

INTERNALIZATION OF STUDENT CHARACTER EDUCATION THROUGH EXTRACURRICULAR PROGRAMS AT ASSALAM JUNIOR HIGH ISLAMIC BOARDING SCHOOL MASARAN

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Abstract-*Assalam Junior High Islamic Boarding School Masaran is the first Integrated Islamic-based school in the Masaran area. Standing in a rural area where the majority of the population is unfamiliar with private Islamic schools, this school has the aim of producing graduates who have moral values, have independent personalities and are able to master science and technology. In producing the graduates who have moral values the school has added character education. The need for character education to instill values that include components of knowledge, awareness and actions to carry out these values is applied through extracurricular activities. The purpose of this research is to describe the process of internalization of student character education through extracurricular programs at Assalam Junior High Islamic Boarding School Masaran along with its supporting and inhibiting factors.*

This type of research is field research with qualitative descriptive approaches. Data collection techniques using observation methods, interviews and documentation analyzed through the process of collecting data, reducing data, presenting data and drawing conclusions using the deductive method and using the validity of the data with triangulation of sources. The results of this study explained that in the process of internalization of student character education through extracurricular programs at Assalam Junior High Islamic Boarding School Masaran by three compulsory extracurricular programs namely Qira'ah, Taekwondo and Scout. (1) Qira'ah, the method used is the provision of theory which is then put into practice. The expected character is that students behave well while giving rise to the morals of the Qur'an; (2) Taekwondo, the method used is an exemplary method at the end of the learning session. The expected character is responsibility, courage and respect for others; (3) Scouting, the method used is reward-punishment,

giving examples and training. The desired character is a character that is bertauhid, moral mercy and love of nature. The supporting factors of this program are the availability of facilities and infrastructure and support from the school. While the lack of interest in students is evidenced by the lack of responsibility when joining the extracurricular program is the inhibitory factor.

Keywords: *Character Education, Extracurricular, Internalizatio*

Abstrak-*Pondok Pesantren SMP IT Assalam Masaran adalah sekolah berbasis Islam Terpadu pertama di daerah Masaran. Berdiri di daerah pedesaan yang mayoritas penduduknya awam terhadap sekolah Islam swasta, tujuan sekolah ini adalah menghasilkan lulusan yang berakhlakul karimah, berkepribadian mandiri dan mampu menguasai ilmu pengetahuan dan teknologi. Dalam menghasilkan lulusan yang berakhlakul karimah sekolah ini menambahkan pendidikan karakter. Perlunya pendidikan karakter untuk menanamkan nilai-nilai yang meliputi komponen pengetahuan, kesadaran dan tindakan untuk melakukan nilai-nilai tersebut diterapkan melalui kegiatan ekstrakurikuler. Tujuan penelitian ini adalah mendeskripsikan proses internalisasi pendidikan karakter siswa melalui program ekstrakurikuler di Pondok Pesantren SMP IT Assalam Masaran beserta faktor penduk□ ng dan pengham □ □ □*

Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif deskriptif. Teknik pengumpulan data menggunakan metode observasi, wawancara dan dokumentasi yang dianalisis melalui proses pengumpulan data, reduksi data, penyajian data dan penarikan kesimpulan menggunakan metode deduktif serta menggunakan keabsahan data dengan triangulasi sumber. Hasil penelitian ini menjelaskan bahwadalam proses internalisasi pendidikan karakter siswa di Pondok Pesantren SMP IT Assalam Masaran dilakukan melalui tiga program ekstrakurikuler wajib yaitu Qira'ah, Taekwondo dan Pramuka. (1) Qira'ah, metode yang digunakan adalah pemberian teori yang kemudian dipraktikkan. Karakter yang diharapkan adalah timbulnya akhlak-akhlak Qur'ani pada siswa; (2) Taekwondo, menggunakan metode peneladanan diakhir sesi pembelajaran. Karakter yang diharapkan adalah bertanggungjawab, berani dan menghargai sesama; (3) Pramuka, proses pendidikan karakternya menggunakan metode reward-punnishment, pemberian contoh dan pelatihan. Karakter yang diinginkan adalah karakter yang bertauhid,

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berakhlakul karimah dan cinta alam. Adapun faktor pendukung dari program ini adalah tersedianya sarana dan prasarana serta support dari pihak sekolah. Sedangkan kurangnya minat siswa yang dibuktikan dengan kurangnya rasa tanggungjawab saat mengikuti program ekstrakurikuler menjadi faktor penghambatnya.

Kata Kunci: *Pendidikan Karakter, Ekstrakurikuler, Internalisasi*

A. Introduction

Education is a process to provide humans with a variety of situations that aim to empower themselves. So, many things are talked about when we talk about education. Aspects that are usually widely considered include; awareness, enlightenment, empowerment and behavior change.¹

Education if interpreted in broad terms is life. Education is all learning experiences that take place in all environments and throughout life. Education is all situations that affect one's growth. Whereas education in the narrow definition is school. Teaching is held in schools as a formal educational institution. Education is all the effects that the school is trying to have on children and adolescents which are left to it to have perfect abilities and full awareness of social relationships and tasks their.²

Meanwhile, according to an alternative definition, education is a conscious effort made by the family, community and government, through guidance, teaching and or training activities, which take place at school and outside of school for the rest of life, to prepare students to be able to play a role in a variety of environments precisely in the future. Education is programmed learning experiences in the form of formal, non- formal and informal education in school and outside school, which lasts a lifetime that aims to optimize the consideration of abilities individual so that in the future can play a role in life appropriately.³

Character is a habit, mental nature, morality or character that distinguishes one person from another. It can be interpreted the character is a person who has a personality, behavior, nature, habits or character traits and character distinguishes itself with others. Character is a general

¹Nurani Soyomukti, *Teori-teori Pendidikan*, (Yogyakarta: Ar-Ruzz Media, 2017), page 21

²Redja Mudyahardjo, *Pengantar Pendidikan*, (Jakarta: PT RajaGrafindo Persada, 2012), page 3.

³Ibid, page 11.

value of human behavior which includes all activities lives, both related to God , self, fellow human beings, as well as with the environment manifested in thoughts, attitudes, feelings, words and deeds based on religious norms, law, etiquette and customs.⁴In Indonesia, the purpose of education is to make students personal with noble character.⁵

Seeing the reality of the character of students today which is increasingly deteriorating from the value of politeness courtesy, it is necessary to improve the quality of education that is able to support the process of education character. Through our education school today we are able to give birth to intelligent people in the academic field, but lack awareness of the importance of courtesy in society. Like the brawl that many students do is not possible to happen suddenly. Someone displays a behavior because of the results of the learning process, directly or indirectly.⁶

Surely this task is not only the task of parents, but requires encouragement from schools as formal educational institutions, teachers and the community environment. Because children not only live in a micro-circle that is limited to the family, but children will live in a macro-circle that involves the wider community in its growth later.

As a formal educational institution, the school has activities learning indoors and outdoors. Teaching and learning activities that occur outside this room are activities that can develop the personality of students so that one day they can become equipped in the community. One form of education that can shape the personality of students is through extracurricular activities in schools.⁷

Extracurricular activities are enrichment activities and improvement activities related to the curricular program. Extracurricular activities are more directed to the formation of a child's personality through activities such as scouts, volleyball and many more.

Assalam Junior High Islamic Boarding School is a school located in Hamlet Rt 26, Krikilan, Masaran District, Regency Sragen. Its the first Integrated Islamic based school in the Masaran area. Standing in

⁴Suyadi, *Strategi Pembelajaran Pendidikan Karakter*, (Bandung: PT Remaja Rosdakarya Offset, 2013), hlm. 3.

⁵Law No. 20 of 2003 on national education system, article 3, National Education Objective

⁶Wahyu, "Masalah dan Usaha Membangun Karakter Bangsa", *Jurnal Komunitas*, Komunitas 3 (2) (2011), 139.

⁷Elisa, Singgih Adhi Prasetyo, Husnul Hadi, "Penanaman Nilai-Nilai Pendidikan Karakter Siswa Melalui Kegiatan Ekstrakurikuler Pramuka", *Mimbar PGSD Undiksha*, Vol.7 No.2 (2019), 114.

a rural area where the majority of the population is unfamiliar with private Islamic schools, this school has the aim of producing graduates who have moral values, have independent personalities and are able to master science and technology.⁸

Departing from the root of the problems related to background students homogeneous with moral-social problems, such as dishonesty, immodesty, violence and the existence of violations, then education characteris expected to be one way to shape students to be a person of character and morality in his life, especially through an extracurricular program.

Seeing this reality, researchers are interested in conducting research with the title “Internalization Of Student Character Education Through Extracurricular Programs At Assalam Junior High Islamic Boarding School Masaran In 2019/2020 Academic Year”.

B. Theoretical Framework

1. Internalization of Character Education

a. Notion of Internalization

Ahmad Tafsir mentioned by Nurdin, internalize the process of introducing knowledge and skills to implement into the person.⁹ In connection with this, Setiadi and Kolip explained that internalization was a process carried out by people who had received the socialization process. Although internalization is a process of receiving socialization, it does not stop at the passive point, but also on an active pedagogical process. What is meant by being active is the party receiving the socialization understands what he has received related to the meaning seen and heard.¹⁰

So that it can be concluded, internalization is the process of socializing the value, doctrine, knowledge that is active by the recipient of socialization so that it can do the understanding of what is seen and heard to establish confidence in the person who manifested in his attitude and behavior.

⁸The aim of Assalam Junior High Islamic Boarding School Masaran

⁹M. Nurdin, *Pendidikan Antikorupsi : Strategi Internalisasi Nilai-Nilai Islami dalam Menumbuhkan Kesadaran Antikorupsi di Sekolah*, (Jogjakarta: Ar Ruzz Media, 2014), page 125.

¹⁰Elly M Setiadi, Usman Kolip, *Pengantar Sosiologi*, (Jakarta: Kencana, 2011), page 165.

b. Notion of Character Education

Character education according to Thomas Lickona written by Heri Gunawan is an education to form a person's personality through ethics that results can be seen in real from actions such as actions of people such as good behavior, honest, responsible, hard work, etc.¹¹

Character education is also a holistic educational process, as explained by Syamsul Kurniawan. Education that connects the moral and social sphere of learners ' life as the foundation of a qualified generation that is able to live independently and to have the principle of truth that can be accounted for.¹²

The term character is the same as the term moral in the Islamic view. In various language dictionaries the term character is interpreted as *khuluq*, *Sajiyyah*, *tab'u* which in Indonesian languages is interpreted by the word *syahsiyyah* or personality.¹³

As for some character values are religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of homeland, appreciating achievement, friendly, love of peace, fond of reading, caring environment, social care and responsibility.

In Islam, some examples of characters that we often hear are the attributes of the prophet who are four, Shidiq, Amanah, Fathonah and Tabligh. It is the Prophet's character and the example character for us to emulate together.

c. Urgency of Character Education

Character education is one aspect that is believed to be related in improving the quality of human resources because it also determines the progress of a nation. This Indonesian nation will reach its financial period in the year 2045, but it has a crisis problem for the shaping of one's character.

Character education requires habituation. Habituation to do good, behave honestly, knight, shame in cheating, lazy and make his environment dirty. Characters cannot be formed instantaneously,

¹¹Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), page 23.

¹²Syamsul Kurniawan, *Pendidikan Karakter*, (Jogjakarta: Ar Ruzz Media, 2014), page 30.

¹³Hamdani Hamid, Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam*, (Bandung: CV Pustaka Setia, 2013), page 30.

but must be seriously and proportionally trained to achieve the ideal shape and strength.¹⁴

Character education is conducted through various media that includes family, school unit and civil society. Character building is one of national educational objectives. The mandate of the Sisdiknas LAW in 2003 aims to make education in Indonesia not only to educate the public but also to make the community as personality or character.

With this description, it can be understood that the objectives of character education are :

- 1) Forming rational, mature, student thinking attitudes responsible
- 2) Develop a commendable mental attitude
- 3) Fostering social sensitivity of students
- 4) Form emotional intelligence¹⁵
- 5) Strengthening and developing multicultural nation behaviour

Increasing the nation's competitive civilization in the world association.

d. Character Education Methods

The method is understandable as the most effective and efficient way of working on a teaching material is an effective teaching that learners can understand perfectly. While the meaning of efficiently is a teaching that does not require a lot of time and energy.

According to Dr. Helmawati's character education method consists of five steps¹⁶:

- 1) Little Teaching or Theory
To help someone have a good character needs minimal examples and habituation. Thus, if character education wants to be successful, educators must do a bit of teaching (theory) and multiply practices.

¹⁴Heri Gunawan, *Pendidikan Karakter Konsep dan Implementasi*, (Bandung: Alfabeta, 2012), page 29.

¹⁵Hamdani Hamid, Beni Ahmad Saebani, *Pendidikan Karakter Perspektif Islam*, (Bandung: CV Pustaka Setia, 2013), page 39.

¹⁶Helmawati, *Pendidikan Karakter Sehari-hari*, (Bandung: Rosdakarya, 2017), page 25.

- 2) Many Examples
Education is the most influential method for children. Because everything that is seen, heard and perceived by learners is an education. So as educators, what is done will be exemplary and imitated as well.
- 3) Many Habits or Practices
Habituation is a condition in which a person applies behaviors that have never been or rarely performed so that often performed to form a habit. For example, familiarize yourself with charity.
- 4) Many Motivations
People have a spirit that sometimes rises down so that when people in his spirit go down it needs to be motivated. Motivation provides a very good and positive impact on human psychiatric development.
- 5) Supervision and Enforcement of Consistent Rules
A person who feels supervised will always try to be a good and righteous person. Supervision from educators will be an external controller to keep students well behaved and righteous. In case of irregularities it needs to be directed, guided to be sanctioned.

According to Dr. H. Ridwan Abdullah Sani and Muhammad Kadri, in general the method of character development includes components of thinking, react and acting. The following are some methods that can be applied¹⁷:

- 1) Demonstrate good examples in behavior and guide children to behave according to the example shown.
- 2) Familiarize children to do good actions. For example, respecting parents, helping others, being honest and so on.
- 3) Discuss or invite children to think of good actions, then encourage them to do good. As is the case with Luqman who always discusses with his son to become a person of morality.
- 4) Tell stories and take the wisdom of a story. This method is suitable applied to small children because little children love to listen to the story. Parents and teachers can give the stories of the prophets or fable with the help of the storybook.

¹⁷Ridwan Abdullah Sani, Muhammad Kadri, *Pendidikan Karakter : Membangun Karakter Anak Islami*, (Jakarta: Bumi Aksara, 2016), page 23.

2. Extracurricular Programs

a. Notion of Extracurricular

Extracurricular activities are activities carried out outside the hours of subjects to help the development of students according to the needs, potential, talents and interests of students.¹⁸

Meanwhile, according to Muhaimin extracurricular is an educational activity outside of subjects and counseling services to help students develop in accordance with their needs, potentials, talents, and interests through activities that are specially organized by educators and or educational personnel who are capable and authority at school or Madrasah.¹⁹

b. The Purpose of Extracurricular Activities

Based on the Regulation of the Minister of National Education of the Republic of Indonesia No. 39 of 2008²⁰ concerning student coaching, extracurricular activities have the following objectives:

- 1) Develop students' potentials in an optimal and integrated manner which includes talent, interest, and creativity.
- 2) Strengthening student personality to realize school resilience as an educational environment so that the avoids the efforts of negative influences and conflicts with educational goals.
- 3) Actualize students' potential in achieving potential superior according to their talents and interests.
- 4) Preparing students to become noble citizens, democratic, respect human rights in the context of realizing an independent society (*civil society*).

c. Character Building Through Extracurricular Activities

Character education can be integrated in learning in each subject and also in extracurricular activities organized by schools for the development and improvement of academic quality of students. According to Agus Wibowo²¹ there are several

¹⁸Mansur Muslich, *Pendidikan Karakter Menjawab Tantangan Kritis Multidimensional*, (Jakarta: Bumi Aksara, 2011), page 87.

¹⁹Muhaimin, *Pengembangan Model KTSP Pada Sekolah Dan Madrasah*, (Jakarta: PT Grafindo Persada, 2008), page 74.

²⁰Regulation of the Minister of National Education of the Republic of Indonesia number 38 year 2008 on student development, https://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/12/permendiknas_39_2008_ttg_kesiswaan.pdf accessed on 1st of February 2020.

²¹Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah : Konsep dan*

extracurricular activities that contain the formation of students' character as follows :

- 1) Sports (volleyball, soccer, baseball, etc.): Extracurricular activities that make up the character of students, such as discipline, responsible, diligent and spirit of cooperation.
- 2) Religion (BTQ, hadith study, worship, etc.): This religious extracurricular activity can form students ' character to be more obedient to God YME, develop Taqwa character and can practice it everyday.
- 3) KIR: This extracurricular activity in order to form the character of learners into someone who is disciplined, responsible and cultivating the sense of mutual cooperation towards others.
- 4) Scouting: This extracurricular activity to form a student's character into someone who knows more and loves his people. This extracurricular is usually present in every school. Learning in this activity puts together and teamwork so that the soul of students will be formed and can learn how to solidarity cooperation in a group.
- 5) PMR: Extracurricular activities in order to form the character of learners into someone who develops the character of caring among others.

C. Research Methods

This type of research is *field research*, which aims to collect data and information from facts that occur. In this case the researcher wants to reveal the facts that occur in the field to be studied in depth, so that in the end obtained the required data findings according to the objectives research.²²In this study the data needed is data relating to the internalization of student character education through extracurricular programs at Assalam Junior High Islamic Boarding School Masaran in 2019/2020.

Research conducted by the writer is descriptive qualitative. Descriptive qualitative approach is research that uses data collection or gather information as much about the symptoms that exist in the study. Descriptive contains a description of people's observations, actions and conversations.²³

Praktik Implementasi, (Yogyakarta: Pustaka Pelajar, 2013), page 17.

²²Lexy. J. Meleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2007), page 6-7

²³Ibid, page 6-7

This study discusses a clear picture of a situation social or event by analyzing and presenting facts systematically so that they are easily understood and conveyed without going through statistical calculations. Because the research procedure produces data descriptive in the form of written or oral words from people who are observable behaviors.

This research will be carried out at the Assalam Junior High Islamic Boarding School Masaran which is located in Hamlet Rt 26, Krikilan, Masaran District, Sragen Regency. Research subjects are all things, both in the form of objects and people in the research site.²⁴The subjects of this study are the Headmaster, student vice principal and extracurricular teachers and the students.

Data collection techniques are an important thing in conduct this research. This aims to get enough research data. The method used to collect data in this research is by observation, interview and dokumentation.

After data collection is complete, the data will be analyzed or commonly referred to as data analysis. Data analysis is the process of organizing and sorting data into patterns and categories so that themes can be determined and work hypotheses are formulated based on data.²⁵

In analyzing the data the author uses a descriptive qualitative method which is done by a direct approach to the object being observed. Analysis of data in the form of narratives or paragraphs by data reduction, data presentation and draw conclusions.

D. Finding and Discussion

1. The Process of Internalizing Student Character Education Through Through Extracurricular Programs

Based on data obtained from observations, interviews and documentation, the authors then analyzed the data related. Drawing conclusions using deductive methods, namely ways of thinking that depart from the theory to then be matched with data. So the analysis results are obtained as follows:

a. Character Education Methods

Dr. Helmawati²⁶explained that there are several effective methods and efficient in the character education process that can

²⁴Arikunto Suharsimi, *Manajemen Penulisan*, (Jakarta: Rineka Cipta, 1998), page 130.

²⁵Afifuddin, Beni Ahmad Saebani, *Metodologi Penelitian Kualitatif*, (Bandung: CV Pustaka Setia, 2009), page 145.

²⁶Helmawati, *Pendidikan Karakter Sehari-hari*, (Bandung: Rosdakarya, 2017), page 25.

Internalization of Student...

be used namely giving theory, a lot of modeling, habituation, discussion, taking lessons from a story and supervision and enforcement of rules consistent.

This is in accordance with observation in the *Qira'ah* extracurricular program, the character education method used in activity by a little explanation and then is practiced.²⁷ As conveyed in an interview with Ustadz Burhanuddin as the extracurricular leader of *Qira'ah*, on March 9, 2020 said:

“For the method itself uses a little explanation then practiced. While the Reading method uses Bayati method..... Actually, for the activities of the qira'ah when we can undergo with good hope the child can maintain the behavior well and give rise to the morality of Qur'anic.”²⁸

In the program of Taekwondo extracurricular program, Ustadz Purnomohadi as the extracurricular leader of Taekwondo said on his interview that the method of character education used in this extracurricular activity is a method of exemplary that commonly done at the end of the session. He said :

“It is at the end of the session, we gather, we direct which is good, which is the term not to be worn. Continuing for the child's character, if you have a good character automatically the path of life will be easy. It is constantly to convey to you in order to always be careful on the road, do not forget to keep the manners”²⁹

Whereas the Scout extracurricular program, the character education method used is *reward-punishment*, giving examples and training.

“Scout *reward-punishment* is definitely there. Then giving examples or training also exists. For those who do not come every Monday to be collected, for punishment there are those who clean up and some who read the Qur'an in the middle of the field.”³⁰

²⁷Observation about Qira'ah Extracurricular, 25th of March 2020 at 14.15 WIB

²⁸Interview with Ustadz Burhanuddin as the extracurricular leader of *Qira'ah*, 25th of March 2020 at 15.00 WIB

²⁹Interview, Ustadz Purnomohadi as extracurricular leader of Taekwondo, 9th of March at 09.30 WIB

³⁰Interview, Ustadz M. Irsyad, S. Pd as the scout extracurricular trainer, 9th of

b. Character Building Through Extracurricular Programs

Character education can be integrated in extracurricular activities organized by schools for coaching and improving the academic quality of students. In religious extracurricular activities³¹ form the character of students to be more obedient to God Almighty, develop the character of their taqwa and can practice it everyday. This is in accordance with the character determination in the *Qira'ah* extracurricular program, so that children can maintain good behavior while at the same time causing morals of the Qur'ani.³²

Sports extracurricular activities³³ form the character of students in discipline, responsibility, perseverance and the spirit of cooperation. This is in accordance with the character determination in the taekwondo extracurricular program that children are responsible, courageous and cherish others.³⁴

In scouting activities³⁵ form the character of students into someone who knows and loves their nation by prioritizing togetherness and teamwork so that the souls of students will form a solidarity of cooperation in one group. This is in accordance with the character formation in the Scout extracurricular program which refers to the Scout Law and its practices. The desired character is a character that is faith in God, noble character and loving the nature.³⁶

2. Supporting and Inhibiting Factors

a. *Qira'ah* Extracurricular Program

1) Supporting Factors

As for the process of carrying out extracurricular activity, this it received full support from the school as well as provided

March at 09.30 WIB

³¹Interview, Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah : Konsep dan Praktik Implementasi*, (Yogyakarta: Pustaka Pelajar, 2013), page 17.

³²Ustadz Burhanuddin as the extracurricular leader of *Qira'ah*, 25th of March 2020 at 15.00 WIB

³³Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah : Konsep dan Praktik Implementasi*, (Yogyakarta: Pustaka Pelajar, 2013), page 17.

³⁴Interview, Ustadz Purnomohadi as extracurricular leader of Taekwondo, 9th of March at 09.30 WIB

³⁵Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah : Konsep dan Praktik Implementasi*, (Yogyakarta: Pustaka Pelajar, 2013), page 17.

³⁶Interview, Ustadz M. Irsyad, S. Pd as the scout extracurricular trainer, 9th of March at 09.30 WIB

mic and *gurah* therapy as sound therapy for children.

2) Inhibiting Factors

However, there are several inhibiting factors such as the lack of children's interest in participating extracurricular activities, because the extracurricular activities required by schools. Ustadz Burhanuddin in an interview on March 9, 2020 said:

“Children are less focused as *you* seen, because many are not interested, because *Qira'ah* activities required of schools. Many are not interested, because the activities of *Qira'ah* obliged from the school, some feel untalented as well. There are actually those who are interested in following but disturbed by those who own the fuss, which Who read the *Qur'an* is also not focused, who wants to be also disturbed. Usually also before the hour 14.00 WIB already asked home.”³⁷

b. Taekwondo Extracurricular Program

1) Supporting Factors

The supporting factors according to Ustd. Purnomohadi is to utilize existing facilities that are on target.

2) Inhibiting factors

As for the inhibiting factor in these activities are children who are exhausted due to the agenda of the boarding school at night. Ustd. Purnomohadi says :

“Maybe because children are tired of night activities, maybe the children are already resting but not immediately sleeping. At 05.30 WIB should depart it for the Fulldayschool is also heavy.”³⁸

c. Scout Extracurricular Program

1) Supporting Factors

The supporting factors of the school are very supportive in any activity.

³⁷Interview, Ustadz Burhanuddin as the extracurricular leader of *Qira'ah*, 25th of March 2020 at 15.00 WIB

³⁸Interview, Ustadz Purnomohadi as extracurricular leader of Taekwondo, 9th of March at 09.30 WIB

2) Inhibiting Factors

This come from fulldayschool students, some of them did not come back to join a scout extracurricular activity. It is exposed by Ustadz M. Irsyad, S. Pd, on 9 March 2020 :

“The inhibiting factor is for the non-boarding children to go home and not come back to join a scout extracurricular activity. Sometimes we also inform the parents but they don’t respond well.”³⁹

E. Conclusions

1. Internalization of Student Character Education Through Extracurricular Programs

- a. *Qira’ah*. The process of character education in which the teacher gives examples of reading then students are asked to repeat. If there are mistakes, the teacher will correct. The method used is the provision of theory then put into practice. The expected character is that students behave well while causing the morals of the Qur’ani.
- b. Taekwondo. The character education process is started by praying followed by the warm-up movement, the core movement and finally the physical movement after the cooling movement. The method used is an exemplary method. The expected character is responsibility, courage and respect for others.
- c. Scout. The character education process is started by gathering, praying, presenting, delivering material or sessions activity outside of school, then ending the line by praying together. The method used is *reward-punishment*, giving examples and training. The desired character is a character that is faith of God, noble character and loving the nature.

2. Supporting and Inhibiting Factors for Internalizing Student Character Education Through Extracurricular Programs

The supporting factors of this program are the availability of facilities and infrastructure as well as support from the school. Whereas the inhibiting factor of this program is the lack of student interest as evidenced by the lack of a sense of responsibility when attending extracurricular programs.

³⁹Interview, Ustadz M. Irsyad, S. Pd as the scout extracurricular trainer, 9th of March at 09.30 WIB

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