



The Role of Religious Extracurriculars in Improving Student Worship Discipline at MTS Al-Huda East Lampung

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ABSTRACT

This research aims to analyze the role of religious extracurricular activities in improving students' religious discipline at MTs Al-Huda and identify supporting and inhibiting factors in their implementation. Religion-based character education is an important aspect in forming students' religious awareness, especially in facing the challenges of modernization and globalization. This research uses a qualitative approach with observation, interviews and documentation methods. The research sample consisted of three (3) teachers and six (6) students who were involved in religious extracurricular activities. Data analysis was carried out using data reduction techniques, data presentation, and drawing conclusions to obtain comprehensive results. The research results show that religious extracurricular activities, such as reading and writing the Koran (BTQ), tahlil, and the practice of caring for corpses, contribute to improving students' religious discipline. Apart from that, this activity also helps students develop leadership, communication and empathy. Some students feel more confident, disciplined, and able to actively participate in social religious activities. However, there are still obstacles, such as a lack of supervisors, as well as students' internal obstacles, such as shyness and lack of confidence in reading the Koran. This research confirms that religious extracurricular activities not only play a role in improving religious discipline, but also shape students' overall character. Through active involvement in these activities, students gain valuable experience in applying spiritual values in everyday life, increase self-motivation, and build leadership and social skills.

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INTRODUCTION

Based on the regulation of the Minister of Education and Culture of the Republic of Indonesia number 81A of 2013, extracurricular activities in education units have developmental, social, recreational and career preparation functions. (Prof. Dr, Abudloh, S 2022). Wyckof stated that discipline is a teaching and learning process that leads to order and self-control. Disciplined behavior is created through a process of development through family, education and experience. (Nafis 2023). The long-term goal is the development of self-control and self-direction (Self control and self-direction), namely in terms of where children can direct themselves, without influence and control from outside. (Menkenalkan and Lokal 2019). According to the Big Indonesian Dictionary, extracurricular activities are activities outside the program written in the curriculum, such as leadership training and student development.

Extracurricular activities are activities carried out outside school hours which have been determined based on the applicable curriculum. Besides being carried out at school, this activity can also be carried out outside school in order to enrich and broaden knowledge and skills that have been learned from various subjects and the school curriculum. (Nafis 2023)

In developing a child's talents, several things need to be considered, namely: 1) attention, 2) motivation, 3) support, 4) knowledge, 5) practice, 6) rewards, 7) facilities, 8) environment, 9) cooperation and 10) good role models. A child's interest includes feelings of pleasure or interest in an object which makes a person pay attention to the object they like and have knowledge about an object. (Purnomo 2020) Developing children's talents requires proper attention, motivation, support and knowledge. Consistent practice, rewards and adequate facilities will help children hone their skills. A conducive environment, cooperation between various parties, and good role models also play an important role. Meanwhile, children's interest arises from feelings of pleasure and interest in an object, which become stronger along with the knowledge they have, thus supporting the development of their talents. Education has a very fundamental role in human life, not only as a means of acquiring knowledge but also as a vehicle for instilling noble values. Thus, education not only forms intellectual intelligence, but also builds character and morals in the order of human life.

Percy E. Burrup in his book "Modern High School Administration" expressed his opinion that extracurricular activities are: "Variously referred to as extracurricular, co-curricular, or out of school activities they are perhaps best described as extra class or simply student activities". Which means various activities, such as: extracurriculars, or activities outside of school. These activities are better described as student activities (Citra and Aidah 2024). The scope of extracurricular activities is in the form of activities that can support and support the intracurricular program, namely developing students' knowledge and reasoning abilities, developing skills through hobbies and interests as well as developing attitudes in intracurricular and co-curricular programs. (Nafis 2023) Types of extracurricular activities can be divided into two types, namely: ongoing or continuous extracurricular activities, namely types of extracurricular activities that are carried out continuously over a certain period. To complete a program of extracurricular activities usually takes a long time; and Extracurricular activities that are periodic or momentary, namely extracurricular activities that are carried out at certain times. (Ubaidah 2014)

There are many ways to shape students' character and morals in accordance with the guidance of Islam, one of which is extracurricular religion. Extracurricular activities are educational activities whose material is not included in the basic competencies or learning syllabus and are carried out outside class hours. This activity is carried out both inside school and outside school with the aim of expanding students' knowledge and insight in achieving educational goals (Ahdil Hafiz and Arditya Prayogi 2023). Human physical and spiritual behavior is created through moral *aqidah* education which aims to make humans balanced both inside and outside themselves. Attitudes or behavior that show obedience to rules are called discipline (Lailia, Ehwanudin, and Hayati 2024).

Previous researchers have studied Islamic Spiritual Extracurricular Efforts (Rohis) in Improving Students' Religious Attitudes at Ibnu Taimiyah Vocational School Pekanbaru, written by: Ali Noer, Syahraini Tambak Harun Rahman, the results of this research show that Islamic spiritual extracurricular efforts (Rohis) in improving

students' religious attitudes at Ibnu Taimiyah Vocational School Pekanbaru have increased at a high level (Noer, Tambak, and Rahman 2017).

Similar research was conducted by Wafi Ahdil Hafiz, Arditya Prayogi. The role of Islamic spiritual extracurricular organizations in instilling the values of Islamic religious education for vocational students in the research conducted. From the results of the study, it is clear that the role of Rohis extracurricular activities in instilling the values of Islamic religious education for students at SMKN 3 Tegal City is as a religious institution that develops insight into the Islamic religion, as a missionary institution that calls for goodness, and as a social institution that provides benefits to others. Meanwhile, the process of instilling these values is implemented in various spiritual activities. The factors that support the Rohis extracurricular in instilling the values of Islamic religious education for students are the existence of adequate infrastructure, support from school principals and teachers, and funding from the school. Meanwhile, the obstacles are schedule conflicts with other extracurriculars, lack of maximum management cadre formation for members, and boredom with activities (Ahdil Hafiz and Arditya Prayogi 2023).

Extracurricular activities have several functions in their implementation. Based on Minister of National Education Regulation no. 81A of 2013, the function of extracurricular activities in educational units has the functions of social development, recreation and career preparation. The development function is to develop students' potential talents and interests and the social function is to develop students' abilities and social responsibilities, while the recreational function is to develop a relaxed, encouraging and enjoyable atmosphere for students, while the career function is to develop students' career readiness in the future (Intan Oktaviani Agustina et al. 2023).

Religious extracurricular activities at MTS Al-Huda, such as reading and writing the Koran (BTQ), tahlil, and caring for corpses, play a role in improving students' religious discipline. As God says in QS. *Adz Dzariyaat*; 51 : 56 as follows: Meaning: *And I did not create jinn and humans except that they worship Me.*" BTQ teaches students to read and write the Koran, tahlil strengthens spirituality and solidarity, while caring for corpses fosters social awareness and reminds them of the afterlife. These three activities shape religious character and increase discipline in worship. The role of extracurricular mentor teachers is very important in guiding students with innovative and applicable methods. The approach used includes practical worship, interactive discussions, and ongoing evaluation to ensure students' understanding and application of worship. The teacher's role in developing students' talents and creativity is not only as a teacher in the classroom. The success of implementing educational programs in schools is determined by various factors, one of which includes the teacher's ability to carry out learning and teaching activities in a school (Wintara 2017)

However, in practice there are still some students who do not participate in carrying out extracurricular activities, such as being lazy about reading the Al-Qur'an because they are embarrassed and cannot read it well and correctly. based on the results of observations collected by researchers, namely: external factors, students are not orderly due to a lack of extracurricular supervisors to be able to coordinate the students so that there are still some students who escape the supervision of the guidance teacher. (Arif Rifai 2024)

However, further research is still needed to measure the contribution of extracurricular activities to students' understanding and practice of worship at MTs Al-Huda. This research aims to determine the role of religious extracurriculars in improving students' religious discipline. Can this affect students' religious discipline in

daily life? Apart from that, this research also seeks to identify factors that support or hinder students' success in practicing worship, as well as examining the role of extracurricular activities in forming their religious character. The results are expected to provide a comprehensive picture of the effectiveness of the integration of learning and extracurricular religious activities in shaping students' religious behavior. This research aims to analyze the role of religious extracurricular activities in improving students' religious discipline at MTs Al-Huda and identify supporting and inhibiting factors in their implementation. The educational aspect in human life has always existed, and is closely related to how humans obtain their knowledge.

METHOD

This research uses a descriptive qualitative approach, namely a method that aims to describe in detail and in depth social phenomena based on the data collected. Through a qualitative approach, researchers can understand how students, teachers and extracurricular supervisors view religious extracurricular activities and their impact on the implementation of worship in daily life (Waruwu 2023). In qualitative research the sampling technique used is *purposive sampling*. Purposive sampling is a technique for sampling data sources with certain considerations (Kurniawan, Anam Sutopo, and Minsih 2021). Qualitative data is obtained through various data collection techniques, for example interviews, document analysis and observation. (Afifah 2018). Participant observation in a symbolic-interactionist perspective uses more intense interactions with research subjects (Hasanah 2017). Interviews are a technique for extracting information through direct conversations between researchers and participants (Waruwu 2023). Documentation techniques are data collection methods used to collect information from various written sources or documents that are relevant to research (Rifa'i 2023).

Instruments are tools used to collect data in research (Waruwu 2023). Selection of the right instrument is very important to ensure that the data obtained is valid and reliable. This tool can be in the form of an interview guide, observation sheet or document analysis format (Alhamid 2019). In this research, the main tool or instrument for collecting data was the researcher himself by observing religious extracurricular activities at MTs Al-Huda Waway Karya. Apart from that, the researcher also interviewed the head of the curriculum, religious extracurricular supervisor, and students, in order to obtain information related to the problem being studied by the researcher.

Data reduction is carried out by summarizing and simplifying information obtained from journals. and for data analysis using data reduction. Data display and verification, namely by requiring compaction, identifying the main components, and emphasizing important parts while looking for themes and patterns and eliminating irrelevant information, then presenting the data can be done with a brief explanation, then drawing conclusions and validating the facts in an effort to answer the problem formulation. The main focus of this research is the role of religious extracurriculars in improving students' religious discipline at MTs Al-Huda Waway Karya. Data collected through observation, interviews, and documentation shows that religious extracurriculars at MTs Al-Huda, BTQ activities, tahlil, and caring for corpses, can shape students' religious discipline and religious character. Based on the results of research at MTs Al-Huda Waway Karya from October 2024 to February 2025, based on data verification carried out by researchers, it can be concluded that. Religious extracurricular coaches play an important role in student development, both socially,

motivating enthusiasm for learning, recreation and career preparation. Religious extracurriculars also broaden students' religious knowledge and skills inside and outside school. However, obstacles such as a lack of extracurricular supervisors in supervision mean that there are still some students who are overlooked, and low levels of student participation are still found, such as being lazy about reading and writing the Koran.

RESULTS AND DISCUSSION

1. Development Function

The development function is to develop students' potential talents and interests (Intan Oktaviani Agustina et al. 2023). Religious extracurricular activities play an important role in shaping students' character, especially in spiritual values and leadership (Citra and Aidah 2024). The school identifies student interests through observation and discussion, and ensures that extracurricular programs support the formation of religious character. Challenges such as time constraints and lack of student interest are overcome with interesting and relevant programs. Religious extracurricular activities are designed to deepen religious teachings through study, discussion and practice of worship. Programs such as BTQ, memorizing funeral prayers, and tahlil help develop student potential. Religious character is formed through routine activities such as grave visits and the practice of tahlil imams. Evaluation is carried out through observation, supervisor feedback, and student reflection.

Students take part in religious extracurricular activities to deepen their understanding of religion and apply spiritual values in their daily lives, because it suits their interests. This activity helps develop leadership, communication and empathy, and makes them more disciplined and confident. Through prayer routines and social responsibility, students learn discipline and cooperation. They also have the opportunity to lead tahlil during grave pilgrimages, which further motivates them to study harder. Based on the results and discussions, extracurricular activities function to develop students' potential, talents and interests, including in religious aspects. In practice, schools identify students' interests and adapt programs to shape religious character, despite challenges such as time constraints and lack of interest. Programs such as BTQ, memorizing funeral prayers, and tahlil are a means of religious learning that is in line with the theory that extracurriculars support the development of spiritual values. Evaluation is carried out through observation and reflection to ensure conformity between theory and practice.

2. The function of learning motivation

As for the function of learning motivation, according to the opinion of a figure named Ferdinand Foch, the most powerful weapon in the world is the burning human soul. So that motivation can defeat fear, laziness and defeat. (Prof. Dr, Abudloh, S 2022). Supervising teachers play an important role in building student enthusiasm through guidance, motivation and example. Religious extracurricular activities encourage positive changes, such as increasing student discipline and responsibility. Participation in this activity also helps increase enthusiasm for learning in class. The school supports it with a personal approach, strengthening positive values, and giving students opportunities to contribute actively. To raise students' enthusiasm, create a fun and respectful atmosphere, and involve them in planning. Less motivated students are supported with a positive approach and inspiring examples. Focus is given to long-term goals, strengthening life values, as well as small challenges with rewards.

As a result, students become more disciplined, responsible and enthusiastic in learning. Religious extracurricular activities increase enthusiasm for learning by instilling discipline and respect for the process. Students learn to face difficulties patiently and persistently. An activity schedule helps them be more organized in managing their study time. The motivation from this activity also has a positive impact on learning outcomes, especially in understanding religious material and focusing on other subjects. Based on the results obtained by the author, it can be concluded that, the theory of learning motivation states that a burning enthusiasm can defeat fear, laziness and defeat. In practice, research results show that teachers play a role in building student motivation through guidance and example, while religious extracurricular activities help increase discipline and responsibility. The school supports with a personal approach and a positive environment. As a result, students become more disciplined, organized and enthusiastic about learning, in line with the theory that strong motivation drives success.

3. Recreational function

The recreational function is that extracurricular activities are carried out in a relaxed, encouraging and enjoyable atmosphere so as to support the development process of students. (Yusuf 2017) Schools create a relaxed atmosphere in religious extracurricular activities with a friendly environment, inspiring mentors and interactive activities. This activity helps students balance academics and relaxation while deepening spiritual values. The program designed includes competitions, creative recitations and social service. A fun atmosphere also improves self-confidence, social skills, and relationships between students. Activities are designed to combine education and recreation through games, discussions and creative competitions, and involve students in planning. This activity creates a more lively and challenging school atmosphere, with recreational elements such as Islamic art and outdoor activities with religious nuances. Students responded positively, enthusiastically, and were more active, showing increased self-confidence and enthusiasm for learning. Religious extracurricular activities provide a relaxed and togetherness atmosphere, making school more fun with exciting activities such as educational games and creative competitions. The most entertaining moments are when playing or competing in groups, which also strengthens relationships between students. This activity helps reduce stress with a non-stressful atmosphere and provides space for socializing. Student enthusiasm is high because of interesting activities, friendly instructors, and fun learning methods.

Based on the results of the observations and interviews above, theory states that the recreational function in extracurricular activities aims to create a relaxed, encouraging and enjoyable atmosphere to support student development. The research results show that schools implement this concept by creating a friendly environment, interactive activities, and educational activities combined with recreation. Programs such as competitions, creative recitations and social services add to the excitement, while educational games and Islamic art strengthen the recreational aspect. Students responded with high enthusiasm, felt more confident, and experienced reduced stress. This shows that in practice, religious extracurricular activities successfully reflect the theory of recreational function by creating a pleasant atmosphere and supporting student development.

4. Career preparation function

The function of career preparation is that extracurricular activities function to develop students' career readiness through capacity development (Supiani, Muryati,

and Saefulloh 2020). This activity aims to instill discipline, responsibility and work ethics, familiarize students with praying on time and build strong character. The development includes time management, communication and leadership to form professionalism. Evaluation is carried out through monitoring, supervisor reports, and student reflection to measure the impact on discipline and career readiness. This activity develops discipline, responsibility and cooperation through event management, discussions and leadership simulations. Targeted competencies include communication, leadership, time management, and professional ethics. The impact is positive, increasing self-confidence, discipline and work ethic, and even inspiring some students to pursue careers in education or religion. This activity supports students' interest in education or religion by training leadership, responsibility and speaking skills. Students understand work ethics and professionalism through simulations and discussions. This experience also fostered interest in the field of community service and religious education because of its positive impact.

Based on the results of interviews and observations, theory states that the function of career preparation in extracurricular activities is to develop students' readiness through increasing capacity. The research results show that this activity was successful in instilling discipline, responsibility and work ethics, as well as developing skills such as communication, time management and leadership. Through event management, discussions, and leadership simulations, students learn professionalism and teamwork. The impact is positive, increasing self-confidence, work ethic, and interest in a career in education or religion. Thus, practice in the field is in accordance with the theory that extracurriculars play a role in preparing students to face the world of work.

DISCUSSION

Religious extracurricular activities have various important functions in student development, namely as a forum for potential development, learning motivation, recreation and career preparation. The development function helps students channel their talents and interests in the religious field through activities such as BTQ, memorizing funeral prayers, and practicing tahlil imams. The function of learning motivation is reflected in increasing student discipline and responsibility, which is supported by the role of the supervising teacher in providing motivation and guidance. The recreational function is realized through fun activities, such as competitions and creative recitations, which not only entertain but also strengthen social relations between students. Meanwhile, the career preparation function provides benefits in building students' professional character by instilling discipline, responsibility, communication and leadership. Thus, religious extracurricular activities not only deepen understanding of religion, but also have a broad impact on students' academic, social and career readiness aspects.

When compared with previous research which states that, the development function is to develop the potential talents and interests of students, these findings strengthen the research results (Intan Oktaviani Agustina et al. 2023). And other findings say that emphasizing religious extracurricular activities can play an important role in shaping students' religious character, especially in spiritual values and leadership (Citra and Aidah 2024). The findings of this research strengthen the results of previous research that religious extracurriculars play a role in developing students' potential.

Other research on learning motivation, motivation is very necessary to increase interest in learning and improve student achievement, (Harahap, Anjani, and Sabrina 2021). Motivation is very important in learning activities, because motivation encourages enthusiasm for learning and conversely a lack of motivation will weaken enthusiasm for learning. Motivation is an absolute requirement for learning; a student who studies without motivation (or lacks motivation) will not succeed optimally. (Suharni 2021). And this is reinforced by the role of the teacher. Supervising teachers play an important role in building student enthusiasm through guidance, motivation and example. (Arum, Sholehah, and Fatmawati 2021). This finding is consistent with previous research that religious extracurriculars can increase learning motivation through teacher guidance and a supportive environment.

Apart from that, findings regarding recreation state that the recreational function, namely extracurricular activities, is carried out in a relaxed, encouraging and enjoyable atmosphere so that it supports the development process of students (Yusuf 2017). Similar research says, the recreational function is carried out in a relaxed, encouraging and enjoyable atmosphere so that it supports the development process of students. Extracurricular activities must be able to make school life or atmosphere more challenging and more interesting for students (Emawati and Masyitah 2022). The research results support previous findings that the recreational aspect of extracurricular activities is important for creating an interesting and enjoyable learning environment.

Research on, Career preparation is the function of extracurricular activities to develop students' careers. Extracurricular activities aim to instill discipline, responsibility and work ethics, accustom students to worship on time and build strong character. . (School 2024). This is also in line with the discovery, which reinforces that essentially education is an effort and process of "humanizing humans", this statement contains the implication that without education humans will not become humans in the true sense, namely complete humans with all their functions, both physically and psychologically. (Cahyono and Iswati 2018). The development includes time management, communication and leadership to form professionalism. Evaluation is carried out through monitoring, supervisor reports, and student reflection to measure the impact on discipline and career readiness. This activity develops discipline, responsibility and cooperation through event management, discussions and leadership simulations. Targeted competencies include communication, leadership, time management, and professional ethics. Management according to the Islamic view is fair management (Emawati and Masyitah 2022). These findings are in line with previous research which emphasizes the role of extracurriculars in building students' professional character. Overall the researcher can conclude that this research not only strengthens the results of previous research, but also provides additional perspectives on how religious extracurricular activities contribute to students' academic, social, and professional development. This research adds a new perspective by showing how a personal approach from schools and supervising teachers can overcome the challenges of limited time and lack of student interest, which has not been widely discussed in previous research.

The main contribution of the findings of this research to the discussion is the emphasis on the role of religious extracurriculars not only as a means of religious education, but also as an effective medium in increasing learning motivation, psychological balance through recreational activities, and students' career readiness. These findings provide insight that the success of religious extracurricular activities

depends on attractive program design, a supportive environment, and the active role of teachers and schools in guiding and motivating students. In addition, the results of this research can be a basis for developing school policies in optimizing extracurricular activities as instruments for early character and professionalism education.

CONCLUSION

The function of developing extra-curricular activities is to develop students' abilities and creativity in accordance with students' potential, talents and interests. The function of learning motivation, according to the opinion of a figure named Ferdinand Foch, is that the most powerful weapon in the world is the human soul which burns fiercely. So that motivation can defeat fear, laziness and defeat. Recreational function, namely that extracurricular activities are carried out in a relaxed, encouraging and enjoyable atmosphere so as to support the student development process. The function of career preparation, namely that extracurricular activities function to develop students' career readiness through capacity development. Based on research conducted by researchers at MTs Al-Huda, it can be concluded that the role of religious extracurricular activities is effective in improving students' religious discipline. This finding is supported by observation data from interviews, where the data leads to changes in students through mentor teachers with religious extracurricular activities. Therefore, it is recommended for extracurricular supervisors to work together with subject teachers so that students in the learning process can achieve more optimal results.

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