

The Existence of Muhadharah's Extracurricular and Its Relevance in The Forming of Student's Confidence in MA Fadlillah Sidoarjo

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Abstract: This study discusses the existence of Muhadharah's extracurricular and its relevance in building the self-confidence at MA Fadlillah Sidoarjo students. The focus of the problem in this study is how the implementation of Muhadharah's extracurricular and its relevance in building the self-confidence at MA Fadlillah Sidoarjo students. The purpose of this study was to identify, describe, and analyze the implementation of Muhadharah's extracurricular and its relevance in building the self-confidence at MA Fadlillah Sidoarjo students. The research method used in this study is a qualitative research method with descriptive analysis. In this study, it was found that the implementation of Muhadharah's extracurricular was very relevant to be used as a self-confidence formation at MA Fadlillah Sidoarjo students. This is done by several things, including regular and continuous training of Muhadharah, support and motivation from supervisors, as well as giving rewards after daring to display their abilities in public.

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INTRODUCTION

Curricular and extracurricular activities are the development of intracurricular activities or are additional activities, complementary to compulsory lessons. Curricular and extracurricular activities can provide opportunities for students to perform various activities in front of others. This is to show parents and friends what they are learning (Saputra, 1998). Muhadharah can simply be interpreted as a lecture or speech. Speech can be likened to rhetoric in Greek or public speaking in English. Speech can be interpreted as the art of delivering news orally whose contents can be in the form of various things (Syam, 2004).

While self-confidence is a belief in all aspects that they have and that belief makes them feel capable of achieving various goals in life. In this case, people who are confident have a sense of optimism with the advantages they have in achieving the goals that have been set (Hakim, 2005). This lack of self-confidence is caused by feelings of anxiety and restlessness and other feelings that follow, such as laziness, lack of patience, difficulty, difficulty or low self-esteem. This makes individuals doubt their abilities (Luxori, 2004).

Madrasah Aliyah Fadlillah is an Islamic educational institution under the auspices of the Fadlillah Islamic Boarding School Foundation. This Madrasah Aliyah implements an integrated curriculum system, which is a combination of the national curriculum and the TMI (Tarbiyatul Mu'allimin al-Islamiyah) curriculum. Where the books used in this curriculum are mostly in Arabic because they are taken directly from

the Darussalam Gontor Modern Islamic Boarding School, this is one of the characteristics of Madrasah Aliyah Fadlillah and becomes a differentiator or differentiator with other Madrasah Aliyah in Sidoarjo Regency and its surroundings area.

The focus of the problem in this study is how the existence of Muhadharah's extracurricular and its relevance in building the self-confidence of Madrasah Aliyah Fadlillah students. While the purpose of this research is to find out, describe, and analyze the existence of Muhadharah's extracurricular and its relevance in forming the self-confidence of Madrasah Aliyah Fadlillah students.

Previous studies that are relevant to this study include the following. First, Ainatul Falastin's research entitled "Religious Teachers Strategy in Improving Student Morale Through Muhadharah and Muhadatsah Extracurriculars at MAN Trenggalek". Second, Farihatush Sholihah Laela's research entitled "Implementation of Muhadharah Education as an Effort to Increase Students Confidence (Case Study at Al-Islam Kartasura Junior High School 2010/2011 Academic Year)". The two studies have something in common, namely discussing activities related to Muhadharah. Meanwhile, the uniqueness of this study compared to the two previous studies is that it focuses more on discussing Muhadharah activities as a means of building students self-confidence.

METHOD

This study uses qualitative research methods with descriptive analysis. In the context of this research, a case study technique is used, namely research conducted on a single system. This unit can be a program, activity, event or group of individuals bound by a certain place, time, or bond. This research was conducted by collecting data, taking meaning, gaining an understanding of the case (Sukmadinata, 2013). Data collection techniques in this study include observation, interviews, and documentation.

RESULT AND DISCUSSION

Muhadharah's Extracurricular

Extracurricular programs are learning activities held outside of class hours that are adapted to the needs of students knowledge, development, guidance, and habituation to have supporting abilities. Activities in extracurricular programs are directed at strengthening students personality formation. In the context of Islamic education, all these activities are packaged through various activities including congregational prayers, Friday prayers at school, Islamic holidays, Islamic spirituality, social services, Islamic-based arts, and various other socio-religious activities carried out outside the classroom. (Shaleh, 2005).

Muhadharah can simply be understood as a lecture or speech. In this case, speech can be likened to rhetoric in Greek or public speaking in English. In a sense, speech is the art of conveying news or information orally whose contents can be in the form of various themes. Speech uses words or techniques of effective language use which means skills or proficiency in choosing words that can affect the communicant according to the situation and condition of the communicant (Syam, 2004).

Based on the description above, Muhadharah is identical with speech activities or exercises that emphasize students abilities. So, Muhadharah's extracurricular is a learning activity that is held outside of class hours with public speaking practice activities with the aim of training students to be able to speak in public with confidence.

Madrasah Aliyah Fadlillah

Madrasah Aliyah Fadlillah is located on Jl. Kyai Ali No. 57A Tambak Sumur, Waru District, Sidoarjo Regency, East Java Province. This Madrasah was started from the 2001/2002 school year which was the development of the Fadlillah Tsanawiyah Madrasah which was first established in the 2008/2009 school year. This Madrasah is under the auspices of the Fadlillah Islamic Boarding School Foundation which was

established by notarial deed of Nastiti Anugrahwati, SH No. 359 on October 29, 1998. Since its establishment until the end of the 2016/2017 academic year, this Madrasah has reached the age of 16 and has graduated 15 batches of alumni.

The curriculum at Madrasah Aliyah Fadlillah uses an integrated curriculum, namely the National Curriculum from the Ministry of Religion with the curriculum for the Modern Islamic Boarding School Darussalam Gontor. The learning process at Madrasah Aliyah Fadlillah has study hours starting from 06.30 to 15.00 with a total of nine hours of lessons. In addition, the teaching and educational staff of Madrasah Aliyah Fadlillah consists of alumni of State Universities, Private Universities, and Darussalam Gontor Modern Islamic Boarding School .

Madrasah Aliyah Fadlillah has a vision "Formation of virtuous, healthy, knowledgeable and free-thinking people". Meanwhile, it has several missions, including familiarizing every behavior that breathes Islam, carrying out the development of syllabus and value systems, implementing innovations in the learning process, implementing the development of graduation standards, and carrying out the development of competency standards.

To support the learning process, the state of facilities and infrastructure is sought as much as possible to provide and create an inspiring and conditional learning situation. So that it can provide stimulation to students to be passionate about participating in teaching and learning activities, especially *Muhadharah's* extracurricular, including the process of building self-confidence. The number of students at Madrasah Aliyah Fadlillah in 2016/2017 was 211 students with a composition from class X (ten) of 84 students, that 31 boys and 47 girls. Class XI (eleven) as many as 71, that 31 boys and 40 girls. Class XII (twelve) as many as 56, that 24 boys and 32 girls.

Implementation of *Muhadharah* Extracurricular at Madrasah Aliyah Fadlillah

In the implementation of *Muhadharah's* extracurricular at Madrasah Aliyah Fadlillah, it is carried out routinely twice a week that Mondays and Thursdays from 20.00 WIB to 21.00 WIB by wearing black and white clothes on Mondays and blue and white on Thursdays, equipped with ties and black skullcaps for boy students. Meanwhile, girl students wear black and white clothes on Mondays and blue robes on Thursdays (Fano, 2017).

During *Muhadharah*, this activity was guided by two presenters from students with the following extracurricular structure. First, the opening. Second, read the holy verses of the Qur'an. Third, the appearance of the orator. Fourth, take the essence. Fifth, announcements and prayers. Sixth, closing. Apart from that, from various event arrangements, in the implementation of the event sometimes there are administrators and members who sing together in various languages with songs that have been composed by the members themselves. The goal is that members are not too bored listening to lectures (Najib, 2017).

Muhadharah's extracurricular activities are not only held on Mondays and Thursdays by being divided into several groups. However, it is also held on a larger scale, with audiences of all students and orators held in one location. *Muhadharah's* extracurricular activities are held twice a week on Mondays and Thursdays. This *Muhadharah's* extracurricular is also carried out at the beginning of the semester, after semester breaks, and at the end of the semester (Abdullah, 2017).

In the implementation of *Muhadharah's* extracurricular is carried out separately between male and female students. For male students, it is held in the third floor building with three rooms with twenty-three members each and five administrators in each room. While female students are in the second floor building with three rooms and twenty-six members in each room with five administrators from twelfth grade students (Abdullah, 2017).

The purpose of *Muhadharah's* extracurricular implementation is not only to build self-confidence, but also to develop students intellectuality and develop their language. So, when using three languages, that is Indonesian, Arabic and English.

Considering that one of the goals of establishing this Muhadharah's extracurricular is to develop Arabic and English language skills which are carried out alternately (Fano, 2017).

The principle of this Muhadharah's extracurricular activity is to shape the student's personality, so that it is useful for the community. Meanwhile, the type of speech conducted at Madrasah Aliyah Fadlillah of Muhadharah's extracurricular is an educative speech in which the speech contains knowledge that has been written by the orator in the speech that has been written and has been corrected to the extracurricular supervisor Muhadharah (Najib, 2017).

The strategy in implementing this Muhadharah's extracurricular is to prepare the orator before performing. That is to make a speech script in the speech book that has been distributed and deposit it three days before going to the Muhadharah advisor to be corrected and perfected. Then two days before it was time to appear, the manuscript was returned in the hope that the orator would memorize the contents of the script and practice (Najib, 2017).

Systematics in the implementation of the speech is the opening, the content of the speech, and closing. The opening begins with greetings and continues with greetings of respect and gratitude, then the content of the speech is filled with presentation of the material that has been made by the orator and for closing it is closed with conclusions and greetings (Aprilistiani, 2017). In the implementation of Muhadharah's extracurricular there are several interrelated components. There are Muhadharah's coaches, Muhadharah's administrators, presenters, speech readers, and also the audience, all of whom have different duties and responsibilities (Fano, 2017).

The implementation of Muhadharah's extracurricular at Madrasah Aliyah Fadlillah has been good. When viewed from the principle of activity, strategy in Muhadharah and the systematics of his speech. However, it will be more lively and interesting if the event is not always held indoors. Usually also done in open places such as under trees, fields, and other open places. Thus, students will feel a new atmosphere and spirit, so they are not bored while in the process of implementing Muhadharah's extracurricular activities.

Formation of Confidence in Madrasah Aliyah Fadlillah Students

The formation of students self-confidence in Muhadharah's extracurricular activities through speech exercises that are carried out continuously, where each student will get an assignment as an orator three times a month. So that if it is done continuously, students will get used to it in front of their friends. Thus, their confidence will be formed (Siddiq, 2017).

In addition to familiarizing students with appearing in public, the formation of students self-confidence in Muhadharah's extracurricular is also carried out with role models. In this case, when in the middle or at the end of the event, sometimes Muhadharah's superior entered the room. Then saw some appearances from students, after that Muhadharah's supervisor gave comments from several orators who had given appearances and gave examples of correct and good speeches.

In building the self-confidence of Madrasah Aliyah Fadlillah students, in addition to familiarizing students with speaking in public and with role models. But also by providing support. The support was carried out, among others, by providing several examples of people who were successful because of their speeches. In addition, it also provides examples of people who are successful because they are confident, but that is not done every meeting. However, this is done if it is deemed necessary, because students will feel bored if they often see the supervisor providing advice and support.

Another effort to build students self-confidence through this Muhadharah's extracurricular activity is to provide a bigger forum for students to excel, as if by holding a grand Muhadharah and speech competition. Jarjis revealed that to further build students self-confidence, students were exposed in front of more friends. Which is usually only in front of roommates, so on several occasions the supervisor provides a

larger forum, namely by giving a speech in front of all Madrasah Aliyah Fadlillah students, commonly known as Muhadharah's akbar, in addition to speech competitions (Jarjis, 2017).

The formation of self-confidence through extracurricular activities Muhadharah is the flagship activity of Madrasah Aliyah Fadlillah in building students self-confidence. In this case, Muhadharah's extracurricular familiarizes students to appear in public by being given examples and support from supervisors. In addition, it also provides opportunities for several students to take part in competitions with various prizes. Of these various ways, the most effective is to invite students to make speeches in front of their friends (Marita, 2017).

Muhadharah's Extracurricular Existence and Its Relevance in Building Confidence

Muhadharah's extracurricular activities are relevant in building the self-confidence of Madrasah Aliyah Fadlillah students. Muhadharah's extracurricular activities have built students self-confidence and trained students to be able to speak well in public. This is felt by students over time, the higher the grade level, the higher the level of self-confidence. This belief was seen when Muhadharah took place, it turned out that the students in delivering their orations were quite good, not nervous, and fluently conveying the contents of the orations that the students had made.

Students are also interactive by asking some questions to the supervisor. In the speech competition, when the students made their speeches they looked very confident and loud in delivering the contents of the speech. But sometimes they still feel a little nervous and nervous when participating in competitions. However, this feeling goes away on its own when it appears on stage.

According to Thursan Hakim, some of the characteristics or characteristics of individuals who have proportional self-confidence are as follows. First, always be calm in doing something. Second, have adequate potential and capabilities. Third, being able to neutralize tensions that arise in various situations. Fourth, able to adapt and communicate in various situations. Fifth, have mental and physical conditions that support their appearance. Sixth, have sufficient intelligence. Seventh, adequate level of formal education. Eighth, have expertise or skills that can support life. Ninth, can socialize well. Tenth, have a good family education background. Eleventh, has life experience in the face of various trials. Twelfth, always react positively in the face of various trials (Hakim, 2005).

Of the twelve characteristics of people who have self-confidence expressed by Thursan Hakim, some of these characteristics have been found in students of Madrasah Aliyah Fadlillah. Some of the characteristics found in Madrasah Aliyah Fadlillah students include the following. First, always be calm in doing something. When Muhadharah took place this calm attitude was seen in the students in delivering the contents of the speech. In this case, students casually convey the contents of their speech, perhaps because this activity is used to them. So that when delivering the contents of the speech can be done calmly.

Second, have adequate potential and capabilities. Potential and abilities can be honed with continuous practice. This extracurricular at Madrasah Aliyah Fadlillah is carried out continuously, in a week there are two meetings. So that little by little the potential and abilities of participants will be able to emerge, although not all of them are found in students. Third, being able to neutralize tensions that arise in various situations. Tension will certainly arise, but when delivering a speech, the tension will go away by itself. This proves that many students are able to neutralize the tension in every event.

Fourth, able to adapt and communicate in various situations. During the speech process, the students who acted as orators were generally able to communicate well in the form of questions and answers. Fifth, have sufficient intelligence. Intelligence includes many aspects, intelligence is not only tied to the intelligence of students intellectually, but intelligence includes broad aspects. Talking

about the intelligence of public speaking, most of the students of Madrasah Fadlillah have it.

CONCLUSION

The implementation of Muhadharah's extracurricular at Madrasah Aliyah Fadlillah has been good. This is evidenced by data analysis which states that the implementation of Muhadharah's extracurricular is in accordance with the components in Muhadharah's extracurricular. The formation of self-confidence of Madrasah Aliyah Fadlillah students through this Muhadharah's extracurricular with speech exercises that are carried out continuously and continuously.

In one month the students displayed their speaking skills three times. So that students will get used to speaking in public with confidence. In addition, also by using role models, support and rewards or rewards with competition. Muhadharah's extracurricular activities in building the self-confidence of Madrasah Aliyah Fadlillah students. In this case, the author reveals that this Muhadharah's extracurricular is quite relevant. This can be proven from the results of data analysis which concludes that the more often students take part in Muhadharah's extracurricular, the more self-confidence will be formed.

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