



Application Of Cultural Activities In Junior High School Students To Improve Creative Character And Responsibility

Penerapan Kegiatan Kultum Pada Siswa SMP Untuk Meningkatkan Karakter Kreatif Dan Bertanggung Jawab

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Abstract

Various kinds of activities have been made by the school to instill character values in students which aim to create and strengthen individual characters in accordance with the morals and teachings of the Islamic religion. This research uses a qualitative descriptive research type. A cult is a way to convey good lectures and advice to others in a short and meaningful way. This cult in junior high school is in the form of guidance and counseling to identify students when they are doing activities that can create creativity and responsibility for these activities. This cult once a week on Friday morning before the learning process begins. This Kultum program (seven minute lecture) may need to take some time from 7 minutes to 30 minutes. The purpose of holding this student cult, among others, is to provide confidence for junior high school students to appear in public, inspire other students, provide motivation and religious knowledge for other students. And as for the benefits of holding this student cult, among others, mental training and self-confidence, increasing religious insight, fostering an attitude of respect for fellow students, forming noble morals, improving mindsets, forming creativity and sense in students. Characters that emphasize in this research focus more on character building. creative which is a form of personality to create ideas that are developed and the ability to solve problems that exist within oneself.

Keywords: Character, Cult, student



	<p>Abstrak</p> <p>Berbagai macam kegiatan yang telah dibuat oleh sekolah untuk menanamkan nilai karakter siswa yang bertujuan untuk menciptakan dan memperkuat karakter individu sesuai dengan moral dan ajaran agama islam. Penelitian ini menggunakan jenis penelitian deskriptif kualitatif. Kultum adalah cara untuk menyampaikan ceramah dan nasihat yang baik kepada orang lain secara singkat dan bermakna. Kultum di SMP ini berbentuk bimbingan bimbingan untuk mengidentifikasi siswa saat mereka melakukan kegiatan yang dapat membuat kreativitas dan tanggung jawab atas kegiatan tersebut. Kultum ini seminggu sekali pada hari Jumat pagi sebelum proses pembelajaran dimulai. Program Kultum (kuliah tujuh menit) ini mungkin perlu dilaksanakan beberapa waktu dari 7 menit hingga 30 menit. Tujuan diadakannya kultum siswa ini antara lain adalah memberikan rasa percaya diri bagi siswa SMP tampil di depan umum, memberikan inspirasi bagi siswa-siswa lainnya, memberikan motivasi dan ilmu agama bagi siswa lainnya. Serta adapun manfaat diadakannya kultum siswa ini antara lain, melatih mental dan kepercayaan diri, menambah wawasan keagamaan, menumbuhkan sikap menghargai sesama siswa, membentuk akhlak mulia memperbaiki pola pikir, membentuk kreativitas dan rasa pada siswa Karakter yang menekankan pada penelitian ini lebih fokus pada pembentukan karakter kreatif yang merupakan wujud kepribadian untuk menciptakan menciptakan ide-ide yang dikembangkan serta kemampuan untuk memecahkan masalah yang ada dalam diri sendiri.</p> <p>Kata kunci: Karakter, Kultum, siswa</p>
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INTRODUCTION

Advances in science and technology bring change, the right effort that must be made is to build physical, mental, material and spiritual readiness. If No wise in use it, then it will bring negative impact at age. As information in the mediasocial the contents of which No educate And it is not in accordance with ethics, tend to be followed by one students who are approaching adolescence, especially among junior high school students. So very often a student does not respect teachers and parents, does not want to learn, skips school, steals, and dates (Silviyanah, 2012).

Lack of education religion, interests family and society is one of contributor the biggest moral decline of students at this time. Therefore That, coaching to improve creative and responsible character is very important to be carried out as early as possible at every level of education (Manan, 2017).

Especially in times like these, the need to improve character is increasingly felt. which is good for children. Public modern like moment This facing a crisis morals and morality Some examples incident this is a moral crisis for children in world education which often makes sad people. Including students, college students and teenagers which are involved brawls, revelry and case drugs. Based on the facts above, it shows how much the importance of education And moral development since early stage (Kesuma, Triatna, & Permana, 2011).

A variety of activities have been created by the school to instill character values in students that aim to create and strengthen individual character in accordance with the morals and teachings of Islam. Culture is a way to deliver good talks and advice to others in a short and meaningful way. The lecture delivered should be able to attract students' attention and not be boring. This is to avoid students who are busy on their own during the implementation of cultum (M Nashiruddin Al-Albani, 2005).

culminating this junior high school in the form of guidance instructions to identify students when they carry out activities that can create creativity and responsibility for these activities. Kultum this is implemented once a week on the day Friday the morning before the beginning learning process. The Kultum (seven minute lecture) program may take several months to implement. time of 7 minutes until 30 minutes. This meant to become a means promotion Student morality. The primary focus of this cultum is to foster creative and responsible character in students. The seven minutes in the term "cultum" does not imply a seven-minute sermon; rather, it represents the short time required to convey material or knowledge about Islamic preaching.



When it comes to preaching or serving, it's not just about prayers and speeches, or even just about appearing in public. Rather, this sect can be a platform for conveying messages of knowledge imbued with wisdom and good or religious values. Usually, listeners tend to like lectures or religious sermons that are interesting, funny, humorous, but still contain religious values and goodness as well as wisdom from these values (Darmadi, 2017). For example, using jokes interspersed with it, or combined with question and answer and discussion methods, or it can also be supplemented with learning media that can attract students' attention, for example, in Kultum, it is supplemented with the muraja'ah method, namely repeating the memorization of short letters simultaneously with other students, and reciting prayers and asking students to guide the reading of the short letters and prayers.

The stages in discussing a kultum include choosing and analyzing the material to be discussed, arranging the duration so as not to take up too much time, opening the lecture or kultum using greetings, discussing the lecture or kultum material using spoken language, ending the lecture by discussing the main compendium of the material that has been presented previously, giving suggestions or advice to students, and closing the lecture or kultum using greetings. Furthermore, there are several things that must be considered by the teacher or other people when discussing a lecture (kultum), namely language style, behavior and standing, and facial self-actualization. (Yanto, 2014).

Character education is a system for instilling character values in school students, encompassing knowledge, enlightenment, or the will to act, and actions to implement these values. Therefore, character education is a crucial effort that must be implemented from an early age. Character education in schools can be implemented through school events, one of which is holding religious lectures (kultum) within the school environment. Schools play a crucial role in student development, including in their thinking, attitudes, and behavior. Shaping student character is inseparable from the material presented, which relates to morality and creativity. Schools typically request themes tailored to the current situation.

Researchers are interested in connecting character building and junior high school students' cultum with the title "Implementation of Kultum Activities in Junior High School Students to Improve Creative and Responsible Character". The purpose of this study is to improve a student's character through kultum activities (seven-minute lectures) in junior high schools, as well as to find out the supporting and inhibiting factors of creative and responsible character training for students through kultum activities. Because the formation of student character requires treatment, this kultum becomes an interesting activity to observe as a form of treatment in the cultivation of creative and responsible character of a student in junior high school. This activity is carried out at the beginning before the learning hours or PBM begin. From these activities, habits can be made, so that several character values can emerge that can be realized through the formation of the expected character.



RESEARCH METHODS

In this study, the author used a qualitative descriptive research type. Qualitative research is the collection of data in a natural setting with the intention of interpreting the reality that occurs where the researcher is the key instrument, sampling of the data is done purposively and snowball, data collection techniques use a combination, data analysis is inductive or qualitative and the output of the research is in the form of meaning, not generalization. (Anggito & Setiawan, 2018). Therefore, this study contains a description or overview of the development and implementation of student character through cultum activities in Junior High Schools (SMP).

The focus of the research in this study is to examine how the process of forming creative and responsible characters of students through cultural activities and what the consequences of character formation through cultum activities in schools, especially junior high schools.

The data collection technique in this study is observation. Observation is called observation, which includes the activity of focusing research on an object using the senses (Arikunto, 2012). Observation in this study was done by creating a questionnaire in the form of questions regarding the research, the subjects of which were junior high school students, teachers who teach at the school, and in general. In addition to the questionnaire, data was also obtained from other sources such as books and journals relevant to the research title and documents related to junior high school students. The data obtained from the results of this observation will serve as a basis for producing appropriate research based on current events, especially improving the creative and responsible character of junior high school students.

The data analysis stages in this study are data reduction, data presentation, drawing conclusions, and verification. Qualitative descriptive data analysis was used to analyze the output data. After conducting in-depth research and collecting comprehensive data, the researcher can analyze the data to arrive at tentative conclusions that will be useful in addressing the dilemmas posed in the study. Consequently, a final conclusion will be obtained based on the dilemmas posed.

RESULTS AND DISCUSSION

Kultum activity is a seven-minute lecture, namely a lecture method in a short delivery, namely conveying something to many people with a short duration of time, Kultum can also be equated with a short lecture and only discusses a few things from religious issues or just a reminder so that people do not neglect religious issues or good issues. Creative and responsible characters for students through kultum in this study are to make students far from worry, increase enthusiasm in trying, make their lives more quality and open the door to success of course according to the teachings of Islam as guidance that can be used in everyday life so that it can bring happiness in the world and the hereafter.



Kultum activity is a short lecture held in Junior High School on Friday by all students and teachers, with a speaker from one of the students to deliver the short lecture material at the activity. The purpose of holding this student kultum includes giving a sense of confidence for junior high school students to appear in public, providing inspiration for other students, providing motivation and religious knowledge for other students. As well as the benefits of holding this student kultum include, training mental and self-confidence, increasing religious insight, fostering an attitude of respect for fellow students, forming noble morals, improving thought patterns, forming creativity and a sense of responsibility in students.

The character emphasized in this study focuses more on the formation of creative character in students which is a form of personality to create developed ideas and the ability to solve existing problems within oneself (Widayatun). Creativity is the ability to solve problems that gives individuals the ability to create original or adaptive ideas with full useful functions for development.

Kultum activities play a role in developing creative and responsible character in students at school. Kultum activities not only foster creativity and a sense of responsibility but also broaden students' horizons, which is crucial for teaching in education.

This cultum activity allows students to demonstrate their creativity by choosing the material they will present during the cultum in front of other students, which is of course related to religious matters. The implementation process is based on a schedule created by the school for each student. This schedule allows students to be accountable for the mandate given and allows them to master the material and then convey it without having to read a text. This cultum activity is carried out during morning assembly at 7:15 every Friday.

So, it can be concluded that the application of character education to junior high school students, which is also part of the process or stages of forming students' creative character, is an effort made by teachers or administrators to form students' character in the form of behavioral actions or the application of disciplinary attitudes in the Al-Qur'an Education Park environment.

3.1. Implications of character formation in junior high school students through cultum activities

Based on data and information obtained or gathered from various sources, supported by documents, some of the implications resulting from character building through junior high school student cultum activities include being role models, being disciplined and responsible, being disciplined with time, and being disciplined in learning to obey rules.

3.1.1. Role Model



In implementing this exemplary nature, junior high school students provide models or examples to their peers through their words, attitudes, and positive actions. Based on data from various sources, the author found that during cultum sessions, educators use their words or verbally to foster students' moral character.

Furthermore, exemplary teaching is also demonstrated in how educators can provide various instructions to the audience using gentle and polite language, such as lining up neatly, reciting short surahs, reciting blessings on the Prophet, and training students to listen attentively to religious sermons. This way, students can understand and follow what the teacher or speaker is saying, and it will become a habit because it is repeated in each religious sermon or in class. Therefore, a student can be said to understand the efforts to develop student character through the speech of the religious sermon activity.

One method of character development from an Islamic perspective is the role model method, which involves setting an example for students through direct speech, attitude, and good deeds (Pra Fitri, 2018). By providing examples of good behavior, students can observe and emulate what has been exemplified in the cultum activities, under the guidance of teachers or preachers, so that they will understand and become accustomed to practicing these good behaviors.

In the character development given by teachers to students with attitudes through cultum activities, it is applied in the form of their commendable behavior during school such as being polite, focused, not playing with cellphones and not talking to others while delivering a cultum, and not saying rude things to students who make mistakes (Samani, Muchlas and Hariyanto). So that a student can also maintain his attitude, such as lining up neatly and focusing on listening to the cultum. Because a teacher is an example for his students, so if you want to foster the morals of students, then first an educator must have noble morals. Thus, this can be a role model for students.

3.1.2. Responsible Discipline

Based on observational data reinforced by previous data presentation, the implications formed in character formation are creativity and responsibility. According to the curriculum center, character values include the formation of a sense of responsibility in a person's ability to carry out their obligations to themselves and also to society, nation and state. The formation of discipline and responsibility is in the form of students' ability to carry out the mandate given by the teacher to students to deliver a cultum in front of other students as a form of carrying out their duties. This can also train them to build self-confidence and train responsibility for the mandate from an early age.

In the presentation obtained, character values include the formation of a sense of responsibility, namely the ability of a person to carry out their obligations to themselves and to society, nation and state. In this case, the responsibility implemented in junior high schools that students implement is to carry out their obligations in carrying out the kultum tasks instructed by their ustadz and teachers properly.



3.1.3. Time Discipline

The implications of time discipline are the most significant for junior high school students' discipline, particularly time discipline. This discipline is characterized by several triggers, such as arriving on time for school, as determined by the school.

Based on observation data from various sources of information described above, it can be concluded that the implications of the formation of the disciplined character of students include time discipline, where based on the opinions described by teachers and students, the indicators of time discipline put forward by teachers and students as a whole suggest that the time discipline in question is the punctuality of coming to the TPA based on the learning time that has been determined.

3.1.4. Discipline in Learning to Obey Rules

The character-building that comes from conducting these sermons can also shape students' discipline in learning and adherence to school rules. Junior high school students' discipline in learning can be fostered through their successful implementation of the responsibility of delivering sermons, which is carried out through the student learning process, and can determine the success of the learning process.

Discipline in obeying rules is a consciousness that must be developed in students, namely an awareness of the importance of obeying the rules that apply in the school environment and outside of school. By holding this cultum event, students can develop a disciplined attitude of obeying rules such as picking up trash before learning, including before the cultum, disposing of trash in the proper bin, and other school rules. Thus, these attitudes will eventually become positive habits for students.

So, learning discipline and discipline in obeying the rules are the implications of character formation of junior high school students, and increasing student learning discipline through cultum activities carried out every Friday morning before learning activities begin. Students who participate in cultum activities also begin to apply rules such as not running around during learning and cultum and not eating when learning and cultum are taking place, and students' obedience to the tasks given by the teachers, as well as the task of delivering and listening to cultum for students.

As a practical implementation of norms of politeness, etiquette is considered a powerful tool in regulating student behavior according to what is desired or expected. The good character that is expected to emerge from within a student can be formed and cultivated through etiquette. Etiquette has educational methods that are useful for educating junior high school students about behavior and politeness, so that they can behave and act according to expected rules.



The success of an activity can be seen from the success of the activity in achieving the previously set goals. The purpose of the activity is to habituate students so that they are always ingrained in themselves an attitude of responsibility for their respective abilities, train themselves to speak in public, train students' courage, form a more confident personality to become a generation of noble morals, and it is hoped that with the existence of a cultum can prepare students so that later after graduating from school they can be useful in the midst of society. So that the cultum activity provides a good influence, benefit and change in building the creative and responsible character of students, more active and brave in expressing opinions in class, and have become accustomed to speaking in public.

So, based on the analysis above, it can be concluded that the seven-minute lecture activity can make a good contribution in building creative and responsible character in students.

Character formation can be influenced by the family, school, and community environment. Within the school environment, students are the responsibility of educators. Therefore, educators have a primary duty to instill character education in students, such as fostering creative and responsible character through cultum activities. Even in cultum activities that promote creative and responsible character in every activity, some students still struggle with responsibility, even though they are generally doing well.

3.2. Supporting and Inhibiting Factors in the development of creative and responsible character through cultum (Seven Minute Lecture) activities aimed at junior high school students.

3.2.1. Supporting factors

In the formation of creative and responsible character in cultum activities, several supporting factors were found. These supporting factors include the attitudes, knowledge and experience of teachers and students, as well as students' interests and motivations in participating in cultum activities. Several factors arise due to the influence of attitudes or actions originating from within the individual that can influence their behavior in participating in cultum activities. In this case, it will be easier for teachers to develop students' character because they listen to and then understand the messages contained in the cultum material, so that these messages can be practiced in their daily lives.

The research results indicate that the community service activities have been running well. These activities engage students, fostering active participation and fostering creative and responsible character.

3.1.2. Inhibiting Factors



No matter how well-organized a cultum activity is, it's still possible to encounter obstacles. One of these challenges is student preparedness. This means that some students fulfill their responsibilities to participate in the cultum activities, but some participate half-heartedly. This lack of preparedness for these activities will undoubtedly impact the development of creative and responsible character in students. Another inhibiting factor is students arriving late for the cultum and being noisy during the lecture. This will undoubtedly hinder educators in fostering students' moral character.

To overcome various obstacles stemming from within the students, educators counseled latecomers and instructed them to come to the front of the class to recite a short surah and guide their classmates in it. They then appointed other educators to supervise noisy and chatty students. This supervision prevented students from having the opportunity to chat with their peers during the sermon.

CONCLUSION

Based on the results and discussion above, it can be concluded that the implementation of cultum activities in junior high school students is very necessary to build creative and responsible character, as well as to become a generation with noble morals so that after graduation they can be useful in society and in the world of work. Because the formation of students' character requires treatment, this cultum is an interesting activity to observe as a form of treatment in instilling creative and responsible character in students in junior high school.

Based on data obtained from various sources, the goals and benefits of junior high school student religious lectures include transferring Islamic knowledge and producing exemplary and talented students. This includes boosting students' confidence in public speaking, inspiring other students, and providing motivation and religious knowledge. The benefits of these religious lectures include developing mental health and self-confidence, enhancing religious insight, developing noble character, improving mindsets, and fostering respect for fellow students.

With the seven-minute lecture (kultum) activity, students are equipped with good morals, such as being exemplary, responsible, disciplined in time, studying and disciplined in obeying the rules in the school environment.

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