Construction of Boarding School Religious Extracurricular Model in Secondary School

Mohammad Kumaidi, Muhammad Ali Sibram Malisi[*]

State Institute for Islamic Studies (IAIN) Palangka Raya, Palangkaraya, Central Kalimantan, Indonesia

Email address:
Kumaidi324@gmail.com (M. Kumaidi), alisibram90@gmail.com (M. A. S. Malisi)
[*]Corresponding author

Abstract: The management of school extracurricular activities is an important pillar in the management of the school system. The implementation of effective extracurricular programs that can guarantee excellent quality and learning experiences that enhance learning in the classroom will increase students' potential to achieve a balance between the physical, emotional, spiritual, intellectual and social domains of students. From desaigning and developing of extracurricular activities in the field of religious activities is to see and observe religious extracurricular activities carried out at boarding school can run well. This article focuses on the extracurricular implementation aspects religious activities at Boarding School. The Research method was descriptive qualitative with the data collection technique through interview, observation and study document. This research has founded The purposes of organizing the boarding school curriculum at Darul Ma'rifah SMP IT Sampit are to educate the nation's life and form the personality of more religious students who practice Islamic sharia correctly. which are first, the realization of a excellency and accomplished generation that always instills the spirit of tawhid, the people who establish prayers according to the guidance of the Messenger of Allah, Islamic education sourced in the Qur'an and Hadith, the people who *rahmatan lil 'alamiin*. Second, describe into various activities that can support the achievement of goals. In achieving the objectives of course a variety of religious activities are carried out of extracurricular ranging from obligatory prayer activities five times congregation in the mosque, *wirid*, sunat prayers, learning in class, alignment diniyah (religious school) or general lessons, deposit memorization.

Keywords: Design and Development, Extracurricular, Religious Activities, Boarding School

1. Introduction

Functionally, extracurricular activities are educational activities outside the subjects and counseling services to help the development of students according to their needs, potentials, talents, and interests through activities specifically organized by educators and educational personnel who are capable and authorized in schools. Participation in religion-supported programs was associated with lower levels of drinking [1]. Although activities play important social functions facilitating positive peer interactions and friendships, few studies have investigated the ways in which activity participation in multiethnic schools is linked with positive cross-ethnic attitudes [17]. Much existing research documents the benefits gained by students when they participate in high school extracurricular activities [19].

Therefore, the effectiveness and robustness of the extracurricular activities in schools is dependent on the management of the school, especially teachers who are given such responsibility. The goals of all parties including the government, parents and student themselves would be achieved if the extracurricular is managed well [29].

As mentioned in the Constitution of the Republic of Indonesia No. 20 of 2003 Chapter II on The Function and Purpose of Education article 3 as follows: National Education serves to develop the ability and form the character and civilization of a dignified nation in order to educate the life of the nation, aim at developing the potential of students to become human beings who believe and fear God and discipline, work ethic, professional, and responsible.

Efforts to improve the quality of Indonesian people to be skilled and independent is not only directed at the intellectual

aspect alone, but further in accordance with the nature of education as an effort to humanize people, the purpose of education is also emphasized on improving aspects of personality and morality. One of the efforts to improve the quality of students in school from aspects of moral personality and morality is through the optimization of extracurricular activities of diversity as an integral part of religious education learning in schools. School is a place to construct the students' character through various activities such as learning and extracurricular activities. These activities should be based on living values so that they are easily internalized and performed to construct the students' character [18].

In this context, several studies have been conducted relating to extracurricular activities in school. Norlena Salamuddin et al., 2011 [28] concluded that Extra-curricular management is an integral part of the school management system. Tahira et al., 2013 [19] reported that the management of school administration involving teachers as critical educators to achieve excellent extracurricular in secondary schools (29). School structure and context are significant determinants of student participation in extracurricular activities, effectively altering student access to sources of human, cultural, and social capital. The creation of a tool that allows for systematic categorization and valuing of extracurricular and contextual activities will provide great utility for corporate recruiters and talent pool managers [10]. extracurricular activities seem like valuable student experiences, however, research evidence is sparse, suggesting far more questions than answers. Participation in extracurricular activity truly linked to interpersonal skill performance [24]. While, the context with religion and extracurricullar, mostly studies found religious attendance promotes higher intergenerational closure, friendship networks with higher educational resources and norms, and extracurricular participation. More religious and religiously active young people are less likely to use a variety of substances, including alcohol, drugs, and cigarettes [7, 16, 15, 2, 8, 3, 4, 6]. While almost all of the research on religion and substance use has focused on the influence of personal religious beliefs and behaviors, there is reason to think that even youth who are not personally religious may reap some of religion's health-related benefits

In this paper, researcher focuses on Religious activities of extracurricular design and development in Boarding School. The purpose of boarding school is often directed to produce people who only master the field of Islamic scientists and the vision is directed to realize a righteous human being in the sense of devout worship and love to do charity for the purpose of the hereafter. As a result, graduates of boarding schools only have limited opportunities that namely only as the moral guardians of the nation. The output of Islamic education is increasingly marginalized and helpless in the face of increasingly competitive competition in the era of globalization [27].

Departing from the discourse of the importance of management of Islamic educational institutions, especially the design and development of the boarding school extracurricular as a development as well as modernization in the management of boarding school, as well as the purpose of Islamic education that is still not yet able to provide a clear orientation direction on the role and contribution of the output of Islamic educational institutions in the course of the era of globalization that is full of challenges from the tightness of competition. At Boarding School of Darul Ma'rifah SMP IT there are also several problems including:

First, when the lesson hours take place there are still some students who sleep in the boarding, because the school and the boarding are located in one location, causing the students to easily go to the there. This is because when the implementation of learning is not closely supervised and there are no strict and clear sanctions by the school, this is because the regulations in the school are neither written nor programmed. On the other hand, there is also the absence of picket teachers so that when the subject teacher is unable to teach, the students are easily able to go to the boarding. Prevention has been done by locking the dormitory door, but they can still enter by hitting the key using wooden beams until it is damaged. There have also been instances of them entering the boarding by breaking the glass of the rear window. This should not be the case, because the destruction of school facilities is not a good attitude, this is certainly very detrimental and should be when the lesson hours take place students must be in their respective classes to learn even if the subject teacher is not present.

Second, at the time of learning in the classroom that is when the teacher gives the lesson materials not a few students who fall asleep in the classroom, this should not happen during the teaching and learning process. This often happens not only to one teacher, but almost all teachers experience such incidents. Sometimes the teacher who at that time taught to tell students to wash their face immediately in the bathroom as one way to get drowsiness gone. Third, about the Final Semester Deuteronomy that there is often a time difference when the implementation between religious extracurricular lessons and general lessons that should be carried out simultaneously as in the teaching and learning process in general. As it is known that for religion lesson schedule is held from 06.30 WIB to 10.15 WIB and continued with general lessons from 10.15 WIB to 14.30 WIB. Based on this is because when the implementation of the field lack of coordination between the principal of Boarding School and the principal of Darul Ma'rifah SMP IT. This kind of thing should not happen because if implemented together it will be more effective and efficient.

Based on the above exposure, the authors focus the study on link between extracurricular activities in the religious field at boarding school. Basically, extracurricular activities in schools are intended to explore and motivate students in a particular field. Therefore, extracurricular activities must be adapted to the hobbies and conditions of students. While the purpose of extracurricular activities is to help and improve the development of students' insights specialized in the field of Islamic religious education. Extracurricular activities can

help increase faith and piety to God. As a result, a number of important contributions to our current understanding of religion, health, and involvement in extracurricular activities [1].

2. Literature Review

2.1. Design and Development of Extracurricular

Curriculum construction, design and implementation is a continuous process influenced by curriculum evaluation which enables on-going improvements to curriculum design and application. It relies on relationships and organization and these features capture the human element of the process recognising it is an organizational and decision-making process that ultimately informs the development process. Curriculum design and implementation is a change process and change is hard to conceive and harder to implement. It requires the support and leadership within schools from subject leaders, vice-principles and principles and at higher levels. The belief and attitudes of supervisors to support changes and curriculum reform is essential and as is the channeling of support to teachers. Interrelated to the support teachers need is in-service professional development programs and (possibly) additional resources are required to ensure the curriculum implementation process is successful.

Ornstein and Hunkins [22] showed two important parts of curriculum design, namely the source of information and the second actual method of design in which it will have a significant influence that affects the design process, the influence of an organization both from the upper and lower levels where the source of curriculum design may come from influential foundations including social imperatives, moral doctrine, knowledge and students.

Several levels in developing the curriculum, such levels as central government, provincial offices, schools and the smallest levels are classes that have a relationship with research. At the central government level, it is strategic to show that diverse variations of people will make the design and development of the curriculum form a networking system in developing the curriculum. The curriculum development team will update according to the form of the process which is generic where the level is already high and the place is specific. Where is the principal, the deputy principal of the curriculum, the team leader, the head of the department or the class teacher". The substance is that the curriculum developed will produce something in the process.

Tyler mentions the framework by providing an understanding of its purpose, content, methods, sequence and how large its scope is. All of these have categories towards a top-down approach. Where it is worrying about the connection with student participation[30]. Then, Taba [28] socializes another approach that is scientific technical that empowers teachers with more involvement in developing a curriculum where teachers are certainly very aware of what is needed by their students. A total of seven steps as a process to create key procedures and planning for curriculum development.

Curriculum development should be based on management based on multidimensional considerations, namely:

1) Management as a discipline is very closely related to other disciplines, such as philosophy, psychology, social culture, sociology and technology, even the science of management bayak get contributions from other sciences. Many theories, concepts and approaches in management science provide an anthromatic and educational inclusion for the development of curriculars. That's why conceptually theoretical management science should be an important foundation in curriculum development. This clearly contributes to the development of management functions in the curriculum development process, which is basically in line with the management process itself.

2) The curriculum developers follow piker patterns and flows that are in sync with the patterns and structures of thinking in management. The development process is in line with the management process, namely development activities starting from the process of planning, organizing, implementation and control and improvement. Therefore, every curriculum development worker should master the management science.

3) Implementation of curriculum as an integral part in curriculum development that requires concepts of principles and procedures and approaches in management. The implementation of the curriculum demands the implementation of organizing, motivation coordination, supervision, supporting systems as well as effective communication and monitoring systems, derived from management science. In other words, without empowering management concepts appropriately, the implementation of the curriculum does not take place effectively.

4) The development of curriculum is not separated even very closely related to policies in the field of education, which are sourced from national development policies, regional policies, as well as various sectoral policies.

5) Management needs in the business and industry sectors, such as the needs of skilled personnel who are able to increase the productivity of the company, the need for democratization in the environment of all forms and types of organizations, the existence of perspectives that focus on the humane sector in the management process, as well as various other perspectives. In turn, it exerts an important influence in curriculum development activities. (14)

2.2. Extracurricular and Religious Activities

Extracurricular activities are thought to provide a balance effect between mental and spiritual with physical conducted to the maximum. Therefore, it will effectively develop the emotional and social intelligence of students [23] Relevant research has confirmed a significant link between religious activity and its impact on adolescents, which has little known process by which religion has an impact. In a more comprehensive sense, religion has a positive impact to follow the development of a youth with a processed mechanism. Therefore, in this section, it is focused in a number of

meaningful explanations in relation to the presence of religion in impacting on improving educational outcomes [12].

Religious behavior and care, devout worship based on beliefs, very tolerant of the beliefs and religious worship of others and coexist harmoniously with adherents of different religions. The relationship between religions practiced by participating in religious activities and the impact on academic outcomes in schools such as academic achievement, has a simple tendency. Religious education where participation increases such as extracurricular activities in sports teams or service groups have an impact in the form of cooperation, responsibility and care. Impliedly, the meaning of extracurricular activities might shape the personality of students that includes justice, sportsmanship, tolerance of both religion, race, and ethnicity. Therefore, directly or indirectly the participation of students in extracurricular activities supported by school managers is proven to make students able to define themselves. Other studies have also found that student participation has a positive impact in shaping self image [9]. In addition, student participation will have an influence on pro-social attitudes and altruism close to religious activities.

The question of causality is inconclusive, however, for some adolescents may participate in extracurricular activities for reasons, such as portfolio-building for college, that are unrelated to their religious beliefs. Others may participate in activities because they are genuinely interested in helping others, altruistic endeavors that stem from parents' interests and values and that may be dependent or independent of family religious affiliation, practice, or spirituality. To understand the relationship between religiosity and adolescent development, it is important to examine school and community factors, independent of religion, that may be affecting adolescents' values, relationships to others, and sense of self-esteem.

A sense of joy in practicing religion or hedonic is a pleasure and high self-esteem can be felt when practicing religion in accordance with beliefs. In addition to religion, the possibility of satisfaction arises when becoming a winner in a sports competition or choir. Satisfaction can also come from pleasures that a person does through hobby such as editing wall magazines or other experiences in participation in religious activities. In addition, there is a sense of moral obligation and piety that requires one to participate in a different aspect of hedonism that emphasizes more worldly or pragmatic elements. Thus, religion as one part of a student's life can fill the spiritual void of youth, especially those who have little time and opportunity to participate in extracurricular activities in school [25].

Structured extracurricular activities (SEAs) are discretionary that provides stimulants both physical and mental to a person using structured parameters. Individual adolescents' life satisfaction levels take on non-active roles, such as watching television. With regard to academic matters, it is very clear the positive benefits of student interaction in involvement in SEAs [11]

At the same time, the belief that extracurricular activities is a primary development context for important skills is not universally shared. First, there is a long history of educational research questioning whether extracurricular activities have any value at all. Some feel that extracurricular activities may serve no more than a social function and de-emphasize, or even subvert, more critical academic work. Others are concerned about devaluing bright, committed students who simply are not "joiners." Still others believe that out-of-class experiences serve a valuable social and personal growth function but hold no primacy over coursework, team projects, and assignments in facilitating the development of interpersonal skills.

The sense of belonging resulting from social interest, which is done in an effort to minimize personal appetite to commit to others in social activities. The concept has long been used but still continues to be used in the current era because it is considered a positive mental barometer [11]. Different with the others findings, Extra-curricular activities at school are important to realise the concept of knowledge, experience and skills across the curriculum. Extra-curricular activities are aimed at providing students with the knowledge and skills. As a result, School is a place to construct the students' character through various activities such as learning and extracurricular activities. These activities should be based on living values so that they are easily internalized and performed to construct the students' character activities such as discipline, cooperative, solidarity, tolerance, care, togetherness, bravery, responsibility, compactness, entrepreneurship, creativity, independence, honesty, social skill and competence [18].

Thus, Religious values are that underlie character education because Indonesia is basically a religious country. The concept of religious people is characterized by the awareness of performing religious rituals consistently in daily life. Religious character means having a different sign from the character of someone who does not obey the doctrine of his religion. Education is a learning space that instills religious doctrines, one of which has planned the implementation in each school.

3. Research Method

Type of research. This research was conducted by going directly to the field the boarding school curriculum of SMP IT Darul Ma'rifah Sampit. This research was conducted at SMP IT Darul Ma'rifah Sampit with the reason: a) SMP IT Darul Ma'rifah Sampit is a formal elementary education institution that implements boarding school system or boarding school. The above facts encourage researchers to know by observing the process of teaching and learning activities carefully and systematically through research. There is a curriculum used in the boarding school system including management of the curriculum itself, so that the learning is applied in accordance with the vision and mission to be achieved in boarding school. Unprecedented research has been conducted on the construction of religious

extracurricular in boarding school. Field research was conducted for 6 months, before field research then first started from the making of proposals, proposal seminars and revisions, then reporting (thesis exam). However, if the data collected is insufficient, then the researchers extend the research time.

Research Procedure. Research procedure is a process of stages or steps of research from start to finish. There are at least several stages in the research that the authors conducted in descriptive qualitative research. The purpose of this procedure is for this research to run smoothly and regularly, so that the results can be accounted for. This research procedure researchers use as Moleong argues, consists of stages: pre-field, field work stage and data analysis stage. As described below: Pre-field: initial observation, determining problem formulation, determining subjects and informants and determining data collection techniques. Fieldwork: conducting research at Boarding School of Darul Ma'rifah SMP IT Sampit, Jalan Cilik Riwut KM 2.2, West Baamang Village, Baamang Subdistrict, East Kotawaringin Regency, Central Kalimantan Province with data collection techniques namely observation techniques, interviews and documentation, identifying data that has been obtained, data analysis: this stage was carried out from the beginning of the research until the completion of the research report as a form of scientific accountability of research followed by in-depth analysis, checking and checking the validity of data with phenomena, interviews and documentation to prove the truth of the data collected by researchers.

Data and Data Source, The data in this study are all finding materials related to the research and can be used in research procedures. The data is divided into two, namely primary data and secondary data. As Moleong [21] explained that the primary data source (primary) in qualitative research is words and actions, the rest is secondary data (additional) such as documents and photos, For more details of the data sources in this study, i.e: Primary Data, the words and actions of the person observed and interviewed are the primary source. The results of in-depth observations and interviews limit only relevant words and actions, then analyzed into primary data sources. In this study, the primary data source was the foundation Chairman of Darul Ma'rifah SMP IT Sampit as the subject of the research. The subject of the study was determined based on the person who is considered to know the most about the information needed in the study, then, it will facilitate the research in tracing the situation studied. Determination of research subject based on the principle of subject who knows the problem, data and willing to provide complete and accurate information.

While the informant who acts as a source of information or people providing additional information must be eligible, namely the requirement to be a resource informant (key informant). In connection with this, the first informant in this study is the principal of Diniyah SMP IT Darul Ma'rifah Sampit or also called the principal of boarding school as the executor of the field and the person regarding all matters related to boarding and authorized to supervise the course of

activities. The second informant is the Principal as a mobilizer, implementing policies in managing the curriculum at Darul Ma'rifah SMP IT. The third informant is the Board of teachers, as the implementer of the policy that has been determined in implementing the curriculum at Darul Ma'rifah SMP IT and the last informant is a student. In determining informants, researchers use purposive sampling techniques that are data source sampling techniques with certain considerations. This particular consideration is for example the person who is considered to know much about what we expect [26]

Meanwhile, Secondary Data is an additional material that can be shared on the source of books, scientific magazines, archives, personal and official documents. Written sources of this research include: official documents Darul Ma'rifah SMP IT in the form of school profile documents, teacher data, student data, school organizational structure and personal documents of the foundation Chairman of Darul Ma'rifah SMP IT.

Data Collection Techniques. To obtain valid and correct research data, it requires proper data collection techniques. Data collection is the recording of events or information or characteristics of some as well as all elements of the population that will support the research, or ways that researchers can use to collect data. (Sugiyono, Data collection is done to obtain the necessary information in order to achieve research objectives. The data collection methods used to obtain data related to this research are interviews, observations and documents.

Data Analysis Techniques. In terms of qualitative data analysis, Bogdan and Biklen [5] states that: Data analysis is the process of systematically searching and arraring the interview transcripts, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you present what you have discovered to others.

Data analysis is the process of systematically finding and compiling data obtained from interviews, field records, and other materials. Therefore, it can be easily understood, and especially can be informed to others. From the data obtained by the researchers and based on the nature of this study is descriptive. Then, to analyze the data above the researchers used data analysis that is not in the form of numbers but data in the form of information. This method was used to present and analyze data and provide conclusions that correspond to the facts that occure at the research site. Using Miles and Huberman model analysis that suggests that the activity in qualitative data analysis was done interactively and continuously until complete. Hence, the data is saturated. The data analysis steps in this study are data reduction, data display, and data verification. The analysis of this model requires researchers to move in these three aspects during data collection activities until the time limit of the activity is considered sufficient and adequate. This analysis process of data obtained and processed in such a way by systematic collection, grouped, interpreted, and reduced to conclusions objectively and in accordance with existing facts. Thus the analysis of this model is a data analysis in the field.

Data Validity Check. Researchers must test the validity of the data in order to obtain valid data. To determine the validity of the data is required checking techniques. The technique of checking the validity of the data in this study is triangulation. According to Lexy J. Meleong, triangulation is a technique of checking the validity of data that utilizes something else outside of that data for the purposes of checking or as a comparison to that data. Triangulation in credibility testing is defined as checking data from sharing sources in various ways, and various times. Thus there is source triangulation, triangulation of data collection techniques, and time. [21]

In this study, researchers used techniques to check the validity of triangulation data with sources and triangulation with time. According to Patton triangulation with sources means comparing and rechecking the degree of trust of an information obtained through different times and tools in qualitative research. Triangulation by method according to Patton there are two strategies, namely (1) checking several degrees of trust discovery of research results of several data collection techniques and (2) checking the degree of trust of several data sources with the same method.

With triangulation techniques with sources, researchers compared the results of interviews obtained from each source or informant of the study as a comparison to check the correctness of the information obtained. In testing the validity of the data obtained, the researcher conducted an interview with the principal of ICBS or mudir (as the main data source) and conducted interviews with the principal and teacher council to obtain the data that researchers need to design and develop extracurricular boarding school Darul Ma'rifah SMP IT Sampit. In addition, researchers also perform a degree of trust through triangulation techniques with time, namely by checking the degree of trust to increase the research time so that the data obtained when the research is more valid.

4. Result and Discussion

4.1. Extracurricular Design of Religious Activities

Ornstein and Hunkins classify two important parts of curriculum design; the first is the source of design, in the sense of what source describes the design of the curriculum while the second is the actual method or technical that affects the design process, sometimes referred to as the influence of the organization. The source of curriculum design can come from foundation, social, moral doctrine, knowledge and students (22).

From the concept, First, the source of curriculum design of Darul Ma'rifah SMP IT is from the background of the principal of Boarding school, The curriculum used in Boarding School of Darul Ma'rifah SMP IT is a curriculum that is referenced from Pondok Pesantren Darul Wagoh Wa Da'wah (Dalwa) Bangil and adapted again to the situation and conditions of students in Boarding School of Darul Ma'rifah SMP IT Sampit.

The curriculum at Boarding School of Darul Ma'rifah is

prepared based on the needs and potential of the Ustadz in the field of religion, namely the local content curriculum that contains boarding school subjects which refer to the curriculum in Pondok Pesantren Darul Wagoh Wa Da'wah Bangil, East Java based on the consideration that most of the teacher who teach at Boarding School of Darul Ma'rifah Sampit are graduated of Pondok Pesantren Darul Wagoh Wa Da'wah Bangil, East Java.

Second, Extracurricular method or technical design is conducted with planning and implementation at Boarding School of Darul Ma'rifah SMP IT. Based on interviews with the principal of that school, he said: "Planning of extracurricular activities is carried out at the beginning of the school year before the teaching and learning process is active. The planning was conducted by meeting with all related elements such as: the principal, all vice principals. Each vice-principals convey what is their work program that they have drafted with the coordinators in the field, namely the teachers who have been appointed to be coordinators in each activity, so that an agreement is reached on what is an extracurricular activity that is in the interest of students". (interview, 2020)

Meanwhile, to implement and uniform the steps, the principal of the boarding school makes a schedule of student activities from waking up to getting sleep again. The concept of full day learning is really implemented in boarding school in Darul Ma'rifah SMP IT. Half a day of students are in learning activities at school, after which students return to the boarding for rest and for religious extracurricular activities. Here is the schedule of student religious activities in the boarding:

Table 1. *The Schedule of Religious Extracurricular in Boarding School of Darul Ma'rifah SMP IT Academic Year 2020/2021.*

Hour	Activities
03.00-03.30	Weak up
03.30-04.00	Readiness to take Shubuh Praying
04.00-04.30	Shubuh praying and group *Wird* at Mosque
04.30-05.00	Reading the Qur'an together
05.00-06.30	break, take a shower, having breakfast, Readiness of Isyroq and Dhuha Praying
06.30-07.00	Isyroq dan Dhuha Praying at mosque
07.00-08.40	Learning in class (Religious class/Diniyah)
08.40-09.10	Break
09.10-10.00	Learning in class (Religious class/Diniyah)
10.00-11.00	Learning in class (Public class)
11.00-12.00	Dzuhur Praying in grouping on Mosque
12.00-12.30	break, lunch
12.30-14.30	Learning in class (Public class)
14.30-15.30	Ashar praying and *Wird* together at mosque
15.30-17.00	break, take a shower, Readiness of Magrib Praying
17.00-18.00	Magrib Praying and *Wird* together at mosque
18.00-18.30	Learning at mosque
18.30-19.00	Isya praying and *Wird* together at mosque
19.00-19.30	Dinner
19.30-20.30	Learning in class/masjid (under inspection of Ustadz Fadhlullah)
20.30-22.00	break, ready for sleeping
22.00-03.00	Sleeping

From schedule above, religious activities is greater activities than others, it is like said by foundation chaiman of

Darul Ma'rifah: "Darul Ma'rifah Boarding School Sampit organizes learning in the classroom starting from 07.00 WIB until 10.15 WIB is an diniyah lesson and at 10.15 wib until 14.30 is a general lesson and additional lessons in which require memorization to be deposited then prepared time after prayer isya' and before the children sleep. Then, approximately that in general the activities carried out in Pondok Pesantren Darul Ma'rifah Sampit, the schedule *alhamdulillah* has been successfully compiled"(Interview, 2020).

Extracurricular design of Religious activities concepts derived from doctrine can be implemented appropriately. The concept of the routine of sunnah prayer and obligatory prayer in school in order to be implemented, it requires daily transparency in school and in their homes. The concept means to explain the definition in detail of each religious rituality either inductive and deductive models to learners. Internalization of religious values requires the procedure of implementing the program that has become the content of the school. The essence of religion is attitude [13].

4.2. The Development of Religious Extracurricular to Strengthen Student's Character

That curriculum development process has many question, four of them: (1) What educational purposes should the school seek to attain? (2) What educational experiences can be provided that are likely to attain these purposes? (3) How can these educational experiences be effectively organized? (4) How can we determine whether these purposes are being attained? [31]

4.2.1. Educational Purposes

The purposes of organizing the boarding school curriculum at Darul Ma'rifah SMP IT Sampit are to educate the nation's life and form the personality of more religious students who practice Islamic sharia correctly. which are first, the realization of a excellency and accomplished generation that always instills the spirit of tawhid, the people who establish prayers according to the guidance of the Messenger of Allah, Islamic education sourced in the Qur'an and Hadith, the people who *rahmatan lil 'alamiin* (blessing for the whole world). Second, describe into various activities that can support the achievement of goals. In achieving the objectives of course a variety of activities are carried out ranging from obligatory prayer activities five times congregation in the mosque, *wird*, sunat prayers, learning in class, alignment diniyah (religious school) or general lessons, deposit memorization, and so forth.

Thus, The points of value developed in cultural education and the character of the nation is grouped into five main values, namely the value of character in relation to God, himself, fellow, environment, and nationality. The value of a character whose relationship with God is a religious value. The value of character that has to do with yourself is the value of honesty, discipline, hard work, creative, independent, curiosity, fondness for reading and responsibility [13].

4.2.2. Educational Experiences, the Resources That Could Be Provided and Be Organized

Determine which resources could be managed. In order for the planned extracurricular boarding school to run properly, it requires resources that include human resources, facilities and infrastructure, established ways of working and marketing or promotion.

Human Resources, To manage the boarding school and curriculum Darul Ma'rifah Boarding School requires competent resources, namely a leaders and ustadzs who are qualified in the field of religion and who has experience in the world of pesantren. Therefore, there is no mistake in the implementation of the curriculum that has been planned. In this case the board of foundation appointed Ustadz Fh as the Principal of Boarding School of Darul Ma'rifah SMP IT Sampit. This is as stated by the Foundation chairman of Darul Ma'rifah as follows:

"My parents appointed me as the chairman of this foundation. Because of still young age and lack of experience, I finally gave advice to parents to appoint or ask for help to one of my own teachers, ustadz Kh. Indeed he is his position as a representative, but in terms of experience, knowledge or sustainability of boarding school where it is mentioned in which he is more experience. Finally we are both appointed to carry out what needs to be done in this boarding school". (Interview, 2020)

As the principal of Darul Ma'rifah SMP IT, the Foundation Chairman appointed Mr. Yf. This is as expressed by the Foundation Chairman of Darul Ma'rifah Sampit, namely: "if for Darul Ma'rifah SMP IT from the foundation appoint Mr. Yf whichever he has become partner in this job, previously it has familiar like his own family, yes finally the foundation appointed him to become the principal of Darul Ma'rifah SMP IT" (interview, 2020)

Tools and Facilities. Supporting the achievement of boarding school objectives, of course, it requires adequate facilities and infrastructure. Supporting facilities are needed in order for the activities to run effectively. The facilities provided by the Boarding School Foundation include: student rooms, halls, mosques, dormitory management offices, dining rooms, kitchens, bathrooms and toilets, canteens, parents/guardians of transit, parks, fields and sports and arts equipment. One of the most important aspects of education is the facilities and infrastructure of schools that support. That facilities directly related to the teaching and learning process such as classrooms, furniture in the form of student seating benches, student desks, desks and chairs of teachers, book cabinets, blackboards, erasers, markers, and books, as well as the nature of only as a support such as computer laboratories, science laboratories, language laboratories, library rooms, canteens, toilets, courtyards, fields, parks, and others. Darul Ma'rifah Boarding School Sampit is a private school that has a large and adequate land. But in terms of facilities there are still some that unavailable, among them the availability of science laboratories and language laboratories. As for the computer laboratory has been available as many as one local number of 18 units of computers with good conditions. The

existence of this computer laboratory is very supportive for the implementation of USBN (School Examination) and UN (National Examination) activities held online. (Observation, 2020)

To build a school, especially a building, perhaps extremely huge. The source of funds or finance for the construction of Darul Ma'rifah Boarding School Sampit is entirely derived from the Darul Ma'rifah Foundation which is around Rp. 1.500.000.000 to Rp 2.000.000.000. This is as expressed by the Foundation Chairman as follows: "For the building the estimated cost is estimated to be about one to two billion rupiahs. Why is it expensive?, because I have parents who think later this blue building we plan more than two levels, whether it's three or four or even five levels. Then, if the plan is like that, the foundation will build in advance exactly more expensive than the usual building. For the future planning of one building, we plan to be able to reach the power of accommodating or holding five levels of buildings. therefore, for the foundation is more extra super. Maybe if other buildings or normally standard buildings like that yes maybe just spend hundreds of millions". (Interview, 2020)

The rules of job which is determined. How boarding school rules, room rules, duties and obligations of students, duties and obligations of teachers. Educators or teachers at Boarding School of Darul Ma'rifah SMP IT are average graduated from Boarding School (Pondok Pesantren) specifically to teach in Diniyah classes (religions subject) and undergraduate to teach in public classes or at Darul ma'rifah SMP IT. The number of teachers consists of 14 people teaching in Diniyah class and 14 people who teach in public classes or at Darul Ma'rifah SMP IT. there are two teachers who are continuing to study in Master Degree. The principal of Boarding School of Darul Ma'rifah is Ustadz Fh and the principal of Darul Ma'rifah SMP IT Sampit Mr. Yf.

facilitating the management of administration, Darul Ma'rifah Boarding School Sampit has one administrative personnel, one security officer and one janitor. In the management of boarding school each room consists of approximately 19 to 20 students with the person in charge of each room, namely a boarding guardian who is also one teacher (ustadz) in the boarding. Because all students are required to live in boarding, the Boarding School of Darul Ma'rifah Sampit has a large number of rooms, namely 9 rooms. To facilitate the management of the boarding, each room is named room 1st to 9th rooms which each room is supervised by the room guardian. The names of the room guardian are 1st and 2nd room as guardian Ustadz MY, 3rd room as guardians Ustadz Ma, 4th room as guardians Ustadz Mr, 5th room as guardians ustadz Hb, 6th room as guardians ustadz Ah, 7th room as guardians ustadz Kh, 8th room as guardians ustadz Nv, 9th room as guardians ustadz Riyadh. (Observation, 2020)

From the picture above it could be explained that The concept means to explain the definition in detail of each religious rituality either inductive and deductive models to learners. Internalization of religious values requires the procedure of implementing the program that has become the content of the school. The essence of religion is attitude. Meanwhile, the development of extracurricular in strengthening students character is the purposes of organizing the boarding school curriculum at Darul Ma'rifah SMP IT Sampit are to educate the nation's life and form the personality of more religious students who practice Islamic sharia correctly. To manage the boarding school and curriculum Darul Ma'rifah Boarding School requires competent resources, namely a leaders and ustadzs who are qualified in the field of religion and who has experience in the world of pesantren.
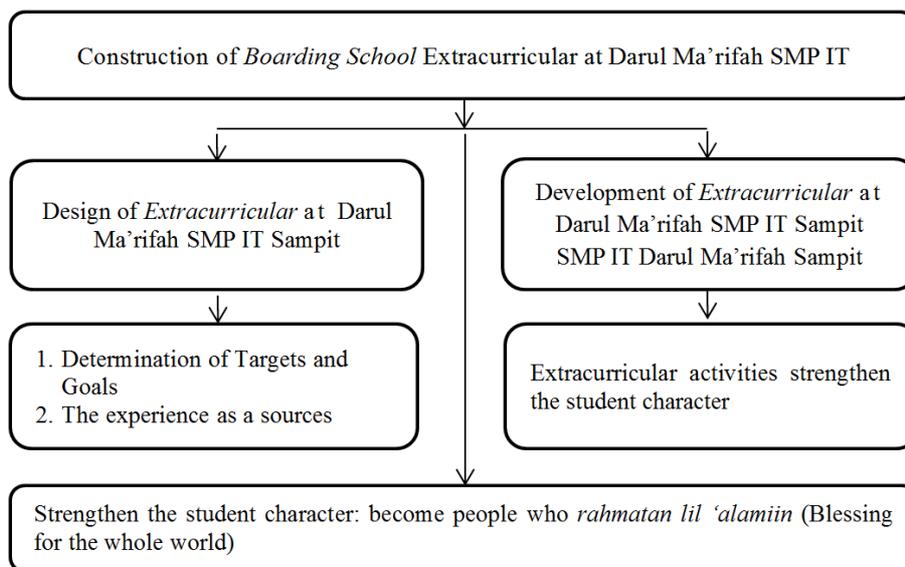

Figure 1. Model of Construction of Religious Extracurricular.

As a result, based on the construction of extracurricular of religious activities in the formation of religious character students in Darul Ma'rifah SMP IT has strong implications for the existence of Islamic values both *ilahiyah* and *Insaniyah* values that reflect the values of religious character formed from the activeness and high spirit of students

learning in following the implementation of religious extracurriculars in the boarding school with responsibility.

5. Conclusion

The purposes of organizing the boarding school curriculum at Darul Ma'rifah SMP IT Sampit are to educate the nation's life and form the personality of more religious students who practice Islamic sharia correctly. which are first, the realization of a excellency and accomplished generation that always instills the spirit of tawhid, the people who establish prayers according to the guidance of the Messenger of Allah, Islamic education sourced in the Qur'an and Hadith, the people who *rahmatan lil 'alamiin*. Second, describe into various activities that can support the achievement of goals. In achieving the objectives of course a variety of activities are carried out of extracurricular, ranging from obligatory prayer activities five times congregation in the mosque, *wirid*, sunat prayers, learning in class, alignment diniyah (religious school) or general lessons, deposit memorization.

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