

RELIGIOUS EXTRACURRICULAR ACTIVITIES OF MUSHOLA LOVER STUDENTS IN IMPROVING LEARNING OUTCOMES IN ISLAMIC RELIGIOUS EDUCATION

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ARTICLE INFO

Article History:

Received : 01-January -2024

Revised : 24-March-2024

Accepted : 30-March-2024

Keyword:

extracurricular;

Musholla-loving students;

Learning outcomes.

ABSTRACT

Learning at school is generally given in two forms, namely intracurricular and extracurricular. These two factors can influence student learning outcomes. This research aims to find out how extracurricular activities in the form of Musholla-loving students at school have a positive effect on students' learning outcomes. This research is qualitative and uses SMAN 1 Parigi as the research location. The research sources were five people, consisting of supervisors, two of Musholla lovers students, and teachers. The results of this research found that the extracurricular activities carried out through the Musholla loving students at SMAN 1 Parigi were divided into four forms of activities: a. daily activities, such as congregational midday prayers, kultum after midday prayers, and cleaning the prayer room; b. weekly activities, such as morning dhikr and yasinan, which are held on Fridays. This activity was followed by a cult c. monthly activities, such as ta'lim and mabit. Mabit activities are marked by staying overnight at school, which contains activities studying the Koran and Hadith, collective dhikr, and evening prayers; d. annual activities, which are divided into spiritual and social activities, such as celebrating Islamic holidays, Islamic boarding school, sharing iftar, and breaking the fast together, as well as social service. Another finding in this research is that students who actively participate in extracurricular activities can fulfill learning objectives as well, especially in semester exams and other formative exams. This shows that extracurricular activities at school can strengthen and improve student learning outcomes, as well as strengthen their social and religious behavior.

ABSTRAK

Kata Kunci:

Ekstrakurikuler;

Peserta didik pecinta

musholla;


Hasil pembelajaran;

Pembelajaran di sekolah secara garis besar diberikan dalam dua bentuk, yakni intrakurikuler dan ekstrakurikuler. Kedua faktor tersebut dapat mempengaruhi hasil pembelajaran peserta didik. Penelitian ini bertujuan untuk mengetahui bagaimana kegiatan ekstrakurikuler dalam bentuk “Siswa pecinta musholla” di sekolah berpengaruh positif pada pencapaian hasil pembelajaran

peserta didik. Penelitian ini merupakan penelitian kualitatif yang menggunakan SMAN 1 Parigi sebagai lokasi penelitian. Narasumber penelitian berjumlah 5 orang yang terdiri pembina, pengurus pecinta musholla, peserta didik dan guru. Hasil penelitian ini menemukan bahwa kegiatan ekstra kurikuler yang dilakukan melalui pelajar cinta musholla di SMAN 1 Parigi terbagi menjadi empat bentuk kegiatan: a. kegiatan harian, seperti shalat dhuhur berjamaah, kultum setelah shalat dhuhur, dan membersihkan musholla; b. kegiatan mingguan, seperti dzikir pagi dan yasinan yang dilakukan pada hari jum'at. Kegiatan ini dilanjutkan dengan kultum. Selanjutnya, kerja bakti yang dilaksanakan setiap hari sabtu; c. kegiatan bulanan, seperti ta'lim dan mabit. Kegiatan mabit ditandai dengan menginap di sekolah, yang berisi kegiatan belajar al quran dan hadits, dzikir bersama, dan sholat malam; d. kegiatan tahunan yang terbagi menjadi kegiatan spiritual dan sosial, seperti perayaan hari-hari besar Islam, pesantren kilat, berbagi buka dan berbuka puasa bersama, serta bakti sosial. Temuan lain dalam penelitian ini adalah bahwa para peserta didik yang mengikuti kegiatan ekstrakurikuler secara aktif dapat memenuhi tujuan pembelajaran dengan memenuhi standar kelulusan minimal dengan baik, begitu dalam ujian semester dan ujian formatif lainnya. Hal ini menunjukkan bahwa kegiatan ekstrakurikuler di sekolah dapat memperkuat dan meningkatkan hasil belajar siswa, disamping juga memperkuat perilaku sosial dan religius mereka.

How to Cite:

Kiflin. (2024). Religious Extracurricular Activities of Mushola Lover Students in Improving Learning Outcomes in Islamic Religious Education. *Paedagogia: Jurnal Pendidikan*, 13(1), 67-80. <https://doi.org/10.24239/pdg.Vol13.Iss1.504>

 <https://doi.org/10.24239/pdg.Vol13.Iss1.504>

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INTRODUCTION

Learning in schools is generally carried out in two forms, namely intracurricular and extracurricular. Extracurricular activities are one of the media that are considered to have potential for building character and increasing students' academic scores and are held at school¹. One of the goals of extracurricular activities is the formation of attitudes, behaviors, and personalities to become Indonesian people with universal character². On the other hand,

¹ Das Salirawati, "Percaya Diri, Keingintahuan, Dan Berjiwa Wirausaha: Tiga Karakter Penting Bagi Peserta Didik." *Jurnal Pendidikan Karakter*, (2012). 2, 213-224.

² Ria Yuni Lestari, Peran Kegiatan Ekstrakurikuler Dalam Mengembangkan Watak Kewarganegaraan Peserta Didik. *Untirta Civic Education Journal: UCEJ*, Vol. 1, 2016. Hal. 136-152.

extracurricular activities at school also aim to broaden knowledge and develop students' talents, interests, and character to the maximum³⁴.

Islamic religious education is a subject that must be taught in the school curriculum from elementary to tertiary education. This legality is stated in the law and national education system no. 20 of 2003 concerning the national education system (UU SISDIKNAS) Chapter II, Article 30 Paragraphs (1) and (3) read: Religious education is organized by the government and/or community groups of religious believers, in accordance with statutory regulations. Religious education functions to prepare students to become members of society who understand and practice the values of their religious teachings. The aim of religious education in schools itself is to form pious people, namely people who obey their God in carrying out worship and emphasize personality development. However, two hours of religious education subjects for one week certainly cannot possibly achieve this noble goal; therefore, there need to be other efforts that support the achievement of the goals of religious education in schools, such as religious extracurricular activities.

Extracurricular activities are one component of programmed self-development activities; that is, they are planned according to the needs and conditions of students because extracurricular programs are a forum for exploring students' potential based on developing students' interests and talents⁵. The learning process is the set of stages one goes through in developing a person's cognitive, affective, and psychomotor abilities⁶. In this case, it is an ability that students must have. One of the roles that a teacher has to go through in these stages is that of a facilitator. To become a good facilitator, teachers must make optimal efforts to prepare learning plans that suit the characteristics of students in order to achieve learning goals. The teacher's job is not only to provide information to students but also to be a facilitator tasked with making learning easier for all students. To be able to carry out the learning process, the teacher must be able to prepare the learning process⁷.

Extracurricular activities for Islamic religious education are contained in the regulations of the director general of Islamic education, which are general and

³ Arief Bijaksana, Indrayuda, Zora Ir. Minat Siswa Dalam Pelaksanaan Ekstrakurikuler Tari Di SMPN 1 Padang Panjang. *Jurnal Sendorasik* vol.6 no 1. 201118. 121-136.

⁴ Hatta Fakhurrozi et al., "Integration of Islamic Education Curriculum to Enhance the Social Character of Vocational High School Students," *Ta'dib* 26, no. 1 (2023): 171. <https://doi.org/10.31958/jt.v26i1.7237>

⁵ Muh. Hambali dan Eva Yulianti, *Ekstrakurikuler Keagamaan Terhadap Pembentukan Karakter Religius Peserta Didik di Kota Majapahit*, *Jurnal Pedagogik*, vol. 5 no. 2 (2018) 198. <https://ejournal.unuja.ac.id/index.php/pedagogik> (14 maret 2022).

⁶ Fakhurrozi, Hatta. Standar Penilaian Aspek Psikomotorik Pendidikan Agama Islam, *PAEDAGOGIA: Jurnal Pendidikan*, Vol 7 No 1 (2018), 155-170. <https://doi.org/10.24239/pdg.Vol7.Iss1.37>.

⁷ Mulyasa Engko. *Kurikulum Tingkat Satuan Pendidikan*. (Bandung: PT Remaja Rosdakarya. 2007) hal. 21.

flexible. Can develop other types of extracurricular Islamic religious education and can adapt and develop their own according to their respective needs, situations, conditions, and potential, which are subversive of the goals of national education and the goals of implementing Islamic religious education⁸. Extracurricular activities are held with the aim of optimally developing students' potential, talents, interests, abilities, personalities, cooperation, and independence in order to support the achievement of national education goals⁹.

The function of religious extracurricular activities is as a forum for teaching, da'wah, and various Islamic knowledge. This extracurricular is able to help develop knowledge about Islamic knowledge taught in schools. Through this extracurricular, they gain an Islamic environment and can develop their creativity, because students are the next generation of the nation who will develop in the next few years. Religious extracurricular activities are a form of activity carried out in order to provide opportunities for students to encourage personal formation in accordance with religious values¹⁰.

Several studies related to extracurricular activities have been carried out by researchers, including Nurhidayat, who found that extracurricular activities play a role in fostering students' enthusiasm for worship. Even though in this research there were also obstacles such as lack of enthusiasm and lack of infrastructure to support extracurricular activities, Nurhidayat provided a solution by creating a special team to control students' religious activities¹¹. Fitriani found other obstacles, such as the environment, lack of parental awareness, students having difficulty memorizing, playing with gadgets, and additional assignments from school. In line with this, Fakhrurozi found that extracurricular activities can also develop students' religious and social character¹².

This research, then, takes place to discover the role of religious extracurricular activities for students who love prayer rooms in improving learning outcomes in Islamic religious education. In contrast to several previous

⁸Muh. Hambali dan Eva Yulianti, "Ekstrakurikuler Keagamaan terhadap Pembentukan Karakter Religius Peserta Didik di Kota Majapahit," *Jurnal Pedagogik* (2018), 197-199. <http://ejournal.unuja.ac.id/index.php/pedagogik> (18 maret 2022)

⁹Noor Yanti, "Pelaksanaan Kegiatan Ekstrakurikuler Dalam Rangka Pengembangan Nilai-nilai Karakter Siswa Untuk Menjadi Warga Negara yang Baik di SMA Korpri Banjarmasin," *Jurnal Pendidikan Kemarganegaraan*, Vol. 6 no. 11 (Mei 2016), 965. <https://ppip.ulm.ac.id/journal/index.php/pkn/article/viewFile/746/650> (Diakses 20 Maret 2022)

¹⁰ Iis Khaerunnisa Fitriani, "Implementasi Kegiatan Ekstrakurikuler Keagamaan dalam Pembentukan Karakter Religius Peserta Didik di Madrasah Tsanawiyah", *JURNAL BASICEDU* Volume 6 Nomor 3 Tahun 2022 Halaman 4612 - 4621

¹¹ Nurhidayat Ahmad, "Peran Ekstrakurikuler Rohani Islam (ROHIS) dalam Menumbuhkan Semangat Beribadah Siswa di Upt SMA Negeri 1 Palopo" (Skripsi Tidak diterbitkan, Jurusan Tarbiyah, IAIN, Palopo, 2019), 3.

¹² Hatta Fakhrurozi, et.al. Enhancing the Social and Religious Character of Students at Qurratu A'yun High School Through Extracurricular Activities, *PAEDAGOGIA: Jurnal Pendidikan*, Vol 12 No 1 (2023), 101-118. <https://doi.org/10.24239/pdg.Vol12.Iss1.391>.

studies, researchers want to focus the discussion on aspects of improving student learning outcomes through extracurricular activities. The research location in this study is SMA Negeri 1, Parigi Kab., Paris Moutong. This research is based on a preliminary study that found that there were extracurricular activities of a religious nature carried out at the school. In general, extracurricular activities are additional activities carried out outside of class hours that aim to enrich and broaden students' insight from the various lessons they have studied in class. The religious extracurricular activities referred to in this research are forms of additional activities outside of class hours that are religious in nature.

METHOD

The author employed qualitative research methodology in this study. The study was conducted at SMA Negeri 1, Parigi Kab., Paris Moutong. The research sample consisted of five individuals, including an Islamic Religious Education teacher, an extracurricular supervisor for students who frequent prayer rooms, the chairman and secretary of the prayer room club, and one student who is a member. Data collection techniques encompass the utilization of interviews, observation, and documentation. Interviews were conducted to ascertain the locations frequented by students who have a fondness for prayer rooms, their involvement in extracurricular activities, and the execution of these activities. Observations are utilized to gather data pertaining to the extracurricular utilization of prayer rooms by students who have a fondness for them. Documentation is utilized to ascertain the daily or weekly report card and test scores of students attending Parigi 1 State Senior High School. Subsequently, the author organized the data and performed data reduction. To analyze the data, the author employed triangulation of data sources.

RESULT

Extracurricular activities are carried out in many forms at SMA Negeri 1 Parigi, including scouting, scientific work, sports, martial arts skills, and religious activities. This research only discusses religious extracurricular activities. In practice, religious extracurricular activities are carried out in the form of integration into subjects and outside subjects. The author drew this conclusion based on the results of observations in this research, activities such as the Dhuha prayer together and the Dhuhur prayer together were carried out during class hours at school. Apart from that, religious extracurricular activities are also carried out outside school hours as is done by other schools in general.

These results are strengthened by the statement of the supervisor of religious extracurricular activities, Rif'ad, who stated that the religious activities at the school were called Musholla Lovers students..

At SMA Negeri 1 Parigi, apart from the formal activities that have been scheduled in class, there are also extracurricular religious activities. Religious extracurricular activities are additional activities outside of class

hours that contain Islamic values. If in the outside environment it is known as RISMA (Mosque Islamic Teenagers) then in the school environment it is known as Mushollah Lovers Students..¹³

Religious extracurricular activities are motivated by the lack of practice hours for religious material. So far, practical activities have only been controlled by science and skills subjects. This is what makes schools hold religious extracurriculars. On the other hand, extracurricular activities are expected to complement students' religious insight. So far, students have only received religious material in class. With extracurricular religious activities, it is hoped that it can broaden students' religious insight. This information was conveyed by the school's deputy principal for curriculum, Mas'ud, as follows:

The background of the religious extracurricular activities carried out is for students' self-development in spiritual matters. So that students not only focus on getting religious material in class, but there are also other things outside of class that can support and even add to students' experiences of religion. If in class students only get theory, then in Musholla Lovers students get practice.¹⁴

Extracurricular activities Musholla Lovers students have daily, weekly, monthly and yearly activities. This activity received full support from the school and received a positive response from the teachers. This was expressed by the Islamic Religious Education teacher, Muhsin, as follows:

Religious extracurricular activities carried out at SMA Negeri 1 Parigi are divided into several sections, namely daily, weekly, monthly and even annual activities. All planned activities may not run smoothly. However, basically these are just challenges that will be faced during the activity. The supporting factors in every activity that we have carried out, including daily, weekly, monthly and annual activities, are permission and support in the form of assistance from the school and the entire teacher council who responded positively to the activities. The inhibiting factor in all series of activities is funding in the form of activity budgets. Because not all activities carried out receive a budget from the school. So the effort we make is to provide infaq to support the activity budget.¹⁵

Daily religious extracurricular activities are carried out every day in the school environment apart from holidays. The students who took part in the implementation of this activity were students who were registered as administrators and members of the Mushollah Lovers Students. So they are

¹³Mohammad Rifad, supervisor of religious extracurricular activities SMA Negeri 1 Parigi, Personal Interview, 15 Juli 2023.

¹⁴Mas'ud, Deputy Principal for Curriculum of SMA Negeri 1 Parigi, Personal Interview, 14 Juli 2023.

¹⁵Muhsin, Islamic Religious Education teacher SMA Negeri 1 Parigi, Personal Interview, 15 Juli 2023.

required to take part in the entire series of scheduled activities. As stated by the supervisor of religious extracurricular activities at SMA Negeri 1 Parigi as follows:

Daily religious extracurricular activities carried out by the administrators and members of the Mushollah Lovers Students include midday prayers in congregation followed by kultum after prayer and cleaning the prayer room every day. Those responsible for delivering the cult and cleaning the prayer room have been discussed, determined, and mutually agreed upon by the supervisor and the management of the Prayer Room Lovers Students so that every student who takes part in its implementation has a sense of responsibility for the trust that has been entrusted to them. This is done in an effort to instill and form a sense of responsibility in students.¹⁶

This is also in line with the information obtained from the head of the Mushollah Lovers students when interviewed, as follows:

The religious extracurricular activity that we carry out every day is the midday prayer in congregation, combined with the cult pulpit. Every student who joins the Mushollah Lovers Students is required to take part in this activity. And we, as the core administrators, also continue to monitor the mosque every day in an effort to find out the progress of the activities being carried out.¹⁷

Different from previous daily activities, weekly religious extracurricular activities are a form of activity that is carried out once per week as scheduled. This activity is carried out on certain days that have been agreed upon by the teacher council, supervisors, and students involved in religious extracurricular activities. In an interview, the supervisor of religious extracurricular activities at SMA Negeri 1 Parigi shared the following information:

Religious extracurricular activities that are carried out once a week are morning dhikr, yasinan, followed by kultum on Fridays, and community service work in the school environment on Saturdays. This dhikr and yasinan is routinely carried out every Friday at 06.30–07.30 in the morning. The implementation was also led by one member of the Mushollah Lovers students, who was then followed by other students, and those in charge of delivering the cult were members of the Mushollah Lovers students. This activity aims to ensure that students are able to implement religious values in their daily lives and that students can feel inner peace so that students feel comfortable when they start learning in the classroom. And the benefits of this community service program are that the school environment is more comfortable, cleanliness is maintained, and disease is avoided.¹⁸

¹⁶Mohammad Rifad, supervisor of religious extracurricular activities SMA Negeri 1 Parigi, Personal Interview, 16 Juli 2023

¹⁷Abdul Jabbar, head of the Mushollah Lovers students SMA Negeri 1 Parigi, wawancara oleh penulis di Teras Mushollah, 15 Juli 2023.

¹⁸Mohammad Rifad, supervisor of religious extracurricular activities SMA Negeri 1 Parigi, Personal Interview, 16 Juli 2023

Religious extracurricular activities take place either once a month or at specific times. During an interview, the supervisor of religious extracurricular activities at SMA Negeri 1 Parigi provided the following information:

Religious extracurricular activities carried out every month are called ta'lim. This is a form of activity that is routinely carried out every month by students who are members of the Mushollah Lovers Students. There are even activities that are held every semester or every six months, namely mabit (evening for building faith and piety), which is an activity that requires students to stay overnight, for example, from Saturday afternoon to Sunday afternoon. The activities carried out during the mabit are dhikr, ta'lim, reciting the Koran, and evening prayers. However, in the last two years, this activity was not carried out every semester due to the pandemic, so it was only held once a year.¹⁹

The Mushollah Lovers Student Secretary also added that:

In the current monthly activities that have been programmed and implemented, there are two types of activities, namely ta'lim and mabit. Ta'lim activities are carried out once a month, and for Mabit, we carry them out twice a year or every semester. This activity was carried out at school, and we stayed overnight for one day. The activities we carry out are varied, starting with dhikr, reading the Qur'an, ta'lim, and evening prayers.²⁰

Annual religious extracurricular activities are activities held once a year that have been scheduled and activities that have not been scheduled, both spiritual and social in nature. As follows from the results of an interview with the supervisor of extracurricular religious activities at SMA Negeri 1 Parigi:

In annual activities, there are two forms of activities, namely spiritual and social activities. So that the activities carried out do not only focus on worship but also move towards building social relationships in the community. The school conducts various spiritual activities once a year, such as celebrations of Islamic holidays, Islamic boarding schools, sharing iftar, and breaking the fast together. The social activities carried out include fulfilling invitations from the community, social service, and so on.²¹

Religious extracurricular activities are one of the activities that can broaden your knowledge and experience in religion. One of the functions of this activity is as a forum for developing students' personal potential. The activities carried out are not just activities, but the orientation of the activities is so that students obtain learning outcomes in terms of knowledge and attitudes. These

¹⁹ Ibid.

²⁰ Ayumi Nada Kirana, Mushollah Lovers Student Secretary of SMA Negeri 1 Parigi, Personal Interview, 15 Juli 2023.

²¹ Mohammad Rifad, supervisor of religious extracurricular activities SMA Negeri 1 Parigi, Personal Interview, 16 Juli 2023

learning outcomes will then shape the character of students. As explained by the Islamic Religious Education teacher at SMA Negeri 1 Parigi as follows:

The learning outcomes obtained by students are certainly not only in the cognitive domain, but also in the affective and psychomotor domains. When in class, students who are Mushollah lovers will tend to be active in taking part in lessons such as discussing. Talking about theory, there may be students who are smarter at theory in class when they get the material, but when it comes to practice, most of the students who love prayer rooms are more able to stand out. Because they were in the activities of prayer-loving students who came straight down. Like the month of Ramadan, they share breaking the fast, so it's not just a theory of alms but it comes directly. Meanwhile, outside of class, students are also active in carrying out spiritual and social values such as community service, keeping the prayer room and school clean. This then becomes additional knowledge for students involved in Mushollah Lovers Students.²²

Based on the results of interviews with teachers who supervise religious extracurricular activities at SMA Negeri 1 Parigi, information can be obtained about the learning outcomes obtained by students who are members of the Mushollah Lovers Students are not only in the cognitive domain, but also have an influence on the affective and psychomotor domains. When in class, students tend to actively discuss, and when outside of class, students are very enthusiastic about implementing spiritual and social values. This activity provides additional knowledge for students so that there is an increase in student learning outcomes. In other words, the knowledge gained by students is in the form of religious insight and its application in everyday life.

DISCUSSION

Improving Islamic Religious Education Learning Outcomes at SMA Negeri 1 Parigi through Religious Extracurricular Activities 'Mushollah Lovers Student'

Enhancing student learning outcomes at SMA Negeri 1 Parigi is accomplished through a range of methods, including religious extracurricular activities. The school exercises authority over not just the intellectual aspects of students, but also their physical skills, emotional well-being, and moral development. Religious extracurricular activities positively influence the development of the aforementioned aspects. The author will elucidate various facets of these aspects. The initial aspect pertains to cognition. From a cognitive perspective, students are provided with additional support in their Islamic religious education through extracurricular activities. These activities include engaging in the reading and writing of the Koran, studying the Prophet's hadith, learning about daily fiqh, and attending religious lectures. According to the

²² Muhsin, Islamic Religious Education teacher SMA Negeri 1 Parigi, Personal Interview, 15 Juli 2023.

Indonesian national education curriculum, Islamic religious education is allocated two hours of instruction per week. According to the national curriculum, the allotted hours for Islamic religious education lessons are insufficient to impart a comprehensive understanding to students. He believes that offering religious materials in extracurricular activities for students who use prayer rooms is highly beneficial. It has the potential to enhance students' understanding and expertise in Islamic religious education. Simultaneously, incorporate supplementary Islamic religious education material into the classroom.

Student learning outcomes can be accurately evaluated by examining the report cards for each semester. The assessment of student achievement can be determined through report cards that rely on exam outcomes, whereas the evaluation of attitudes and behavior is contingent upon the teacher's level of objectivity. Students who participated in religious extracurricular activities achieved satisfactory passing grades in this instance²³. The findings of this study corroborate the findings of Mary Rombokas' research at Iowa State University, as cited by Rachel Hollrah, which revealed that students who participated in extracurricular activities tended to achieve higher academic grades in comparison to those who did not engage in such activities. The researcher's work focuses on five essential aspects: academics, character development, skills, student risk, and social interactions. These five factors contribute to a favorable outcome when it comes to extracurricular activities. These five factors alone offer insight into the advantages that can be derived from participating in extracurricular activities. This research further supports the findings of Yulianingsih et al., who concluded that there is a significant and positive relationship between student engagement in extracurricular activities and learning behavior, and their academic performance. The study conducted at SMA Negeri 5 Banda Aceh used multiple correlation statistics and the F test to analyze the research data and determine the strength of this relationship²⁴.

According to interviews conducted with the supervisor of religious extracurricular activities at SMA Negeri 1 Parigi, it has been found that students who participate in extracurricular activities related to prayer rooms show an improvement in their academic performance. This improvement is evident from their report cards, which consistently show satisfactory grades on average. In addition, the evaluation of learning outcomes is predicated on the attitudes and behaviors exhibited by students. It is evident that engaging in religious extracurricular activities can enhance students' academic achievements.

Islamic religious education is a mandatory subject that must be included in the curriculum of public schools. The lesson material provided in class

²³Mohammad Rifad, Pembina Kegiatan Ekstrakurikuler Keagamaan SMA Negeri 1 Parigi, wawancara oleh penulis di Ruang Perpustakaan, 15 Juli 2022.

²⁴Veradillah Yuliyana Ningsih et.al. Hubungan Keaktifan Siswa dalam Kegiatan Ekstrakurikuler dan Perilaku Belajar dengan Hasil Belajar Geografi Kelas XI IS SMA Negeri 5 Banda Aceh, *Jurnal Ilmiah Mahasiswa Pendidikan Geografi FKIP Unsyiah* Volume 2, Nomor 2, Hal 116-, Mei 2017

consistently pertains to the religious extracurricular pursuits of students who have a fondness for prayer rooms. The extracurricular religious activities encompass teachings on various aspects, including the observance of sunnah prayers (such as funeral prayers and prayers during solar and lunar eclipses), the importance of obedience to parents, protocols for handling corpses, and similar practices. These materials are taught in theory in class but are implemented in practice during extracurricular activities. The content covered in religious extracurricular activities supplements the religious curriculum taught in class. These findings align with the outcomes of interviews conducted with supervisors of religious extracurricular activities, who reported that there were similarities and consistency in the content taught in class and the religious activities conducted at school.

Another objective of implementing religious extracurricular activities, such as Musholla lovers Students, at SMAN 1 Parigi is to shape and influence students' attitudes and behavior. Extracurricular activities are anticipated to enhance students' emotional well-being and their behavior in social and religious contexts. The enhancement of students' socio-religious behavior is achieved through the cultivation of character during school activities. Habituation is a process that occurs during the learning process. This practice is expected to cultivate courteous social attitudes and devout religious attitudes. The findings are derived from observations and interviews conducted by researchers with student leaders who have a strong affinity for prayer rooms, as well as teachers and students who actively participated in this endeavor.

Based on the previous explanation, the results of this research validate multiple prior studies, including Fakhurrozi's research, which asserted that habituation of behavior is an efficient method for molding students' character. The consistent patterns of behavior exhibited in extracurricular activities can have a significant impact on students' attitudes towards relationships within the school environment and in the classroom²⁵. Additional studies corroborate the findings of this research, including Hambali and Yulianti assert that implementing religious character education through extracurricular activities in schools yields a substantial and favorable influence on students' growth, particularly in their capacity to comprehend and implement Islamic religious principles in their social interactions²⁶. Huda et al. found that the strategy and implementation of educational institutions are two factors that affect the development of students' religious character²⁷. Religious character education holds great significance in elementary schools, as it serves as a fundamental basis for developing a deeper

²⁵ Hatta Fakhurrozi, et.al. Enhancing the Social and Religious Character of Students at Qurratu A'yun High School Through Extracurricular Activities, *PAEDAGOGIA: Jurnal Pendidikan*, Vol 12 No 1 (2023), 101-118. <https://doi.org/10.24239/pdg.Vol12.Iss1.391>.

²⁶ Hambali, M., & Yulianti, E. (2018). Ekstrakurikuler Keagamaan Terhadap Pembentukan Karakter Religius Peserta Didik Di Kota Majapahit. *Pedagogik*, 5(2), 193–208.

²⁷ Huda, A. K., Montessori, M., Miaz, Y., & Rifma. (2021). Pembinaan Karakter Disiplin Siswa Berbasis Nilai Religius Di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 4190–4197.

comprehension of religion, as stated by Hidayah²⁸ and Lubis²⁹. In addition, Meli asserted that there was a noticeable transformation in the students' demeanor when they participated in dance extracurricular activities. For instance, students displayed remarkable discipline by promptly arriving at the designated time to participate in dance extracurricular activities. In fact, some students had already entered the room before the scheduled hour to organize the materials required for religious extracurriculars. Students commence extracurricular activities by initiating with prayer and concluding with prayer. Extracurricular activities have a discernible impact on the development of patriotic character traits in students, including religiosity, discipline, creativity, and curiosity³⁰.

As a means of student engagement in the Mushollah Lovers student activities, the school offers an evaluation included in the student learning outcomes report as evidence of their participation and execution of these activities. According to the coaching teacher, students who actively participate in Mushollah Lovers student activities will receive additional points for extracurricular religious activities on their learning outcomes report card. This initiative serves as a means of expressing gratitude from the school towards students who actively engage in various activities. Furthermore, this serves as evidence to the parents of the students that they actively participate in religious extracurricular activities within the school setting³¹.

CONCLUSION

It is imperative to offer extracurricular activities to students at all levels of education in schools. The author argues that it is essential to offer religious extracurricular activities for teenage students in schools to proactively address potential issues that may arise among these students. In recent years, State Senior High School 1 Parigi has introduced a religious extracurricular activity known as the prayer room, which is available for students who have a fondness for prayer. The objective of this endeavor is to enhance academic achievements of students, particularly in the domain of Islamic religious studies. Another objective of this activity is to promote positive socio-religious attitudes. The research findings indicate that these extracurricular activities have the capacity to enhance student learning outcomes. Students are displaying a growing eagerness to engage in

²⁸ Hidayah, Y., Suyitno, Retansari, L., & Ulfah, N. (2018). Pendidikan Karakter Religius Pada Sekolah Dasar: Sebuah Tinjauan Awal. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 3(1), 329–344. <https://journal.laimnumetrolampung.ac.id/index.php/ji/article/view/73>

²⁹ Khairunnisa Lubis, Pembentukan Karakter Religius Peserta Didik Melalui Kegiatan Ekstrakurikuler di Madrasah Ibtidaiyah, *JURNAL BASICEDU volume 6 Nomor 1 Tahun 2022*, 894 – 901.

³⁰ Roswita Uko Meli, “Penanaman Karakter Cinta Tanah Air bagi Siswa Melalui Kegiatan Ekstrakurikuler Seni Tari di SMA”, *Pijar: Jurnal Penelitian Bidang Pendidikan dan Pembelajaran* Vol. 1 No. 1 Maret Tahun 2021 | Hal. 6 – 11

³¹ Mohammad Rifad, Pembina Kegiatan Ekstrakurikuler Keagamaan SMA Negeri 1 Parigi, wawancara oleh penulis di Ruang Perpustakaan, 15 Juli 2022.

Islamic religious education during class. Students who engage in religious extracurricular activities also exhibit higher levels of physical activity, self-control, and eagerness to participate in classroom learning. In conclusion, the author emphasizes the necessity of implementing extracurricular activities in all schools and educational levels in Indonesia to ensure a continuous improvement in the quality of education.

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