

# Strategies for Strengthening Character Education in Islamic Boarding Schools Through Extracurricular Activities

Nadya Huda\*<sup>1</sup>, Bambang Sigit Widodo<sup>2</sup>, Karwanto<sup>3</sup>, Muhsin Aseri<sup>4</sup>, Wahyudin<sup>5</sup>

<sup>1</sup> Universitas Achmad Yani, Banjarmasin Indonesia

<sup>2,3</sup> Universitas Negeri Surabaya, Surabaya Indonesia

<sup>4,5</sup> Universitas Islam Negeri Antasari Banjarmasin, Indonesia

e-mail: nadyahuda2@gmail.com, bambangsigit@unesa.ac.id, karwanto@unesa.ac.id, muhsinaseri@uin-antasari.ac.id, wahyudin@uin-antasari.ac.id


Submitted: 02-03-2024

Revised : 22-10-2024

Accepted: 27-11-2024

**ABSTRACT.** This study examines the role of extracurricular activities at Al Falah Islamic Boarding School in strengthening student character and the strategies implemented to achieve this goal. Employing qualitative methods such as interviews with key stakeholders and direct observations, the research highlights the significant impact of activities like scouting, *Pagar Nusa* martial arts, *Palang Merah Remaja*, *rebana*, and calligraphy in fostering values such as discipline, leadership, and empathy among students. Key strategies include embedding character values into the extracurricular curriculum, training program managers, diversifying activities to enhance student participation, and garnering support from families and communities. The findings reveal that structured and purposeful extracurricular programs effectively contribute to students' character development. Leadership activities, humanitarian involvement, and cultural preservation impact essential values. Despite its contributions, the study acknowledges limitations, including small sample size, focus on a single institution, and lack of analysis across different age groups, student levels, or gender. The reliance on qualitative methods also suggests the need for further research involving broader and more varied samples, exploration of diverse educational settings, and a mixed-methods approach. These findings underscore the potential of extracurricular activities as a strategic avenue for character education in Islamic boarding schools.

**Keywords:** *Strategy, Character Education, Madrasah Aliyah, Extracurricular, Islamic Boarding School*

 <https://doi.org/10.31538/munaddhomah.v5i3.1397>

**How to Cite** Huda, N., Widodo, B. S., Karwanto, Aseri, M., & Wahyudin. (2024). Strategies for Strengthening Character Education in Islamic Boarding Schools Through Extracurricular Activities. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 5(3), 354–366.

## INTRODUCTION

Character education is crucial for instilling values in students, encompassing knowledge, awareness, and actions towards various aspects of life. It aims to develop a strong national character, which is essential for a nation's dignity and respect in the global community (Handoko & Sakti, 2023; S. M. Hasanah et al., 2024; Huda et al., 2024). The core values of character education include religion, honesty, tolerance, discipline, and responsibility, among others. Implementation of character education in schools involves multiple stages, including preparation, execution, and assessment (Helwah et al., 2023; Rohmadiyah et al., 2024). Culture-based character education in elementary schools is critical in addressing contemporary challenges such as apathy, individualism, and technology overuse. This approach integrates noble values and positive habits into the school culture, potentially mitigating the impacts of globalization and moral degradation (Badawi, 2023; S.

M. Hasanah et al., 2024; Kaspin et al., 2024). Effective methods for character education include exemplary behavior, discipline, habituation, and creating a conducive atmosphere.

Recent studies highlight a concerning decline in moral values and character among Indonesians, particularly youth, attributed to the effects of globalization and modernization (Devi et al., 2021). This moral crisis manifests in various negative behaviors, including corruption, violence, and conflicts (Komalasari & Yakubu, 2023; Kuzmin et al., 2022). The erosion of moral values is especially prevalent among young people, who increasingly prioritize material wealth and social status over ethical conduct (Besariani & Pandin, 2021). Observed shifts in moral values include disrespect for elders and religious leaders, decreased participation in religious activities, and a rise in premarital pregnancies (Devi et al., 2021). Factors contributing to this decline include the rapid pace of cultural, educational, and technological developments in the modern era (Azizah & Mardiana, 2024; Nazihah & Maulana, 2020; Setyaningsih et al., 2024). To address this issue, researchers emphasize the importance of moral education and the collective effort of government, religious leaders, and traditional leaders in reinforcing ethical values and character development (Besariani & Pandin, 2021).

Character education is crucial in addressing moral degradation among young generations, particularly in the face of technological advancements and easy internet access (Sunandari et al., 2023). To combat this issue, experts emphasize the integration of character education into all aspects of school learning (Isroani & Huda, 2022). This approach involves incorporating character values into every subject taught and implementing them in learning activities. The main character values to be instilled are honesty, intelligence, resilience, and care (Mainuddin et al., 2023; Yusni et al., 2024). Successful implementation requires careful planning, execution, and evaluation by teachers, supported by exemplary behavior from educators and parents, as well as a conducive school culture (Sunandari et al., 2023). However, challenges such as gaps in teachers' understanding and lack of resources need to be addressed for effective implementation (Ma'arif et al., 2022; Richardson et al., 2021).

This study explores strategies for strengthening character education at Madrasah Aliyah through extracurricular activities at Pondok Pesantren Al Falah. This research will analyze various activities, such as Scouting and Pencak Silat, that offer unique opportunities for instilling values like leadership, responsibility, and discipline. The aim is to identify effective practices within these programs, contributing insights into how they can reinforce core values in students. This research aims to test the hypothesis that well-structured extracurricular activities within a Pesantren environment provide a strong foundation for character education. By investigating specific strategies, this study will provide recommendations for enhancing the role of extracurricular activities in character formation, helping to bridge gaps in the current literature on character education in Islamic boarding schools.

## **METHOD**

This research will adopt a qualitative approach with a case study method to evaluate the strategy of strengthening character education through extracurricular activities at Al Falah Islamic Boarding School. This research focuses intensively on one particular object and studies it as a case study. The case study method allows researchers to remain holistic and significant. A case study is a research method that investigates contemporary phenomena in a real-life context, focusing on an in-depth understanding of a particular situation (Yona, 2014). This method is suitable for "how" or "why" research questions and is often used in the social sciences, but it is now applied in various fields, including architecture and behavior (Nur'aini, 2020). Case studies combine data collection techniques such as in-depth interviews, questionnaires, and observations (Yona, 2014). Although usually focusing on a small sample, case studies allow researchers to retain the holistic characteristics of real-life events. This method is beneficial for exploring little-known issues and

understanding big problems through specific examples of phenomena (Assyakurrohim et al., 2022). The qualitative approach was chosen for its ability to provide an in-depth and contextualized understanding of the dynamics and implementation of extracurricular activities, as well as their impact on students' character education. The case study method allows researchers to explore in detail a specific case in its unique context, providing richer insights into the strategies implemented and the outcomes achieved.

Data will be collected through various techniques, to get a comprehensive picture of extracurricular activities and their influence on character education. The first technique is in-depth interviews that will be conducted with various relevant parties, including the head of the boarding school, extracurricular managers, and students involved in the activities. These interviews aim to gather a comprehensive perspective on each extracurricular activity's purpose, implementation, and outcomes. By asking open-ended questions, the researcher will obtain information about the motivations, challenges, and successes of these activities, as well as how they contribute to students' character-building.

The second technique is direct observation, which will be conducted to observe in real-time the interaction, learning process, and implementation of extracurricular activities. These observations are important to obtain accurate data on how extracurricular activities are run and how they affect students' character development. Researchers will note aspects such as student involvement, teaching methods, group dynamics, and how the activities reflect the character education objectives to be achieved.

In addition, documentation related to extracurricular activities will be collected as part of the data collection method. This includes activity curricula, activity reports, evaluations and other relevant materials. These documents will provide important background on the structure, purpose and assessment of extracurricular activities and help support the analysis of data collected through interviews and observations.

The data collected from interviews, observations, and documentation will be analyzed using the thematic analysis method. In thematic analysis, data will be grouped and organized based on the main themes related to strengthening character education. This process involves identifying patterns, categories and relationships between themes that emerge from the data, which are then used to draw conclusions and recommend effective strategies. This thematic analysis will enable researchers to understand how extracurricular activities support students' character development, identify challenges faced and evaluate the effectiveness of strategies implemented.

## RESULT AND DISCUSSION

### Result

Interviews with the head of Al Falah Islamic Boarding School, extracurricular managers, and students showed that extracurricular activities significantly strengthen character education at the institution. The head of the boarding school, Ustadz Ahmad, expressed his belief regarding the vital role of extracurricular activities in this process. He explained:

“Every extracurricular activity in this boarding school is carefully designed to support and strengthen character education values. We believe that through these activities, students gain valuable experience and develop important qualities such as responsibility, discipline, and leadership. These values are integral to the character education we strive for here. By participating in extracurricular activities, students learn to work together, face challenges positively, and cultivate respect for themselves and others, ultimately contributing to their overall character building.” (Interview Ahmad, 2024).

Ustadz Ahmad added that extracurricular activities at Pondok Pesantren Al Falah serve as a platform to apply these values in real practice. This allows students to internalize and apply character principles in a different context from formal academic activities.

The extracurricular manager of Pondok Pesantren Al Falah reported that activities such as Scouting, *Pencak Silat Pagar Nusa*, and *Palang Merah Remaja* have successfully increased students' involvement in social and humanitarian activities. In his explanation, he said:

“We have observed that students who are actively involved in activities such as Scouting and *Pencak Silat Pagar Nusa* show significant improvement in the aspects of leadership and discipline. Through hands-on experience in these activities, students learn to lead, cooperate, and act with integrity. In addition, the *Palang Merah Remaja* provides students with opportunities to engage in various humanitarian activities, which are invaluable in helping them develop a sense of empathy and social concern. These activities teach practical skills and strengthen their character by equipping them with a deep understanding of the importance of helping others and contributing positively to society.” (Interview Ahmad, 2024).

He added that involvement in these activities also encourages students to apply the values they learn daily, strengthening their character and broadening their perspective on social responsibility. Interviewed students provided in-depth insights into the impact of extracurricular activities on their personal development. A Scout participant shared that,

“My participation in Scouting has given a big boost to my self-confidence. Through our various activities, I learn a lot about responsibility and leadership. These activities not only helped me in managing responsibilities better, but also taught me how to lead a group wisely and effectively. I feel more prepared to face challenges and play an active role in various situations.” (Interview Ahmad, 2024).



*Figure 1. Scout*

Meanwhile, a member of the *Palang Merah Remaja*, also expressed her experience that, “Activities in the *Palang Merah Remaja* have made me feel more responsible and caring towards others. The program gives me the opportunity to be directly involved in humanitarian activities, which strengthens my sense of empathy and increases my concern for the needs of others. In addition, I also feel more capable of working together in a team, which is very important in carrying out various humanitarian tasks and missions. This experience has helped me develop strong interpersonal skills and realize the importance of personal contribution in helping society.” (Interview a member of the *Palang Merah Remaja*, 2024). These two students demonstrate how extracurricular activities at Pondok Pesantren Al Falah provide practical skills and contribute to their overall character development.





Figure 2. Palang Merah Remaja

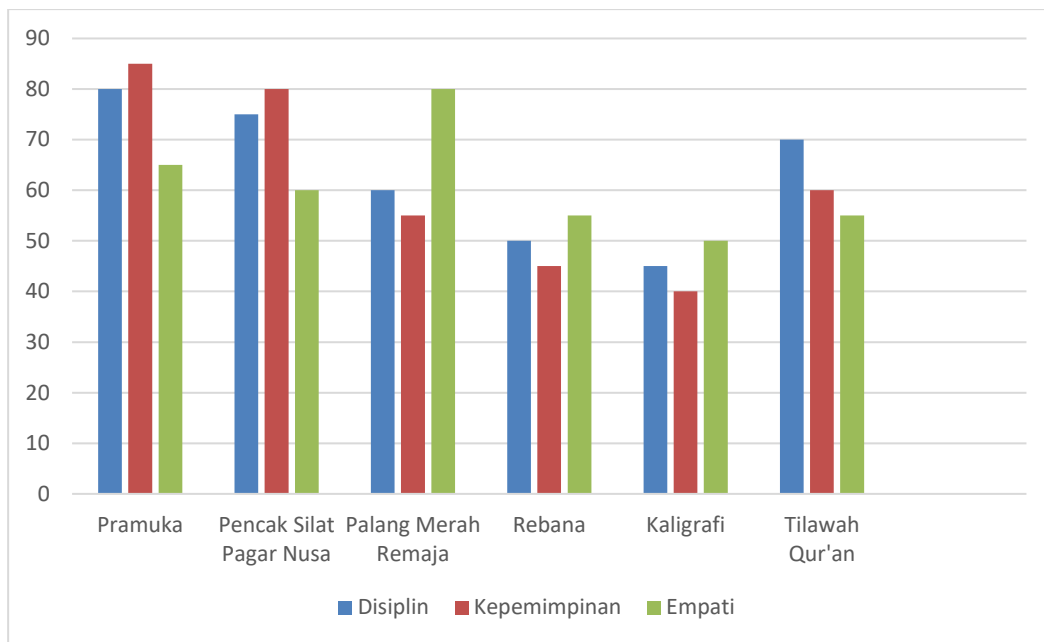
Direct observation shows that the extracurricular activities at Pondok Pesantren Al Falah are well run and organized. Activities such as scouts and pencak silat show students' active involvement in exercises and activities emphasizing discipline and leadership. *Palang Merah Remaja* activities show students involved in humanitarian activities such as blood donation and disaster relief, which support the development of empathy and social care. Rebana and calligraphy activities show that students are active in the preservation of Islamic culture and the development of artistic skills, while Qur'an recitation shows improvement in the ability to read and chant the holy verses well.

Table 1. Level of Student Involvement in Extracurricular Activities

Extracurricular	Percentage of Students Involved (%)
Scout	85%
<i>Pencak Silat Pagar Nusa</i>	75%
<i>Palang Merah Remaja</i>	70%
Rebana	65%
Calligraphy	60%
Tilawah Qur'an	80%

Table 1 shows the percentage of student involvement in various extracurricular activities at Pondok Pesantren Al Falah. Scouting and Qur'an recitation activities have the highest engagement rates, at 85% and 80%, respectively, reflecting the popularity and significant impact of these activities on students. *Pencak Silat Pagar Nusa* and the *Palang Merah Remaja* also showed high engagement, at 75% and 70%, respectively, indicating that students strongly participate in activities that focus on leadership and humanity.

Graphic 1. The Impact of Extracurricular Activities on Student Character Development



This graph illustrates how the various extracurricular activities at Pondok Pesantren Al Falah affect students' character development in three main aspects: discipline, leadership, and empathy. The data shows that extracurricular activities have varying impacts on each aspect of character, reflecting the strength and focus of each activity in supporting students' personal development.

Scouting and *Pencak Silat Pagar Nusa* stood out regarding improved discipline and leadership. Scouting activities showed significant improvements in leadership, with 85% of students reporting improvements in their ability to lead groups and take responsibility. Meanwhile, *Pencak Silat Pagar Nusa* made the biggest contribution to improving discipline, with 75% of students feeling an improvement in regularity and adherence to rules. This suggests that this activity effectively teaches values related to responsibility and leadership through physical exercise and hands-on experience.

On the other hand, *Palang Merah Remaja* showed the most significant impact in the development of empathy and social care. With 80% of students reporting increased empathy, it is clear that involvement in humanitarian activities such as blood donation and disaster relief helps students develop a more profound sense of caring for others and the environment. These activities facilitate hands-on experiences that shape caring and socially considerate attitudes.

Meanwhile, *Rebana* and *Calligraphy* contribute to character development with relatively less impact than other activities. *Rebana*, focusing on traditional Islamic music and calligraphy, which emphasizes the skill of writing Qur'anic verses, contributes to character improvement but not as strongly as scouting, pencak silat, or *Palang Merah Remaja* activities. The following is a table that summarizes the discussion based on various aspects of extracurricular activities at Al Falah Islamic Boarding School:

**Table 2.** Extracurricular activities at Al Falah Islamic Boarding School

Aspect	Extracurricular Activities	Impact on Character Development	Supports & Challenges	Strengthening Strategies
<b>Discipline</b>	Pagar Nusa (martial arts) Scouting	More organized and rule-abiding (75%)	Lack of facilities and infrastructure Limited number	Integration of character values into activities -

		Leadership (85%)	of trainers or supervisors	Specialized training for supervisors - Activity diversification
<b>Leadership</b>	- Scouting - Leadership activities	- Leadership, responsibility (highest in Scouting activities)	- Support from homeroom teachers and parents	- Involving students in designing and implementing programs
<b>Empathy</b>	- Youth Red Cross (Palang Merah Remaja)	- Increased social care (80%)	- Limited time for supporting community programs	- Collaboration with local communities for community service activities
<b>Religious Values</b>	- Tambourine (Rebana) - Islamic spiritual activities	- Independence, obedience, responsibility	- Challenges in integrating religious activities with the academic curriculum	- Development of training modules integrated with religious values
<b>Creativity</b>	- Calligraphy	- Artistic abilities - Cultural connection to religion	- Limited time for developing art activities	- Adjusting schedules to engage more students in creative activities
<b>National Moral Values</b>	- Dasa Darma Scouting principles	- Patriotism, nationalism	- Support from the school committee	- Collaboration with sponsors to enhance activity facilities
<b>Activity Management</b>	All activities	- Discipline, cooperation, responsibility	- Need for a sustainable evaluation system - More stringent control required in activity implementation	- Evaluating activity impacts through surveys, interviews, and effectiveness assessments

This table summarizes the research results by grouping extracurricular activities according to their impact on student character development, the challenges faced, and the reinforcement strategies that can be carried out.

## Discussion

The results showed that extracurricular activities at Pondok Pesantren Al Falah significantly impact students' character development, focusing on three main aspects: discipline, leadership, and empathy. The data showed that students' involvement in various extracurricular activities such as scouts, Pagar Nusa martial arts, *Palang Merah Remaja*, tambourine, calligraphy, and Qur'an recitation significantly improved all three aspects.

Pagar Nusa's scouting and martial arts activities show a strong influence in the development of discipline and leadership. With its approach focusing on leadership and responsibility training, Scouting produced the highest scores in the leadership aspect, with 85% of students reporting significant improvements in their ability to lead and be responsible. On the other hand, *Pencak Silat*

*Pagar Nusa*, which teaches self-defense techniques and strict discipline rules, recorded the greatest improvement in discipline, with 75% of students feeling more organized and rule-abiding after participating in these activities. This reflects the success of these activities in applying the values of discipline and leadership that are important for students' character development.

*Palang Merah Remaja* showed a very positive impact in developing empathy and social care. With 80% of students reporting increased empathy, this activity has successfully facilitated hands-on experiences that teach students about social and humanitarian care. Through involvement in humanitarian activities and community service, students learn to understand and respond to the needs of others, which strengthens their sense of empathy and increases social engagement. This confirms the importance of humanitarian-focused activities in supporting students' holistic character development.

Extracurricular activities in Islamic education significantly influence character development and religious understanding. Tambourine (*rebana*) activities help instill religious values and improve personal skills (Gunawan et al., 2020). Islamic spiritual extracurriculars contribute to students' character formation, fostering independence, obedience, and responsibility (Firdaus et al., 2023). Various activities, including Islamic tarbiyah programs, enhance students' social and religious character, promoting discipline, respect, and religious practices (Fakhrurrozi et al., 2023). Calligraphy extracurriculars focus on developing students' creativity and writing skills, particularly in Qur'anic verses (U. Hasanah & Harahap, 2024). These activities enrich students' understanding of culture and religion while improving personal skills. Although tambourine and calligraphy may have a relatively smaller impact on certain aspects of character development compared to other activities, they still contribute to students' overall growth and connection to their traditions (Tursino & Fakhri, 2021).

Extracurricular activities in schools play an essential role in developing students' character and skills. The values developed through these activities include religion, responsibility, cooperation, discipline, tolerance, caring, independence, and creativity (Bakri et al., 2021). In addition, extracurricular activities can also instill values of nationalism and patriotism (Utami et al., 2020). Various extracurricular activities such as drawing, sports, arts, and scouting can be utilized. However, the implementation of these values still faces challenges, such as the lack of facilities and infrastructure (Sahid et al., 2021). Therefore, cooperation between schools, extracurricular coaches, and sponsors is needed to maximize the benefits of extracurricular activities in developing students' character and skills.

Research indicates that extracurricular activities, mainly scouting, are crucial in character education. Scouting programs foster positive values, habits, and experiences that align with Lickona's theory of character development (Meldayani & Ain, 2024). These activities cultivate essential traits such as discipline, responsibility, leadership, patriotism, and nationalism (Yusdinar & Manik, 2023). Character education through scouting employs various methods, including exemplary behavior, habituation, assignments, and disciplinary measures. Studies show that scouting activities effectively shape students' character, with success rates reaching 90.08% in some cases (Setyani & Mediatati, 2019). Furthermore, extracurricular activities contribute to developing students into individuals who embody Pancasila values, including religiosity, humanism, nationalism, democracy, and socialism. These findings underscore the strategic importance of extracurricular activities, mainly scouting, in reinforcing character education and addressing societal moral issues.

Character education aims to improve the quality of education by focusing on the formation of character and noble character of students as a whole, according to the competency standards of graduates. It is an effort to cultivate the intelligence of thinking, the appreciation of attitudes, and the practice of behavior according to noble values, realized through interactions with God, self, others, and the environment (Nurmadiyah, 2018). Character education involves all school components, including the curriculum, learning process, and school management. There are 18 character values that are targeted, including religion, honesty, tolerance, discipline and



responsibility. The ultimate goal is to create a whole Indonesian human being, who is faithful, pious, noble, and responsible (Helim et al., 2024; Kartikasari et al., 2023).

Extracurricular activities play an important role in fostering student character at school. Research shows that activities such as scouting, leadership, and art can shape the characters of discipline, independence, responsibility, and creativity (Hakim & Saryulis, 2023; Hanafi et al., 2021). Extracurricular activities also contribute to improving students' learning achievement and self-confidence. However, some challenges in its implementation include limited supervising teachers, inadequate infrastructure, and lack of support from the school committee (Arifudin, 2022; Husna et al., 2023; Maghfiroh et al., 2024). Supporting factors for extracurricular success include students' intrinsic motivation and support from homeroom teachers, teachers and parents. Nevertheless, character education planning in extracurricular activities still needs to be improved to optimize its role as a character learning medium (Adriana et al., 2023; Arifin et al., 2023; Susanti & Rokhman, 2022).

Extracurricular activities are crucial in developing students' character and emotional intelligence. Research shows that different types of extracurricular activities can influence emotional intelligence levels in high school students. Specifically, scouting activities have been found to significantly impact character formation, fostering traits such as tolerance, discipline, independence, and social responsibility (Fitria Kautsari Azizah & Lu'luil Maknun, 2022). These activities provide opportunities for students to develop cognitive, affective, and psychomotor skills while promoting leadership and nationalism. The scouting program, in particular, emphasizes the importance of instilling values through the Dasa Darma Scouting principles, which contribute to students' character development (Rasem, 2023).

Extracurricular activities play a crucial role in character education, offering opportunities for students to develop positive values and behaviors (Alivia & Sudadi, 2023). Effective management of these activities involves planning, organizing, implementing, evaluating, and controlling processes to ensure character development. Key elements include integrating character values like discipline, leadership, and empathy into activities, training extracurricular managers, and increasing student engagement through diverse offerings. Successful implementation involves praying together, promoting punctuality, fostering teamwork, and creating a fun environment.

Several key strategies can be implemented to strengthen character education through extracurricular activities at Al Falah Islamic Boarding School. First, extracurricular activities must be clearly designed to integrate character values, such as discipline, leadership, and empathy, into each activity. Specific training modules should be designed to support these character goals. Second, training extracurricular managers to apply effective character teaching techniques and provide regular support and evaluation is important. Third, increasing student engagement can be done by offering a variety of activities that suit their interests and involving students in planning and managing these activities. In addition, integration between extracurricular activities and classroom learning must be maintained, so that character values learned outside the classroom can be applied in academic and social activities. Regular evaluation of the impact of activities is also important, using measurement tools such as surveys and interviews to assess and adjust programs to be more effective. Finally, support from families and communities must be facilitated by involving parents in supporting children's participation and establishing partnerships with local communities to expand students' opportunities for social and humanitarian activities.

## CONCLUSION

The study concludes that the strategy of strengthening character education through extracurricular activities at Al Falah Islamic Boarding School is effective in shaping students' character by embedding values such as discipline, leadership, and empathy. This finding highlights that the structured integration of character values into extracurricular activities can profoundly impact student development. In conclusion, structured and purposeful extracurricular programs at Al Falah Islamic Boarding School significantly contribute to students' character development. The

combined impact of leadership activities, humanitarian involvement, and cultural preservation reflects the effectiveness of these programs in building essential values such as discipline, leadership, and empathy.

However, this study has limitations, including limited sample size, with data collected from only three cases and restricted to a single boarding school setting. Additionally, variations across different student levels, age groups, or gender were not analyzed, which constrains the broader applicability of these findings. The study also relied on qualitative methods, suggesting a need for further research that includes a more extensive and varied sample, explores different educational settings, and utilizes a mixed-methods approach.

## REFERENCES

- Adriana, M., Santoso, D., Adijaya, Y. H., & Srinio, F. (2023). Effect of Organizational Climate and Achievement Motivation on Teacher Performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 8(2), Article 2. <https://doi.org/10.31538/ndh.v8i2.3066>
- Alivia, T., & Sudadi, S. (2023). Manajemen Pendidikan Karakter melalui Kegiatan Ekstrakurikuler. *Tolis Ilmiah: Jurnal Penelitian*, 5(2), 108. <https://doi.org/10.56630/jti.v5i2.447>
- Arifin, S., Utama, S., Aryani, S. A., Prayitno, H. J., & Waston, W. (2023). Improving The Professional Teacher Competence Through Clinical Supervision Based on Multicultural Values in Pesantren. *Naẖhruna: Jurnal Pendidikan Islam*, 6(3), Article 3. <https://doi.org/10.31538/nzh.v6i3.4037>
- Arifudin, O. (2022). Optimalisasi Kegiatan Ekstrakurikuler dalam Membina Karakter Peserta Didik. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 5(3), 829–837. <https://doi.org/10.54371/jiip.v5i3.492>
- Assyakurrohim, D., Ikham, D., Sirodj, R. A., & Afgani, M. W. (2022). Metode Studi Kasus dalam Penelitian Kualitatif. *Jurnal Pendidikan Sains Dan Komputer*, 3(01), 1–9. <https://doi.org/10.47709/jpsk.v3i01.1951>
- Azizah, I., & Mardiana, D. (2024). Learning Transformation: Increasing Student Achievement through Discovery Learning. *Dirasab International Journal of Islamic Studies*, 2(2), Article 2. <https://doi.org/10.59373/drs.v2i2.42>
- Badawi, H. (2023). Learning from Japan: Advancing Education in the Arab and Islamic World through Creative Approaches. *Naẖhruna: Jurnal Pendidikan Islam*, 6(2), Article 2. <https://doi.org/10.31538/nzh.v6i2.3516>
- Bakri, A. R., Sutrisno, S., & Mushafanah, Q. (2021). Nilai Karakter Siswa pada Kegiatan Ekstrakurikuler. *Indonesian Values and Character Education Journal*, 4(1), 1–6. <https://doi.org/10.23887/ivcej.v4i1.29811>
- Besariani, K. C., & Pandin, M. G. R. (2021). *Moral Degradation in the Millennial Generation Due to Modernization*. Open Science Framework. <https://doi.org/10.31219/osf.io/b5rym>
- Devi, S., Adiyani, K., Panggabean, O. C., & Wulanika, L. (2021). *The Decreasing of Pancasila Values Implementation and Actualization on the Character of Indonesian Youth in the Digital Era*. Open Science Framework. <https://doi.org/10.31219/osf.io/cxkq7>
- Fakhrurrozi, H., Minabari, M., Saguni, F., & Marfiyanto, T. (2023). Enhancing the Social and Religious Character of Students at Qurratu A'yun High School through Extracurricular Activities. *Paedagogia: Jurnal Pendidikan*, 12(1), 101–118. <https://doi.org/10.24239/pdg.Vol12.Iss1.391>

- Firdaus, Taufiq, M., M Subagus, & M A Jati Purnomo. (2023). Impact of Providing Islamic Spiritual Extracurriculars on Student Character Development. *International Journal of Education and Teaching Zone*, 2(2), 321–331. <https://doi.org/10.57092/ijetz.v2i2.112>
- Fitria Kautsari Azizah & Lu'lail Maknun. (2022). Pengembangan Karakter dan Keterampilan peserta didik Melalui Kegiatan Ekstrakurikuler. *Tadzkiarah : Jurnal Pendidikan Dasar*, 3(2), 1–15. <https://doi.org/10.55510/tadzkiarah.v3i2.133>
- Gunawan, C., Asri Untari, M. F., & Setianingsih, E. S. (2020). Nilai Karakter Religius Pada Ekstrakurikuler Rebana di SD Muhammadiyah 11 Semarang. *JANACITTA*, 3(2). <https://doi.org/10.35473/jnctt.v3i2.395>
- Hakim, M. N., & Saryulis, M. (2023). Implementasi Supervisi Akademik Dalam Merespon Kebutuhan Peserta Didik Di Sma Negeri 1 Puri Mojokerto. *Academicus: Journal of Teaching and Learning*, 2(1), Article 1. <https://doi.org/10.59373/academicus.v2i1.9>
- Hanafi, Y., Taufiq, A., Saefi, M., Ikhsan, M. A., Diyana, T. N., Thoriquttyas, T., & Anam, F. K. (2021). The new identity of Indonesian Islamic boarding schools in the “new normal”: The education leadership response to COVID-19. *Heliyon*, 7(3), e06549. <https://doi.org/10.1016/j.heliyon.2021.e06549>
- Handoko, S., & Sakti, S. A. (2023). Optimizing Classroom and Activity-Based Character Education: A Comprehensive Guide to Best Practices and Implementation Strategies in Early Childhood Education. *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*, 8(2), Article 2. <https://doi.org/10.14421/jga.2023.82-03>
- Hasanah, S. M., Maimun, A., Marno, M., & Barizi, A. (2024). Forging Qur’anic Character: A School Principal Leadership Model-Insights. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 9(1), Article 1. <https://doi.org/10.31538/ndh.v9i1.4380>
- Hasanah, U., & Harahap, L. R. (2024). Analysis of Calligraphy Extracurricular Activities in Islamic Educational Institutions. *Jurnal Eduslamic*, 1(2), 11–18. <https://doi.org/10.59548/jed.v1i2.110>
- Helim, A., Patrajaya, R., Hosen, N., Warman, A. B., & Benevolent, W. S. V. (2024). Fiqh Reference Patterns of the Majelis Taklim in Central Kalimantan. *El-Mashlahah*, 14(1), 169–188. <https://doi.org/10.23971/el-mashlahah.v14i1.7872>
- Helwah, D. M., Arisati, K., & Mufidah, N. Z. (2023). Metode SAS Sebagai Solusi Guru Dalam Meningkatkan Membaca di Kelas Pemula Madrasah Ibtidaiyah. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(1), Article 1. <https://doi.org/10.54069/attadrib.v6i1.354>
- Huda, M., Arif, M., Rahim, M. M. A., & Anshari, M. (2024). Islamic Religious Education Learning Media in the Technology Era: A Systematic Literature Review. *At-Tadzkiir: Islamic Education Journal*, 3(2), Article 2. <https://doi.org/10.59373/attadzkiir.v3i2.62>
- Husna, A., Mahfuds, Y., & Uthman, Y. O. O.-O. (2023). Building A Muslim Worldview Through Islamic Education in The Middle of Globalization. *Nazbruna: Jurnal Pendidikan Islam*, 6(1), Article 1. <https://doi.org/10.31538/nzh.v6i1.2622>
- Isroani, F., & Huda, M. (2022). Strengthening Character Education Through Holistic Learning Values. *QUALITY*, 10(2), 289. <https://doi.org/10.21043/quality.v10i2.17054>
- Kartikasari, R., Amrullah, M., & Hikmah, K. (2023). Strengthening Students’ Religious Character through Extracurricular Activities at Muhammadiyah Elementary School. *Edunesia: Jurnal Ilmiah Pendidikan*, 4(3), 1049–1065. <https://doi.org/10.51276/edu.v4i3.489>

- Kaspin, K. G., Hamzah, I. S., Abdullah, M. S., Marzuki, M., & Razali, N. A. (2024). Co-Curriculum Activities and National Integration During the Movement Control Order in Malaysia. *Jurnal Ilmiah Peuradeun*, 12(2), Article 2. <https://doi.org/10.26811/peuradeun.v12i2.1003>
- Komalasari, M., & Yakubu, A. B. (2023). Implementation of Student Character Formation Through Islamic Religious Education. *At-Tadzkiir: Islamic Education Journal*, 2(1), Article 1.
- Kuzmin, E. A., Faminskaya, M. V., Rodionova, E. A., & Zinatullina, E. R. (2022). Digital Effect: Relationship between Brand Media Image and Company Performance. *Jurnal Ilmiah Peuradeun*, 10(2), Article 2. <https://doi.org/10.26811/peuradeun.v10i2.785>
- Ma'arif, M. A., Zuana, M. M. M., & Sirojuddin, A. (2022). Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools). In *Supporting Modern Teaching in Islamic Schools*. Routledge.
- Maghfiroh, M., Iryani, E., Haerudin, H., Yani, M. T., Zaini, N., & Mahfud, C. (2024). Promoting Green Pesantren: Change, Challenge and Contribution of Nahdlatul Ulama in Indonesia. *Nazhbruna: Jurnal Pendidikan Islam*, 7(2), Article 2. <https://doi.org/10.31538/nzh.v7i2.4668>
- Mainuddin, M., Tobroni, T., & Nurhakim, M. (2023). Pemikiran Pendidikan Karakter Al-Ghazali, Lawrence Kolberg dan Thomas Lickona. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 6(2), Article 2. <https://doi.org/10.54069/attadrib.v6i2.563>
- Meldayani, D., & Ain, S. Q. (2024). Pembinaan Nilai Pendidikan Karakter Siswa melalui Kegiatan Pramuka di Sekolah Dasar. *Aulad: Journal on Early Childhood*, 7(1), 62–69. <https://doi.org/10.31004/aulad.v7i1.586>
- Nazihah, A., & Maulana, I. H. (2020). Integrasi Tasawuf dan Modernitas dalam Pendidikan Islam Prespektif Fethullah Gulen. *Tafkir: Interdisciplinary Journal of Islamic Education*, 1(1), Article 1. <https://doi.org/10.31538/tijie.v1i1.7>
- Nur'aini, R. D. (2020). Penerapan Metode Studi Kasus Yin dalam Penelitian Arsitektur dan Perilaku. *INERSIA: INformasi Dan Ekspose Hasil Riset Teknik Sipil Dan Arsitektur*, 16(1), 92–104. <https://doi.org/10.21831/inersia.v16i1.31319>
- Nurmadiyah, N. (2018). Konsep Dasar Pendidikan Karakter. *Al-Afkar: Manajemen Pendidikan Islam*, 6(2), 33–66. <https://doi.org/10.32520/afkar.v6i2.236>
- Rasem, R. (2023). Pengembangan Karakter pada Peserta Didik melalui Kegiatan Ekstrakurikuler Pramuka. *CENDEKIA: Jurnal Ilmu Pengetahuan*, 3(1), 35–44. <https://doi.org/10.51878/cendekia.v3i1.1993>
- Richardson, H. A., Kluemper, D. H., & Taylor, S. G. (2021). Too little and too much authority sharing: Differential relationships with psychological empowerment and in-role and extra-role performance. *Journal of Organizational Behavior*, 42(8), 1099–1119. <https://doi.org/10.1002/job.2548>
- Rohmadiyah, B., Zamroni, M. A., & Ismawati. (2024). Principal Strategies in School Management at the State Vocational High School. *Kharisma: Jurnal Administrasi Dan Manajemen Pendidikan*, 3(1), Article 1. <https://doi.org/10.59373/kharisma.v3i1.43>
- Sahid, U., Wasliman, I., Muchtar, H. S., & Insan, H. S. (2021). Management of Student Characteristics Through Extracurricular Activities in The School Environment Based on Islamic Boarding Schools. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 2(2), 116–125. <https://doi.org/10.31538/munaddhomah.v2i2.97>
- Setyani, I. P., & Mediatati, N. (2019). Pembentukan dan Pembinaan Karakter Siswa SMKN 3 Salatiga melalui Kegiatan Ekstrakurikuler Pramuka pada Tahun Pelajaran 2018/2019. *Jurnal Pendidikan Dan Pengabdian Masyarakat*, 2(3). <https://doi.org/10.29303/jppm.v2i3.1347>

- Setyaningsih, A., Ulum, D., Rostanti, N., & Purnomo, S. (2024). The Historicity of Islamic Education: Tracing the Traces of Al-Irsyad and Jami'at Khair. *Dirasah International Journal of Islamic Studies*, 2(2), Article 2. <https://doi.org/10.59373/drs.v2i2.25>
- Sunandari, S., Maharani, A. S., Nartika, N., Yulianti, C., & Esasaputra, A. (2023). Perkembangan Era Digital terhadap Pentingnya Pendidikan Karakter Anak Sekolah Dasar. *Journal on Education*, 5(4), 12005–12009. <https://doi.org/10.31004/joe.v5i4.2161>
- Susanti, S., & Rokhman, M. (2022). Fostering Learners' Interpersonal Intelligence through Religious Extracurricular Activities: A Case Study in An Islamic School. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), Article 1. <https://doi.org/10.31538/tijie.v3i1.115>
- Tursino, T., & Fakhri, J. (2021). Management of Extracurricular Activities Shaping the Character of Students in Madrasah. *Journal of Advanced Islamic Educational Management*, 1(2), 93–108. <https://doi.org/10.24042/jaiem.v1i2.11724>
- Utami, B., Nurman, N., & Indrawadi, J. (2020). Penanaman Nilai-Nilai Nasionalisme Melalui Kegiatan Ekstrakurikuler di SMA Pertiwi 1 Padang. *Journal of Civic Education*, 3(2), 186–190. <https://doi.org/10.24036/jce.v3i2.224>
- Yona, S. (2014). Penyusunan Studi Kasus. *Jurnal Keperawatan Indonesia*, 10(2), 76–80. <https://doi.org/10.7454/jki.v10i2.177>
- Yusdinar, P., & Manik, Y. M. (2023). Pengaruh Ekstrakurikuler Pramuka terhadap Pembentukan Karakter Siswa. *Edu Cendikia: Jurnal Ilmiah Kependidikan*, 3(01), 183–190. <https://doi.org/10.47709/educendikia.v3i01.2407>
- Yusni, D., Sanjaya, Y., Kusnadi, K., Nurhamidah, N., & Azzahra, W. (2024). Analyze the Crisis of Students' Character Values and Innovative School Strategies in Overcoming the Challenge. *The Eurasia Proceedings of Educational and Social Sciences*, 52–60. <https://doi.org/10.55549/epess.791>