

The Role of PAI Teachers in Facilitating Students' Spiritual Development Through Hadrah Extracurricular Activities at SMK PGRI 5 Jember

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Abstract: This study aims to determine the role of Islamic Education teachers in facilitating students' spiritual development through hadrah extracurricular activities at SMK PGRI 5 Jember. The background of this study is the decline in moral values among teenagers. This study uses field research with a descriptive qualitative approach. The main subjects are Islamic Education teachers. Observation, interviews, and documentation were used as tools for data collection. Data analysis was conducted using descriptive analysis. The results of the study indicate that in developing students' spirituality, PAI teachers at SMK PGRI 5 Jember utilize the hadrah extracurricular activity as a supplementary learning tool for students. The approach taken by PAI teachers is quite effective, such as mentoring, planning, facilitating, and serving as role models to provide real learning to make it easier for students to understand spiritual values and attitudes based on direct experience.

Keywords: The Role Of PAI Teachers; Spiritual; Extracurricular; Hadrah.

Artikel Info

Received:

24 March 2025

Revised:

22 April 2025

Accepted:

26 May 2025

Published:

29 June 2025

Abstrak: Penelitian ini bertujuan untuk mengetahui peran guru PAI dalam memfasilitasi pengembangan spiritual siswa melalui ekstrakurikuler hadrah di SMK PGRI 5 Jember. Latar belakang dari penelitian ini karena terjadinya peristiwa penurunan moral di kalangan remaja. Penelitian ini menggunakan penelitian lapangan dengan pendekatan kualitatif deskriptif. Subjek utama yaitu guru PAI. Observasi, wawancara, dan dokumentasi digunakan sebagai alat dalam pengumpulan data. Analisis data dilakukan dengan menggunakan analisis deskriptif. Hasil penelitian menunjukkan dalam mengembangkan spiritual siswa, guru PAI di SMK PGRI 5 Jember memanfaatkan kegiatan ekstrakurikuler hadrah sebagai sarana pembelajaran

penunjang siswa. Pendekatan yang dilakukan guru PAI cukup efektif seperti membina, merencanakan, memfasilitasi, dan sebagai teladan untuk memberikan pembelajaran secara nyata agar mempermudah siswa memahami nilai-nilai dan sikap spiritual berdasarkan pengalaman langsung.

Keywords: Peran guru PAI; Spiritual; Ekstrakurikuler; Hadrah.

A. Introduction

Spirituality plays an important role as a moral and ethical foundation in everyday life. In the context of education, the spiritual development of students is an integral part of the national educational goal, which is to shape individuals who are faithful, devoted to God Almighty, and have noble character. (Sisdiknas, 2003). Spiritual development is an important foundation for facing challenges in modern times, which are full of dynamics and social change. Therefore, integrating spiritual development into the educational process is a must in order to create a young generation that is not only intellectually intelligent, but also spiritually intelligent, that is, individuals who are faithful and have good character (Hadi, Salamah, & Wigati, 2025).

In reality, the quality of education in Indonesia is still not as good as expected, especially in terms of developing the spirituality of students. Many schools still focus on academic achievement, while the development of moral and religious values often does not receive equal attention. (Akbar & Azani, 2024). This is based on the frequent decline in morals. Students who lack enthusiasm, spend too much time having fun, partying, using foul language, getting into fights, associating freely, using drugs, and breaking the law are still a common problem. This moral crisis is very worrying for society, especially for the younger generation (Anggara & Majid, 2024). Therefore, as times change, Islamic education has become a very important aspect of education. Not only in terms of material, Islamic education also pays close attention to the spirituality of students.

In an educational institution, a PAI (Islamic Religious Education) teacher is someone who teaches students about Islam by providing religious material, guiding

them, and educating them mentally so that they can mature properly (Langit, 2024). PAI teachers play a significant role in shaping and developing students' spiritual attitudes to become individuals who are faithful, pious, and supportive of students' potential in the field of religion. However, in this era of globalization and digitalization, the challenges faced by PAI teachers are becoming increasingly complex. PAI teachers require innovative and relevant strategies in guiding students' spiritual and emotional development to effectively instill religious values and equip students with a comprehensive understanding of Islam in line with contemporary developments (Mauidhoh & Umam, 2024).

In addition to being teachers, PAI teachers also play a vital role in extracurricular activities. This can serve as a bridge for PAI teachers to approach students and facilitate communication between them. (Judrah, Arjum, Haeruddin, & Mustabsyirah, 2024). Through guidance in extracurricular activities, PAI teachers are expected to be able to shape the morals of their students and set a good example for them, as well as facilitate the strengthening of students' spiritual development.

Spirituality is understood as an aspect of purity within humans that is essentially related to the dimensions of the soul and the inner self (Yulianti & Prasetya, 2023). Spiritual education is important as a fundamental effort in shaping the morals of students based on the values of faith, piety, and noble character, so that they are able to face life's challenges with strong moral and spiritual integrity (Indra, Haryanto, & Fuadi, 2024).

Extracurricular activities are a series of student activities carried out outside of school hours (Wardono & Travolta, 2023). Extracurricular activities provide students with opportunities to gain organizational experience, expand their knowledge, improve their skills, build social relationships, and channel their talents to support the achievement of educational goals at school (Yhunanda & Sholeh, 2020). For this reason, extracurricular activities are an important part of school life. Not only do they improve students' abilities, but they also help develop their spirituality (Sabarudin, Ginanjar, & Heriyansyah, 2022).

Hadrah is a means of spreading Islamic teachings through musical art in the form of poetry praising the Prophet Muhammad SAW. Hadrah art displays educational values that encompass aspects of monotheism, morality, and social life. (Ni'mah & Salik, 2024). For example, students should be honest about the poems they recite by not changing the meaning or purpose of the poem just for entertainment. This way, the spiritual values can be felt by the students themselves and spread to the wider community.

Hadrah activities are one of the extracurricular activities that take place in the field of arts. Hadrah extracurricular activities provide students with the opportunity to channel their talents and interests and also foster a love for Islam. Hadrah is a religious art form that can benefit not only students and teachers but also the entire community (Waroh, Arisanti, & Herwati, 2023).

Previous researchers have conducted numerous studies on the role of Islamic education teachers in spiritual development, but most of them have focused on formal activities. For example, research conducted by (Karlina, 2021) researching the role of Islamic religious education teachers in fostering spiritual attitudes through the teaching and learning process in the classroom. Furthermore, research relevant to this study was also conducted by (Sabah & Susiyanto, 2019), where the focus of the research is more on the process of spiritual development through reading and writing the Qur'an using the iqra' method. Meanwhile, research conducted by (Rofik, Ashari, & Rudolf Crysoekamtoe, 2024) more focused on spiritual development through daily activities in the school environment. Thus, there is still little research that specifically discusses the role of PAI teachers in the spiritual development of students through non-formal activities such as hadrah extracurricular activities. This research was conducted at SMK PGRI 5 Jember, which has a vocational academic basis, so that students focus on the skill programs they are interested in. This research gap highlights the need for a more in-depth study on how Islamic education teachers should implement spiritual development strategies through hadrah extracurricular activities to foster morally upright students. Specifically, how spiritual development can be applied in daily life, both within the school environment and in the broader community.

SMK PGRI 5 Jember is a vocational high school (SMK) that is popular among the general public. The school offers various vocational programs, including Office Administration, Accounting, Marketing, Motorcycle Technology, Multimedia, and others. Like most vocational schools, SMK PGRI 5 Jember prioritizes its students' graduation in the field of work, so students focus on developing their skills. Therefore, more creative and innovative strategies are needed to instill spiritual values to produce students who are faithful and have good character.(Anton, Annisa, Robianti, Putri, & Telfah, 2024).

The focus of this study is (1) How PAI teachers facilitate students' spiritual development through hadrah extracurricular activities at SMK PGRI 5 Jember. (2) What strategies PAI teachers use to facilitate students' spiritual development through hadrah extracurricular activities at SMK PGRI 5 Jember. (3) What are the obstacles faced by PAI teachers in hadrah extracurricular activities at SMK PGRI 5 Jember? The objectives of this study are: (1) To identify the role of PAI teachers in facilitating students' spiritual development through hadrah extracurricular activities at SMK PGRI 5 Jember. (2) To determine the strategies employed by PAI teachers in developing students' spirituality through hadrah extracurricular activities at SMK PGRI 5 Jember. (3) To identify the obstacles in the hadrah extracurricular activity at SMK PGRI 5 Jember. This study offers new insights into the strategies used by PAI teachers in facilitating students' spiritual development. Thus, the findings of this study are expected to serve as a source of inspiration and guidance for educators in helping to develop the spiritual aspects of students.

B. Methods

This study uses field research with a descriptive qualitative approach. Field research involves researchers going directly to the field and actively participating with informants to obtain a complete and in-depth representation (Nizar & Khadavi, 2023). Qualitative research is a research method that focuses on descriptive data in the form of written narratives, sentences, or conversations from participants. The purpose of this method is to gain a deeper understanding of social dynamics, identify patterns, form

hypotheses, and build theoretical frameworks based on existing data (Febrianingsih, 2020).

In data collection techniques, researchers use three different approaches, including: the first is observation, which is a systematic activity to collect data by recording or observing directly in order to draw conclusions about what is happening in the field (Sambang, Prasetya, & Hidayah, 2022). The second is interviews, which is a data collection technique to obtain accurate information directly through questions and answers with informants (Najah & Rahman, 2024). And the third is documentation, which is a collection of data obtained from notes, recordings, images, or photographs that can be used as evidence in research (Sumaryani, 2024). This study was conducted at SMK PGRI 5 Jember in Kencong Village, Kencong District, Jember Regency, and the subjects were Islamic Education teachers. This study attempts to explain the role of Islamic Education teachers in facilitating students' spiritual development through hadrah extracurricular activities.

C. Results and Discussion

1. The role of Islamic Education teachers in facilitating students' spiritual development through hadrah extracurricular activities at SMK PGRI 5 Jember

Teachers are individuals who must possess expertise in designing learning strategies, implementing instructional processes effectively, and evaluating student learning (Yuniarti & M. Sirozi, 2024). Teachers are seen as figures who play an important role in guiding and facilitating the holistic development of students by directing and developing all of their abilities, including emotional, intellectual, and physical skills (Abdullah, Hayati, & Susanti, 2023).

In the context of spiritual development of students, the role of PAI teachers at SMK PGRI 5 Jember is not limited to intracurricular activities alone, but also needs to extend to extracurricular activities, one of which is through hadrah art. Hadrah extracurricular activities serve as a platform for expressing Islamic art and also as a means of internalizing religious values such as love for Prophet Muhammad SAW, unity, discipline, and the spirit of da'wah through the recitation of religiously themed

poems. (Ramadhan, Sufia, & Fadilla, 2023). Through the hadrah extracurricular activity, PAI teachers provide opportunities for students to participate directly in learning, so that Islamic values are not only studied in theory, but also truly felt and applied in everyday life.

In addition to guiding and facilitating the learning process, PAI teachers also serve as role models for students in terms of thinking and behavior. This is in line with a well-known slogan in the world of education, namely that teachers are respected and emulated. Therefore, teachers are expected to be exemplary in their attitudes, behavior, way of thinking, and morality, so that they can serve as role models worthy of emulation by their students. (Utami, Amirudin, Setiawan, Muslimin, & Jaenullah, 2024).

Spirituality is reflected in the extent to which students are able to absorb and practice the values of faith and piety in their attitudes and actions. (Shalahuddin, Rusmini, & Wulandari, 2024). To determine the success of spiritual development through hadrah extracurricular activities, the PAI teacher at SMK PGRI 5 Jember explained that there are several spiritual indicators that have developed in students. Among them are:

a. Religious awareness

Students demonstrate awareness in performing religious duties, both at school and at home, such as performing the five daily prayers, reading the Qur'an, and enthusiastically participating in religious activities.

b. Attitude of tolerance and concern

Students are able to appreciate differences, both among Muslims and toward followers of other religions. In addition, they also show deep empathy and sincere concern for others.

c. Discipline and responsibility

Students demonstrate discipline in carrying out tasks and obligations that are part of the spiritual values of Islamic teachings, both during learning activities and extracurricular activities.

d. Noble character

Students are polite in their speech, behave honestly, are humble, and refrain from reprehensible acts such as using foul language, cheating, or lying.

e. The spirit of contributing and preaching

Students are motivated to share their religious knowledge with their friends, actively participate in missionary activities, and convey moral and religious messages through various media, such as hadrah poetry, lectures, or writing.

f. Self-reflection and introspection

Students are able to reflect on their mistakes, strive to improve themselves, and demonstrate spiritual growth in facing various challenges in life.

Teachers play an important role in improving students' cognitive, affective, and psychomotor abilities, while instilling spiritual values to shape a well-rounded and balanced character. In terms of developing students' spirituality, PAI teachers are considered to have greater abilities than other teachers. In addition to teaching Islamic religious knowledge, the behavior and way of thinking of PAI teachers will serve as examples for students. As figures who do not merely teach theory, PAI teachers are expected to reflect spiritual values in their attitudes, words, and actions. As a result, students understand Islamic teachings not only conceptually but also apply them in their individual lives. Thus, students can grow into individuals who are faithful, God-fearing, and of strong character (Wahdi & Neliwati, 2022).

Through interviews with PAI teachers at SMK PGRI 5 Jember, it was revealed that the duties of an extracurricular hadrah coach are not limited to accompanying activities; facilitating students' spiritual development is also an obligation for PAI teachers as coaches in order to achieve the desired learning objectives.

a. As a mentor

Through the hadrah extracurricular activity, students are given guidance and deeper insight into the spiritual values contained in the activity. The PAI teacher, as the supervisor, provides students with an understanding so that the hadrah extracurricular activity can be used as a means to increase their love for the Prophet Muhammad SAW and also to train students' skills in the field of music. Furthermore, the supervisors also shape the students'

moral character. Through an approach characterized by care and patience, students are encouraged to become honest, disciplined individuals who respect others, collaborate effectively, and take responsibility.

b. As a planner

PAI teachers, as extracurricular hadrah advisors, create activity plans such as organizational structures chaired by one of the students themselves. The essence of the organizational structure in the hadrah extracurricular activity is for students to learn to become leaders. This serves as a lesson for students to become responsible individuals.

c. As an example

In the extracurricular activity of hadrah, PAI teachers, as mentors, automatically position themselves as role models for students. From small things such as arriving on time, starting activities with prayer, to encouraging students during practice, they give students the perspective that being a good person must be applied in everyday life.

d. As a facilitator

To create a comfortable and inclusive learning environment, the role of PAI teachers is very important as facilitators to meet all the needs of hadrah extracurricular activities so that students feel valued. In addition, PAI teachers provide space for students to express themselves through hadrah extracurricular activities so that students become more confident.

Students who receive a maximum Islamic education usually grow up to be more responsible in performing their religious duties and find it easier to build good social relationships. (Pranoto, Assharofi, Savana, Nisa, & Junaedi, 2025). Recognizing the importance of this, PAI teachers at SMK PGRI 5 Jember accompany students in various activities outside of formal lessons as a supplement to the intracurricular curriculum. Through activities such as the hadrah extracurricular program, PAI teachers strive to bring spiritual values into the real lives of students.

Based on the results of interviews conducted by researchers, it can be concluded that the role of PAI teachers at SMK PGRI 5 Jember has been running well. Through

extracurricular activities, the learning process provided by PAI teachers is considered quite effective because it provides memorable experiences and inspires students. (Putri, Aziz, Q, & Wijaya, 2024)

2. The strategy of PAI teachers to integrate spiritual values through hadrah extracurricular activities

By prioritizing an interactive and inclusive learning approach, teachers not only impart knowledge about Islam, but also help to nurture spiritual values in students. This emphasizes that teachers need to continuously develop their teaching skills so that they are able to guide students toward a more meaningful and sustainable spiritual understanding. (Yana, Jamil, Arkanudin, Mubaidilah, & Nawawi, 2024).

PAI teachers at SMK PGRI 5 Jember utilize the hadrah extracurricular activity as a supplement to Islamic religious education in the classroom. This approach is considered quite effective because students are encouraged to understand spiritual values directly through real-life activities. The following are some strategies implemented by PAI teachers to integrate spiritual values through the hadrah extracurricular activity:

a. Planting Strategy

Hadrah extracurricular activities are learning activities outside the classroom that involve playing Islamic music. PAI teachers instill in students that hadrah activities are not just about playing hadrah instruments, but also a means of worship and conveying sholawat to the Prophet Muhammad SAW..

b. Habituation Strategy

During the hadrah activity, PAI teachers apply a strategy of gradually but consistently instilling spiritual values. PAI teachers do not give long lectures, but rather incorporate spiritual values through the activities they do together. For example, before starting practice, students pray together to get used to beginning everything by remembering Allah, and when ending practice, students recite the maqom sholawat with the hope of receiving

goodness and the intercession of the Prophet Muhammad SAW in the hereafter.

c. Direction strategy

In addition to teaching and instilling values, PAI teachers also guide students to develop spiritual attitudes that should be practiced in their daily lives. Students who participate in hadrah extracurricular activities are considered to have better spiritual attitudes than other students. In response to this, PAI teachers, as mentors, guide and direct students to have honest attitudes, noble character, and a sense of responsibility so that they can be role models for other students..

Through the strategies implemented by PAI teachers at SMK PGRI 5 Jember, they demonstrate their responsibility as hadrah extracurricular coaches to create students who are pious, faithful, and have noble character. Based on the results of the researcher's observations, students who participate in hadrah extracurricular activities tend to be more active in other Islamic activities.

3. Obstacles in the implementation of hadrah extracurricular activities

In conducting extracurricular activities such as hadrah, things do not always go as smoothly as expected. PAI teachers at SMK PGRI 5 Jember also face various obstacles that must be overcome with patience. One of the most common obstacles is the lack of commitment from some students. Sometimes, practices are not focused, or some students do not attend without giving any reason to the hadrah administrators or coaches.

To address this issue, the Islamic Education teacher at SMK PGRI Jember took the following measures as a mentor:

a. Appealing to students through social media

As a mentor, I hope that the hadrah extracurricular activity can run effectively with the commitment and full attendance of students. The PAI

teacher made an appeal through the WhatsApp group for students to be active in the hadrah extracurricular activity.

b. Remind them directly

The PAI teacher follows up on students who are less active in hadrah extracurricular activities by providing direct guidance. In accordance with the role of the PAI teacher as the hadrah extracurricular advisor, reminding students is an obligation so that activities can run as expected.

D. Conclusion

Based on field findings and analysis, it can be concluded that PAI teachers at SMK PGRI 5 Jember play a significant role in developing and strengthening students' spiritual values through hadrah extracurricular activities. This role goes beyond administrative or technical tasks, delving into deeper human aspects such as guiding, directing, facilitating, and serving as role models all of which are facilities provided by PAI teachers in integrating spiritual values into students..

In implementing the hadrah extracurricular activity, PAI teachers strive to create a fun and comfortable learning environment for students. PAI teachers give students responsibility through organizational structures and provide opportunities for self-expression and building self-confidence. In addition, PAI teachers also guide students so that hadrah activities are not merely a form of musical art, but a means to further love the Prophet Muhammad SAW.

Thus, this study shows that the role of PAI teachers is holistic so that spiritual values can be instilled more deeply in the souls of students. Hadrah extracurricular activities become a meaningful alternative learning space, both in terms of art and culture and in terms of shaping individuals who are faithful and have good character.

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