

The Attitude Of The Students Participating In The Religious Extracurricular Activities And Its Relation To Their Behavior

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Abstract: Human being/man is considered as the most perfectly created creature among other creatures that living in this world. As for what distinguishes a man is the fact that God has given a man an intelligence. By using that intelligence, a man can develop the culture through the education process. Efforts to educate the life of the nation is not acquired with the mere of formal education, but can also be supported by the provision of textbooks, supplementary lessons, and extracurricular activities. One of the extracurricular activities that are important to participate is religious extracurricular activity. Noble values which embedded in such activities can be seen as the basis for the formation of a strong character and excellent manners which are useful as shields in life.

Keyword: Attitude, Religious Extracurricular Activities, Behavior.

Introduction:

The learning process is an activity in which there is an interaction between teachers and students. Teachers have many roles and determinants of the success of an educational process. Moch Uzer Usman (1995: 1) stated that a teacher is a determining factor for the success of any educational effort. The role of the teacher in addition to teaching is mentoring. Saiful Bahari Djamarah (2000: 46) in his book entitled *Teachers and Students in The Educational Interaction* explained that one of the roles required from a teacher is the role of a mentor/counselor. It should be considered very important because the presence of a teacher in schools is to guide the students into a competent and an accomplished adult human decency. Teachers as mentors put emphasis on the task given with the aim of providing assistance to students in solving their problems. The granting of the task is counted as the embodiment of the educating role since it is not only regarding the delivery of knowledge but also concerning the personality development and the establishment of the values of the students. Muhibbin Shah (1995: 185) argues that in terms of being counselors or mentors, teachers need to actualize (materialize) capabilities in the following activities:

1. Guiding the students' learning activities. Teaching is not just a lecture in the classroom, but it gives a chance to students to conduct their own learning activities.
2. Guiding the students' experience. Teachers are required to connect the students with their environment because it is how the student actually experiencing the learning process.

A form of guidance for students experience in this research is a form of religious extracurricular activities geared to foster students' ability and to process what they have learned. Thus, the determined purpose of extracurricular activities also refers to the purpose of the process of teaching and learning in the classroom.

As it has been explained, the purpose of extracurricular activities is to further enrich and expand the horizons of knowledge and ability, enhancing the values and attitudes that are able to develop the talents and interests of students towards the formation of human adult and independent-minded. In the process of education with many factors that may affect the learning outcomes, one of which is the attitude factor. Attitude is something that is learned and determines how individuals react to the situation and what to look in people they meet in their life (Slameto, 1991: 191) One way to bring up the positive attitude of students is the teachers who are required to first show a positive attitude towards themselves and towards subjects of his/her the field. In terms of positive attitudes towards a lesson, a teacher is highly recommended to always guide the students to appreciate and love the profession. Thus, teachers are not only mastered the material contained in the subject but able to convince their students that they will benefit his/her subjects for their lives. With such beliefs, students will feel the need of those subjects then it is expected to manifest in a positive attitude towards the teachers and the subjects as well as to utilize their knowledge and skills in everyday life which will result in their daily behavior. Based on that, it can be said that the student's daily behavior can be generated by the attitude that emerged from participating in religious extracurricular activities. Bimo Walgito (2003: 14) argues that the behavior is a manifestation of psychic life. Behavior does not appear automatically. It is a result of the stimulus or stimuli from the individual or organism. Behavior or activity is the answer or response to the stimulus takes. To find out the reality of students' behavior in their daily life, the author refers to the opinion of Zuhairini (1995: 50-51) which states: morals/ethics in Islam include a relationship with God (The Creator) and fellow beings (both human and non-human), namely an individual's life, the life of the household, community, nation, in harmony with other creatures such as animals, plants, the environment, and so on. Based on the above opinion, the indicators of the behavior of students in their daily life are 1) Morality toward Allah, such as obedient, trust, repentance and tasyakur (being grateful). 2) Morality toward fellow human beings consists of a) Morality toward parents; such as being submissive, talk in a gentle manner and also pray for them, b) Morality toward teachers,

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such as obedient and respectful, and c) Morality toward others, such as giving and answering greetings, should not be mocking of others, fulfilling promises and prefer to forgive. 3) Morality/attitude toward other beings/creatures, comprising of a) Attitude toward the plants, such as watering them, b) Attitude toward animals, such as feeding and giving them water to drink.

Methodology

This research uses a quantitative approach which performs data in a form of numbers. Through this quantitative approach, the statistical results of the research will be presented in the form of numbers. Then, an analyzing is executed to all the variables that would be observed and described in these figures, which subsequently would be correlated between independent variables and the dependent variables either individually or jointly (simultaneously) and tested the measure of the influence implanted.

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