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Realization of Extracurricular Magnet Theater: Character Education Media for Students of MAN 1 Ngawi

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Abstract: The Magnet Theater extracurricular introduces the world of performing arts to students to learn more about playing drama, exploring a role, teamwork and others. The Magnet Theater extracurricular uses a family system to make it easier to find out the background of students. Although MAN 1 NGAWI is an Islamic school, students are often still wavering and easily influenced by free association outside of school. For that reason, the Magnet Theater Extracurricular MAN 1 NGAWI has a prominent difference from theater extracurriculars in other schools, namely spiritual activities such as Khataman AL-Qur'an, Dzikrul Ghofilin and Pilgrimage to the Tombs of Wali or Ulama Experts. It is very rare for extracurricular activities in the arts to shape the character of students in pursuing spiritual activities. This is very interesting to study in depth. This study aims to describe the realization and results of the realization of the Magnet Theater extracurricular as a medium for character education for MAN 1 Ngawi students. This study uses a qualitative descriptive research method, with data collection techniques using interviews, observations, and documentation studies. Data analysis techniques consist of stages of data reduction, data presentation, drawing conclusions and data verification. The results of this study are that the realization of extracurricular magnetic theater has proven to be an effective means in shaping students' character. Through a creative process involving the values of discipline, responsibility, cooperation, and empathy, this theater is not only a space for artistic expression, but also a holistic character education medium. As a result, students showed an increase in positive attitudes, both in school and social life, proving that performing arts can play a significant role in strengthening character education in the madrasah environment.

Keywords: realization, extracurricular, character education

1. Introduction

MAN 1 NGAWI is an educational institution under the authority of the Ministry of Religion of the Republic of Indonesia. This school is one of the leading educational institutions in Ngawi Regency, even at the East Java Province level. Nationally, MAN 1 Ngawi has contributed through various achievements achieved by its students and educators, both in academic and non-academic fields. MAN 1 NGAWI has a Theater extracurricular activity developed and run by Kuspriyanto Namma S.Pd. as an Indonesian language teacher. He has his own method to make students interested in the Magnet Theater. Magnet Theater was established on August 22, 1993. Magnet Theater is not a school theater but a theater that stands outside the school. The Magnet Theater Studio Center was originally in Ketonggo, now located in Cabeled Kidul, Ketanggi, Ngawi District, Ngawi



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Regency, East Java. Magnet Theater was founded by Kusprihyanto Namma who is a writer and also the founder of the Peron Theater, FKIP UNS. Magnet Theater entered MAN 1 NGAWI in 2005 with an initial number of 10 theater members.

According to Ali Hasan (2008:13) realization is a real action on the movement or change of a plan that has been made or worked on. According to M. Dahlan (2010:978) realization is the implementation of something so that it becomes real. So the realization in the extracurricular Magnet Theater as a medium for character education for students of MAN 1 Ngawi can be studied more deeply.

According to Wiyani (2013:108) extracurricular is an educational activity outside of class hours that is intended to help the development of students, according to their needs, potential talents, and interests through activities that are specifically organized by students and/or competent and authorized educational staff at school. According to Purnama (2010:201), theater extracurricular is a place for students to learn about performing arts. Theater art is one branch of art, while art is part of the way of life in society. Moulton defines theater as a performance of a life story that is depicted in movement (life presented in action). Extracurricular activities are additional activities outside the program structure carried out outside of class hours in order to enrich and broaden the insights and knowledge of students (B. Suryosubroto:2013). The researcher refers to the explanation of B. Suryosubroto, namely the Magnet Theater extracurricular at MAN 1 Ngawi carries out these activities outside of class hours to support the talents and interests of students. There are basic dimensions of humanity in education, namely affective, cognitive, psychomotor.

Pendidikan is a process of changing behavior, adding knowledge and life experience so that students become more mature in thinking and attitude. Ki Hadjar Dewantara stated that education is an effort to advance children's character, mind and body so that they are in harmony with nature and society. Education is not only a means to share knowledge but also as a means of cultivating and channeling values (enculturation and socialization). According to Thomas Lickona (2012: 81 - 82) Character consists of operative values, values in action which are the process of forming character, a value of goodness and inner disposition that is relied on to respond to situations in a good way according to morals. Agus Prasetyo and Esmuti Rivasuntha in the book Character Education Conception & Implementation in an integrated manner in the family, school, college and community environment written by Syamsul Kurniawan (2014) define character education as a system of instilling character values to students which includes components of knowledge, awareness or willingness, and actions to implement these values both towards God, oneself, others, the environment, and the nation. According to Zubaedi, as quoted by Syamsul Kurniawan, character education (2014) is moral education that aims to develop the character and nature of students by internalizing the values and beliefs of society as a moral force in life through honesty, trustworthiness, discipline, and cooperation that emphasizes the affective domain (feelings/attitudes) without leaving the cognitive domain (rational thinking), and the skill domain (skills, expressing opinions and cooperation).

2. METHOD

This study uses a qualitative descriptive research method. Qualitative descriptive research, descriptive is a formulation of the problem that guides the research to explore or photograph the social situation to be studied comprehensively, broadly and deeply. Bogdan and Taylor (in Afriani, 2009) stated that qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research methods are methods used to research in natural object conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), inductive data analysis, and qualitative research results emphasize meaning more than generalization (Sugiyono, 2009).

Qualitative approach is an approach to understand the phenomenon of what is experienced by the subject of the study such as behavior, perception, interest, motivation, action by means of description in the form of words and language. This qualitative approach aims to obtain complete data with the working steps of this research method is to describe the realization and results of the realization of the Magnet Theater Extracurricular as Character Education for Students of MAN 1 Ngawi.

3. RESULTS AND DISCUSSION

3.1 Realization of Extracurricular Theatre as a Media for Character Education of Students at MAN 1 Ngawi

Extracurricular as a medium for character education of MAN 1 Ngawi students, through the interests and talents of students, teachers and mentors will easily shape the character of students based on the vision and mission of MAN 1 Ngawi. Theater extracurricular strengthens students' talents in acting. The Ngawi Magnet Theater extracurricular equips students with knowledge and skills, both hard skills and soft skills. The Ngawi Magnet Theater extracurricular activity program is as follows:

1. Acceptance of new members

In this activity, the extracurricular theater magnet ngawi held a new member acceptance which aims to regenerate members and add new families to establish togetherness and learn to build good cooperation in each member. In this activity, Mr. Kuspriyanto as the mentor has two paths to accepting new members, namely accepting members with the interests and interests of the students themselves and accepting new members with offers from the mentor directly.

2. Routine training

This activity is carried out once a week if there is no performance process, but if there is a performance process this activity is carried out every time after school. The routine exercises carried out are very diverse, including

a. Practice player character building

In this exercise, students practice honing their ability to control facial expressions, convey precise and clear diction, learn to

behave and move body parts according to the role or character they are playing.

b. Practicing arias in performance

In this exercise, students learn basic skills in using cosmetics or make-up according to the character they are playing.

c. Practice lighting arrangement

In this exercise, students practice how to operate existing lighting equipment and also practice how to control lighting or light according to the atmosphere in the story being performed.

d. Practice musical arrangement

In this exercise, students practice determining existing music and practicing basic song arrangements to accompany the atmosphere in the performance story.

3. Complete Quran Reading and Dhikrul Ghofilin

This activity is held every Thursday at the MAN 1 Ngawi mosque. This activity aims to educate the character of students to control good morals in accordance with the school environment.

4. Dhikrul Ghofilin

The Dzikrul Ghofilin activity initiated by KH. Hamim Jazuli (Gus Miek) is a dhikr or wirid charity that aims to remind someone who is negligent and far from Allah SWT. This activity is implemented in the extracurricular magnet theater in order to become self-control for students in carrying out their worship.

5. Regular performances

The purpose of the performance is to test and hone the abilities of students during practice. Performances are usually held at the end of the semester, magnet birthdays, language month commemorations and others. This routine performance also hones the cohesiveness of one member and another.

6. Independence Ceremony

This activity is held once a year by the extracurricular theater magnet aims to educate the nationalistic character of students. In addition to holding an independence ceremony, the extracurricular instructor / trainer accustoms students to sing the 3 stanzas of the Indonesian national anthem at every opening ceremony of the performance. (K.P Namma, interview October 18, 2024).

Components of Good Character in the MAN 1 Ngawi Magnet Theater Extracurricular include:

1. Moral Knowledge

1.1. Moral Awareness

The extracurricular Magnet Theater MAN 1 Ngawi trains students to be aware and sensitive to the prevailing morals in every environment. Students are trained to be independent, disciplined, cooperative and responsible. Moral awareness training is applied through the running of activity programs, for example in organizing activities, students hold performances or other activities after school so as not to interfere with lessons. In addition, to implement the rules and morals in MAN 1 Ngawi, because if the activity is carried out at night it will violate the rules and morals in MAN 1 Ngawi. This training is so that students can apply moral awareness when they enter the community.

1.2. Knowledge of moral values

Knowledge of moral values is very important for students to know. In the subject of PKN, students are taught basic knowledge related to knowledge of moral values in the surrounding environment. Students of MAN 1 Ngawi are given a briefing on vision, mission and rules during the orientation period for new students, students are asked to understand the vision, mission and rules that exist. Knowledge of moral values must be truly understood because they are continuous in everyday life. Students who take part in the Ngawi Magnet Theater extracurricular are given an understanding of moral values in the organization. For example, respecting and appreciating each other in each member. Knowledge of moral values is the balance of the Magnet Theater extracurricular

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1.4. Love the good things

The highest form of character involves being genuinely interested in the good. When people love the good, they enjoy doing the good. They have a morality of desire, not just a morality of duty.

1.5. Self-control

Self-control is needed to restrain oneself from indulging oneself. Students who follow a series of activities at school are a form of training to control themselves and take advantage of adolescence by achieving and participating in extracurricular activities at school.

1.6. Modesty

Humility is the affective side of personal knowledge. It is a genuine openness to the truth and a willingness to act to correct one's failures.

2. Moral Action

There are three aspects of character in moral action,

namely

2.1. Competence

Moral competence is the ability to transform moral judgments and feelings into effective moral

actions. In magnetic theater, students resolve a conflict fairly by listening to and conveying one person's point of view without defaming the other person, and working towards a solution that is acceptable to all parties. Competence also plays out in other moral situations. To help others in distress, students are able to feel and carry out an action plan.

2.2. Desire

It takes a desire to keep emotions under the control of thought. In this case, students are trained to produce a good performance in order to achieve the desired success.

2.3. Habit

In a big situation, the implementation of moral actions benefits from habits. Extracurricular theater magnets familiarize the activity program so that students can get used to positive actions in accordance with morals in the school environment.

3.2 Results of the Extracurricular Realization Process of Magnetic Theater as Character Education for Students at MAN 1 Ngawi

Positive moral culture in MAN 1 Ngawi based on the vision and mission implemented in the MAN 1 Ngawi environment with Theater Extracurricular as its media has positive results for students and MAN 1 Ngawi in the future. When a group has manners and morals in an environment, it is a group that brings good influence to its members. The following are the results of the implementation process of theater extracurricular through activity programs as a medium for character education:

3.2.1. Acceptance of New Members

Accepting new members can regenerate members so that the organization can survive longer. In addition, it can increase insight and knowledge to exchange ideas among members, as well as build a sense of family among members. This activity forms the character of students who can mix and help each other and build components of moral feelings in students

3.2.2. Routine Training

Regular training can develop students' talents and build chemistry among members as well as train cooperation and mutual assistance. Regular training can hone acting, vocal, stage blocking, breathing and other skills. Regular training can shape students' characters according to moral components.

3.2.3. Khataman Al – Qur'an

Khataman Al-Qur'an can accustom students to read the Al-Qur'an 1 juice every week, train students' responsibility and build religious attitudes that students have. This activity forms the character of students who are religious and disciplined for the good of the individual.

3.2.4. Dhikrul Ghofilin

This activity can bring students closer and always to Allah SWT. In addition, dhikrul ghofilin becomes a bond of friendship between members and teachers. Because teachers are the congregation of students to seek knowledge. This activity builds the character of students who are religious and obedient to Allah SWT.

3.2.5. Routine Performances

This activity hones the abilities of students from the results of routine training in soft skills and hard skills that students have and get. This activity builds a sense of responsibility, mutual cooperation, independence, discipline and respect for fellow members. This activity forms the character of students according to the moral components of honing the ability of moral knowledge, moral feelings and moral actions.

3.2.6. Independence Ceremony

This activity fosters the spirit of nationalism of students, forms the character of disciplined students, trains leadership and cooperation and fosters a sense of togetherness and unity. This activity is very important in the character education of students because it forms characters according to existing moral components and positive culture in the surrounding environment.

The extracurricular activity program of the magnetic theater becomes a medium for character education for students at MAN 1 Ngawi. Through the activity program, students are interested in participating in the theater extracurricular, in addition to the interesting activities, the family system also attracts students to join as members. Mr. Kuspriyanto Namma generally embraces students who have problems to build student character that is in line with the morals in the surrounding environment. because according to Mr. Kuspriyanto Namma, students who have problems are actually obedient to someone who is respected. With the existence of the magnetic theater extracurricular, students who have problems will have good character by participating in the activity program that is held. Participating in theater extracurricular equips and shapes the character of students to live in the community and becomes a provision when studying in college.

4. CONCLUSION

Based on data analysis on the realization of extracurricular theater Magnet as a medium for character education for students of MAN 1 Ngawi focuses on program habits. Activities in the extracurricular theater magnet students can learn to form characters that are in accordance with the positive moral culture in the school environment. Character education in extracurricular theater trains behavior and attitudes in accordance with the moral environment both around the school and the community. Madrasah Aliyah Negeri (MAN) 1 Ngawi is an Islamic school under the auspices of the Ministry of Islamic Religion that wants to form the morals and character of students into an independent, high-achieving and noble generation.

The results of the process of realizing the extracurricular theater Magnet as a medium for character education for students of MAN 1 Ngawi make members active in production and last for a period of 5-10 years. In the theater extracurricular, there are manners and morals that have a good influence on its members. With the existence of the extracurricular theater Magnet, students who have problems will have good character by following the program of activities held. Following the theater extracurricular equips and shapes the character of students to live in the community and becomes a provision when studying in college.

AUTHOR CONTRIBUTION

Both authors are involved in compiling this article so that there is a division of tasks that are arranged in order to be able to compile the article according to the discussion and needs that the author wants to convey. The two authors are divided into two tasks, namely Putri Alia Rahmawati as a researcher and Dr. Arif Hidajad, S. Sn., M. Pd. as a research supervisor to compile the article.

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