

Research Article

Integration of Extracurricular Programs and Student Achievement Development at SMA Muhammadiyah 1 Klaten

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ABSTRACT

This research is a field research with the title "Integration of Extracurricular Programs and Student Achievement Coaching at SMA Muhammadiyah 1 Klaten" which aims to find out how the implementation and results of the integration of extracurricular programs and achievement coaching and what are the supporting and inhibiting factors. The research method used is qualitative research with a descriptive approach. The results of the research conducted are known to be the concept of implementing the integration of extracurricular programs and fostering student achievement carried out at SMA Muhammadiyah 1 Klaten which aims to provide a forum for talent interests according to what students have, and can produce knowledgeable and morally good students in accordance with the Qur'an and As-sunnah through extracurricular activities at school. It is also known that the supporting factors are in the form of support from school residents, adequate SARPRAS and cooperation between parents and teachers, then the inhibiting factor is the lack of student interest in participating in extracurricular activities and a solution is found, namely by means of extracurricular counseling by the school-category.

Keywords: Extracurricular Programs; Student Achievement; Coaching Achievement

1. INTRODUCTION

Learners play a very important role in the existence of an educational institution. They are one of the main focuses in the learning process. In addition, learners are also human resources that must be empowered, not only in academic aspects, but also in the development of non-academic interests and talents. Therefore, improvement in both of these areas should be a concern. The values and norms taught to learners play a role in building their character, so that they can be passed on to future generations and continue to develop in the course of education (Abidin, 2023). Thus, learners will have the opportunity to develop better in achieving achievements, both in academic and non-academic fields, and can develop their talents to the fullest.

Every learner has a unique potential or talent. This talent is a basic ability or potential that already exists within a person. With some practice and mastery of certain skills, the individual can develop proficiency, knowledge, and expertise. (Idris, 2020). Talent can be anything, not only about academic matters but can also come from non-academic matters, for example in terms of sports, music, religion, art and so on. Schools become a place to facilitate and develop students' talents. Schools play an important role in influencing the development of each learner. Every experience that learners go through contributes to the self-image that they are creating. (Hadiyanto, 2015)

In Islamic education, extracurricular activities have an important contribution in fostering student achievement, because these activities not only develop interests and talents, but also instill Islamic teachings. extracurricular activities in Islamic schools function as a means of strengthening character education. By integrating Islamic values, in addition to learning practical skills students also understand the importance of ethics and morals for everyday life. (Asmadi, 2025). In addition to general extracurricular activities at SMA Muhammadiyah 1 Klaten, there are also religious extracurricular activities. Religious extracurricular activities are a means of developing interests and talents in the field of Islam organized by competent educators in educational institutions, such as madrasah. The purpose of this activity is to instill and strengthen religious values among students. (Supiani, 2020). In addition, religious extracurricular activities are activities that are organized outside of learning materials. This activity aims to guide students to be able to practice the teachings of

Islam that they have learned in class. In addition, this activity also plays a role in instilling akhlakul karimah values in students. (Kholisotin, 2018)

Religious extracurricular activities can vary, some examples are Tahfidzul Qur'an and Qiro'ah or MTQ. Religious extracurricular activities are activities that are carried out outside of class hours. The purpose of this activity is to support and help realize success in intracurricular coaching. (Koesmarwanti, 2000). Extracurricular Quran memorization consists of two main components, namely "tahfidz" and "Al-Qur'an". The word "hifdh" is a mashdar form of the word "hafidho-yahfadhu", which means memorization. The combination with the word "Al-Qur'an" indicates the meaning of memorizing the contents of this holy book. In practice, this program includes oral recitation of the Qur'an. (Zamani, 2009) So as to create deep memories in the mind and seep into the heart, so that it can be actualized in everyday life.

SMA Muhammadiyah 1 Klaten is one of the A accredited private schools which is a favorite school and the choice of the community because this school is known to excel in the extracurricular field. SMA Muhammadiyah 1 Klaten provides facilities and encouragement to support the channeling of students interests and talents in the form of extracurricular activities. In this school there are 23 extracurricular sports activities in the field of futsal, basketball, pencak silat while in the religious field there are Tahfidzul Qur'an, and Qiro'ah. This extracurricular activity has its own special day for its structured scheduled implementation. At SMA Muhammadiyah 1 Klaten has a slogan, namely "the school of the champion" because many students win the competition from the coaching of these extracurricular activities. Based on the background description that has been submitted, the researcher is interested in conducting research on how the concept and results of the integration of extracurricular programs and achievement coaching as well as the supporting and inhibiting factors that occur at SMA Muhammadiyah 1 Klaten.

2. RESEARCH METHOD

This study uses a descriptive qualitative approach to explore the integration of extracurricular programs and their contribution to student achievement development at SMA Muhammadiyah 1 Klaten. Data collection techniques used in this research include observation of student activities during extracurricular programs and in-depth interviews with the Vice Principal of Student Affairs (Wakil Kepala Sekolah Bidang Kesiswaan) as the main research subject. The interviews aim to obtain detailed information about how extracurricular programs are integrated into the school system, their influence on student achievement, and the challenges faced in their implementation. This method is designed to provide a comprehensive understanding of the school's efforts in linking extracurricular activities with academic and non-academic student development. Through qualitative data and reference to relevant literature, this research is expected to offer new insights into the strategic role of extracurricular integration in enhancing student achievement.

3. RESULTS AND DISCUSSION

3.1 Implementation and results of integration of extracurricular programs and achievement coaching

According to the Big Indonesian Dictionary (KBBI), integration is defined as a blending process that results in a unified whole. On the other hand, integrating means combining or merging so that it becomes a coherent or whole unit. The integration of extracurricular programs and achievement coaching is an effort to combine the student's interest and talent container and the guidance provided by the school to support the student's interest and talent achievements. There are 3 types of integration:

- a) Integration within a field can be done through a fragmented, connected or layered approach.
- b) Integration between subject areas can be realized in sequential, shared, interwoven, connected, and integrated forms.
- c) Integration within the student includes deep experiences as well as interconnected networks. (Sarip, 2021)

Based on the various types of integration previously described, there is one type of integration that is relevant to the theme of this research, namely the second integration, which is integration between fields of study. This is in line with our theme, which is the integration between the concept of extracurricular integration and fostering student achievement at school. This integration can be seen through the organization of competitions and the support provided by the school to students. Achievement coaching is a process that aims to develop students' talents and potential. This process is carried out through selection, championships, and competitions that are followed regularly, directed, and sustainable at a higher level.

The purpose of achievement coaching is to achieve maximum achievement. To achieve this goal, proper guidance and coaching are needed for early childhood students, so that they can direct their interests and talents from the start. (Aszari, 2015)

In the perspective of Islamic education, the integration of extracurricular programs and fostering student achievement can be applied by integrating Islamic religious values in extracurricular activities. This way, students can maintain their Islamic values and develop their interests and talents. (Murali, 2024). This is in line with the concept of "tarbiyah" in Islamic education which emphasizes the importance of developing student potential, both from academic, spiritual and social aspects. (Hadian, 2024). According to Sutarto, the integration of extracurricular programs and achievement coaching in the perspective of Islamic religious can be used to help and shape individual students who excel, have good deeds, and have faith. (Sari, 2021). In its implementation, extracurricular programs in Islamic schools that have the ability of students must be directed to develop their potential in various fields, and integrate Islamic values in every activity. (Anton, 2025)

According to the results of interviews conducted with WAKA Kesiswaan Mr. Mata Budianto at SMA Muhammadiyah 1 Klaten on February 22, 2025, Interest can be defined as a sense of interest and preference that arises naturally towards a thing or activity, without coercion from other parties. Basically, interest is a form of acceptance of ourselves towards something that is outside ourselves. The deeper the relationship, the greater the interest we feel. (Nora, 2019). To implement the integration of extracurricular programs and achievement coaching, SMA Muhammadiyah 1 Klaten provides support to students as well as possible, starting from facilities, assistance during training or when competing events, and providing expert trainers in their fields. In this case, the school cooperates with student guardians to support extracurricular activities and achievement coaching, starting from funding, support, time and energy. For example, student guardians provide financial support for the purchase of supporting equipment for extracurricular activities needed by students, teachers accompany students when carrying out competition activities, schools also provide coaches who are experts in their fields and cooperate with institutions that are in accordance with the extracurricular activities owned by the school. In order to obtain maximum achievement without disrupting students' learning activities, the school combines extracurricular programs with achievement coaching which aims to create harmony in the learning and training process so that a balance is achieved between extracurricular achievements and learning activities at school, also integrating students' extracurricular training schedules so as not to interfere with the student learning process at school, namely by providing dispensation time when subject hours are replaced with assignments so that students do not fall behind on material.

According to Novan Ardy Wiyani, extracurricular activities are defined as educational activities that take place outside the existing curriculum provisions at school. This activity functions as a support for formal education carried out within the school environment. This extracurricular activity is a form of development outside the curriculum program, which is aimed at students to explore certain areas of their interest, such as sports, arts, religion, and so on. From this explanation, we can conclude that the urgency of extracurricular activities lies in developing the talents, interests, creativity, and character of students at school. (WIYANI). Based on the description above, it can be concluded that the purpose of the integration of extracurricular programs and achievement coaching at SMA Muhammadiyah 1 Klaten is to produce brilliant achievements. The following is a data presentation of some general extracurricular competition achievements won by SMA Muhammadiyah 1 Klaten students.

Table 1. Achievements of general extracurricular competition

No	Student Name	Achievement	Level	Competition Name
1.	Kamila Luthfia Ramadan	2nd place	National	Aisiyah University Teras Vocal Competition Yohyakarta
2.	Ikrima Zahra	3rd place	National	Poetry Competition at Universitas Islam Indonesia Yogyakarta
3.	Ismil Adhom	1st place	International	Karate Championship Yogyakarta 2024
4.	Della Evellyn Argiyanti	1st place	International	Karate Championship Yogyakarta 2024
5.	Shabrina Shatwa Erinaldy	1st place	Province	Taek Kwondo Championship competition of Wali Kota Cup Yogya 2024
6.	Mahilda Mega Andina	1st place	National	Pencak Silat National Championship
7.	Mahilda Mega Andina	1st place	National	Prapopnas Pencak Silat Branch
8.	Paskib Ayodya Satya Lencana Muhi	2nd place	Province	LKBB SMA Negeri 1 Banyudono Boyolali

9.	Hamraunisa Amanda Apta Azarine	Silver/2	Province	Central Java Provincial Fencing Championship
10.	Hastuti Nur Utami	Bronze	Province	Central Java Provincial Fencing Championship
11.	Rayhan Abdullah Syukur	Bronze	Province	Central Java Provincial Fencing Championship
12.	Yeni Nur'aini	Bronze	Province	Central Java Provincial Fencing Championship

Non-academic achievement is influenced by various factors that can be divided into two main categories. First, there are internal factors such as interest, specific expectations, success, recreation, personality and health. Secondly, there are external factors which include environment, family, infrastructure, coaches, and economic conditions. Both have a significant role in supporting children to develop their potential through various extracurricular activities. (Ridwantoro, 2019). Islamic morals are behaviors that are clearly visible, so that it can be a benchmark for a person to determine whether he is a good Muslim or otherwise. (Deden, 2015) This character is the result of true belief and shari'ah. In Islam, to identify whether morals are good or not, the main reference is the Qur'an and As-Sunnah. The process in moral education is expected to lead to coaching rather than just teaching. Moral indicators taken from the Qur'an include:

- a) Absolute goodness (al-khairiyyah al-muthlak), which means that goodness in morals is true goodness in various environments, conditions, times, and places.
- b) Universal goodness (as-shalahiyyah al-ammah), which means that goodness includes benefits for all mankind.
- c) Implementation obligation (al-ilzam al-mustajab), meaning that this behavior is a law that must be obeyed and there are sanctions for violators.
- d) Comprehensive supervision (ar-raqabah al-muhitah), which includes supervision by Allah SWT. as well as humans, because the origin of these morals is from Allah SWT. (Choli, 2019)

Islamic education aims to improve noble morals and spiritual values in children. This confirms that religious education has an important role in shaping character in the school environment. Therefore, Islamic Education becomes one of the compulsory subjects at all levels of education, starting from primary, secondary, to tertiary education. Then the next data is a table of some extracurricular achievements in the religious field achieved by SMA Muhammadiyah 1 Klaten students,

Tabel 2. Religious extracurricular achievements

No.	Student Name	Achievement	Level	Competition Name
1.	Kholifah Andriani Putri	2nd place	Province	UNIBA 2024 Anniversary Tilawah and Murotal Competition
2.	Lutfi Al Farisi	2nd place	District	Muslim Student Da'i Competition (Pekan Dakwah Unwidha)
3.	Syifa Azzahra	3rd place	District	Muslim Student Da'i yah Competition (Pekan Dakwah Unwidha)
4.	Hanifah Nuria Tara	3rd place	District	Muslim Student Female Tilawah Competition (Pandawa)
5.	Lucyana Zahra Dewi Mualimah	1st place	District	Muslim Student Poster Design Competition (Pandawa)
6.	Aisyah Azzahrah	1st place	District	CCAI Muslim Student Competition (Pandawa)
7.	Asma' Zahira Shofa	1st place	District	CCAI Muslim Student Competition (Pandawa)
8.	Maulida Azizah	1st place	District	CCAI Muslim Student Competition (Pandawa)
9.	Muhammad Alim Misykat A.	1st place	National	National OMBN Musyabaqah Hifdzil Qur'an Competition
10.	Saskia Safira Hidayah	2nd place	National	National OMBN Musyabaqah Hifdzil Qur'an Competition
11.	Kholifah Andriani Putri	2nd place	National	National OMBN Musyabaqah Tilawatil Qur'an Competition
12.	Maulida Azizah	2nd place	National	National OMBN Musyabaqah Fahmil Qur'an Competition
13.	Asma' Zahira Shofa	2nd place	National	National OMBN Musyabaqah Fahmil Qur'an Competition
14.	Aisyah Azzahrah	2nd place	National	National OMBN Musyabaqah 15.Fahmil Qu16.r'an Competition
15.	Tiara Aisyah	1st place	National	Islamic Short Story Competition Islamic Student Competition UMS 2025

Religious extracurricular activities are very prominent in this school in addition to receiving full attention from the school, at SMA Muhammadiyah 1 Klaten there is a special class, namely the Tahfidz class, so it further encourages the

progress of religious extracurricular activities. In addition to the existence of special classes, PAI teachers also have an important role because they participate in advancing and guiding students in the implementation of religious extracurricular activities at school. Basically, Islamic Religious Education (PAI) teachers are educators who have a role to teach students about Islamic religious knowledge at school. (DAN, 2016) According to Ridwan I. the implementation of Islamic Religious Education extracurricular activities at school aims to explore the potential and motivate students in certain fields according to their respective interests and talents. Therefore, PAI (Islamic Religious Education) teachers play a very important role in guiding students during religious extracurricular activities held by schools. (Irpan, 2016)

The role of PAI teachers in assisting extracurricular activities and fostering achievement is needed because it is in line with the religious field so it is easier to do religious extracurricular mentoring and teaching. PAI teachers have many roles according to PAI teachers as leaders, teachers, educators, role models, motivators, and evaluators. (Rahmad, 2023) PAI teachers as leaders, namely as pioneers, encouragers and directions to students to find out what talent interests they have. PAI teachers as teachers, namely as conveyors of knowledge, the knowledge that has been obtained can be channeled to students in extracurricular activities. PAI teachers as educators, namely to teach the values of Islamic teachings and good morals to students. PAI teachers as role models, namely having good attitudes, behavior and speech for students to imitate. PAI teachers as motivators, namely providing motivation and encouragement to students. PAI teachers as evaluators, namely as givers of assessments to students. All of these roles are needed in assisting extracurricular activities at school.

Table 3. Recap of extracurricular tilawah score data

No	Name	Class	Score	Description
1	Kaltsum Nuha Najibah	Phase E-7	B	Good, actively participates in extra Tilawah training activities
2	Kholifah Andriani Putri	FC-2 Phase	A	Very Good, Active extra Tilawah training activities and actively participating in tilawah competitions
3	Safa Yumna Sausan	FC-2 Phase	B	Good, actively participates in extra Tilawah training activities
4	Brilian Rahmanisa Prazari	FB-1 Phase	B	Good, actively participates in extra Tilawah training activities
5	Hanifah Nuria Tara	FA-2 phase	A	Very Good, Active extra Tilawah training activities and actively participating in tilawah competitions
6	Annisa Tri Utami	Phase E-10	B	Good, actively participates in extra Tilawah training activities
7	Alfira Cahaya Wismasar	Phase E-12	B	Good, actively participates in extra Tilawah training activities
8	Najwa Salsabila Tsabita	Phase E-11	A	Very Good, Active extra Tilawah training activities and actively participating in tilawah competitions
9	Shaykh Na'imah	Phase E-7	B	Good, actively participates in extra Tilawah training activities
10	Tsaqifa Tzkyatun	FC-2 Phase	B	Good, actively participates in extra Tilawah training activities
11	Syifa Azzahra	FC-2 Phase	B	Good, actively participates in extra Tilawah training activities
12	Deviona Khanza Tsabita	Phase E-5	B	Good, actively participates in extra Tilawah training activities
13	Naura Arrasyayusni Sffiaturun N	Phase E-5	B	Good, actively participates in extra Tilawah training activities
14	Erista Dwipa Adinata	Phase E-5	B	Good, actively participates in extra Tilawah training activities

Table 3. is one example of the results of the value of extracurricular tilawah activities at SMA Muhammadiyah 1 Klaten. Tilawah is the recitation of the holy verses of the Qur'an with a melodious voice, beautiful melody, and proper tajweed pronunciation. (KBBI, 2025). SMA Muhammadiyah 1 Klaten has a special class, namely the tahfidz class, in this class there are 4 learning methods, namely the Tallaqi Method, the Halaqah Method, the Juz'I Method and the Level Method. (Yuda, 2018). SMA Muhammadiyah 1 Klaten has a special class, namely the tahfidz class, in this class there are 4 learning methods,

namely the Tallaqi Method, the Halaqah Method, the Juz'I Method and the Level Method.

3.2 Supporting and inhibiting factors

A. Supporting Factors

1) Support from school community (principal and teachers)

Support from the principal and other teachers is vital to ensure the success of the program. The principal plays a key role in providing direction and support to the teachers involved in its implementation. In addition, the contributions of other teachers and staff, such as the administration, cleaning and security personnel, are also very influential in creating an environment conducive to the continuity of the program. Cooperation and mutual support among all parties is necessary to achieve the common goals that have been set. (Andang, 2014)

a) SARPRAS (Facilities and Infrastructure)

Sufficient facilities and infrastructure also need to be prepared to support the success of this program. A comfortable activity room equipped with modern learning technology can help improve the quality of student learning. In addition, facilities such as a complete training ground and adequate equipment are also very important to support extracurricular activities. With sufficient sarpras, it is hoped that this program can run well and provide maximum results. (Sipahutar, 2024)

b) Harmonious cooperation between teachers and parents.

Cooperation between teachers and parents is essential to create a harmonious and supportive learning environment. Good communication between them can help monitor students' development more effectively. In addition, involving parents in the learning process can increase students' motivation and participation in extracurricular activities. With good collaboration, it is hoped that a positive synergy can be created that supports the success of this extracurricular program (Maudin, 2021)

2) The inhibiting factor

Low student interest in participating in extracurricular activities. According to Mukhamadi, student interest is a condition in which a person focuses attention on a particular object with a comfortable feeling. This makes the student feel motivated and encouraged to remain in that state. (Hamsa, 2015) According to the research, the cause of low student interest in participating in extracurricular activities is the lack of understanding that students have about the importance and impact of what is obtained from participating in extracurricular activities.

B. Solution

Providing counseling to students. To attract and increase student interest in extracurricular activities, SMA Muhammadiyah 1 Klaten has its own way of introducing extracurricular activities to students, namely by displaying each of these extracurricular activities at the introduction to the school environment (MPLS).

4. CONCLUSION

According to the description that has been explained in the results and discussion section, it can be concluded that with the application of the integration of extracurricular programs and coaching student achievement carried out at SMA Muhammadiyah 1 Klaten can provide a forum for channeling talent interests according to what students have and also to produce knowledgeable and morally good students in accordance with the Al-Qur'an and As-sunnah. The school tries to form akhlakul karimah in students through extracurricular activities at school. The school fully supports in providing a forum for students' interests and talents in the form of general and religious extracurricular activities. It is also known that the supporting factors are in the form of support from school residents, adequate SARPRAS and cooperation between parents and teachers, then the inhibiting factor is the lack of student interest in participating in extracurricular activities and a solution is found, namely by means of extracurricular counseling by the school.

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