

STUDY OF SPIRITUAL EXTRA-CURRICULAR IN MAXIMIZING LEARNING PROCESS (A Case Study at Madrasah TsanawiyahMiftahulUmam PondokLabu Jakarta)

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Abstract

The profession of a teacher has a strategic role to develop the character, science, technology capability, skills, and knowledge of an individual human. As the only educational element who directly interact with learning and teaching process, the role of a teacher can be a very significant aspect to determine the outcome of the students' quality. Furthermore, the quality of the students can be an important point to the quality of local and a national development within all aspects. The quality of the nations and countries will create their own culture which might influence global social changes. In another world, a teacher is a person for whatever does in implementing the role, is the determinant who manages the cultural changes. The study of this paper is to analyze the micro contribution of the teacher at Madrasah TsanawiyahMiftahulUmam Jakarta in performing religious character which becomingly a macro foundation to build further strong character for the students.

Keyword: *character, education, religious, student, teacher*

INTRODUCTION

In Indonesian culture, the profession of the teacher takes place higher than other professions. And even before freedom, the position of the teacher expressed the one who had intellectual that any verbal and action the teacher did were always to be considered in behaving. This perception is still understood at Priangan, used to be West-Java, the name of teacher "guru" is the the word from "kudu digugujeungditiru" (has to be followed and become a sample). This is related to the view that the teacher is the most scientific person, an appropriate individual to be asked for advices, complaints, a center of knowledge and even, because the level of teachers economy better than other level wihtin community, the teacher always becomes a place to ask for help.

Although the culture has been fastlychanging, the profession of the teacher is still at the level of being looked up. The reason is because the teacher has educational role. In Javanese culture, there is a credo "guru, ratuwongatuakaro" (teacher, king or queen, and parents). This credo is perfectly telling about the highest position in the community and about an endlessly honour to the teacher. Starts in this point, realize that the role of the teacher is not only in the class but also in the environment society.

However, teacher has also in his life limitations to solve all problems which come to his or her decisions, although tries to seek his or her best to find solutions for his or her environmental community. One of the problems that teachers are facing now is about curriculum designed by government which has been fastly changing from time to time. In one side the teachers have to perfectly implement the new curriculum based on educational national standard, and at another side they have to ensure that the quality of learning process in the class is to be appropriately performed according to the need of social requirements and environmental purposes. These efforts require comprehensively the role of the teachers at the top of their dedications toward government, institutions, students, social environment, families, and of course spiritually toward God Allah.

The acceleration of the science and technology, especially information and transportation system, has been deeply penetrating and influencing the pattern of human live universally. This process is called globalization which produces positives and especially negative aspects and changes the way of human think and action. Those impacts are related to the model and modern lifestyle such as materialism, consumerism, and hedonism. Students as young individual human who seek self-identity to express their dreams and expectations are unfreely affected by those negative aspects. Therefore, start from this point, the role of the teachers become more strategic to manage precise directions to the students and equip them by giving self-fortifying capabilities. Those capabilities are extremely important to block them from negatives which contra-productives in human development building.

This analysis is to discuss the role of the teacher in creating religious extra curricular in an educational unit (school), and to see the impacts of the program to the student individual development comprehensively. So, in education practices, it can become a first investment toward the model of Islam educational management. The locus of this analysis is Madrasah Tsanawiyah Miftahul Umam, ¹Pondok Labu Village, Cilandak Regency, south of Jakarta Mayor.

The Importance of Teacher's Role in Implementing Religious Extra Curricular in the Class

Although the changes of human life goes fastly- impacted by information, communication, transportation and globalization era, the role of the teacher is still very important and required for ever. Information system like gadget device which has ability to operate internet, and even shopisticated computer – is not able to replace teacher's role in giving educational programs to the students. This is because so many humanism aspects which influence the educational achievements are not able to be adopted by modern shopisticated devices and technology. Another words, assertively stated that the role of the teacher in the learning process who produces the comprehensively educational quality, including character education, is not replaceable. As mentioned by Mulyasa: The success of character education in school is correlated to the teacher's figure. The name of teacher in Indonesia is "guru". He or she has to be "digugu" (obeyed) and to be "ditiru" (being a sample). Teacher has important factors, strong impacts and even determinants to the success of students in learning process. 2

Based on the above thoughts, it can be understood that the position of the teacher as professional, has very strategic functions in generating the dignity and role of the teacher as learning agent - in developing the quality of national education. All efforts to increase quality of education are actually objectively to generate competitiveness of human development index in Indonesia. In this point, competitiveness is in which refers to the changes of community's needs toward education, as well as individual competence to actively and dynamically involve in global inter-communication.

Curriculum review which is done regularly by government on educational compliance based on social (communities) needs either by local, regional or globally, shows evidence that educational authority (government) has been seriously managing education system in generating Indonesian

¹ <http://documents.worldbank.org/curated/en/554811468269429054/Quality-of-education-in-Madrasah-main-study>; World Bank called Madrasah Tsanawiyah as Islamic Junior Secondary School – browsed on 5th October, 2016.

²Mulyasa, *Character Education Management*, (Jakarta, Bumi Aksara, 2013), p. 31

human development index to create nation competitiveness. This point can be noted when Government Regulation Number 19 - 2005 for Education National Standard about curriculum of educational unit level (KTSP) was refined by Government Regulation Number 32 year 2013. The developments of the regulation are in the context of: (1) national examination; (2) curriculum of early childhood education; and (3) accreditation to match with various challenges. ³

Starts from the above action, it is realized that curriculum issues are always become very important point in the learning process in the class. However, since decentralization of education was rolled out by government and education autonomy is to be delegated to districts and mayors, this autonomy even penetrates to the educational units and schools. Therefore, it is normal when the curriculum in each educational unit or school is different from the other as teacher and headmaster has their own autonomy to develop curriculum - as long as it refers to the government regulation. To accommodate the difference of the perception in implementing curriculum, Hamid Hasan (1998) in NurHamiah and Mohammad Jauhar⁴ stated that the basic objective of curriculum has four dimensions such: (1) curriculum as an idea and it is produced through theories and research; (2) curriculum as written plans where ideas are built in document formats and contents of objectives, learning materials, activities, tools, and time; (3) curriculum as an activity, and it is an expression of curriculum implementation from written plans and to be done in practices; (4)

Curriculum as an idea and it is produced through theories and researches; curriculum as a written plan and it is document

The success of curriculum implementation should be influenced by teachers' competences that implement and actualize the curriculum in the learning process. And the teachers' competences are related to their knowledge and perception toward curriculum implementation as well as the duties they have to go through. This condition shows that the function of curriculum will depend on how the curriculum is implemented in the school, especially through learning process in the class - as it is the key of success toward achievement to build students' competences. ⁵

Extra curricular is a part of curriculum and it is educational activity which is done by students and out of standard curriculum they have to do in the class. Extra curricular is an enlargement of curriculum activities under educational units or schools. The objectives of extra curricular are to develop students' personality, wider range of talent, interest, and any other potential that is not developed by standard curriculum.

Government regulation of Republic of Indonesia No. 32 Year 2013 (Kurtilas) gives a full attention toward extra-curricular activities which is positioned as curriculum operational tool to be designed as yearly educational planning for each educational unit or school. One of the extra curriculums which is currently implemented in Madrasah Tsanawiyah (a kind of Islamic Junior Secondary School) MiftahulUmam, PondokLabu, Cilandak, south of Jakarta Mayor, is religious extra curricular. These spiritual activities include Al-Qur'an reading and comprehension, praying activities, social activities, habituation of noble character, and implantation on the religious history.

All religious extra curriculums in Madrasah Tsanawiyah MiftahulUmam are to be initially scheduled every day and it is done early in the morning and before the lessons of curriculum standard is regularly implemented. This arrangement is to ensure that the students psychologically have released feelings and ready to face their next learning process in the class. Reading of Al-Qur'an that constantly the students is intended to generate their comprehension toward holy Qur'an as it has directions to do their way of life in the next future. Besides, understanding of holy Qur'an is an effort for students to have their faith and devotion toward Allah, The Supreme Giver of human life.

³ <http://sdm.data.kemdikbud.go.id/SNP/dokumen/PP/PP-no-13-th-2015-Perubahan-ke2-SNP.pdf> (browsed on October 5th, 2016)

⁴ Hamiyah, Nur and Mohammad Jauhar, Introduction of Education Management in School, (Jakarta, Prestasi Pustakaraya, 2015), p. 5 -6

⁵ Mulyasa, op. cit., p. 5

Released feelings owned by students express that there is emotion involves in the learning process in the class. The students feel comfortable if the class is in conducive condition and the teacher supports them to seek their innovative way of learning process.⁶ The failure of the teachers in doing their duties is because they are not able to realize that learning process is a fundamentally psychiatric process which full of emotion.⁷ When emotion involves in learning process in the class, there is a media which create the class to be in conducive situation. This media is religious extra curricular. Students feel that they are closed with Allah's attention after reading Al-Qur'an. They feel secure to do the activities and to especially facing their learning process in the class, and feel that their desires are also approved by Allah. This feeling is actually a motivation aspect which grows from within of the students. An individual person might be success in education if he or she has internal motivation. The success can be reached by students because of two aspects, such as: (1) eagerness to know what is going to be learned; (2) to understand why that the lessons need to be learned. Without motivation as stated by those two points, learning process is difficult to be achieved.⁸

On the above learning method, teacher is not only an educator by making an interaction method with students as mentioned by Nana Sujana,⁹ but also has moral obligation to spiritually put students feeling into conducive condition - as an effort to do the job in implementing affective aspect. Students learn from everything that they experience, much more learn from good things which were designed naturally, spiritually or customizely.¹⁰ Students are transformed to be individual persons who have Moslem prominently characters. And the term of success in Islam education is mainly a success which is achieved by students.¹¹

For the teachers, creating the success of the students does not mean to implement official obligatory or public servant that ordered by government,¹² but also as a final responsibility toward the duty ordered by Allah. Teachers and students have similar responsibilities and each of them needs to evaluate themselves for correction and future developments. This is in line with what Allah says in His Word:

O you who believe! Fear Allah, and let every soul look to what (provision) he has sent forth for the morrow. Indeed, fear Allah: for Allah is well acquainted with (all) that you do.¹³

The above perception is in line with what mentioned by Ramayul is who explained that a teacher has duties such as: (1) sanctification duty, to develop and to purify the students' soul, to keep away from badness and to keep up in their good character: (3) teaching duty, to cascade various knowledge and experiences to the students to be translated into their behavior and life.¹⁴

Related to the above view, Reading Al-Qur'an every mornings in the class that being accustomed and designed by Madrasah Tsanawiyah Miftahul Umam, categorized as students' soul building. As stated by Sidi Gazalba, with soul, students can be developed and become good human as social-spiritual creature to produce good phenomenon called attitude. So, attitude is a soul phenomenon. It can be learned and analyzed through soul-science call psychologi. In another word, the teachers at Madrasah Tsanawiyah Miftahu Uumam are also psychologists who build students-soul

⁶Asfandiyar, Andi Yudha, *Creative Teacher in Learning Process*, (Bandung: Mizan Media Utama, 2009), p. 37

⁷Surakhmad, Winarno, *Introduction of Learning Process: Basic and Technique Educational Metodology*, (Bandung, Tarsito, 1986), 69

⁸Sardiman, *Interaction and Motivation of Learning Process*, (Jakarta, Rajawali Pers, 1988), p. 39

⁹Syah, Darwyan and Supardi, *The Planning of Learning System of Islam Education*, (Jakarta, Faza Media, 2006), p. 133

¹⁰Holt, John, *Learning All the Time*, transl. Novi Vydia Sartika, (Jakarta, Erlangga, 2012), p. 190

¹¹Qomar, Mujamil, *Strategy of Islam Education*, (Jakarta, Erlangga, 2013), p. 156

¹²Soetjipto and Raflis Kosasi, *The Teaching Profession*, (Jakarta, Rineka Cipta, 2004), p. 43

¹³QS, Al-Hasyr, *Translation Dual Language: English and Indonesia*, (Bandung, Mizan Media Utama), p. 975

¹⁴Ramayulis, *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2002), h. 97.

by programming the religious extra-curricular, more specifically in Reading Al-Qur'an and morningpray (dhuha pray) regularly.¹⁵

CONCLUSION AND SUGGESTION

View in on the above discussions, in general can be described that individual Islamic teacher has two main human dimensions, spritual dimensión which covers common sense, intellectuality, motivation and feeling. While another is physical dimensión which covers behavior. Based on both dimensions, Islamic teachers then has characteristic: (1) has the purity of faith and obedient to Ward Allah; (2) motivated person and has eagerness to seek scientific issues spiritually and socially; (3) to have perception that the profession of the teacher as a part of prophetic missions and direct students to go to the way of Allah.

Suggested that the teachers constantly perform their Islamic roles in implementing their duties and responsibilities. In this case, they need to regularly and especially manage religious extra-curricular in the class. This action is a minor effort in pioneering of Islam education management, not only giving benefits to build students carácter in a short-term, butal so to create new Moslem generations to becomingly the best community universally in he nextfuture.

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¹⁵Wiyani, NovanArdy, *Excellent Management of Early Childhood Education*, (Yogyakarta, Gava Media, 2015), p. 36 - 37