: 174-185) referred to as praiseworthy characters. One of the school programs researched at the Muhammadiyah Condongcatur Yogyakarta Elementary School is the spiritual development and science development program.



This is carried out routinely weekly every Friday at 13.30 - 15.00 WIB and is supported by Muhammadiyah education and community experts.

Growing character indirectly through advice under what was exemplified by the Prophet Muhammad in the teachings of Islam to friends and residents of the city of Medina and Mecca is undertaken regardless of age and sex (Basir, 2004: 211-228). The giving of advice to children was also expressed as a way by Javanese parents in educating Javanese children about social discipline, namely living in harmony and respect (Magnis-Suseno, 1985: 47). Hildred Geertz (1961: 1961: 117) in Magnis-Suseno (1985: 47) reveals that advice is expressed in terms of instructions from Javanese parents.

Growing character occurs indirectly through Islamic fairytale media which is spoken by the cleric/cleric during SKR activities. Wangid, MN, Mustadi, A., Herianingtyas, NLR, Putri, AR, Nurhidayah, I., & Mulyani, T. (2018: 196-202) state that character can be built by 97.75% by teachers and equal to 86% by students in the excellent category, by educational fairy tale books. Information from educational fairy tale books can build character especially if the fairy tale is spoken directly to children by experts.

Table 7 shows that the dominant character of students is religious character. Religious character is shown by 55% of parents claiming that their children are more devout at worship. The practice of recitation once a month at school motivates parents to pay more attention to the child's worship. Parents are more often reminded of children when praying five times and learning to recite. In contrast to Rejodadi Elementary School which fosters religious character through activities outside the curriculum, Islamic Elementary School Al Ghimani Sidoarjo fosters religious character through intra-curricular activities, co-curricular and extracurricular activities (Afifah, A., & Mashuri, I. (2019: 187-201).

Students who attend Rejodadi Elementary School are students who live around the Elementary School, namely in Sidorejo Village. The location of Rejodadi Elementary School which is next to Sidorejo Pedukuhan Mosque, Roudhadul Jannah, helps the school in facilitating students to worship. Many religious activities at the Roudatul Jannah Mosque are studied at the Qur'an Centre where there is routine recitation. Thus, conditions are conducive and mutually supportive between schools and the community in fostering the religious character of Elementary School-age children.

Table 5 shows the result that 54% of parents at Rejodadi Elementary School admitted that their children have a sense of responsibility. A sense of responsibility has the same good value as a caring attitude. A caring attitude is part of a child's sense of responsibility. A caring attitude that is introduced early on will give a positive response in the effort to increase the image of



environmental care in the next generation (Muharlisiani, LT, Soesatyo, Y., Karwanto, Khamidi, A., Noerhartati, E., Karjati, PD, Dewira, RF, Setyowati, S., (2019: 128-136).

A sense of responsibility is needed for humans to live with dignity. This sense of responsibility is a result of recitation through the internalisation of Islamic religious values in schools and families. Internalisation of Islamic religious values was also carried out by Islamic Elementary School Al-Muttaqien City of Tasikmalaya, West Java Province together with the use of curriculum models (Hakim, L. (2012: 67-77). The result is the use of curriculum models and internalisation of Islamic religious values can shape student character and behavior that obeys Allah SWT both toward fellow creatures and nature, good personality, responsibility, courage and critical thinking. Internalisation of the values of Islamic teachings is also one of the typical characteristics of the application of the management concept of *madrasah* / Islamic schools in Indonesia (Salim, A. (2019: 1-16).

The overall results of this study indicate that the principal's leadership largely determines the success of school programs. Planning, implementation, and evaluation determine the sustainability of a school program. The SKR activity program is a form of innovation and creativity for school principals in dealing with problems in Rejodadi Elementary School (shown in Table 1). The innovation and creativity of the program from the headmaster's leadership is in line with Sakerani, Imron, A., Djatmika ET, Arifin, I, (2019: 237-255). Character problems are problems that require a systematic solution that takes a long time. Rohman, A. (2016: 155-178).

The success of school principals in fostering good character is evidenced by the impact of SKR activities resulting in changes in parental attitudes. Parents become more active and caring for their children. Parents communicate more often with teachers. The close communication between parents and the teacher makes it easy for the teacher to accompany the children to learn in school (Muhasim, M. (2020: 97-119. The interpretation of the results of this study is in line with what Amaludin, L.O., Akhiri, J., Jamiludin, Hidaryatiningsih, N., (2019: 88-102) revealed, that is organisational innovation and the leadership behavior of principals had a positive and significant influence on teacher performance.

Conclusion and Recommendation

The greatest benefit of the teachings in Rejodadi Elementary School is felt by students' parents in the form of receiving new knowledge from the cleric. The biggest change as a result of the study activities is the relationship between parents and teachers, and the school becomes closer. There is an increase in student learning achievement as a result of recitation activities. The characters that grew dominantly as a result of recitation activities were (1) religious character, namely obedience of worship and obedience as well as respect for parents and (2) character of



integrity, namely the sense of responsibility of students is increasing. Research to find out the quantitative effectiveness of SKR activities needs to be carried out to better support data on the ongoing teaching activities in primary schools.



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