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THE ROLE OF HINDU RELIGION TEACHERS IN CO-CURRICULAR ACTIVITIES TO DEVELOP THE EXISTENCE OF RELIGIOUS MODERATION AT SD SARASWATI 6 DENPASAR

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Abstract

An exclusive attitude is a challenge for the plural and multicultural country of Indonesia. Overcoming these challenges, Hindu Religion teachers at Saraswati 6 Elementary School in Denpasar (SD Saraswati 6 Denpasar) play an active role in co-curricular activities to develop a moderate attitude in the school environment. This research then comes to identify specifically about the role of Hindu Religion teachers in co-curricular activities to develop the existence of religious moderation at SD Saraswati 6 Denpasar. This research uses qualitative research with a descriptive naturalistic approach. Through the use of primary and secondary data sources, data collection methods that use observation techniques, interviews, and literature studies, the results of this study indicate that, the role of Hindu Religion teachers in co-curricular activities leads to the utilization of flag ceremony activities, religious ceremonies, and guidance and counseling activities to foster moderate attitudes. The results of this study aim to guide other teachers and schools in developing the existence of religious moderation in the world of education.

Keywords: Hindu Religion Teacher, Co-curricular, Religious Moderation

I. INTRODUCTION

Diversity is a character that has been inherent in the Indonesian nation since time immemorial. This is evident from the variety of ethnicities, regional languages, cultures, and religions practiced by the Indonesian people from Sabang to Merauke. This condition also makes Indonesia known as a plural and multicultural country in the eyes of the world. So that in addition to being profitable as a potential wealth, this situation also makes Indonesia prone to receiving various challenges, especially in terms of the existence of harmony and harmony.

An exclusive attitude is one of the major challenges for a plural and multicultural environment. In religious life, an exclusive attitude leads to the attitude of someone who only wants to stand alone, feels that his own beliefs are the most correct, and even tends to think that other people's beliefs are wrong, misguided, and must be shunned (Fuadi, 2018: 49). As happened in Indonesia, where in historical records there have been several cases caused by exclusive attitudes in religion. Even these cases lead to persecution, rejection of the construction of holy places, to cases of conflict that involve violence in it. Rijaal (2021: 103) in his research has pointed out several cases of conflict in Indonesia that were born from this exclusive attitude, including the East Java Sunni and Shia case (2006), the Poso case (1992), and other cases.

In the world of education, Indonesia as a plural country also cannot be separated from cases of intolerance caused by exclusive attitudes. As reported by TVOneNews.com (2022), which had reported complaints from parents of non-Muslim students at SDN 02 Central Jakarta and SDN 03 Cilangkap East Jakarta in July 2022, because their children were forced by several school administrators to wear Muslim clothes during the celebration of the month of Ramadan, and also participate in other Muslim activities to pray. In fact, schools are actually a comfortable environment for the lives of all religious communities. With this case, it is certainly an attention for all parties in developing the existence of religious moderation in the world of education, especially from the basic level.

In striving for this, the role of the teacher actually

has a central position to foster moderate attitudes in students. Hanafi et al. (2022) in their scientific article argued that, fostering a moderate attitude based on religious moderation is an important thing for the school environment, especially those with heterogeneous characters. As has been done by teachers at MTs Mathla'ul Ulum Jayasari, by carrying out several strategies to foster a moderate attitude in students, namely changing the mindset of students to have an open nature in accepting differences, implementing morning assembly habits, directing students to play an active role and creatively practicing conveying the values of religious teachings through videos, inviting students to participate in religious webinars, and collaborating with student guardians to foster a moderate attitude.

The same thing was also expressed by Fauzian et al. (2021) in their scientific article which presents their findings that, the form of strengthening local content-based religious moderation is carried out by teachers through extracurricular activities and habituation methods that are carried out routinely, spontaneously, and exemplary from time to time. This then becomes a student cultural product that can be applied in the community environment. So that in terms of implications, this form of application leads to a culture of moderate thinking which is manifested in students through evidence, namely, students who have a national commitment as a guide to life in religious life, nation and state, students have an attitude of tolerance that is able to accept the views and respect the rights of others, students are anti-violence by starting to spread an attitude of love, and students are willing to preserve positive culture and traditions as a form of accommodation to local culture.

The efforts made by teachers and schools can actually be an example related to efforts to foster moderate attitudes based on religious moderation. Including for Hindu Religion teachers who should also be at the forefront in developing the existence of religious moderation in the school environment. Not only through intracurricular activities that focus on the learning process in the classroom, the role of Hindu Religion teachers to develop religious

moderation is also expected to be able to utilize activities outside of learning hours that are more open and free.

This role has been carried out by Hindu Religion teachers at Saraswati 6 Elementary School in Denpasar (SD Saraswati 6 Denpasar). Where the school is located in the middle of the city center, making Hindu Religion teachers also play an active role in developing religious moderation in a heterogeneous school environment. Even from initial observations, this role is specifically focused on co-curricular activities that are additional and enrichment by teachers to strengthen and deepen basic competencies or student indicators including in terms of developing a moderate attitude, in line with the objectives of Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education.

Against the background of the challenges of exclusive attitudes in the heterogeneous world of education and reflecting on the role of Hindu Religion teachers at SD Saraswati 6 Denpasar who utilize co-curricular activities in fostering moderate attitudes, the author in this case is interested in studying specifically the role of Hindu Religion teachers in developing the existence of religious moderation with the title "The Role of Hindu Religion Teachers in Co-curricular Activities to Develop the Existence of Religious Moderation at SD Saraswati 6 Denpasar". The purpose of the results of this study is as a reference material or guideline for Religion teachers and other subject teachers to also play an active role in grounding the concept of religious moderation in the school environment.

II. METHOD

This research uses a type of qualitative research with a descriptive naturalistic approach. Where in qualitative research with a descriptive naturalistic approach, a phenomenon is described as it is and systematically (Dantes, 2012: 51). Just as the researchers did in this paper, where to examine the role of Hindu Religion teachers in co-curricular activities to develop the existence of religious moderation at Saraswati 6 Elementary School in Denpasar (SD Saraswati 6 Denpasar), the results of the study put forward

more to the disclosure of meaning in generalization. So that the data is explained in the form of descriptive words, not in the form of processing numbers.

This research is located at SD Saraswati 6 Denpasar as one of the heterogeneous schools located in the center of Denpasar city, to be in line with the focus of the problem, namely the challenge of exclusive attitudes in a plural and multicultural school environment. The data sources used in this research are primary data sources, namely from direct observation to the school by observing the role of Hindu Religion teachers in co-curricular activities, and interviews with three Hindu Religion teachers at SD Saraswati 6 Denpasar to obtain more in-depth data. For secondary data, this research conducted a literature study process, namely the search for additional information from journals or books related to religious moderation. After the data collection process is carried out, the data that has been obtained is then analyzed using the Miles and Huberman approach (Sugiyono, 2011: 246-252), namely data is reduced, presented, and finally verified. At the data reduction stage, the researcher in this case sorts out the data that is appropriate and able to answer the focus of the problem. Second, at the data presentation stage, the researcher tries to present the data in the form of descriptive text. Third, at the verification stage the researcher concludes the overall research results.

III. RESULTS AND DISCUSSION

Co-curricular activities are a type of activity that must be carried out by schools as a formal education forum. This refers to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2017 concerning the School Day, precisely in Article 5 Paragraphs (3) and (4). Paragraph (3) explains that co-curricular activities are activities carried out by schools with the aim of strengthening and deepening basic competencies or indicators in subjects or fields that are aligned with the curriculum. Then from the program side, Paragraph (4) further explains that cocurricular activities include enrichment in related subjects, scientific activities, providing guidance in arts

and cultural activities, and other enrichment activities that lead to strengthening the character of students.

Furthermore, with regard to co-curricular activities in schools, Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education in Chapter II, Article 8 point 1 explains that the implementation of co-curricular activities can be carried out through cooperation between several parties. These parties can be between Formal Education Units, between Formal and Non-formal Education Units, or Formal Education Units with Religious Institutions and others. So that considering this, the Ministry of Education and Culture of the Republic of Indonesia formulates more concretely the co-curricular activity program in the concept and guidelines for strengthening character education which leads to learning activities by schools outside the intracurricular activity learning schedule with the aim of deepening the material in the intracurricular activities themselves. These activities can take the form of assignments to students, specific projects, or other activities.

From the essence of cocurricular activities in the world of formal education as a supporting activity for intracurricular activities, schools should be able to provide space for its implementation. As done by Saraswati 6 Elementary School in Denpasar (SD Saraswati 6 Denpasar), where in order to develop a moderate attitude in students according to the concept of religious moderation, Hindu Religion teachers perform several roles in co-curricular activities. A further description of the role of Hindu Religion teachers in developing the existence of religious moderation at SD Saraswati 6 Denpasar in co-curricular activities is described further as follows:

1. Routinely Direct Students to Attend Flag Ceremony

The first role of Hindu Religion teachers in developing the existence of religious moderation at SD Saraswati 6 Denpasar in co-curricular activities is to direct students routinely to attend the Flag Ceremony every Monday and Commemoration of National Holidays. This role

leads to the function of the Flag Ceremony which is useful in shaping students' nationalist and patriotic attitudes from an early age to love their nation and country more. This is reaffirmed by the results of research by Rahmani *et al.* (2021) which states that, the implementation of the Flag Ceremony from an early age is a positive effort to shape the character of love for the country in students.

Furthermore, through the Flag Ceremony which is routinely held every Monday and on the Commemoration of National Holidays, students and school community members who participate in it are directed to sing national anthems and national obligations, recite the text of Pancasila in unison, respect the flag, and observe a moment of silence to remember the services of heroes. Thus, habituation in the implementation of the Flag Ceremony can form an attitude of nationalism and love for the country in flag ceremony participants, especially in students. This is indirectly useful in creating a golden generation of Indonesia that excels in ethics, morals, and culture based on Pancasila.

In connection with this role, Made Mardika as one of the Hindu Religion teachers at SD Saraswati 6 Denpasar expressed his opinion regarding this role that, in co-curricular activities it is an obligation for Hindu Religion teachers at SD Saraswati 6 Denpasar to routinely direct students to attend the Flag Ceremony every Monday and on national holidays such as: Independence Day every August 17, Hero's Day every November 10, Youth Pledge Day every October 28, and Kartini's Day every April 21. This is useful in fostering a moderate attitude and maintaining the existence of religious moderation in schools (interview, February 22, 2023).

From Made Mardika's statement, it can be seen that Hindu Religion teachers at SD Saraswati 6 Denpasar routinely direct their students to attend the Flag Ceremony every Monday and Commemoration of National Holidays. Indirectly, this habituation is positively correlated in an effort to develop students' moderate attitudes. This is in line with the behavior that reflects one of the indicators of

religious moderation, namely national commitment. By routinely inviting and directing students to participate in the Flag Ceremony, students are trying to be shaped to become individuals who routinely practice the noble values in the Pancasila precepts that are announced, as well as instill a nationalist and patriotic spirit given by the national anthem and national obligations sung. In addition, respect for the nation's heroes who have fallen in war, is also shown through a moment of silence.

Furthermore, regarding the benefits of this role, Ida Bagus Putu Suwimba Astawa in an interview excerpt (February 23, 2023) also emphasized that inviting students to routinely attend the Flag Ceremony is very useful in trying to foster disciplinary character in children. This is based on the implementation of the Flag Ceremony which indirectly directs students to wake up early, and wear several attributes of the Flag Ceremony such as ties, hats, and others. Thus, in addition to the attitude of nationalism and patriotism to love the Indonesian homeland, the role of Hindu Religion teachers by also inviting and directing students to routinely attend the Flag Ceremony as part of co-curricular activities at school is also useful in shaping the character of discipline in students.

So from the whole discussion, it can be seen that, as part of co-curricular activities at school, Hindu Religion teachers at SD Saraswati 6 Denpasar routinely invite and direct students to attend the Flag Ceremony every Monday and on the commemoration of Indonesian National Holidays. By routinely directing students to attend the Flag Ceremony, Hindu Religion teachers at SD Saraswati 6 Denpasar try to foster the character of nationalism and patriotism in students as part of the next generation of the Indonesian Nation. Moreover, if analyzed in depth, some activities in the implementation of the Flag Ceremony are in line with one of the indicators in the concept of religious moderation, namely national commitment. This is certainly positive, to develop the existence of religious moderation in the school environment.

2. Routinely Directing Students to Participate in Religious Ceremonies

according to Beliefs

The second form of Hindu Religion teacher's role in developing the existence of religious moderation at SD Saraswati 6 Denpasar in co-curricular activities is to direct students routinely to attend religious ceremonies that they believe in. This role is a continuation of the teacher's usual role in the learning implementation stage where they routinely invite students to pray first at the beginning of the lesson. This is of course very useful in improving the competence of children's spiritual and social attitudes in their relationships. Moreover, the routine implementation of religious worship or ceremonies is very useful for developing a religious culture for students at school (Amiyah and Subiyantoro, 2020: 346). Therefore, through this role, it is hoped that students' faith will increase in the external scope of the classroom. Furthermore, related to this role, Ida Bagus Suwimba Astawa as one of the Hindu Religion teachers at SD Saraswati 6 Denpasar expressed his opinion that, in co-curricular activities Hindu Religion teachers have routinely directed students to participate in religious ceremonies at school. As in Hindu Religion, Religion teachers routinely direct students who are Hindu to diligently participate in joint prayer activities on the Purnama and Tilem holy days at school (interview, February 23, 2023). The same role is also carried out by another Hindu Religion teacher at SD Saraswati 6 Denpasar, Ni Komang Sri Ratnawati. In the interview excerpt (February 21, 2023), she also stated that she routinely invites and directs students to attend religious ceremonies that they believe in. For students who are Hindu, they are encouraged to attend religious ceremonies held simultaneously at school such as the Purnama, Tilem, Saraswati, and other holy day ceremonies. As for non-Hindu students, they are also directed to routinely carry out their respective worship without any restrictions as long as it does not interfere with the course of the lesson process. This is in line with one of the other indicators of religious moderation, namely the value of tolerance and non-violence.

From this statement, it can be seen that, especially for Hindu students, Hindu teachers at

SD Saraswati 6 Denpasar are routinely directed to attend prayers together every religious holy day. In addition to being an obligation, following routine prayers together also strengthens social relations between fellow school residents. This is because the implementation of religious ceremonies held together at school requires the cooperation of all school members, especially between teachers and students optimally, both in the preparation of *Banten* as a means of ceremony, and others.

So from the whole discussion it can be concluded that, in school co-curricular activities, Hindu Religion teachers at SD Saraswati 6 Denpasar routinely invite students to participate in the implementation of religious ceremonies at school. This is reflected in the Hindu Religion teacher who also invites Hindu students to carry out prayers together every Hindu religious holy day held at school. With this role, it is expected to further improve the spiritual and social attitudes of children, especially in the development of moderate attitudes at school because of preparing religious ceremonies simultaneously and together among fellow school residents. Then for students who are non-Hindu are also welcome to carry out their respective worship. Thus, this role is also expected to be able to further foster a sense of tolerance and harmony among fellow religious communities at school. This is in line with strengthening the existence of the next indicator of religious moderation, namely tolerance and non-violence.

3. Providing Enrichment on the Concept of Religious Moderation through the Guidance and Counseling Process Outside of Class Hours

The third form of the role of Hindu Religion teachers in an effort to develop the existence of religious moderation and moderate attitudes of students at SD Saraswati 6 Denpasar in co-curricular activities is to routinely provide enrichment about the concept of religious moderation through the process of guidance and counseling outside of class hours. This role is a continuation of the teacher's role in the previous learning implementation stage which has inserted

teaching materials and learning media containing the concept of religious moderation to be given to students. For that, for students who still do not fully understand the concept of religious moderation and have not shown a moderate attitude in the classroom or at school, Hindu Religion teachers will provide a further guidance and counseling process outside of class hours.

In terms of essence, the process of guidance and counseling in schools by teachers is a process of providing assistance, intense assistance, and psychological help to students who experience problems. Problems here can lead to individual problems in understanding the teacher's teaching material or materials, problems in terms of behavior at school, and other problems that require guidance and counseling (Ridwan, 2018: 3). The purpose of the guidance and counseling process itself for students is as a medium to better understand themselves, obtain solutions or considerations of the problems being faced, and a means of improving themselves to become better individuals in the future.

On the basis of this essence, it is also the basis for Hindu Religion teachers at SD Saraswati 6 Denpasar to use the role of guidance and counseling outside of class hours to help students who still do not fully understand the concept of religious moderation. Especially at the elementary school level, there is still no specific guidance and counseling teacher, such as at the secondary school level. So it needs the role of religious teachers to carry out the process of guidance and counseling to students who experience problems.

As done by one of the Hindu Religion teachers at SD Saraswati 6 Denpasar, Made Mardika, where he stated that he also provided his free time outside of class hours to carry out the guidance and counseling process. Then in the process, for students who experience problems in deepening their moderate attitudes, he provides further enrichment. Furthermore, Made Mardika expressed his opinion that, it is an obligation for Hindu Religion teachers to also participate in carrying out guidance and counseling tasks at school. Especially in the development of moderate attitudes, Hindu

Religion teachers at SD Saraswati 6 Denpasar provide further understanding to students who do not understand the importance of the concept of religious moderation. This is done through a culture of literacy by reading in the school library and searching for sources on the internet, fostering a positive culture of religious moderation in schools, such as not practicing religious teachings with extreme or excessive attitudes, and most importantly trying to always foster a sense of love for local culture owned by Indonesia (interview, February 22, 2023).

Furthermore, the same role is also carried out by another Hindu Religion teacher at SD Saraswati 6 Denpasar, namely Ida Bagus Suwimba Astawa. In the interview excerpt (February 23, 2023), he emphasized the importance of the guidance and counseling process to students. Especially in some cases of intolerance in the school environment such as mocking each other, insulting each other, and students who often interfere with their friends, of course the role of the teacher in carrying out the guidance and counseling process for the students concerned. Where the guidance and counseling process can be done outside of class hours by helping students to recognize their potential so that they can be polite. This is very useful in preventing problems in students so that they are not prolonged and maintaining a harmonious culture in the school environment in line with the last indicator of religious moderation, namely adaptive to local culture.

So from the whole discussion it can be seen that, the role of Hindu Religion teachers at SD Saraswati 6 Denpasar in co-curricular activities also leads to the process of guidance and counseling outside of class hours. Where the guidance and counseling process is carried out to help students who still do not understand the concept of religious moderation and have not been able to apply a moderate attitude optimally. This role is also useful in helping to solve small problems related to the issue of intolerance in students, as well as maintaining harmonious conditions and students' love for local culture owned by Indonesia. This is in accordance with the development of the existence of the last indicator of religious moderation, namely

adaptive to local culture.

IV. CONCLUSION

Based on the description of the results and discussion of the research, it can be concluded that the role of Hindu Religion teachers in co-curricular activities to develop the existence of religious moderation at Saraswati 6 Elementary School in Denpasar (SD Saraswati 6 Denpasar) is carried out systematically through three activities. First, Hindu Religion teachers direct students routinely to attend the Flag Ceremony. Second, the Hindu Religion teacher directs students regularly to attend religious ceremonies that they believe in. Third, Hindu Religion teachers also occasionally provide enrichment about the concept of religious moderation through the guidance and counseling process. So that through the role of the Hindu Religion teacher, SD Saraswati 6 Denpasar is able to develop the existence of religious moderation in the school environment in accordance with its indicators, namely national commitment, tolerance, non-violence, and adaptive to local culture. The results of this study are very positive as a guideline for other teachers and schools in carrying out similar roles to maintain harmonious conditions in the school environment, and develop the existence of religious moderation in the world of education.

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