



## Strengthening Extracurricular Activities Based on Grave Pilgrimage to Build Religious Character and Tolerance at MI Mambaul Hasan

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### Abstract:

*Strengthening religious character and tolerance is an essential aspect of education, especially in Islamic educational institutions. The Extracurricular Reinforcement Program Based on Grave Pilgrimage at MI Mambaul Hasan aims to shape students' religious character and instill tolerance through cultural and spiritual approaches. This activity is developed as part of character education based on Islamic values using experiential learning methods. The approach used in this Community Service activity is the Asset-Based Community Development (ABCD) approach, which involves identifying community assets, formulating a vision, designing programs, and implementing and evaluating them. The implementation of this program has received positive responses from various parties as it creates a conducive educational environment based on noble values. Research findings show that grave pilgrimage activities enhance students' spiritual awareness, foster tolerance, and strengthen social relationships within the school and community. Thus, strengthening extracurricular activities based on grave pilgrimage can be an effective strategy in building religious character and tolerance in Islamic elementary schools*

**Keywords:** Grave pilgrimage, religious moderation, character education, tolerance, MI Mambaul Hasan.

### Abstrak:

Penguatan karakter religius dan toleransi merupakan aspek penting dalam pendidikan, terutama di lembaga pendidikan Islam. Program Penguatan Ekstrakurikuler Berbasis Ziarah Kubur di MI Mambaul Hasan bertujuan untuk membentuk karakter peserta didik yang religius serta menanamkan sikap toleransi melalui pendekatan budaya dan spiritual. Kegiatan ini dikembangkan sebagai bagian dari pendidikan karakter berbasis nilai-nilai Islam dengan metode pengalaman langsung (*experiential learning*). Pendekatan yang digunakan dalam kegiatan Pengabdian kepada Masyarakat ini adalah pendekatan berbasis aset komunitas (ABCD), yang melibatkan identifikasi aset komunitas, perumusan visi, perancangan program, serta implementasi dan evaluasi. Implementasi program ini mendapat respons positif dari berbagai pihak karena mampu menciptakan lingkungan pendidikan yang kondusif dan berbasis nilai-nilai luhur. Hasil penelitian menunjukkan bahwa kegiatan ziarah kubur meningkatkan kesadaran spiritual siswa, membangun sikap toleransi, serta mempererat hubungan sosial di lingkungan sekolah dan masyarakat. Dengan demikian, penguatan ekstrakurikuler berbasis ziarah kubur dapat menjadi strategi efektif dalam membangun karakter religius dan toleransi di lingkungan sekolah dasar Islam.

**Kata Kunci:** Ziarah kubur, moderasi beragama, pendidikan karakter, toleransi, MI Mambaul Hasan.

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## INTRODUCTION

Character education is one of the fundamental aspects of shaping students' personalities, especially in facing the increasingly complex challenges of globalization. In Indonesia, character education based on Islamic values plays a crucial role in instilling religious attitudes and tolerance from an early age. One method that can be used is through extracurricular activities rooted in culture and spirituality, such as grave pilgrimage. (Khamalah, 2017)

Grave pilgrimage is a tradition with deep spiritual significance in society. Besides serving as a form of respect for ancestors, it also functions as a means of instilling religious values in younger generations. This tradition has long been practiced in Islamic communities and holds profound meaning in shaping spiritual awareness. The activity not only teaches the importance of remembering death as a part of life but also strengthens social relationships and instills an attitude of tolerance toward differences in belief. Unfortunately, grave pilgrimage is still often regarded as a mere traditional practice and receives little attention in formal education systems. Therefore, innovation is needed in strengthening extracurricular activities based on grave pilgrimage so that it can be utilized as a medium for character education in schools. (Rizki, A. M., Rahim, N., Maulida, F., Khatimah, H., Yulianti, L., Rahmah, M., & Azizah, 2025)

The strengthening of character through the integration of local traditions, such as grave pilgrimage, can enhance students' religious character and tolerance. This is evidenced by research conducted by KKN Unzah students, which shows that grave pilgrimage activities can foster respect and empathy towards others, as well as deepen students' understanding of religious values. Similarly, another study by KKN Unzah students indicates that integrating local traditions into extracurricular activities contributes positively to strengthening students' religious character and tolerant attitudes. Based on this, it can be concluded that extracurricular activities that incorporate local traditions, such as grave pilgrimage, can foster tolerance, faith, and shape students with religious character and empathy toward differences.

This Community Service Program (PKM) is conducted at MI Mambaul Hasan in Batur Village. MI Mambaul Hasan is a primary school located in a rural area where the majority of the population has strong cultural and religious backgrounds. The school is highly committed to developing students' character and religious values while also participating in preserving local traditions. The reason for conducting PKM at MI Mambaul Hasan is that the school has great potential to integrate local traditions, such as grave pilgrimage (ziarah kubur), into learning activities that support the development of religious character and tolerance among students. As an Islamic educational institution, MI Mambaul Hasan plays a strategic role in shaping the religious character and tolerance of its students. However, in practice, there are still challenges in developing extracurricular programs that effectively integrate spiritual and social values. This activity serves as part of strengthening students' character, with the hope of fostering religious attitudes and tolerance from an early age.

This program is initiated through the **Asset-Based Community Development (ABCD)** approach, which focuses on utilizing local assets to improve the quality of education and social life in the community. (Mustoip, S., & Al Ghozali, 2022) By

understanding local potential, this program is expected to run sustainably and have a positive long-term impact.

This PKM aims to examine how strengthening extracurricular activities based on grave pilgrimage can serve as an effective means of building religious character and tolerance at MI Mambaul Hasan. Through this approach, it is expected that students will develop into individuals with noble character, a respectful attitude toward others, and the ability to uphold the values of diversity in social life.

## RESEARCH METHODS

This research employs the Asset-Based Community Development (ABCD) approach, a community development strategy that focuses on utilizing the assets and potential already possessed by the community or educational institutions. This approach was chosen to ensure that the strengthening of extracurricular activities based on grave pilgrimage can be optimally developed by leveraging the available resources at MI Mambaul Hasan and the surrounding community. Asset-Based Community Development (ABCD) is considered an appropriate approach for this assistance, as it is a method of community development within the broader movement that aims to create a social order in which the community itself acts as the driver and decision-maker in development efforts within its environment, often referred to as Community-Driven Development (CDD). Community development efforts must be carried out from the outset by positioning individuals to recognize their own strengths, as well as the full range of potential and assets they possess, which can be effectively utilized.

The stages of the ABCD method that we carried out included observing the various efforts made by the community in Dusun Rabunan, conducting research by directly engaging with the students at MI Mambaul Hasan, and inviting all students to visit the grave of Kh. Abdul Aziz.

1. Discovery (Identification of Community Assets)
  - Identifying the potential of MI Mambaul Hasan, such as human resources (teachers, students, parents), local traditions, and the cemetery location that can serve as a learning medium.
  - Mapping the support from religious figures, the surrounding community, and related institutions in strengthening the program.
2. Dream (Formulating Vision and Expectations)
  - Engaging the school, students, parents, and the community to formulate the expectations and objectives of the extracurricular program based on grave pilgrimage.
  - Designing strategies to ensure that this activity is not merely ceremonial but also effectively instills religious values and tolerance in a sustainable manner.
3. Design (Program Planning)
  - Developing an extracurricular curriculum that integrates Islamic values and tolerance into every grave pilgrimage activity.

- Establishing implementation methods, such as pre- and post-pilgrimage studies, reflection sessions, and discussions on the meanings and values derived from the activity.
- 4. Define (Program Implementation and Evaluation)
  - Conducting grave pilgrimage activities in a structured and continuous manner.
  - Performing periodic evaluations of the program's impact on students by assessing changes in their religiosity and tolerance attitudes.

## **RESULTS AND DISCUSSION**

### **A. The Meaning of Grave Pilgrimage in Character Education**

Grave pilgrimage holds a deeper meaning beyond merely being a ritual activity performed at certain times. In the context of character education, visiting graves can serve as a highly effective medium for teaching students about spiritual awareness. When students visit cemeteries, they are confronted with the reality of death, which reminds them of the transience of life. This encourages them to reflect on the meaning of life and the importance of doing good deeds, as every action taken in this world has consequences in the afterlife. This awareness helps shape better character and fosters a greater sense of care for others. (Al-Amami, Z., & Faiz, 2019)

Moreover, grave pilgrimage also teaches respect for ancestors and religious figures who have made significant contributions throughout history. By visiting the graves of heroes, religious leaders, or influential figures of the past, students are taught to appreciate their struggles and the values they left behind. This fosters a sense of gratitude and appreciation for the existing cultural and religious heritage. Students are encouraged to learn from their exemplary lives and apply the positive values they imparted in their daily lives.

Equally important, grave pilgrimage also serves as a means to foster a sense of tolerance and togetherness among students. This activity involves all participants regardless of their family background, social status, or religion. By gathering in one place with a shared purpose, students learn to appreciate one another, strengthen social bonds, and eliminate existing barriers of difference. (Wiji Utami, 2022) In this atmosphere of togetherness, students not only get to know themselves but also learn to live alongside others, upholding the values of unity and harmony.

### **B. Implementation of the Extracurricular Program Based on Grave Pilgrimage**

The extracurricular program based on grave pilgrimage at MI Mambaul Hasan is implemented through several systematic stages involving students, teachers, and the surrounding community. The following are the steps for program implementation:

### **1. Preparation and Socialization**

- a. Introducing the concept of grave pilgrimage in the context of character education to students and parents.
- b. Discussion and coordination with the school, religious leaders, and the surrounding community to support this program.
- c. Developing an activity module that includes an understanding of religious values and tolerance.

### **2. Implementation of the Grave Pilgrimage Activity**

- a. A structured visit to the grave of KH. Abdul Aziz, guided by teachers.
- b. Collective prayer and recitation of the Qur'an at the pilgrimage site.
- c. Providing educational material on the history of the revered figure and exemplary values that can be applied in daily life.
- d. Joint reflection with students on their spiritual experiences during the activity.

### **3. Evaluation and Follow-up**

- a. Discussion and sharing sessions between students and teachers regarding the benefits of the grave pilgrimage activity.
- b. Students preparing reflective reports on their experiences in this activity.
- c. Monitoring students' behavioral changes in religious and tolerance aspects through daily observations by teachers and homeroom teachers.
- d. Further program development by incorporating other local cultural elements into character education.

The implementation results show that grave pilgrimage has a positive impact on strengthening students' religious values and attitudes of tolerance. The research conducted by (Al-Amami, Z., & Faiz, 2019) it states that spiritual experiences through grave pilgrimage can enhance religious awareness and foster an attitude of empathy toward others. The results of this study align with the findings in the program at MI Mambaul Hasan, where students demonstrate an improvement in their understanding of Islamic values and appreciation of diversity.

Moreover, the Asset-Based Community Development (ABCD) approach applied in this program has proven effective in utilizing local potential as a learning medium. In accordance with the concept put forward by (Mustoip, S., & Al Ghazali, 2022), The ABCD approach can strengthen community engagement in education and create a learning environment based on local cultural values.



Figure 1. Grave Pilgrimage with MI Mambaul Hasan Students

### **C. The Impact of the Program on Student and the Community**

After this program had been running for several months, a significant change was observed in the behavior of MI Mambaul Hasan students, especially in terms of spirituality. Their religious attitudes became stronger, marked by an increased awareness of performing worship regularly and a deeper understanding of Islamic values. Students became more disciplined in fulfilling their religious obligations, such as praying in congregation and reading the Qur'an. Additionally, they developed a better understanding of the meaning of worship – not just as a routine but as an integral part of life that shapes their character and morals in interacting with others.

In addition to enhancing religious aspects, this program also has a positive impact on fostering tolerance among students. They begin to realize the importance of respecting differences, whether in terms of culture, opinions, or social backgrounds. This awareness grows through various discussion activities and group collaborations involving students from diverse backgrounds. With a broader understanding of diversity, students become more open-minded and respectful of differences, ultimately creating a more harmonious and inclusive learning environment.

The positive impact of this program is not only felt by the students but also by the teachers and the surrounding community of MI Mambaul Hasan. Improved interactions between students and teachers indicate an increase in respect and discipline within the school environment. Additionally, activities involving the community, such as social service and mutual cooperation, help strengthen the relationship between the school and its surroundings. The community has observed positive changes in students, who are more active in social activities and show greater care for others. Thus, this program has made a significant contribution to shaping students with religious character, tolerance, and better social relationships.

### **CONCLUSION**

The extracurricular strengthening program based on grave pilgrimage at MI Mambaul Hasan has proven effective in shaping students' religious character and tolerance. Using the Asset-Based Community Development (ABCD) approach, this program optimizes local potential and fosters a more inclusive learning environment. Research findings indicate an increase in religious awareness, worship discipline, and mutual respect among students.

Moreover, community and parental involvement in this program serve as key supporting factors for its success. The program has created a positive synergy between the school and its surrounding environment in shaping students' character. Thus, a direct experience-based approach, such as grave pilgrimage, can be an effective alternative in character education at Islamic schools.

As the next step, it is recommended that this program receive broader support from the government and educational institutions so that it can be implemented in various regions with a model adapted to local conditions.

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