



The Role of Rohis' Extracurricular Activities in Instilling Moderate Character in Students

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Abstract: Character education is a crucial aspect in shaping students into moderate and noble individuals, especially within the context of social and cultural diversity. The Islamic Spiritual Extracurricular Program (ROHIS) at SMK Negeri 1 Surakarta serves as a strategic platform to instill religious values and moderation through various activities such as moral studies, case discussions, religious training, and social engagement. This study aims to examine the role of ROHIS activities in shaping students' moderate character and to identify the challenges faced in its implementation. Using a case study approach and qualitative data, the findings reveal that ROHIS activities are effective in enhancing attitudes of tolerance, mutual respect, and social sensitivity, as well as in sustainably fostering students' character development. However, challenges such as the influence of extremist ideologies from social media, limited facilities, and low student participation require serious attention to ensure that development strategies can be carried out optimally. It is recommended that schools enhance program innovation, involve parents, utilize digital media, and conduct regular evaluations to strengthen the role of ROHIS in cultivating a strong sense of moderation among students.

Keyword: ROHIS Extracurricular Program, Character Building for Moderation, Religious Values.

Abstrak: Pendidikan karakter menjadi aspek penting dalam membentuk pribadi siswa yang moderat dan berakhlak mulia, terutama dalam konteks keberagaman sosial dan budaya. Ekstrakurikuler Rohani Islam (ROHIS) di SMK Negeri 1 Surakarta berfungsi sebagai wahana strategis untuk menanamkan nilai-nilai keagamaan dan moderasi melalui berbagai kegiatan seperti studi moral, diskusi kasus, pelatihan keagamaan, dan kegiatan sosial. Penelitian ini bertujuan untuk mengkaji peran kegiatan Rohis dalam pembentukan karakter moderasi peserta didik dan mengidentifikasi tantangan yang dihadapi dalam pelaksanaannya. Dengan pendekatan studi kasus dan data kualitatif, hasil menunjukkan bahwa kegiatan Rohis efektif dalam meningkatkan sikap toleransi, saling menghormati, dan kepekaan sosial, serta mampu membangun karakter siswa secara berkelanjutan. Kendati demikian, hambatan seperti pengaruh paham ekstrem dari media sosial, keterbatasan fasilitas, dan rendahnya tingkat partisipasi siswa perlu mendapat perhatian agar strategi pembinaan dapat berjalan optimal. Disarankan agar sekolah meningkatkan inovasi program, melibatkan orang tua, memanfaatkan media digital, serta melakukan evaluasi berkala untuk memperkuat peran Rohis dalam menanamkan karakter moderasi yang kokoh di kalangan siswa.

Kata kunci : Ekstrakurikuler Rohis, Pembentukan Karakter Moderasi, Nilai Keagamaan

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Introduction

Islamic Spirituality Extracurricular Activities (ROHIS) are one of the strategic forums that promote student character, especially when communicating religious values and moderation (Rohimah, 2024). Through various activities such as religious studies, discussions, and moral guidance, ROHIS not only strengthens students' religious understanding but also communicates mutual respect, tolerance, and healthy dialogue skills among students from diverse backgrounds. Research indicates that active student participation in spiritual activities has a positive and significant impact on character development, including moderation and religious character.

Education is a very important process in human life. This process aims to mature and develop various aspects of human beings, including physical, biological, and psychological aspects (Jamaluddin, Syamsul Bahri Tanrere, 2022; Hasan & Aziz, 2023). The physical and biological aspects of humans, such as body growth, organ development, and the aging process, occur naturally over time and cannot be avoided by anyone. Education plays a very important role in the process of individual maturation, development, and self-confidence. Through education, people prepare not only for the development of knowledge and skills but also for the development of character, personality, and recognition of social and moral responsibility. Additionally, education also has a very strategic function in developing individual skills, shaping a strong character, and creating (Sa'diyah, 2017). About Islamic teaching, education is considered a process of providing information or communication (Umam & Hasan, 2025). This is done continuously, and the information presented is recorded and internalized by each individual. This process is not only a transfer of knowledge, but also enables the values learned to truly activate a type of thinking and action in daily life. Islamic education encompasses the structure of relationships with Allah *Subhanahu wa ta'ala*, relationships with fellow human beings, and relationships with other creatures in the universe. Allah *Subhanahu wa ta'ala* can be the successor to the prophetic mission on earth and to uphold all human truths, justice, and welfare. Therefore, Islamic education does not only focus on intellectual aspects but also the formation of noble morality, the development of one's full potential, and the recognition of responsibility as a creature created by Allah *Subhanahu wa ta'ala*.

Character education is a fundamental aspect in shaping students' personalities and character, especially in the context of increasing cultural and social diversity. One effective effort in instilling positive character in the school

environment is through religious-based extracurricular activities, such as Rohani Islam (Rohis). Rohi's activities not only serve as a platform for strengthening students' religious understanding and moral values but also as an arena for fostering a moderate character that cultivates tolerance, mutual respect, and diversity (Yuliana & Dartim, 2022). Therefore, instilling moral values means instilling attitudes or behaviors that encourage someone to act spontaneously without deliberation or thought. Instilling moral values requires the right stimuli so that they can be properly applied and developed. There are several factors, both internal and external, that influence the formation of good moral values, especially those within oneself. (Fasya & Harfiani, 2023).

As stated in the Word of Allah SWT in Q.S Al-A'raf (7) verse 96

وَلَوْ أَنَّ أَهْلَ الْقُرَىٰ آمَنُوا وَاتَّقَوْا لَفَتَحْنَا عَلَيْهِم بَرَكَاتٍ مِّنَ السَّمَاءِ وَالْأَرْضِ وَلَٰكِن كَذَّبُوا فَأَخَذْنَاهُم بِمَا كَانُوا يَكْسِبُونَ

Translation

And if the inhabitants of the land had believed and been righteous, We would have showered them with blessings from heaven and earth, but they denied (Our verses), so We punished them according to what they had done.

At SMK Negeri 1 Surakarta, the Rohis extracurricular activity plays a strategic role in fostering tolerance and moderation among students through various activities such as religious studies, discussions, religious guidance, and social activities. Through a mentoring, coaching, and character-oriented approach, Rohis strives to shape individuals who can practice their religion calmly, respectfully, and religiously. The success of this program heavily depends on the active role of mentors and trainers who must be able to convey moderate values and communicate them as concrete examples in practicing religious activities. Rohis at SMK Negeri 1 Surakarta has been in existence since 1946.

However, the implementation of Rohis' activities cannot be separated from various challenges and obstacles. In addition, the emergence of extremist ideologies circulating on social media has become an obstacle to the values of moderation in this process. Therefore, innovative and sustainable strategies are needed, including developing programs that are tailored to the needs of students, improving the skills of trainers, and involving parents and the surrounding community (Susiatik & Sholichah, 2021).

Although Rohis' extracurricular activities have been considered an effective method for instilling moderate and tolerant values in students, many previous studies have been more general and quantitative, and therefore unable to provide a detailed picture of the process of internalizing moderate values in actual school situations (Hotimah et al., 2024). On the other hand, existing sources do not emphasize how social interactions, challenges from social media, and the lack of

facilities and environmental support affect the success of the Rohis program in shaping the character of students as a whole. Therefore, further research is needed to examine this process in a contextual and in-depth manner, especially at the vocational high school (SMK) level, which has its characteristics and challenges.

The novelty of this research lies in the application of an in-depth qualitative case study method at SMK Negeri 1 Surakarta, thereby clearly revealing the processes, challenges, and innovative solutions comprehensively and practically. This study not only aims to assess the overall effectiveness of the program but also to examine in depth how collaboration among various stakeholders, innovations in management activities, and adaptation to contemporary developments and social media can enhance the effectiveness of character development for moderate students. Therefore, this research provides an important contribution to the development of relevant and applicable strategic models in a local context, which has previously received little attention in the literature, and offers practical solutions to the challenges faced in strengthening moderate character development through Rohis activities.

This study provides a comprehensive approach to understanding the role of supplementary curriculum as character education at SMK Negeri 1 Surakarta. Specifically, this study covers aspects of strategy, challenges, and innovation that can enhance the effectiveness of Rohis' activities in communicating moderate personality traits, which have a positive impact on the social and cultural diversity of the school environment. Therefore, this study contributes to the search for the relevance of character education models and their adaptability to contemporary social dynamics.

Method

This study uses a qualitative approach in the form of a case study. A qualitative approach was chosen because the researcher has a deeper understanding of the social phenomena occurring in the natural environment. Case studies are used to conduct extensive examinations and are used in assessing specific cases or phenomena. This provides a comprehensive understanding of the dynamics, processes, and meanings.

This study uses a qualitative approach in the form of a case study. The qualitative approach was chosen because the researcher has a deeper understanding of the social phenomena occurring in the natural environment. Case studies are used to conduct research and to examine specific cases or phenomena. This provides a comprehensive understanding of the dynamics, processes, and meanings. The criteria for selecting subjects are: being directly involved in the planning, implementation, and dissemination of the Rohis work program; having

sufficient experience and understanding of religious activities at school; providing counseling; and providing information openly and honestly (Nindita, 2023).

The data collection procedure in this study was carried out using several complementary techniques to obtain a complete and in-depth picture of the role of the organization in shaping students' religious attitudes. The first technique was interviews, in which the researcher engaged in direct dialogue with the deputy head of student affairs, advisors, and Rohis administrators. These interviews used open-ended questions to explore experiences, opinions, and roles in the process of shaping students' religious attitudes. This approach enabled the researcher to capture nuances and meanings that were not only apparent on the surface but also from the perspective of the main actors in the organization.

Next, participatory observation was conducted by researchers who directly participated in one of the planned Rohis work programs. Through this active participation, researchers were able to observe firsthand how the activities were carried out, how Rohis members interacted with each other, and the social dynamics that emerged during the activities. This observation is crucial for understanding the context and reality on the ground, ensuring that the data collected is not only verbal but also visual and contextual (Assyakurrohim et al., 2022).

In addition, documentation techniques were used to collect various supporting documents, including Rohis' work programs, meeting minutes, activity reports, documentary photographs, and so on. These documents served as additional data that enriched the information obtained from interviews and observations and provided written evidence that could be taken into consideration.

In the data analysis process, researchers use interactive and continuous analysis technology to begin the data collection stage and create the final report. The first stage is data reduction, which filters and summarizes the collected data to focus on information related to the research objectives. In addition, data reduction in the form of descriptive stories has been presented to facilitate understanding and further analysis. In the final stage, researchers draw conclusions and reviews that interpret the data so that researchers find reviews of patterns, topics, meanings, as well as the accuracy and consistency of certain findings (Ramdhani et al., 2023).

To maintain the validity and reliability of the data, this study used several triangulation techniques. Source triangulation was conducted by comparing information from various informants, such as the deputy head of student affairs, mentors, and Rohis administrators, to ensure the consistency and reliability of the data. Technical triangulation was used by integrating various data collection methods: interviews, observations, and documentation to ensure that the research

findings were stronger and more considered (Ilhami et al., 2024). In addition, check the technology used by members. Researchers invite informants to review interview results and data summaries to ensure that the researchers' interpretations are consistent with the informants' intentions and experiences.

In the context of this qualitative research, researchers play an active and important role as key instruments in the overall research process. The researcher must be able to build good and trusting relationships with the research subjects to examine the data in detail and gain a comprehensive understanding of the underlying phenomena. Through systematic data collection procedures and careful analysis techniques, this research is expected to provide a comprehensive picture of the role of standard organizations in shaping the religious attitudes of students at SMK Negeri 1 Surakarta.

Results And Discussion

Results

The results of this study comprehensively show that the extracurricular curriculum at SMK Negeri 1 Surakarta plays an important role in fostering moderate attitudes and tolerance among students through various structured and consistent religious and social activities. A Rohis administrator said in an interview: "By discussing cases of moral conduct, students learn to think critically and make informed decisions about the foundational values of moderate Islam" (interview, May 2025). This indicates that such activities not only enhance religious understanding but also empower students to navigate complex situations with caution and tolerance.

The BTAQ (Reading and Writing the Quran) activity, held every Friday morning for female students, is one of the main contributors to strengthening discipline and a sense of togetherness among female students. This activity enables students who are still learning to create a supportive learning environment. "The BTAQ activity is not just about reading the Quran, but also about valuing differences in terms of patience, supportive values, and the ability to make friends" (interview, May 2025). This serves as empirical evidence that a moderate and integrated social character-building program is effective.



Figure 1. BTAQ activity

One of the training participants stated that “it is safer to express opinions carefully after participating in the training and respecting differences” (interview, May 2025). This activity strengthens students' ability to interact constructively in various social contexts, thereby reinforcing attitudes of tolerance and moderation. Additionally, this training equips participants with effective communication skills, positive listening skills, and empathy in understanding others, enabling them to express differing opinions without causing conflict. Therefore, this program not only boosts participants' confidence in speaking in public but also enhances their awareness of the importance of maintaining harmony and unity in various aspects of community life.



Figure 2: Religious Seminar Activity

In addition, collaboration with external institutions such as the Al-Kahfi Foundation provides added value through discussions and solutions to various common problems, where students critically and openly challenge various perspectives. This expands students' knowledge of this rich learning experience and the importance of moderation in religious and social life.

The results of observations conducted during the implementation of Rohis activities at SMK Negeri 1 Surakarta reinforce the findings of this study. The observations indicate that students actively and enthusiastically participate in every activity, particularly during the daily moral education sessions and leadership training. Interactions among students are characterized by mutual respect and openness to differing opinions, reflecting the moderate and tolerant attitudes instilled through the extracurricular curriculum. Additionally, the sense

of camaraderie and discipline fostered in the BTAQ activities was evident, with students supporting and motivating one another in the process of learning to read the Quran. Despite challenges such as time constraints and limited facilities, the observations demonstrated that program innovations and collaboration with external parties successfully created a conducive learning environment for the development of moderate and tolerant character traits among the students.

However, this study found many obstacles that affected the effectiveness of moderate character building carried out by Rohis. The spread of extreme information on social media poses a major challenge that threatens the consistency of moderate values mitigation. Additionally, limitations in resources and environmental support, as well as a busy schedule of activities, make it difficult to implement the program effectively. Innovations such as more engaging management programs and initiatives that encourage the development of activities involving more students have increased participation and effectiveness in character development.

Overall, the results of this study confirm that Rohis SMK Negeri 1 Surakarta plays an important role in preparing students to become tolerant, moderate, and resilient individuals. Through structured activities and collaboration with supporting coaches and external stakeholders, Rohis can communicate appropriate religious values and express them carefully in facing the challenges of the times.

Discussion

Forms of Religious Activities of the Rohis Organization

The religious activities carried out by the Rohis organization to shape the character of students at SMK Negeri 1 Surakarta include: moral studies, BTAQ (Reading and Writing the Quran), organizing PHBI (Islamic Holiday Commemoration) events, seminars, Islamic brotherhood activities, watching films with moral lessons, women's activities, leadership training, and public speaking training.

The moral study activity is a weekly agenda. This activity involves analyzing cases involving moral conflicts or ethical dilemmas and seeking solutions in line with religious teachings. BTAQ (Reading and Writing the Quran) is conducted every morning after literacy time in each class and on Fridays for female students who are not scheduled for women's activities. Usually, students who are already proficient in reading the Quran teach their peers who are not yet proficient, starting with learning to read. The PHBI (Islamic Holiday Commemoration) committee is held on Islamic holidays according to the calendar. PHBI activities are conducted through discussions and many other activities.

The majority of students at SMK Negeri 1 Surakarta are female students, so a women's activity is held every Friday during Friday prayers and is carried out in

turns for each grade. This activity aims to provide knowledge and education about womanhood to teenagers. During this activity, they also learn about women's fiqh and the morals they should have.

The Rohis organization at SMK Negeri 1 Surakarta also conducts various other religious programs aimed at strengthening the moral character of the students. For example, the ukhuwah islamiah activity aims to strengthen the bonds of brotherhood among Rohis members through various social and religious activities. Watching the film *Bil Hikmah* is an engaging learning method that incorporates moral and ethical values rooted in touching Islamic stories. Leadership training and public speaking are also crucial components in shaping students' personalities, enabling them to develop effective communication skills and a responsible leadership spirit to uphold Islamic values (Melinda et al., n.d.).

The Rohis at SMK Negeri 1 Surakarta collaborate with an external school organization, namely the Al-Kahfi Foundation of Surakarta City, in developing student character. The organization holds meetings at several schools and in the field of education to encourage students to engage in discussions and find solutions to the problems presented. Through its diverse and structured programs, Rohis not only serves as a platform for spiritual development but also as a medium for fostering moderate character that can address the challenges of modern life with wisdom and tolerance (Gunadi et al., 2025).

How to Improve the Effectiveness of Rohis' Extracurricular Activities

Ways to improve the effectiveness of Rohis' extracurricular activities in instilling moderation in students can be done through several well-planned strategic steps that are tailored to the needs and interests of the students themselves, while still paying attention to the ever-changing and dynamic developments of the times. First, it is important to design Rohis programs that are relevant and appealing to students, so they feel actively engaged and motivated to participate in every activity organized. Additionally, the approach used in mentoring should be humanistic, meaning it should involve genuine care, empathy, and respect for individual differences among students, thereby creating a comfortable and conducive environment for learning and discussion. Additionally, Rohis programs should encourage open discussions and collective consideration of various moral values that form the basis of moderation, including discussions about ethical dilemmas they may face in daily life, so that students can understand how to apply these values practically in their daily lives (Putra et al., 2022). Equally important is the periodic evaluation of all programs implemented by the Rohis extracurricular activity, to assess the extent to which the objectives of character building have been achieved, identify obstacles encountered, and formulate improvements and innovations needed to make the program more effective and

have a real positive impact on the personal and social development of students (Noer et al., 2017). Through careful planning, the right approach, and continuous evaluation, the effectiveness of Rohis' extracurricular activities in instilling moderation can be significantly and sustainably improved. The vision and mission of Rohis at SMK Negeri 1 Surakarta are to prioritize religious values, expand knowledge and understanding of religion, foster strong solidarity, and resolve issues wisely.

The Rohis extracurricular program fosters tolerance and moderation by collaborating with other religious activities and exchanging greetings on major religious holidays. The Rohis committee also collaborates with other organizations for programs that involve the entire school community. Effective Rohis activities also cultivate a sense of solidarity and respect for diversity, as evidenced by students' voluntary participation in various religious and social activities. Thus, Rohis is not only a platform for spiritual development but also a medium for shaping a moderate, creative, responsible, and positive character. Overall, the effectiveness of Rohis in instilling a moderate character can be enhanced through humanistic guidance, varied and engaging programs, the involvement of various parties, and professional and sustainable management (Hermansah et al., 2024). The absence of radicalism has strengthened the spirit of cooperation in this school. Involving students in social activities and cooperation in Rohis' extracurricular activities can develop tolerant attitudes and social skills such as communication and leadership. These activities help students understand diversity and avoid fanaticism or extremism (Aulia, 2024). Rohi's activities focus not only on cognitive aspects but also on developing students' emotional and spiritual intelligence, for example, through training, coaching, and social activities that strengthen relationships between members.

The Rohis extracurricular activity helps students deal with moral dilemmas and make responsible decisions because, through discussions and case studies in Rohis, students are allowed to consider various perspectives and solutions to complex moral dilemmas. Additionally, by organizing social activities or community service, students can test the moral values they have learned in real-life situations, which helps Rohis members refine their ability to make responsible decisions (Sipahutar, 2024). Rohi's activities can increase students' awareness of worship and shape better character and personality, such as discipline, cooperation, and leadership.

The Rohis' extracurricular activities at SMK Negeri 1 Surakarta do not follow specific guidelines in activities that support the formation of moderate character in students. Instead, students are asked to practice directly through the existing program framework, namely, moral studies. Moral studies involve

analyzing cases involving moral conflicts or ethical dilemmas and finding solutions in line with religious teachings. In these activities, there is supervision from the mentors and the management of the Al-Kahfi Foundation. Additionally, the internalization of moderate values must be carried out through two-way interaction involving discussions, providing space for expressing opinions, and applying a respectful attitude toward differences in daily life. The promotion of moderation can also be strengthened by involving parents in supporting Rohis activities, ensuring that religious moderation values are not only taught at school but also applied within the family environment. The management of the Rohis program must be systematic and sustainable, with adequate funding support from the school, such as through the allocation of BOS funds for extracurricular activities (Sujianto et al., 2020).

The role of schools in supporting Rohis in shaping students' moderate character is to give them the confidence to carry out activities that motivate students about religion and social issues. Rohi's mentors must apply direct and personalized educational strategies, such as providing wise guidance, engaging in direct dialogue with students, and demonstrating moderate attitudes in daily life. The involvement of competent PAI teachers or religious education teachers as Rohis mentors is crucial to ensure that the values of religious moderation are conveyed accurately and consistently (Setiawan et al., 2025; Ainiyah et al., 2025). Rohis' mentors build relationships and guide students through a caring, supportive, and character-building approach by actively participating in Rohis activities, providing guidance, advice, and mentoring to students in terms of moral, spiritual, and personal development (Mustofa, 2024; Hasan et al., 2023). The success of cultivating the character of moderation is highly dependent on the attitude and perspective of the Rohis coach. Teachers and coaches who have moderate attitudes and are able to be role models in religious practices will be more effective in shaping the character of moderation in students.

Obstacles and Challenges Faced by Rohis' Extracurricular Activities

Of course, in an organization like Rohis, inevitably, there will always be various obstacles and challenges that must be faced by all members and administrators in carrying out every program and activity that has been planned. One of the main obstacles that often arises is the very busy schedule of students, where they have to divide their time between academic tasks that demand full concentration and attention, as well as various other extracurricular activities that also require commitment and attendance. This condition causes many learners to have very limited time to be able to participate actively and optimally in Rohis activities, so their activity in the organization becomes less than optimal. In addition, not all learners have the same interest or feel motivated to participate in

Rohis activities, which can be caused by various factors such as a lack of understanding of the benefits of the organization, differences in interest, or even a reluctance to engage in intensive religious activities (Khairil Tamimi et al., 2024). However, it is very important to remember that every Rohis member must have a high sense of responsibility for the choices they have made to join and contribute to the organization. If there are members who want to give up their responsibilities before completing the tasks or obligations that have been assigned, then this is a challenge for Rohis leaders to be able to maintain these members so that they remain committed and do not leave their responsibilities prematurely. Leaders must be able to provide motivation, support, and the right solutions so that members feel valued and motivated to continue contributing, so that the goals and vision of the organization can be achieved well despite these obstacles. The success of an organization is not only determined by the program that is run, but also by the leadership's ability to manage and maintain members to remain solid and responsible in carrying out their respective roles (Widiastuti, 2018; Hasan & Azizah, 2022).

Rohi's extracurricular activities face various obstacles and challenges in instilling students' moderate character, ranging from the negative influence of the times, the lack of mature program management, the attitude of students who are not fully moderate, to limited facilities and environmental support. Overcoming these challenges requires a comprehensive strategy, including improving the quality of coaching, involving parents, utilizing effective media, and adapting to current social and technological conditions (Aniqoh et al., 2021). Exposure to extreme or radical views through social media and the surrounding environment can interfere with the process of moderation character building. Students are easily influenced by information that is not in line with the moderation values taught in Rohis.

Developing the Rohis program can be done by adding various innovative elements that can provide new colors and increase the attractiveness and effectiveness of the activities held, so that students feel more enthusiastic and motivated to participate actively. One of the main focuses in developing the program is leadership development among Rohis participants, which can be realized through leadership training specifically designed to equip students with managerial skills, communication, decision-making, and the ability to lead well and responsibly (Samdani et al., 2022). In addition, it is also necessary to increase promotion and communication efforts more intensively and effectively, both through social media, announcements at school, and interesting introductory activities, so that student interest and attention to the Rohis program can increase significantly. In addition, the Rohis program must be able to facilitate learning that

is more interactive and responsive to the needs and development of students who continue to change along with the dynamics of the times and technology, so that the learning methods applied are not monotonous and boring, but can accommodate the various learning styles and preferences of students. A comprehensive and integrated Rohis development program is expected to be ready to become a generation that creates a comfortable learning environment, builds character, improves optimal student management skills, and not only has loyalty and respect but also leadership. This is very powerful and can make a proactive contribution to society and the country (Nufus, 2019; Hakim et al., 2025). This can be used as a way to rebuild or evaluate, and consider activities that have not yet been implemented.

Conclusion

Rohi's extracurricular activities have a crucial role in instilling moderate character in students through various structured religious and social activities, such as moral studies, BTAQ, seminars, and discussion forums. The role of the coach is very important in providing examples of moderate attitudes and personalities that become role models for students. The success of this program is also supported by innovation and adaptation to global challenges, including the dynamics of the times, the influence of social media, and the spread of extreme views that threaten religious harmony.

This study emphasizes the importance of collaboration between schools, parents, and external institutions such as the Al-Kahfi Foundation in improving the effectiveness of moderate character development. The development of an adaptive Rohis program model and the use of communication technology are the main strategies in facing the challenges of the times. Although this study has limitations in terms of scope and methods, the results provide significant theoretical and practical contributions to the development of moderation character in the context of religious education in SMK.

The success of moderation character building through Rohis activities depends not only on the implementation of the program, but also on the active involvement of all related parties, including students, coaches, and the surrounding environment. Schools need to continue to develop innovations and effective strategies to internalize the values of tolerance, moderation, and diversity in students' daily lives. Thus, it is expected that a young generation will be born who are honest, responsible, and able to make a positive contribution in facing the increasingly complex dynamics of society.

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