

Fostering Islamic Education Talents: Art Weeks for Junior High School Students

Hasbiyallah ¹, Tatang Muh Nasir ²

¹ Universitas Islam Negeri Sunan Gunung Djati , Bandung, Indonesia; hasbiyallah@uinsgd.ac.id

² Universitas Islam Negeri Sunan Gunung Djati, Bandung, Indonesia; tatangmuhnasir25@gmail.com

ARTICLE INFO

Keywords:

Islamic Education;
Art Weeks;
Talents

Article history:

Received 2022-06-21

Revised 2023-10-17

Accepted 2023-11-19

ABSTRACT

Organizing the Islamic Religious Education Arts Week is an activity that has been planned and has an impact on developing students' creativity and personality. This research aims to describe the implementation and effectiveness of the Islamic Religious Education Skills and Arts Week in developing the talents and interests of students in the religious field in junior high schools throughout Tasikmalaya Regency. The research method used is descriptive with a qualitative approach. Data collection was carried out through documentation studies of students who took part in the Islamic Religious Education Arts Week and succeeded in winning the 2023 Islamic Religious Education Arts Week. The implementation of the Islamic Religious Education Skills and Arts Week has had a positive impact on developing students' talents and interests in the religious field in junior high schools throughout Tasikmalaya Regency. Talent and interests are also important factors in determining educational success, and recognizing students' talents helps in planning their future. Therefore, Islamic Religious Education Skills and Arts can be used as an effective method in developing students' talents and interests in the religious field. However, student supervisors still sometimes miscommunicate, so in the end, participants are disqualified. Thus, the recommendation of this research is that it is urgent to develop talent for Islamic education at Skills and Arts Week.

This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Hasbiyallah

Universitas Islam Negeri Sunan Gunung Djati , Bandung, Indonesia; hasbiyallah@uinsgd.ac.id

1. INTRODUCTION

Art is a part of life, and the aim is the same as the goal of life. The purpose of life for religious people is spiritual and material happiness in this world and in the afterlife, as well as being a blessing for all nature under the auspices of God's pleasure (Khairusani, 2020). In the context of the Islamic religion, art is a medium for appreciating pleasure Allah SWT has given spiritual and sensory potential to humans, and the function of art is to appreciate the gilding of Allah SWT, whether seen in nature as well as human creations or creations (Dian Nur Anna, 2018). Humans as servants should reflect on various events by improving themselves so as not to cause changes that can affect the foundation of

their faith. In the modern era, there are many works of art that prioritize aesthetics without considering ethics. This can result in the destruction of morals and norms in the nation and state. The Islamic order of life will simply be erased and forgotten without leaving any traces remaining (Ichsan & Afadh, 2021).

The impact of this revolution is still not felt in the field of Islamic education. The strategic position of Islamic religious education as a control for this technological advancement is not lost because low-quality materials are backed by educators' lack of inventiveness in communicating Islamic education. Educators are frequently drawn into hate speech and the dissemination of incorrect information by the robust digital information flow (Taufik, 2020). Industry 4.0 is still in its infancy. It is in a conceptual state which intends to integrate a very large number of dynamic technological concepts. In this review paper, we aim to explain these concepts of Industry 4.0 and their implications. More importantly, how it has evolved and concerning the large number of new jargon that has developed since 2011, we would like to provide a jargon buster to our reader. In the next section, we summarise several fundamental concepts of Industry 4.0. Due to the fact that there is no single-clear standard for Industry 4.0, each country is implementing its own version of it. Differences in their approaches are typically caused by each market and industry specialization. This will eventually change the outcomes of Industry 4.0 as what we have predicted now. In Germany, there is a focus on trying to develop fully automated, Internet-based "smart" factories (Yang & Gu, 2021).

More than that, Islamic Religious Education has a strategic position in the formation of national character that has a strong foundation. Therefore, exploring the potential as well as developing the artistic values and skills of students will bring students a sense of responsibility in sharpening the sensitivity of the heart and conscience of Islamic values and culture which will ultimately refine their character and behavior as an effort to provide space for creativity and student potential SMP in the field of arts and skills in PAI, it is necessary to organize an activity that is able to accommodate students' expressions. This activity is expected to be able to accommodate various forms of arts and skills and be able to raise the potential of students so that they can provide achievements and pride for the world of Islamic education in West Java in particular, and the Indonesian nation in general. The role of the school as an institution education that helps parents in Educating children has an obligation to follow positive developments and times and keep paying attention to history and culture as a basis for education. It means, schools must be able to adapt all progress that brings change as well as not abandon cultural values as a foundation to get better. So are with arts education. In the school curriculum, there are eyes art education lessons. Educational goal art is to provide an aesthetic experience in the form of expression/creative activities and appreciate through a learning approach through art. Through arts education, it is hoped students can develop physical as well as psychological balance. The concept of arts education is directed at form an ideal human being, namely foster aesthetic and artistic sensitivity so that a skilled, conscious critical attitude is formed cultural, sensitive, creative and human fit and elegant in students. This attitude will grow, if a series of process activities are carried out on students which includes observation activities, assessment, and the growth of a sense of belonging through student involvement in all activities art in the classroom and/or outside the classroom (Yulianto, 2020). Based on the explanation above, it can be concluded that arts education aims to shape students into good individuals through learning to appreciate and use creation, sharpening students' sense of taste, creativity and aesthetic sense in art, developing ethics, social awareness, and students' creativity. cultural awareness in social life, especially at the Islamic Religious Education art week.

2. METHODS

This research aims to describe the implementation and effectiveness of the Islamic Religious Education Skills and Arts Week in developing the religious talents and interests of junior high school students throughout Tasikmalaya Regency. This type of research is field research carried out directly on the research object. Namely Islamic Religious Education students and junior high school teachers throughout Tasikmalaya Regency.

The Islamic Religious Education Skills and Arts Week was opened by the Secretary of the Tasikmalaya Regency Education and Culture Service and attended by the Tasikmalaya Regency

Ministry of Religion represented by the Islamic Religious Education Section, namely Drs. AS, MM. Then the chairman of the organizing committee and also the chairman of the Tasikmalaya Regency Islamic Religious Education Subject Teachers' Conference, namely Mr. H. HM, S.Pd.I., M.Pd.I. Say thank God with gratitude to Allah SWT. Today we are carrying out Islamic Religious Education Skills and Arts Week activities at the Tasikmalaya Regency level which was attended by 39 sub-districts with a total of 429 participants from Public/Private Middle Schools and this is the result of selection at the sub-district level, so those who are now taking part in this namely the first winner at the sub-district level. And as for the competitions, there are 6 competitions, such as: Tahfidz (boys and girls), Musabaqah Tilawatil Quran (boys and girls), Speech (boys and girls), Quiz Competition per group of 3 people, Calligraphy (boys or girls), Islamic Religious Education Olympiad (men's or women's).

3. FINDINGS AND DISCUSSION

3.1 Activities on Islamic Religious Education Art Fair

From the results of the research, researchers conducted a documentation study on students participating in the Islamic Religious Education art fair and won champions in the 2023 Islamic Religious Education art fair from 39 sub-districts in Tasikmalaya Regency. Results of the Islamic Religious Education Arts Week Championship at the Tasikmalaya Regency level, Monday May 29 2023, M/ 09 Dzulqa'dah 1444 H Singaparna State Junior High School 1 only won 3 championships in each competition, namely First, Second and Third Place. Before the implementation of the Islamic Religious Education Arts Week begins, all teachers, including committee members, supervisors and others, first attend the opening ceremony of the Islamic Religious Education Arts Week which is opened by the Secretary of the Tasikmalaya Regency Education and Culture Service and attended by the Tasikmalaya Regency Ministry of Religion, represented by the Head Islamic Religious Education (Section of Islamic Religious Education), namely the father of Drs. AS, MM. Then the chairman of the organizing committee and chairman of the Tasikmalaya Regency MGMP, namely Mr. H. HM, S.Pd.I., M.Pd.I. give thanks to Allah with gratitude to Allah SWT. They are carrying out Islamic Religious Education Art Week activities at the Tasikmalaya Regency level, which was attended by 39 sub-districts with a total of 429 participants from State/Private Middle Schools and this is the result of selection at the sub-district level, so those who are now taking part are the first winners at the level Subdistrict. And there are 6 competitions to be contested, such as: Tahfidz (men and women), MTQ (men and women), Speech (men and women), LCC per group of 3 people, Calligraphy (men or women), Islamic Religious Education Olympiad (son or daughter).

So in total, there are 6 race points and 9 championships because in 3 there is girls and boys. Then this activity is also a selection at the West Java Province level which will be held on July 3 2023, in Sukabumi Regency, even now it is possible that the National level will also be held in September 2023. H. Husni Mubarak hopes that with the Islamic Religious Education art week activities This is not just an ordinary ceremonial activity but can motivate students to love Islam more through reading the Koran, Islamic lectures and improving their morals. Also after the implementation of the Islamic Religious Education arts week was closed by the Head of Student Affairs, Drs. Ahmad Solihin, MM.

Implementation and Effectiveness of the Islamic Religious Education art fair in telling the talents and interests of junior high school students throughout Tasikmalaya Regency in 2023. Teachers tell stories about the activities of the Islamic Religious Education art fair.

I attended training before. I took part in the Islamic Religious Education art week in accordance with the specified requirements. The competitions I take part in are according to my interests and talents. I was chosen by the teacher to be a participant in the Islamic Religious Education art week. The teacher asked my parents about my talents and interests. When I compete, I appear confident. I use my free time to exercise. Seeing participants win motivates me to train hard. Competition assessment is carried out honestly and openly. I take part in extracurricular activities at school according to the competitions I participate in. I was accompanied by a companion teacher during the competition. Teachers provide suggestions and input for competition activities. Conveyance of

competition rules is carried out before the competition starts. During the Islamic Religious Education arts week I appeared at the appointed time. The procedures for holding the competition have been notified by the teacher before the Islamic Religious Education art week is held. I was very enthusiastic about participating in the training and appearing at the Islamic Religious Education arts fair stage. I took part in preparatory exercises for the Islamic Religious Education Art Week stage according to the specified time.

The selection competition is conducted fairly. With the competition at the Islamic Religious Education arts fair, my talents and interests were channeled well. Based on the response questionnaire from 90 students participating in the Islamic Religious Education arts fair, the following results were obtained: "Strongly Agree" (SS) = 51.89%, "Agree" (S) = 45.89%, "Disagree" = 2.165%, "Strongly Disagree" (STS) = 0.055%.

The data above is interpreted and conclusions are drawn using the following interpretation image.

Table 1. Interpretation of the data

Percentage Criteria	Percentage Criteria
0% - 20%	Very weak/Very ineffective
21% - 40%	Weak/Ineffective
41% - 60%	Effective enough
61% - 80%	Powerful/Effective
81% - 100%	Very Powerful/Very Effective

From the table above it can be concluded that Islamic Religious Education Arts Week in developing the talents and interests of students in the religious field is quite effective (51.89%). In more detail, students' responses to the implementation of Islamic Religious Education Arts Week in developing talents and interests in the religious field can be seen as follows:

- a. The teacher informs the students about Islamic Religious Education Arts Week activities. From the results of respondents, it can be understood that 65 (72.2%) answered that they strongly agreed that the teacher informed students about Islamic Religious Education Arts Week activities, 25 (27.8%) answered that they agreed and no one answered that they disagreed and strongly don't agree.
- b. Students take part in exercises before implementing Islamic Religious Education Arts Week. From the results of respondents, it can be understood that 56 (62.2%) answered that they strongly agreed that students would take part in training before implementing Islamic Religious Education Arts Week, 33 (36.7%) answered agree, and 1 (1.1%) answered disagree.) and no one answered strongly disagree.
- c. Students take part in Islamic Religious Education Arts Week in accordance with predetermined requirements. From the results of respondents, it can be understood that 55 (61.1%) answered that they strongly agreed that students would take part in Islamic Religious Education Arts Week in accordance with the predetermined requirements, 35 (38.9%) answered agree and no one answered disagree and strongly disagree.
- d. Competitions that students take part in according to their talents and interests. From the results of respondents, it can be understood that 49 (54.4%) answered that they strongly agreed that the competitions that students take part in are in accordance with their talents and interests, 41 (45.6%) answered that they agreed and no one answered that they disagreed and strongly disagreed.
- e. Students selected by the teacher to become Islamic Religious Education Arts Week participants. From the results of respondents, it can be understood that there were 53 (58.9%) who answered that they strongly agreed that students were selected by teachers to be Islamic Religious Education Arts Week participants, 37 (41.1%) answered that they agreed and no one answered that they disagreed and strongly don't agree.

- f. Teachers ask parents about students' talents and interests. From the results of respondents, it can be understood that 18 (20%) answered that they strongly agreed that teachers ask parents about students' talents and interests, 60 (66.7%) answered agree, and 12 (13) answered disagree. 3%) and no one answered strongly disagree.
- g. Students appear confidently. From the results of respondents, it can be understood that 43 (47.8%) answered that they strongly agreed that students should appear confident, 46 (51.1%) answered agree, and 1 (1.1%) answered disagree and no one answered strongly disagree.
- h. Students use their free time to do exercises. From the results of respondents, it can be understood that 41 (45.6%) answered that they strongly agreed that students use free time to do exercises, 48 (53.3%) answered agree, and 1 (1.1%) answered disagree. %) and no one answered strongly disagree.
- i. Students are motivated to practice actively after participating in the competition. From the results of respondents, it can be understood that 55 (61.1%) answered that they strongly agreed that students were motivated to train hard after taking part in the competition, 35 (38.9%) answered agree and no one answered disagree and strongly don't agree.
- j. Competition assessment is carried out honestly and openly. From the results of respondents, it can be understood that 41 (45.6%) answered that they strongly agreed that the competition assessment was carried out honestly and openly, 49 (54.4%) answered that they agreed, and no one answered that they disagreed and strongly disagreed.

Students take part in extracurricular activities at school according to the competitions in which the students participate. From the results of respondents, it can be understood that 48 (25.6%) answered that they strongly agree that students take part in extracurricular activities at school in accordance with the competitions that students participate in, 23 (53.3%) answered agree and 18 (20 %) who answered disagree and 1 (1.1%) who answered strongly disagree.

Students accompanied by accompanying teachers during the implementation of Islamic Religious Education Arts Week. From the results of respondents, it can be understood that 58 (64.4%) answered that they strongly agreed that students should be accompanied by accompanying teachers during the implementation of Islamic Religious Education Arts Week, 31 (34.4%) answered that they agreed and 1 (1.2%) answered that answered disagree and no one answered strongly disagree.

Teachers provide suggestions and input for competition activities. From the results of respondents, it can be understood that 52 (57.8%) answered that they strongly agree that teachers provide suggestions and input for competition activities, 38 (42.2%) answered agree and no one answered disagree and strongly disagree.

Submission of competition provisions on Islamic Religious Education Arts Week. From the results of respondents, it can be understood that 48 (53.3%) answered that they strongly agreed with the delivery of competition provisions on Islamic Religious Education Arts Week, 41 (45.6%) answered agree and 1 (1.1%) answered disagreed. and no one answered strongly disagree. Students appear according to the specified time. From the results of respondents, it can be understood that 53 (56.7%) answered that they strongly agreed that students should appear according to the specified time, 36 (42.2%) answered agree and 1 (1.1%) answered disagree and no one answered strongly disagree.

Notification of procedures for implementing Islamic Religious Education Arts Week to students. From the results of respondents, it can be understood that 47 (52.2%) answered that they strongly agreed with the notification of procedures for implementing Islamic Religious Education Arts Week to students, 42 (46.7%) answered that they agreed and 1 (1.1%) answered that answered disagree and no one answered strongly disagree.

Students are very enthusiastic about participating in and performing Islamic Religious Education Arts Week. From the results of respondents, it can be understood that 45 (50%) answered that they strongly agreed that students were very enthusiastic about participating in and performing on the Islamic Religious Education Arts Week, 44 (48.9%) answered agree and 1 (1.1%) answered no. agree and no one answered strongly disagree.

Students take part in preparatory exercises for Islamic Religious Education Arts Week according to the specified time. From the results of respondents, it can be understood that 46 (51.1%) answered that they strongly agreed that students would take part in Islamic Religious Education Arts Week preparation exercises according to the specified time, of which 43 (47.8%) answered agree and 1 (1, 1%) answered disagree and no one answered strongly disagree.

The selection competition is carried out fairly. From the results of respondents, it can be understood that 38 (42.2%) answered that they strongly agreed that the selection competition was held fairly, 52 (57.8%) answered that they agreed, and no one answered that they disagreed and strongly disagreed, agree. Students' talents and interests are channeled through Islamic Religious Education Arts Week

From the results of respondents, it can be understood that 50 (55.6%) answered that they strongly agreed that students' talents and interests were channeled through Islamic Religious Education Arts Week, 40 (44.4%) answered that they agreed and no one answered that they disagreed and strongly don't agree. Thus, from the overall research results, it can be concluded that Islamic Religious Education Arts Week activities in developing the talents and interests of students in the religious field have been quite effective. This effectiveness can be seen based on the total effectiveness percentage of 51.89%.

Implementation can simply be interpreted as implementation or application (Suneti, 2015). The word implementation comes from English, namely to implement, which means to implement. Implementation is the provision of means to carry out something that has an impact or consequence on something (Lestari, Kusnandar, & Muhafidin, 2020). Implementation boils down to activities, actions, actions, or the existence of mechanisms in a system. Implementation is not just an activity, but an activity that is planned and to achieve activity goals (Ardina Prafitasari dan Ferida Asih Wiludjeng, 2016). Implementation is a series of activities in order to deliver policies to the community so that the policies can bring the expected results (Novan, Sumampouw, & Undap, 2018).

Meanwhile, effectiveness comes from the basic word effective. According to the Big Indonesian Dictionary, the word effective means effect, influence, result or can bring results. So, effectiveness is activeness, usefulness, and the existence of suitability in an activity of the person carrying out the task with the intended target (Mingkid, Liando, & Lengkong, 2017). Effectiveness is the ability to choose goals by utilizing the right facilities and infrastructure to achieve goals precisely and quickly, with success or failure (Lestanata & Pribadi, 2016). The implementation of the Islamic Religious Education Stage is a series of Islamic Religious Education Skills and Arts Week activities and part of the types of Islamic Religious Education extracurricular activities held at the PAUD, Kindergarten, Elementary, Middle and High School levels starting from the school, sub-district, district/city, provincial up to national level (Kemenag, 2023).

The Islamic Religious Education stage is a one or two-year agenda which aims to develop students' abilities in the fields of creativity and art of Islamic religious education. It is hoped that this event can also develop 21st-century skills, namely students who think critically, are creative (creativity), communicate well (communication), are able to work with others (collaboration), and are confident (self-confidence) in order to facing the era of industrial revolution 4.0 (Kemenag, 2019).

The Islamic Religious Education stage is an implementation of Islamic Religious Education development, which will strengthen and improve the practice of Islamic teachings for students at school and in the community. For this reason, we need to provide examples, habituation, acculturation, empowerment, renewal and motivation for students that last throughout life, especially the development of Religious Activities in Schools (Kemenag, 2019). The Islamic Religious Education stage is one way to achieve success in national education and spread Islam among students (Aswad, 2021). Implementing student learning interest activities in the arts and skills of Islamic Religious Education must be a school priority when preparing the School Budget Activity Plan which programs activities every year. With the availability of a sufficient budget for developing talents and interests as well as learning Islamic religious knowledge in schools, activities such as PAI stage competitions can be participated in by students every two years. In developing Islamic Religious Education in schools, it is

important to make efforts to improve the quality of Islamic Religious Education learning, including providing Islamic Religious Education laboratories, Islamic Religious Education libraries, Tajhiz corpse training, Hajj rituals, and training aimed at exploring the potential of students to perform their talents and interests through the skills and arts of Islamic religious education (Hamdan, 2014).

3.2 Talent and Interest Development

Talent and interest are one element of the psychological part of students which really determines educational success, so all components involved in the realm of education should ensure equal distribution of education, quality improvement, and education management (Nurdiana, 2021). Talent is a talent to build a child's personal strength in the future. A person is said to have a talent for a particular activity when he feels relief and enjoyment and is happy doing it and talking about it, also when he tries based on his desire to show all his energy to achieve that thing (Anggraini, Utami, Rahma, & Tangerang, 2020). Talent is potential that already exists within a person which is necessary for self-development (Basri, Yusuf, & Afdal, 2021). Talent (aptitude) is usually defined as innate ability which is potential (potential ability) that still needs to be developed or trained to be realized (Magdalena, Ramadanti, Rossatia, & Tangerang, 2020). Ability is the power to carry out an action as a result of innateness and training. Ability shows that an action can be carried out now, while "talent" requires training and education so that an action can be carried out in the future. So, talent is the natural ability to acquire knowledge or skills, which can be relatively general (for example, intellectual talent) or specific (special academic talent). Special talents are also called talents.

Interest is a strong urge for someone to do whatever they want. Interest is a factor that can direct talent and its existence is the main factor in talent development. The word interest better describes motivation, which influences attention, thinking and achievement (Anggraini et al., 2020).

3.2.1 The benefits of recognizing talent are

To find out our potential, by knowing the talents we have, we can know and develop them. To plan for the future, by knowing the talents we have, we can plan to develop them to plan the future. To determine tasks or activities, by knowing the talents we have, we can choose what activities we will do according to our talents (Abidin & Nasirudin, 2021).

3.2.2 Legal basis

The 1945 Constitution of the Republic of Indonesia and its amendments (Pemerintah-Indonesia, 2020). Republic of Indonesia Law no. 20 of 2003 concerning the National Education System (Bambang Kesowo, 2003). Republic of Indonesia Government Regulation no. 19 of 2005 concerning National Education Standards (Depdiknas, 2005). Republic of Indonesia Government Regulation no. 55 of 2007 concerning Religious Education and Religious Education (Nasional, 2007).

Minister of National Education Regulation no. 39 of 2008 concerning Educational Student Development (Permendiknas, 2008). Regulation of the Minister of Religion of the Republic of Indonesia No. 16. of 2010 concerning Management of Religious Education in Schools (Kementerian Agama, 2010). Regulation of the Director General of Islamic Education No. Dj.1/12A of 2009 concerning the Implementation of Extracurricular Activities for Islamic Religious Education in Schools (Kemenag, 2015). Meeting of Islamic Religious Education Subject Teachers at Tasikmalaya Regency Junior High Schools with the Head of the Student Affairs Section of the Tasikmalaya Regency Education and Culture Service, October 2023.

3.2.3 Purpose of the Islamic Education Stage

Increase faith and devotion to Allah SWT and noble morals. Increase understanding and appreciation of Islamic teachings so that students can practice them in everyday life. Increase students' motivation to be more enthusiastic about learning and loving Islamic Religious Education. Strengthen Islamic brotherhood, foster brotherhood and national unity among students. Develop interest, talent and creativity in the field of Islamic Religious Education skills and arts. Instill attitudes of courage, independence and sportsmanship among students. Forming good national character and social

personality. Become a benchmark for the success of developing Islamic Religious Education in Schools (MGMP Tasikmalaya, 2023). Provide opportunities for Muslim students to develop and express themselves, talents, interests, abilities and potential in the skills and arts aspects of Islamic religious education. Building good Emotional Quotient and Spiritual Quotient aspects. Building Islamic brotherhood among teachers, parents, students and education managers (Kemenag, 2023).

3.2.4 General Provisions for Participants in the 2023 Tasikmalaya District Islamic Religious Education Stage

Participants are still active in class VII or VIII. Islamic Religious Education Kindergarten Stage Competition. The district consists of: Musabaqah Tilawatil Qur'an Boys & Girls, Musabaqah Hifzhil Qur'an Boys & Girls, Speech (Boys & Girls). Islamic Religious Education Olympics (Men / Women), Contest of wits (LCC Team), Calligraphy (Boys or Girls). The results of the calligraphy work are submitted to the committee no later than 1 day before the competition (MGMP Tasikmalaya, 2023).

4. CONCLUSION

The implementation of the Islamic Religious Education Skills and Arts Week has had a positive impact on developing students' talents and interests in the religious field in junior high schools throughout Tasikmalaya Regency. Islamic Religious Education Skills and Arts Week succeeded in achieving achievements for students in the field of Islamic Religious Education Skills and Arts. This activity is an activity planned with the main aim of providing a platform for students to express their potential in various forms of art and skills. In addition, developing students' talents and interests in the religious field through the Skills and Arts of Islamic Religious Education is important for forming a national character that has a strong foundation in Islamic culture. Talent and interests are also important factors in determining educational success, and recognizing students' talents helps in planning their future. Therefore, Islamic Religious Education Skills and Arts can be used as an effective method in developing students' talents and interests in the religious field. However, there are still student supervisors who sometimes miscommunicate so that in the end the participants are disqualified. Thus, the recommendation of this research is that the urgency of developing talent for Islamic education at Skills and Arts Week needs to be developed.

Acknowledgments: We would like to thank all parties who have helped carry out this research, especially to the State Islamic University of Sunan Gunung Djati Bandung Indonesia which has provided funds to support this research.

REFERENCES

- Abidin, Z., & Nasirudin, N. (2021). Development of Students' Talents and Interests at Madrasah Ibtidaiyah Miftahul Muna Kesilir Banyuwangi. *EDUCARE: Journal of Primary Education*, 2(2), 119–134. <https://doi.org/10.35719/educare.v2i2.50>
- Anggraini, I. A., Utami, W. D., Rahma, S. B., & Tangerang, U. M. (2020). Identifying Student Talent Interests Since. *Islamika: Journal of Islamic and Educational Sciences*, 2, 161–169.
- Ardina Prafitasari and Ferida Asih Wiludjeng. (2016). Effective and Efficient Youth Organization in Increasing Community Participation in Darungan Village, Wlingi District. *Journal of Translitera (Js)*, 2 (1), 31–48.
- Aswad, J. (2021). Islamic Religious Education Arts Week Madrasah Development of PAI.
- Bambang Kesowo. (2003). Law of the Republic of Indonesia Number 20 of 2003. In *Zitteliana* (Vol. 19). Retrieved from retail business - economics
- Basri, H., Yusuf, A. M., & Afdal, A. (2021). Match between Talent and Interest in Determining Higher Education Majors Through Career Guidance in High School. *SCHOULID: Indonesian Journal of School Counselling*, 6, 157–163.
- Ministry of National Education. (2005). Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards. In Jakarta: Ministry of National Education.

- Dian Nur Anna. (2018). Art and Religion in Islam according to Sutan Takdir Alisjahbana. Yogyakarta: Bildung.
- Hamdan. (2014). Development of Islamic Religious Education (PAI) Curriculum Theory and Practice. In Aswaja Pressindo.
- Ichsan, Y., & Afadh, D. (2021). Implementation of Arts in Islamic Education in the Modern Era. *Heritage Journal*, 11(2), 44–52. <https://doi.org/10.35897/ps.v11i2.652>
- Ministry of Religion. (2015). Decree of the Director General of Islamic Education Number: DT.I.II/4/103/2015 CONCERNING Guidelines for Implementing the 2015 National Islamic Religious Education Skills and Arts Week (ISLAMIC RELIGIOUS EDUCATION ARTS WEEK).
- Kemenag. (2019). Islamic Religious Education Arts Week. Retrieved from <https://sumbar.kemenag.go.id/v2/post/50513/pentas-pai> website: <https://sumbar.kemenag.go.id/v2/post/50513/pentas-pai>
- Kemenag. (2023). Islamic Religious Education Arts Week. Retrieved from <https://pendis.kemenag.go.id/pai/hal-502-pentaspainasional.html> website: <https://pendis.kemenag.go.id/pai/hal-502-pentaspainasional.html>
- Ministry of Religion. (2010). Regulation of the Minister of Religion of the Republic of Indonesia Number 16 of 2010 concerning Management of Religious Education in Schools. In *titutional environment and entrepreneurial cognitions: A comparative business systems perspective. Entrepreneurship theory and Practice*.
- Khairusani, M. (2020). Cultural Arts as an Effort to Learn Islamic Religious Education with Aesthetic Value. *TA'DIBUNA: Journal of Islamic Religious Education*, 3(2), 43. <https://doi.org/10.30659/jpai.3.2.43-56>
- Lestanata, Y., & Priyadi, U. (2016). Effectiveness of Implementation of Neighborhood-Based Development Programs in West Sumbawa Regency 2014 – 2015. *Journal of Governance and Public Policy*, 3(3), 368–389. <https://doi.org/10.18196/jgpp.2016.0063>
- Lestari, D.Y., Kusnandar, I., & Muhafidin, D. (2020). The Influence of Policy Implementation on Transparency in Electronic Procurement of Government Goods/Services in Pangandaran Regency. *Scientific Journal of Public Administration*, 7(1), 180–193. Taken from <https://jurnal.unigal.ac.id/index.php/bisnis/article/view/3426>
- Lexy J. Moleong, DMA (2019). *Qualitative Research Methodology (Revised Edition)*. PT. Rosda Karya Teenager. <https://Doi.Org/10.1016/j.Carbpol.2013.02.055>, 95(1), 100–106.
- Mabruri, MD, & Musnandar, A. (2020). Implementation of Spiritual Education in Improving Santri Morals at the Subulas Salam Selobekiti Islamic Boarding School, Wonosari District, Malang Regency. *Al-Mudarris (Scientific Journal of Islamic Education)*, 3(2), 196–212. <https://doi.org/10.23971/mdr.v3i2.2366>
- Magdalena, I., Ramadanti, F., Rossatia, N., & Tangerang, UM (2020). Elementary School Students Through Extracurriculars. *Star: Journal of Education and Science*, 2(2), 230–243. Retrieved from <https://ejournal.stitpn.ac.id/index.php/star>
- MGMP Tasikmalaya, K. (2023). *Technical Guidelines for Islamic Religious Education Arts Week Tasikmalaya District.pdf* (pp. 1–22). p.1–22. Tasikmalaya.
- Mingkid, J., Liando, D., & Lengkong, J. (2017). Effectiveness of Using Village Funds to Increase Development. *Executive Journal of the Department of Government Science*, 2(2), 1–11.
- National, M. P. (2007). Republic of Indonesia Government Regulation Number 55 of 2007. https://simpuh.kemenag.go.id/regulation/pp_55_07.pdf. Retrieved from [http://digilib.unila.ac.id/4949/15/BAB II.pdf](http://digilib.unila.ac.id/4949/15/BAB%20II.pdf)
- Nawawi, H. (2020). *Applied Research*. Yogyakarta: Gajah Mada University Press.
- Novan, M., Sumampouw, I., & Undap, G. (2018). Implementation of Village Infrastructure Development in the Use of Village Funds in 2017 (Study) Ongkaw Ii Village, Sinonsayang District, South Minahasa Regency. *Executive Journal*, 1(1), 1–11. Retrieved from <https://ejournal.unsrat.ac.id/index.php/jurnaleksektif/article/view/21950>

- Nurdiana, N. S. S. (2021). Developing Students' Interests and Talents Through Extracurricular Activities. *Journal of Islamic Counseling Guidance*, 2(2), 172–187.
- Indonesian government. (2020). Legislation on the Constitution of the Republic of Indonesia of 1945. In Law Number (11th ed., Vol. 23).
- Minister of National Education Regulation. (2008). Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008. In https://simpuh.kemenag.go.id/regulation/permendiknas_39_08.pdf. Retrieved from https://simpuh.kemenag.go.id/regulation/permendiknas_39_08.pdf
- Suneti, R. (2015). Implementation of Islamic Religious Education Learning with a Social Reconstruction Insight. *Madrasah*, 6(November). <https://doi.org/10.18860/jt.v0i0.2184>.
- Taufik, M. (2020). Strategic Role of Islamic Religious Education in Strengthening Character Education in the Era of Industrial Revolution 4.0. *Jurnal Ilmiah Islam Futura*, 20(1), 86–104. <https://doi.org/10.22373/jiif.v20i1.5797>
- Yang, F., & Gu, S. (2021). Industry 4.0, a revolution that requires technology and national strategies. *Complex and Intelligent Systems*, 7(3), 1311–1325. <https://doi.org/10.1007/s40747-020-00267-9>
- Yulianto, R.E. (2020). Art Education to Form an Ideal Human. *Imagination: A Journal of the Arts*, 14(1), 17–24.