

IMPLEMENTATION OF EXTRACURRICULAR CURRICULUM IN INSTILLING CHARACTER EDUCATION IN MIS PASAR BILAH LABUHANBATU UTARA

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Abstract

Character education in Indonesia is an important aspect of the education system, especially in shaping a generation that is not only intellectually intelligent but also has noble character. This study aims to analyze the implementation of the extracurricular curriculum in instilling character education at MIS Pasar Bilah, North Labuhanbatu. This study uses a qualitative approach with a phenomenological method to explore the experiences and perceptions of teachers, students, and the principal regarding the extracurricular curriculum implemented at the school. Data collection techniques were carried out through observation, interviews, and documentation studies. Data were analyzed using the Miles and Huberman analysis technique, with triangulation and member checking as techniques to guarantee data validity. The results of the study indicate that the extracurricular curriculum at MIS Pasar Bilah, which includes scouting, sports, and religious activities, plays a significant role in instilling character values such as discipline, responsibility, and cooperation among students. However, the main challenges faced are limited time and students' motivation to actively participate. This study also found that support from the school, teacher commitment, and parental involvement are crucial for the successful implementation of the character education program. The implications of this research provide insights for the development of extracurricular curricula in madrasas, particularly in improving the effectiveness of extracurricular activities as a means of character education. This research is expected to serve as a reference for other schools in strengthening character education through extracurricular activities.

Keywords: Implementation, Curriculum, Extracurricular, Character Education.

Abstrak

Pendidikan karakter di Indonesia merupakan aspek penting dari sistem pendidikan, terutama dalam membentuk generasi yang tidak hanya cerdas secara intelektual tetapi juga berkarakter mulia. Penelitian ini bertujuan untuk menganalisis implementasi kurikulum ekstrakurikuler dalam menanamkan pendidikan karakter di MIS Pasar Bilah, Labuhanbatu Utara. Penelitian ini menggunakan pendekatan kualitatif dengan metode fenomenologi untuk mengeksplorasi pengalaman dan persepsi guru, siswa, dan kepala sekolah mengenai kurikulum ekstrakurikuler yang diterapkan di sekolah tersebut. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan studi dokumentasi. Data dianalisis menggunakan teknik analisis Miles dan Huberman, dengan triangulasi dan pengecekan anggota sebagai teknik untuk menjamin validitas data. Hasil penelitian menunjukkan bahwa kurikulum ekstrakurikuler di MIS Pasar Bilah, yang meliputi kepramukaan, olahraga, dan kegiatan keagamaan, memainkan peran penting dalam menanamkan nilai-nilai karakter seperti disiplin, tanggung jawab, dan kerja sama di antara siswa. Namun, tantangan utama yang dihadapi adalah keterbatasan waktu dan motivasi siswa untuk berpartisipasi aktif. Studi ini juga menemukan bahwa dukungan dari sekolah, komitmen guru, dan keterlibatan orang tua sangat penting untuk keberhasilan implementasi program pendidikan karakter.

Kata kunci: Implementasi, Kurikulum, Ekstrakurikuler, Pendidikan Karakter.



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INTRODUCTION

Islamic education in particular is physical and spiritual guidance based on the principles of Islamic teachings.¹ The Islamic education curriculum is an important aspect in forming a generation that excels in academics and has a deep understanding of religion and noble morals.² Character education is one of the main pillars in Indonesia's national education system, especially in forming a young generation with noble and responsible morals.³ In the context of Pasar Bilah Private Elementary School (MIS) in North Labuhanbatu Regency, the implementation of an extracurricular curriculum plays a strategic role in instilling character values in students. However, the extent to which this extracurricular curriculum is effective in shaping student character in this environment still requires in-depth study.

North Labuhanbatu, as a predominantly Muslim area, faces the challenge of developing students who are not only intellectually intelligent but also possess good morals. MIS Pasar Bilah, as an Islamic elementary school, is expected to address this challenge through a curriculum that focuses not only on academics but also on character development. However, the implementation of an effective extracurricular curriculum in instilling character education in this school has not been widely studied, making it important to examine the extent to which such a curriculum can contribute to student character development.

Character education is an effort to shape students into individuals with strong moral values, such as honesty, responsibility, and respect. Extracurricular curriculum, as part of non-formal education, has great potential to instill these values through practical and applicable activities. Extracurricular activities can be an effective vehicle for internalizing character values due to their more flexible nature and the possibility of more intense social interaction.⁴

This study aims to analyze the implementation of the extracurricular curriculum in instilling character education at MIS Pasar Bilah. It then identifies supporting and inhibiting factors in the implementation of the extracurricular curriculum. It also provides strategic recommendations to improve the effectiveness of the extracurricular curriculum in developing student character.

Some previous studies relevant to this topic include Warnida's research in her research at SMP Letjen Jamin Ginting Berastagi which showed that the implementation of character education

¹ Mursal Aziz, *Berkah 90 Tahun Al-Ittihadiyah: Kontribusi Al-Ittihadiyah Dalam Pendidikan Islam Mewujudkan Visi Keumatan* (Haura Utama, 2025).

² M. Aziz et al., "Implementation of the Islamic Education Curriculum and Learning Materials for Early Childhood in the North Labuhanbatu An-Nur Playgroup," *Eduprof: Islamic Education Journal* 7, no. 1 (2025), <https://doi.org/10.47453/eduprof.v7i1.287>.

³ Ana Warnida, "Implementasi Pendidikan Karakter Melalui Kurikulum Dan Kegiatan Ekstrakurikuler Di SMP Letjen Jamin Ginting Berastagi," *Jurnal Kualitas Pendidikan* 2, no. 2 (2024): 338–42.

⁴ Mursal Aziz. et al., *Ekstrakurikuler PAI (Pendidikan Agama Islam): Dari Membaca Alquran Sampai Menulis Kaligrafi*, in *Media Madani* (Media Madani, 2020).

through the curriculum and extracurricular activities had a positive impact on students' moral and social development.⁵ Research by Yazri at SMP Negeri 12, Gorontalo City showed that active participation in extracurricular activities contributed significantly to strengthening students' character education, with a coefficient of determination of 54.4%.⁶ Anton & Muhammad's research analyzed the implementation of character education in Islamic extracurricular activities in schools, highlighting the importance of integrating religious values in the formation of students' character.⁷

From these studies, it can be concluded that a well-designed and consistently implemented extracurricular curriculum can be an effective means of instilling character education in students. However, local contexts such as culture, resources, and school policies must be considered in its implementation.

This study differs significantly from previous research. First, it focuses on the Pasar Bilah MIS, which has its own characteristics and challenges in implementing the extracurricular curriculum. Second, this study not only analyzes curriculum implementation but also identifies supporting and inhibiting factors that influence its effectiveness. Third, this study provides data-driven strategic recommendations for improving the quality of character education within the school.

The contributions of this study include providing an in-depth understanding of the implementation of the extracurricular curriculum in instilling character education at MIS Pasar Bilah. In addition, it identifies factors that influence the success or failure of the curriculum implementation. It provides practical recommendations for school administrators, teachers, and extracurricular instructors to improve the effectiveness of the curriculum in shaping student character. It serves as a reference for further research in the field of character education, especially at the elementary madrasah level. Thus, this study is expected to provide a real contribution in efforts to improve the quality of character education at MIS Pasar Bilah, as well as become a model for other schools in the surrounding area in implementing an effective extracurricular curriculum.

RESEARCH METHODS

This study employed a qualitative, phenomenological approach. This approach was chosen to delve deeper into the experiences, perceptions, and meanings provided by relevant parties, such as teachers, students, and the principal, regarding the implementation of the extracurricular

⁵ Warnida, "Implementasi Pendidikan Karakter Melalui Kurikulum Dan Kegiatan Ekstrakurikuler Di SMP Letjen Jamin Ginting Berastagi."

⁶ Inda Yuliana Ngabito et al., "Pengaruh Kegiatan Ekstrakurikuler Terhadap Pendidikan Karakter Siswa Kelas VII SMPN 12 Gorontalo," *JUPSI Jurnal Pendidikan Sosial Indonesia* 3, no. 1 (2025): 12–22, <https://doi.org/10.62238/jupsi.v3i1.188>.

⁷ Anton and Asif Maulana Muhammad, "Implementasi Pendidikan Karakter Dalam Kegiatan Ekstrakurikuler Islami," *Media Akademik* 3, no. 1 (2025): 3031–5220.

curriculum in instilling character education at MIS Pasar Bilah. The phenomenological approach allows researchers to understand the phenomena that occur directly from the perspective of the participants, thus providing a deeper understanding of the context of the problem being studied.

This research was conducted at MIS Pasar Bilah, North Labuhanbatu. The research location was chosen based on the consideration that this school implements an extracurricular curriculum that has the potential to instill character education in students. Furthermore, this location is also relevant for this research because there is little research examining the implementation of extracurricular curriculum in elementary madrasas in the area. Therefore, it is hoped that this research can contribute to the development of character education at MIS Pasar Bilah and the surrounding area.

The data sources in this study consist of primary and secondary data. Primary data were obtained from informants directly involved in extracurricular activities at MIS Pasar Bilah, such as the principal, extracurricular teachers, and students participating in extracurricular activities. Secondary data were obtained from documents relevant to this study, such as the extracurricular curriculum, activity reports, and the results of character learning evaluations conducted by the school.

The data collection techniques used in this study included observation, interviews, and documentation studies. Observations were conducted to directly observe the implementation of extracurricular activities and the interactions between teachers and students in the character-building process. Interviews were conducted with the principal, teachers, and several students to gain in-depth information regarding the understanding, experiences, and challenges in implementing the extracurricular curriculum. Documentation studies were conducted by reviewing various documents related to the extracurricular curriculum and the evaluation of character education conducted by the school.

Data obtained from various sources will be analyzed using data analysis techniques from Miles and Huberman. The analysis process consists of three main stages, namely: Data Collection; Collecting data through observation, interviews, and documentation studies. Data Reduction; Filtering and selecting relevant data to answer the research questions. Data Presentation and Conclusion Drawing; Organizing the reduced data into relevant themes to produce a deeper understanding of the phenomenon being studied.

To ensure data validity, this study employed triangulation and member checking techniques. Triangulation was conducted by comparing data obtained from various sources (interviews, observations, and documentation) to ensure data consistency and credibility. Member checking was conducted by soliciting feedback from informants (such as principals and teachers) on the results of the data analysis to ensure that the researcher's interpretations align with their

experiences and perceptions. By using these techniques, it is hoped that this study will produce valid and reliable findings.

RESULTS AND DISCUSSION

This study aims to analyze the implementation of the extracurricular curriculum in instilling character education at MIS Pasar Bilah, North Labuhanbatu. Based on data obtained through observation, interviews, and documentation studies, it can be concluded that the extracurricular curriculum at this school has a significant impact on instilling character values in students. However, several supporting and inhibiting factors influence the effectiveness of its implementation.

Extracurricular Learning Objectives at MIS Pasar Bilah

The extracurricular learning objectives at MIS Pasar Bilah North Labuhanbatu are focused on developing students' character, not only intellectually intelligent but also noble and religious. One of the primary goals is for children to know their God, Allah SWT, and to use the Quran and Hadith as their guides in life. In this regard, the school strives to instill religious values as a foundation in daily life, which is expected to shape students with good morals.

Furthermore, another goal is to foster children's interest in learning and foster a strong sense of curiosity. For example, by introducing various disciplines and providing a fun learning approach, it is hoped that children will develop their potential and become a creative, intelligent, and high-achieving generation. This is especially relevant given the current decline in morals and ethics among children.

As part of its educational objectives, the school also emphasizes the importance of fostering a love for the Quran and Hadith. In this modern era, it is crucial for children to maintain a strong connection with the religious teachings and life guidelines contained in the holy books, the Quran and Hadith. Building good character and a love for religion is expected to positively impact students' moral development. This is also supported by a learning approach based on religious values and various activities that lead to religious learning.⁸

The importance of character building through religious instruction was explained by a school principal: "We focus on character building through the Quran and Hadith, as these are the main foundations of students' lives. By studying both, we believe students will have a strong foundation in life."

⁸ Mursal Aziz & Zulkipli Nasution, *Strategi & Materi Pembelajaran Al-Qur'an Hadis: Upaya Mewujudkan Pendidikan Agama Islam Yang Religius*, in *Pena Persada* (Pena Persada, 2021).

The goal of extracurricular learning is to help students develop their full potential, particularly in non-academic areas such as personality, social skills, and character values. Extracurricular activities provide a space for students to express their interests and talents outside of core subjects, as well as develop skills such as leadership, cooperation, discipline, and responsibility. Through hands-on experience and active involvement in specific activities, students learn to face challenges, work in teams, and take on roles within the school community.⁹

Extracurricular learning also aims to strengthen character education, which classroom learning cannot always achieve. By engaging in planned and guided activities, students can internalize moral and social values that are important in everyday life. For example, religious activities can instill spiritual values, while social activities can foster concern for the environment and others. Thus, extracurricular activities play a vital role in shaping students into individuals who are not only intellectually intelligent but also emotionally and morally mature.

Implementation of Extracurricular Curriculum

The extracurricular curriculum at MIS Pasar Bilah consists of various activities, including scouting, sports, and religious activities such as religious study and group prayer. These activities are designed not only to develop students' social and physical skills but also to strengthen their character. According to one of the extracurricular teachers, "Scouts and sports activities not only foster discipline, but also teach students to respect each other and work together as a team. This is crucial for building their character."

The process of implementing the extracurricular curriculum begins with planning involving the principal, the supervising teacher, and several students. Most activities take place outside of class hours, but they are integrated with formal lessons through the teaching of character values. One principal explained, "We consider extracurricular activities an integral part of character education. Therefore, even though we have a busy schedule, we always make time for these activities."

The school also offers a variety of extracurricular activities to support these learning objectives. Some of the extracurricular activities offered include:

1. Prayer Service. This activity aims to teach students the importance of worship in daily life and to foster good habits from an early age. By providing a space for students to learn about prayer and perform it regularly, the school hopes that students will develop discipline and a spiritual closeness with Allah SWT.

⁹ Silvia Salsabila et al., "Pengaruh Ekstrakurikuler Tahfidz Dalam Pembentukan Karakter Religius Siswa SDN Glagahsari 1 Sukorejo Pausuruan," *Jurnal Intelektualita: Keislaman, Sosial Dan Sains* 13, no. 1 (2024): 159–71, <https://doi.org/10.19109/intelektualita.v13i1.22934>.

2. Studying the Quran and Hadith. This activity is also part of the extracurricular curriculum to deepen students' understanding of Islamic teachings. Students are taught not only to read but also to understand and apply the values contained in the Quran and Hadith in their daily lives.
3. Arts and Culture, such as Dance. As part of developing students' talents and interests, schools provide arts and culture activities that help students express their creativity. While these activities focus on the arts, they still emphasize moral and ethical values.
4. Unearthing Students' Talents. This activity aims to identify and develop students' potential in various fields, such as the arts, sports, or other activities they are interested in. This is expected to encourage students to hone their skills and become more confident.

Activities such as congregational prayer practice, short surah memorization, scouting, Islamic arts, and environmental cleanliness are part of the school's program. The supervising teacher or homeroom teacher plays an active role in planning, guiding, and evaluating activities to achieve the goals of developing noble character, discipline, and responsibility. These activities are typically held periodically outside of core class hours, using a fun and contextual approach to actively engage students and facilitate internalization of the values instilled.¹⁰ The implementation of the extracurricular curriculum in Madrasah Ibtidaiyah is carried out by integrating activities that support the strengthening of Islamic values, character, and basic skills of students according to their age development level.

Parental Support for Extracurricular Activities

Parental support for these extracurricular activities is significant. Many parents expressed their gratitude and support for the school's provision of such positive activities for their children. One parent said, "We strongly support the extracurricular activities at this school because we know that by participating in them, our children will not only learn academically but also develop important character values."

Parents recognize that these activities can help their children avoid bad habits like excessive screen time or staying at home. Having positive activities at school provides parents with peace of mind that their children are developing in a meaningful way.

Parental support for extracurricular activities at Islamic elementary schools is crucial because it directly impacts children's participation and enthusiasm for learning. This support can

¹⁰ Mursal Aziz et al., "Administrasi Manajemen Kurikulum Intrakurikuler Dan Ekstrakurikuler Dalam Menanamkan Karakter Siswa Di SD Al-Ittihadiyah Laut Dendang," *Administraus* 8, no. 2 (2024): 1–18, <https://doi.org/10.56662/administraus.v8i2.216>.

include giving permission and encouragement for children to participate, providing necessary equipment, and even making time to attend or participate in specific activities involving the family.¹¹ When parents show interest and concern in their children's activities outside of class, children tend to be more confident and motivated to actively and responsibly participate. Furthermore, good communication between parents and teachers helps schools tailor extracurricular activities to students' needs and circumstances, enabling programs to run more optimally and positively impact children's character development.

Supporting and Inhibiting Factors

The implementation of the extracurricular curriculum at MIS Pasar Bilah was successful. However, several supporting and inhibiting factors influenced its success. One key contributing factor was the teachers' commitment to implementing character education in every aspect of extracurricular activities. One teacher said, "We always remind students that every extracurricular activity is an opportunity to instill values such as honesty, discipline, and responsibility. This is crucial for their character development."

Furthermore, school support in the form of resources, both time and facilities, also plays a significant role in the successful implementation of the extracurricular curriculum. The principal stated, "We strive to provide the best facilities for extracurricular activities, although we understand financial challenges remain a barrier. We are always looking for ways to achieve this."

However, there are several obstacles that need to be overcome, one of which is time constraints. As a school with a busy schedule, time for extracurricular activities is often limited. A teacher supervising extracurricular activities explained, "Sometimes, we are forced to cut back on practice time because other activities are more important. This is certainly a challenge, but we still try to maximize every opportunity."

Furthermore, another challenge comes from students who sometimes lack motivation to participate in extracurricular activities. An interview with one student revealed, "Sometimes I feel bored with scouting, especially when I have a lot of homework. But I realize it's for my own good."

Character education implemented through extracurricular activities has a significant impact on student character development. Social and practical activities, such as scouting and sports, allow students to learn character values through direct experience.¹² This opinion is in line with the

¹¹ Mardan Umar et al., "Implementasi Pendidikan Karakter Berbasis Moderasi Beragama Pada Jenjang Pendidikan Anak Usia Dini," *EDUKASI: Jurnal Penelitian Pendidikan Agama Dan Keagamaan* 19, no. 1 (2021): 101–11, <https://doi.org/10.32729/edukasi.v19i1.798>.

¹² Lalu Rusmin Nuryadi et al., "Internalisasi Nilai-Nilai Spiritual Dalam Membentuk Karakter Siswa Melalui Program Tahfidzul Qur'an," *Educatio* 18, no. 2 (2024): 211–22, <https://doi.org/10.29408/edc.v18i2.24996>.

findings of this study, where extracurricular activities at MIS Pasar Bilah not only develop students' physical skills, but also strengthen values such as discipline, responsibility, and cooperation.

The challenges faced by MIS Pasar Bilah related to limited time for extracurricular activities indicate that contextual factors such as school culture and time policies need to be considered in extracurricular curriculum planning. This is consistent with research conducted by Warnida, which showed that the successful implementation of character education through extracurricular activities is greatly influenced by school policy support and effective time management.¹³

Furthermore, the challenge of student motivation in participating in extracurricular activities reflects the important role of teachers and parents in guiding and motivating students to actively participate in these activities. The success of character education depends heavily on collaboration between schools, families, and the community. At MIS Pasar Bilah, despite the school's efforts to motivate students, the role of parents in supporting extracurricular activities is crucial to ensuring the success of character education.

Character Education from the Perspective of the Qur'an

The Qur'an is a true guide, and its truth can be proven.¹⁴ Believing in the Qur'an as a source of guidance that brings light and contains absolute truth.¹⁵ The Qur'an is the main source for obtaining guidance and guidance for life that is in line with the truth.¹⁶ The Koran, as a holy book, is a source of inspiration and guidance for life for Muslims.¹⁷

The contents of the Qur'an contain lessons, wisdom, and inspiration that can be implemented in daily life as well as in Islamic education.¹⁸ Studying the Qur'an is very important, both in learning activities that are integrated into the curriculum and those that are extracurricular.¹⁹ Thus, the subject of the Qur'an is part of Islamic Religious Education which aims to equip students to explore and understand Islamic teachings.²⁰

¹³ Warnida, "Implementasi Pendidikan Karakter Melalui Kurikulum Dan Kegiatan Ekstrakurikuler Di SMP Letjen Jamin Ginting Berastagi."

¹⁴ Mursal Aziz & Zulkipli Nasution, *Al-Qur'an: Sumber Wawasan Pendidikan Dan Sains Teknologi* (Widya Puspita, 2019).

¹⁵ Mursal Aziz, *Pendidikan Agama Islam: Memaknai Pesan-Pesan Alquran* (Sarnu Untung, 2020).

¹⁶ Mursal & Zulkipli Nasution Aziz, *Metode Pembelajaran Baca Tulis Al-Qur'an: Memaksimalkan Pendidikan Islam Melalui Al-Qur'an* (Pusdikra MJ, 2020).

¹⁷ Mursal Aziz, *Materi Pembelajaran Aksara Arab Melayu & Tahfizhul Qur'an Juz 30* (Ahlimedia Press, 2022).

¹⁸ Mursal Aziz & M. Hasbie Asshiddiqi, *Inspirasi Kisah Alquran: Nilai Pendidikan Islam Dari Kisah Keluarga Nabi Adam as, Dan Nabi Ibrahim As.* (FAM Publishing, 2020).

¹⁹ Mursal Aziz. et al., *Ekstrakurikuler PAI (Pendidikan Agama Islam): Dari Membaca Alquran Sampai Menulis Kaligrafi.*

²⁰ Mursal Aziz & Zulkipli Nasution, *Strategi & Materi Pembelajaran Al-Qur'an Hadis: Upaya Mewujudkan Pendidikan Agama Islam Yang Religius.*

Character education, from a Quranic perspective, is a crucial part of developing a complete human being, both spiritually, morally, and socially. The Quran serves not only as a source of law but also as a guide to morals and personality development. Character education in the Quran is aimed at developing individuals who are faithful, pious, have noble morals, and are responsible toward themselves, others, and their environment.

The Qur'an emphasizes the importance of character development from an early age, starting from cultivating monotheism, honesty, patience, trustworthiness and responsibility. These values are instilled through the stories of the prophets and direct commands in His verses. For example, in QS. Luqman verses 13–19, we can see how Luqman educates his children not to associate partners with Allah, to be filial to their parents, to uphold prayers, to do good deeds, to be humble and not to be arrogant. These verses describe the character education process as a whole: including human relationships with God, with fellow humans, and with themselves.

Furthermore, values such as honesty and justice are emphasized in Surah Al-Baqarah: 42 and Surah An-Nahl: 90. The Quran commands humans to be honest and just, and to avoid all forms of injustice. These character traits are not only personal but also have social implications, as they form the foundation of a harmonious community.

Character education, according to the Quran, is not merely moral knowledge, but the formation of morals rooted in faith. According to the Quran, character is born from a heart that is submissive to divine values and is manifested in consistent behavior in daily life.²¹ Education that integrates Qur'anic values will shape a generation that is not only intellectually intelligent, but also morally and spiritually resilient.

The Important Role of Extracurricular Curriculum in Instilling Character Education

Extracurricular activities play a crucial role in instilling character education because they provide students with opportunities to directly experience and practice values. Unlike classroom learning, which emphasizes cognitive aspects, extracurricular activities allow students to develop affective and psychomotor skills, which are essential for character formation. Through activities such as scouting, religious activities, sports, or the arts, students are trained to be disciplined, honest, responsible, cooperative, and empathetic toward others.²²

These character values are not only taught but also truly lived by students in real-life activities. When students work in teams, follow rules, solve problems together, or serve the community through social activities, that's where the internalization of character occurs. A well-

²¹ Anie Rohaeni, "Nilai-Nilai Pendidikan Al-Qur'an Dalam Pembentukan Karakter Islami," *JSIM: Jurnal Ilmu Sosial Dan Pendidikan* 5, no. 5 (2023): 1–23.

²² Aziz et al., "Administrasi Manajemen Kurikulum Intrakurikuler Dan Ekstrakurikuler Dalam Menanamkan Karakter Siswa Di SD Al-Ittihadiyah Laut Dendang."

planned and directed extracurricular curriculum will guide this process more effectively, as each activity is designed not simply for entertainment or filling free time, but rather as a means of developing students' personalities and moral values.²³

The role of the supervising teacher is also crucial. They not only serve as coaches but also as role models and facilitators of the values they wish to instill. Furthermore, regular assessments of student character in extracurricular activities are necessary to ensure measurable and sustainable development outcomes. Therefore, the extracurricular curriculum does not stand alone but rather forms a vital part of a comprehensive character education strategy within the school.

Extracurricular activities play a crucial role in instilling character education in Islamic elementary schools (Madrasah Ibtidaiyah) because they provide students with opportunities to learn moral and social values through hands-on experiences. During elementary school, children are developing their personalities, so activities such as scouting, religious practice, Islamic arts, and school cleanliness activities are effective ways to cultivate responsibility, discipline, cooperation, and honesty.

A well-designed extracurricular curriculum will help students internalize character values not only through theory but also through enjoyable, developmentally appropriate practices. With teacher guidance and parental support, these activities not only enrich students' learning experiences but also form the foundation of positive morals and attitudes that they will carry into their daily lives.²⁴

This study has several unique features that distinguish it from previous research. First, it specifically examines the implementation of extracurricular curriculum in private Islamic elementary schools (MIS), which have received little attention in character education research. Most previous studies have focused on public schools or schools with more formal curricula.

Second, this study not only explores aspects of extracurricular activities but also analyzes the factors influencing the success or failure of extracurricular curriculum implementation. Previous research has tended to solely assess the impact of extracurricular activities without considering the context and influencing factors.

Third, this study provides practical recommendations that can be applied to other schools, especially those in areas with limited resources. Considering time and resource constraints, the recommendations focus on more efficient time management and increasing student motivation to be more active in extracurricular activities.

²³ Muaddyl Akhyar et al., "Implementasi Pendidikan Karakter Anak Usia Dini Melalui Pembelajaran Al-Qur'an Di Sd It Karakter Anak Shaleh Kota Padang," *Jurnal Bilqolam Pendidikan Islam* 4, no. 2 (2023): 31–46, <https://doi.org/10.51672/jbpi.v4i2.196>.

²⁴ Silvia Salsabila et al., "Pengaruh Ekstrakurikuler Tahfidz Dalam Pembentukan Karakter Religius Siswa SDN Glagahsari 1 Sukorejo Pausuruan."

CONCLUSION

This study analyzes the implementation of the extracurricular curriculum in instilling character education at MIS Pasar Bilah, North Labuhanbatu. Based on the research results, it can be concluded that the extracurricular curriculum implemented at this school has a positive impact on student character formation, especially in developing values such as discipline, responsibility, and cooperation. Extracurricular activities, such as scouting, sports, and religious studies, have proven effective as a means of instilling these values, both in social and religious contexts. However, there are several challenges faced in implementing this extracurricular curriculum. Time constraints, caused by busy schedules, and the lack of motivation of some students to participate in extracurricular activities, are major obstacles to increasing the effectiveness of this curriculum. Nevertheless, support from the school, the commitment of educators, and parental involvement are crucial in ensuring the success of this program.

This research contributes to the growing literature on character education at the madrasah level, particularly in the context of extracurricular curriculum implementation. These findings are expected to serve as a reference for other schools in designing effective extracurricular curricula and provide practical recommendations for addressing challenges in student character development. Therefore, this research has the potential to improve the quality of character education in madrasah settings and can be implemented in schools with similar characteristics.

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