


Application of Religious Values in Forming Prosocial Attitudes of Grade VIII Students at SMPN 14 Baubau

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A B S T R A C T

This study explores the application of religious values in shaping prosocial attitudes of eighth grade students at SMP Negeri 14 Baubau. Prosocial attitudes, such as helping and sharing, are crucial for character development. Using a descriptive qualitative approach, data were collected through observation, interviews with religious teachers and students, and analysis of religious activity documents. This study aims to determine how religious values are applied in shaping prosocial attitudes of students at SMP Negeri 14 Baubau. The results of this study are that the prosocial attitudes of students at SMP Negeri 14 Baubau are still relatively weak/low because some students are less sensitive to the condition of their friends, the religious values applied to students at SMP 14 Baubau are the implementation of Islamic holidays, holding prayers together every midday prayer, and extracurricular activities, the method of applying religious values in shaping prosocial attitudes of students at SMP 14 Baubau is through habituation, role models, story or story methods, methods of educating through discipline, advice methods, and methods of religious-based extracurricular activities.

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INTRODUCTION

Character education is a very important foundation in developing quality and noble human resources. In facing the challenges of globalization and modernization, instilling noble values is becoming increasingly crucial to create a young generation that not only has intellectual intelligence, but also high social and moral sensitivity (Samani and Hariyanto, 2020). One of the key elements in character formation is the appreciation of religious values, which are believed to have an important role in guiding individuals towards ethical and responsible behavior (Azizah et al., 2021).

Prosocial attitudes, which reflect voluntary actions for the good of others without expecting anything in return, are a key indicator of successful character education. Individuals with strong prosocial attitudes tend to be more caring, empathetic, and active in making positive contributions to their social environment (Batson and Powell, 2023). Conversely, the lack of instillation of religious values can contribute to decreased social awareness and increased individualistic behavior among students (Hidayat et al., 2022).

Junior High Schools (SMP) have a crucial strategic role in instilling character values, especially religious values, to students. Early adolescence is a formative phase where students begin to develop a deeper understanding of moral and social values. Thus, the effectiveness of implementing religious values in the school environment is a major concern to ensure the formation of strong prosocial attitudes among students.

SMP Negeri 14 Baubau, as a formal educational institution, is responsible for equipping its students with not only academic knowledge, but also with strong character. In

this context, the application of religious values is considered an effective strategy to foster prosocial attitudes among students. It is expected that the integration of religious values in learning activities, daily interactions in the school environment, and extracurricular activities with religious nuances can help internalize these values, so that they are reflected in student behavior. This includes their interactions with peers, teachers, family, and the wider community (Hakim and Fadhilah, 2023; Maulana et al., 2024).

However, the effectiveness of implementing religious values in shaping students' prosocial attitudes requires in-depth empirical studies. The socio-cultural context and unique characteristics of each school can influence how religious values are internalized and reflected in students' behavior. Thus, this study aims to investigate in depth how the implementation of religious values at SMP Negeri 14 Baubau relates to the formation of students' prosocial attitudes. A deeper understanding of this is expected to provide valuable insights for schools, parents, and educational policymakers in designing more effective character-building strategies.

Previous studies have shown a positive relationship between religiosity and prosocial behavior in adolescents (Misra and Tripathi, 2021; Smith et al., 2022). However, studies that specifically discuss the implementation of religious values in the school context and its impact on students' prosocial attitudes at the junior high school level, especially in the Baubau area, are still limited. Thus, this study is expected to fill this gap by providing empirical evidence regarding the effectiveness of religious practices in schools in fostering concern and positive actions among students.

Therefore, the research on "The Application of Religious Values in the Formation of Prosocial Attitudes of Students at SMP Negeri 14 Baubau" is very important and relevant. The results of this study are expected to provide a deeper understanding of how religious values can be the main pillar in building a young generation with good character and high social awareness, so that they can make a positive contribution to the progress of the nation and state (Rahman and Hidayat, 2023).

RESEARCH METHODS

This research uses qualitative methods. This method was chosen to explore how the implementation of religious values at SMP Negeri 14 Baubau plays a role in the formation of prosocial attitudes of students. The focus of this case study is on the experiences, perspectives, and interactions between students, teachers, and the school regarding the implementation of religious values and how these prosocial attitudes are manifested. The location of this research is at SMP Negeri 14 Baubau, Baubau City, Southeast Sulawesi, with an implementation plan that will take place from April 24 to May 24 in stages. The subjects involved in this study consisted of one Islamic Religious Education teacher and all students of class VIII A. In sampling, this study included one Islamic Religious Education teacher and all students in class VIII A. Data were collected through various methods, including direct observation of student interactions inside and outside the classroom, their participation in religious activities, and internalization of religious values in daily behavior that shows prosocial attitudes, such as helping friends, sharing, and showing empathy. In addition, semi-structured interviews will be conducted with selected students, Islamic Religious Education teachers, and schools to obtain more in-depth information regarding the implementation of religious values and students' experiences related to these values.

FINDINGS AND DISCUSSION

This qualitative study aims to describe the application of religious values in the formation of prosocial attitudes of class VIII students at SMP Negeri 14 Baubau. The data obtained came from participatory observation, in-depth interviews with Islamic Religious Education teachers, and several class VIII A students.

The results of the study indicate that the prosocial attitudes of students at SMP Negeri 14 Baubau are still relatively weak, and this is influenced by several factors. First, students are less sensitive to the needs of their friends. Second, in the learning process, they tend to only take equipment for personal interests and are less initiative to help their friends in the group. Third, they also have difficulty in acting honestly, so they are reluctant to admit the mistakes they make. Based on interviews and observations conducted repeatedly, the researcher concluded that educators try to instill prosocial behavior in students through various approaches, including motivation, enforcement of rules, and social action. In the field notes, researchers found that one-way educators motivate students is by reprimanding and giving advice to those who behave antisocially, as well as encouraging them to help maintain the cleanliness of the school environment so that it remains clean.

Observation results indicate that religious values are well integrated into various activities at school. Routine activities such as congregational prayer, tadarus, and commemoration of Islamic holidays have become an inseparable part of the school agenda. Teachers are also seen to provide examples of religious behavior in daily interactions with students. In addition, there are several school programs that clearly instill religious values, such as social service activities that involve students in helping others. Islamic Religious Education teachers emphasize the importance of instilling religious values through comprehensive learning in the classroom. They do not only focus on cognitive aspects, but also pay attention to students' affective and psychomotor development. To achieve this goal, teachers use various methods, such as storytelling, group discussions, and assignments that encourage students to reflect on religious values in their daily lives. Based on the results of the interviews, students generally understand and internalize the religious values taught in schools, such as the spirit of helping each other, sharing, and respecting others. They are also able to provide concrete examples of the application of these values in interactions with peers, both inside and outside the school environment. Several students also shared their experiences in community service activities and how these experiences fostered a sense of empathy and concern for others.

The findings of this study indicate that religious values are actively implemented at SMP Negeri 14 Baubau through various activities and interactions in the school environment. The integration of these values not only applies to Islamic Religious Education subjects, but also provides a positive contribution in forming students' prosocial attitudes.

The influence of religious values on prosocial attitudes becomes a strong moral foundation for individuals, encouraging them to act altruistically and care about the welfare of others. Values such as compassion, justice, and brotherhood taught in religion serve as internal drivers for students to express prosocial behavior.

The role of teachers, especially Islamic Religious Education teachers, is very important in instilling religious values and facilitating the formation of prosocial attitudes among students. The role models shown by teachers, as well as learning strategies that involve affective aspects, contribute greatly to the process of internalizing these values. In addition, a conducive school environment, supported by structured religious and social activities, provides opportunities for students to practice religious values in their daily interactions.

Students' positive perceptions of the religious values taught and their experiences in implementing these values indicate the effectiveness of internalizing these values. Experiences in community service activities, for example, provide direct learning about the importance of helping each other and fostering empathy.

This study explains how important the integration of religious values in character education in schools is. Schools need to continue to develop programs that systematically instill religious values while providing opportunities for students to apply them in everyday life. Further research can be done to measure the impact of implementing religious values on

various aspects of students' social and emotional development with a more quantitative approach.

CONCLUSION

This qualitative study aims to describe the application of religious values in shaping prosocial attitudes of grade VIII students at SMPN 14 Baubau, which is currently identified as still less than optimal. The results of the study indicate that religious values have been implemented in the school through various activities, such as the habituation of worship, religious activities, and the integration of these values in the learning process. However, the effectiveness of the application of these values in shaping prosocial attitudes of students has not yet achieved the expected results. This finding is supported by observations and interviews which show that some students have not consistently demonstrated prosocial behavior in daily interactions in the school environment. Some influencing factors include the lack of in-depth understanding of religious values, minimal role models shown, and strategies for strengthening prosocial attitudes that have not been running well. Therefore, this study concludes that although efforts to implement religious values have been made, a more structured and sustainable strategy is needed, and involves all elements in the school, so that the formation of prosocial attitudes in students can be increased effectively.

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