

Management of Extracurricular Activities Shaping the Character of Students in Madrasa

Journal of Advanced Islamic
Educational Management

© Tursino 2022

DOI:

Tursino, Jamal Fakhri
Universitas Islam Negeri Raden Intan Lampung, Indonesia

Corresponding Author:
E-mail: tursino681@gmail.com

Abstract:

The process of fostering students through extracurricular activities has an essential role in shaping the character of students because extracurricular activities are a vehicle for channeling talents and interests that function to develop the potential, abilities, personality, cooperation, and independence of students optimally to support the achievement of goals education. This study aims to obtain a detailed description of (1) Planning extracurricular activities in character building of students, (2) Organizing extracurricular activities in character building of students, (3) Direction of extracurricular activities in character building of students, and (4) Controlling extracurricular activities in shaping the character of students at Madrasah Tsanawiyah Al-Ikhlas Tanjung Bintang. This study uses a qualitative approach with a phenomenological type of research. Data collection techniques are carried out by; participatory observation, in-depth interviews, and document analysis. The data analysis process starts with data reduction, data presentation, and conclusion drawing. Test the validity of the data by triangulation and member check. The results of this study are (1) Planning for extracurricular activities in the formation of students' character is carried out in preparing extracurricular activity programs, which are then used as a reference in its implementation. The program development process is preceded by analyzing the required resources, carried out collaboratively, and socialized at the beginning of the school year. (2) Organizing extracurricular activities in forming students' character as a whole is integrated with the madrasa organization. The organizing process determines resources and division of tasks according to the field of expertise, determined by the Decree of the Head of Madrasah, making agreements to shape students' character through routine activities, such as spontaneous action and conditioning. (3) Extracurricular activities are carried out to ensure that activities focus on the goals that have been set in the planning. The activity direction process includes; application, exemplary leadership, problem-solving, commitment to tasks, functions, and roles, and (4) Control of extracurricular activities to form student character through monitoring, assessment, and reporting. Controls include; monitoring the implementation

of activities and evaluating activities (assessment of processes and assessment of results); most students get satisfactory results but still need to improve the readiness of the supporting components.

Keywords: Character; Extracurricular; Management

Introduction

Education is one of the processes in shaping, directing, and developing one's personality and abilities. Character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality, manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs.

Character education is not just teaching what is right and wrong; more than that, character education is an effort to instill good habits so that students can behave and act based on the values that have become their personalities. Character education will involve good knowledge, feelings, and behavior to form the embodiment of students' cooperative behavior and attitude toward life (Bagus, 2011; Davidson, 2014; Hidayatullah, 2009; Wiyani, 2012). Character education focuses on deliberate efforts to help people understand, care and act ethically (Alawiyah, 2012; Julaiha, 2014; Kesuma et al., 2011). Character education has the same essence and meaning as moral Education and moral Education (Jannah, 2013; Koesoema, 2015). The goal is to shape the child's personality so that he becomes a good human being, a citizen, and a good citizen baik (Koesoema, 2015; Majid et al., 2011; Prestwich, 2004).

The primary purpose of Islamic Education, according to the Qur'an, is to form people who are aware of their primary task, namely as servants of Allah who are always obedient in carrying out worship (Ali, 2001). Allah SWT says:

وَمَا خَلَقْتُ الْجِنَّ وَالْإِنْسَ إِلَّا لِيَعْبُدُونِ

"And I (Allah) created not the jinn and mankind except that they should worship Me (Alone)."

This verse explains that the purpose of human creation is solely to serve Allah SWT. This goal is essentially the goal of human life, and the goal of Islamic Education desired by Allah SWT.

The implementation strategy of character education is a school-based quality improvement management program implemented in each education unit's development, implementation, and curriculum evaluation. The formation of students' character requires good management in schools/madrasas (Afriansyah, 2019). Management is a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently (Fahriana, 2018; Mustari & Rahman, 2014), which involves guiding or directing a group towards real organizational goals (Fadhli, 2017; Syarif, 2017). Program activities need to be developed to instill character values in students (Djazilan et al., 2021; Huda, 2018). Several steps can be taken by schools/madrasas as stated in the Guidelines for the Implementation of Character Education: "For character, education to be carried out optimally, character education is implemented through steps; (1) Outreach to stakeholders (school committees, communities, institutions), (2) Development in school activities, (3) Learning activities, (4) Development of school culture and learning center, (5) Co-curricular and

or extracurricular activities, (6) Daily activities at home and in the community." (Depdiknas, 2010; Primayana, 2022).

Most schools/madrasahs have implemented operational programs to shape students' character, but there has not been an encouraging development and progress as expected. Likewise, the successes supported by activity programs, activity process data, and documents on the results of the implementation of character education activities that are administered in total are still rare to find. This phenomenon indicates that the implementation of character education in schools/madrasahs has not consistently implemented the management of character education activities. The teacher's role in instilling character-building values is also not optimal (Kemendikbud, 2006).

Efforts to optimize the management of activity programs to form students' character are increasingly essential to be carried out in schools/madrasahs. Educational management is an activity in the form of a collaborative business management process of a group of people who are members of the organization to achieve the educational goals that have been set (Arikunto & Lia, 2009; Mwelwa & Sohawon, 2019); and functions as planning, organizing, staffing, leading, and controlling (Sutapa & Andriani, 2014). Starting from this phenomenon, the researcher considers Madrasah Tsanawiyah Al-Ikhlas Tanjung Bintang as the object of research. A madrasa that has been committed to shaping students' character through various educational activity programs at the Madrasa. The unique thing about Madrasah Tsanawiyah Al-Ikhlas Tanjung Bintang is that various extracurricular activities are actively carried out at this Madrasa. Extracurricular activities are activities carried out outside the classroom to help develop students' abilities according to their needs, potential, talents, and interests through activities specifically organized by academic units with the authority and ability (Farida et al., 2021; Muhaimin & Prabowo, 2009; Rizky et al., 2019). Islamic extracurricular activities in junior high schools are co-curricular activities of Islamic religious Education under the guidance of Islamic religious teachers. Supervision aims to develop the potential, talents, interests, abilities, personality, cooperation, and independence of students optimally to support the achievement of Islamic Religious Education goals (Departemen Agama, 2015).

The forms of extracurricular activities vary; academic units can prioritize certain activities according to the needs and conditions of the school/madrasah. Types of religious extracurricular that can be developed in schools/madrasahs include: (1) Read and Write the Qur'an (BTQ); (2) Tahfiz al-Qur'an; (3) Recitations; (4) Calligraphy; (5) Muhadharah; (6) Nasheed; (7) Islamic Music Arts (Marais, Qasidah, Hadrah, and Samrah); and (8) Islamic Journalism (Departemen Agama, 2015). Extracurricular activities in academic units are developed with the following principles: (1) active participation, demanding full participation of students according to their respective interests and choices; and (2) fun and creating an uplifting atmosphere for students (Kemendikbud, 2006). As an educational institution with Islamic nuances, it allows religious extracurricular activities and madrasa culture to instill religious values and shape the morals and character of students. Extracurricular activities are action-oriented towards developing the potential, talents, interests, abilities, personality, cooperation, independence, and character of students optimally to support the goals of madrasa education.

Methods

This research uses qualitative research with a phenomenological type. Phenomenology is a research strategy for identifying the nature of human experience about a particular phenomenon (Bogdan & Biklen, 1997; Sugiyono, 2015). Qualitative research with a phenomenological type has three stages: intuiting, analyzing, and describing (Bogdan & Biklen, 2007).. The research location is in Madrasah Tsanawiyah, with subjects consisting of the head of the Madrasa, deputy head of the Madrasa, teachers, administrative staff, and students. The object of research includes planning, organizing, directing, and controlling. The data were obtained from various sources; (1) the perpetrators of the activities, namely the Head of Madrasah, Deputy Head of Madrasah, Teachers/coaches, and Students, (2) the activities of each form of extracurricular activities outside of effective learning hours. (3) all documents related to the management of extracurricular activities, consisting of notes owned by madrasahs, madrasah manuals, or madrasa documents relating to the management of extracurricular activities in implementing character education for students.

Data collection techniques through structured interviews during breaks so as not to interfere with the informants' work. Direct observations by looking at physical and non-physical conditions in madrasahs include office space, practice rooms, places of worship, fields/yards, documents, forms, programs, document preparation, teacher/supervisor data, and parties involved in extracurricular activities. Indirect observation through photos, activity notes, and so on. The data collection instrument was the researcher himself, using supporting instruments in interview guidelines, observation guidelines, guidelines, and document analysis. Technical analysis consists of three stages: data reduction, presentation, and conclusion. Data analysis activities include (Darna & Herlina, 2018):

1. Determination of research focus.
2. Preparation of research findings.
3. Make a plan for the following data collection based on the previous findings.
4. Development of analytical questions to collect further data.
5. Determination of the following data collection targets.

The above activities aim to understand all the data collected, think about the opportunities for data collection, and test the ideas that arise during data collection. The analysis steps are; (1) At the end of data collection, all field notes were read, understood, and summarized, (2) A tentative summary of results that synthesizes what is known about the case used as the research setting, and shows what remains to be researched. Making this summary aims to obtain integrated notes regarding the case that became the background of the study, (3) After all the required data has been collected. The researcher leaves the research field, and the notes made during data collection are analyzed further intensively; this step is called analysis after data collection.

Steps were taken (1) Sorting the data; each field note in the form of sentences and paragraphs is written on the edge of the field notes sheet to facilitate checking the original notes. Each data unit is given a note notation. (2) Formulate conclusions as temporary findings in each case by

separating all data collected in the research focus group under study. The credibility of the research results is carried out by testing the validity of the data through triangulation of sources and techniques and using member checks.

Results and Discussion

a. Extracurricular Activities Planning in Character Building Students

The elements of planning extracurricular activities in shaping the students' character consist of; many predetermined activities, the existence of a process, the results to be achieved, and the future within a specific time. Extracurricular activities at Madrasa Al-Ikhlas Tanjung Bintang is an integral part of the Madrasah Work Program. The head of the Madrasah said: "Extracurricular activities which are one of the components in the Madrasah Work Program, in practice the Vice Chancellor for Student Affairs is in charge of regulating the implementation of these activities."

Furthermore, in the MTs Curriculum, I document. Al-Ikhlas Tanjung Bintang, it is also known that extracurricular activities are included in it, which consist of: (1) Scouting Education, (2) Reading and Writing Al-Qur'an (BTQ), (3) Muhadharah (ROHIS), (4) Interests Computers, (5) Hastakarya, (6) Drum band, (7) Futsal, (8) Volleyball, (9) Karate, and (10) Taekwondo.

The document for the preparation of extracurricular activities at Madrasah Al-Ikhlas Tanjung Bintang shows that the development of selected extracurricular activities in Madrasahs is carried out by analyzing the resources needed to organize extracurricular activities before the program is compiled. The resource analysis carried out includes components; (1) Manpower, (2) Students, (3) Infrastructure, and (4) Financing. An example of the required resource analysis format is shown in table 1.

Table 1. Example of Analysis of Extracurricular Activities Resources at Madrasa Al Ikhlas Tanjung Bintang

Analysis of scouting education resources				
Functions and factors	Readiness criteria (ideal conditions)	Real conditions	Level of readiness factors	
			Ready	Not ready
Teacher/ builder	Have a minimum certificate of Basic Level Advanced Competence	fulfilled 100%	√	-
	Minimum 2 years building experience	fulfilled 100%	√	-
	Experience leading a race team	fulfilled 80%	√	-
	Active in Scout organization	fulfilled 80%	√	-
Student	Training ground	fulfilled 100%	√	-
	Enjoy scouting activities	fulfilled 100%	√	-
	Readiness for activities	fulfilled 100%	√	-
	Ramu/class : 7	fulfilled 100%	√	-
Equipment or Equipment	Raft Raising/class : 8	fulfilled 100%	√	-
	Front group studio	fulfilled 100%	√	-
Equipment	Red and white flag	fulfilled 100%	√	-
	Team tent	fulfilled 20%	-	√
	Cost of coaching activities	fulfilled 100%	√	-

Activity costs	Equipment procurement costs	fulfilled 100%	√	-
	Competition activity fees	fulfilled 50%	√	-
	Participation fee from participants	fulfilled 50%	-	√
Rata-rata Kesiapan Faktor		80%		

The table above shows that the analysis of the resources needed in extracurricular activities (context analysis) is related to 9 other forms of extracurricular activities. The following is a recapitulation of the factor readiness level of each extracurricular activity in table 4.9 below Table 2.

Table 2. Recapitulation of Readiness Levels for Extracurricular Activities at Madrasa Al-Ikhlas Tanjung Bintang Academic Year 2016/2017

Extracurricular Form	Kondisi nyata	Level of readiness factors	
		Ready	Not ready
Scouting Education	fulfilled 80%	√	-
Read Write Al-Qur'an/BTQ	fulfilled 88%	√	-
Muhadharah/Rohis	fulfilled 85%	√	-
Computer Interest	fulfilled 78%	√	-
Haste of works	fulfilled 90%	√	-
Drum band	fulfilled 90%	√	-
Futsal	fulfilled 77%	√	-
Volleyball	fulfilled 84%	√	-
Karate	fulfilled 79%	√	-
Tekwondo	fulfilled 79%	√	-

Table 2 shows that based on the results of the context analysis, each component in each form of extracurricular activity has a readiness level factor that is quite ready, starting from 77% or more. After the analysis, it is known that extracurricular activities can be carried out because they have sufficient readiness. There are ten forms of extracurricular activities arranged and implemented at Madrasa Al-Ikhlas Tanjung Bintang Academic Year 2016/2017.

The preparation of the program for extracurricular activities at Madrasah Al-Ikhlas Tanjung Bintang was carried out collaboratively by involving all relevant parties. As stated by the head of the Madrasa: "We ask all teachers/supervisors of extracurricular activities to participate in preparing the activity program, then discuss it together, if it has been completed. approved at the meeting, we will set it as a program of activities to be carried out."

All programs that have been compiled are equipped with several provisions, integrated, and become a reference in their implementation. Deputy Head of Student Affairs explained, "The set of extracurricular activity programs that have been determined are then used as a reference for implementation."

Socialization of extracurricular activities is carried out at the beginning of the year to students and all related parties, including parents. The participation of students in extracurricular activities starts from filling out the registration form at the time of New Student Admission (PPDB) at the beginning

of each school year. Based on these students' choices, they are then used as material for preparing membership for extracurricular activities (Rizky et al., 2019).

Developing an extracurricular activity program that functions as a character-building for students in this Madrasa refers to the vision, mission, and goals of the Madrasa (Farida et al., 2021). The madrasa head explained: "The Madrasa's vision is; Educate students who are smart, skilled, and have good morals based on faith and piety. Every madrasa program development contains character values that lead to the vision and mission. Furthermore, the Vice-Chancellor of Student Affairs stated about extracurricular activities and character values prioritized by this Madrasa: "The prioritized extracurricular activities are; Scouting, Rohit, and Drum bands. Meanwhile, the priority character values are; religion, honesty, tolerance, and disciplined. And in addition to the prioritized character values that are developed and assessed as relevant to the material for extracurricular activities, they consist of; creative, independent, curious, national spirit, love for the homeland, peace, care for the environment, and responsibility".

Efforts to teach character values are also supported by an agreement with madrasa residents to apply them sustainably. Students strive to be active and creative in a pleasant atmosphere when participating in activities (Almerico, 2014; Rue & Byars, 2003; Smith, 2006). The Head of Madrasa stated, "We all agreed to apply character education in extracurricular activities through routine activities, role models, spontaneous activities, and conditioning." The supervision plan is determined through monitoring, as the Head of the Madrasa explains: "We as the person in charge will generally supervise all the implementation of activities in this madrasa."

The assessment of activities carried out by the teacher/coach includes assessing the process and results (Syarif, 2017); meanwhile, the evaluation of the program at the end of each semester/end of the year is made a report to stakeholders.

They are planning extracurricular activities in forming the character of students in Madrasa Al-Ikhlâs Tanjung Bintang is carried out to prepare an extracurricular activity program used as a reference in implementing activities. The planning process shows that:

1. The preparation of the extracurricular activity program begins with an analysis of the resources needed to determine the level of student readiness.
2. The extracurricular activity program is prepared to refer to the Vision, Mission, and Objectives of the Madrasah.
3. The value of student character formation is stated in the objectives and descriptions of extracurricular activities.
4. Extracurricular activities are part of the Madrasah Work Program.
5. Ten forms of extracurricular activities developed are part of the contents of the Madrasah Curriculum.
6. The program of extracurricular activities is arranged in a structured manner collaboratively by competent parties in their fields
7. Determination of membership of selected extracurricular activity participants based on student choices, and;
8. Supervision plan through monitoring, evaluation, and activity implementation reports. b. Organizing Extracurricular Activities in Character Building Students.

The organizing element determines the resources and activities needed to achieve organizational goals, designs and develops the organization that will bring these things towards the goals, assigns specific responsibilities, and delegates the necessary authority to individuals to carry out the tasks performed by the Madrasah leadership organization (Pertwi & Marsigit, 2017; Sumidjo, 2002).

Determination of resources and assignments to specific responsibilities in extracurricular activities are based on the results of the analysis of the required resources that show the level of readiness of factors in the ready category to be further compiled in the operational program of extracurricular activities. About the prepared program, it is known that the determination of components in the organization of resources includes; Facilities, Responsible for Activities, and Financing (Daft & Daft, 2009; Mustari & Rahman, 2014). Furthermore, this is by the extracurricular activity program at Madrasa Al-Ikhlâs Tanjung Bintang can be described briefly in Table 3 below.

Table 3: Organizing Extracurricular Activities Resources at Madrasa Al-Ikhlâs Tanjung Bintang Academic Year 2016/2017.

Extracurricular activities	Resources for Extracurricular Activities at Madrasah Al-Ikhlâs Tanjung Bintang
Scouting Education	<ol style="list-style-type: none"> 1. Infrastructure facilities include; Gudex Studio, Tents, Flags, Camping Equipment, Equipment, etc. 2. Person in Charge of Activities; M. Zainul, and Mey Rossa. 3. Financing includes; Cost of coaching volume 72 per year, Procurement of tools/equipment, Competition Activities.
Read Write Al-Qur'an/BTQ	<ol style="list-style-type: none"> 1. Infrastructure facilities include; Classroom/Mushalla, Al-Qur'an, Tajweed books, Iqra, Qiraati, Learning media. 2. Person in Charge of Activities; Jusrul Puteh, and Eni. 3. Financing includes; Cost of coaching volume 48 per year, Procurement of tools/equipment.
Muhadharah/Rohis	<ol style="list-style-type: none"> 1. Infrastructure facilities include; Classroom/Mushalla, Book of the Qur'an, Hadith, Religious Books, Learning media. 2. Person in Charge of Activities; Minarti, S.Pd. and Afri. 3. Financing includes; Cost of coaching volume 48 per year, Procurement of equipment/equipment activities.
Computer Interest	<ol style="list-style-type: none"> 1. Infrastructure facilities include; Labs. Computers, tools (printers, CDs, flasdiscs, LCD projectors, internet) etc. 2. Person in Charge of Activities; Mu'anafi H, S. Kom, Tim. 3. Financing includes; Construction costs, volume 54 per year, Procurement and maintenance of equipment.
Haste of works	<ol style="list-style-type: none"> 1. Infrastructure facilities include; Skills room, practice materials, tools; sewing machine, scissors, tape measure etc. 2. Person in Charge of Activities; Emilia and Krisnawati. 3. Financing includes; Coaching costs, volume 48 per year, Procurement of tools and practice materials.
Drum band	<ol style="list-style-type: none"> 1. Infrastructure includes; Theory room/courtyard, Complete drumband set, Formation flags, Costumes. 2. Person in Charge; Yopi Permana, S.Pd., and Doni Yufo.

	3. Financing includes; Development costs, volume: 2 months/48 per year, Procurement and maintenance of tools.
Futsal	1. Infrastructure; Futsal field, Ball, Futsal sportswear, Team costume, Training equipment.
	2. Person in Charge of Activities; Munzayin, and Suroto.
	3. Financing includes; Cost of coaching volume 48 per year, Procurement of routine training equipment, Team equipment.
Volleyball	1. Infrastructure includes; Ball volleyball court, Volleyball, Net, Costumes, etc.
	2. Person in Charge of Activities; Andri Jihan, and Mostofa.
	3. Financing includes; Construction costs, volume 48 per year, Procurement of tools/equipment.
Karate	1. Infrastructure facilities include; Training room/field, Kostun, Guide book.
	2. Person in Charge of Activities; Imron and Wulan.
	3. Financing includes; Coaching fees, volume 48 per year, Competition/match fees.
Tekwondo	1. Infrastructure facilities; Field measuring 12 x 12 m, made of mattress, elastic, costumes and equipment.
	2. Person in Charge of Activities; Imron and Meldayani.
	3. Financing includes; Cost of coaching, volume 48 per year, Procurement of equipment, Cost of competition/match

We organize extracurricular activities at the integrated education unit level with overall madrasa management. The regulated working mechanism consists of; (a) activities related to program preparation and assessment results are coordinated through the Deputy Head of Curriculum, (b) those relating to the implementation of activities are coordinated through the Student Affairs Deputy, while (c) those relating to the use of facilities are coordinated through the Deputy Head of Facilities and Infrastructure, (d) and in for some issues, the coordination is direct with the head of the Madrasa.

Extracurricular activities at this Madrasah have not been maximized, as stated by the Vice-Chancellor for Student Affairs "Limited facilities and infrastructure for dealing with students, and the role of parents is not optimal." This expression confirms that there are components that are not fully ready to support extracurricular activities in forming students' character. Madrasa managers are very optimistic that they can instill character values well in students. He is still likely to overcome some of the obstacles he faces by increasing good cooperation and mutual trust from all parties. And to achieve optimal results, the Deputy Head of Student Affairs said that: "It is important to conduct training for teachers/coaches so that they can carry out their duties better, and in the organization, it needs to be done consistently." This statement arises because it is felt that not all parties involved have played an active and consistent role in implementing character education in this Madrasa.

They are organizing extracurricular activities in shaping the character of students in Madrasa Al-Ikhlas Tanjung Bintang is implemented in an integrated manner within the entire madrasa organization. In the process of organizing, it shows that: (a) Determination of extracurricular activity resources, including; Infrastructure facilities, Responsible for Activities, and Financing, (b) Division

of duties of teachers as supervisors of extracurricular activities according to their abilities in their fields, (c) Division of duties of teachers as supervisors of extracurricular activities carried out democratically to obtain mutual agreement. (d) The task of the teacher as superintendent of extracurricular activities is determined by the Decree of the Head of Madrasah; (e) supervisors of extracurricular activities are given authority by their primary duties, functions, and roles in their respective fields; (f) supervisors of extracurricular activities make a mutual agreement to shape the character of students through routine activities, example, spontaneous action, and conditioning; (g) Madrasahs cooperate with related parties in overcoming limited resources they have. The direction of Extracurricular Activities in Character Building Students

The elements of direction such as motivation, leadership, power, decision making, communication, coordination, negotiation, conflict management, organizational change, interpersonal skills, building trust, performance appraisal, and job satisfaction have been carried out as needed in this Madrasah. As for religious activities that support extracurricular activities in character building of students, which are routinely carried out at this Madrasah, it is known, among others; (1) Duha Prayer, (2) Congregational Prayer, (3) Tadarus, (4) Greetings, (5) Friday Infak, (6) Prayer before and after study, (7) Muslim attire, (8) Islamic boarding school, (9) Mosque Manager /Musalla.

The implementation of extracurricular activities at Madrasah Al-Ikhlas Tanjung Bintang with the principles of character education is pursued through; 1) Routine activities, 2) Exemplary, 3) Spontaneous action, and 4) Conditioning. Each teacher/supervisor of extracurricular activities includes; 1) Scout Education, 2) Al-Qur'an Reading and Writing Development (BTQ), 3) Muhadharah (ROHIS), 4) Interest in Computer Skills, 5) Hasta Karya, 6) Drum band, 7) Futsal, 8) Volleyball, 9) Karate, and 10) Taekwondo, applying the principles of character education and will be followed by all students who are members of their respective activities (Prajapati, 2021; Tannir & Al-Hroub, 2013).

Madrasah leaders coordinate activities through meeting forums. Each teacher/supervisor is allowed to submit reports on implementing tasks and progress, including reporting problems (Bush, 2002; Muslihati, 2014).

The direction of extracurricular activities at Madrasah Al-Ikhlas Tanjung Bintang ensures achieving the goals set in the planning. The briefing process shows that: (a) Extracurricular activities in the formation of students' character are carried out as planned by referring to the program that has been prepared. (b) The implementation pattern of activities includes; preliminary activities, core activities, and closing. (c) The teacher/coach conveys the material and instills character-building values so that students are trained and accustomed to doing good. (d) The goal of character building is good personal qualities and being willing to do good. (e) Teachers/trainers prioritize examples in shaping students' character to achieve success. (f) Teachers/coaches are satisfied with the progress achieved by students, although there are still notes that need to be improved. (g) Extracurricular activities to turn plans into reality so that they can achieve goals. (h) Leaders are motivated by showing good examples, paying attention to extracurricular activities, encouraging achievement, establishing cooperation, and appreciating the implementation of the duties of the teacher/trainer. (i) The madrasah head leads democratically by action; takes decisive decisions, respects differences of opinion, provides opportunities for teachers to participate, makes changes for progress, and (j) problem solving is carried out jointly by involving related. Interested parties, (k) most

teachers/coaches consistently instill values forming students' character through routine activities, such as spontaneous action and conditioning.

d. Control of Extracurricular Activities in Character Building of Students

Elements in Control include; monitoring/monitoring, assessment, and reporting. Control is carried out to see whether the implementation of activities is by the predetermined plan. Actions taken by the leadership on implementing extracurricular activities that are considered less effective are tracing the causal factors so that they can help overcome these problems appropriately and thoroughly. Student Representative stated that: "Usually the leader traces the reasons why certain activities are not implemented effectively and provides direction so that they can be carried out as expected." Extracurricular activities show promising results, and this cannot be separated from the leadership's efforts to prevent irregularities in implementing extracurricular activities. Anticipatory steps taken are by reviewing all program activities prepared together to meet the criteria of being rational and realistic. In addition, the Deputy Head of Student Affairs explained that; "Policies taken and carried out by the leadership include; emphasizes administrative order, and builds mutual trust cooperation." The steps taken by the leadership are considered quite effective.

The Control of extracurricular activities in forming students' character at Madrasah Tsanawiyah Al-Ikhlas Tanjung Bintang for the 2016/2017 academic year is carried out through; monitoring, assessment, and reporting. The control process shows that: (a) The results of monitoring show that; Read and write Al-Qur'an/BTQ, Muhadharah/ROHIS, Hastakarya, and Drum band (Very Good), while Scouting, Computer Interest, Futsal, Bal Volleyball, Karate, Taekwondo (Good). (b) The role of the teacher/supervisor in shaping the character of students through exemplary actions, spontaneous actions, and conditioning is always carried out, while routine activities are sometimes carried out. (c) Students' behavior according to character values through routine activities, spontaneous activities, and conditioning can always be done. Exemplary can sometimes be done well. (d) Students' final score in extracurricular activities in category A (Satisfactory) is as much as 53%, and in category B (Enough), as much as 47%. (e) The participation of students in extracurricular activities shows that; very active as much as 20%, active as much as 33%, moderately active 38%, and less active 9%. (f) Extracurricular activities shaping students' character are carried out according to a predetermined plan.

Conclusion and suggestion

Planning for extracurricular activities in forming students' character is carried out by preparing extracurricular activity programs, which are then used as a reference in its implementation. The planning process shows that the analysis of the required resources precedes preparing a program of extracurricular activities. Planning is prepared to refer to the vision, mission, and goals of the Madrasah. The values of character building are contained in the objectives and descriptions of the activities. Extracurricular activities are part of the madrasa work program. The form of extracurricular activities developed is part of the curriculum content. Extracurricular activities are compiled collaboratively by competent parties in their fields through monitoring, evaluation, and reports on the implementation of activities.

Organizing extracurricular activities in forming the character of students is carried out in an integrated manner within the entire madrasa organization, in the process of organizing it shows that: determining the resources for extracurricular activities includes infrastructure, the person in charge of activities, and Financing; division of duties of teachers as supervisors of extracurricular activities according to their abilities in their fields; the division of teachers' duties as supervisors of extracurricular activities is carried out democratically; the distribution of teachers as supervisors of extracurricular activities is determined by a decree from the head of the Madrasa; teachers or supervisors of extracurricular activities are given the authority according to their duties, functions and roles in their respective fields; teachers or supervisors of extracurricular activities make an agreement or consensus together to shape the character of students through routine activities, example, spontaneous action and conditioning; determination of membership of selected extracurricular activities based on the choice of students.

The direction of extracurricular activities in the formation of the character of students is carried out towards the goals that have been set in the planning of the processing process shows that: the pattern of implementation of extracurricular activities includes preliminary activities of core and closing activities; the coach conveys the programmed material simultaneously instilling the values of character building of students; the goal of character building is good personal qualities (knowing goodness, willing to do good, actually doing good); the coach prioritizes exemplary in the formation of the character of students; motivate by example in the formation of good character; madrasa principals lead democratically to solve problems together and make changes for progress; the majority of coaches consistently instill the values of character building of students through routine exemplary activities of spontaneous action and conditioning.

Control of extracurricular activities in forming students' character is monitored, assessed, and reported. The process shows that: the results of monitoring the implementation of extracurricular activities show that reading and writing the Koran/BTQ, muhadharah/rohis, hasta work, and drum bands are very good, while Scouting, computer interests, futsal, volleyball, karate, taekwondo (good); the role of the coach in forming the character of students through exemplary actions, spontaneous actions, and conditioning is always carried out while routine activities are not always carried out; student behavior is carried out according to character values through routine activities, spontaneous activities, and conditioning can always be done, while exemplary actions can not always be done well; the final score of students in category A (satisfactory) is 53% and in category B (adequate) as much as 47%; participation of students in extracurricular activities showed that 20% were very active, 33% active, 38% quite active, and 9% less active; extracurricular activities by strengthening the values of character building are addressed positively by students; Extracurricular activities in the formation of the character of students are carried out according to the plans that have been set in the planning.

References

- Afriansyah, H. (2019). *Manajemen mutu terpadu*.
- Alawiyah, F. (2012). Kebijakan dan pengembangan pembangunan karakter melalui pendidikan di Indonesia. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 3(1), 87-101.
- Ali, A. (2001). *Al-Qur'an*. Princeton University Press.
- Almerico, G. M. (2014). Building character through literacy with children's literature. *Research in Higher Education Journal*, 26.
- Arikunto, S., & Lia, Y. (2009). *Manajemen pendidikan Yogyakarta*. Aditya Media 2009.
- Bagus, M. (2011). Pendidikan karakter membangun delapan karakter emas menuju Indonesia bermartabat. *Yogyakarta: Samudra Biru*.
- Bogdan, R., & Biklen, S. K. (1997). *Qualitative research for education*. Allyn & Bacon Boston, MA.
- Bogdan, R., & Biklen, S. K. (2007). *Qualitative research for education: an introduction to theories and methods (Fifth Edit)*. Boston New York San Francisco.
- Bush, T. (2002). Educational management: Theory and practice. *The Principles and Practice of Educational Management*, 15-33.
- Daft, R. L., & Daft, R. L. (2009). *Principles of management*. South-Western, Cengage Learning India Pvt. Limited.
- Darna, N., & Herlina, E. (2018). Memilih Metode Penelitian Yang Tepat: Bagi Penelitian Bidang Ilmu Manajemen. *Jurnal Ekologi Ilmu Manajemen*, 5(1), 287-292.
- Davidson, M. (2014). A character education research perspective for the 21st century. *Journal of Character Education*, 10(1), 77.
- Departemen Agama, R. I. (2015). *Departemen Agama Republik Indonesia*. Direktori Pesantren.
- Depdiknas, P. K. (2010). Bahan pelatihan penguatan metodologi pembelajaran berdasarkan nilai-nilai budaya untuk membentuk daya saing dan karakter bangsa. *Jakarta: Kemendiknas*.
- Djazilan, S., Nafiah, N., & Hartatik, S. (2021). Implementasi pendidikan karakter integritas sub nilai kejujuran melalui program kantin kejujuran di sekolah dasar. *EDUKATIF: Jurnal Ilmu Pendidikan*, 3(6), 3565-3578.
- Fadhli, M. (2017). Manajemen peningkatan mutu pendidikan. *Tadbir: Jurnal Studi Manajemen Pendidikan*, 1(2), 215-240.
- Fahriana, A. S. (2018). Pengambilan keputusan secara musyawarah dalam manajemen pendidikan islam: Kajian tematik al-Qur'an dan al-Hadist. *Al-Hayat: Journal of Islamic Education*, 2(1), 17-46.
- Farida, S., Munib, M., & Imamah, I. (2021). Implementasi kegiatan ekstrakurikuler keagamaan

- dalam meningkatkan prestasi belajar di SMA al Arifin Langgarsari Camplong. *KABILAH: Journal of Social Community*, 6(2), 70–87.
- Hidayatullah, M. F. (2009). *Guru sejati: Membangun insan berkarakter kuat dan cerdas*. Yuma Pustaka.
- Huda, M. (2018). Tugas kepemimpinan kepala sekolah dalam manajemen berbasis sekolah. *Al-Afkar, Journal for Islamic Studies*, 1(2, July), 46–54.
- Jannah, F. (2013). Pendidikan Islam dalam sistem pendidikan nasional. *Dinamika Ilmu: Jurnal Pendidikan*.
- Julaiha, S. (2014). Implementasi pendidikan karakter dalam pembelajaran. *Dinamika Ilmu: Jurnal Pendidikan*, 226–239.
- Kemendikbud, R. I. (2006). Standar kompetensi lulusan untuk satuan pendidikan dasar dan menengah. *Jakarta: Kemendikbud RI*.
- Kesuma, D., Triatna, C., & Permana, J. (2011). Character education in the study of theory and practice in schools. *Bandung: PT Pemuda Rosdakarya*.
- Koesoema, D. A. (2015). Character education strategy, mental revolution in educational institutions. *Yogyakarta: Kanisius*.
- Majid, A., Wardan, A. S., & Andayani, D. (2011). *Pendidikan karakter perspektif Islam*. PT Remaja Rosdakarya.
- Muhaimin, S., & Prabowo, S. L. (2009). Manajemen Pendidikan: Aplikasinya dalam Penyusunan Rencana Pengembangan Sekolah. *Madrasah Jakarta: Kencana*.
- Muslihati, M. (2014). Tantangan dan peluang program studi bimbingan dan konseling islam menghadapi masa depan bangsa. *Jurnal Bimbingan Dan Konseling Islam*, 3(2), 117–124.
- Mustari, M., & Rahman, M. T. (2014). *Manajemen pendidikan*. RajaGrafiika Persada.
- Mwelwa, K., & Sohawon, M. S. (2019). *Educational administration and management: Issues and perspectives*.
- Pertiwi, I., & Marsigit, M. (2017). Implementasi pendidikan karakter dalam pembelajaran matematika SMP di Kota Yogyakarta. *Jurnal Riset Pendidikan Matematika*, 4(2), 153–165.
- Prajapati, H. P. (2021). Thoracolumbar junction fracture: Principle of management. *Indian Journal of Neurotrauma*, 18(02), 126–132.
- Prestwich, D. L. (2004). Character education in America's schools. *School Community Journal*, 14(1), 139–150.
- Primayana, K. H. (2022). Implementasi pendidikan karakter dalam pembelajaran bahasa indonesia di sekolah dasar. *Cetta: Jurnal Ilmu Pendidikan*, 5(1), 50–54.
- Rizky, W., Musa, P., & Arifin, H. (2019). Efektivitas pelaksanaan kegiatan ekstrakurikuler rohani islam di sekolah menengah atas Kota Pontianak. *PUBLIKA: Jurnal Ilmu Administrasi Negara*, 8(3).

- Rue, L., & Byars, L. (2003). Management, skill and application, 10 the ed. MB Grow–Hill/Irwin, New York, 259.
- Smith, M. R. (2006). Contemporary character education. *Principal Leadership*, 6(5), 16–20.
- Sugiyono. (2015). Metode penelitian Pendidikan (Pendekatan kualitatif, kuantitatif, dan R an D). In *Grafindo Persada*. Grafindo Persada.
- Sumidjo, W. (2002). Kepemimpinan kepala sekolah. *Jakarta: Raja Grafindo Persada*.
- Sutapa, M., & Andriani, D. E. (2014). Studi manajemen pendidikan: Kajian teoritis & praktis. *Jurnal Peradaban*, 7, 69–87.
- Syarif, Z. (2017). Manajemen kepemimpinan kiai dan kontribusinya terhadap mutu pendidikan pesantren. *Fikrotuna*, 6(2).
- Tannir, A., & Al-Hroub, A. (2013). Effects of character education on the self-esteem of intellectually able and less able elementary students in Kuwait. *International Journal of Special Education*, 28(2), 47–59.
- Wiyani, N. A. (2012). Manajemen pendidikan karakter: Konsep dan implementasinya di sekolah. *Yogyakarta: Pedagogia*.

