

The Impact of the Imtaq Program Activities on the Development of Students' Spiritual Potential at State High School 1 Pajar Bulan

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ABSTRACT

Purpose of the study: The goal of this research is to determine the effect of the Imtaq program activities on the development of students' spiritual potential at State High School 1 Pajar Bulan. It also aims to identify the supporting and inhibiting factors.

Methodology: The research methodology used is a type of research (field research) with a quantitative approach. The population in this study consists of 243 people and the sample is 60 people, using stratified random sampling technique. Data collection was conducted through observation, questionnaires, interviews, and documentation. The data were analyzed using simple linear regression testing.

Main Findings: A significance value of 0.000 was obtained, which is smaller than 0.05 ($0.000 < 0.05$), indicating that H_a is accepted and H_o is rejected, meaning that the Imtaq program has a positive and significant influence on the development of the spiritual potential of students at State High School 1 Pajar Bulan. The contribution of the Imtaq program to the development of spiritual potential in this study is 95.6%, while 4.4% is influenced by other factors. The Imtaq program is supported by all teachers and staff as well as adequate facilities, while the inhibiting factors are the lack of motivation and role modeling from parents at home as well as the students' low ability to read the Qur'an.

Novelty/Originality of this study: It emphasizes the in-depth aspects of students' character, including religious principles, direction in life, identity, and noble ethics. Furthermore, it not only focuses on the outcomes or implications but also provides space to assess the form and quality of IMTAQ activities implemented in educational institutions. This makes the study significant for other public schools as a step to strengthen character education based on spiritual values.

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1. INTRODUCTION

Article 3 states that national education serves to develop abilities as well as to shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become individuals who are faithful and devoted to God Almighty, have good morals, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. The objectives of National Education indicate that Indonesia desires individuals who are not only knowledgeable but also possess character that is in accordance with their identity. Education plays a crucial role in shaping the mental,

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moral, and character of students; therefore, innovation is necessary to improve the quality of education by adopting positive ideas [1].

The purpose of education is a planned learning process, carried out intentionally, and passed down from generation to generation. The aim of this endeavor is to transform a person from ignorance to knowledge. The main focus of education is to enlighten students and assist them in developing their interests and talents so that they can become individuals who are faithful to God the Almighty, have noble character, are knowledgeable, independent, innovative, and beneficial to the nation and the state. Education helps children grow with a smart mindset and prevents ignorance that can harm the country [2].

Islamic Education can be interpreted as a learning activity conducted by individuals or educational institutions, aimed at providing information about Islam. This activity is intended for individuals who wish to enhance their understanding of Islam, both from a scientific perspective and through relevant practices in daily life [3]. Islamic religious education cannot be separated from character education, which focuses on nurturing the religious and spiritual traits of students. As creatures created by God, SWTS has various characteristics and traits. These traits will influence how a person acts and behaves throughout their life. As a result, character education is very important and is one of the main foundations that students must possess. Educators carry out this character education process to develop the personality of students into individuals with strong and good character, both in personal and social contexts [4].

Many intelligent students in the modern era, especially in academic fields, are lacking in social life. They have disordered personalities, which disturb their minds and hearts. This phenomenon can be reduced if families, especially parents, educate their children by emphasizing their spiritual potential while neglecting their intellectual and emotional potential. This issue represents a manifestation of the decline in spiritual potential. What is concerning is that it will affect the decline of religious values, religious attitudes, honesty, justice, and cooperation. This can lead to acts of violence, oppression, bullying, defamation, and provocation that harm others. A lack of religious values will result in weak individual morals and the loss of honesty and a religious spirit as individuals. Therefore, the Imtaq Project activities can develop the spiritual potential of students.

Spiritual potential or spiritual intelligence can be understood as a type of intelligence that underlies the development of self-esteem as well as ethical values and a sense of attachment. It is also a talent possessed by individuals to behave more humanely and an ability to give meaning to worship activities, thus being applicable in daily life [5]. Spiritual potential is one of the most important human potentials that gives greater meaning to human behavior and life. Developing students' spiritual potential is the responsibility of all of us, especially the school itself. One of the efforts made by the school to develop students' spiritual potential is through Imtaq project activities.

The Imtaq program is a program implemented in schools to help students understand and practice the teachings of Islam. The word Imtaq comes from the words faith (iman) and piety (takwa), both of which have significant meanings. Imtaq is the connection between humans, God, and one another. Therefore, Imtaq is closely related to values, beliefs, and actions derived from the Quran and Sunnah. The Imtaq program aims to support the goals of Islamic education, which is to foster faith and piety toward God. This program also emphasizes character development, particularly the religious character of the students. Consequently, Imtaq becomes a breakthrough for schools in their efforts to enhance the character of students within the educational environment [6].

Some relevant studies from this research are from Reni Febriani. The research results obtained a significant result of $0.001 < 0.05$ meaning H_a is accepted and H_o is rejected, which indicates that there is a significant influence of the Imtaq program on religious character in Madrasah Aliyah Madinatun Najah Rengat. And the magnitude of the influence between variable X and variable Y is 73.4% [7].

Next in the research by Marqoma and Ahmad, it explains that the development of students' spiritual intelligence plays an important role because it will later become the foundation of life for the students themselves to become individuals or generations with an Islamic character. Therefore, it is important to pay attention to students' spiritual intelligence to provide many positive aspects or benefits for students in the future [8]. Next is the research of Laili Mawaddah. The results of the study show that through reading Asmaul-Husna, performing dhuha prayers, reciting sholawat, reading Surah Yasin, conducting sermons or tausiyah, and reading prayers, the implementation of religious activities at Junior High School 3 Gunungsari has been running smoothly [9].

Of course, there are also many programs in school that reflect the characteristics of the school itself. Related to this, there are several religious programs in schools, one of which is the "Faith and Piety" (imtaq) program. Through these programs, educational institutions become one of the places for students to acquire educational knowledge, which includes social education and religious education. Therefore, through these programs, one of the tasks of Islamic education is to nurture and develop children's thinking skills. In addition, this education is also expected to cultivate students who are faithful and pious, who can benefit themselves and others [4].

What distinguishes this research from previous ones is that most previous studies focused on the impact of general religious activities or Islamic education on students' religious behavior, while this research is more directed towards the Imtaq program as a structured activity organized by schools, and examines its influence on spiritual aspects, not just on religious attitudes. The urgency of this research is to look at the current phenomenon where the high level of moral and spiritual crisis among students requires a planned method for developing religious aspects. As an institution that shapes character, schools need to assess the extent of the effectiveness of religious programs such as the IMTAQ activities. This research can also serve as a foundation for improving or restructuring the IMTAQ program to have a greater impact on students' character and spirituality. With the presence of religious programs like IMTAQ activities, the aim is not only to cultivate students' spirituality but also to develop good daily behavior, which is also an important step in shaping Islamic morals and guiding students to perform good deeds for this world and the afterlife. This study aims to investigate further the impact of the IMTAQ program on the development of spiritual potential, as well as to identify the factors that can support or hinder the IMTAQ program.

2. RESEARCH METHOD

2.1. Types and Approaches to Research

The type of research used in this study is field research, which is a type of research conducted directly at the location or on the respondents who are the subjects of the research [10]. By applying a Quantitative Approach, the quantitative approach can be defined as a research method based on the principles of positivism, used to analyze a specific population or sample. Data collection is carried out through research instruments, while data analysis is quantitative or statistical in nature, aiming to test the established hypotheses [11]. This study applies descriptive quantitative characteristics. The quantitative descriptive approach is a type of research aimed at describing the objects of study based on existing facts, by drawing conclusions from observed events through the use of statistical numbers [12].

2.2. Population and Sample

Population refers to a generalized area consisting of objects or subjects with certain quantities and characteristics, which are used by researchers for study and then draw conclusions [11]. The number of participants in this study was 243 individuals, taken from the total student population at State High School 1 Pajar Bulan. A sample is a part of the population that reflects certain characteristics of that group. If the number of subjects studied is less than 100, then the entire population can be used as the research sample. However, if the number of subjects exceeds 100, the sample taken can vary between 10% to 15% or even 15% to 25% of the population [13]. The number of samples used in this study is 60 people, which is taken from 25% of the population. The sampling method applied is stratified random sampling. This method includes randomly selecting samples which are then stratified based on certain criteria, so that the population is divided into several layers [14].

2.3. Data Collection Techniques

The data collection methods applied in this study include observation, questionnaires, interviews, and documentation. Observation is a research method used to obtain data through the observation of objects or subjects being studied. In this activity, the researcher directly observes the phenomena or behaviors occurring without any intervention or influence from other parties [15]. The observations conducted in this study are direct observations at the location as well as through remote observations using certain tools or technologies, and this observation aims to monitor the activities of the Imtaq program both in terms of the process and the activities of the students during the activities.

A questionnaire is a technique used to collect information by providing a series of written questions or statements to respondents for them to answer [16]. The survey in this matter consists of questions about the IMTAQ program and Spiritual Potential. In this study, measurements were conducted using a Likert Scale. The Likert Scale is a type of psychometric scale commonly used in questionnaires and is one of the most frequently used scales in survey research. There are two types of questions that can be applied, namely positive questions aimed at assessing positive interest, and negative questions designed to assess negative interest [17]. The purpose of using the Likert scale in this research is to determine the extent to which respondents agree with a statement related to the Imtaq program and spiritual potential. The Likert scale used in the study consists of positive questions.

Interviews are a method often used to collect information directly, both in interpretive research and critical research. This method is used when researchers want to explore the attitudes, beliefs, behaviors, or experiences of respondents regarding certain social phenomena. A hallmark of the interview method is the occurrence of a verbal exchange of information between the interviewer and one or more participants. The interviewer plays a crucial role in seeking information and understanding the respondents' perspectives in detail during this process [18]. This interview aims to gather information about the Imtaq activities held at State High

School 1 Pajar Bulan, and the informants in this research are the Imtaq program coordinator and Islamic education teachers. The documentation method applied in this research aims to collect school data, the schedule of Imtaq activities, photos taken during the research or Imtaq activities, as well as other documentation that supports the research.

2.4. Data Analysis Techniques

The prerequisite test here applies normality tests and linearity tests. The normality test is a statistical method aimed at determining whether a sample of data or data distribution follows a normal distribution pattern. The main goal of this test is to assess whether the data comes from a normally distributed population [19]. The normality test aims to determine whether the shape of the obtained data distribution is normal or not. The normality test applied is the Kolmogorov-Smirnov test with a significance level of 0.05. The linearity test is a step taken to assess whether the data distribution in the study has linear properties or not. The result of this linearity test will determine the analytical methods that can be used in the study, whether they can be applied or not [20]. The linearity test aims to determine whether there is a linear relationship between variable X and variable Y, namely the Imtaq program and spiritual potential. The basis for decision-making in this test is if the significance value > 0.05 , then H_0 is accepted (data is linear).

The hypothesis testing applied in this study is simple linear regression analysis and the coefficient of determination. Simple linear regression is a technique used to assess whether there is a significant effect between one independent variable and one dependent variable. This method also allows us to understand the characteristics of that effect, whether it is positive or negative, and how great the impact is. In addition, simple linear regression allows us to project the value of the dependent variable using the existing independent variable [21]. The simple linear regression test in this study aims to determine whether the Imtaq Program (X) has an influence on the Development of Spiritual Potential (Y) of students at State High School 1 Pajar Bulan. The coefficient of determination or R Square is used to measure the extent of the influence of the Imtaq program (variable X) on the development of spiritual potential (variable Y) at State High School 1 Pajar Bulan.

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. IMTAQ Program Activities

The activities of the IIMTAQ program conducted at State High School 1 Pajar Bulan are: 1) Tadarus al-Qur'an, which is an activity of reading, listening, analyzing, and studying the Qur'an collectively, where participants take turns leading the reading or there is a guide in the tadarus process [22]. 2) Dhikr is an important form of worship in Islam, as dhikr serves as a means to draw closer to Allah Subhanahu Wa Ta'ala [23]. 3) Reading the sholawat for the Prophet is a form of Sunnah worship that is not only performed by the servants of Allah, but Allah also commands the angels to perform it. In fact, Allah states that He always sends blessings upon the Messenger of Allah. This shows how special this worship of shalawat is, making it very valuable to perform and it has many positive influences within it [24]. 4) Kultum, which is a method of delivering a short but meaningful sermon or advice to others [25]. 5) Prayer is a request or hope that is conveyed to God, either through spoken words or feelings in the heart, invoking the names of God that are good, as a form of worship or an effort to surrender oneself to Him [26]. And 6) Infaq, is the activity of giving a portion of one's wealth to others with the intention of gaining rewards and the pleasure of Allah SWT [27].

3.1.2. Hypothesis Testing

A. Normality Test

Normality tests are conducted to determine whether the shape of the obtained data distribution is normal or not. The type of normality test applied is the Kolmogorov-Smirnov test with a significance level of 0.05, where the basis for decision-making is that if the significance is > 0.05 , then H_0 is accepted (data is considered to be normally distributed). The results of the Normality test can be seen in Table 1 below.

Table 1. Results of Normality Test		
One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		60
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.48261210
Most Extreme Differences	Absolute	.104
	Positive	.104
	Negative	-.088
Test Statistic		.104
Asymp. Sig. (2-tailed)		.173 ^c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

From the Kolmogorov-Smirnov table above, a significant value of $0.173 > 0.05$ is obtained, so it can be concluded that H_0 is accepted and H_a is rejected, which means the data is normally distributed.

B. Linearity Test

The linearity test aims to identify whether there is a linear relationship between variable X and variable Y, namely the Imtaq program in relation to spiritual potential. The basis for decision-making in this test is if the significance value > 0.05 , then H_0 is accepted (data is linear). The results of the linearity test can be seen in the following table 2.

Table 2. Results of the Linearity Test

ANOVA Table						
			Sum of Squares	df	Mean Square	F Sig.
Spiritual Potential*Imtaq Program	Between Groups (Combined)		2857.988	20	142.899	71.271 .000
	Linearity		2806.493	1	2806.493	1399.743 .000
	Deviation from Linearity		51.495	19	2.710	1.352 .208
	Within Groups		78.195	39	2.005	
	Total		2936.183	59		

Based on the Anova table, the deviation from linearity value obtained is 0.208, which means $0.208 > 0.05$, thus it can be concluded that H_0 is accepted and H_a is rejected. Therefore, the relationship between the Imtaq program and spiritual potential in this study is linear.

C. Simple Linear Regression Test

The simple linear regression test in this study is designed to identify whether there is an impact between the Imtaq Program (X) on the Development of Spiritual Potential (Y) of students at State High School 1 Pajar Bulan. The results of the simple linear regression test can be seen in the following table 3.

Table 3. Results of the Simple Linear Regression Test

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2806.493	1	2806.493	1255.119	.000 ^b
	Residual	129.690	58	2.236		
	Total	2936.183	59			

a. Dependent Variable: Spiritual Potential Development
b. Predictors: (Constant), The Influence of the Imtaq Program

Based on the results of the hypothesis test above, the Anova table shows a significant value of 0.000. Therefore, the Sign value of $0.000 < 0.05$ indicates that H_a is accepted and H_0 is rejected. Overall, the Imtaq program has a positive and significant impact on the development of students' spiritual potential at State High School 1 Pajar Bulan.

D. Coefficient of Determination

The Coefficient of Determination or R Square functions to measure the extent of the impact of variable X (Imtaq program) on variable Y (spiritual potential). The results from the R Square table can be seen in table 4 below.

Table 4. Results of the R Square Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.978 ^a	.956	.955	1.49534

a. Predictors: (Constant), The Influence of the Imtaq Program

Based on the table above, the R Square value is 0.956 or 95.6%, which explains that the influence of the Imtaq Program (X) on the development of Spiritual Potential (Y) at State High School 1 Pajar Bulan is 95.6%, while the remaining 4.4% comes from other factors not addressed in this study.

3.1.3. Supporting and Hindering Factors

Based on the interview with Mr. Imron, who is the supervisor of the Imtaq program and a teacher of islamic education subject, the implementation of the Imtaq program at State High School 1 Pajar Bulan has been in place since 2008. This activity is conducted every three weeks, with activities as follows: in the first week, exercises are held; in the second week, cleaning activities are conducted; and in the third week, the Imtaq program takes place.

Each activity begins with a joint recitation, followed by a brief dhikr, the recitation of the Prophet's prayers together, and a short lecture or sermon delivered by male and female students. The activities are concluded with a prayer and end with donations (infaq). Each class takes turns to be in charge of this Imtaq program. This program was established with the aim of maximizing the instillation of faith and piety in students through the habit of reading the Qur'an and giving sermons, both from teachers and from the students themselves.

As explained in the research by Dwi Pangesti entitled. There has been a positive change in the attitudes and behavior of students after participating in regular activities aimed at developing spiritual intelligence. Through routine activities such as dhuha prayers, reading the Qur'an, istighosah, and others, students can enhance their spiritual intelligence. This is evident as students feel closer to Allah, can improve their character to be better, and find tranquility in facing life's problems [28].

In its implementation, this activity is not free from various factors, both supporting and hindering. Based on the results of interviews conducted by the researcher with Mr. Imron as the Imtaq mentor and islamic education teacher regarding the supporting and hindering factors of the Imtaq program itself, are:

"For the supporters, Alhamdulillah all the teachers and also the school media staff are supportive, the environment is conducive, and the facilities are also, Alhamdulillah, quite adequate".

"The main obstacle is the lack of motivation and the role model of the parents at home, which is primarily the case, then most of the students still have minimal skills in reading the Qur'an, which also becomes an obstacle. A small number of students do not participate, and some students refuse to be officers because perhaps performing in front of the public is something they find difficult."

3.2. Discussion

The IMTAQ program is a learning initiative involving various activities aimed at enabling students to develop their religious abilities and to shape their character to be intelligent and behave in accordance with religious norms [29]. The IMTAQ program is a series of religious activities held at State High School 1 Pajar Bulan. This program aims to provide a platform for students to practice and develop religious values and good character. It is hoped that through this program, students can not only be useful for themselves and the community but also provide benefits for both the world and the hereafter.

Based on the results of the tests conducted, a significant value of $0.000 < 0.05$ was obtained, indicating that H_a is accepted and H_o is rejected. In conclusion, the Imtaq program has a positive and significant impact on the development of students' spiritual potential at State High School 1 Pajar Bulan. Meanwhile, the influence between variable X and variable Y can be seen in table 4.12 which shows an R Square value of 0.956 or 95.6%. This explains that the impact of the Imtaq Program (X) on the Development of Spiritual Potential (Y) at State High School 1 Pajar Bulan is 95.6%.

Spiritual potential can also be understood as spiritual intelligence (Spiritual Quotient/SQ), which is the ability to explore and derive meaning in life, as well as to apply spiritual values in solving problems and facing life's challenges [30]. Spiritual potential is one of the most important potentials or intelligences within humans, where this intelligence is directly related to faith and noble character. This Imtaq program serves as a platform for developing spiritual potential for students because with this program, students can delve into learning that is directly related to religion.

The IMTAQ program activities carried out at State High School 1 Pajar Bulan include reciting the Qur'an, dhikr, reading the Prophet's prayers, cultural sermons (kultum), prayers, and donations. All of these are religious activities related to the development of the spiritual potential within the students.

Factors that support and hinder the IMTAQ program in developing spiritual potential at State High School 1 Pajar Bulan include support from the principal, teachers, and staff, which is very positive, as well as adequate facilities and infrastructure. The hindering factors include a lack of motivation and role modeling from parents at home, some students still lack the ability to read the Qur'an, there are students who do not participate, and some students refuse to take on responsibilities.

The implication of this study is that the findings can be considered in designing more systematic religious programs in schools, as well as encouraging an educational approach that not only focuses on academic

aspects but also emphasizes the strengthening of spiritual and moral values. Every research has its limitations, and among the limitations in this study is that the research subjects are limited to only one school, namely State High School 1 Pajar Bulan. The assessment of spiritual potential is subjective and depends on the views of the respondents, and this study does not take into account external factors such as the impact of the family or community environment.

For future researchers, to broaden their insights, references, and to be beneficial for readers. A suggestion for future researchers is to conduct studies using quantitative methods involving more schools. This could help in developing more standardized tools for measuring spiritual potential as well as studying the roles of teachers, parents, and the environment in supporting the IMTAQ program.

4. CONCLUSION

The results of data analysis indicate that the Imtaq program activities have a positive and significant impact on the development of students' spiritual potential at State High School 1 Pajar Bulan. This is shown by the simple linear regression analysis with a significant value of $0.000 < 0.05$, where H_a is accepted and H_o is rejected. Furthermore, the coefficient of determination or R Square obtained is 0.956 or 95.6%.

The factors that support and hinder the Imtaq program activities in the development of students' spiritual potential at State High School 1 Pajar Bulan are, for the supporting factors include full support from all teachers and school media staff, as well as implementation that occurs in a conducive atmosphere and adequately available facilities. The hindering factors include a lack of motivation and role models from parents at home, low student skills in reading the Quran, students' embarrassment to take on responsibilities, and a small portion of students who do not participate in these Imtaq program activities.

For students, it is hoped that they can actively participate in Imtaq activities to develop their existing spiritual potential. For the school, it can be used as input or evaluation material for State High School 1 Pajar Bulan in improving the development of students' spiritual potential through Imtaq activities.

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