

Design of Religious-Based Extracurricular Activities in Shaping the Religious Character of Students in Madrasah Ibtidaiyah

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Abstract

Religious-based extracurricular activities are extracurricular activities that contain Islamic activities as the development of Islamic educational materials carried out outside school hours. This study aims to analyze the design of religious-based extra-curricular activities in shaping the religious character of students in Madrasah ibtidaiyah institutions. This study uses a qualitative approach. While the type of research using field research (field research). Data collection techniques using observation techniques, interviews, and documentation. While the data analysis using qualitative analysis model Miles and Huberman and Saldana models consisting of data condensation, data presentation and conclusion. While the validity of the data using triangulated sources and triangulation techniques. The results of this study showed that: 1) the application of religious-based extracurricular activities in shaping the religious character of students in MI Miftahul Huda, namely: a) Diba'iyah Activities, B) Tahlil activities, and c) Shalawat Al-Banjari. 2) factors supporting religious-based extracurricular activities in shaping the religious character of students in MI Miftahul Huda, namely: a) self-motivation of students, B) enthusiastic students follow the activities, c) participation of parents, and d) support from extracurricular coaches. 3) factors inhibiting religious-based extracurricular activities in shaping the religious character of students in MI Miftahul Huda, namely: a) lack of understanding of parents, b) students are easily affected, c) limited supervision of the school.

Kegiatan ekstrakurikuler berbasis keagamaan merupakan kegiatan ekstrakurikuler yang memuat kegiatan-kegiatan islami sebagai pengembangan materi pendidikan islam yang dilaksanakan diluar jam sekolah. Kajian ini bertujuan untuk mengalisis tentang desain kegiatan



ekstra kurikuler berbasis keagamaan dalam membentuk karakter religius peserta didik di lembaga madrasah ibtidaiyah. Penelitian ini menggunakan pendekatan kualitatif. Sedangkan jenis penelitian menggunakan *field research* (penelitian lapangan). Teknik pengumpulan data menggunakan teknik observasi, wawancara, dan dokumentasi. Sedangkan analisis data menggunakan model analisis kualitatif model Miles dan Huberman dan Saldana yang terdiri dari kondensasi data, penyajian data dan penarikan kesimpulan. Sedangkan keabsahan data menggunakan triangulasi sumber dan triangulasi tehnik. Hasil penelitian ini menunjukkan bahwa: 1) Penerapan kegiatan ekstrakurikuler berbasis keagamaan dalam membentuk karakter religius peserta didik di MI Miftahul Huda yaitu: a) Kegiatan Diba'iyah, b) Kegiatan Tahlil, dan c) Shalawat Al-Banjari. 2) Faktor pendukung kegiatan ekstrakurikuler berbasis keagamaan dalam membentuk karakter religius peserta didik di MI Miftahul Huda, yaitu: a) motivasi diri peserta didik, b) antusias peserta didik mengikuti kegiatan, c) partisipasi orang tua, dan d) dukungan dari pembina ekstrakurikuler. 3) Faktor penghambat kegiatan ekstrakurikuler berbasis keagamaan dalam membentuk karakter religius peserta didik di MI Miftahul Huda, yaitu: a) Minimnya pemahaman orang tua, b) Peserta didik mudah terpengaruh, c) Terbatasnya pengawasan dari pihak sekolah.

Keywords: *Estracurikuler; Learners; Religious Character*

Introduction

The development of the whole human being through education of various types of levels, their nature, and form is a process that will never be completed. Indonesian human education as a whole is idealized to be the culmination of the achievement of national education goals which until now is still the desire of all of us. At that time, Islamic education as the main instrument of the humanitarian process and humanization continued to be highlighted sharply by the community. Finally, perhaps we still deserve to declare that we are not yet human in the true sense.¹

¹Abdul Karim, "Reformulasi Model Pembinaan Moral Siswa Dalam Perspektif Tasawuf". *AL-ADABIYAH: Jurnal Pendidikan Agama Islam* 3 (1):29-41, 2022. <https://doi.org/10.35719/adabiyah.v3i1.349>. 30.

To form the character of religious students, of course, Madrasah ibtidaiyah needs to implement activities that lead to the formation of the spiritual nature of students in their daily behavior. Application is a process of applying ideas, concepts, policies, or innovations in a practical action so that it has an impact, both in the form of changes in knowledge, skills, values, and attitudes.² Implementation is the implementation of planning in the form of actual activities. During the implementation process will certainly experience obstacles that will be the color of the implementation of actions that will arise from the evaluation of the implementation of activities. Evaluation is carried out to assess whether the activities are running and whether it is good or not good.

Problems that occur in the field, especially in educational institutions, such as learning problems in Madrasah ibtidaiyah, tend to run verbally and are oriented to the mastery of subjects. Education is focused so that students master the information contained in the subject matter and then evaluate how far the knowledge is achieved by students. There are three aspects of learning, namely cognitive, affective and psychomotor. Where in the context of the evaluation of learning outcomes, these three aspects are used as a reference in every learning outcome evaluation activity.

Extracurricular activities are educational activities carried out outside of class hours whose material is not contained in the description of essential competencies or subject syllabus. This activity is carried out both in schools and outside schools to expand the horizons and knowledge of students in order to achieve educational goals.³

Religious extracurricular activities are very helpful in improving students' ability, especially in Islamic religious education, so students have

²Muhammad Zaini, "*Pengembangan Kurikulum Konsep Implementasi Evaluasi dan Inovasi*" (Yogyakarta: Teras, 2009), 196.

³Asep Kurniawan, "Penanaman Nilai-Nilai Tasawuf dalam Rangka Pembinaan Akhlak di Sekolah Melalui Kegiatan Ekstrakurikuler Keagamaan", *Jurnal at-Tahrir IAIN Syech Nurjati Cirebon*, 2013, 200.

sufficient provisions to distance themselves from various negative influences. The lack of effective teaching hours for the teaching of Islam in schools results in a need for learners to understand, appreciate, and practicing the teachings of Islam. So as a result of this, many students are still in elementary school and do not have a mature provision for the next stage.

Character building for learners is significant because, with the cultivation of good and strong character from an early age, children will have strong guidelines and provisions in their daily lives. In Islam, character or morality has an important position and is considered to have a vital function in guiding life. Islam is a perfect religion, so every teaching in Islam has a rationale, as well as character education.⁴

As the word of Allah SWT in the Qur'an Surah an-Nahl verse 90 as follows:

﴿إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَاءِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ الْفَحْشَاءِ وَالْمُنْكَرِ
وَالْبَغْيِ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ﴾

Meaning: *Indeed, Allāh orders justice and good conduct and giving [help] to relatives and forbids immorality and bad conduct and oppression. He admonishes you that perhaps you will be reminded.*(Q.S. Al- Nahl: 90)⁵

The above verse explains that character building is significant to be able to do his commands and stay away from his prohibitions. He is the one who does good, helps one another, acts justly, and acts justly. Avoid his prohibition that should not do immorality, moral madzmumah, hostility, and so forth.

⁴Amru Khalid, *Tampil Menawan Dengan Akhlak Mulia*, (Jakarta: Cakrawala Publishing, 2008), 37.

⁵Tim Tashih Departemen Agama, *Al-Qur'andan Tafsirnya Jilid VII*. (Medan: PT Dana Bhakti Wakaf, 1995).

The formation of character in Islam is intended for people who long for happiness in its essential meaning, not pseudo-happiness. The character of Islam is a character that maintains human existence as a reasonable creature in accordance with its nature.⁶ The urgency of early formation for students in educational institutions will be helpful to equip students to live real life as social individuals who are adults and independent.

Research Methods

The approach used in this study is qualitative. Qualitative research is research that is descriptive and tends to use an analysis with an inductive approach in describing the data studied related to the design of religious-based religious activities. The qualitative approach emphasizes the meaning of the reasoning definition of a particular situation in a specific context as well as more research about life. At the same time, this type of research is Field Research (Field Research). Field research is a method to collect qualitative data related to the problems of religious-based extracurricular activities. The data collection techniques in this study used observation techniques, interviews, and documentation. While the data analysis used by researchers using the qualitative analysis model, Miles, Huberman, and Saldana's model consists of data collection, data condensation, data presentation, and conclusions. While the validity of the data in this study using triangulated sources and triangulation techniques.

Results and Discussion of Findings

Application of Religious-Based Extracurricular Activities in The Formation of Religious Character of Students in MI Miftahul Huda

Based on the findings made by researchers related to the application of extracurricular activities in MI Miftahul Huda, namely: Diba'iyah, Tahli,

⁶Abdul Majid, Dian Andayani, *Pendidikan Karakter dalam Perspektif Islam*, (Bandung, Insan Cita Utama, 2010), 61.

and Shalawat Al-Banjari activities carried out by madrasah as extracurricular activities for students.

Extracurricular activities in institutionalized Madrasah ibtdaiyah Miftahul Huda are one component of self-development activities that are programmed regularly to be followed by all learners following their talents and interests. According to Zainal Aqib and Sujak said that to bring academic and personality development can be grouped into two, namely: extracurricular activities that directly support the development of academic competence, especially the achievement of minimum criteria completeness and extracurricular activities to develop talents, interests, and character personality.⁷

Furthermore, the author will provide an explanation related to the various religious-based extracurriculars that are applied in MI Miftahul Huda Kertonegoro, namely:

a. Diba'iyah

Diba'iyah's extracurricular activities have been carried out since 2008 until now. The leading pioneer in this activity is one of the senior teachers in MI Miftahul Huda Kertonegoro, Mrs. Imro'atul Khoiriyah. This activity is carried out in turns in every home of students (women) from Grade 4 to Grade 6. And the place to get a turn is the students who are already sitting in Class 6. Diba'iyah activities are held every Friday of the first week and Friday of the third week. Diba'iyah activities held at 13.30 WIB. The students who followed this activity (women) were very enthusiastic because the event Diba'iyah was conducted alternately from house to house so that it could be bersilaturahmi between students and parents.

b. Tahlil

⁷Zainal Aqib dan Sujak, *Panduan dan Aplikasi Pendidikan Karakter*, (Bandung: Yrama Widya, 2011), 34.

Tahlil's extracurricular activities started in 2017 when this activity was pioneered by one of the teacher councils, Mr. M. Fahrur Rozi, who is a religious extracurricular coach at MI Miftahul Huda. This activity was held on Friday the second week and Friday the fourth week precisely at 13.30 WIB. This activity is carried out anjangsana from home.

c. Shalawat al-Banjari

One of the religious-based extracurricular programs in the form of Islamic music art. Shalawat activities are very positive and beneficial for students to love Islamic art. Still, it is also to bring students closer to the Prophet Muhammad through deepening the meanings contained in the reading of shalawat. In addition, the purpose of this activity is to develop Islamic Art in MI Miftahul Huda, preserve Islamic culture, and foster an attitude of love for Islamic culture. This activity was attended by male students from Grade 4 to Grade 6. Extracurricular shalawat Al-Banjari is held once a month, every Saturday in the first week. Shalawat Al-banjari activity held at 13.30-16.00 WIB.

Religious-based extracurricular activities are various activities held outside of class hours to provide direction for students to practice religious teachings obtained through classroom learning activities and to encourage the personal formation of students and the cultivation of religious values and akhlakul karimah students. The goal is to form an educated man devoted to Allah SWT.⁸

According to Kamra, the implementation of religious extracurricular activities as an effort to increase awareness is expected to touch on the above aspects and also have an influence on the formation of character, especially emphasizing religious discipline and

⁸Mahdiansyah, *Pendidikan Membangun Karakter Bangsa (Peran sekolah dan Daerah dalam Membangun Karakter Bangsa pada Peserta Didik)*, (Jakarta: Bestari Buana Murni, 2011),61.

responsibility through religious extracurriculars. On the other hand, religious extracurriculars can be used as a forum to Channel students' hobbies, which is where there is a plus that makes it easier to carry out the process of internalizing Islamic religious values toward character formation.⁹

The Program given to students should not only teach about good character knowledge, then provide an assessment score, but how good character values can be internalized through action and reflected in daily life so that it becomes a good habit inherent in every child. Extracurricular activities in MI Miftahul Huda data directed at strengthening character education will be ineffective if only done in a narrow space (in the classroom). Therefore, an alternative strategy that can be done in an effort to strengthen character education is through extracurricular activities.¹⁰

Factors Supporting Religious-Based Extracurricular Activities in The Formation of The Religious Character of Students in MI Miftahul Huda

Factors that support the activity of course from various aspects so that the success of the madrasah in carrying out extracurricular activities can come from within students, such as interest and motivation, and can come from outside students, such as teachers, facilities, infrastructure, curriculum, and friends. Based on the results of interviews related to the application of extracurricular activities, found several supporting factors in this religious-based extracurricular activities include:

a. Self-Motivation of Learners

⁹Yul Kamra, "Pelaksanaan Kegiatan Ekstrakurikuler Dalam Upaya Mengembangkan Lingkungan Pendidikan Yang Religius Di Smp N 13 Kota Bengkulu", *al-Bahtsu*: Vol. 4, No. 2, Desember 2019, 161. DOI: <http://dx.doi.org/10.29300/btu.v4i2.2675>.

¹⁰ Leny Sri Wahyuni, "Peran Strategis Kegiatan Ekstrakurikuler Dalam Penguatan , .Pendidikan Karakter", *Jurnal Guru Dikmen dan Dikus*, Vol. 1 No. 1 (2018), 73. DOI: <https://doi.org/10.47239/jgdd.v1i1.21>.

Strong motivation in students will quickly instill religious values and form a religious character in students through this extracurricular activity because learners have the motivation to do good and positive things. This is in line with the theory of learning and learning put forward by Dimiyati and Mujiono, that talking about motivation, all learners need motivation. Because motivation is seen as a mental impulse that drives human behavior, including the conduct of learners. Motivation contains desires that activate, move, channel, and direct the attitudes and behaviors of individuals.

Students' learning success can be determined by their motivation. Students with high learning motivation tend to have high achievement; on the contrary, low learning motivation will also have low learning achievement. High and low motivation can determine the high and low effort or spirit of a person to move, and of course, the high and low energy will determine the results obtained.¹¹

b. Enthusiastic Learners Follow the Activities

Students' enthusiasm for participating in religious-based extracurricular activities is very influential. When Learners Follow extracurricular activities, they will get advice on behaving according to Islamic teachings. And the coach is expected to foster the enthusiasm of students so that all the goals to be achieved can be realized.

c. Parental Participation

Parents are the most critical factor in the formation of the religious character of students. This is because the family is the first and foremost learning. Parental support is a factor supporting the realization of the goal of forming the religious character of students with religious-based extracurricular activities. If parents support the activities carried out, the achievement of the purpose of developing religious surfaces in students will be done well.

¹¹ Sunarti Rahman, "Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar", *Prosiding Seminar Nasional Pendidikan Dasar*, Gorontalo, 25 November 2021, 291.

d. Support From Extracurricular Coaches

Extracurricular coaches play an essential role in the formation of the religious character of students through this extracurricular activity. With the provision of support in the form of mentoring and direction on every action carried out by learners. So in practice, learners will feel the teacher not only ordered it but also directed and accompanied learners in conducting activities. This is a supporting factor because, with it, the participants are educated more efficiently and absorb what is required by the coach. After all, it is directly supervised and accompanied.

The success of an educational institution such as a madrasah in carrying out activities such as extracurricular activities successful implementation of extracurricular activities is certainly to deepen and expand students' knowledge; it can also form efforts to foster, strengthen, and form student personality values. Extracurriculars are directed at promoting and improving talents, interests, and skills. This activity is expected to bring up outstanding athletes because achievements cannot be created in a short time.¹²

Factors Inhibiting Religious-Based Extracurricular Activities in The Formation of The Religious Character of Students in MI Miftahul Huda

Based on the results of interviews and observations conducted related to the implementation of religious-based extracurricular activities, there are several inhibiting factors, less supportive family circumstances, the influence of students, and limited supervision from the school. These factors are as follows:

a. Lack Of Understanding Of Parents

¹² Yogi Nugraha dan Lusiana Rahmatiani, "Faktor-faktor Pendukung Dan Penghambat Pelaksanaan Kegiatan Ekstrakurikuler Dalam Pembinaan Karakter Disiplin Siswa", *Jurnal Moral Kemasyarakatan* Vol. 3 No. 2 Tahun 2018. 69, DOI: <http://dx.doi.org/10.21067/jmk>

From the results of research conducted by researchers inhibiting factors planting religious values through religious-based extracurricular activities are family circumstances that do not support the planting of good morals in school. Sometimes parents tend not to care about the attitude of learners at home. When in school, the school seeks that students have a good mood and instill religious values to form a religious character. But at home, they do not get support or even deviate from what has been taught in school.

Things like this can hinder the efforts made by the school. Parents should support this activity considering that students' behavior is not entirely good, then this activity can change students into good people.

b. Learners Are Easily Influenced

From the findings of researchers, influence in students is also an inhibiting factor in the formation of the religious character of students. Because learners tend to be more easily affected by negative than positive things. Bad influence is not only obtained from Playmates but also from watching television and social media.

c. Limited Supervision From The School

From the results of research conducted by researchers, one other inhibiting factor is the limited supervision undertaken by the school. The school can only supervise students in the school environment without knowing the behavior of students outside the school environment.

The solution of the inhibiting factor of extracurricular activities based on religion in the formation of the religious character of students in MI Miftahul Huda, namely:

1) Parent Meeting

The solution that can be done in MI Miftahul Huda to overcome existing obstacles is to hold a parent meeting about the activities carried out by students and what programs are being carried out by the school

and invite parents to cooperate in monitoring the behavior of students. This is done to create the formation of religious character in students.

If parents and the school cooperate in supervising the behavior of students, it will quickly form a religious character in students because not only from the school want to create good morals and behavior in students, but parents also continue to support the formation of a religious character. This meeting can also make it easier to communicate the behavior of students when at school or home.

2) Increase in The Implementation of Activities

The following solution the school gives is to improve the implementation of activities. With the increased performance of extracurricular activities based on religion, students will more often get advice and motivation that can change their behavior of students better and Islamic.

Conclusion

Based on the above discussion, it can be concluded that: 1) the application of religious-based extracurricular activities in shaping the religious character of students in MI Miftahul Huda, namely: a) Diba'iyah Activities, b) Tahlil activities, and c) Shalawat Al-Banjari. 2) factors supporting religious-based extracurricular activities in shaping the religious character of students in MI Miftahul Huda, namely: a) self-motivation of students, B) enthusiasm of students following activities, c) participation of parents, and d) support from extracurricular coaches. 3) factors inhibiting religious-based extracurricular activities in shaping the religious character of students in MI Miftahul Huda, namely: a) lack of understanding of parents, b) students are easily influenced, c) limited supervision from the school.

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