



PERCEPTIONS OF THE STUDY TOUR PROGRAM AT ANBATA INTEGRATED TAHFIDZ MTS

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ABSTRACT

This study aims to determine parents' perceptions of the implementation of study tours at MTs Tahfidz Terpadu Anbata, including the benefits, challenges, and educational and spiritual values of these activities. This activity is positioned as part of out-of-class learning that combines academic and Islamic aspects. The research used a descriptive qualitative approach, with data collection through in-depth interviews and documentation. The informants consisted of four parents as the main source, as well as the principal and teachers as supporters. This research used a descriptive qualitative approach. The results showed that the majority of parents supported the study tour because it was considered capable of instilling discipline, responsibility, and habituation to worship. However, some expressed concerns about cost, safety and the impact of fatigue. This study recommends the need for open communication between schools and parents, as well as careful planning so that activities can take place safely, effectively and sustainably. This study has a significant impact on improving the quality of education at MTs Tahfidz Terpadu Anbata, particularly in study tour activities. By understanding parents' perceptions and developing more effective activities, this study can help improve educational quality, parental involvement, and character formation in children.

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1. INTRODUCTION

Study Tour activities or educative visits are one form of learning outside classes that are increasingly receiving recognition in the world of modern education. This activity is not only recreational, but also contains educational, religious, and social elements, so that it supports the achievement of the goals of Islamic education as a whole. One of the institutions that consistently run the Study Tour program is MTS. Tahfidz integrated anbata. These madrasas position outside activities as part of the education program that balances cognitive, affective and spiritual aspects. According to (Saefudi and Permana, 2020) Learning outside the class provides the most realistic way for students to meet organisms in the original environment, so that in such ways it can allow students to get direct information, provide opportunities for students to see, touch or even feel what they have Listen and read about the object.

However, behind the spirit of the implementation of educational and religious-value studies, there are still realities that show a variety of perceptions of parents of students, especially in terms of acceptance and support for this activity. This is reflected in a variety of responses that appear among parents. Some provide support because this activity is considered to provide a pleasant learning experience, form character, and train discipline student worship. On the other hand, there are also parents who express concerns about costs that must be incurred, and fears that this activity can disrupt the effectiveness of learning in class. This view difference shows the dynamics of perceptions that need to be studied in more depth.

This research is expected to contribute to the development of the classroom learning model that not only pay attention to academic aspects, but also Islamic values and social and economic balance. The main focus of this study is to understand how the perception of parents of MTs students. Integrated Anbata Tahfidz against the implementation of the study tour. Thus, the formulation of the problem in this study can be formulated as follows: First, how the concept and implementation of study tour activities in MTs. Tahfidz integrated anbata field; Second, how is the perception of students of students on the study tour's activities; And thirdly, what are the reasons behind the support (pro) and objections (cons) of parents on the implementation of the study tour.

2. RESEARCH METHODS

This study uses a descriptive qualitative approach that aims to describe in depth parents' perception of the study tour activities followed by their children. This approach is chosen because it is suitable for understanding the meaning, value, and individual subjective views in certain social contexts. Qualitative research allows researchers to establish close relationships with the subject to capture the complexity of the intact experience (Sugiyono 2020). The research location is in MTs. Tahfidz Integrated Anbata, located in Medan Sunggal Subdistrict, Medan City. This location was chosen because the school was actively implementing study tour activities as an educational program. Data collection was held on May 10 to July 5, 2025. The respondents in this study were 6 respondents consisting of 4 respondents as the main data source, parents of students whose children took part in the study tour and 2 respondents as a source of supporting data namely to School and MTs teacher Tahfidz integrated anbata.

To obtain accurate and in-depth data, this study uses data collection techniques, namely in-depth interviews and documentation studies. Interviews are done face-to-face with parents of students to explore their perceptions of the implementation of the study tour (Creswell and Creswell 2018). The interview was conducted to the principal and teacher to complete data from the school policy point of view. Meanwhile, documentation in the form of school program documents and visual documentation such as photos and video activities are used as secondary data to support the main findings.

The data obtained was then analyzed by using the analysis model of Miles and Huberman consisting of three stages, namely data reduction, data presentation, and conclusion withdrawal and verification. The reduction stage is done by sorting and filtering relevant data from various sources. Data presentation is done in the form of descriptive narratives to make it easier to see the pattern and tendency that appears. Furthermore, conclusions are drawn based on the results of data processing that has been verified through triangulation techniques, namely by comparing the findings of interviews, observations, and documentation (Miles, Huberman, and Saldana 2014).

3. RESULTS AND DISCUSSION

MTS. Integrated Anbata Tahfidz and the concept of Study Tour

3.1 Profile MTs. Tahfidz Integrated ANBATA

Understanding of the institution's profile is the initial foundation in seeing the context of implementing an education activity, including the study tour. MTS. Anbata Integrated Tahfidz is one of the first middle-level Islamic education institutions that integrates between the national curriculum and the learning of the Tahfidzul Qur'an. The institution focuses on strengthening the tahfidzul Qur'an-based education and Mrs. Akhlakul Development, and integrating the National Curriculum (Curriculum 2013) with the local curriculum of Tahfidzul Qur'an. This MTS is part of an integrated education system that includes unit TPQ, RA, SD, to MTs, and applies a pesantren-based educational approach that emphasizes intellectual aspects, life skills, and mental and spiritual coaching.

Based on data from the Ministry of Education and Culture, MTs Tahfidz Qur'an Anbata has the National School Number (NPSN) 70042560. The school address is located on Jl. GG Village Hall. Wakf No. 45, Sunggal Village, Medan Sunggal District, Medan City, North Sumatra Province. At present, this school is a private status and has a number of active students of approximately 571 people, and total alumni reached 2,360 people spread across various regions. The learning process at MTs Tahfidz Integrated Anbata is supported by 9 teachers who are competent in their fields both in general and religious subjects and 5 education people.

3.2 Concept Of Study Tour

The implementation of learning activities outside the class such as the study tour certainly requires a mature concept so that it does not just become a recreational activity, but also has a high education value. On MTs. Integrated Anbata Tahfidz, the concept of study tour was developed as part of establishing learning experience that balanced cognitive, affective and spiritual students of students. This is reflected in the design of activities that strengthen

the integration between general knowledge and Islamic values in one educative activity entity.

The concept of study tours in MTs. Integrated Tahfidz Anbata Medan reflects the integration efforts between general science and Islamic values in the context of outside education. This activity is not only focused on aspects of recreation, but also designed as a contextual and spiritual learning tool that shapes religious, disciplined, and environmental love characters. Implementation of Study Tour in MTs. Anbata Integrated Tahfidz is designed as an educational activity that aims to expand students' insights both in terms of general and religious education. The Principal said that this activity is part of an annual program that not only focuses on recreation, but also has character and religious learning values. This is in accordance with the results of interviews with Mr. RH as the Principal of MTs. Integrated Tahfidz Anbata said: "The study tour we carry out is not just a walk, but contains educational and religious elements. Children are invited to continue worship such as prayers and read the Qur'an in the place visited." (Mr. RH, Interview).

Results of Interviews with the Principal of MTs. Tahfidz Integrated Anbata shows that the execution of the study tour in MTs. Integrated Anbata Tahfidz is designed not only as a recreational activity, but also as a means of learning Integrating educational and religious values. Activity such as the implementation of the Al-Qur'an Prayer and reading during the activity is part of the Islamic character coaching strategy. This reflects school efforts in investing religious values contextually outside Class, in harmony with the aim of Islamic education that emphasizes the formation of the morals and spirituality of students in various learning situations.

This finding is in line with the research from Zarkation et al (2024) [1] which states the "Tours CAN IMPROVE THE RELIGIOUS Moderation and Socio-Cultural Literacy of Madrasah Aliyah Students". In line with the foundation, the implementation of the study tour in Anbata is inseparable from mature planning, including in terms of formulating the objectives of the activity. This goal is the main basis for implementation as well as indicators of the success of the activity, as delivered explicitly by Ms. NZ, as a teacher and chairman of the executor: "First, apply the theory to practice so that students can see and apply the concepts they have learned in the class to the real world Second, expand knowledge and insight so students can learn new environments outside of school. Third, increase interest and learning motivation so that it can motivate students to learn more and more fun. " (Mrs. NZ, Interview).

Statement of Mrs. NZ, as a teacher and chairman of the activity, stressed that the implementation of the study tour was based on structured pedagogical goals. First, this activity aims to bridge theoretical learning in class with real practice in the field, so students are able to integrate academic concepts in the context of everyday life. Second, the study tour is intended to expand the horizon of student knowledge through direct experience in a new environment outside of school. Third, this activity is also designed to increase student learning and motivation, by presenting a more interesting and meaningful learning atmosphere.

Thus, the study tour is not only a recreational media, but part of the contextual learning strategy that supports the achievement of educational goals. The above statement is of course in line with the research (Holid, 2024) which states that the study tour provides comfort in recreational activities through a fresh natural atmosphere, while presenting information and Islamic nuance.

3.3 Implementation of Study Tour in MTs. Tahfidz Integrated Anbata

Implementation of Study Tour in MTs. Integrated Anbata Tahfidz on October 4, 2024 is part of the educational program outside the classrooms that are structured and systematic. This activity was held at Taman Socfindo Conservation Tebing Tinggi, an educational area that accommodated more than 5,000 types of plants, including family medicinal medicinal plants (Family Medicinal Garden). The selection of this location is not random, but is based on conformity with the theme of annual learning, namely the integration of Islamic religious education (IRE) and natural sciences (NS).

The principal, Mr. RH, stressed that the execution of the study tour was adjusted to curriculum content in order to support the achievement of learning competence. He stated: "The study tour adjusts to learning. For example this year about IRE and Science lessons so that the theme is absolut nature. So, we carry out the study tour in Taman Socfindo Tebing Tinggi to adjust to learning, because there are 5,000 more types of plants. " (Mr. RH, Interview.

From the statement can be understood that this activity is not just recreation, but it is unequalized to connect scientific material with Islamic spiritual values, especially in recognizing the signs of God's power through His creation in the universe. This approach reflects the implementation of experience-based learning models (experiential learning), which allows students to understand the concept in depth through direct interaction with learning objects. Furthermore, the implementation of this study tour was prepared carefully through the initial direction to the assistant teachers. According to Mr. RH: "We convey to the teacher, especially IRE and NS teachers, to accompany and make groups for the study tour before leaving for Socfindo. So that according to the vision and mission. " (Mr. RH, interview).

This shows that this activity is not only incidental, but it has been conditioned to support effective, collaborative learning, and harmonious with the vision of madrasa, which is to form sufficient students and have an interest. The formation of a small group is a strategy to encourage active interaction between students and teachers in the field learning process. In terms of the technical implementation, the activity began with a shared Dhuha prayer, followed by direction from the principal and prayer together before departure.

On the way to the location, students carry out Muroja'ah memorize the Qur'an in congregation as part of strengthening religious characters. According to Ms. NZ, the teacher and chairman of the Activity Activity: "On the way to the study of the Study Tour of the students of class 7, 8, and 9 memuroja'ah memuroja'ah memuroiran them in congregation so there was no time to hold the cellphone on the bus" (Mrs. NZ, interview).

So that Strengthen the commitment of madrasa in maintaining a religious atmosphere outside the school environment. Muroja'ah's activities of the Qur'an memorization are also media for strengthening characters and prevention of technology distractions that do not support the education process. This was reinforced by Mr. RH as the principal added: "In our school ... even on the bus, they (students / I) still we assign to read the Qur'an and there is no HP." (Mr. RH, Interview) Upon arrival at the location, students were divided into groups, then began activities with the reading of the Qur'an together, before entering the IRE and NS learning sessions guided by the teacher. As Ms. NZ said: "After arriving there students were divided into several groups and then the students read the Qur'an in accordance with their group, then they only carried out the learning process of IRE and NS guided by Anbata teachers as they were introduced to the form of Matcha Latte plants and Mentidabburi the power of God that the Matcha plants they see have many health benefits." (Mrs. NZ, Interview).

This statement shows that the learning process at the location not only emphasizes the aspects of scientific observation, but also spiritual meaning to the object of God's creation, so students are invited to mentabburi nature scientifically and religious. Learning is done by linking IRE material and, NS in the environment in one activity directly. This activity also embed the moral guidance and discipline of worship, because on the sidelines of the activities of students continued to carry out prayers in congregation in a break (isoma). This was delivered delivered by Ms. NZ: "We also informed after that we reminded the children in the time of ISOs (rest, prayers and eating), the prayer was carried out in congregation." (Mrs. NZ, Interview).

This expression explains that the school does not only focus on academic activities during the study tour, but also ensure that Islamic values remain implemented. By reminding students at the time of ISOMA and carrying out prayers in congregation, the school instilled the discipline of worship despite being outside the school environment.

Thus it can be concluded that this activity is not only-oriented to educative recreation, but it is also a real implementation of the values of Islamic religious education. Through the synergy between science strengthening, the discipline of worship, moral guidance, and structured supervision, this study tour becomes a holistic learning medium and is transformative value for students.

3.4 Perception of parents MTs Student Integrated Anbata Tahfidz about the Study Tour

Perception of Parents is an important aspect that reflects the extent to which an education program gets support and trust from the community. In this context, the view of the parents of students on the study tour activities held by MTs. Tahfidz Integrated Anbata is an indicator of success and at the same time an evaluation material. Various responses that appear, both those who are support and critical input, provide a whole picture of how this activity is seen from an external perspective that is no less important.

Most parents stated that they supported the study of the study tour which was held by school, because it was considered able to provide learning experience outside the classroom, developing child characters, and strengthening religious values. With this the

author describes the perception of parents of MTs students. Integrated Anbata Tahfidz about the study tour in detail, which is divided into two categories, namely support (pro) and objections (cons) as follows:

3.4.1 Pro (support for study tour):

Most parents in the Integrated Anbata Integrated MTs provide a view Positive about the study tour activities carried out by the school. As for some of the main points highlighted by parents who support this activity are as follows: Worship in the Open Nature One aspect that is highly valued by parents is how the study of the study tour teaches students to maintain worship even though it is on its way

a. Worship in the open

Study Tours not only expand students' insights, but also strengthen religious values and discipline which are part of Islamic character education. A student guardian, namely CZ mother who said that: "At the time of this study, it can sometimes be troubled by worship but this distudytour is not, they are more reminiscent of worship and even the prayer is in the open. So worship is maintained." (Mrs. CZ, Interview)

In this case, students are not only invited to get to know nature as God's creation, but also to integrate worship in every activity, including outside the classroom. This is in line with the research of Grace (2024) which [2] [3] says that worship of worship such as prayers can instill social values. According to (Setyowati et al. 2023) also said prayer in congregation play an important role in building healthy social relations between students. According to Wahyudi and AM (2024) prayers [4] are in congregation for students to foster a discipline and character growth. With this teach students that worship is not limited to a certain place, teaching the importance of perseverance in carrying out religious obligations even though it is in unusual situations.

b. Learning experience that attracts

Many parents argues that the study tour is an effective learning method because it provides direct experience to their children. One of the parents, Ms. YN said that: "This study tour is good, my child so socializes with her friends and works together so many benefits and so happy learning." (Mrs. YN, Interview).

The statement illustrates that this study tour is good, especially in terms of socializing and knowing nature. Students can learn to interact with friends more familiarly, while observing the beauty of God's creation. This experience helps them understand lessons in a more fun and meaningful way. This is in line with according to research (MN, Krianto, and Rany 2019) who said that in education, study tour is a good class education program.

c. The formation of children's character

Someone parents state that social interaction during the journey of honing children's skills in adapting, working together, and responsibly as the student guardian's words, namely Ms. CZ as follows: "Children so know how to live outside the home, learning discipline, responsibility, and togetherness Of course." (Mrs. CZ, Interview).

The statement illustrates that through the study tour, children learn important things that are not always obtained in class. They are more independent, learning discipline, know

how to be far from parents, and more familiar with their friends. This experience greatly helped shape their character more mature and responsible.

d. Increasing the involvement of parents

This activity also felt to make parents more involved in the educational process, this is in accordance with the results of interviews with the guardian of the student, Ms. YN: "StudyTour this future continues to run, because I know the school also does not forbid parents who want to participate using their own vehicles so that we are the same to maintain the safety of children. So that parents also participate and be involved for those who want." (Mrs. YN, Interview).

The statement above shows that parents fully support the study of the study tour and hope this program will continue to be held in the future. He feels happy because the school is open to parents who want to participate with their own vehicles. This gives a sense of security because parents can take care of children during the trip. Besides that, Parents also feel involved, so not only give up responsibility to school, but take part in the outer learning process To education it is very important, they do not mind and try to be able to meet their children's education needs at school.

Parents consciously recognize education is an important and mandatory investment for the future of children who are better (Dewi and Indrayani 2021).[5] Thus, it can be concluded that parents' involvement in educational activities, including the study tour, not only as a form of supervision, but also a form of awareness that education is a long-term investment that must be fully supported for the future of a better child.

3.4.2 Counter (objection to study tour)

a. The cost of the study tour should be transferred to the cost of activities in the school

As it is in the anniversary of an informant, the NJ mother: "The costs incurred for this study tour should be used for education in the classroom in order to support the lesson." (Mrs. NJ, Interview).

This statement implies that the cost of studyTour can be more useful if used to support the learning process, such as buying props, books, or other facilities that directly support student teaching and learning activities. This is in line with the research Ferdi (2013) which says that the aspect of financing can affect the productivity level that affects a person's income or group level so that in turn can contribute to the speed of economic growth and development.

b. Common security and health

Partly feel anxious about the security and health of children during the trip as said by the student guardian, Mrs. El: "If the location is too far away, afraid the time is not enough and the effect of StudyTour can be physically tired after the children go home so that when you are tired, children learn In the next day it can be less than maximal." (Mrs. El, Interview).

with this reflecting the worries of parents to the distance of the location of the study tour that is too far away. He revealed that far trips could make children's fatigue, and this could potentially disrupt the focus and spirit of their learning the next day. In other words,

parents hope that activities like this remain consider student physical conditions so that the educational benefits can remain maximal without disrupting the learning process after.

4. CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the study tour in MTs. Anbata Integrated Tahfidz is part of classroom learning integrated with Islamic values. This activity is systematically designed with a thematic approach that harmonizes subject matter with direct experience in the field. The study tour is not only a means of recreation, but also the vehicle for the formation of religious and intellectual characteristics of students, through activities such as prayers in congregation, Muroja'ah memorization, and natural Tadabbur. The findings show that the majority of parents gave a positive response to this activity because they were considered able to instill the discipline of worship, strengthen contextual learning, and encourage student independence. However, there are also some parents who express concerns related to costs, security, and the impact of fatigue on the effectiveness of children's learning. These findings show the importance of preparing mature programs, open communication between schools and parents, and management of activities that pay attention to the physical, psychological and economic aspects of students. This research is expected to be a reference in the development of a balanced group learning model between academic and spiritual aspects. The benefits of this study are not only for teachers as a technical guide to the implementation of activities, but also for students as meaningful learning facilities that have religious and applicative nuances. As a suggestion, similar activities can continue to be developed by taking into account input from various parties so that the implementation is increasingly optimal and sustainable.

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