Inovasi Kurikulum

Implementation of extracurricular to develop a confident character for students in elementary schools

Eka Ratna Putri[1], Dea Mustika[2]
[1,2]Universitas Islam Riau, Pekanbaru, Indonesia
ekaratnaputri@student.uir.ac.id[1], deamustika@edu.uir.ac.id[2]

ABSTRACT

Self-confidence is an essential part of student personality development. Most students always have low self-confidence due to many factors, and to overcome this, efforts need to be made, one of these efforts being extracurricular activities. This study's background is to see how Muhadharah extracurricular activities can shape students' self-confidence. This research uses a qualitative approach with collection techniques through documentation studies from scientific sources, interviews with three participants, and observation of Muhadharah activities. Data analysis techniques use data reduction, presentation, and conclusion drawing and verification. Data validity uses triangulation techniques of sources, techniques, and time. The results showed that infrastructure facilities, activity schedules that do not collide with other activities, and sufficient funds support student participants in Muhadharah extracurricular activities. This activity trains students to perform and speak in public to form a brave and confident mentality in each of these students.

ABSTRAK

Kepercayaan diri menjadi bagian yang sangat penting bagi perkembangan kepribadian siswa. Nyatanya kebanyakan siswa selalu memiliki kepercayaan diri yang rendah yang disebabkan oleh banyak faktor, dan untuk mengatasinya perlu dilakukan upaya, salah satu upaya tersebut yakni dengan melaksanakan kegiatan ekstrakurikuler. Hal itu melatarbelakangi penelitian ini dengan tujuan untuk melihat bagaimana kegiatan ekstrakurikuler Muhadharah mampu membentuk sikap percaya diri pada siswa. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan melalui studi dokumentasi dari sumber-sumber ilmiah, wawancara bersama tiga partisipan, observasi kegiatan Muhadharah. Teknik analisis data menggunakan reduksi data, penyajian data, dan penarikan kesimpulan serta verifikasi. Keabsahan data menggunakan teknik triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa sarana prasarana, jadwal kegiatan yang tidak bertabrakan dengan kegiatan lain, dan dana yang mencukupi mendukung partisipan siswa dalam ekstrakurikuler Muhadharah. Kegiatan ini melatih siswa untuk tampil dan berbicara di depan umum sehingga membentuk mental berani dan percaya diri dalam diri masing-masing siswa tersebut.

Kata Kunci: ekstrakurikuler; karakter percaya diri; pembinaan

INTRODUCTION

Education is a process that humans will continue to experience throughout their lives, from conception to death. The educational process not only provides students with knowledge in the form of knowledge but what is more important is to shape the students' personalities so that they develop further and can explore their potential. School is an educational institution that is responsible for providing various knowledge and skills, as well as developing various values and attitudes, both through formal and non-formal education. Character education instills and develops noble characters in students so that they have noble characters and apply and practice them in their lives, both in the family, as members of society, and as citizens. Character education is essential in developing a student's personality and faith. The success of character education is the main thing and is an essential foundation in the world of education for educating students. Even in the historical development of humankind, character education acts as a filter and control for the development of modern civilization, which ends up being value-free (Kusumawati & Magdalena, 2020).

Character education is still a topic of conversation among Indonesian people today. This phenomenon in society erodes Indonesia's noble values, such as decency, honesty, politeness, togetherness, and cooperation. Negative behaviors are increasingly emerging and occurring in society, such as theft, murder, fraud, and other negative behaviors that not only harm the perpetrator himself but can also harm other people around him. This kind of negative behavior increasingly adorns the lives of teenagers; in fact, quite a few of the perpetrators are still studying at school (Ameliasari, 2022). Quality human resources depend heavily on education. The process of transforming knowledge to enhance, fortify, and perfect human potential is called education. Education is a continuous process that can be completed anytime and anywhere.

The issue of education is one of the things that has a direct connection with human life. Education is an effort by adult humans who are aware of their humanity to accompany, train, teach, and instill in the younger generation fundamental values and a vision of life so that they ultimately become humans who are aware and responsible for their lives. The obligations of human life follow human nature and nature. Thus, education has a significant impact on human growth and development. Individuals with adequate scientific understanding and perception can adapt to their environment (Rianti & Mustika, 2023). Character education aims to teach students to become complete human beings with the integrity of heart, brain, body, tastes, and intentions. We try to develop character education for teenagers in schools, consolidate adult character education in universities, and form early childhood family character education. The essence, meaning, behavior, morals, or moral education can be interchanged with character education. Therefore, character education requires humanistic education, which means the learning process must help students build moral values they can use daily.

Character education is important because there are many deviations from character ideals in the modern world. Several abnormal behaviors can be recognized based on home, school, and community observations. Deviant behavior in the family environment is often found in children who do not follow the rules. The character education program needs to be strengthened in the three education centers, family, school, and community because deviant behavior is still high. Character education must be supported by all factors that support its success only by a few individuals or groups. This aims to implement character education from an early age; children will develop a foundation of good behavior, which will become the foundation for their social behavior in the future. The quality that differentiates humans from other animals is character. Humans differ from other species created by God in that they behave well in everyday life (Salirawati, 2021).

Self-confidence is the belief that someone can be successful by practicing self-motivation and developing a positive view of oneself and the world. As a result, they can project confidence and handle situations calmly. Calm and collected are characteristics of people who exude self-confidence. In addition, people with high levels of self-confidence can overcome excessive worry, fear, and anxiety and handle conflicts effectively and productively, making them immune to the negative impacts of situations that most people consider wrong. A person with self-confidence may face new challenges, believe in themselves in trying situations, overcome obstacles, complete tasks that have never been done before, maximize their skills and abilities, and stop giving up when they fail (Yulianto et al., 2020). Self-confidence is believed to be the key to success in this life. Without good self-confidence, a person's potential or strengths will not be able to develop but will instead become dimmer and even die. Therefore, self-confidence must be built well, although not excessively, because if it is excessive, it will make someone lose their calculations or even be arrogant. Children with high self-confidence tend to succeed more in doing what they want (Amin & Maghfiro, 2023).

However, current elementary school (SD) education reveals several problems with children's character. Students' self-confidence problems include the feeling of shyness around new people, anxiety about expressing their thoughts in front of their friends, and fear of making mistakes. Of course, the current state of education is genuinely worrying. Getting character education is one technique for getting through a character crisis. Instilling other character values, such as self-confidence, is another goal of character education. One way to realize character education is to include it in class activities. Activities planned explicitly by teachers and other education personnel with qualifications and authority at the school to help students develop according to their needs, potential, talents, and interests are called extracurricular activities. They also provide tutoring services outside of regular class hours. Extracurricular activities in schools, from elementary to middle school, have little influence on the development of students' skills because they are not managed well and mainly function to develop students' interests and personalities.

Based on the findings of the first interview that researchers conducted with teachers for class V on March 8, 2024, it appears that one of the main challenges teachers face is that many students struggle with shyness, self-doubt, self-doubt, and lack of self-confidence. Students often feel stage fright, so it is not uncommon for students to tremble and even cry when asked to do extracurricular Muhadharah. Apart from extracurricular activities, students also appear to lack self-confidence, as shown by students who are passive in teaching and learning activities, are embarrassed to ask the teacher, and are nervous when appearing in front of the class. Extracurricular activities at school are expected to be a place to train students' self-confidence. Some of the self-confidence possessed by students has not yet emerged. The initial research observations show that some students still are not confident in implementing extracurricular activities, especially Muhadharah extracurriculars.

Apart from the extracurricular Muhadharah preaching, which is carried out regularly, it can also be a forum for mental training to increase students' self-confidence. This shows that extracurricular Muhadharah is an effort to increase confidence in speaking in public. If students are confident to speak in public, they can sputter in front of the class. This certainly affects the learning process, especially in thematic learning, which uses a scientific approach. Students are expected to be able to observe, ask, try, appreciate, and communicate (Hamidah & Sari, 2021). Of course, asking and communicating requires self-confidence in students. In Muhadharah activities, students are trained and accustomed to being independent, responsible, and confident in completing the teacher's tasks. In forming independent character, responsibility, and self-confidence through Muhadharah activities, character formation is carried out in three stages: knowledge, implementation, and habituation (Al Faizin et al., 2024).

The urgency or importance of this research is to find out to what extent extracurricular activities can shape and develop a confident character in a student, especially in Muhadharah extracurricular activities that schools generally carry out. Extracurricular Muhadharah is one of the mandatory activities that can be a facilitator (container) for students in training their' self-confidence and mentality to perform well. In front of the public. This research, of course, also has differences from other similar research, for example, in terms of the freshness of the data and research results obtained, and it was carried out in the most recent year so that the data obtained was the most updated. The purpose of conducting this research is to see how extracurricular activities can form a confident character in students who previously felt less confident so that they will gain self-confidence after participating in extracurricular activities. That is why this research is essential.

LITERATURE REVIEW

Extracurricular

Extracurricular activities outside school hours accommodate and develop students' potential, interests, and talents. Furthermore, extracurricular activities are defined as educational activities outside of subjects and counseling services to help develop students according to their needs, potential, talents, and interests through activities organized explicitly by qualified and authorized educational staff at the school/madrasah. Extracurricular activities are activities outside regular hours that aim to make students deepen and appreciate what they learn in extracurricular activities. Extracurriculars play a significant role in shaping student character (Tanjung et al., 2022).

Through participation in activities such as sports, arts, literature, technology, and student organizations, they gain valuable skills such as cooperation, leadership, discipline, and responsibility. This experience helps them face real-world challenges with confidence and a good attitude. In addition, extracurricular activities provide a platform for students to explore their interests and talents. Some students may discover their love of music, fine arts, or even science outside the classroom. This is where they can develop their potential more deeply, feel a sense of accomplishment, and build a unique identity (Agustina et al., 2023). It can be concluded from the explanations of several experts above that extracurricular activities are activities that can hone students' interests and talents during the school period, which means that when the child has finished his studies, he will bring not only academic knowledge but also talents and abilities outside of academics.

Muhadharah Extracurricular

Muhadharah is an encouraging, dynamic, family-friendly extracurricular activity with character education. Muhadharah Extracurricular can ideally bring out students' confident character in their activities. However, schools always try to help students develop self-confidence through extracurricular activities because children struggle with self-presentation and fear. Included in the list of extracurricular activities include scouting, Muhadharah , sports, and drum band, in which, in the end, children can participate actively and help shape the self-confidence of the younger generation. Of course, extracurricular activities need to be supported by supporting infrastructure and funds (Budiman & Nasrullah, 2022).

Extracurricular activities are educational activities outside of subjects to help develop students according to their needs, potential, talents, and interests through special activities organized by educators or educational staff who are capable and authorized at the school/madrasah. Extracurricular activities are an organizational environment that can influence students to have social interactions with each other. Student participation in extracurricular activities will significantly contribute to students' development of new interests, instilling responsibility as citizens through collaborative experiences and views and getting used

to independent activities. Remembering that extracurricular activities aim to increase student participation while giving them opportunities to succeed, teachers must be prepared to provide answers. Self-confidence is essential for students' development in their academic and social endeavors (Ningsih & Warmi, 2021).

Confident children are happier learners, more driven, and inspired to learn and interact with others. An essential component of a person's personality is self-confidence or self-assurance. A lack of self-confidence will cause several problems for someone. Because self-confidence allows a person to realize his or her full potential, it is the most valuable quality in a person in social situations. A person's talent and competence may also influence this self-confidence. Teenagers with high self-confidence will be able to interact with other children easily, voice their opinions without fear, respect other people's opinions, and act and think positively when making decisions. On the other hand, students who have low self-confidence will have difficulty voicing opinions and communicating. In addition, students' high self-confidence can lead to positive thoughts and confidence in their abilities (Novita, 2021).

Character

Character, or what is also called character in general, is an inner trait that influences the thoughts, behavior, manners, and habits of humans or other living creatures. The character types often found around us are quiet, timid, vengeful, diligent, greedy, honest, wise, cheerful, traitor, merciful, hater, lazy, forgiving, and angry. Character comes from Latin, which means carved, so the character combines various virtues and values carved into the stone of life, which will embody actual values. Character is a characteristic possessed by an object or individual. These characteristics are ingrained in a person so that they become a driving force for acting, behaving, and speaking. Character is a person's character or morals that are obtained from the process of absorption with their environment. Character is a psychological trait, morals, and manners that differentiate a person from others (Huda, 2022).

Weak characters can be timid, afraid to take risks, and lazy, while solid characters can be challenging, tenacious, and have high fighting power. Bad characters can be cunning, selfish, arrogant, and like to show off, while good characters can be honest, humble, and responsible. From this classification, it is hoped that children will have strong and good character. A person's character will be positive if it is based on the moral and ethical values that apply and are agreed upon by society (Santika, 2020). Character education is the instillation and development of positive character values in students. Character education is an effort to educate students to have good personalities and follow the norms that apply in society. Good character education forms a unity of behavior and students through good knowledge, feelings, and behavior (Mubin, 2020). Character development formed through family educational patterns can be collaborated with other character education models, such as in the school or community environment (Keraf et al., 2024). Character or morals, or character in general, are inner traits that influence the thoughts, behavior, manners, and habits of humans or other living creatures.

Self Confidence

Self-confidence comes from the English language, namely self-confidence, which means believing in your abilities, strengths, and judgment. So, it can be said that self-assessment is a positive assessment. Individuals will be motivated and more willing to respect themselves if they positively assess themselves. In simple terms, it can be said to be a person's belief in the symptoms of aspects of the individual's strengths, which makes him feel capable of achieving various life goals. Self-confidence is defined as confidence in one's abilities. Confidence is a faith or belief in oneself and one's abilities to succeed. It is the belief that one will act correctly, properly, or effectively, meaning that self-confidence is a belief in

oneself and one's ability to achieve success. Self-confidence is an attitude or feeling of confidence in one's abilities so that the person concerned is not too anxious about their actions, can feel free to do the things they like, is responsible for their actions, and is warm and polite in interacting with other people, able to accept and respect other people, have the drive to achieve and be able to recognize their strengths and weaknesses (Tobo & Pramestyani, 2023).

Self-confidence is an essential aspect of personality in human life. Confident people believe in their abilities and have realistic expectations. Even when their hopes do not come true, they remain optimistic and can accept it. Self-confidence is a person's mental or psychological condition that gives them strong confidence to act or carry out an action. People who are not confident have a negative self-concept and lack confidence in their abilities and, therefore, often close themselves off (Perdana, 2019). Based on the explanation above, researchers can conclude that a student's sense of self-confidence is essential for his life, which will also influence his social and learning processes. Not all students have good self-confidence; some feel they lack self-confidence and, therefore, lack the confidence to ask questions, let alone express opinions about the material they are studying. Class, feeling inferior, afraid of making mistakes, and not being appreciated. These problems consistently arise in students who lack good self-confidence.

METHODS

This research methodology is qualitative because of the direct use of primary data sources and the emphasis on process over outcomes. This qualitative research undoubtedly exhibits several characteristics because the relationship between the components under study will become more apparent if this process is paid close attention. Qualitative research is more appropriate in specific fields of study, such as fields of study that aim to explain the nature or experience of individuals regarding specific events. Qualitative techniques can be applied to uncover and understand whatever is hidden behind unknown phenomena. This research was conducted at an elementary school, SD Negeri 03 Laksamana, Siak Regency. The main reason the researcher chose this school was that, despite the school's best efforts to support all extracurricular activities, students at this elementary school consistently gave reasons for not participating. Therefore, researchers are interested in conducting research. Data were collected from documentation studies from science literature, interviews with three participants, and observations of Muhadharah activity. Furthermore, the data were grouped into six categories and presented as narratives and pictures. After the data verification, conclusions were drawn using triangulation techniques.

Data triangulation is a technique of checking data from various sources in various ways and at various times. So, there is the triangulation of sources, data collection techniques, and time triangulation. This research uses 3 data triangulations, namely source triangulation, technique triangulation, and time triangulation. Source triangulation is carried out to test the credibility of data by checking data obtained from various data sources such as interviews, archives, and other documents. Triangulation techniques for testing data credibility are carried out by checking data obtained from the same source using different techniques. Data obtained from observations is then checked using interviews. Time can affect the trustworthiness of data. Data obtained using interview techniques in the morning when the source is fresh will usually produce more valid data. For this reason, data credibility must be checked using observation, interviews, and documentation at different times or situations until credible data is obtained.

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RESULTS AND DISCUSSION

Results

Student Participation in Extracurricular Activities

According to the researchers ' observation findings, all students have participated in all extracurricular activities the school offers according to their interests and skills. Apart from developing self-confidence, students also prepare to participate in extracurricular activities. So that schools can provide quality output that can be directly practiced in the surrounding environment, both at school and in the community. Muhadharah is held to help students develop courage, language, and public speaking skills. When speaking in public, students use the rote method. However, fear of the stage is common among students who give public speeches. The term "stage fright" refers to a mental illness, including extreme fear of performing in front of large audiences, anxiety, panic, or worry. Stage fright usually manifests as symptoms such as shivering, crying, shaking, and even fainting.

Stage fear occurs more often in students still in lower social groups. The reason is that it is claimed that upper-class students rarely experience stage fright, while lower-class students are doing Muhadharah for the first time. Stage fright may occur before and during public presentations. A person's stage fright usually disappears as he spends more time performing in front of an audience. Practicing, understanding concepts, maintaining composition and concentration, maintaining physical fitness, and dressing appropriately are some strategies for reducing stage fright. The stated hypothesis states that although students can eventually overcome stage fright, training, and grade level variables are influenced by their courage in facing the audience and body language when speaking. Because students in lower grades sometimes have difficulty pronouncing a foreign language correctly, grade level can also reveal how students pronounce and intonate when speaking in front of an audience.

Attached are the results of interviews with teachers and school principals regarding student participation in extracurricular activities organized by the school:

> *"Tidak semua siswa mengikuti kegiatan ekstrakurikuler, seperti kelas 1 yang tidak mengikuti kegiatan pramuka. Namun untuk kegiatan ekstrakurikuler muhaddarah, seluruh siswa wajib mengikuti kegiatan tersebut." (H, 27/8/2024)*

> *"Tidak semua siswa mengikuti ekstrakurikuler, pramuka, PMR, Paskibra dan UKS untuk kalangan bawah tetap ditiadakan, namun untuk ekstrakurikuler muhadharah semua wajib mengikuti." (B, 28/8/2024)*

The teacher and principal's statements indicate that all students participated in the school's extracurricular activities.

Extracurricular Activity Development

Based on the researchers' observation findings, schools supervise students during activities and employ qualified instructors to teach them in extracurricular activities. Planning must be done before starting any activity to ensure that goals are achieved. The activity process begins with planning, namely, methodically organizing the tasks that will be carried out to achieve specific goals. When Muhadharah participants prepare their material to be submitted to the teacher or trainer for review, planning Muhadharah activities begins. The material presented by students must meet specific criteria. The concept is free but subject to supervision by instructors and trainers; if a theme is used frequently, the substance may change.

Attached are the results of interviews with teachers and school principals regarding extracurricular activity development:

"Ya, seluruh sekolah bertanggung jawab membimbing siswanya selama kegiatan ekstrakurikuler." (H, 27/8/2024)

"Ya, seluruh pihak sekolah mempunyai tanggung jawab untuk membimbing siswa dalam setiap kegiatan ekstrakurikuler baik yang dilaksanakan di sekolah maupun di luar sekolah." (B, 27/8/2024)

The results of the interviews suggest that the entire school is responsible for guiding students during extracurricular activities.

Availability of Facilities and Infrastructure

Extracurricular activity facilities are needed to support all extracurricular activities and ensure successful implementation. According to researchers' observations, this school has the necessary facilities and infrastructure to organize extracurricular activity programs. Attached are the results of interviews with teachers and school principals of facilities and infrastructure in support of extracurricular activity programs:

"Fasilitas kegiatan ekstrakurikuler di SDN 03 Laksamana layak digunakan." (H, 27/8/2024)

"Menurut saya sudah memadai dan kami tidak kekurangannya." (B, 28/8/2024)

Furthermore, examples of facilities and infrastructure in support extracurricular activity programs, namely:

"Fasilitas yang tersedia di sekolah adalah untuk kegiatan ekstrakurikuler pramuka yang disediakan antara lain tenda, bekal, tali-temali, peralatan dapur, dll. Untuk kegiatan olah raga fasilitas yang disediakan adalah bola, pakaian dan lapangan dan untuk kegiatan drumband fasilitas yang disediakan adalah drumband peralatan, untuk kegiatan muhadharah tersedia matras atau karpet untuk tempat duduk siswa di lapangan serta sound system yang menunjang, kegiatan PMR dan UKS tentunya tersedia ruang UKS yang memadai dan peralatan kesehatan darurat." (H, 27/8/2024)

"Untuk kegiatan ekstrakurikuler pramuka fasilitas yang disediakan antara lain tenda, bekal, tali-temali, peralatan dapur, dll. Untuk kegiatan olah raga fasilitas yang disediakan adalah bola, pakaian dan lapangan, dan untuk kegiatan drumband fasilitas yang disediakan adalah peralatan drumband, sebagai serta untuk kegiatan PMR dan UKS tentunya diperlukan alat kesehatan dan dalam muhadharah tersedia sound system yang memadai dan juga matras untuk siswa duduk bersama di lapangan." (H, 27/8/2024)

"Ada alat drumband, alat-alat untuk UKS, speaker dan mic sama ada alat-alat untuk pramuka juga." *(B, 28/8/2024)*

It can be concluded that the facilities and infrastructure provided by the school to support these extracurricular activities are appropriate and adequate for use by all students and coaches so that the objectives of carrying out these extracurricular activities can be achieved optimally. There are various kinds of facilities and infrastructure available in schools specifically for extracurricular activities, such as scout extracurricular activities; the facilities provided include tents, stock, rigging, kitchen equipment, etc. For sports activities, the facilities provided are balls, clothes, and a field; for drumband activities, the facilities provided are drumband equipment. For Muhadharah activities, there are mats or carpets for students to sit on the field and a sound system that supports them. PMR and UKS activities are, of course, space. Adequate UKS and emergency health equipment are available.

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Availability of Sufficient Funds

Funding is necessary for schools to host the events they plan, such as extracurricular activities. Research findings show that schools currently have sufficient funds to organize extracurricular programs that do not burden students financially because schools provide funds for all activities or programs implemented.

Attached are the results of interviews with teachers of funds provided sufficient to carry out extracurricular activities:

> *"Dana cukup untuk mendanai kegiatan ekstrakurikuler." (H, 27/8/2024)*

Attached are the results of interviews with teachers who experienced a lack of funding:

> *"Dana selalu mencukupi untuk melaksanakan kegiatan ekstrakurikuler, namun kalaupun ada kekurangan, pihak sekolah pasti akan mencari solusinya." (H, 27/8/2024).*

Attached are the results of interviews with teachers if overcome the problem of lack of funding:

> *"Jika kami mengalami kendala atau kekurangan dana, pihak sekolah akan berdiskusi dengan komite sekolah untuk mencari solusinya". (H, 27/8/2024)*

It can be concluded that the funds provided by the school are appropriate and allocated well, so there are minimal problems with funding shortages. This school has special funding allocated for extracurricular activities and is well supervised by the school and all parties involved. Furthermore, suppose there are problems regarding funding during its implementation. In that case, the school always holds consultations, deliberations, or discussions with the entire school committee if obstacles or problems are found in implementing funding for these extracurricular activities.

Arrangement of Extracurricular Schedule

The extracurricular activities include activities that complement each other and can complement extracurricular programs, such as developing students' knowledge and critical thinking skills, hobbies, interests, and attitudes towards both. Based on the research findings, this school's extracurricular programs are planned well to ensure they do not conflict with other academic activities. Schedules are changed to accommodate coaches' work hours.

Attached are the results of interviews with teachers and school principals of the extracurricular schedule:

> *"Tidak pernah, karena kegiatan ekstrakurikuler yang dilaksanakan di sekolah diatur di luar jadwal belajar." (H, 27/8/2024)*

> *"Tidak, karena jadwal ekstrakurikuler kami atur diluar jadwal belajar." (B, 28/8/2024)*

It can be concluded that the implementation of extracurricular activities follows the schedule made by the school, and the trainer has agreed on certain days for him to train students. Extracurriculars at this school include Paskibra, PMR, UKS, Scouting, Sports, Muhadharah, and drumband. For extracurricular activities, sports, scouts, PMR, Paskibra, and drumband are held on Saturdays, and Muhadharah activities are held on Fridays. The extracurricular schedule has been arranged neatly and does not interfere with effective study days so that students get things for academic and non-academic learning.

Muhadharah Activities

Islam has laws that regulate all aspects of human life, including education. Because the learning process is nothing more than an individual's desire to learn. Teachers and students communicate with each other, which leads to the success of the stimulus-response learning process. Due to the community's need for

Santri, whose existence is essential, especially in terms of religious knowledge and the importance of the role of Santri in preaching the teachings of the Islamic religion, this Muhadharah activity was held. Students are expected to be able to actualize themselves due to this exercise. Another goal is to teach and prepare students to speak in front of many people. This includes developing students' speaking and preaching skills, which will help them communicate effectively and create courage and a confident mindset.

Before starting the Muhadharah activity, the teacher will provide students with some material, which they are free to develop if they want. Before explaining the topic, the next stage is to read and understand it completely. This Muhadharah training uses the memorization or memorization method. This technique is an improved version of the script reading technique. This approach involves memorizing a prepared script before speaking it during a speech rather than reading it aloud. This approach examines the memory of students (communicators) speaking regarding the content that will be conveyed to the audience or listeners. Researchers' documentation of Muhadharah activities shows that the data they collected during the research is consistent with the following data:

Figure 1. Muhadharah Activities
Source: Research, 2024

Based on the data in **Figure 1,** every student takes part in Muhadharah activities. While all the other students participated solemnly in the exercise series, some dared become officers to carry out Muhadharah activities. The material's structure produced by speech activities or Muhadharah consists of an opening at the beginning of the text. Preparing the audience for the main issues to be discussed is the goal of the opener. The introduction provides background information on the issue, thanks, and greetings to the audience. Cancel the use of the contents section after opening. The ideas that need to be achieved are usually content. The speaker methodically explains his views in this section, sticking to the points. The final step is closing. The closing section has an exclamation, summary, reaffirmation, or reinforcement. Closing remarks include recommendations, conclusions, and thanks. The final speech marked the end of the series of talks or speeches for Muhadharah activities. It is essential to state the previously discussed findings before concluding the greeting.

Discussion

Indonesia is a country that has so much diversity that the Indonesian nation is said to be a multicultural nation. The diversity of the Indonesian nation includes culture, taste, ethnicity, religion, and class. This diversity is a valuable value for a nation so that in society, there is diversity that complements each other, respects, and coexists peacefully. Public awareness of culture and the richness of its own culture encourages the emergence of laws that promote culture (Salma & Haryanto, 2022). The developed school culture comprises example behavior from all school stakeholders, habituation, spontaneous activities, and conditioning (Giwangsa et al., 2023). Character education through extracurricular activities has several impacts following the goals and activities of the extracurricular activities. Extracurriculars will develop students' interests and talents. There are several positive impacts when students have a confident character. Confidence will give rise to a brave character in taking things with high risks and consequences. When students have a courageous character, it will be easier to carry out what they want and want to achieve without any shadows of fear or other scary images. When students have a confident character, they will be sure that everything they go through will have its purpose. Confident in his abilities and what he wants to achieve (Puspitasari, 2024).

Character education in schools can be defined as learning that strengthens and develops children's behavior. The basis for implementing character education in schools or institutions is Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education. In school, character education is integrated through all the subjects students study. One of the characteristics that can be developed by institutions/schools through extracurricular activities and can be integrated with learning is self-confidence (Pratama, 2020). Character is defined as actions, behavior, attitudes, character, and habits embedded in a person from birth; in other words, a person has characteristics related to personality, character, or morals that can differentiate his actions and behavior from other people. Therefore, teachers play an essential role in cultivating moral principles in the classroom, such as the value of self-confidence. The teacher's goal is to help students develop exceptionally self-confident character because if the teacher does not provide an example of character in the class, it will cause problems with students' poor character (Rianti & Mustika, 2023).

Apart from being a place for learning, education is also a place for preserving culture. This form of preserving culture is carried out through school activities, one of which is extracurricular activities. There are many extracurricular activities in schools, especially at the basic education level, in science, sports, and arts or culture (Şeker, 2022). The secret to success in all aspects of life is essentially self-confidence. Everyone will encounter changes in all aspects of life, including the environment and new friends, and not everyone can adapt. Self-efficacy, optimism, objectivity, responsibility, rationality, and realism are components of positive self-confidence. To be happy, one must believe in and accept one's positive and bad talents, developed and learned through the learning process. This is known as self-confidence.

Students are taught to have the courage to speak up in front of their friends and the administrators who accompany them without having to read a script or speech text during this Muhadharah training. Manuscripts must be produced for the main content to be researched and presented to the public for evaluation. From now on, students are formed immediately, steadily, and progressively to train their minds and channel their abilities to carry out tasks as well as possible. Of course, some aspects facilitate and hinder the implementation of Muhadharah. Students with great self-confidence can benefit from this Muhadharah training, while students with poor self-confidence may be disadvantaged. For students, Muhadharah training is essential because, apart from increasing their self-confidence, it can also allow them to preach, even if only in front of their friends. Muhadharah is a place to train mental self-confidence when giving speeches in front of the public and cultivating talent and knowledge. Students are also allowed to learn new things, especially in religion.

Students' feelings of self-confidence after participating in Muhadharah activities were analyzed in two ways: First, individually. More confident students will be more willing to appear in public, be better able to control their emotions when faced with challenges, be more assertive in making decisions, gain more life experience, and develop new hobbies. Second, in a social context. Among the social impacts experienced by students are the facilitation of interpersonal communication, encouragement to face obstacles, confidence to provide constructive criticism and recommendations to others, and courage to voice thoughts in any situation. For children to realize who they are, self-confidence is essential. Self-actualization is the ability to recognize and develop one's potential. Someone who has high self-confidence will be able to develop their potential gradually. On the other hand, people who lack self-confidence tend to isolate themselves, become easily irritated when faced with challenges, feel awkward around other people, and have difficulty accepting reality. Public speaking skills can increase students' courage to answer questions, communicate effectively and assertively, maintain a good appearance, and regulate emotions. Children who lack confidence or are hesitant during learning usually have difficulty communicating with others (Awaliyani et al., 2021).

Confidence is essential in life, even when looking for a soul mate. A common belief is that self-confidence is an innate trait. Their belief that self-confidence is a gift from fate makes them slow in cultivating and cultivating it. It is possible to develop and learn self-confidence. Each location and environment must be built as optimally and positively as possible, remembering the importance of self-confidence. Parents and educators are expected to support children in developing self-confidence, and both parties understand that children's feelings of good self-esteem will help them in many areas of life (Perdana, 2019). Self-confidence is a crucial component of a person's character. A person will have difficulty in social situations if they lack self-confidence. Self-confidence allows a person to reach their maximum potential. Hat self-confidence is one of the keys to success in life. Self-confidence is essential for success in social and personal areas because it allows us to realize our full potential daily.

Without self-confidence, people will not be able to realize their dreams, and their vitality, inventiveness, and spirit of adventure will all turn to despair, frustration, and hopelessness because, in essence, having natural self-confidence can help us become more productive at work healthier both inside and out, intelligent, brave, energetic, creative, adventurous, able to make the right choices, able to control ourselves, ethical, mature, humble, tolerant, and comfortable with ourselves and our souls. Therefore, self-confidence is essential for everyone because, without self-confidence, a person will have difficulty living life. Self-confidence affects students' thoughts and behavior; extracurricular activities can improve self-confidence (Nandana, 2020). Extracurricular activities are activities carried out outside class hours, which are carried out either at school or outside school to gain additional knowledge, skills, and insight, as well as help shape students' character according to their respective interests and talents. Participating in extracurricular activities has been linked with positive peer relations and academic success and affect students' leadership development outcomes (Kim, 2022; Knifsend et al., 2020).

Having high self-confidence is also very beneficial for a person's personality development. High self-confidence makes individuals feel optimistic, and this feeling of optimism has a significant impact on personality development and life. Therefore, extracurricular activities will make each individual's self-confidence grow (Asiyah et al., 2019). Extracurriculars have many benefits for students' overall development. Among them, they play a role in developing skills. Some extracurricular activities can help improve academic skills, such as debate to improve speaking and critical thinking skills or science clubs to support interest in science. Extracurricular activities have an implication in supporting students to develop higher levels of self-efficacy (Griffiths et al., 2021).

Obstacles encountered in the process of self-confident character education in Muhadharah extracurricular activities are that children are used to ignoring orders. Students bring bad habits to school, so it is difficult for them to focus on the coach delivering the material. Students also like to joke with their friends, hindering

character education. Self-confidence. Who states that the instinct factor is something inherent in humans. This instinct can influence character education. Customs or habits are a person's actions and deeds carried out repeatedly in the same form so that they become habits and can influence the success of character education. The solution used to overcome the various obstacles that occur during the implementation of self-confidence character education in Muhadharah extracurricular activities is first to silence the students, then reprimand and advise the students, and then habituate the students to good things. That way, little by little, students will develop good habits.

Efforts to increase self-confidence can be made within the school environment through activities accepted in class (extracurricular) according to the subject's application and extracurricular activities that aim to accommodate students' talents and interests. Extracurricular activities generally aim to develop students' talents according to their interests. Extracurriculars held in schools are generally divided into two types, namely, sports extracurriculars and non-sports extracurriculars. Sports and non-sports extracurricular activities are related to the psychological aspects of students. A confident attitude requires students to realize that everything that happens in this world is for the best. If students fail in the future, they will realize that this is for the best and has become part of the student's process of maturing themselves. The events that have occurred are the best destiny, and of course, God has his message through the events that have occurred. There needs to be assistance from teachers, parents, and the environment to accompany and make students aware of this.

Self-confidence is a mental or psychological state that gives a person great self-confidence to act. Individuals who lack self-confidence tend to isolate themselves because they have a terrible perception of themselves and their skills. According to psychologist Maslow, self-confidence is the essential element for achieving self-actualization. A confident person will be able to recognize and understand who he is. Meanwhile, self-doubt will prevent a person's potential from being realized (Imro'atun, 2024).

Muhadharah influence in boosting students' low self-confidence is significant and strong. This activity aims to help students develop their personalities and teach them how to convey Islamic teachings confidently in public. Muhadharah also helps students become more confident because it teaches them that they can express everything in their hearts with confidence. The ability to act best while maintaining a healthy balance between their behavior, emotions, and spirituality. Many other supporting factors emphasize that self-confidence is one of the things that must be developed if someone wants to interact with their social environment. This is because self-confidence will enable a person to go through the process of social adjustment successfully. Many experts believe a crucial component of social adjustment is having a healthy self-worth. The relationship between social adjustment and self-confidence is reciprocal; the more self-confident a person is, the better his or her social adjustment; therefore, an increase in one may impact the other (Putra et al., 2020).

CONCLUSION

The presentation of research data leads to the conclusion that Muhadharah exercise can increase students' self-esteem. Students are expected to be able to actualize themselves due to this exercise. Another goal is to teach and prepare students to speak in front of many people. This includes developing students' speaking and preaching skills, which will help them communicate effectively and create courage and a confident mindset. Student Participation in Extracurricular Activities. Based on the results of observations made by researchers, all students have participated in all extracurricular activities provided by the school based on their interests and talents. Students have also prepared themselves to participate in extracurricular activities and have confidence in their abilities. Extracurricular Activity Development. Based on the results of observations made by researchers, it appears that the school is responsible for guiding students during activities and also brings in competent trainers to guide extracurricular activities

at the school. Availability of Facilities and Infrastructure. Facilities for extracurricular activities are needed to support them so that they are carried out well. Furthermore, based on observations that researchers have made, this school has adequate facilities and infrastructure to run programs in extracurricular activities. Availability of sufficient funds. Based on the research results, schools already have sufficient funding to run extracurricular programs that still do not burden students, for example, in terms of costs, because the school has its funding for all activities or programs implemented. Arrangement of Extracurricular Activity Schedule. Based on the research results, the extracurricular schedule at this school is very well scheduled, so these activities will certainly not interfere with other curricular activities. The schedule is adjusted to the trainer's hours. To participate in Muhadharah activities, students need to prepare the contents of their speeches. After the content is prepared, the next stage is to read and understand it thoroughly. This Muhadharah training uses the memorization or memorization method. This approach involves memorizing a prepared script before speaking it during a speech rather than reading it aloud. This approach examines the memory of students (communicators) speaking about the content that will be conveyed to the audience or listeners. For further research, the researcher hopes that researchers can develop titles again and carry out more recent research. If this research only focuses on Muhadharah extracurricular activities, then future researchers can develop research on other extracurricular activities, such as scouting, School Health Unit, PMR, Sports, and others.

AUTHOR'S NOTE

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