

Religious culture management at SMP IT Tulang Bawang District

Suryono¹, Agus Pahrudin², Syafrimen Syafril³, Koderi⁴, Siti Patimah⁵

UIN Raden Intan Lampung Indonesia¹⁻⁵

2286031020@radenintan.ac.id¹, agus.pahrudin@radenintan.ac.id², syahfrimen@radenintan.ac.id³, koderi@radenintan.ac.id⁴, sitipatimah@radenintan.ac.id⁵



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Abstract

Purpose: This study aims to investigate the management of religious culture in SMP IT Tulang Bawang District, Indonesia. Specifically, it seeks to understand how the school integrates religious values and practices into daily life, fosters tolerance and respect for diverse faiths, and addresses challenges related to religious education.

Methodology: A mixed-methods approach was employed, utilizing qualitative interviews with school administrators, teachers, students, and parents, alongside quantitative data analysis of school documents and surveys.

Results: The findings reveal that SMP IT Tulang Bawang implements a comprehensive religious culture management system. This includes mandatory daily prayers, religious studies classes, integration of religious values into various subjects, and extracurricular activities promoting interfaith dialogue and understanding. The study also identifies positive outcomes such as increased religious awareness, tolerance, and respectful behavior among students. However, limitations such as limited resources for religious education and potential challenges in addressing sensitive religious topics were also acknowledged.

Limitations: The study's generalizability may be limited due to its focus on a single school and context. Furthermore, potential social desirability bias in responses needs to be considered.

Contribution: This study provides valuable insights into the successful management of religious culture in Islamic schools, offering valuable lessons for other educational institutions seeking to foster a values-based and inclusive learning environment. It also highlights the importance of continuous improvement and addressing emerging challenges in religious education.

Keywords: *Management, Religious Culture*

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1. Introduction

Religious education is one of the key activities in managing religious culture in schools. Through religious education, students can understand the teachings of their religion and apply them in daily life. Besides formal religious education, activities such as congregational prayers, Quran recitations, and other spiritual practices play a critical role in embedding religious values. Scheduling these activities within the school's timetable provides students and staff with opportunities to practice these values practically while fostering stronger relationships among school members (Nafi'ah, 2021).

Religious culture management involves organizing school activities rooted in religious values. Events like farewell ceremonies, art performances, and social outreach programs can be designed to reflect and uphold these values. By embedding religious principles into these events, students can learn about and

integrate these values into their daily experiences. Such activities not only enhance the understanding of religious teachings but also strengthen bonds between students, school staff, and parents (Badar, 2018).

Management, in a broader sense, is the art and science of ensuring the right actions occur effectively. According to Drucker, management is the ability to organize resources such as people, finances, and time to achieve predetermined goals. Drucker also emphasized that management serves as a tool for creating value and building a competitive advantage (Sani, 2021).

Teachers hold a pivotal role in managing learning, which encompasses professional competence beyond intellectual capability. Teachers are expected to exhibit excellence in piety, faith, morals, responsibility, and educational insight to manage classroom learning effectively (Celo & Dumi, 2013). However, many educators still struggle to meet these expectations due to various inhibiting factors. Issues such as inadequate authority and limited expertise undermine effective learning continuity. Consequently, many schools face challenges in implementing religious culture management due to insufficient recognition and application of these principles. Effective religious culture management requires an understanding of what must be achieved and the methods to manage people to enhance the likelihood of attaining organizational goals (Ruky, 2002).

Religious culture in educational institutions, particularly Islamic-based schools, demands significant emphasis. Religious culture encompasses the mindset and behavior of school members based on religious values. The active promotion of religious culture by school leaders directly enhances teacher professionalism, fostering pedagogical, personal, professional, and social competencies (Sanjaya, 2006).

Numerous challenges hinder the establishment of religious culture in schools, including:

1. Lack of allocated time for prayer and other religious activities.
2. Curriculum designs that fail to integrate religious values.
3. Limited respect for religious principles.
4. Unethical behaviors among students or staff.
5. Neglect of students' holistic well-being.

These issues often lead to an uncomfortable school environment, where students struggle to practice their religion effectively. Such circumstances may adversely impact their character development during their time in school.

Addressing these challenges requires a proactive approach to instill and nurture religious values within educational institutions. Religious teachers must play a pivotal role in realizing these values, fostering their integration into school culture. Such efforts should aim to habituate religious practices, enhancing students' spiritual identity and divine connection.

Religious culture management in IT Junior High School in Tulang Bawang Regency exemplifies a critical effort to develop religion-based education. Integrated Islamic Junior High Schools (SMP IT) play a vital role in shaping students' character and morals according to religious values. This management entails the coordination of religious activities, spiritual learning, and the application of Islamic principles in daily school life.

The significance of religious culture management at SMP IT in Tulang Bawang Regency extends beyond spiritual aspects. It contributes to holistic personality development by fostering ethics, mutual respect, and social care. Through the integration of religious values in education and daily interactions, students grow into well-rounded individuals, equipped to navigate moral and social challenges.

Religious culture-based education not only instills virtues like honesty, discipline, and responsibility but also serves as a deterrent to juvenile delinquency. Such education promotes a positive learning environment, strengthens students' religious identity, and fosters a sense of justice and compassion.

These principles help establish a robust foundation for students to develop ethical work habits and harmonious social relationships (Nata, 2015).

Managing religious culture at SMP IT in Tulang Bawang Regency requires an integrated approach, encompassing planning, organization, and implementation. Effective planning involves setting clear short- and long-term goals, assessing needs, and designing relevant religious activities. Organizational efforts require establishing a coherent structure and defining roles and responsibilities for the management team. Implementation focuses on executing planned activities, monitoring progress, and involving stakeholders such as parents and educators (As'ad, 2018). This comprehensive approach ensures that religious culture management contributes effectively to student character development and faith-based educational goals.

To enhance these efforts, the management team could establish participatory forums that encourage active involvement from teachers, students, and parents. Teachers can foster a supportive learning environment that reflects Islamic values, while parents play an instrumental role in reinforcing these principles at home. Additionally, integrating technology into religious education, such as virtual Quranic learning sessions or interactive religious studies, can offer more engaging ways for students to connect with their faith (Epstein, 1995).

Religious activities should also include collaborative events like community service projects and interfaith dialogues, which encourage students to apply religious teachings in practical, impactful ways. These activities help develop empathy, social responsibility, and a sense of belonging among students. Regular evaluations of these programs, involving feedback from all stakeholders, ensure continuous improvement and adaptation to emerging needs (Brinkerhoff, 2003).

Overall, religious culture management at SMP IT Tulang Bawang Regency serves as a cornerstone for building a generation grounded in ethical principles and spiritual awareness, equipped to contribute meaningfully to society.

2. Literature Review

2.1 Religious Culture Management

2.1.1 Definition of Management

Management is a process of planning, organizing, implementing, and supervising resources to achieve predetermined goals. This process involves the coordination and arrangement of various aspects, including human, financial, time, and material, to achieve efficiency and effectiveness in achieving organizational goals. Robbins, Coulter, and DeCenzo (2017) Management is not only related to formal tasks such as strategic planning and decision-making, but also involves interpersonal aspects of motivating, directing, and developing work teams (Daft, 2015).

Management can also be seen as the art and science of directing and managing resources effectively to achieve predetermined goals. The art aspect includes the manager's ability to innovate, adapt to change, and overcome complex challenges, while the science aspect involves the application of proven management principles and theories.

In practice, management is not only limited to the level of large organizations, but can also be applied in various contexts, including education, government, and even in everyday life. Management is key in achieving efficiency, optimizing resource potential, and achieving success in achieving desired goals.

Religious culture management is an approach in managing and facilitating the integration of religious values into various aspects of life in a particular environment, such as a school. It includes planning, organizing and implementing activities that support faith-based character development, religious learning and the application of Islamic values in daily life (As'ad, 2018). This religious culture management approach does not only focus on the formal aspects of religious learning, but also includes

the non-formal and informal aspects that shape students' identity and character in accordance with the religious values upheld.

2.1.2 Management in Religious Organizations

2.1.2.1 Planning

Planning forms the foundation of the management cycle, guiding the actions and decisions of an organization. In religious organizations, planning involves setting spiritual and operational goals, determining strategies to achieve these goals, and creating actionable plans. For instance, schools may outline daily prayer schedules, Quran recitation sessions, and community outreach programs to integrate religious values seamlessly into everyday routines.

2.1.2.2 Organization Structure

The organizational structure establishes the framework for distributing roles and responsibilities. In religious organizations, this may involve creating committees for religious activities, assigning leadership roles for overseeing faith-based initiatives, and establishing financial management systems to support religious endeavors. A well-defined structure facilitates accountability, efficiency, and clarity in implementing religious goals.

2.1.2.3 Implementation

Implementation translates plans into action. For religious organizations, this stage involves conducting scheduled activities such as collective prayers, spiritual counseling, and charity events. Effective implementation requires the active participation of all members and alignment with the objectives outlined during the planning phase. Leaders play a vital role in maintaining focus and addressing challenges that arise during execution.

2.1.2.4 Control

Control ensures that activities align with planned objectives and that resources are utilized effectively. This involves monitoring progress, evaluating outcomes, and making necessary adjustments. In religious organizations, control extends to ensuring that ethical standards and spiritual values are upheld. Continuous evaluation helps refine processes and enhances the organization's ability to achieve its goals (Robbins et al., 2017).

2.1.2.5 Indicators of Religious Management

Indicators of religious management include:

1. Leadership based on values
2. Fairness and equality
3. Holistic personnel development
4. Consistency between organizational goals and religious values
5. Balance between work and personal life
6. Open and honest communication
7. Community involvement

2.2 Religious Culture

2.2.1 Definition of Religious Culture

Culture refers to a total pattern of behavior, beliefs, values, and symbols that characterizes a society or community and is transmitted from generation to generation through socialization processes (Fathurrohman, 2020). Religious culture refers to the set of values, beliefs, and practices related to religion that shape behavior, traditions, customs, and symbols within religious organizations or communities. It is not just a matter of belief in the supernatural or performing religious rituals but also encompasses all aspects of daily life. According to Madjid (2019) perspective, religion is not just about belief in the supernatural or performing religious rituals but also about tolerance for others' religious practices and promoting social harmony with people of other religions.

Religiosity refers to the attitude and behavior that follows religious teachings. It also involves tolerance towards the practice of other religions and living in harmony with people of other faiths. Everyone has

a belief, whether it is in the form of religion or non-religion. Following the views of Nurcholis Madjid, religion is not just a belief in the supernatural and performing specific rituals (Syafri, 2012).

Religious culture is a collection of religious values that underpin behavior, traditions, daily routines, and symbols that are practiced by school principals, teachers, administrative staff, students, and the community. This culture does not just appear spontaneously but is developed through culturalization. In this research, religious culture refers to a collection of religious values (religiousness) that serves as a foundation for behavior and has become a daily routine.

Importance of Religious Culture in Schools

Religious culture in schools serves multiple purposes:

1. **Moral Development:** It instills virtues such as honesty, discipline, and compassion in students, contributing to their holistic development.
2. **Community Building:** By emphasizing shared values, religious culture strengthens the bonds between students, teachers, and parents.
3. **Conflict Prevention:** An environment rooted in religious principles fosters mutual respect, reducing incidences of unethical behavior and promoting harmony.
4. **Enhanced Learning Environment:** A positive atmosphere grounded in religious values supports student engagement and well-being, enhancing their overall academic experience.

Challenges in Implementing Religious Culture

Schools often face challenges in fostering religious culture, including:

1. Resistance from stakeholders with differing beliefs.
2. Limited resources for organizing religious programs.
3. Insufficient training for teachers on integrating religious values into curricula.

Overcoming these challenges requires collaboration, innovation, and sustained commitment. Strategies may include professional development programs for educators, leveraging technology to promote religious education, and engaging the wider community in supporting these efforts.

By integrating religious culture effectively, schools not only fulfill their role in character development but also contribute to building societies that value compassion, justice, and mutual respect. The success of such initiatives hinges on inclusive planning, participatory implementation, and ongoing evaluation to adapt to the evolving needs of students and the community.

3. Methodology

The research method employed in this study is qualitative descriptive research. This approach involves a series of activities aimed at collecting data that does not adhere to rigid conditions, focusing instead on exploring meaning and understanding. According to Mukhtar (2013), qualitative descriptive research is flexible and allows researchers to explore various perspectives, often relying on rich, in-depth data.

The data sources in this study include both primary and secondary data. Primary data are collected through observation, interviews, and documentation, which provide direct insights into the research subjects. Secondary data, on the other hand, offer contextual background and support for understanding the primary data. The combination of these data types enables a comprehensive analysis of the research topic.

Data analysis follows the framework proposed by Miles (1994), which includes three main steps: data reduction, data display, and data verification. Data reduction involves the process of selecting, focusing, and simplifying the data to highlight relevant information. Data display allows the researcher to organize and present the data in a way that is accessible and meaningful, often through visual aids like tables or charts. Finally, data verification is the process of confirming the accuracy and reliability of the findings, ensuring that the conclusions drawn are based on credible evidence.

This qualitative approach enables a deep understanding of the phenomenon under study by considering various sources and perspectives, and ensuring that the data collected is analyzed in a systematic and meaningful way. The flexible and interpretive nature of qualitative descriptive research makes it particularly suitable for exploring complex social or educational phenomena.

4. Results and Discussion

4.1 Religious Culture Planning in SMP IT Kabupaten Tulang Bawang

The planning of religious culture in SMP IT Kabupaten Tulang Bawang is a strategic process that requires deep thinking and collaboration between teachers and school staff. The initial stage of planning involves identifying short-term goals that align with Islamic teachings as the moral and ethical foundation for all school activities.

4.1.1 Goal Setting

Goal setting is the initial stage of religious culture planning that plays a crucial role in guiding the entire educational process at SMP IT Kabupaten Tulang Bawang. This stage involves setting short-term goals to provide an initial understanding of religious values and long-term goals to develop students' characters based on Islamic teachings comprehensively.

1. Short-term Goals

Introducing religious values through daily routines such as group prayers, Quran recitation, or simple rituals. Weekly activities focusing on moral and Islamic values in a broader context can also be implemented. According to Bandura's Social Learning Theory, students can internalize religious values through observation and social interaction (Badar, 2018).

2. Long-term Goal: Developing Strong Character in Students

This goal focuses on developing students' character, covering aspects such as honesty, discipline, social concern, and tolerance based on religious teachings. It encourages students to understand and apply religious principles in their daily lives, including decision-making and social interactions. According to Kohlberg, students' moral development is based on the application of religious values in everyday actions (Kohlberg, 1994). By setting clear objectives, SMP IT Kabupaten Tulang Bawang can guide and evaluate the desired religious culture, leading to the development of students with strong character and values based on religious principles.

4.1.2 Collaboration among Teachers and School Staff

Collaboration among teachers and school staff is a crucial foundation for building and implementing religious culture at SMP IT Kabupaten Tulang Bawang. By involving all stakeholders in the planning process, consistency and holistic implementation of religious principles are ensured throughout the educational environment.

1. Regular Meetings and Joint Vision Creation

Regular meetings provide a forum for teachers and school staff to discuss, share ideas, and jointly define the religious vision for the school. During these meetings, the religious vision and mission are defined to provide a clear direction for all school members. According to Hersey's Situational Leadership Theory, leadership and collaboration can be adapted to specific situations and requirements of the school (Hersey & Blanchard, 1969).

2. Active Participation for Holistic Reflection

Active participation by teachers and school staff in defining the religious vision ensures that religious principles are integrated into all aspects of education at SMP IT Kabupaten Tulang Bawang. Open discussions and active participation facilitate holistic reflection on how religious values are applied in every educational aspect. According to Brinkerhoff (2003), active participation strengthens collaboration between teachers and school staff (Brinkerhoff, 2003). Through effective collaboration, teachers and school staff at SMP IT Kabupaten Tulang Bawang can develop a religious culture that goes beyond mere verbal expression but is also reflected in actions and policies throughout the school environment.

4.1.3 Curriculum Development

Curriculum development is a critical step in ensuring that religious principles are effectively integrated into all educational aspects at SMP IT Kabupaten Tulang Bawang. This process involves identifying

subjects that can be integrated with religious principles and aligning teaching materials accordingly to reflect religious teachings.

1. Identifying Subjects for Integration

Identifying subjects that can be integrated with religious principles, such as morality, religion history, or ethics. Establishing links between religious principles and various subjects to create cohesive learning experiences for students. According to Bransford, Brown, and Cocking (2000) curriculum design approach, integrating religion into various subjects is possible.

2. Material Adjustment for Reflection of Religious Principles

Adjusting teaching materials to reflect religious principles, including text selection, case studies, and practical activities that are relevant to religious values. Creating connections between teaching materials and religious principles to enhance student understanding and application of these principles. By doing so, SMP IT Kabupaten Tulang Bawang can ensure that religious principles are not only taught through formal religion classes but also permeate throughout all educational aspects, promoting consistency and coherence in supporting the school's religious culture.

Developing a curriculum that aligns with religious teachings is a critical aspect of the planning process. This includes:

1. Integrating religious principles into subjects like ethics, history, and social studies (Fathurrohman, 2020).
2. Adjusting teaching materials to reflect Islamic values, ensuring that students gain a holistic understanding of their religion (Bransford et al., 2000).
3. Utilizing innovative teaching methods, such as case studies and project-based learning, to reinforce these values (Vygotsky, 1978).

4.1.4 Learning Methods

Learning methods play a key role in forming students' in-depth understanding of religious teachings. Choosing the right method can increase student engagement and create a memorable learning experience. At Tulang Bawang Regency IT Middle School, the application of dialogue, discussion and collaborative project methods has become an effective strategy.

1. Selection of Learning Methods

Choose learning methods that suit the characteristics of religious teachings, such as group discussions, role-playing, or observing religious practices. Adapt learning methods to students' level of understanding, ensuring that teaching material can be absorbed well. The use of methods that allow students to actively engage in the construction of their own understanding through learning experiences (Vygotsky, 1978).

2. Application of Dialogue, Discussion and Collaborative Project Methods

Using dialogue methods to encourage students to ask questions, think critically, and share their understanding of religious teachings. Organizing group discussions to stimulate joint reflection and collective understanding of religious values. Implement collaborative projects that involve students in assignments or projects that apply religious teachings in real-life contexts. By selecting and implementing appropriate learning methods, SMP IT Tulang Bawang Regency can create a dynamic and in-depth learning environment, facilitating students' understanding of religious teachings in a meaningful and relevant way. Selecting appropriate learning methods enhances students' comprehension of religious teachings. Methods like group discussions, collaborative projects, and interactive dialogues are particularly effective. These approaches encourage active participation and critical thinking, enabling students to internalize and apply religious values (Leithwood et al., 2004).

4.1.5 Planning Religious Activities

Planning religious activities plays a vital role in creating meaningful religious experiences for students at SMP IT Tulang Bawang Regency. This process involves scheduling and planning activities such as worship, recitation, and charitable activities to provide students with active experiences and deepen their understanding and practice of religious values.

1. Scheduling Religious Activities:

Schedule regular religious services, such as congregational prayers, to create daily religious habits. Scheduling religious recitations and lectures to increase students' understanding of religious teachings. Set a special time for charitable activities, such as social service or humanitarian activities, to apply religious values in real action. In well-planned religious activities, to take into account the goals, participants and desired impact (Getz & Page, 2019).

2. Actively Involve Students

Using participatory methods in planning, where students are invited to provide ideas and contributions in determining the type of religious activities to be held. Encourage students to play an active role in carrying out activities, such as becoming speakers, performers, or participants in charity activities. According to Arnstein (2019), this supports the idea that involving students in the planning and implementation process can increase the sense of ownership and meaning of the activity. By carefully planning religious activities and actively involving students, SMP IT Tulang Bawang Regency can create inspiring religious experiences, enrich students' understanding of religious values, and stimulate the practice of these values in their daily lives. Through this careful planning, SMP IT Tulang Bawang Regency can create an in-depth educational environment, nurture students' religious character, and create a generation with integrity based on religious values.

The school's religious activities are meticulously planned to ensure meaningful engagement. These activities include:

1. Scheduling regular prayers and Quran recitations (Getz & Page, 2019).
2. Organizing charity events to instill a sense of social responsibility.
3. Actively involving students in the planning and execution of these activities to foster a deeper connection with their religious practices (Arnstein, 1969).

4.2 Organization and Implementation of Religious Culture at SMP IT Tulang Bawang Regency

Organizing and implementing religious culture at SMP IT Tulang Bawang Regency is a crucial step in creating an educational environment based on religious values. This process involves the establishment of a supportive organizational structure and a quality management team to ensure the sustainability and sustainability of the religious culture in the school.

4.2.1 Formation of Organizational Structure

Develop an organizational structure that includes religious committees, religious activity divisions, and special financial management for religious activities. Determine the responsibilities of each section in supporting and managing aspects of religious culture in schools. Establishing an appropriate organizational structure is a key step in supporting and managing aspects of religious culture at SMP IT Tulang Bawang Regency. These steps include the formation of religious committees, religious activity divisions, and financial management specifically for religious activities.

1. Establishment of a Religious Committee

The formation of a religious committee is an important step in ensuring equal representation and participation of various stakeholders in the school. This committee can be a forum for formulating religious policies and strategies.

2. Establishment of the Religious Activities Division

The religious activities division aims to detail specific responsibilities and duties related to religious aspects. This allows for better specialization and focus in managing religious activities.

3. Special Financial Management for Religious Activities

Separate financial management for religious activities ensures transparency and accountability of funds used. This helps in tracking and measuring the effectiveness of resource usage.

4. Determining the Responsibilities of Each Part

Assigning responsibilities to each section helps in avoiding overlapping tasks and improves operational efficiency. This provides clarity regarding the contribution of each part to religious culture.

The formation of an organizational structure that includes committees, divisions and special financial management is a strategic step to achieve effectiveness in supporting religious culture at SMP IT Tulang

Bawang Regency. The integration of management theories helps in designing structures that are adaptive and responsive to school needs.

4.2.2 Selection of a Quality Management Team

Choose a management team that has a deep understanding of religious teachings, and has expertise in planning and implementing religious activities. Create a representative team from various levels and sections of the school to ensure balanced representation and inclusive decision making. Selection of a quality management team is a key step for the successful management of religious culture at SMP IT Tulang Bawang Regency. This process involves selecting individuals with a deep understanding of religious teachings and expertise in planning and implementing religious activities.

1. Deep Understanding of Religious Teachings

Ensuring that each member of the management team has a deep understanding of religious teachings is essential to accommodating the diversity of beliefs in the school. This ensures that planned policies and activities are in accordance with recognized religious values. Bass (1985) emphasized the importance of leaders who have a deep understanding of the values and culture within the organization to achieve meaningful change.

2. Expertise in Planning and Implementing Religious Activities

Selecting individuals with special expertise in planning and implementing religious activities can improve the quality of implementation. These skills include event organizing, worship facilitation, and religious learning. Hersey & Blanchard, stated that effective leaders are those who can adapt their leadership style to the needs and skills of the team (Hersey & Blanchard, 1969).

3. Representative teams from various levels and sections in the school

Forming representative teams from various levels and sections in the school is an effort to ensure that each group and level has a voice represented. This prevents inequality in decision making and provides a holistic view.

Selecting a quality management team requires a holistic approach to ensure that the team has deep insight, practical expertise and balanced representation. Integration of leadership theories helps in understanding team dynamics and ensuring effectiveness in achieving religious cultural goals.

4.2.3 Assignment of Clear Responsibilities

Assign clear roles and responsibilities to each member of the management team to minimize ambiguity and increase efficiency. Create operational policies and procedures related to religious activities to provide clear guidance for all school members. Giving clear responsibilities to each member of the religious culture management team at SMP IT Tulang Bawang Regency is a critical step in ensuring the smooth implementation of religious activities. This process involves defining specific roles and responsibilities, as well as creating related operational policies and procedures.

1. Define clear roles and responsibilities

Establishing clear roles and responsibilities helps avoid ambiguity and overlapping tasks among management team members. This increases operational efficiency and leads to more focused achievement of goals.

2. Create Operational Policies and Procedures

Making policies and operational procedures related to religious activities provides clear guidance for all school members. This creates a transparent framework and helps in maintaining consistent implementation of religious activities.

3. Conflict Management Roles and Responsibilities

Giving clear responsibilities can reduce the potential for conflict in roles and responsibilities within the management team. This helps maintain healthy collaboration and minimizes interference in achieving shared goals.

4. Performance Measurement and Evaluation of Responsibilities

Implementing a performance measurement and responsibility evaluation system helps ensure that each member of the management team is accountable for achieving religious goals. This creates the accountability necessary for continuous improvement. By providing clear responsibilities, SMP IT Tulang Bawang Regency can create an organized and efficient environment in supporting religious

culture, ensuring that each team member has a measurable contribution and is in line with common goals.

4.2.4 Implementation of Activity Plans

Implementing the activity plan that has been prepared is a crucial stage in ensuring the success of religious culture at SMP IT Tulang Bawang Regency. This includes the implementation of religious learning, religious rituals, and social activities that are in line with religious values, as well as measuring and evaluating implementation results for improvement and refinement in the future.

1. **Implementation of Religious Learning**
Carrying out religious learning requires a holistic and interactive approach. Teachers need to apply teaching methods that support students' deep understanding of religious teachings, create an inclusive classroom environment, and align learning materials with religious values.
2. **Implementation of Religious Rituals**
Religious rituals need to be carried out with full respect and compliance with established procedures. This includes thorough preparation, active involvement of students, and careful supervision to ensure that the ritual proceeds solemnly.
3. **Implementation of social activities that are in line with religious values**
Social activities that are in line with religious values may include charity, social work, or other activities that promote the common good and welfare. The implementation of this activity must be directed at creating a positive impact in the community and strengthening a sense of brotherhood.
4. **Measurement and Evaluation of Implementation Results**
Measuring implementation results allows for evaluation of the performance and effectiveness of religious programs. The data obtained can be used to assess positive impacts, identify areas of improvement, and develop sustainable development strategies. Through careful implementation of activity plans, SMP IT Tulang Bawang Regency can effectively achieve religious culture goals, provide in-depth educational experiences, and continue to improve the quality of religious programs for the future.
5. **Active involvement of teachers, students and parents**
Encourage active involvement of teachers in teaching religious values and facilitating religious activities. Involve students in decision making regarding religious activities and provide constructive feedback. Invite parents to be involved in religious activities and support the implementation of religious values at home.

Encouraging active involvement from teachers, students and parents is an important aspect in building a religious culture at SMP IT Tulang Bawang Regency. This includes teacher involvement in teaching religious values, active participation of students in decision making, and parental support for the implementation of religious values at home.

1. **Active Teacher Involvement:**
The teacher's active involvement in teaching religious values creates a deep learning environment. Teachers need to be role models, facilitate constructive discussions, and provide spiritual guidance to students. Active teacher involvement is key to creating a positive and inclusive school culture (Leithwood, 2004).
2. **Active Participation of Students in Decision Making:**
Involving students in decision making regarding religious activities provides a sense of responsibility and deeper understanding of religious values. Students can be invited to provide ideas, organize events, and formulate policies that support religious culture. Shier, highlights the importance of giving students an active role in decision making to increase their motivation and engagement (Shier, 2001).
3. **Parental Involvement in Religious Activities:**
Inviting parents to be involved in religious activities creates a close relationship between school and family. Parental support not only strengthens the implementation of religious values at home, but also creates holistic support for students' spiritual development. According to Epstein, parental involvement in school life contributes to children's academic success and social development (Epstein, 1995). Through the active involvement of teachers, students and parents, SMP IT Tulang Bawang Regency can form a strong educational community that supports and strengthens religious

values in every aspect of school and family life. Through effective organization and sustainable implementation, SMP IT Tulang Bawang Regency can form a strong and comprehensive religious culture, creating a deep and consistent educational environment in shaping students' religious character.

5. Conclusion

5.1. Conclusion

Management of religious culture at SMP IT Tulang Bawang Regency goes through several stages, namely, Planning for religious culture at SMP IT Tulang Bawang Regency requires a mature strategy and close collaboration between teachers and school staff. Setting short and long term goals is the foundation, where short term goals introduce religious values through daily activities, while long term goals aim to shape student character that reflects religious teachings. Collaboration between teachers and school staff through regular meetings and the formation of a shared vision is the basis for realizing a consistent religious culture. Aligning the curriculum and implementing appropriate learning methods involves the integration of religious values in every aspect of learning, creating harmony and consistency.

Furthermore, organizing and implementing religious culture involves establishing an organizational structure that includes religious committees, divisions of religious activities, and special financial management. Selecting a quality management team with a deep understanding of religious teachings and expertise in carrying out religious activities is the key to the sustainability of religious culture. Assigning clear responsibilities to each member of the management team helps minimize ambiguity and improve operational efficiency.

Implementing planned activities, such as carrying out religious learning, religious rituals and social activities, is a crucial step. Active involvement from teachers, students, and parents is a critical element, creating a deep and supportive educational community. Through this entire process, SMP IT Tulang Bawang Regency can form a religious culture that is not only expressed in words, but is reflected in the actions and policies of the school as a whole.

5.2. Suggestions

1. Strengthening Training and Education for Management Teams

Develop regular training and continuing education programs for the religious management team. This includes a deeper understanding of religious teachings, religious activity management skills and improved expertise in communicating with different groups in the school. Additional resources and collaboration with religious institutions can improve the quality of religious management.

2. Establishment of Participatory Forums for Students

Create participatory forums or discussion groups that involve students in planning and evaluating religious activities. This can give students a more active role in the decision-making process, increase their sense of ownership, and ensure religious activities are more in line with their expectations and needs.

3. Increased Parent Involvement

Organize regular meetings or special events that invite parents' participation in supporting religious activities at school. This could include workshops, seminars or joint activities that involve parents in the understanding of religious values taught at school. Actively involving parents will create strong support for creating a consistent religious environment at school and at home.

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