

ESTABLISHING STUDENTS' CONFIDENCE CHARACTER THROUGH EXTRACURRICULAR SPEECH (MUHADHARAH) AT MI NURUL ULUM GENCENG LAMONGAN

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ABSTRACT

Confidence is a positive attitude that exists within a person to carry out activities without hesitation, is able to make decisions quickly, is not easily discouraged, is not awkward in acting, dares to argue, and dares to ask questions. One of the many activities in basic education to form a confident character, especially at MI Nurul Genceng Lamongan is carried out through speech activities (muhadharah). This study aims to describe the implementation of speech extracurricular activities (muhadharah) on students' self-confidence. This research uses a qualitative type with a qualitative descriptive approach. The results of the study indicate that the implementation of extracurricular speeches is carried out in several stages including; 1) The opening stage, which at this stage, the observed, confident characters include students who dare to go ahead, easily adapt to the environment, and are able to speak politely and politely. 2) Content delivery stage At this stage the observed character of self-confidence is that students dare to express opinions, are not awkward, and are passionate about activities. 3) The closing stage, the observed confident character is easy to get along with by asking questions and answers, respecting fellow friends and being able to speak well and politely. In the implementation of speech extracurricular associated with the character of student confidence, there are differences, so that there is a categorization of self-confidence among students, including permanent self-confidence (in the sense that students already exist and always stay in themselves) and impetus self-confidence (confidence by needing motivation or encouragement). Overall, the extracurricular implementation of the speech at MI Nurul ulum genceng has been well implemented and the expected goals so that students can develop their talents and interests and form a confident character have been achieved even though improvements and developments are still being made consistently.

Keywords: Extracurricular Speech (muhadharah), Confident Character

INTRODUCTION

In the world of education, the role of schools is very important in efforts to build character. In this context, character education is a school effort that is carried out with teachers, school leaders and all school members through school activities that aim to form good morals, character or personality of students.¹ In the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 20 of 2018 concerning strengthening character education in educational units. Character education aims to improve the quality of educational processes and outcomes that lead to the formation of students' character and noble character.

According to Megawangi, the originator of character education in Indonesia has compiled nine pillars of noble character including love for God,

¹ Anas Sholahudin dan Irwanto, *Pendidikan Karakter berbasis budaya dan agama bangsa*, (Bandung:Pustaka Setia,2013), 45

responsibility, discipline, trustworthiness, respect and courtesy, confidence, creativity, fairness, and tolerance or peace-loving.² Therefore, growing the character of students is very important for every educational unit. One of the characteristics that are important and must be possessed by students from an early age is the character of self-confidence. Confidence is a positive attitude that exists within a person in the form of a belief in one's abilities. Indicators of self-confidence According to the Ministry of Religion, Education and Culture of the Republic of Indonesia No. 71 of 2014, namely arguing or carrying out activities without hesitation, being able to make decisions quickly, being not easily discouraged, not awkward in acting, being daring to present in front of the class, and daring to argue or ask and answer questions.³

Al-Quran was revealed as a guide for humans both in aspects of life, social and individual aspects. The Qur'an explains the commandments of Allah SWT. Including God's command that humans have a confident attitude and not be weak people in living their lives. one of them in the letter Ali-Imron verse 139

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمْ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ⁴

"Do not be weak, and do not (also) be sad, even though you are the highest (in rank) if you are believers".⁵

According to the verse above, a believer who declares himself a believer should abstain from acts of being weak, and hopeless, and must always believe in himself that he can always do it. This shows that it is very important for humans to have self-confidence and not give up.⁶ Therefore, every school must pay attention to how to foster students so that students have good and positive characters as well as confident characters. The formation of self-confidence is a process of learning how to respond to various stimuli from outside oneself through interaction with the environment⁷

Related to this, several schools carry out extracurricular activities to help students develop their interests, including helping students with character building. Several schools, including MI Nurul Ulum Genceng, have grown or formed self-confident characters, especially through Extracurricular Speech (*muhadharah*). Speech extracurricular activities have been carried out for a long time and are one of the extracurricular activities that are in great demand by students, the implementation of extracurricular speeches greatly influences aspects of the attitudes and skills of students such as advancing in front of the class without hesitation, daring to ask questions or express their opinions, besides that MI Nurul Ulum Genceng also often gets achievements in speech competitions.⁸

² Mulyasa, *Manajemen Pendidikan Karakter*, (Jakarta:Bumi Aksara,2018), 9

³ Kemendikbud, No. 71 tahun 2014 tentang Indikator Karakter Percaya Diri

⁴ Al-Qur'an, 3:139.

⁵ Kementrian Agama,*Al-Qur'an dan Terjemah*, (Solo:PT Tiga Serangkai,2019)

⁶Evi Maulida Sari "Implementasi Kegiatan Ekstrakurikuler (Muhadharah) Dalam Meningkatkan Percaya Diri (Self Confidence) Siswa(Studi Kasus Kelas 4 Dan 5 Di Madrasah Ibtidaiyah Ma'arif Nu Assa'adah Sampurnan Bungah Gresik)" (Skripsi-IIQ Jakarta, 2019)

⁷ n Allinda Hamidah and Intan Sari, "*Percaya Diri Peserta Didik Dalam Pembelajaran Tematik*" 02, no.02 (2021): 133–145.

⁸ MI Nurul Ulum, Observasi, Lamongan, 08 Oktober 2021

The word *muhadharah* comes from the Arabic *isim maf'ul "hadoro"* which means present. According to munawwir *al-muhadhoroh* means lecture or lecture. *Muhadharah* can also be interpreted as one of a person's techniques in conveying information and messages, and explaining ideas to others. Extracurricular Speech (*muhadharah*) is a lecture or speech activity that expresses thoughts in the form of words addressed to the crowd or in the form of readings that have been prepared to be delivered in front of the crowd.⁹

The research carried out refers to several previous studies, including those conducted by Ana Amsaroh by carrying out Speech (*muhadharah*) activities that can increase the self-confidence of class III MI Muhammadiyah Jeruk Pacitan students. The results of the study stated that the implementation of Speech (*muhadharah*) activities was very effective in helping improve the ability to communicate well so that students could grow self-confidence.¹⁰ Another study by Azima Kusuma Ati regarding the role of Speech (*muhadharah*) in training students' communication skills at MI Ma'arif Polorejo Babadan Ponorogo. The results of the study stated that the implementation of Speech (*muhadharah*) activities had a positive impact including students having the courage to appear in public, students who were initially passive in the form of being active, fostering interest in student literacy, increasing student self-confidence.¹¹

Based on the explanation of the researcher's context above, the character of confidence is needed for each student, especially during the learning process. Related to this, among others, MI Nurul Genceng Lamongan has implemented Speech extracurricular activities Speech (*muhadharah*) to grow or shape students' self-confidence. This study aims to determine the implementation of the Extracurricular Speech (*Muhadharah*) on the self-confidence of students at MI Nurul Ulum Genceng.

Speech activities (*muhadhoroh*) play an active role in increasing students' self-confidence as well as appearing in front of many people, and students are able to communicate well with fellow friends and others. The character of self-confidence should be cultivated from an early age, so that students are able to express opinions or carry out activities without hesitation, are not easily discouraged, are not awkward in acting, dare to present in front of the class, dare to argue, ask or answer questions through speech extracurricular activities (*muhadhoroh*).

METHOD

This study uses qualitative research methods. Qualitative research is a type of research where the results are not obtained by statistical procedures or other forms of calculation. While the data can be counted and presented as numbers like in a census, the analysis of the data is qualitative. Qualitative research deals with non-mathematical data analysis. This process produces

⁹ Mansur Fauzi dan Alwiyah Dja'far, "Implementasi kegiatan Muhadharah dalam meningkatkan kepribadian siswa di pondok pesantren putri Babul Khairat Kertosari Pasuruan" Jurnal Studi Islam No. 2 (Desember 2019):126

¹⁰ Ana Amsaroh, "Pelaksanaan Muhadharah dalam meningkatkan kepercayaan diri siswa kelas III MI Muhammadiyah Jeruk Pacitan" (Skripsi-Institut Agama Islam Ponegoro, 2019)

¹¹ Azimah Kusuma Ati, "Peran *Muhadharah* Dalam Melatih Kemampuan Komunikasi Siswa Di MI Ma'arif Polorejo Babadan Ponorogo" (Skripsi-Institut Agama Islam Ponegoro, 2020)

results obtained through data collected in various ways, including interviews, observation, documents or notes, and testing.¹² This concerns the Implementation of Speech Extracurricular Activities (*muhadharah*) on the self-confident character of students at MI Nurul Ulum Genceng.

In a qualitative approach, the data are descriptive and not numbers, meaning that the data can be in the form of categorized symptoms or in other forms, such as photographs, documents, artifacts, and field notes at the time the research was conducted as well as the sounds and their combinations.¹³

This research was conducted on students who took part in extracurricular speeches totaling 9 students including 3 students in grade 4, 3 students in grade 5, and 3 students in grade 6. The research instrument used interview guidelines, observation, and documentation. The data analysis technique in this study is interactive model data analysis, which refers to Miles & Huberman. This interactive model data analysis has three components, namely: (1) data collection, (2) data reduction, (3) data presentation, and (4) conclusion/verification. According to Miles and Huberman. The three main components contained in the qualitative data analysis must be present in the qualitative data analysis because the relationships and linkages between the three components need to be continuously compared to determine the direction of the content of the conclusions as the final result of the research.¹⁴

Qualitative research can be declared valid if the research has valid data. Triangulation is a process of checking whether data or information is valid or not obtained from different directions by reducing as much bias as possible during data collection and analysis. Several triangulation techniques, in this study, namely source triangulation, technical triangulation, and time triangulation, namely through data collection at different times.¹⁵

RESULT AND DISCUSSION

The research conducted at MI Nurul Ulum Genceng was carried out using several data collection techniques related to the implementation of speech extracurricular activities (Muhadharah) on self-confidence characters. The researcher analyzed to explain further research according to the type of research, namely descriptive qualitative from the data obtained either through interviews, observation, and documentation related to the implementation of speech extracurricular activities.

Implementation of speech extracurricular activities carried out by MI Nurul Ulum Genceng as a teacher's strategy and steps in imparting knowledge and fostering self-confidence. Speech extracurricular activities at MI Nurul Ulum Genceng have an impact on the character of self-confidence at MI Nurul Ulum, the implementation of speech extracurricular activities is following steps and indicators of confidence according to theory.

¹² Nugrahani Farida, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, vol. 1 (Surakarta, 2014), 9.

¹³ Hardani Dkk, *Metode Penelitian Kualitatif Dan Kuantitatif* (Yogyakarta: Cv. Pustaka Ilmu Group Yogyakarta, 2020), Hlm 41.

¹⁴ Nugrahani Farida, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, vol. 1, p. 173

¹⁵ Djam'an Satori, Aan Komariah, *Metodologi Penelitian Kualitatif* (Bandung: Alfabeta, Bandung, 2017).173

Can be seen in the following image:

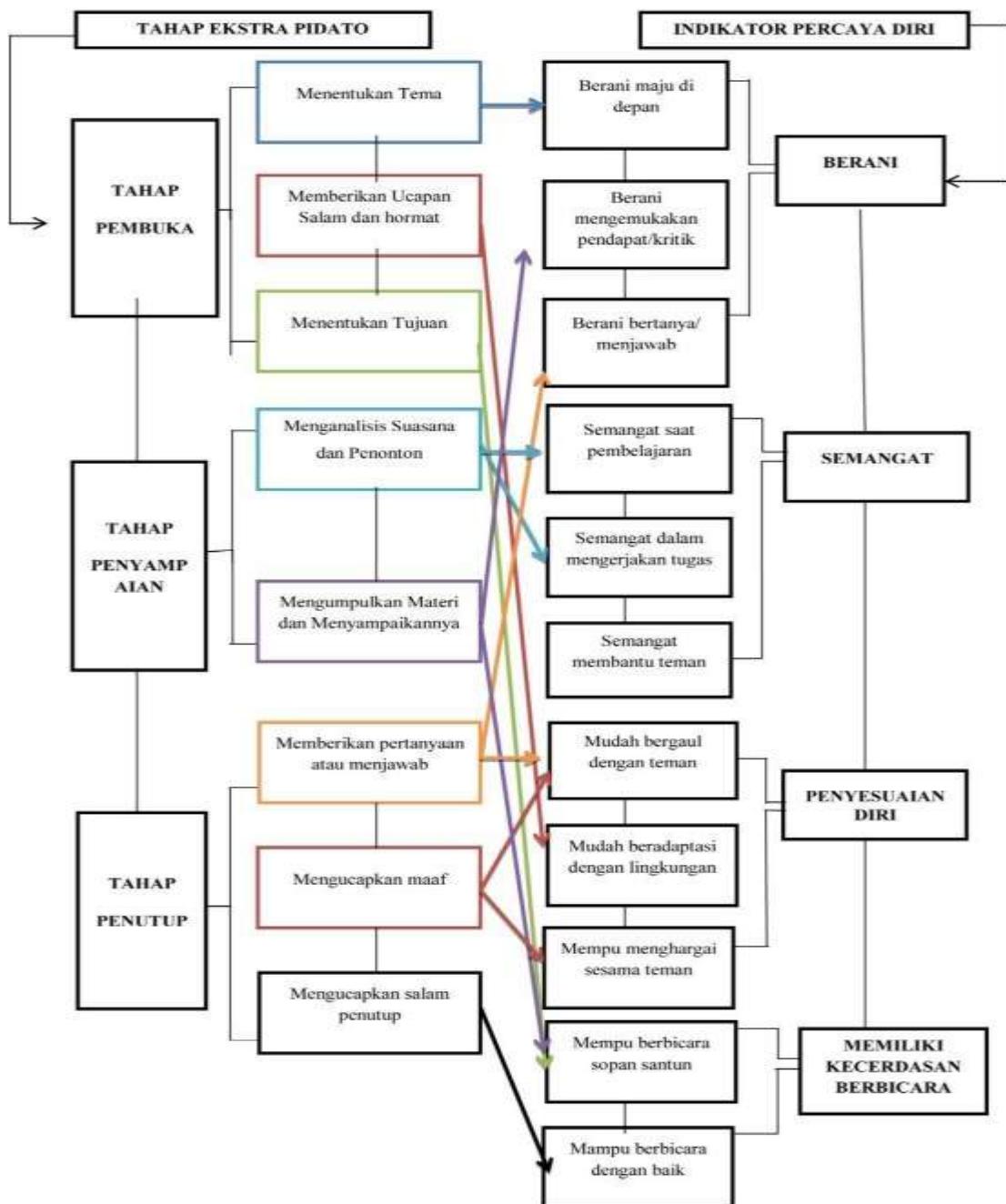


Figure 4.1: implementation of speech extracurricular activities is following steps and indicators

Based on the picture above, the Extra Speech (Muhadharah) stages are related to the Self-Confidence character indicator. based on the results of observations of the implementation of Extracurricular Speech activities that have been running in accordance with the Extra Speech stages as well as with Self-Confidence Character Indicators.

In the extracurricular implementation of the speech at Mi Nurul Ulum Genceng Lamongan, it is associated with the character of student confidence, there are differences so that there are categorizations of self-confidence among students, including permanent self-confidence (in the sense that student self-

confidence already exists and always resides in himself) and impetus self-confidence (confidence in themselves with the need for motivation or encouragement). To make it easier to understand the differences in student confidence can be described as follows:

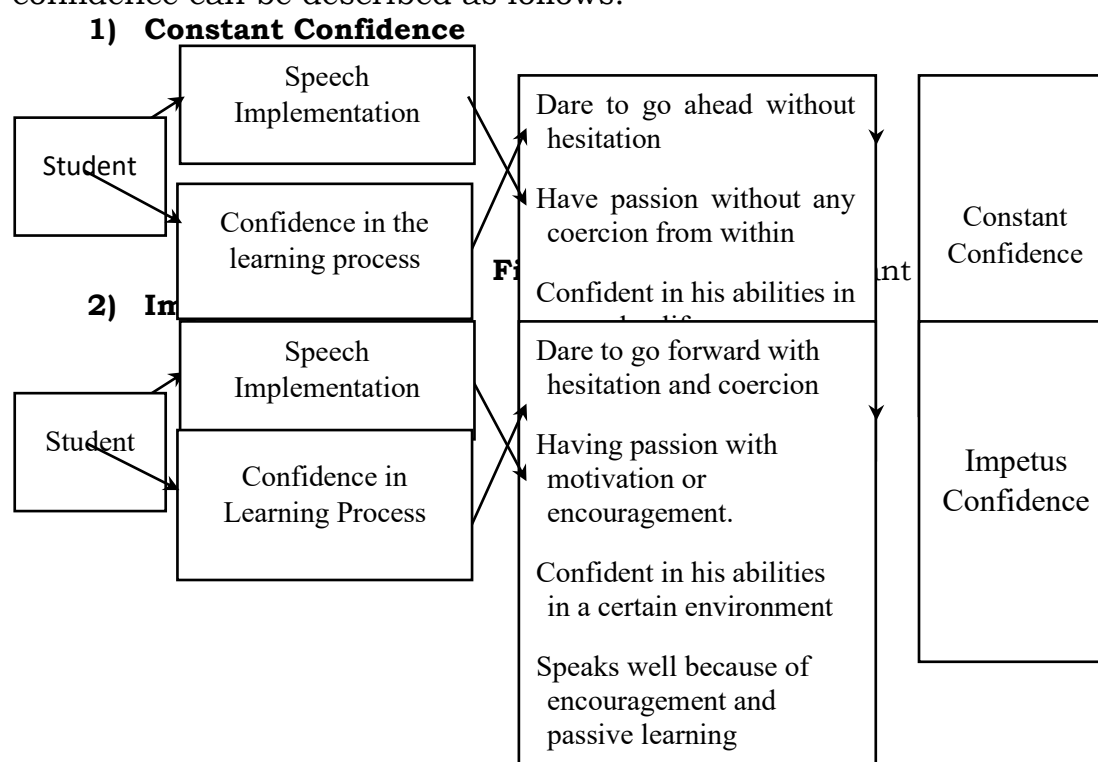


Figure 4.3: Impetus Confidence Flow

It can be seen that MI Nurul Ulum Genceng has extracurricular activities in fostering students' self-confidence, namely extracurricular speeches whose implementation is coordinated by the coach, Mr. Majid, under the supervision of the school principal and the teacher council. Based on the results of data findings on the self-confidence of MI Nurul Ulum Genceng students which are linked to the findings on data reduction, it can be concluded that the level of confidence of MI Nurul Ulum students is different, so there is a category of self-confidence of MI Nurul Ulum Genceng students. students' self-confidence, namely Malar and Impetus self-confidence. Overall the extracurricular implementation of the speech at MI Nurul ulum genceng has been well implemented and the expected goals so that students can develop their talents and interests and form a confident character have been achieved even though improvements and developments are still being made consistently.

Conclusion

Based on the results of the research and discussion that has been carried out by researchers regarding the Implementation of Speech Extracurricular Activities (Muhadharah) on the self-confidence of students at MI Nurul Ulum Genceng, it can be concluded as follows:

The implementation of speech extracurricular activities at MI Nurul ulum genceng has been carried out following the steps in theory, namely: (1) Determining the theme, (2) Determining the purpose, (3) Analyzing the

atmosphere and audience, (4) Gathering materials or material, (5) Speech Framework (a) Opening Stage, (b) Submission Stage, (c) Closing Stage.

The implementation of speech extracurricular activities at MI Nurul ulum genceng has been implemented by carrying out activities that aim for students to develop their talents and interests and form confident character. since the implementation of speech extracurricular activities, some students who take part in extra speeches have high self-confidence compared to other friends.

It is known that MI Nurul Ulum Genceng has extracurricular activities in fostering students' self-confidence, namely extracurricular speeches whose implementation is coordinated by the coach, Mr. Majid, under the supervision of the school principal and the teacher council. Based on the results of data findings on the self-confidence of MI Nurul Ulum Genceng students which are linked to the findings on data reduction, it can be concluded that the level of confidence of MI Nurul Ulum students is different, so there is a category of self-confidence of MI Nurul Ulum Genceng students. students' self-confidence, namely Malar and Impetus self-confidence. Overall, the extracurricular implementation of the speech at MI Nurul ulum genceng has been well implemented and the expected goals so that students can develop their talents and interests and form a confident character have been achieved although improvements and developments are still being made consistently.

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