

## **Implementation of the Friday Rohis Program for Muslim Students at SMAN 1 Sangatta Selatan with the Theme "Today's Muslim Women: Faith, Health, and Education Towards a Meaningful Life"**

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### **Abstract**

Muslimah teenagers play a vital role as the nation's future generation while also carrying the responsibility of preserving Islamic values in the midst of modern challenges. This study aims to analyze the understanding of Muslimah students at SMAN 1 Sangatta Selatan regarding faith, health, and education, as well as to examine the influence of the Friday Rohis (Islamic Spiritual Program) activities in enhancing their spiritual awareness and religiosity. This research employs a qualitative descriptive approach. Data were collected through participatory observation, interviews with Muslimah students and Islamic teachers, and documentation of activities. Data analysis followed the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. The findings reveal that the Friday Rohis program significantly contributes to shaping students' understanding of the importance of balancing faith, health, and education. The success of the program is supported by the school's strong commitment, adequate facilities, and learning approaches that are relevant to teenage life. However, challenges remain in terms of teaching methods and classroom management, which need improvement to create a more conducive learning environment. In conclusion, the Friday Rohis program serves as an empowerment platform for Muslimah students to build a religious, intelligent, and well-characterized identity, enabling them to face the demands of modern times without losing their Islamic values.

**Keyword:** Muslimah, Rohis, Faith

## Abstrak

Remaja muslimah memiliki peran penting sebagai generasi penerus bangsa sekaligus penjaga nilai-nilai keislaman dalam kehidupan modern yang penuh tantangan. Penelitian ini bertujuan untuk menganalisis pemahaman siswi Muslimah SMAN 1 Sangatta Selatan terhadap nilai keimanan, kesehatan, dan pendidikan, serta menelaah pengaruh kegiatan Rohis Jumat dalam meningkatkan kesadaran spiritual dan religiusitas mereka. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi partisipatif, wawancara dengan siswi Muslimah dan guru agama, serta dokumentasi kegiatan. Analisis data dilakukan dengan model Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa program Rohis Jumat berperan signifikan dalam membentuk pemahaman siswi mengenai pentingnya keseimbangan antara iman, kesehatan, dan pendidikan. Dukungan sekolah, sarana prasarana yang memadai, serta pendekatan pembelajaran yang relevan dengan kehidupan remaja menjadi faktor pendukung keberhasilan program. Namun, masih terdapat tantangan terkait metode penyampaian materi dan pengelolaan kelas yang perlu diperbaiki agar lebih kondusif. Kesimpulannya, Rohis Jumat mampu menjadi sarana pemberdayaan siswi Muslimah untuk membangun identitas religius, cerdas, dan berkarakter, sehingga siap menghadapi perkembangan zaman tanpa kehilangan jati diri keislamannya.

**Kata Kunci:** Muslimah, Rohis, Keimanan

### A. Introduction

Teenagers are the nation's next generation and play a crucial role in building civilization. Among them, Muslim female students have a dual responsibility: as students and as individual Muslims, expected to uphold religious values in their daily lives. In this challenging modern era, Muslim women today are faced with the various influences of globalization, technological developments, and socio-cultural changes that can influence their identity and morals.

Rapid developments have had a significant impact on the lifestyles and mindsets of adolescents, including Muslim female students. Advances in information technology and the rapid flow of globalization often impact Islamic values in daily life. Many young Muslim women are experiencing an identity crisis, lacking a clear understanding of their roles and responsibilities as Muslim women, and facing challenges in balancing the demands of faith, health, and education.

Given these conditions, it is crucial to provide targeted and ongoing guidance to Muslim female students so that they are not only academically intelligent but also strong in faith, physically and spiritually healthy, and aware of the importance of education as a foundation for life. This guidance also aims to shape the character of Muslim women with noble morals, broad perspectives, and the ability to live meaningful lives. In this context, schools, as formal educational institutions, have a strategic role in providing character development and strengthening to students, especially Muslim female students. SMAN 1 Sangatta Selatan, through routine religious

activities such as *Islamic Spirituality (Rohis) Friday*, striving to be part of the solution to these challenges.

As part of the school's religious activities, the Friday Islamic Spiritual (Rohis) program at SMAN 1 Sangatta Selatan provides an ideal platform for this development. With the theme "Today's Muslim Women: Faith, Health, and Education for a Meaningful Life," the program is specifically designed to provide a space for reflection, motivation, and education for Muslim students to face the challenges of the times while remaining steadfast in Islamic values.

Through this program, it is hoped that Muslim female students can better understand their identity as true Muslim women, understand the importance of maintaining physical and mental health, and make education a path to achieving a more meaningful and beneficial life for themselves, their families, and society.

In general, learning is defined as a learning process carried out between students, educators, and learning resources within a learning environment that involves interaction between students and teachers. It can also be defined as a positive outcome achieved by students with demonstrated abilities over a period of time and through the efforts of both teachers and students.

This Friday Rohis learning activity is fundamentally meaningful and is expected to educate students to better understand themselves by providing them with material on the identity of a Muslim woman in the modern era. Therefore, it is hoped that the discussions on faith, principles, health, and dreams will broaden students' horizons, fostering greater self-awareness and self-compassion.

Mukhamat Saini also wrote about several roles in the Rohis program in his journal. To foster a spirit of moderation in religion and statehood in accordance with the ideals of the Unitary State of the Republic of Indonesia, there are several suggestions or solutions that can be implemented by the government and schools. First, the Ministry of Religious Affairs can involve Religious Counselors in the development process of the ROHIS organization. Second, there is a need for collaboration between the Ministry of Religious Affairs, the Ministry of Education and Culture, Kesbangpol, and the Police in formulating religious guidance policies for ROHIS administrators and members. Third, the government, through the Ministry of Religious Affairs and the Ministry of Education and Culture, needs to continue to encourage the implementation of

religious moderation programs as part of strengthening religious values in the school environment.<sup>1</sup>

This proposal represents a highly strategic and relevant step in strengthening the values of religious moderation among students, particularly through the ROHIS organization. The involvement of Religious Instructors in ROHIS development is a positive step, as they possess the competence to convey Islamic teachings in a calm, tolerant manner, and in accordance with national principles. Collaboration between government institutions such as the Ministry of Religious Affairs, the Ministry of Education and Culture, the National Unity and Politics Agency (Kesbangpol), and the Police is also crucial to ensure that ROHIS development is directed and adheres to the spirit of diversity. Furthermore, mainstreaming religious moderation in schools can serve as a first line of defense against the infiltration of radical ideologies into the educational world. Therefore, this policy needs to be implemented consistently, with appropriate oversight, and support from all parties, including teachers, parents, and the community.

In Rini Rahman's journal, she states that adolescence is a crucial period in the formation of ideas, thoughts, and concepts that will significantly influence their future lives. This stage plays a significant role in shaping a person's character and personality. However, many teenagers find this period challenging, confusing, boring, and lacking in motivation. Therefore, providing appropriate encouragement and motivation is crucial for them to grow into mature individuals and be accepted by their social environment.<sup>2</sup>

The statement in Rini Rahman's journal is highly relevant and reflects the reality experienced by many teenagers. Adolescence is indeed a crucial transitional phase between childhood and adulthood. During this stage, individuals begin to develop self-identity, critical thinking patterns, and values that will shape their personality and future life direction. However, as mentioned, this period is not without challenges. Teenagers often experience confusion due to demands from various directions—family, school, peers, and even social media.

They are expected to think maturely, but they are not always given the space or understanding to gradually develop that maturity. Therefore, the role of the surrounding environment—particularly family, educators, and social communities—is crucial in providing emotional support, guidance, and constructive motivation. This includes not only providing

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<sup>1</sup>Mukhamat Saini, "Dissemination of Religious Moderation Through Islamic Religious Education in the Islamic Spirituality Extracurricular (ROHIS) at SMAN 1 Kertosono, Nganjuk Regency," *Tabyin: Journal of Islamic Education* 3, no. 1 (2021): 46–63.

<sup>2</sup>Rini Rahman, Dinovia Fannil Kher, and Yati Aisha Rani, "Islamic Education for Teenagers (Character Building Efforts with a Religious Approach)," *Transformative Islam: Journal of Islamic Studies* 1, no. 2 (2017): 95–104.

advice, but also creating a safe space for dialogue, self-expression, and exploration without fear of judgment.

Providing the right motivation not only helps adolescents navigate confusion but also encourages them to recognize their potential, build self-confidence, and feel accepted within their environment. This will ultimately influence how they make future decisions and how they form healthy social relationships. Therefore, the response to this quote is: it's true that adolescence is a crucial and dynamic period. Recognizing these challenges, the adults around them need to be present not as judges, but as companions who support their growth toward healthy adulthood.

Within the school context, education is oriented toward teachers who are able to help direct students towards the good things they should do. Quoting Zulkifli Agus in his journal, according to Zakiah Darajat, he stated that teachers hold an important position in the lives of many teenagers. They are adult figures who have a special closeness to teenagers. For teenagers, teachers are often seen as a representation of the outside world. Teenagers view teachers as a reflection of society in general. They also often assume that all adults, other than their own parents, share the same way of thinking as their teachers.<sup>3</sup>

## **B. Literature Review**

The statement, quoting Zulkifli Agus through Zakiah Darajat, underscores the strategic role of teachers in the lives of adolescents, particularly in the context of education and character building. It is true that teachers function not only as instructors of subject matter but also as authority figures and role models who are highly influential in the emotional, social, and moral development of students. During adolescence, when the search for identity and the formation of life values becomes very intense, the presence of teachers as consistent, caring, and wise adults is essential. Teachers often serve as role models for adolescents in how to behave, speak, and even in addressing problems. As adolescents begin to broaden their perspectives on the world beyond the family, teachers become one of the main windows to understanding prevailing social values. Adolescents' assumption that teachers reflect the way of thinking of "adults in general" also demonstrates the profound influence their perceptions of teachers' behavior and attitudes can have, therefore, if teachers are authoritarian, unfair, or inconsistent, adolescents may generalize that the adult world is harsh and unsympathetic. Conversely, if teachers demonstrate empathy, fairness, and integrity, adolescents tend to have a positive outlook on society and are more

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<sup>3</sup> Zulkifli Agus, "The Concept of Islamic Education for Teenagers According to Zakiah Daradajat," *Raudhah Proud To Be Professionals: Jurnal Tarbiyah Islamiyah* 4, no. 1 (2019): 11–24.

motivated to develop healthily. Responses to this quote emphasize that a good education system focuses not only on curriculum and academic achievement, but also on the quality of the relationship between teachers and students. Teachers must be prepared not only as instructors but also as mentors who are sensitive to the psychological and social dynamics of adolescents. A teacher's humane and relational approach can be a strong foundation for developing a resilient, critical, and ethical adolescent character.

Based on the background of the problem that underlies the level of understanding of Muslim female students of SMAN 1 Sangatta Selatan towards the values of faith in daily life and analyzing the influence of Friday ROHIS religious activities in increasing their spiritual awareness and religiosity. This study also aims to evaluate the students' understanding of the importance of maintaining physical and mental health as part of a Muslim woman's responsibility, as well as explore their views on the importance of education in shaping a meaningful and competitive life in the modern era. In addition, this study aims to formulate a strategy for empowering Muslim female students through Rohis activities so that they can play an active role in social, academic, and spiritual life, as well as fostering a balanced Muslim character between faith, health, and education through a relevant and contextual religious approach.

### **C. Method**

This research uses a qualitative approach with a descriptive research type. Qualitative. This approach was chosen because it is suitable for exploring in depth the understanding, views, and experiences of Muslim female students regarding the implementation of the Friday Rohis program at SMAN 1 Sangatta Selatan, particularly those related to aspects of faith, health, and education. Qualitative research allows researchers to understand phenomena holistically and contextually, through direct interaction with research subjects in a natural setting. Data were collected through participant observation techniques, interviews with Muslim female students and religious teachers, and documentation of Rohis activities. The researcher acts as the main instrument in the data collection process and will conduct inductive data analysis by referring to the Miles and Huberman model which includes three stages: data reduction, data presentation, and conclusion drawing/verification.<sup>4</sup>

In qualitative research, data validity is strengthened through triangulation of sources and techniques, as well as member checking to ensure the accuracy of data obtained from informants.

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<sup>4</sup> Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis: An Expanded Sourcebook* (sage, 1994).

According to Sugiyono, qualitative research is naturalistic, emphasizing meaning, process, and a deep understanding of social reality.<sup>5</sup>

## **D. Results and Discussion**

### **The Role of Education in Schools**

Educational institutions play a crucial role in providing students with opportunities to learn about various aspects of life. There, students not only acquire knowledge but also hone practical skills and absorb important life values. Therefore, teachers play a vital role in designing a learning process that addresses all three key domains: cognitive (knowledge), psychomotor (skills), and affective (attitudes), ensuring balanced development. This way, students can grow into individuals who are intellectually intelligent, skilled in practical activities, and possess positive attitudes.

In addition to classroom learning activities, schools also provide extracurricular activities as a means for students to develop their interests and talents. The types of extracurricular activities vary from school to school, depending on the school's vision and student interests. One extracurricular activity that is almost always available in many schools is the Islamic Spiritual Group (Rohis). Rohis is a forum for religious development aimed at Muslim students. Through Rohis activities, it is hoped that students' understanding of Islamic teachings will deepen, which in turn will improve the quality of their worship and morals in their daily lives.<sup>6</sup>

SMAN 1 Sangatta Selatan is one of the educational institutions in East Kutai that upholds religious values, as reflected in its vision of "Creating intelligent, religious, and cultured individuals." In an effort to implement this vision, this school not only focuses on academic learning, but also actively develops the character and spirituality of students. One form of this development is realized through the Islamic Spiritual (Rohis) extracurricular program, which is specifically aimed at Muslim students, including female students.

### **1. ROHIS Program in Schools**

The Rohis program at SMAN 1 Sangatta Selatan is run routinely every Friday, coinciding with Friday prayers for male students. While the boys attend Friday prayers, female Muslim students are directed to participate in Rohis development activities, which include Islamic studies, religious sermons, discussions on moral values, and worship training. This activity is designed to provide a dedicated space for female students to deepen their understanding of Islam in a

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<sup>5</sup>Djoko Sugiyono, "Quantitative Research Methods and R&D," *Bandung: Alfabeta* 33 (2010).

<sup>6</sup>Wilis Werdiningsih and Restu Yulia Hidayatul Umah, "Internalization of the Values of Religious Moderation in Schools Through the Rohis Extracurricular Activity," in *Proceedings of Annual Conference for Muslim Scholars*, vol. 6, 2022, 146–55.

contextual way that is relevant to their lives as teenagers. The main goal of this activity is to shape the character of Muslim women who not only understand the theory but are also able to practice Islamic values in their daily lives.

The school hopes that Muslim female students will demonstrate religious, polite, and responsible behavior both within and outside the school environment. Through the Rohis program, it is hoped that the spirit of continuously improving worship, increasing social awareness, and developing leadership and independence in religious activities will also emerge. In addition to serving as a means of spiritual development, the Rohis program also serves as a platform for self-development for Muslim female students. They are given the opportunity to directly participate in discussions. This fosters self-confidence and the ability to participate, as well as self-confidence, which are important provisions for their future. This approach also fosters a sense of ownership in the Rohis program, so that participants participate not only out of obligation but also out of a personal drive to develop holistically. With this Rohis program, SMAN 1 Sangatta Selatan hopes to create a more religious school environment, one that balances intellectual and spiritual values, and fosters a generation of intelligent, noble Muslim women who are ready to face the challenges of the times. The hope is that Muslim female students will not only become ritually obedient individuals but also become role models in their behavior, interactions, and positive contributions to their surroundings. Overall, the Rohis activities on Fridays are a strategic program in instilling moderate Islamic values, forming strong character, and supporting the national education goal of producing a generation of faithful, pious, and noble character.

The implementation of the women's program or special study program for Muslim women is packaged in a language style that is closer to female students and the things discussed provide examples that are more relevant among female students, it is hoped that with a language style that is relaxed and close to female students, this program will be able to expand their knowledge regarding the lifestyle and principles of Muslim women in the current era of very strong trends.

## **2. Student Responses to the Rohis Program at School**

Meanwhile, responses and input from several female students in grades X, XII, and XIII that we interviewed provided responses such as: Learning activities took place in a relaxed atmosphere so that students felt closer to the material being presented. The material provided was not too far from their lives, so it was more relevant and easy to understand. The timing of the implementation was also quite appropriate, with concise and concise delivery. New things that were raised in the learning were the use of social media as a means to follow trends and fashion, update worship and maintain a healthy lifestyle and eating patterns. However, everything was still

directed to be in accordance with sharia values. This had a positive influence on students' perspectives, because they were able to broaden their horizons and understand the boundaries according to religious teachings.

Furthermore, they believe that using engaging visual media, such as PowerPoint presentations, can increase student attention. Visual media has been shown to significantly enhance student focus on the material presented. As a suggestion for the next meeting, the variety of learning methods should be increased. For example, by adding games or question-and-answer sessions to make the classroom atmosphere more interactive, enjoyable, and encourage active student participation. The topic presentation was quite engaging due to its variety and non-monotonous nature. This helped students become more enthusiastic about participating in the learning process. However, there are several things that need to be considered to ensure optimal learning.

First, the delivery method is expected to be more assertive, with a louder voice so that all students can hear clearly. Second, previously understood material should be adapted so that it doesn't need to be repeated too much when the conversation starts to stray. Furthermore, one obstacle that arises is the still quite noisy classroom conditions. This makes it difficult for some students to understand the material properly. Therefore, more conducive classroom management is needed so that the delivery of knowledge can be more effectively absorbed.

#### **4. Supporting and Inhibiting Factors of Friday Rohis Activities at SMAN 1 Sangatta Selatan.**

##### **a. Supporting Factors**

###### **1) Support from the Principal, Teachers and Staff**

The support provided by the principal, teachers, and other staff greatly assisted in the success of this activity. The principal's role is crucial in providing guidance and support to the teachers implementing the program. Furthermore, the role of support staff, such as administrative staff and cleaning staff, is equally crucial in creating an atmosphere conducive to the smooth implementation of the program. All elements of the school need to collaborate and support each other to ensure the jointly formulated goals are achieved.

###### **2) Facilities and Infrastructure**

The availability of adequate facilities and infrastructure is a crucial factor in supporting the success of this program. Comfortable classrooms equipped with the latest learning technology can contribute to improving the quality of the learning process. Furthermore, supporting facilities such as a well-stocked library and representative laboratories are also essential to facilitate learning

activities. With optimal support, it is hoped that this program will be implemented effectively and achieve maximum results.<sup>7</sup>

#### **b. Inhibiting Factors**

The material was delivered in a more or less assertive style and with a low voice, which prevented some students from clearly understanding the information. Furthermore, poor classroom management resulted in a noisy atmosphere, which made it difficult for some students to understand the material.

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<sup>7</sup>Siti Nurhalizah Sipahutar and Zulham Zulham, "The Effectiveness of Extracurricular Activities (Rohis) in Increasing Students' Awareness of Worship at Sman 1 Na Ix X," *Learning: Journal of Innovation in Educational Research and Learning* 4, no. 3 (2024): 837–49.

## **Conclusion**

The Islamic Spiritual Program (Rohis) at SMAN 1 Sangatta Selatan is a vital part of the school's efforts to develop students who are not only academically intelligent but also strong in spirituality and character. Through regular activities every Friday, especially for female Muslim students, this program provides a space for development that touches on religious, moral, and self-development aspects. The activities, designed with a relaxed approach, relevant to adolescent life, and using engaging visual media, have been proven to increase students' interest and understanding of Islamic material. The school demonstrated a strong commitment to the program, with full support from the principal, teachers, and other staff. The availability of adequate infrastructure, such as comfortable classrooms and learning technology, was also a contributing factor to its success. On the other hand, challenges faced included more assertive delivery methods and improved classroom management to create a more conducive atmosphere. By overcoming these obstacles and continuing to develop interactive and communicative learning methods, the Rohis program is expected to produce a generation of Muslim women who are religious, intelligent, and have noble morals, ready to face the challenges of the times without losing their Islamic identity. This program is a strategic step in creating a school environment that balances knowledge, skills, and religious values.

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