



## Research Article

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Received: 24 June 2023 / Accepted: 29 January 2024 / Published: 5 March 2024

# School Events as a Communication Forum for Dissemination and Internalization of Religious Moderation Values and Student Character Building

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DOI: <https://doi.org/10.36941/ajis-2024-0039>

## Abstract

Activities at school can be a gateway to programmed and sustainable academic progress. The event in question is a meeting forum at school, outside of learning. The forum is a vehicle for programs to be communicated and seeks to involve related parties. Events at school will have an impact on the internalization of the value of religious moderation and the formation of students' character. This paper aims to examine the factors that influence school events and the impacts they have. These factors are the managerial attitude of the school principal, the role of central and regional government, the potential of the physical environment, and the involvement of the community and parents of students. The research was conducted in 36 elementary schools with 225 teachers. Data collection was carried out by distributing questionnaires, and analysis using SEM techniques. The results of the research found that school activities have not received serious attention as an entry point for school improvement. School events are a forum for program delivery, and can be an entry point for improving education, both student learning outcomes and others. The initiative and creativity of school principals is important for identifying deficiencies in their educational institutions, and becomes the basis for developing improvement programs and involving stakeholder participation to support them.

**Keywords:** programs, school events, forums, progress, learning outcomes

## 1. Introduction

The rapid advancement of information and communication technology has brought human life to a global level. In simple terms globalization can be interpreted as a broad network of economic, cultural, social and political interrelationships and processes that transcend national boundaries. The implications of globalization are the demands of every nation to have quality and competitive human resources (Yeates, 2001; Pearlman, 2009, Ohmae, 2008; Yalsin, 2009; Agung, 2017). Only by having qualified and competitive human resources can they be of benefit to their welfare, otherwise they will only become spectators and be crushed in the struggle for resources if they are not supported by the needs of these human resources. One of the strategic aspects in preparing human resources is educational development. For developed countries, they have been preparing their human resources for a long time, one of which is reflected in the sizeable budget allocation of gross domestic product for the benefit of educational development. In contrast to developing countries with relatively low budget allocations, they face demands to improve the quality of their human resources so that they are able to take part in global competition.

The success or failure of the implementation of education is not solely determined by the existence of relatively large budget allocations, but is often associated with the importance of the active involvement of all parties involved in it. Starting from the central, local and school levels, or in terms of the role of the state apparatus (central and local), school principals, teachers, parents and other elements of society must move together, hand in hand in carrying out their roles and participate in supporting the implementation of education, especially at the school level. Without optimal support, the educational mechanism for the underprivileged becomes the entry point to achieve adequate quality education.

Communities and parents, for example, often don't care, are reluctant to be involved in the administration of education, and even tend to hand over the responsibility of educating their children to school. If the quality produced is low, then it is considered entirely the responsibility of the school and teachers who do not carry out their educational duties properly. OECD studies over the past several years, for example, show that the ability of Indonesian students in Mathematics, Science, and Literacy is ranked lower (PISA, 2016, 2018). The tendency is to fully become the responsibility of the teacher and the school. Even if students wander outside the school and fight with other school students, the blame tends to fall on the school and teachers, for the following reasons: weak character education, lack of supervision, lack of positive and constructive activities, no facilities to channel energy, and talent, etc.

One of the elements in the school is the principal. This status has the duties and responsibilities of managing the educational institution they lead, so that it often determines the success or failure of the educational outcomes achieved. As a leader, the principal must be able to manifest a managerial attitude, have a vision for the future, be achievement oriented, dare to take risks for change, be transparent and involve staff, have self-awareness, develop social relationships, and so on. (Anderson, 1998; Nanus, 2004; Robbins, 2017). In today's competitive era, school principals must also be creative and innovative and able to mobilize their staff, if they want to answer challenges and achieve school progress.

In reality, the managerial attitude of school principals is often constrained by internal and external factors. From the internal side, even though policies have been implemented by the government, such as: management training, monitoring and evaluation, administrative and financial management of schools, and so on, they often have not increased the ability to manage school principals and tend not to show progress in schools (Sudjana, 2006; UU RI No. 14/2005; Ministry of National Education, 2007; Arikunto, 2013; Panarangi, 2017; Office of Education and Culture, 2020). On the other hand, it is not uncommon for the creative and innovative attitudes of school principals to advance schools to be constrained by external factors, one of which is the existence of regulations that are not conducive.

This paper wants to discuss school events as a forum for communication of school creativity and

innovation. Creativity and innovation are manifested in the form of program events, introduced and communicated to stakeholders to achieve school progress. School events are an attempt to carry out programs in a planned and systematic way for a specific purpose. In this context, events, schools are designed, introduced, communicated, and try to involve various related parties. The event became a meeting forum as an entry point for the implementation of the school improvement program and its impact on school progress, especially inculcating the value of religious moderation and building student character.

The novelty of this paper is that there are still rare discussions that focus on school events as an entry point for the progress of all aspects of education, especially instilling the value of religious moderation and developing student character. Besides that, it will be seen the factors that influence school events, as well as the strongest and weakest indicators in each variable. Analysis of influencing factors and contributing indicators will lead to conclusions, understanding, and recommendations for improving the school's event function.

## **2. Literature of Review**

In this paper the term event refers to an event or activity in which a number of people gather in a certain place to organize, discuss, have goals and achieve certain results. Events can occur by chance at specific times, but also programmed and many times over a period of time. Cultural events, art festivals, sports fairs, or the wedding of two lovebirds, for example, are held incidentally once a year, but meetings between socialite women in arisan events are held regularly every week, two weeks, one month, or other (Helida, et al, 2016; Kurniawan, 2019). One thing that needs to be underlined in organizing events is that there is a place for interaction and communication that can strengthen relationships between individuals or organizations, as well as convey messages to all parties involved. Strictly speaking, through programmed events can be meaningful as a forum to unite various parties, gather, interact, convey information, and strive to achieve goals and results together.

Within the scope of education, the school has also held events with various parties inside and outside the school for a long time. However, it is often limited, one of which is carried out with parents of students when registering new students. The objectives conveyed are also related to conveying the fulfillment of administrative requirements, messages, and the need to raise funds under the pretext of building a school. Another event held by the school is usually at the time of receiving the annual report card between the teacher and the student's parents/guardians. This event is held at the end of the year as a sign of class promotion and farewell to students who have successfully completed their education.

The example above fulfills the requirements of a school meeting forum for parents of students, has the intent and purpose and location and time of the event. However, events often achieve limited goals and outcomes (eg: school fundraising), participant-specific, and lack continuity. Rarely are there events aimed at improving the quality of education, explaining school programs and objectives, conveying needs, involving the participation of related parties, and so on. There is still a lack of events or activities within a certain period of time, as a strategy to improve the quality of aspects of education in schools by involving the participation of all relevant parties. The school designs and compiles the program of events, determines the program, aims and objectives, holds meetings with a number of parties, ranging from elements of the local government, district, religious leaders, community leaders, businessmen, education boards, parents, students, and others.

That is, school activities must be based on the results of identifying needs for school progress. The program is designed based on the desire for better change, and seeks to involve relationships and support from various elements in a synergistic and collaborative manner to achieve this goal. Schools need to find and determine priority programs for the short and medium term, but are sustainable long-term achievements. Short term if the problems encountered can be solved within one year, while medium term is more than one year. School activities aim to improve and achieve the quality of education, especially the development of quality students' character and learning outcomes.

The school activities referred to in this paper are non-formal meeting forums between school members and various related parties to discuss and implement school improvement programs. Programs are school priorities that need to be completed, related to improving learning outcomes, character building, or others. However, events with certain program themes were not held just once, but were followed by other activities and held meetings several times as a control measure. It is likely that the event will start at the beginning of the year, then two or three more meetings to monitor, supervise, evaluate, report on progress, and discuss matters deemed necessary for improvement. Thus the school program activities can be controlled and achieve the desired goals. Events like this will be an entry point for school progress, as well as building the trust of the community, parents and other parties.

For example, which will also be discussed in this paper, the school principal determines a program to internalize the value of religious moderation and character building of students. Internalization is a person's learning process of values, norms, rules in society, then makes it a part of himself and his life orientation (Soekanto, 2010; Koentjaraningrat, 2018). The school principal forms a team to develop programs and implementation steps. The initial stage is holding an event by inviting all related parties, socializing, and explaining the need for their support (financial and non-financial). It is not enough for school events with related parties to be carried out once, but 2-3 times, so that they are still supervised. These actions will lead to a controlled implementation of the program to achieve its goals.

Actually organizing events is not based on the existence of the school program itself, but is also related to a number of other factors, humane and inhumane. The human factor focuses on parties related to the implementation of education in schools, starting from the leadership of the school principal, the role of the central government, the role of local government, as well as the role of the community and students' parents. Non-human factors refer to situations and conditions of the physical environment inside and outside the school.

The implementation of school activities is also determined by the managerial attitude of the principal in the form of the ability to lead and manage their educational institutions to achieve common goals (Yukl, 2015; Thoha, 2010). In this managerial attitude the principal must have a vision for the future, be oriented towards the progress and achievements of the school, be able to mobilize staff, be able to build relationships with colleagues inside and outside the school, and be creative and innovative. A school principal who lacks visionary tends to be quickly satisfied with stagnant results, is passive, lacks creativity, lacks the courage to take risks, and tends to divert problems that arise in his educational institution, not looking for solutions. On the other hand, visionary school principals will sustain hopes for a better future, thereby trying to realize creative and innovative power to achieve school development and progress step by step (Anderson, 1998; Prasajo, 2004; Nanus, 2004; Robbins, 2017). He will try to optimize all the potential and performance of his resources by expressing various thoughts or ideas, as well as compiling progress programs.

Government in Indonesia is implemented in a hierarchical manner starting from the central, provincial, district/city, sub-district, and village levels on the principle of decentralization (autonomy). Decentralization is the delegation of authority to local governments (provinces and districts/cities) to manage a number of aspects of development in their territories (Law of the Republic of Indonesia Number 23/2014). The role of the central government is limited as a provider of services, regulations and policies, as well as community empowerment, except in the fields of foreign policy, defense, security, monetary and fiscal, and religion which remain under the authority of the central government (Nurcholish, 2011). Implicitly educational development is a the authority delegated to the regions to regulate and manage it by also applying the principles of School Based Management (SBM) which gives greater authority and flexibility to schools (Law of the Republic of Indonesia, Number 20/2003).

Although based on decentralization, the central government has carried out its duties and responsibilities in the development of national education. Various regulations and policies have been issued that aim to improve school principals, teachers, and other education personnel (Regulation of

the Minister of Education and Culture of the Republic of Indonesia No. 12, 13, dan 16/2007). The government has also fostered school management and organization (Decree of the Minister of Education, Culture, Research and Technology of the Republic of Indonesia No. 162/M/2021), provided free education services, provided financial support (school operational assistance), assistance through the smart card program, smart student scholarships, etc.), provision of learning facilities and digital technology tools, as well as providing education and training for school staff.

The government has long issued a policy on community empowerment in the education sector (Republic of Indonesia Government Regulation No. 39 of 1992; Law of the Republic of Indonesia No. 20 of 2003). However, this participation has not materialized as expected. In government schools, the creativity of schools to attract community involvement is often constrained by other regulations in the form of free education and prohibitions on schools withdrawing funds from outside, except for privately held educational units (Suyahman, 2016; Arwildayanto, Suling, & Sumar, 2018). The creativity of school progress is not only hampered by limited resources, but also efforts to create good relations and attract support from parents and society (except in the form of voluntary donations). Basically the conception of school activities is a form of effort to involve the community, empower and be responsible for the success of the implementation of education.

At the beginning of the enactment of the principle of autonomy in the government system in Indonesia, education affairs from the level of early childhood education/kindergarten to the level of senior secondary education became the authority of the district/city governments. (Law of the Republic of Indonesia Number 2/1999). However, later a change occurred where the affairs of PAUD, Elementary Schools and Junior High Schools became the authority of the district/city government, while the affairs of High School/Vocational Schools and special education became the authority of the provincial government which oversees a number of districts/cities (Law of the Republic of Indonesia Number 23/2014). Within the scope of religious education, starting from Raudatul Atfal (kindergarten), Madrasah Ibtidaiyah (elementary school), Madrasah Tsanawiyah (junior high school), and Madrasah Aliyah/Vocational (high school) are under the management of the Ministry of Religion because the religious sector is central government management authority.

The administration of education in state schools in particular is directly under the auspices of the provincial or district/city governments. The central government has also issued regulations regarding community empowerment, but its realization is inseparable from the role of schools and local governments. School activities are the idea of a school program, but are inseparable from the role of the provincial and district/city governments. Efforts to make changes and progress in schools through school event activities, presumably require the participation and role of local/regional governments, especially support in terms of policy, funding, learning facilities, supervision, and education and training of school staff. This role also simultaneously provides official recognition and permission for schools to carry out program programs, objectives, involve participation, and avoid the appearance of suspicion from other parties.

Another factor, it is suspected that school activities require the support of the surrounding physical potential, both inside and outside the school. The desire to carry out an event between schools and other parties must be supported by adequate facilities, starting from the venue, guest tables, tents, to an adequate sound system. The event also of course requires financial support, as well as the availability of equipment, consumption, etc., as well as guarantees of safety and comfort. The location and place of the event (inside or outside the school) must be easily accessible by spectators with adequate means of transportation. Also important is the right time for the event, choosing days that are not busy or on holidays, and trying to attract as many participants as possible.

The implementation of education in schools does not only rely on internal school sub-elements, but also outside schools. Schools really need the support and participation of the community to be involved mentally and emotionally in the implementation of education in schools. Community involvement that goes well is one of the elements that can support school success (Durišić & Bunijevac, 2017). Community participation can cover various aspects, material and non-material (Brown et al, 2002; Hicks, 2010; Yoo, Suh, & Lee, 2002; Widiyanto, 2015; Pratiwi, 2002; Irmalia, 2020).

Community participation is thought to be a factor influencing school activities. Participation is not only present at the event, but willing to be involved morally and responsibly to support the success of the program. The event seeks to involve all elements of society who (possibly) support the program, both individually and in groups. The government apparatus (both at the central and local levels) and parents of students are the key stakeholders with the highest vested interest in children's education. Their active involvement is anticipated in the execution of educational activities within schools, encompassing both tangible and intangible contributions (Osadolor, 2016; Wahyuningsih & Sumarsono, 2017; Parji & Prasetya, 2020; Kumar, 2021). Other elements are experts/practitioners, non-formal community leaders, religious leaders, businessmen, and education councils.

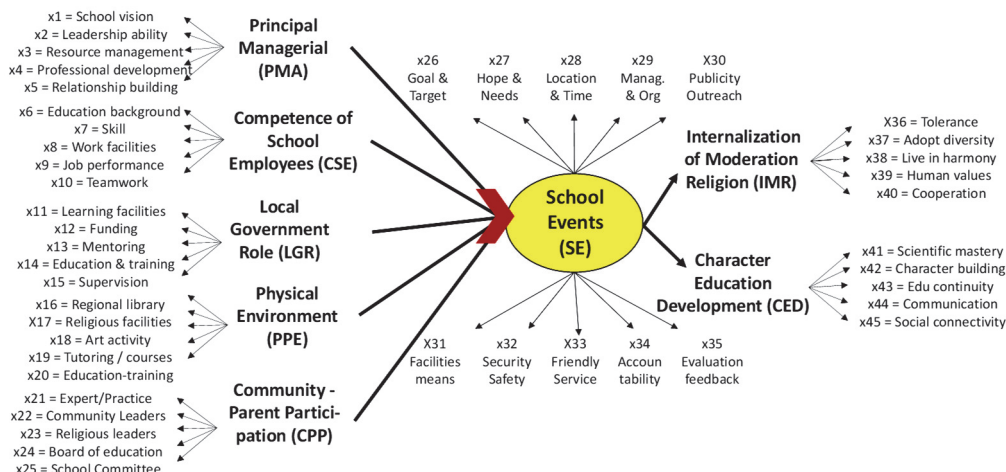
The above factors are thought to influence school activities. In an event, it is necessary to pay attention to various aspects/indicators contained in it, and become a determinant of its success. The main aspect is the goals of the program which need to be designed in a clear, transparent, systematic and directed manner. In addition, it is necessary to pay attention to the suitability of the program and objectives with the expectations and needs of participants (especially children's education), the location and time of holding the event, good and efficient event management and organization, publicity reach, adequate publicity reach and comfortable event facilities, security guarantees and comfort, as well as friendly and satisfying service. Going forward, the program requires evaluation, so that it is controlled and provides feedback to make improvements and achieve the expected goals, targets and progress.

School events for school improvement programs are mainly related to efforts to foster the value of religious moderation and student character. The two are interconnected, but this paper distinguishes efforts to instill the value of religious moderation and fostering student character. The inculcation of religious moderation values is related to coaching that prioritizes diversity, accepts differences, supports values of tolerance, harmony, respects interfaith life, and upholds human values. Instilling the value of religious moderation seeks to foster cooperation between religious communities, respect each other, and live in harmony in equality and must suppress and demean each other (Ministry of Religion, 2019a; 2019b). The importance of fostering religious moderation starts from the educational environment which is based on fears of frequent acts of intolerance by individuals and/or groups, in the form of prohibiting the construction of houses of worship for adherents of certain religions, prohibiting certain religious worship activities, and even spreading terror (Kompasiana.com, 2013; Kompas.com, 2016; Kupang.antaranews.com, 2016; Haryani, 2019; Rijal, 2021; Warta Ekonomi.co.id, 2023). Conflicts and tensions between adherents of different beliefs or beliefs often occur, and are destructive.

The formation of character is related to an indication of a decrease in students' awareness and attitude. Various acts of deviance are often manifested by children, in the form of: skipping school, bullying, abuse, brawls, drug abuse, free sex, deprivation, even criminal acts that take someone's life. By means of character development activities, there is a deliberate attempt to cultivate virtues within students, enabling them to regulate their attitudes and conduct in alignment with societal morals, norms, and regulations. This, in turn, serves their own welfare, that of their families, and contributes to the betterment of society (Santrock, 2009; Lickona, 2016). The foundations of character encompass: patriotism (understanding of laws, regulations, and environmental mindfulness); integrity, truthfulness, and allegiance; equity, transparency, compassion for others, mutual esteem, and more; accountability, self-discipline, and a commitment to consistent excellence.

Based on the description of the literature review above, a theoretical framework to approach the problem is built as follows.





**Figure 1:** School events as a communication forum for dissemination and internalization of religious moderation values and student character building

### 3. Methodology

This article is part of a research on the internalization of religious moderation which was carried out in 2022 in 3 (three) provincial areas (DKI Jakarta, Banten and West Java). 3 (three) districts/cities were taken from each province, and from each district/city 2 (two) state primary schools and 2 (two) private schools were selected randomly. Overall there are 36 elementary schools as research samples. The source of the sample schools was obtained from statistical data owned by the local District/City Statistics Center for 2021.

From each school, 7 (seven) teachers were randomly selected (including the teacher assigned as the principal) as the research sample. The number of research respondents was 252 teachers. The process of gathering data involved employing a questionnaire, which had undergone pre-testing to assess its validity and reliability through the application of Pearson and Cronbach's Alpha criteria (Haryono & Wardoyo, 2018; Soegiyono, 2018). Only question items that are stated to be valid and reliable are used, otherwise they are discarded and not used. In addition, information was supplemented through interviews with school principals, community leaders, religious leaders, and others.

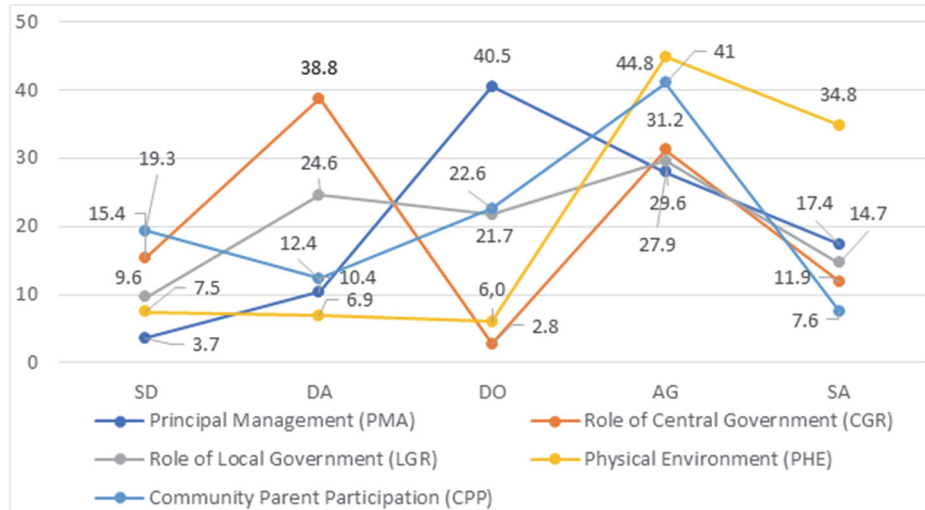
The data collected in the questionnaire was processed and analyzed using the Structural Equation Modeling (SEM) technique to determine the conformity test with the requirements, the Goodness of the Model, and the connection between the impact of exogenous latent variables on the endogenous latent variables (Joreskog & Sorborn, 1993; Hair et al, 2010; Ghazali, 2014; Haryono & Wardoyo, 2018). In the analysis of the relationship also includes the value of the indicator coefficients contained in each variable. The statistical analysis is enriched by a qualitative critical review to draw conclusions and present relevant recommendations.

### 4. Results

#### 4.1 Characteristics of Respondents

The research questionnaire was answered by 225 teachers, consisting of 64.89% female teachers and 36.11% male teachers (referred to as respondents). The distribution of teacher respondents consisted of 7.11 teaching class I, 8.44% class II, 13.33% class III, 16.90% class IV, 19.11% class V, 19.11% class VI,

and 16% school principals. As many as 64.44% of teachers have civil servant status and 35.56% are employees of school foundations. Some civil servant teachers also teach as assistants in private schools. The answers to the questionnaire from the respondents are shown in the following graphs 1.



SD = Strongly Disagree; DA = Don't agree; DO = Doubtful; AG = Agree; SA = Strongly Agree

**Source:** School Events as a Communication Forum for Dissemination and Internalization of Religious Moderation Values and Student Character Building, 2022

There are 5 (five) factors or variables that are thought to influence the implementation of school programs, each of which is represented by 5 (five) questions, namely: Principal Management (PMA), Role of Central Government (CGR), Role of Local Government (LGR), Physical Environment (PHE), and Community Parent Participation (CPP). Respondents' answers to the five variables are attached in this paper.

In the Principal Managerial Variable (PMA) there are 5 (five) questions posed, namely: school vision, improvement and progress program, staff empowerment, staff capacity building relevant to the program, and cooperation with external parties outside the school. The average of the majority of respondents' answers to this variable indicates that the principal still lacks initiative and creativity, is stuck in routines, only carries out the tasks set out in the annual school household budget, and lacks innovation for school improvement and progress. The implication is that schools rarely hold meetings with related parties to communicate programs and get support from them.

It is suspected that the Central Government (CGR) has played a role in influencing the emergence of school program initiatives and creativity. There are 5 (five) questions asked regarding this variable, which are related to: regulation, management and organization, funding, work facilities, and education and training. The average respondent's answers indicated that the government's role in supporting change programs in schools was still unsatisfactory, especially support for both regulation, school management and organization, financial assistance for the improvement and progress of schools, educational facilities, and capacity building of school principals and staff.

Local Government (CGR) is thought to influence the thinking of school program initiatives and creativity, as a basis for involving external parties. The role of local government is related to policy, funding, facilitation, supervision, and training of principals and staff. The average respondent's answers tend to reflect the low role of local government in encouraging and supporting the emergence of school initiatives and creativity. Policies issued tend to be general in nature, not yet



based on school improvement and progress programs, funding support and facilities are not optimal, supervision is stuck in administrative routines, and the lack of education and training. principal and staff.

Events as a form of school initiative and creativity require the support of the physical environment (PHE), especially the availability of adequate space, inside or outside the school. There are 5 (five) questions regarding the potential of this physical environment, including: availability of event facilities, budget allocation, situation and condition of security and comfort, ease and smoothness of transportation facilities, and time of implementation. On average, most of the respondents answered that the school environment and its surroundings were quite conducive for holding events. In principle, schools do not experience problems when holding events, inviting external parties, and delivering programs to get their support.

Community and parent participation (CPP) is also thought to be a factor influencing the implementation of education in schools, including school events. This variable includes the need to involve a number of social elements outside of school, starting from experts/practitioners, formal/informal community leaders/leaders, religious leaders, education boards, and parents of students. On average, less than half of the respondents stated that the community and parents had participated optimally in school, on the other hand, more answered that they were still low and doubtful. The results of the interviews found that one of the obstacles was the regulation prohibiting schools from collecting funds from the community and parents (unless it was given voluntarily), so that school meeting forums were often suspected of being an attempt to raise funds.

The temporary conclusion from the PMA factors/variables is that most school principals are considered to have not taken the initiative and are creative in developing school improvement and progress programs. The implication is that it is rare to communicate programs through school events to related parties to get support. School meetings with external parties are rare and limited, and schools are more stuck in work routines. Many respondents thought that it was difficult to improve the quality of education in schools, and tended to stagnate. In fact, teacher creativity for improving student learning outcomes still lacks support from school principals and parties outside the school.

How is the readiness of the school if implementing School Events (SE) for school improvement and progress programs? In this paper, there are 8 (eight) questions asked regarding this SE variable, namely: the requirements for the goals and objectives of the program plan, increasing the fulfillment of expectations and needs, the possibility of holding school events on holidays, forming work teams, guaranteeing the safety and comfort of school events, providing friendly and familiar service of event implementation, and monitoring and evaluation of program control measures. On average, most of the respondents (62.6%) answered positively regarding the readiness of implementing school program events, on the other hand, there were 37.4% who still tended to disagree and doubt. In particular, one of the last answers is the perceived lack of support for school initiatives and being creative in planning school improvement and progress programs. Constraints are still being faced in terms of regulation, funding, facilities, and others.

Most of the respondents also believed that if there was a school improvement and progress program, it would have an impact on students. In this study it is aimed at school programs to increase the internalization of the values of religious moderation (IMR) and character building (SLO). Most of the respondents (64.8%) answered that they would increase the cultivation and understanding of the value of religious moderation, and as many as 71.8% of respondents stated that they would develop students' character (see: attachment 1). The value of religious moderation, especially in awareness, attitudes and behavior of tolerance, diversity and social integration, living in harmony, mutual respect for one another, and cooperation. Character development is related to awareness, attitudes and behavior of nationalism, self-integrity, fairness and openness, responsibility and discipline.

#### Structural Relationship Analysis

It is very interesting to know the structural relationship between the studied variables. However, before carrying out this structural relationship analysis, it is necessary to know the

fulfillment of the requirements which include: validity and reliability tests, normality tests, linearity tests, and model fit (GOF Model).

Data processing produces a research indicator value of  $x_1-x_{45} > 0.50$  which means it is valid. Reliability values were seen using Construct Reliability (CR) and Variance Extract (VE), with the results CR 0.9923  $> 0.70$  and VE 0.7412  $> 0.50$  which means that all indicators are reliable. The normality test also found a p value  $> 0.05$  at the level  $\alpha = 0.05$ , so the data is said to be normally distributed. The linearity assessment involves finding the regression line equation of the independent variable x to the dependent variable y. This assessment is carried out by comparing the assigned significance level with the significance value obtained from the analysis (Sig). Significance results of  $\geq 0.05$  at  $\alpha=0.05$  indicate a linear relationship (Hair et al., 2010; Ghazali, 2014). Table 2 shows the linearity test results.

**Table 2.** Linearity Test Results

Linear Relationship	F	Sig.	Conclusion
Principal Managerial Attitude (PMA)*School Events (SE)	1.0662	0.3253	Linear
Central Government Role (CGR)*School Events (SE)	1.6847	0.2499	Linear
Local Government Role (LGR)*School Events (SE)	1.7760	0.1596	Linear
Physical Environment (PHE)*School Events (SE)	1.4267	0.1820	Linear
Community -Parent Participation (CPP)*School Events (SE)	1.4523	0.2260	Linear
School Events (SE)*Internalization of Moderation Religion (IMR)	1.7432	0.2092	Linear
School Events (SE)*Character Education Development (SLO)	1.6762	0.2498	Linear

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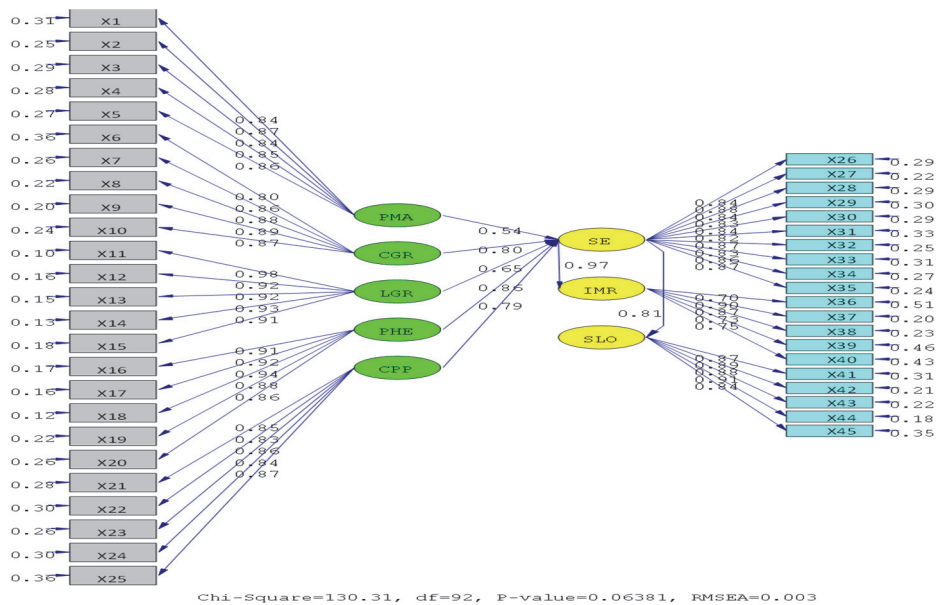
The outcomes of the validity and reliability assessments served as the foundation to evaluate the compatibility of the model (Goodness-of-Fit model) between the anticipated frequency and the actual observations. Testing determines whether the indicators as a whole or in part show a fit or good model, and are able to answer the theory that is built. The model fit test is very important, because it is a requirement for the analysis of structural relationships between variables. When evaluating the GOF model, the critical values to consider include RMR, RMSEA, GFI, AGFI, CFI, NFI, NNFI, IFI, and RFI. If these values meet the specified criteria, the constructed model can be deemed satisfactory or well-fitting (Joreskog and Sorborn, 1993; Hair et al, 2010; Haryono & Wardoyo, 2017; Sarjono & Yulainita, 2019). Processing using the LISREL technique assisted by the 8.70 program concluded that most of the elements were categorized as good or fit so that they were able to answer the theory developed (Table 3).

**Table 3.** The Results of the SEM Model Suitability Criteria

Goodness-of-Fit	Cutt-off-Value	Results	Conclusion
RMR(Root Mean Square Residual)	$\leq 0,05$ atau $\leq 0,1$	0.03	Good Fit
RMSEA(Root Mean square Error of Approximation)	$\leq 0,08$	0.033	Good Fit
GFI(Goodness of Fit)	$\geq 0,90$	0.99	Good Fit
AGFI(Adjusted Goodness of Fit Index)	$\geq 0,90$	0.98	Good Fit
CFI (Comparative Fit Index)	$\geq 0,90$	0.99	Good Fit
Normed Fit Index (NFI)	$\geq 0,90$	0.99	Good Fit
Non-Normed Fit Index (NNFI)	$\geq 0,90$	0.97	Good Fit
Incremental Fit Index (IFI)	$\geq 0,90$	0.97	Good Fit
Relative Fit Index (RFI)	$\geq 0,90$	0.97	Good Fit

**Source:** School Events as a Communication Forum for Dissemination and Internalization of Religious Moderation Values and Student Character Building, 2022

The results of the analysis of structural relationships between the studied variables are shown in figure 2 below.



**Figure 2.** Standardized Loading Factor  
**Source:** School Events as a Communication Forum for Dissemination and Internalization of Religious Moderation Values and Student Character Building, 2022

Testing the hypothesis shows that the Managerial Attitude of the Principal (PMA), the Role of the Central Government (CGR), the Role of Local Government (LGR), the Physical Environment (PHE), Community Participation-Paret (CPP) are exogenous variables that have a significant positive effect on school events ( SE ) as an endogenous variable. The highest influence was the PHE variable with a SLF coefficient of 0.86 (T.Count 18.53), followed by CGR 0.80 (16.28), CPP 0.79 (8.82), LGR 0.65 (9.77 ), and finally PMA 0.54 (7.84 ). Furthermore, the variable SE has a significant positive effect on the internalization of religious moderation (IMR) and the development of character education (SLO), with the highest coefficient value on IMR (Table 4).

**Table 4.** Hypothesis Test

Hypothesis		SLF	Conclusion
H <sub>1</sub>	PMA → SE	0.54	Positive significant
H <sub>2</sub>	CGR → SE	0.80	Positive significant
H <sub>3</sub>	LGR → SE	0.65	Positive significant
H <sub>4</sub>	PHE → SE	0.86	Positive significant
H <sub>5</sub>	CPP → SE	0.79	Positive significant
H <sub>6</sub>	SE → IMR	0.97	Positive significant
H <sub>7</sub>	SE → SLO	0.81	Positive significant

**Source:** School Events as a Communication Forum for Dissemination and Internalization of Religious Moderation Values and Student Character Building, 2022

## 5. Discussion

Implementation of education based on routines, poor creativity, and lack of breakthroughs to improve results, tends to lead to stagnant conditions. This is serious if the educational results from year to year are low and unsatisfactory. Various studies strengthen these indications. One of them is the OECD international organization's study of the abilities of Indonesian students in the fields of Mathematics, Science and Literacy which tend to be low from year to year (PISA, 2016, 2018). Efforts to improve the quality and progress of education really need program breakthrough thinking. On this basis the initiative and creativity of systematic and directed program planning, as well as its controlled implementation are important aspects for schools towards improvement and progress.

The initial assumption was that there was a need for program planning to improve and advance schools. The creativity of school principals needs to be encouraged to produce school improvement and progress programs, as well as carry out activities to convey and gain support from various parties. School events are a meeting forum to try to realize the program and involve stakeholder participation. Program events are the entrance to school improvement and progress for all aspects of education in schools. The program event in question must be continuous, perhaps 3-4 times a year, so that the program can be controlled, evaluated, and reflective for making improvements.

This paper specifically emphasizes the need for schools to take advantage of school events as an effort to improve and progress the school. Various obstacles to organizing school program events need to be overcome, including a lack of motivation and creativity to make changes. Figure 2 shows that the implementation of school events has various influencing factors or variables, starting from the management of the principal, the role of the central government, the role of local government, the surrounding physical environment, and the participation of the community - parents. The value of the indicator contribution to each factor/variable also tends to be equally strong, not showing a significant difference. This means that all contribution indicators require thorough attention in the implementation of activities in schools.

Data processing showed that the indicators that contributed the highest value to the principal's managerial (PMA) were the principal's creativity ( $x_2$ ) of 0.87 and the ability to establish social relations ( $x_5$ ) of 0.86. In the central government's role variable (CGR), the indicators that contributed the highest value were work facility assistance ( $x_9$ ) of 0.89 and finance ( $x_8$ ) of 0.87 to support school improvement and progress. Furthermore, on the role of local government (LGR), the indicators that contributed the highest scores were policies towards school improvement and progress ( $x_{11}$ ) of 0.98 and supervision ( $x_{14}$ ) of 0.93. In the physical environment (PHE), the indicators that contributed the highest score were safety-comfort ( $x_{18}$ ) of 0.94 and the event budget ( $x_{17}$ ) of 0.92. In community and parent participation (CPP), the indicator that contributed the highest score was the school committee as a forum for parents of students ( $x_{25}$ ) of 0.87 and religious leaders ( $x_{23}$ ) of 0.86.

School events to improve and advance schools often require support from the above influencing factors. If this support cannot be carried out, it will hinder creativity and the emergence of change programs, so that school events are not carried out. Schools tend to get stuck in work routines, are not creative, and maintain stagnant results. Therefore the emergence of programs and delivery through school meetings needs to be opened, as meeting forums that are transparent, democratic, and involve stakeholder participation. So far, the school has held events with the community and parents, but this is still limited. Events commemorating religious holidays, for example, are often carried out by schools by inviting various parties outside the school. However, it is limited to the form of commemoration only.

To carry out school events, the majority of respondents stated that schools had adequate equipment. All or most of the requirements for school events can be met, starting from: program planning, goals and objectives, compliance with expectations and needs, event management and organization, outreach and publicity, provision of facilities and equipment, safety and comfort, and others. Data processing shows that the indicators in school administration have a contribution value with nearly the same magnitude (figure 2). However, the events that have been carried out so far are

still limited, not yet focused on programs for school improvement and progress. The main cause is the lack of support to encourage school initiative and creativity in designing change programs.

Even though school events have a significant impact on students. For example, religious-themed events that have so far been held in schools tend to have an impact on instilling the value of moderation (IMR) and character development (SLO) in students. The impact of IMR can be seen in the internalization of the values of tolerance, diversity, living in harmony, mutual respect for human values, and cooperation. The impact of SLO can be seen in the aspects of nationalism, integrity, fairness and openness, responsibility and discipline. Figure 2 shows that the strongest impact of school activities on IMR is seen in the values of diversity (0.90) and living in harmony (0.87). In SLO, the impact on the value of responsibility (0.91) and integrity of students (0.89).

Explicitly, the program is able to instill the value of religious moderation and character building in students. Program development and implementation will achieve more effective results through continuous school events. This means that program events are not only held once, but two or three times a year with monitoring, evaluation, and reflective steps. Program implementation will also be controlled to achieve the expected goals and results. These activities can certainly be an entry point for the implementation of school improvement and progress programs. Of course, organizing school events requires conduciveness from the factors that influence it. From Figure 2 it can be seen that the main aspect that determines the event is the creativity of the school principal who is able to launch a school improvement and progress program. The program forms the basis for the implementation of the event and involves the community and parents of students. The emergence of this creativity also needs to be supported by regulations/policies, budgetary assistance, and the facilities needed to design school improvement and advancement programs.

On the regulatory aspect, it is necessary to open up the possibility that schools can involve external parties to participate in the program, both from a financial and non-financial perspective. Implementation of the program certainly requires costs, facilities, and so on, so that the participation of various parties is needed to take responsibility for supporting its smoothness and success. This need is especially difficult if the school only expects voluntary giving. Requests for stakeholder support are inevitable, the school is involved with them in implementing the program. Of course this involvement is limited, they don't interfere too much in the implementation of the program, except they only supervise and provide input for improvements.

## 6. Conclusion

Activities at school can be a gateway to programmed and sustainable academic progress. The event in question is a meeting forum at school, outside of learning. The forum is a vehicle for programs to be communicated and seeks to involve related parties. Events at school will have an impact on the internalization of the value of religious moderation and the formation of students' character. This paper aims to examine the factors that influence school events and the impacts they have. These factors are the managerial attitude of the school principal, the role of central and regional government, the potential of the physical environment, and the involvement of the community and parents of students. The results of the research found that school activities have not received serious attention as an entry point for school improvement. School events are a forum for program delivery, and can be an entry point for improving education, both student learning outcomes and others. The initiative and creativity of school principals is important for identifying deficiencies in their educational institutions, and becomes the basis for developing improvement programs and involving stakeholder participation to support them.

## 7. Acknowledgement

We would like to thank the principals and teachers who have assisted in this research. Also parties who have provided convenience and smoothness of this research activity.

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