

# THE EFFORT IN SHAPING THE CHARACTER OF STUDENTS THROUGH EXTRACURRICULAR ACTIVITIES: A STUDY FROM THE EDUCATIONAL MANAGEMENT SCIENCE PERSPECTIVE

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## Abstract :

This research aimed to describe efforts to build students' character through extracurricular activities in the perspective of educational management science at the Hidayatul Mubtadien Islamic boarding school, Bauh Gunung Sari Sekampung Udik Village, East Lampung city, Indonesia with a descriptive qualitative approach. The focus of the study in this study is how efforts to build students' character through extracurricular activities in the perspective of educational management science and analyze the supporting and inhibiting factors of the organization's activities. This research is based on the results of observations, interviews, and documentation at the research site. The results of the study found that character building was planned in a work program and neatly structured work system, then arranged in a complete and measurable division of tasks based on careful consideration and meeting results, then the work program was carried out in earnest to achieve the target. Achievement and superior character of the students, this activity are also controlled through work evaluations in meetings and direct assessments during extracurricular activities. The supporting factors for the success of forming the character of students through extracurricular activities are the activeness of the student administrators and member students in implementing the program, the provision of prizes for those who are disciplined and achievers, the existence of punishments for those who violate the rules, and the paradigm of students who learn to prepare themselves to take part in society. The inhibiting factors for the success of forming the character of students through extracurricular activities are the lack of facilities and infrastructure, unequal distribution of groups, busyness of students outside of extracurricular activities and the lack of preparation of students in extracurricular activities.

**Keywords :** *character building, extracurricular, education Management*

## Abstrak :

Penelitian ini berusaha menguraikan upaya pembentukan karakter santri melalui kegiatan ekstrakurikuler dalam perpektif ilmu manajemen pendidikan di pondok pesantren Hidayatul Mubtadien Bauh Gunung Sari Sekampung Udik Lampung Timur Indonesia dengan pendekatan kualitatif deskriptif. Fokus kajian dalam penelitian ini adalah bagaimana upaya pembentukan karakter santri melalui kegiatan ekstrakurikuler dalam perpektif ilmu manajemen pendidikan, dan menganalisis faktor pendukung dan penghambat kegiatan organisasi tersebut. Penelitian ini didasarkan pada hasil observasi, wawancara, dan dokumentasi di lokasi penelitian. Hasil penelitian ditemukan bahwa pembentukan karakter direncanakan dalam

suatu program kerja dan sistem tata kerja yang terstruktur rapih, kemudian diatur dalam suatu pengaturan pembagian tugas secara lengkap dan terukur berdasarkan pertimbangan yang matang dan hasil rapat, kemudian program kerja tersebut dilaksanakan dengan sungguh-sungguh untuk mencapai target prestasi dan karakter santri yang unggul, kegiatan ini juga dikontrol melalui evaluasi kerja dalam rapat dan penilaian secara langsung saat kegiatan ekstrakurikuler berlangsung. Pembentukan karakter santri secara makro merupakan wadah terbentuknya karakter santri yang berwenang sebagai pengurus kegiatan ekstrakurikuler dalam membentuk karakter santri dengan berbagai macam kegiatan. Pembentukan karakter santri secara mikro merupakan wadah terbentuknya karakter santri yang berperan sebagai anggota, para santri belajar bertanggung jawab melaksanakan tugas semaksimal mungkin agar mendapatkan hasil yang terbaik. Faktor pendukung keberhasilan pembentukan karakter santri melalui kegiatan ekstrakurikuler adalah keaktifan santri pengurus dan santri anggota dalam melaksanakan program, adanya pemberian hadiah bagi yang disiplin dan berprestasi, adanya hukuman bagi yang melanggar peraturan, dan paradigma santri yang belajar mempersiapkan diri untuk berkiprah di masyarakat. Adapun faktor penghambat keberhasilan pembentukan karakter santri melalui kegiatan ekstrakurikuler adalah minimnya sarana dan prasarana, pembagian kelompok yang tidak merata, kesibukan santri di luar kegiatan ekstrakurikuler dan kurangnya persiapan para santri dalam kegiatan ekstrakurikuler.

**Kata Kunci:** pembentukan karakter, ekstrakurikuler, manajemen pendidikan

## INTRODUCTION

As explained by Saptono, conceptually, the term character is understood in two camps of understanding, the first character is understood as a set of spiritual conditions in us that have been bestowed, thus it is a condition that we take for granted that we cannot change. The second definition is dynamic, a process that is desired by a person to perfect his humanity (Saptono, 2002). Apart from these differences, in fact we often see in several educational institutions which are currently making efforts to shape the character of their students. Even now, the Ministry of National Education is fully responsible for the implementation of the program "Education for Culture and National Character", as evidenced by the emergence of several curriculum designs that pay attention to the formation of student character. Now character education is structured in such a way, as explained by Mulyasa that the Education Unit Level Curriculum is developed by the education unit, school/regional potential, regional characteristics, socio-culture of the local community, and the characteristics of students. (Mulyasa, 2007) Then a new curriculum emerged, known as the 2013 curriculum which also glorifies character education. The learning process is based on efforts to master competence satisfactorily by paying attention to the characteristics of competency content where knowledge is complete. Cognitive and psychomotor skills are the ability to master content that can be trained. Meanwhile, attitude is the ability to master content which is more difficult to develop and requires an indirect educational process (Culture, 2015). The implementation of the above curriculum concepts, both KTSP and K13, is always based on binding rules, such as the requirement for Content Standards and Graduate Competency Standards, Core Competencies of Basic Competencies, and others. Theoretically, these concepts are in line with the Character Education Master Design theory. This design believes that the implementation of national character development can be realized through the education system (Soedarsono, 2009). These rules have clearly limited that it is as if structured character education can only be carried out by school or

madrassa institutions under the auspices of formal government institutions. Meanwhile, in non-formal and informal institutions, character education is only carried out in a perfunctory manner, without a clear concept and budget. However, it turns out that not all character education in non-formal institutions runs without a clear concept. For example, the Hidayatul Mubtadiien Islamic Boarding School, Udik Village, East Lampung, has carried out structured character education.

More than that, even this boarding school, with its extracurricular activities, can unite the different backgrounds of its students. Because in this institution the students are divided into several types, some are students and go to school outside the pesantren, some are students and work outside the pesantren to meet their needs independently, some are students and serve the Kyai and there are also students who only study diniyah at Madrasah Diniyah Hidayatul Mubtadiien, with different characters gathered together. From these various activities, it will be interesting extracurricular activities. The case in the cottage is very unique and interesting, because it is shaping the character of its students without the slightest knowledge or care about the curriculum concepts that are now glorified by the government. for this reason, the researcher considers it very important to conduct research on efforts to build the character of students through extracurricular education management science perspectives with the focus of the study of how efforts to build the character of students through extracurricular education management science perspectives, the process of building the character of students through extracurricular activities and what are the supporting and inhibiting factors of efforts to build the character of students through extracurricular activities.

## RESEARCH METHOD

Qualitative research can be defined as research that produces descriptive data on spoken and written words, and observable behavior of the people being studied (Suyanto, 2005). In this study, the author uses a qualitative descriptive approach to understand the phenomenon as a whole, which is then described (Amalia Solikhah & Herlisya, 2021; Destika, 2022; Herlisya & Wiratno, 2022; Laswanayah, 2021; Nurchurifiani, Nissa, & Febriyanti, 2021; Nurlaeli, 2021). The location of the research was carried out at the Hidayatul Mubtadiien Islamic Boarding School in Bauh Gunung Sari Village, Sekampung Udik District, East Lampung Regency, Lampung Province, State of Indonesia, the data sources for this research are the parties who need it, which consist of Pondok Leaders, Ustadz, and Santri and sources -Other sources that can provide information. Determining the focus of research, contacting research locations, arranging research and seminars, collecting data or information related to the focus of research and recording data, analyzing data, interpretation of data, checking the validity of data, and compiling research results and improving research results. Collecting data using the methods of observation, interviews, and documentation with the stages of finding problems through Literature Review.

## FINDINGS AND DISCUSSION

### Concept of Character, Extracurricular and Management

Literally character means mental or moral quality, reputation, while in terms of psychology character can be interpreted as a personality that is viewed from an ethical or moral point of view, for example, someone's honesty which usually has a connection with relatively fixed traits (Barnawi, 2012). In addition to this explanation, Muchlas Samani as an education expert also states that character is a unique and good value attached to behavior (Harianto, 2012). In the viewpoint of Micel Novak, a contemporary philosopher as quoted by Thomas Lickona, character is a compatible mixture of all the goodness identified by religious traditions, literary stories, wise people, and a collection of reasonable people in history (Lickona, 2012). Character building is in accordance with the fundamental education paradigm, which emphasizes the activity process as an element of education rather than merely pursuing achievement values (Arrohmatan, 2022).

From some of these opinions, it can be understood that character is a pattern, be it thoughts, attitudes, or actions, which are attached to a person very strongly and difficult to eliminate. Therefore, character education can also be called character building, because essentially every individual has their own potential that can be formed. The theory of character building in this study is the Character Education Master Design theory. This theory explains that the implementation of national character building can be realized through the education system. The education system is divided into two settings, namely the Macro Setting and the Micro Setting. The macro setting is national in nature, which includes the entire context of planning and implementing character value development involving all national education stakeholders. At the macro level, character education development can be divided into three stages, namely planning, implementation and evaluation of results. In the micro context, character education is centered on formal and non-formal education units holistically, micro character development is divided into four pillars, namely teaching and learning activities in the classroom, daily activities in the form of cultural development of formal and non-formal education units, extracurricular activities, and daily activities at home and society (National, 2015).

The character values that will be addressed in extracurricular activities are first Honest: mentally to state what it is, open, consistent between what is said and what is done, brave because it is right, trustworthy, and not cheating. Second Responsibility: Performing tasks wholeheartedly, working with a high work ethic, striving to achieve the best achievements, being able to control themselves and overcome stress, being self-disciplined, being accountable for the choices and decisions they make. Third, courageous: stand up for the truth even if only alone, do not care about negative peer pressure, fear of failure does not prevent him from doing something, not afraid to express his conscience even if there are those who disagree. Fourth, diligent: always do the best thing, like excellence, dare to take the risk of failure for a noble cause, firm discipline, can learn from mistakes and failures, try to achieve noble goals and think of long-term strategies to achieve them (Adisusilo, 2012). Danil Goleman as cited

by Sutarjo Adisusilo states that character education includes basic values, including Responsibility, Respect, Fairness, Courage, Honesty, Citizenship, Self-Discipline, Caring, and Perseverance. (Adisusilo, 2012) In addition, through extracurricular activities, students will learn to be critical and responsive to the material presented by the speakers who in fact convey studies on Islamic religious values (Arrohmatan, 2019).

Extracurricular basically comes from a series of two words, namely extra and curricular. According to language, the word extra means additional outside the official one, while the word curricular, means related to the curriculum. So that extra-curricular activities can be interpreted as additional activities outside those related to the curriculum (Department of Education and Culture, 1989). Zainal Aqib explains the definition in terms of extracurricular activities as activities carried out outside of face-to-face lesson hours, these activities are carried out inside and outside the school environment in order to expand knowledge, improve skills, and internalize religious values or rules as well as social norms, both local, national and global to form a complete person (Aqib, 2011). Extracurricular activities are carried out in a variety of ways including religious programs, professional training, student organizations, recreation and leisure, cultural activities, camp programs, and community programs (Mulyanto, 2004). These extracurricular activities contain certain useful values, including channeling interests and talents, learning motivation, loyalty to school, developing social attitudes, and developing a community image of the school (Sutrisna, 1991).

As for management according to George Terry in his book Principles of Management, namely a process that distinguishes planning, organizing, mobilizing, and supervising by utilizing both science and art in order to achieve predetermined goals, the management function consists of planning, organizing, leading, and controlling. According to Schermerhorn, there are four management functions, namely; planning, organizing, acting, and controlling (Terry, 2016).

### **Planning for Santri Character Building through Extracurricular Activities**

Planning the formation of santri character through extracurricular activities is divided into two types, namely the preparation of work programs and the management work system. The extracurricular work program of Hidyatul Muhtadien Islamic Boarding School is entirely by the chairman, with the assistance of other daily councils and also the plenary council through a neatly arranged management work system. The following is the extracurricular work program of Hidyatul Muhtadien Islamic Boarding School which researchers obtained from interviews with the leadership of the boarding school, namely participating in the success and helping the Hidyatul Muhtadien Islamic Boarding School program, maintaining and implementing the Articles of Association and Bylaws of the organization, creating and implementing a work calendar, making attendance books and permission cards, compiling rules, Develop work procedures, Activate and maximize members in extracurricular activities, Take action against residents who are not active in

activities, Create and activate delegation circulation between groups, Complete inventory and administration, Make mading and publish it, Directly control activities that run, Develop santri creativity in the fields of art, education and religion (Huda, 2022).

The following is the work system of the extracurricular management of Pondok Pesantren Hidayatul Mubtadiien, the Chairperson is in charge of leading and being responsible for the back and forth of the organization, determining the session or meeting with the approval of the Daily Council. Signing outgoing letters with the Secretary, Leading a session or meeting, Designing a work calendar, Coordinating the Shalawat Section. The secretary is in charge of organizing the overall administration, as minutes in the session, as an archivist and agendary, making letters and signing letters with the Chairperson, recording attendance in each session and coordinating the Education Section and Wall Magazine. The Treasurer is in charge of organizing the entry and exit of finances with the approval of the Chairperson, recording finances and reporting to the Chairperson, coordinating the Equipment Section, organizing finances and coordinating the Consumption and Reception Sections. The Education Section is in charge of registering festival participants, organizing and leading the event, preparing trophies and festival prizes. The Decoration and Documentation Section creates and organizes decorations during the event, documents events that are deemed necessary and submits them to the Secretary, stores and maintains decoration tools. The Consumption Section is in charge of organizing and serving consumption at each event and organizing and maintaining consumption equipment. The Accommodation Section is in charge of organizing and being responsible for equipment and tidying up equipment. The Public Relations Section is in charge of delivering invitations or letters from the Chairperson, as an informant for each event. The Guest Reception Section is in charge of receiving guests at every event, securing everything related to guest reception. The Wall Magazine Section is responsible for publishing the wall magazine every three weeks, trying and maximizing the contents of the madding. Sholawat Section is in charge of coordinating sholawat art activities, and taking care of Rebana tools. The Security Section is in charge of securing the event and participating in the success of the event. The General Assistance Section is in charge of assisting overall activities (Yukla, 2022).

### **Regulation of Santri's Character Building through Extracurricular Activities**

Regulation of Character Building Through Extracurricular Activities is divided into three parts, namely the board of trustees, the daily board, and the plenary board. The Board of Trustees of extracurricular activities at Hidayatul Mubtadiien Islamic Boarding School, namely the Protector by all caregivers consisting of four people Qiroatul Mahfudzah, Zainul Huda, Badrul Yukla and Ali Ikhrom, and assisted by the head of the cottage named Dwiki Septia Irawan accompanied by two advisors namely Arrohmatan and Siti Mar'atus Solehah. The daily board consists of a chairman named Agus Taufikul Fajar, secretary by Muhammad Broeri Aldian, and treasurers by Heni Zumrotul Aliyah, and Lailatul Azizah. The Plenary Council consists of the Education Section named

Muhammad Ubaidillah, Siti Ainun Mardiyah and Via Husnatun Ummah, Decoration and Documentation Section by Fachrul Khusyairi and Nela Arista, Consumption Section by Putru Arofatul Isti'annah and Lailatul Qodriyah, Equipment Section Achmad Rizki Zaki, Putri Aulia Salsabila, Roudhotul Jannah, and Dewi Murti Ningsih, Public Relations Section by Dwi Meliana, and Melly Safitri, Wall Magazine Section by Jeni Fatika and Anisah Lailatul Qoyyimah, Reception Section by Imam Taufiq and Syamsul Huda, Cleaning Section by Abie Mawahdi, Sholawat Section by Majui and Security Section by Agus Subagio (Ikhrom, 2022).

### **Implementation of Santri Character Building through Extracurricular Activities**

The implementation of Santri Character Building through Extracurricular Activities at Hidayatul Mubtadien Islamic Boarding School is divided into four types of activities, namely weekly routine activities, semester activities, annual activities and alternative activities. Weekly routine activities are the main core or main program of all other activities, because other activities both per semester, per year, and alternatives are strongly influenced by this weekly activity. This activity is carried out every Friday night, all students are required to take part in extracurricular activities which start at 19.30 and are carried out in the hall. The order of this activity begins with the preparation of a schedule of officers who will be on duty, when extracurricular activities begin, students are required to wear sarongs, long-sleeved white shirts and berkopiyah for men and white headscarves for women. In extracurricular activities, there is an arrangement of reading tahlil then reading Maulid Diba'iyah or Barzanji, followed by the host coming forward and reading the order of the program in the form of opening, recitation of the holy verse of the Qur'an, speech practice, appearance of talent interests, remarks, Maudzah khasanah, prayer and closing. Persemester activities are carried out per semester, this activity is called the Community Meeting.

The community meeting is an activity that contains festivals and religious recitation, while the types of festivals contested each semester are always different depending on the results of the management meeting. Annual activities are in the form of reforms in the replacement and inauguration of new administrators and seminars. The seminar is held in the middle of the odd semester while the inauguration of the new board is held in the even semester. Alternative activities or emergency activities are carried out if deemed necessary, for example participating in training, competitions outside the boarding school, attending training and so on (Fajar, 2022).

### **Evaluation of Santri's Character Building through Extracurricular Activities**

Evaluation of Santri Character Building through Extracurricular Activities is carried out in each activity, namely evaluation of weekly routine activities, evaluation of semester activities, evaluation of annual activities and evaluation of alternative activities. Evaluation of weekly activities is a direct control carried out by the management of the members on duty, the management ensures that the event must start at 19.00 western Indonesian time

until it is completed by the sound of a bell to go to the place of activity. Every santri must immediately rush to wear white long sleeves and black kopyah for men and white headscarves for women. After all the students gathered, they began to carry out the activities with enthusiasm.

Evaluation of semester activities or also called community meetings in the form of festivals, such as speech competitions, scientific orations, memorization of letters in the Qur'an, singing religious songs and others. Each performance is supervised and assessed by a jury to determine the score, then a winner is chosen based on the most, the winner of the festival is given a prize as motivation for the winner and other students who watch. Annual activities are seminars and management reform, seminar evaluation is carried out through pretests before activities and post tests after activities to determine the effectiveness of santri absorption of the material presented, evaluation of management reform is discussed in meetings before and after the reform event to find out the shortcomings of existing programs to be improved in the next activity. The evaluation for alternative activities is also discussed in meetings before and after the reform event to find out the shortcomings of existing programs to be improved in the next activity (Fajar, 2022).

### **The Process of Character Building Santri through Extracurricular**

Macro Santri Character Formation is a forum for the formation of the character of students who are authorized as administrators of extracurricular activities in shaping the character of students with various activities such as learning to organize to foster a spirit of responsibility both from the chairman, secretary, treasurer and other sections as stated in the work program and organizational work system. The students, when carrying out activities, will get their turn to get assignments, such as being a host, speech, tahlil and others, and at that time a student cannot refuse, for that as the responsibility of a student who gets the task must try as much as possible in order to get the best results.

Character building in core activities emphasizes discipline, responsibility, and mental attitude by encouraging assignments coordinated by extracurricular administrators. Character building in daily activities within the scope of the education unit is practical in a larger scope with a festival or competition system, this activity does not think about winning or losing, the important thing is that students dare to come forward and show their best. Character building in seminar activities can provide knowledge, skills, and training for students. Character building in community-based daily activities is the provision of knowledge and skills for students when mingling in the community such as being a host, reading the Qur'an, chanting sholawat and so on (Habibah, 2022).

### **Supporting and Inhibiting Factors for Character Building of Santri through Extracurricular Activities**

The supporting factors for the formation of santri character through extracurricular activities are divided into technical and non-technical factors. The first technical factor that supports the formation of santri character through extracurricular activities is the supervision and guidance of seniors, when the

activity takes place the students become enthusiastic if seniors are present to guide, the second is the existence of punishment for students who violate the rules, the third is the provision of prizes for students who excel. Non-technical factors that support the formation of santri character through extracurricular activities, the first is the ideology of the santri in order to prepare the santri to take part in the community later, the second is the enthusiastic response of the santri both in the weekly agenda and when the festival event takes place, the enthusiasm of the santri is realized by trying to compete with the competition participants so that it can provide additional enthusiasm and challenges for the residents on duty (Huda, 2022).

Factors inhibiting the formation of santri character through extracurricular activities are divided into technical and non-technical factors. The first technical factor that hinders the formation of santri character through extracurricular activities is the lack of facilities and infrastructure such as low computer specifications, uncomfortable offices, loudspeakers that are not clear, lights that are not bright, and others, secondly, the lack of equal distribution of senior santri personnel in each group, this problem causes junior santri to be confused in consulting, seeking guidance and learning to carry out their duties. Non-technical factors that hinder the formation of santri character through extracurricular activities are the individual busyness of the students, this causes the students to be too tired and less enthusiastic in the activities, secondly, the lack of preparation of the students in extracurricular activities so that sometimes the activities that take place are not optimal (Yukla, 2022).

## CONCLUSION

The formation of santri character through extracurricular activities at Hidayatul Mubtadien Islamic Boarding School is planned in a work program and a neatly structured work system, then arranged in a complete and measurable task distribution arrangement based on careful consideration and meeting results, then the work program is carried out seriously to achieve the target achievement and superior santri character, this activity is also controlled through work evaluation in meetings and direct assessment when extracurricular activities take place.

Macro formation of santri character is a forum for the formation of the character of students who are authorized as administrators of extracurricular activities in shaping the character of students with various activities such as learning to organize to foster a spirit of responsibility both from the chairman, secretary, treasurer and other sections as stated in the work program and organizational work system. The students, when carrying out activities, will get their turn to get assignments, such as being a host, speech, tahlil and others, and at that time a student cannot refuse, for that as the responsibility of a student who gets the task must try as much as possible in order to get the best results.

Character building in core activities emphasizes discipline, responsibility, and mental attitude by encouraging assignments coordinated by extracurricular administrators. Character building in daily activities within the scope of the education unit is practical in a larger scope with a festival or competition system, this activity does not think about winning or losing, the important thing is that students dare to come forward and show their best. Character building in seminar activities can provide knowledge, skills, and training for students. Character building in community-based daily activities is the provision of knowledge and skills for students when mingling in the community such as being a host, reading Al qur'an, chanting sholawat and so on. The supporting factors for the success of santri character formation through extracurricular activities are the activeness of santri administrators and santri members in implementing the program, the provision of prizes for those who are disciplined and have achievements, the punishment for those who violate the rules, and the paradigm of santri who learn to prepare themselves to take part in society. The inhibiting factors for the success of santri character building through extracurricular activities are the lack of facilities and infrastructure, the uneven division of groups, the busyness of students outside extracurricular activities and the lack of preparation of students in extracurricular activities.

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