



MANAGEMENT OF EXTRACURRICULAR ACTIVITIES IN THE FORMATION OF STUDENT CHARACTER AT MUHAMMADIYAH 21 HIGH SCHOOL IN TEBING TINGGI

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Abstract

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The purpose of this research is to find out the management of extracurricular activities in the formation of students' character, namely extracurricular activities in character education which are very important to gain direct experience. Learners are actively involved and provide enough time outside of effective class hours so that value education is more accommodated through extracurricular activities. This research uses descriptive qualitative research using case study method. This research was conducted at SMA Muhammadiyah 21 Kota Tebing Tinggi with two sources of data, namely secondary and primary data with data collection techniques used interviews, observation, and documentation. Data were analyzed using data reduction techniques, data presentation and then data verification. To check the validity of the data, the techniques used are source triangulation, method triangulation, and theory triangulation. The results of this study reveal the findings: 1) extracurricular activity planning in the formation of student character, 2) implementation of extracurricular activities in the formation of student character, 3) assessment of extracurricular activities in the formation of student character. It was concluded that, in the process of planning extracurricular activities carried out according to what was targeted by the school. Extracurricular activities are carried out every Monday to Saturday outside of school hours and do not interfere with the ongoing teaching and learning process in the classroom so that students can follow their interests and talents. In extracurricular activities the implementation has been determined and regulated by the coach. Extracurricular activities for new methods or improving old methods, and also provide motivation in the form of criticism and suggestions that are conveyed by coaching to students.

Keywords: Management; Extracurriculars; Character

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INTRODUCTION

Education is a deliberate effort undertaken by adults (educators) to facilitate the personal development of learners with the aim of creating individuals of high quality in accordance with predetermined targets. Education plays a vital role in elevating the status and dignity of individuals compared to those who do not receive education. It serves as a deliberate guidance or direction by educators to influence the physical and spiritual development of students in shaping their character according to established standards (Widiyati, 2013).

In fact, education is an activity that takes place among humans, by humans, and for humans. That is why discussions about education cannot be separated from discussions about humans (Sholihah, 2020). Experts have put forward various opinions about education, but generally agree that education is provided or organized to develop the full human potential towards positive outcomes. Education is a fully human-involved activity, carried out by humans, among humans, and for humans. Thus, talking about education cannot be separated from discussions about humans (Vhalery, Setyastanto, & Leksono, 2022).

To strengthen the success of learning, according to the teacher law that specifically regulates various aspects of teaching issues, both in terms of rights and obligations. Muliassa (in Chomaidi and Salamah, 2018:118) asserts that various issues faced by teachers in carrying out their duties as educators are highlighted. The Teacher Law plays a role in regulating various matters related to teachers, ensuring that they receive legal protection to work safely, creatively, and professionally. The weak bargaining position of teachers and the multitude of problems they face in fulfilling their duties and functions indicate the need for teachers to obtain legal protection for their rights during their service, which should be efficiently realized (Gultom, 2011). Based on the above explanation, regulations for the teaching profession cannot be limited to the National Education System Law (Undang-Undang No. 20 tahun 2003), the Manpower Law, and Government Regulations concerning Education Personnel. They need to have specific laws to govern their profession. Therefore, it is important for the teaching profession to have clarity in their duties in order to carry out teaching with peace and joy.

The role of a teacher is noble in preparing responsible individuals, generations of people who are capable of living and actively participating in society. Hence, the role of a teacher cannot be separated from their social responsibilities in life. The teaching activities of a teacher have significance in that what they do impacts the lives of the community (Hidayat, 2021). On the contrary, the higher the knowledge and level of professionalism of teachers, such as their level of education, the higher the recognition given by society to them in carrying out teaching. The job of a teacher is not static but dynamic, which should align with the goals of education and adapt to the evolving needs of society. From these perspectives, the teaching profession as a professional occupation becomes an asset that every individual working in the field of professional workforce should possess (Oktradiksa, 2012).

The Republic of Indonesia Law Number 14 of 2005, Chapter I, Article 1 on Teachers and Lecturers explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, and secondary education. Lecturers are professional educators and scholars with the primary task of transforming, developing and disseminating knowledge, technology and arts through education, research and community service (UU RI Guru dan Dosen, 2005). In the field of education, there are two activities that are important elements, namely curricular activities and extracurricular activities (Fauzi & Khoiriyah, 2018). Firstly, curricular activities are at the core of the educational process where there is an interaction between teachers and students to deepen knowledge-related subjects and skills that students aim to acquire. Secondly, extracurricular activities are activities carried out as a development of what has been taught in the curriculum, including the practical application of the knowledge learned by students according to their life needs and the surrounding environment.

Minister of Education and Culture Regulation Number 62 of 2014 regarding Extracurricular Activities states (Wicaksono, 2022). that the development of students' potentials, as intended in the national education goals, can be realized through extracurricular activities, which are one of the activities in the curriculum program. It

emphasizes that extracurricular activities can facilitate the development of students' potentials through the development of talents, interests, creativity, as well as communication and collaboration skills with others.

So, in general, both academic and non-academic education, such as extracurricular activities, whether within or outside of school, have the same goal, which is to shape good character in students (Darmadi, 2015). This is in accordance with Law Number 20 of 2003 concerning the National Education System. Article 3 of the law states that national education functions to develop abilities and shape the character and civilization of the nation in order to enhance the intellectual life of the nation (Jannah, 2013), (UU RI Sistem Pendidikan Nasional No.20 Th. 2003). Griek (in Iskandar, 2018), Formulating the definition of character as a combination of all the permanent qualities of a person that distinguishes them from others. This definition indicates that character is the identity possessed by an individual that is fixed, making them different from others.

One of the objectives of national education is character development. According to Article 1 of the National Education System Law of 2003, the objectives of national education include developing the potential of learners in terms of intelligence, personality, and noble character. Thus, character education aims to create a generation with strong character, who respects the noble values of the nation and religion through a character education approach (Undang-Undang No. 20 tahun 2003). Formulating the definition of character as a combination of all the permanent qualities of a person that distinguishes them from others. This definition indicates that character is the identity possessed by an individual that is fixed, making them different from others.

One of the objectives of national education is character development. According to Article 1 of the National Education System Law of 2003, the objectives of national education include developing the potential of learners in terms of intelligence, personality, and noble character. Thus, character education aims to create a generation with strong character, who respects the noble values of the nation and religion through a character education approach.

METHODS

This research utilizes a descriptive qualitative method. The method begins with observation, which has been proven to deepen the studied subject matter. The phenomenological research method is employed in this qualitative study (Moleong, 2017). Phenomenological research is a qualitative research method in which a deeper explanation and understanding of an individual's experience are observed and listened to. The interpretation and explanation of a person's life experiences, including interactions with others and the environment, are the goals of phenomenological research.

This study was conducted at SMA Muhammadiyah 21 in Tebing Tinggi City, utilizing two sources of data, namely secondary and primary data. Data collection techniques used were interviews, observations, and documentation. The data were analyzed through data reduction, data presentation, and data verification. To ensure data validity, the researcher employed triangulation of sources, triangulation of methods, and triangulation of theory.

The researcher's motivation to discuss and research qualitative methods aligns with the title of this study because the researcher is able to delve into the object of study by observing the phenomena that occur in the field, particularly in relation to the management of extracurricular activities in shaping students' characters.

RESULTS & DISCUSSION

Results

Based on the research findings obtained through observation, interviews, and documentation, the researcher will analyze the results. The analysis will focus on discussing the management of extracurricular activities in shaping the character of students at SMA Muhammadiyah 21 in Tebing Tinggi City.

1. Planning for extracurricular activities at Muhammadiyah 21 High School, Tebing Tinggi City.

Management, essentially, is a process of effectively utilizing resources to achieve specific goals or objectives. According to Malayu S.P. Hasibuan, management is the science and art of organizing the process of utilizing human resources and other resources effectively and efficiently to achieve a specific goal (Rangkuti, 2019). The management of extracurricular activities involves an organized and structured planning process regarding school activities that take place outside the classroom and regular class hours (curriculum). Its main objective is to develop the potential of human resources (students) by applying the knowledge they have acquired and guiding them to explore and enhance their existing talents and potentials through both mandatory and optional activities. These extracurricular activities serve as a form of learning and teaching that takes place outside the classroom environment (Sundari, 2021).

Planning, in general, refers to a process that involves defining organizational goals, strategies to achieve those goals, and developing organizational activity plans. Planning is a fundamental process used to establish objectives and guide the pursuit of those objectives (Dolong, 2016). In the context of Islam, planning plays a significant role as Islamic teachings encourage us to always engage in planning, making it an important activity for achieving goals. The planning of extracurricular activities involves a series of steps to establish objectives, formulate and manage the use of human resources, finances, activity materials, schedules, and facilities in order to achieve optimal efficiency and effectiveness in reaching the goals. According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013, extracurricular activities in the 2013 curriculum are classified as mandatory and elective extracurricular activities based on their relationship with the curriculum. Mandatory extracurricular activities are programs that must be participated in by all students, except for those who have specific conditions that prevent them from participating in the activities. In the 2013 curriculum, scouting activities are designated as mandatory extracurricular activities from elementary school (SD/MI) to high school (SMA/SMK). The implementation of scouting activities can involve cooperation with local or nearby scouting organizations (Surono, 2018).

Based on the findings obtained through interviews with the extracurricular management team at Muhammadiyah 21 High School in Tebing Tinggi City, the following are the key points:

Based on the interviews and research findings, it was revealed that the planning of extracurricular activities in shaping students' character at Muhammadiyah 21 High School in Tebing Tinggi City begins with the issuance of a circular letter addressed to teachers and the vice principal. After formulating the plans in a meeting, the school principal invites parents of students by sending an invitation letter to socialize the outcomes of the meeting regarding additional school activities that students will participate in. In order to carry out the extracurricular activities, the school principal

also seeks input from teachers on who can become extracurricular instructors and what qualifications are required. This is done to achieve the objectives of the extracurricular implementation.

Furthermore, in the selection of materials, the teaching instructors create a Lesson Implementation Plan (RPP) and present it to the extracurricular coordinator as a guideline for the teaching activities. Regarding the implementation of extracurricular activities, financial planning is crucial and needs to be prepared in advance. In this case, Muhammadiyah 21 High School in Tebing Tinggi City allocates funds for extracurricular implementation from the School Operational Assistance (BOS) fund.

Determination The activity of choosing coaches or teachers who accompany extracurricular teachers is carried out by the school principal by considering the following matters (Zulfani, 2016): 1) Selecting senior teachers 2) Selecting teachers with expertise in the respective field 3) Selecting teachers with available free time

The selection of mentors/instructors plays a crucial role in shaping student discipline. During the process of selecting mentors/instructors, their ability to guide students in extracurricular activities is taken into consideration. As for the strategies employed, mentors/instructors utilize methods such as lectures, question-and-answer sessions, guidance, and assessment. They also pay attention to each student's Quran recitation. The processes and strategies implemented by the mentors contribute to the success of the extracurricular activities and are aimed at improving students' character within the school. The implementation of planned extracurricular activities by the school targets active student participation, and one of the extracurricular activities that is required for graduation or promotion is Tahfiz (Quran memorization). The funding for extracurricular activities is allocated through government assistance provided on a per-semester/six-month basis, specifically through the School Operational Assistance (BOS) fund.

The planned activities in the extracurricular program at SMA Muhammadiyah 21 in Tebing Tinggi city align with Appendix III of the Minister of Education and Culture Regulation Number 81A of 2013. The planning of extracurricular activities refers to various elements, as stated (Latifa & Widodo, 2017): the objectives of the activities, the substance of the activities, the activity implementers and related parties, the organization, time and place, and facilities.

The parties involved in the planning of extracurricular activities consist of the school principal, the vice principal for student affairs, the vice principal for the curriculum, the extracurricular activity coordinator, and the teachers/mentors of the extracurricular activities. These elements involved in the planning of extracurricular activities are in line with the self-development guidelines published by the Directorate of Senior High School Development in 2010, which states that the school principal, the vice principal for student affairs, teachers, mentors, and performers are the parties involved in extracurricular activities.

The process of enrolling students in extracurricular activities at SMA Muhammadiyah 21 is carried out through socialization and the use of tickets. This method aligns with the self-development guidelines published by the Directorate of Senior High School Development in 2010. The educational institution can use questionnaires to identify the needs, talents, and interests of students. It starts by sending a meeting letter to the teachers, and after obtaining the results of the meeting, the school principal, Mr. Saddam Amin, sends an invitation letter to parents to socialize the planned implementation of extracurricular activities.

Furthermore, the school determines the extracurricular activities based on the Ministry of Education and Culture Regulation Number 81A of 2013 regarding Extracurricular Activities in the 2013 Curriculum. The activities are grouped into

compulsory and elective extracurricular activities based on their relevance to the curriculum.

In order to carry out extracurricular activities, financial planning is essential and needs to be prepared before the implementation of such activities. In this regard, Mr. Saddam Amin, as the school principal of SMA Muhammadiyah 21 in Tebing Tinggi city, allocates funds for the implementation of extracurricular activities from the School Operational Assistance (BOS) funds.

The selection of teachers for extracurricular activities at SMA Muhammadiyah 21 in Tebing Tinggi City is done by appointing competent teachers in their respective fields. The supervising teachers are not only from within SMA Muhammadiyah 21 in Tebing Tinggi City but also involve teachers from outside the school. The appointment of these teachers is in accordance with government regulations.

The selection of supervisors or teachers accompanying extracurricular teachers at SMA Muhammadiyah in Tebing Tinggi City is carried out by the school principal, taking into consideration the following factors: 1) selecting senior teachers, 2) selecting teachers with expertise in the relevant field, and 3) selecting teachers with available time. The selection of supervisors/teachers has a significant impact on shaping student discipline. During the selection process, the abilities of the supervisors/teachers to guide students in extracurricular activities are considered. As for the strategies employed by the supervisors/teachers, they include lectures, question-and-answer sessions, guidance, and evaluation. The supervisors/teachers also pay attention to the recitation of the Quran by each student. The processes and strategies devised by the supervisors/teachers are implemented to achieve the success of extracurricular activities, as well as to improve the students' character within the school. The implementation of planned extracurricular activities in the school aims to actively involve students, and one of the extracurricular activities that serves as a requirement for graduation or promotion is Tahfiz (Quran memorization). The funding for extracurricular activities, which has been budgeted, is allocated through government aid disbursed on a per-semester or six-month basis, known as the School Operational Assistance (BOS) funds.

2. Implementation of extracurricular activities in building the character of students at SMA Muhammadiyah 21 Tebing Tinggi City.

Based on several findings from the assessment implementation, the discussion of research results that align with the data findings can be presented as follows:

Before the extracurricular activities take place, the teaching teachers prepare a lesson plan and present it to the school principal and the vice principal, who also serves as the coordinator for extracurricular activities. The extracurricular activities are carried out in the field and the school's mosque, utilizing the existing school facilities. The allocation of time for extracurricular activities is approximately 2 hours. Prior to the commencement of extracurricular lessons, each teacher takes attendance to record the students' participation. During the lessons, the teachers employ suitable methods according to the content, such as lecture-style teaching (theory) and hands-on practice (Shilviana & Hamami, 2020).

Implementation is the activity of carrying out everything that has been planned in order to achieve goals. In line with George R. Terry's opinion, as quoted by Rusman, implementation (actuating) is an effort to motivate group members in such a way that they have the desire and strive to achieve the objectives. Implementation (actuating) is essentially the effort to turn planning into reality through various directions and motivations (Nurcholih, 2018).

Based on observations and observations, the implementation has been carried out well. Mr. Saddam Amin, the school principal, is a leader who has a strong sense of responsibility towards his tasks and possesses a democratic attitude. He effectively communicates and socializes with the school management, students, parents, and the surrounding community, ensuring the successful execution of extracurricular activities.

Essentially, the implementation of extracurricular activities in shaping the character of students at SMA Muhammadiyah 21 Kota Tebing Tinggi is carried out through the establishment of an organization. Mr. Saddam Amin, as the school principal, has delegated authority and responsibility to individuals for the implementation of extracurricular activities in character development for students in Tebing Tinggi. These individuals include Mr. Kasinun, as the Vice Principal for the curriculum, and other teachers who have expertise and agreements with the school principal to oversee their respective areas of expertise.

In order to achieve the objectives of extracurricular activities at SMA Muhammadiyah 21 in Tebing Tinggi, the school principal, Mr. Saddam Amin, employs leadership strategies by delegating authority to his subordinates whom he deems capable of carrying out tasks and developing them in accordance with agreed-upon objectives. The principal always makes decisions and policies through consultation with the vice principal, the teacher council, and the administrative staff, except in urgent situations. Mr. Saddam Amin actively fosters good communication and socializes with the school community, committees, and the wider society, which has led to his appointment as the Chairman of the School Leaders' Working Forum in Tebing Tinggi.

Regarding the strategies employed by the teachers/facilitators themselves, they utilize methods such as lectures, question and answer sessions, guidance, and assessments. The facilitators also pay attention to the recitation of the Quran by each student. The processes and strategies devised by the facilitators are aimed at achieving success in extracurricular activities and improving students' character in school. The implementation of planned extracurricular activities in the school aims to actively engage students, and one particular extracurricular activity, Tahfiz, serves as a requirement for graduation or promotion.

The execution of extracurricular activities relies on the strategies and methods developed by teachers/facilitators to ensure successful extracurricular learning. In order to achieve the objectives of character formation through extracurricular activities, school leaders must employ effective strategies, including delegating authority to capable subordinates who can carry out tasks and develop them in line with agreed-upon objectives. The school principal, Mr. Saddam Amin, makes decisions and policies through consultation with the vice principal, teacher council, and administrative staff, considering the issues at hand, except in urgent situations. The principal actively fosters good communication and socializes with the school community, committees, and the wider society, while also evaluating the implemented strategies.

3. Assessment of extracurricular activities in building the character of students at SMA Muhammadiyah 21 Tebing Tinggi City

Based on research and interviews on the assessment of extracurricular activities in character formation at SMA Muhammadiyah 21 in Tebing Tinggi, it can be concluded that the extracurricular teachers have assessments regarding the planning of teaching materials and the methods taught to students. The results of these

assessments can be seen from the students' attendance and their achievements in competitions at the city/district and even provincial levels.

The evaluation of extracurricular activities plays a role in shaping students' personalities, instilling discipline, resilience, and a proactive attitude towards their surroundings. Evaluation is an aspect of planning that needs improvement by providing constructive criticism and feedback to students (Arifudin, 2022). The evaluation of this activity essentially compares the current condition with the intended condition. To enhance the Tahfidz and Tilawah program, which previously focused solely on students' recitation under the guidance of the instructor, the facilitator strives to create new teaching methods. Evaluation also serves as an assessment and follow-up tool, providing guidance to the school administration in monitoring the activities that have been conducted or are currently ongoing. Follow-up actions are taken after the evaluation and are typically seen as the next steps.

Assessment in extracurricular activities aimed at character formation is conducted to evaluate the success of the implemented activities. A good evaluation is not only carried out at the end of the implementation phase but also throughout the process. The school principal has delegated authority and responsibility to the vice principal in charge of student affairs to conduct assessments of the activities together with the extracurricular instructors.

Therefore, the assessment results are still reported to the school principal to seek solutions to any issues that arise during the implementation of the activities. The assessment of extracurricular activities at SMA Muhammadiyah 21 in Tebing Tinggi is conducted during each training session by the extracurricular instructors, and the assessments carried out by the vice principal for student affairs are done periodically. The assessment results are not in the form of grades or written reports but rather in the form of advice given by the extracurricular instructors at the end of the training regarding the progress of the sessions and areas that need improvement. Meanwhile, the evaluation by the vice principal for student affairs aims to check the extent to which the planned programs have been implemented. Arikunto explains that evaluation in this context involves assessing activities to gather information about something and using it to determine appropriate alternatives for decision-making. Similarly, Rusman states that evaluation of extracurricular activities includes developmental evaluation and descriptive evaluation. The results of the evaluation will serve as a benchmark for the effectiveness or success of the program. The assessment of extracurricular activities at SMA Muhammadiyah 21 in Tebing Tinggi has proven the validity of Arikunto's viewpoint. This is evidenced by the fact that extracurricular advisors always conduct evaluations at the end of each practice session to discuss areas that need improvement by the students and provide motivations for the next training to be more effective. The assessments conducted align with Rusman's opinion as the evaluation results focus on the progress and performance of the students during the training from week to week.

Characters Formed in Extracurricular Activities, Character education is not merely about transferring knowledge or training specific skills, but it also requires a process, attitudes, and student habits within the school, family, and community environment. Character formation encompasses the development of habits, traits, and spiritual qualities based on the spirit of service and togetherness. It involves refining existing character traits to achieve the desired character. Based on the interview results, several characters are formed when students participate in extracurricular activities (Hakim, 2020).

Through extracurricular activities, students learn how to cultivate religious manners, responsibility, and discipline. These good characters are essential in facing

the changing times. Through these extracurricular activities, at least it bridges the students' needs to develop their unique potentials, such as moral values and attitudes, as well as students' abilities and creativity.

CONCLUSION

Based on the results of research and analysis of the author, it can be concluded that:

1. At the beginning of each academic year, planning for extracurricular activities is conducted at SMA Muhammadiyah 21 Tebing Tinggi through a coordination meeting involving all parties involved. The purpose of this meeting is to plan various aspects related to the implementation of extracurricular activities throughout the academic year. The participants in this planning process include the school principal, vice principal, extracurricular advisors, parents of students, and all team members.
2. The implementation of extracurricular activities at SMA Muhammadiyah 21 Tebing Tinggi follows the predetermined schedule and timeline. During these activities, the extracurricular advisors are present as mentors responsible for providing guidance, delivering materials, and motivating the students to stay enthusiastic in participating in the practices and developing their talents to the fullest. Additionally, evaluation is also conducted on the available facilities and infrastructure, which is also a factor in assessing the implementation of extracurricular activities.
3. At SMA Muhammadiyah 21 Tebing Tinggi, the assessment of extracurricular activities is conducted during each practice session by the extracurricular advisors, and the vice principal in charge of student affairs performs regular assessments. The school principal is not directly involved in the assessment as they have delegated the authority to the vice principal in charge of student affairs to carry out the assessment together with the extracurricular advisors. The assessment results are not expressed in numerical or written form but are provided as advice given by the extracurricular advisors at the end of the practice regarding the progress of the training and areas that need improvement. Meanwhile, the assessment from the vice principal in charge of student affairs is used to examine the extent to which the planned programs have been implemented. The assessment results will be reported to the school principal as the leader and responsible party for the implementation of extracurricular activities.

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