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Research Article

Building the Islamic Character of Children through Extracurricular Programs at Islamic Elementary School, Gresik

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ABSTRACT

The extracurricular program, divided into several specialisations, underscores the importance of fostering Islamic character in schools. This cannot be denied, because character is a complex activity that involves family, community and the school environment. Extracurricular activities are learning activities held outside school hours as an addition or complement to the school curriculum. Extracurricular programs are organised to optimally develop students' potential, talents, interests, abilities, personality, cooperation, and independence. The research aims to determine the role of extracurricular programs in building students' Islamic leadership character. School and extracurricular activities are a holistic unit and mutually influence a child's leadership character. The learning process occurs in both to create reliable human resources. In theory, learning is essentially an "individual process", which means that it occurs in humans uniquely. Qualitative research is descriptive, describing phenomena in complete and holistic terms. The research was conducted at the AL-Kayyis Gresik Integrative Islamic Elementary School, with data collected through in-depth interviews, participatory observation, and document analysis. Meanwhile, qualitative research data analysis uses Miles & Huberman, namely, (1) data reduction, (2) data presentation, and (3) conclusion. Extracurricular programs can be recreational, achievement-oriented, or life-skills-oriented. Thus, there is a holistic and synergistic relationship between extracurricular activities and the cultivation of students' Islamic character.

1. INTRODUCTION

School and extracurriculars become a complementary unit. Schools with a structured, permanent curriculum emphasise mastery of knowledge. The extracurricular function is to supplement and complement educational deficiencies in schools with various programs. Extracurricular programs are directly related to the school's learning materials and supplement them, including English, mathematics, or material that is not well understood at school. Extracurriculars that are not directly related to the material at school have a complementary function, namely sports, arts, religion, culinary, robotics and others. Furthermore, education at school is called formal education, while extracurricular programs are called non-formal education (NFE).

Non-formal education complements formal education through extracurricular programs. This is very helpful in producing graduates who are competent and have character, especially in schools that implement full-day school with many extracurricular programs. Schools based on Islam aim to build Islamic leadership character. Strengthening character, as stated by Budiman and Suva (2018), is based on class, school culture and society. Strengthening Islamic character through culture in schools includes introducing values into daily life at school, school branding, teacher example, the school ecosystem, norms, regulations, and school traditions. Non-formal education complements formal education through extracurricular and out-of-school programs (Huda, 2019).

Character has almost the same meaning as morals: actions that reflect a person's identity. Al-Ghazali illustrates that character is good deeds that originate from the individual's heart, whereas, according to Lickona, character is a

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disposition to respond to various situations in the best way and to implement actions morally (Mahmudiyah & Mulyadi, 2021; Zufiyardi et al., 2023). Character is an attitude that reflects an individual in how they behave, speak, dress, and worship Allah, so building character can be achieved by forming positive habits from an early age.

It is necessary to analyse practical learning activities to develop students' Islamic character through extracurricular programs (Hammond, 2012). Extracurricular programs to strengthen Islamic leadership character are carried out to identify the activities that suit the child's character, the ideal time, and models that align with the educational material. The urgency of this study was to implement extracurricular programs in schools to strengthen students' Islamic leadership character. The research aims to determine the role of extracurricular programs in building students' Islamic leadership character. School and extracurricular activities form a holistic unit and mutually influence a child's leadership character. The learning process occurs in both to create reliable human resources. In learning theory, it is essentially an "individual process", which means that it occurs in humans uniquely.

Non-formal education is any organised, systematic educational activity carried out outside the formal system to provide certain types of learning to specific subgroups in society, including adults and children (Widodo, 2011). Non-formal education is then defined as all education outside the formal system (Rogers, 2005). According to experts, several definitions conclude that Non-Formal Education is education provided outside a structured compensation system as a complement, addition, or substitute for formal education.

NFE characteristics are based on differences in goals, learning needs, environments, cultures, levels of knowledge, and so on. Non-formal education is more varied than that which has characteristics, such as; (1) relatively short time, (2) thematic, (3) not systemically leveled, (4) varying ages, (5) practical orientation, (6) varied and practical material, (7) fulfills learning needs, (8) diplomas are not considered (Joesoef, 1992; Gîmbuţă, 2011; Hoppers, 2006). Likewise, about types of non-formal education, including: (1) para-formal education, (2) popular education, (3) personal development, (4) professional and vocational training, (5) literacy with skills development, (6) additional programs, (7) early childhood education.

Extracurricular activities are learning activities held outside of school time as an addition or complement. Extracurricular programs are organised to optimally develop students' potential, talents, interests, abilities, personality, cooperation, and independence, in support of achieving national education goals (RI Ministerial Decree no. 62/2014).

A study shows that extracurricular activities can help students achieve better grades, build character, develop life skills, prevent some students from dropping out of school, and help students develop social skills (Rachel Hollrah, 2017). All of these things are very important to students' lives and can be applied in real life. Indeed, a person must have an education to get a good job and earn the money needed to support themselves or even their family. However, it is also important that a person has powerful social skills and character, as well as morals and ethics. Without these things, a person can quickly and easily lose awareness of them and become someone they never were or want to be.

Extracurricular activities are activities held outside face-to-face class hours, carried out at school or outside, to further enrich and broaden the knowledge and skills learned from various subjects in the curriculum (Suryosubroto, 2009). The extracurricular program is carried out through stages; (a) identify student needs, potential and interests; (b) analyze the resources needed to organize it; (c) preparing extracurricular activity programs according to student needs and interests; and (d) classify students in selected extracurricular programs; (e) carry out extracurricular activities according to the schedule; (f) evaluate extracurricular programs.

Not only that, extracurricular activities are a strategy within self-development activities, one of which is the implementation of anti-corruption values through self-development carried out outside the classroom (Subaidi et al., 2023). The implementation of extracurricular activities aims to provide students with opportunities to explore and express themselves in line with their potential, talents, and interests.

Furthermore, building character in individuals can be done through habituation. Habituation is a manifestation of the understanding, skills, attitudes and character that have been learned. In principle, the formation of a habit is due to repetition: the more often an activity is repeated, the more likely it is to become a habit, which can later build character in children (Sugara et al., 2023).

Learning is an "individual process", which means that it occurs in humans uniquely. Everyone is different (Knowles et al., 2015). Learning is a "self-interest" that encourages humans to learn throughout life, learning occurs in individuals who are influenced by experience in human work, calling it "to learn as long as to live", which is lifelong learning. The reason for continuing lifelong education is because of the challenges in life which include; (a) acceleration of change, (b) demographic expansion, (c) evolution of science and technology, (d) political challenges,

(e) information, (f) leisure; free time, (g) crisis of lifestyle and relationships, (h) body, (i) crisis of ideology (Sudjana, 2010).

Extracurricular programs develop based on human learning needs. Extracurriculars that specifically aim to address the school's shortcomings. NFE with various names such as adult education, continuing education, job training, accelerated learning, farmer or worker training, extension learning (Suzanne, 1979); (Kamil, 2009), mass education, lifelong education, learning society, out-of-school education, social education. Malcolm classified Non-formal Education, which is held jointly with schools, as follows: post-compulsory education, post-primary education, post-secondary education, and post-school education (Malcolm, 2012).

Islamic character, also known as akhlaqul karimah, in children is influenced by factors in the child's environment. Six social aspects can foster the development of children's character in positive ways, namely wisdom and knowledge, courage, humanity, justice, temperance, and transcendence (Peterson & Seligman, 2004). Therefore, the grand design of character education is to develop the entire child's individual potential (cognitive, affective, conative, and psychomotor) psychologically, socially, and culturally, through interactions in the family, school, and society that last throughout life. Character configuration in the context of the totality of psychological and socio-cultural processes can be grouped into spiritual and emotional development, Intellectual Development, physical and Kinesthetic Development, Affective and Creativity Development (Aan Hasanah, 2013). The Al-Qur'an and hadith are the basis for forming children's character and shaping morals; therefore, the material contained therein touches the human soul, mind, and body (Ikhwan Ikhwan, 2019).

The concept of Islamic character is the basic concept of Islam itself, namely a religion that makes humans civilised or have good morals as the Prophet exemplified in their behaviour (Q.S. Al-Ahzab: 21). In the end, the child's character makes him a sholih human being "O human beings! Indeed, We created you from a man and a woman, then We made you into nations and tribes so that you may know each other. Indeed, the noblest among you in the sight of Allah is the one who is most sholih (Q.S Al-Hujurat: 13).

So the ultimate goal of Islamic character values is good morals, because Islam itself aims to perfect morals. As the words of the Prophet sallallaahu 'alaihi wa sallam read "Indeed, I was sent to perfect good morals." (HR. Al-Bukhari), "The believers whose faith is most perfect are those whose morals are the best among them, and the best in among you is the kindest to his wives." (HR. At-Tirmidhi), "There is nothing heavier in the scales of a believer on the Day of Judgment than good morals, and indeed Allah really hates people who like to speak evil and dirty things." (HR. At-Tirmidhi)

Developing Islamic character through extracurricular activities is very important for research to foster good moral character, including sholih character, intelligence, health, and caring. Extracurricular programs organised by Al-Kayyis Integrative Islamic Elementary School to develop the character of Islamic leaders include: pencak silat, archery, swimming, reading and writing the Koran, the art of hadrah banjari, culinary arts, and entrepreneurship.

2. RESEARCH METHODS

The research approach uses qualitative methods to investigate how social phenomena in real-world settings foster children's character through extracurricular activities. Facts about the implementation of extra-curricular programs that can foster Islamic character, which is a natural process. This qualitative research prioritises the researcher as the primary instrument for uncovering the symptoms of life (Creswell, 2007). Qualitative research is descriptive (Bogdan & Biklen, 2009), describing phenomena holistically and in their entirety. The research was conducted at AL-Kayyis Integrative Islamic Elementary School, Gresik, using data collection techniques such as in-depth interviews, participatory observation and document analysis. Meanwhile, qualitative research data analysis uses Miles & Huberman (2009), namely, (1) data reduction, (2) data presentation, and (3) conclusions. The Islamic characters that are developed in children are sholih, intelligent, healthy and caring. Identification of learning needs for elementary school-age students using several approaches. The social needs approach and the free-time use approach are more effective in revealing in detail the learning needs of elementary school-age children (Ungar, 2015). The identification process was carried out in several stages, namely (1) creating target classifications based on extracurricular activities, (2) developing data collection instruments, (3) data collection process through in-depth interviews, participatory observation and documentation, (4) data collection. Analysis, (5) concluding.

3. RESULTS AND DISCUSSIONS

Al-Kayyis Integrative Islamic Elementary School has grades 1-6, with a total of 71 students. Classification is based on the age level of the class the child studies in. Classification is as follows: Class 1 (14 students), Class 2 (13 students),

Class 3 (12 students), Class 4 (14 students), Class 5 (11 students), and Class 6 (8 students). The grouping of elementary school students according to their level of education (grade level) is intended to determine the need for extra-curricular activities that support school education and become an educational alternative that can bring success to students.

Develop a research instrument in the form of a questionnaire that explores the needs for non-formal education at each child's grade level. The instruments are structured around: class education level; the function of education as an addition, complement, or alternative; hobbies; and socio-economic conditions. Extra-curricular programs (including additional material lessons, archery, pencak silat, Banjari hadrah arts, culinary arts, reading the Koran (qiro'ah wa tartil), swimming, and entrepreneurship influence the growth of Islamic character in students, which can be put into practice in their lives.

The extracurricular program, divided into several specialisations, underscores the importance of fostering Islamic character in schools. This cannot be denied, because character is a complex activity that involves family, community and the school environment. Data shows that there will be increasing variation in extracurricular needs in schools. Extracurricular programs have various functions, as follows: (1) as an addition to school competencies such as English, mathematics and science lessons, (2) as a complement to students' academic abilities with the addition of archery, pencak silat, Banjari hadrah arts, culinary arts, reading the Koran (qiro'ah wa tartil), swimming, entrepreneurship, (3) as recreation intended to prevent student tension in studying. Recreational activities include cooking training that can be done at school, such as making wet or dry cakes. This specialisation is very fun because it requires a lot of creativity and group cohesion. (4) Extracurricular programs also function to increase non-academic achievements. Students' enthusiasm for participating in various extracurricular activities can foster good character. Each extracurricular activity serves a different developmental function.

Based on the character developed at Al-Kayyis Integrative Islamic Elementary School — pious, intelligent, healthy, and caring — all extracurricular programs are implemented. The extracurricular management teacher stated,

> *"We (Al-Kayyis Integrative Islamic Elementary School) provide many extra-curricular activities that students like, so that students can develop talents and interests and foster Islamic character in children. Why is that important to us? Because we realise that children's success is not only measured by their academic abilities, but also non-academic and even extracurricular abilities that can make them enjoy learning" (MH, 2/2/2023)*

Narratives to schools also support extracurricular activities that can strengthen students' character, he stated.

> *"There are various extracurricular activities at our elementary school. Moreover, we held it to support our school's vision and mission in forming children's character. For example, archery for concentration and discipline, swimming for healthy growth, cooking for fostering entrepreneurship, reading and writing the Koran in general is intended to instil piety, and pencak silat for children's courage and chivalrous attitude" (AL, 7/2/2023)*

The Islamic characters developed at Al-Kayyis Integrative Islamic Elementary School are pious, intelligent, healthy, and caring. The pious character is obedience to Allah SWT's commands by carrying them out well, and, conversely, avoiding Allah SWT's prohibitions. The pious character becomes the basis for every student's actions and will also shape the development of other characters. Students obey the commands and prohibitions of Allah SWT and implement them in their daily lives. This can be proven by his enthusiasm for carrying out Allah SWT's commands.

Strengthening healthy character through extracurricular sports and strengthening character through specialisation in swimming, archery and pencak silat, namely the character of sportsmanship, courage and cooperation (teamwork). Having a sportsmanlike character means that students have a positive attitude toward the game and respect others. An attitude of respect for other people in playing and exercising by not cheating. This sportsmanship character can be seen when students do their schoolwork without cheating on each other. Believe in what you are doing, even if the results are not satisfactory.

Extracurricular sports activities also strengthen students' bravery, as reflected in their daily activities, especially in the presentation of school assignment results. When a teacher assigns a task to a student and it must be presented, it shows that the student dares to try to complete the assignment. A cooperative attitude means that students find it easy to get along. This character can be reflected in the formation of study groups to carry out teacher work.

The additional learning materials program reinforces the character trait of diligence in studying. It provides additional support to students who are deemed not to understand, such as in mathematics, science, and English. Providing individual time outside of school is intended to strengthen learning and provide students with the material

they need. Diligently learning the results of NFE activities by adding learning material outside the classroom becomes a characteristic that students can apply at home.

The culinary training program strengthens perseverance, and the Islamic arts program strengthens creativity. Culinary extracurricular activities include making wet and dry cakes, which are conducted outside school hours. This activity can strengthen children's creativity during learning.

Field findings show that the implementation of (1) extracurricular programs for reading and writing the Qur'an builds pious character with indications of the behavior of students who are enthusiastic about carrying out obligatory worship to Allah SWT, (2) additional extracurricular school lesson materials to build intelligent character with indications of children performing worship Muamalah fellow human beings, (3) extracurricular sports that build healthy character by actively participating in pencak strait sports, archery and swimming. (4) Culinary and entrepreneurship extracurriculars instil a character of caring for society by assisting others, helping friends, and being a nurturing leader.

Identification of learning needs and problems aims to classify students' needs and potential. Classification can take the form of students' specialisations, needs and potential. This needs to be done because the task of identification is to distinguish components, groups, or potential from one another. Although education can be part of the solution, it can also be part of the problem (Datzberger, 2017). Extracurricular programs are educational activities designed and organised within the school system to improve students' knowledge, skills and character (Bahar, Maemunaty, & Alvi, 2018). Extracurriculars are also called non-formal education (NFE) because the informal learning process is more flexible, and educational goals prioritise the process rather than the results of learning outside of school (Shofwan et al., 2019).

Learning needs are identified for elementary school-age students using several approaches. The social needs approach and the free-time use approach are more effective at revealing the learning needs of elementary school-age children. Productive classrooms are organised not based on obedience rules that emphasise recognition and punishment for bad behaviour, but on increasing student responsibility by developing student norms and character (Bahar et al., 2018).

Identification is the process of assigning signs to a group or material. This needs to be done because the task of identification is to differentiate components, groups or materials from one another. Identification is the first step in a community activity process to determine the community's learning needs and the available learning resources (Blackmore, 2010). Learning needs need to be identified as a basis for developing learning programs. Because the identified learning needs will guide the learning activity program, NFE program managers are required to explore and identify students' real learning needs. All students can be targeted in identifying learning needs, as this is done to obtain input that will serve as the basis for preparing the NFE program (Okke, 2018).

The purpose of identification is (2) two criteria, namely learning needs and available learning resources or the potential of program target students in character development. Identification targets (students) can be classified as follows: (1) student characteristics, (2) economic strata, (3) age group or class level, and (4) hobbies. Next, an analysis of extra-curricular needs in schools will be carried out, which includes: (1) type of program, (2) student interest in the program, (3) function of the program for students and schools, (4) role of extracurricular programs in encouraging the formation of students' Islamic characteristics.

Extracurricular programs, part of non-formal education (NFE), are a need that cannot be separated from students. It is recognised that students' Islamic character education can be achieved through extracurricular programs. The need to learn stems from the needs inherent in individuals from birth (al-hajat ul-udwiyah). The desire to learn exists within every individual who seeks to progress and develop. This need is a driving force for individuals to live safely, stay current with technology and developments, and be sustainable.

Next, a discussion of the results of field findings regarding the character of pious, intelligent, healthy and caring forms the basis for the discussion. The pious character avoids immoral activities (violating the commands of Allah SWT) and behaves in accordance with the morals of the Koran and the Prophet Muhammad SAW. So that students who have a pious character avoid disobedience and practice obedience by behaving well in accordance with the Al-Qur'an and the Prophet Muhammad SAW.

The extracurricular program for reading and writing the Koran builds pious character by demonstrating the behaviour of students who are enthusiastic about performing obligatory worship to Allah SWT. In Islam, there is no dichotomy, because revelation guides science; this is what gives birth to many scientific experts (Natsir, 2021).

As Q.S. Ali Imran (113-114) means:

> *"They are not the same; Among the People of the Book, there is a group who act righteously, they read the verses of Allah at various times in the evening, while they also prostrate themselves in the evening prayers. They believe in Allah and the Last Day, they command goodness, and forbid evil, and hasten to do various good deeds; they are among the righteous."*

The pious character has the characteristics of straight behaviour (not deviating from the Qur'an and Sunnah of the Prophet SAW), reading the book, praying at night, having faith in Allah, having faith in the Day of Judgment, commanding good deeds, and preventing evil. In Q.S. Al-Ankabut (9), Allah SWT also said the following. "*And those who believe and do righteous deeds, We will truly include them among (the group of) righteous people."*

Developing the character of sholih through the extracurricular BTQ (Reading Write the Qur'an) provides material for reading the Qur'an correctly and adequately using the UMI method, for learning the reading recitation, and for understanding its contents. This will give students an understanding of good behaviour and labour. Good behaviour will be encouraged, and bad behaviour will be discouraged.

Strengthening character must also be carried out by the family environment, as the child's smallest social unit. Ki Hajar Dewantara said that family education offers more perfect qualities and manifestations than other centres, advancing towards intelligent character education (individual character formation) and providing provisions for social life (Sudiapermana, 2012). The attitude of intelligence here is one of the basic ways parents instil Islamic character in children. The family has a significant influence on a child's Islamic character development. Family conditions with various activities must take the child's character into account. The function of the family, as stated by Kesuma (2011), is not only to ensure children's emotional well-being; it is also evident in how society controls when children watch television, because television is no longer educational.

More specifically, George William Collage (2010) said that the atmosphere of family life is the best place to carry out one's education (individual education) and social education. The family is the right place to bring education towards the formation of a complete person, not only for children but also for teenagers.

Grouping types of learning needs into nine (9) as follows; (1) learning needs related to work assignments, (2) related to hobbies and recreation, (3) related to religion, (4) related to language acquisition and general knowledge, (5) related to housekeeping, (6) related to personal appearance, (7) related to knowledge about new events, (8) related to efforts in the agricultural sector, (9) related to services (Hansman & Mott, 2010). This includes learning about the religious principles that underlie a pious character.

Intelligent character (Kayyisun) as expressed in the hadith, which means

> *"An intelligent person is one who muhasabah about himself and does good deeds for what is after death. A weak person is anyone who follows his desires and then dreams of Allah." (HR Ahmad).*

An intelligent character means students can refrain from things that are not important and enjoy doing activities that can determine their starting position with Allah SWT. Extracurricular programs as additional school subject matter to build intelligent character, with the indication that children perform muamalah worship among humans. All subject matter is based on Islamic aqidah, thereby enabling the material provided to improve students' character (Supriadi, 2023).

A healthy character that is built with extracurricular sports. Apart from being healthy, sport can also instil qualities such as responsibility, discipline, courage, and perseverance. Extracurricular sports that build healthy character by actively doing sports, which is the basic capital for learning. A student's healthy body condition can make learning more enthusiastic and concentrated. As the hadith of the Prophet Muhammad SAW stated,

> *"Two pleasures that most people often forget are health and free time." (HR. Al-Bukhari, at-Tirmidhi, and Ibn Majah).*

So that health becomes an asset in learning more enthusiastically. The pencak silat extracurricular is held every Saturday with the assistance of a trainer, starting with warm-up, training, and evaluation. At this stage, the trainer emphasises the importance of having a healthy body through exercise and healthy food. The lesson is to teach students to be responsible, brave, and never give up. Archery is done every week. Apart from health, we also learn about focus and calm decision-making.

Extracurricular learning needs felt equally by all students in a group are called group learning needs and can generally be met through joint or group learning activities (Sudjana, 2004). According to psychologists, basic human needs stretch from the lowest level to the highest (Warren, 1999). The most basic human needs are those for life, such as eating and drinking. The next needs are caring for offspring, affection, and friendship. The next level of need is self-recognition. This need becomes an incentive for individuals to compete in the pursuit of achievement. The last level

of need is the level of need to discover the true nature of oneself through self-actualisation. All human needs are closely related to education. Basic needs are the driving forces or sources of motivation within an individual; learning needs are external and internalised and can be modified and directed. In the end, the need for self-actualisation to be helpful to others emerges through a caring character.

A caring character is developed through culinary and entrepreneurship extracurricular activities carried out incidentally. This extracurricular instils a creative spirit and cares for others, because thinking about 'how to survive' requires other people. The competencies that students must have are traditional skills (culinary) and soft skills (entrepreneurial spirit). In this way, culinary and entrepreneurship extracurriculars instil a character of caring for society by providing assistance to others, helping friends, and being a nurturing leader.

All the characters that are built through extracurricular activities are what students need to support their future lives. This relates to students' hobbies and non-academic achievements. Students' learning needs outside of school time are closely related to interests, namely as a factor in individuals who are attracted to Nepal through various objects, people, and activities in their environment (Han & Yin, 2016). Furthermore, this interest in education becomes a stimulus for students to participate in learning and achieve learning outcomes related to lessons at school (as reinforcement), related to the lack of lessons at school (as addition), and related to increasing student achievement both academically and academically—non-academic (jumping function of student potential).

The need to learn motivates students to act, ultimately to fulfil their basic needs. As long as learning needs have not been met, which also means that the basic needs hidden within the individual have not been met, the individual will continue to try and struggle (Hoogerdijk et al., 2011). A learning need is said to be fulfilled if an individual's learning has reached the expected level of ability. By learning, individuals aim to improve their existing abilities or skills. In other words, learning needs arise because there is a gap between the existing level of ability and the expected level of ability.

Motivation is an important requirement for learning and a key factor in achieving learning outcomes in face-to-face education (Hartnett, 2012). Students need to find the motivation to keep up with new educational trends and also equip themselves well to face future challenges in their education and careers (Johnson et al., 2016). Various factors have been identified as important for successful learning (Darling-Hammond, 2012).

Non-formal education is classified into 4 four, namely sports learning specialisation, additional guidance learning specialisation, culinary learning specialisation, and Islamic arts learning specialisation. There are three main areas of sports learning that students are interested in: swimming, pencak silat, and archery (Bakhtiar, 2013). Sport is one of the hobbies students are interested in that relates to health and recreation (Han & Yin, 2016). The most enjoyable recreational element for students is swimming. The swimming sports program really attracts students' interest, and they are pleased about it. Strengthening student character through the NFE program implemented at the school includes being sporty, tenacious, brave, diligent, challenging, and creative.

Educators as models must be able to demonstrate: teachers as experts in their fields; teachers as role models for moral formation; teachers as people who care and act; teachers as leaders with authority; teachers as facilitators who are always ready to help their students; and teachers as messengers. In the school environment, teachers have an important role in strengthening students' character (Ríos et al., 2010). The concept of character put forward by Ki Hajar Dewantara (Sudiapermana, 2012) includes: exercise the heart (which underlies the emergence of ethics), exercise (the basis of kinesthetics), exercise the mind (the basis of literacy), and the will (the basis of aesthetics). The development of student character as a preparation for further development must be carried out in various ways by the school, family or community.

As said by Jeffs & Smith (2005), politeness is taught not only when talking to older people; moreover, children must be able to place themselves in society and know how to respect other people. Character is the process of internalising good character in humans based on their understanding (Çubukçu, 2012). Polite manners are shown in children by bowing when crossing in front of older people, speaking kindly to others, and respecting others. Hobby (Umiarso & Makmur, 2010) that morals are a set of principles that respect right and wrong, good and bad, the ability to understand the difference between right and wrong, and teaching. Or a description of good behaviour.

The family environment, as the smallest social unit for students, is critical (Sudiapermana, 2012). Family education emphasises characteristics and manifestations that are more complete than those of other centres, advancing towards intelligent character education (individual character formation) and providing provisions for social life. The attitude of intelligence here is one of the basic forms of religious instillation in children given by parents. A family with grandparents, a father, and a mother has a significant influence on a child's character development. Family conditions with various activities must take the child's character into account. The function of the family, as stated by Kesuma

(2011), is not only to ensure children's emotional well-being; it is also evident in how society controls when children watch television, because television is no longer educational. More specifically, George William Collage (2010) said that the atmosphere of family life is the best place to carry out one's education (individual education) and social education. The family is the right place to bring education towards the formation of a complete person, not only for children but also for teenagers. Students' Islamic character will be well formed, which requires good cooperation between the school, as an extracurricular organiser, and the family, as a reinforcement in developing this character.

4. CONCLUSION

Extracurricular activities in schools are necessary for developing students' Islamic character. Extra-curricular activities are held to build students' Islamic character, namely, piety, intelligence, health, and caring. Extracurricular programs can be recreational, achievement-oriented, or life-skills-oriented. Thus, there is a holistic and synergistic relationship between extracurricular activities and the cultivation of students' Islamic character.

Students who take part in extracurricular activities are very enthusiastic because they are optional, there is no coercion, they are tailored to students' interests, they are entertaining, and they add value to education. Analysis of extracurricular programs that build student character includes: qiro'ah wa tartil instils holiness; sports strengthen character through sportsmanship, tenacity, and courage. Additional learning material programs strengthen intelligent character. Culinary and entrepreneurship training programs strengthen caring character, and Islamic arts programs strengthen creative character. All students' Islamic character will be strong if they cooperate with their families. In conclusion, extracurricular programs in schools are beneficial for building and strengthening Islamic character, and they have even become mandatory so that students' character develops well.

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