ISSN 2776-5229

Integration of Religious Character Education in Extracurricular Management of Saturday-Sunday Islamic Boarding School Activities (Petuah) at Madrasah Tsanawiyah

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ARTICLE INFO

Article history
Received September 21, 2026
Revised October 14, 2026
Accepted November 13, 2026

Keywords: Integration, Character, Management of *Petuah*, Madrasah Tsanawiyah, POAC.

This study aims to describe the integration of character education in the management of extracurricular discipline (pesantren Saturday-Sunday), which is carried out by Madrasah Tsanawiyah Negeri 1 Serang. every weekend. In the midst of a moral crisis that hits the younger generation, who often spend time with gadgets and risky associations, MTsN 1 Serang initiates a mandatory extracurricular program every Saturday and Sunday, for the habituation of students' religious character. This research is a type of descriptive qualitative research. Data collection is carried out by means of interviews, field observations, and documentation. Data analysis is carried out by reducing data from the results of interviews, then presenting data, and finally drawing conclusions as a form of answer from the background of the research problem. The results of the study show that through the integration of character education in the extracurricular management *of Petuah* which includes planning, organizing, implementing, supervising, and evaluating, MTsN 1 Serang. students get used to doing worship well at home and in the community, show high discipline and have independence and responsibility, broad insight, and participate in every organization and religious activity in the community.

1. INTRODUCTION

Extracurricular activities play an important role in education because they provide opportunities for students to develop interests, talents, and skills outside of the formal curriculum (Caso et al., 2023). In addition, extracurriculars also contribute to building students' character, increasing self-confidence, and developing social skills. In Indonesia, extracurricular activities in madrassas play an important role in forming students with noble character and skills that are relevant to the needs of society (Fatimah et al., 2021). Therefore, effective management of extracurricular activities is indispensable to achieve comprehensive educational goals. Islamic education in state madrasas faces challenges in integrating religious values into the formal curriculum. The Saturday-Sunday pesantren emerged as an innovative model to strengthen the internalization of the values of monotheism, morals, and worship through weekend activities. This program not only complements daily learning, but also forms the character of students holistically in accordance with the principles of spiritual-based Islamic education management(Anwar et al., 2024). Extracurricular activities are activities that are carried out outside of class hours and during school holidays, both inside and outside the school environment. The purpose of this activity is to broaden students' horizons, understand the relationship between subjects, channel talents and interests, and fill free time with useful things so that they can minimize unwanted student cases. From this phenomenon, MTsN 1 Serang created an admonition extracurricular program (Saturday-Sunday Islamic Boarding School) which was implemented to overcome the secularization of state education. This approach is relevant to the demands of the digital era where Islamic values must be internalized on an ongoing basis. The Saturday-Sunday Islamic Boarding School developed in response to the increasingly intensive need for Islamic education outside of formal school hours (Fauzi & Khoiriyah, 2018). At MTsN 1 Serang, this program focuses on tahfidz and the yellow book (fiqh and morals) through the modernized

sorogan and bandongan methods. The management involves organizing weekend time to avoid clashes with student activities. This innovation increases student and parent participation, as well as creates an educational ecosystem based on Islamic values (Abdurahman & Suhartini, 2023). The concept of Islamic education management includes planning, organizing, implementing, and supervising based on the Qur'an and Sunnah to achieve the goal of internalizing values (Zulkarnain, 2023).

The Saturday-Sunday pesantren in madrassas represent an adaptive managerial strategy that combines the tradition of pesantren with the state system. At MTsN 1 Serang, this program is managed through collaboration between madrasah heads, teachers, and committees for resource optimization. This approach is in line with the concept of transformative leadership in contemporary Islamic education (Ubaidila & Maunah, 2022). This transformation is very important in the face of globalization that can threaten students' Islamic identity. The internalization of Islamic values through the Saturday-Sunday Islamic Boarding School has a positive impact on improving the discipline of worship and tolerance of students at MTsN 1 Serang. This program applies deliberation-based management for periodic evaluation, so that it remains relevant to the needs of adolescent students. In the midst of the influence of social media, this activity serves as an effective moral fortress. Preliminary data show an increase in student achievement after participating in the program (Arikarani et al., 2025). However, an in-depth analysis of inhibiting factors, such as facilities and motivation, is still needed. Based on this background, there is a formulation of a problem that must be researched, namely how the management of the Saturday-Sunday pesantren is carried out at MTsN 1 Serang so that it becomes one of the important extracurricular activities for the students and becomes a quality of religious character for the school's graduates. To conduct further research on the management and impact of this program, this article will discuss how planning, organizing, implementing, supervising, and evaluating becomes structured management in improving the quality of education in madrasas.

2. METHODS

This research is a field research conducted at MTs N 1. This type of research is descriptive research using a qualitative approach. According to (L.J Moleong, 2022), research with a qualitative approach is research that aims to understand phenomena about what the research subject experiences such as behavior, perception, motivation, actions, and others holistically, as well as through descriptions in the form of words and language. In a special natural context and by utilizing various scientific methods. In sampling (Tohirin, 2022), the researcher uses a random sampling method based on the objective. The sample in this study included the principal of MTsN 1 Serang City, 1 curriculum representative and 1 student, 2 maple teachers, 2 tahfidz teachers, 2 committee members and 5 students. The data collection technique was carried out through triangulation, which combined participatory observation, in-depth and semi-structured interviews, and documentation. The observation aimed to understand extracurricular management at the Saturday- Sunday Islamic Boarding School at MTsN 1 Serang . This study used several data collection techniques to obtain the results needed as material to develop the research, including through observation, interviews and documentation (Sutopo, 2020). Qualitative research seeks to narratively describe the activities carried out and the impact of these actions on the lives of the individuals involved (Malahati et al., 2023). Interviews were conducted with madrasah heads, deputy heads of student affairs, extracurricular coaches, committees, parents, and students to explore information narratively and contextually. In addition, documentation was collected from madrasah archives, including activity reports, brochures, and photographs. These three techniques were applied simultaneously and complemented each other

to build a comprehensive understanding of the phenomenon being studied. Data analysis is carried out through three stages: first, data reduction to filter and simplify relevant information; second, presentation of data in the form of narrative descriptive and direct quotes; and third, drawing conclusions based on the identification of patterns and meanings verified through triangulation and confirmation to informants (Rofiah & Burhan Bungin, 2024).

3. RESULTS AND DISCUSSION

Internalization of Islamic values.

Based on the results of interviews with the head of the madrasah and the deputy head of student affairs MTsN 1 Serang City, one of the mandatory extracurricular activities is the religious extracurricular of the Saturday Sunday pesantren (*Petuah*). This flagship madrasah program aims to foster students' religious character, as well as build a strong spiritual foundation and high discipline of worship, in accordance with the vision of the madrasah as a quality Islamic educational institution. This activity is specifically designed to deepen religious understanding outside of formal lesson hours. This program is carried out regularly every weekend, where students stay in the madrasah environment to participate in a series of intensive activities such as congregational prayers, book studies, and moral guidance. The formation of character from the habit of religious activities makes students become a human being with a noble character because they have a breadth of knowledge, a breadth of attitude according to religious principles, have high motivation, and produce behavior, and become a skill of students in society. (Lickona, 1992). The Saturday Sunday Islamic Boarding School (*Petuah)* at MTs Negeri 1 Serang City can be integrated with the subject of the Qur'an Hadith, as a response to the learning difficulties of some students in reading the Qur'an. This program combines general learning systems and methods with the pesantren education system. The internalization of religious values is relevant to character formation, so that this activity has a good impact on the students of Madrasah Tsanawiyah Negeri 1 Serang, becomes a flagship madrasah program, and becomes a positive image for MTsN 1 Serang City.

In line with the statement of the principal of MTsN 1 Serang, Umi Kulsum Umayah. "This activity program attracts a lot of public attention, *because it integrates worship habits with the deepening of religious materials such as fiqh and morals for the formation of students' character.* "This Admonition *activity* is useful in internalizing Islamic values and is a process of instilling Islamic values deeply until they become part of an individual's personality. (Muhammad Samsudin, 2021). MTsN 1 Serang students delve into fiqh knowledge for implementation in worship every day, so that they not only get knowledge in class, but at the Islamic boarding school on Saturdays and Sundays they get additional from the fiqh book Safinatunnajah and other moral books. This is relevant to the Saturday-Sunday Islamic Boarding School at MTsN 1 Serang, where individual personality as a student character in the midst of contemporary issues about moral crisis for generations in the industrialera 5.0 (Ilyas et al., 2026). In line with the statement of Umi Kulsum Umayah, as the principal of MTsN 1 Serang "*The internalization of yellow book lessons such as Akhlak lil Banin and Safinatun Najah is the basic debriefing and strengthening of fiqh subjects and moral beliefs learned in the morning curriculum. "* According to Al-Ghazali's thought, the indicators of tawheed as the foundation of internalization include the understanding of rububiyah, uluhiyah, and asthma and the nature of Allah SWT. He emphasized the importance of understanding the Qur'an and memorizing it and memorizing it, with the study of the yellow book as the main method in a deeper understanding of religion (Novanshah, 2022). These indicators are applied in the Saturday and Sunday Islamic Boarding School through the sorogan method with asatidz who are competent in their fields. Ki Hajar Dewantara also integrates monotheism with national character education through "soul education" (Devie Agustin Ramazhana & Dya Qurotul A'yun, 2024), To avoid secularization, at MTsN 1 Serang, this program aims to gradually increase the awareness of

monotheism among students. With good implementation management and management, it is hoped that it can foster religious attitudes and character and give birth to a generation of the nation with moral morals.

No.	Perspective	Concept of character education	Implementation in petuah activities	Character values developed
1	Thomas Lickona	Character education includes moral knowing, moral feeling, and moral behavior/action, as well as the development of the main character values.	The habit of congregational prayers, tahfiz activities, queuing up to eat and bathing, community service, and the courage of students to come forward to study in front of the coach.	Religious, honest, disciplined, responsible, self-control, courage, cooperation, and hard work.
2	Imam Al-Ghazali	The formation of morals through knowledge (ma'rifah), love for Allah (mahabbah), spiritual training, and the habit of good deeds (riyadhah).	Study of the yellow book, learning the Qur'an through sorogan methods, tahfiz, congregational prayers, and moral guidance by the supervisory ustaz.	Monotheism, love for Allah, obedience to worship, patience, sincerity, and morality .
3	Ki Hajar Dewantara	Education through example, motivation, and mentoring based on the principles of Ing Ngarsa Sung Tuladha, Ing Madya Mangun Karsa, Tut Wuri Handayani.	The coach provides examples in worship and behavior, assists religious activities, motivates students to learn, and guides independence and responsibility during overnight activities.	Role model, independence, discipline, responsibility, care, and togetherness
4	MTsN 1 Serang	Integration of religious character education through religious learning, worship habits, moral development, and the application of Islamic values in daily life.	The implementation of the PETUAH program every weekend is through congregational prayers, tahfiz Al-Qur'an, book studies, sorogan, moral development, joint cleanliness activities, and orderly habituation in daily activities.	The formation of habits of worship, discipline, responsibility, honesty, courage, self-control, cooperation, and social concern.

Based on the table, the implementation of religious character education through Saturday-Sunday Islamic Boarding School activities (*advice*) at MTsN 1 Serang shows that there is a connection between the thoughts of Thomas Lickona, Imam Al-Ghazali, and Ki Hajar Dewantara. The three figures have different emphases, but they complement each other in the process of forming students' character. Thomas Licona's thinking emphasizes the importance of knowledge, awareness, and moral actions that are manifested through the habituation of positive behavior. Imam Al-Ghazali emphasizes the formation of morals through religious understanding, spiritual coaching, and worship habits. Meanwhile, Ki Hajar Dewantara emphasized the importance of example and assistance from educators in shaping the personality of students. In the implementation *of petuah*, these three approaches are reflected through congregational prayer activities, tahfiz of the Qur'an, study of the yellow book, moral development, and habituation of discipline and responsibility during activities. Thus, the program not only functions as an additional activity for religious learning, but also as a means of internalizing religious values through experience and habituation in daily life. In addition, the term maqam in Al-Ghazali's thought needs to be distinguished from the stages of learning that can be observed directly. Thus, the results of the study still describe the practice of *admonition* objectively without claiming to have measured the spiritual level of students. The Principal of MTsN 1 Serang, Umi Kulsum Umayah, said in an interview that "*this activity program attracted a lot of*

attention from the community, because it integrates the habit of worship with the deepening of religious materials such as fiqh and morals for the formation of students' character".

Planning of extracurricular activities *in* mts n 1 Serang.

Planning is a very crucial stage in every activity, especially when facing a dynamic environment (Nizamuddin Silmi et al., 2024). Before starting an activity, it is important to plan various aspects, including determining the program to be implemented and involving several parties. In line with the statement of Umi Kulsum Umayah as the principal of MTsN 1 Serang. "In planning *Petuah's extracurricular activities, the parties involved include the supervisor of extracurricular activities led by the deputy head of student affairs, then coordinate with the head of the madrasah and the madrasah committee to prepare the necessary activity plans and budgets. By involving various parties, it is hoped that Petuah's extracurricular activities can be a means to strengthen the religious character of students.* Based on regulations from the government, MTsN Serang City has prepared a mature plan in accordance with the curriculum that has been socialized by the government, with the aim of improving the quality of schools in co-curricular and extracurricular activities. According to George R. Terry, planning is the process of selecting and connecting facts, making assumptions about the future, and formulating activities needed to achieve the desired results. In the context of education, planning is the initial stage of management that functions as a guideline in determining the direction, goals, programs, strategies, and indicators of the success of an educational activity. Planning for Saturday Sunday Islamic Boarding School activities (*Petuah*) provides various benefits for students, especially in supporting their academic development, character strengthening, and spirituality. There are several benefits of planning according to the statement of the head of the madrasah Umi Kulsum Umayah: *"Planning helps students have a clear understanding of the purpose of the Advice activity. Planning ensures that the management of the activities is organized, all aspects of the Advice activities are well managed, from the material to be studied to the method of delivery. This helps students to learn systematically and efficiently. Improved performance, creativity development, and increased discipline and independence for students".*

The preparation of time allocation is a very important part of planning as part of time management, so that it can run in a structured and effective manner (Triana et al., 2025). This is so that extracurricular activities do not clash with the implementation of co-curricular activities. In accordance with Eliza's statement as the deputy head of student affairs at MTsN 1 Serang. *"The process of preparing the program is carried out in an evaluation meeting involving the Head of the Madrasah, the Deputy Head of the Madrasah Student Section, the madrasah committee, and the supervisor of the Saturday and Sunday Islamic Boarding School Program. After the time adjustment, the schedule and rundown of the activity will be discussed together.* Time management is the process of planning, organizing, and utilizing time effectively and efficiently to complete tasks, determine priorities, and achieve predetermined goals. The goal of time management is to increase productivity, avoid work delays, reduce stress, and create a balance between study, work, and rest activities (Pratama & Marsofiyati, 2024). In all extracurricular activities at MTsN 1 Serang City, planning is an important first step so that all activities can be carried out properly (Kusuma et al., 2023). The planning process at MTsN 1 Serang City is under the responsibility of the head of the madrasah and is delegated to the deputy head of the madrasah for student affairs and the supervisor of extracurricular activities. The planning of these extracurricular activities is managed by the school to ensure that the expected goals can be achieved optimally.

Organizing the division of duties and responsibilities of extracurricular activities

Organization and organization have a close relationship. If organization is a container, then organization is a life force that makes it dynamic and active. Organizing is the second step in

management after planning. Planning alone will not go perfectly without someone who implements it and makes it happen. Without clear roles and responsibilities, a plan will only remain an idea. Good organization produces a well-functioning organization, covering all aspects such as work systems, structures, resources, and many more (Siden, Lutvia S., Lukman Arsyad, 2020). According to Eliza's statement as the Vice President of Student Affairs at MTsN 1 Serang. "*The organization of admonition activities is chaired by the head of the madrasah with a coordinating structure in the field of tahfidz, the yellow book coach, the activity coordinator, and the logistics coordinator.* In Islam, everything must be done in an orderly and structured manner. This process must be followed carefully. Nothing should be done carelessly or without consideration. Starting from small tasks such as managing a household to larger responsibilities such as running a country, everything requires proper planning and organization within the management framework. This ensures that goals are achieved efficiently and effectively. Structured and neat activities will shape the student's character to be orderly and tidy, perfectly organized without chaos. The student's condition and environment will affect the student's personality (Septiadevana et al., 2024). Organizing in extracurricular activities *Counseling* is a mechanism or a structure, which is structured in which all subjects, software and hardware can all work effectively, and can be used according to their respective functions and portions in Surah Al-An'am verse: 132

وَلِكُلّٖ دَرَجٰتٞ مِّمَّا عَمِلُواْۚ وَمَا رَبُّكَ بِغَٰفِلٍ عَمَّا يَعۡمَلُونَ

Meaning: And each person has his level, according to what they do. And your Lord is not careless about what they do.

وَقُلِ ٱعۡمَلُواْ فَسَيَرَى ٱللَّهُ عَمَلَكُمۡ وَرَسُولُهُۥ وَٱلۡمُؤۡمِنُونَۖ وَسَتُرَدُّونَ إِلَىٰ عَٰلِمِ ٱلۡغَيۡبِ وَٱلشَّهَٰدَةِ فَيُنَبِّئُكُم بِمَا كُنتُمۡ تَعۡمَلُونَ

"And say: 'Do as you please, for Allah will see your deeds, and so will His Messenger and the believers. And you will be returned to the All-Knower of the unseen and the witnessed, and He will tell you what you used to do.'" (At-Taubah: 105)

Professor Quraish Shihab in the book Tafsir Al-Misbah said, if the previous verse talks about Allah who accepts repentance. Verse 105 in surah at-Taubah continues with the command to do righteous deeds. Even though repentance has been accepted, humans have lost time that can be filled with virtue. Therefore, it is important to be active in charity so that the loss is not too great. (Professor Quraish Shihab, Tafsir Al-Misbah, [Ciputat: Lentera Hati, 2002] Volume V, page 712). Furthermore, this verse aims to encourage people to be self-aware and supervise their deeds. Every deed, good or bad, has an essence that cannot be hidden. Allah, the Messenger, and the believers are witnesses who know and see its essence. On the next day, Allah will remove the veil that covers their eyes so that they will also know and see the essence of their deeds. With a holistic approach and based on Islamic values, organizing in Islamic education can be a strong foundation to form a generation that has integrity, insight, and is committed to the development of a society based on Islamic values (Nawawi et al., 2024). In line with the statement of Eliza Waka Student Affairs MTsN 1 Serang. *"Organizing is a step that is taken after planning. Organizing is the determination of duties and responsibilities that must be carried out by everyone who receives a certain position for the proper implementation of Petuah extracurricular activities . For this activity, the chairman of the committee of the Saturday and Sunday Islamic Boarding School divided the schedule and also divided classes in its implementation. Because if it is carried out for all classes at one time, it will not be well organized.* Organizing in Islamic education management emphasizes a hierarchical structure based on tawadhu and deliberation (Siti Aisyah et al., 2024), as applied at the Saturday Sunday MTsN 1 Serang Islamic Boarding School. The division of duties includes tahfidz coordinators, yellow book coaches, person in charge of activities, and logistics committee from among teachers. The madrasah committee acts as an external supervisor, creating a synergy of advisors, supporters, and control.

 ISSN 2776-5229

The organization has a very important role because it provides a framework to realize the plans that have been determined according to their functions. Organizing includes the grouping of activities that are important to achieve the goals that have been determined. The organizing process in extracurricular activities regulated by the school includes all elements involved in its implementation. The coordination of extracurricular activities carried out by the school is only in the form of dividing tasks to individuals involved in the management or implementation of extracurricular activities for students. The process of organizing and organizing is very much needed in a group of student organizations. This can be seen from the division of responsibilities and duties to members of extracurricular activities, which aims to accelerate and facilitate the implementation of activities more effectively and efficiently. From the perspective of character education, organizing not only functions as an administrative mechanism to regulate the implementation of activities, but also as a process of learning character values through assigning tasks, responsibilities, and opportunities to participate to students. Through this involvement, students gain direct experience in developing discipline, independence, responsibility, trust, leadership, and mutual cooperation. Thus, organizing in the activities of the Saturday-Sunday Islamic Boarding School has two main functions, namely the managerial function to ensure the regularity of the implementation of the program and the pedagogical function to shape the character of students through organizational experience.

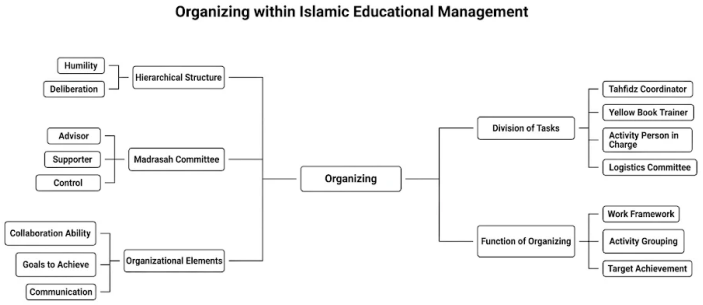


Figure 1. Organizational structure of PETUAH

Implementation of extracurricular activities

Implementation is the implementation stage of planning and organizing. In this context, the first step is to determine the time for the implementation of the *Petuah* activity. This activity has been scheduled with a planned time allocation, namely on Saturday afternoon from 16.00 WIB to Sunday at 08.30 WIB.

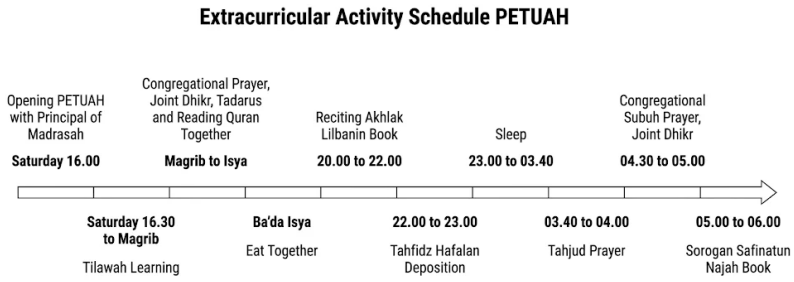


Figure 2. Extracurricular Activity Schedule Petuah



Figure 3. This extracurricular *admonition* is often carried out in mosques.

Supervision of extracurricular management of admonition in improving the religious character of students

Supervision is an integral part of the management process which has an important role in achieving the goals that have been set. Supervision activities are carried out throughout the program until completion. The term supervision includes various activities, such as inspection, control, and evaluation (Boli & Muhammad, 2022) (Chantica et al., 2021). In this context, control activities are also carried out simultaneously. In the world of education, the term "supervision" is often associated with supervision activities, where a supervisor assists teachers in providing direction in the teaching and learning process. In line with the statement of Taryat, Tahfidz Coordinator at MTsN 1 Serang *"Supervision of the management of extracurricular admonitions (Saturday-Sunday Islamic Boarding School) has a crucial role in improving the religious character of students at MTsN 1 Serang City, Banten. Through systematic supervision, this program can ensure that the goals of religious character development are optimally achieved. The supervision process not only includes administrative aspects, but also moral and spiritual aspects, so that it can provide appropriate guidance to students in carrying out religious activities.* Effective supervision allows for a continuous evaluation of the learning process that takes place in extracurricular activities (Sukatin et al., 2023). By involving teachers, supervisors, and other stakeholders, each activity can be monitored to ensure conformity with the religious values being taught. It also creates a space for feedback, where students can share their experiences and challenges, so that management can respond with constructive solutions. In line with the statement of Taryat, Tahfidz Coordinator at MTsN 1 Serang. *"Every dawn ba'da and ma'da maghrib on Saturday and Sunday, the students are assessed in depositing their memorization, and their yellow book learning is evaluated by depositing the memorization of the book.* And Taryat's statement also that: *Parental involvement in supervision programs is also very important. Because parents are involved, they can play an active role in supporting their children in developing religious character. Good communication between schools and parents will create synergy in shaping religious values, so that efforts to improve religious character become more effective.* Consistent and directed supervision in the extracurricular management of Petuah can also create a positive learning culture among students. When students feel the attention of the administrators and teachers towards their spiritual development, they will be more motivated to participate in the activity earnestly. This not only creates a conducive atmosphere for learning, but also fosters an attitude of mutual respect and collaboration among students, which in turn strengthens their religious character. Therefore, it can be concluded that the indicators of the success of Petuah supervision (Saturday-Sunday Islamic Boarding School *) in improving the religious character of students can include several important aspects*, namely increased religious understanding, increased spiritual independence, increased sense of social responsibility, social and leadership skills, increased confidence, and religious identity.

Evaluation of the management of extracurricular *admonitions* (Saturday-Sunday pesantren in improving the religious character of students.

Evaluation activities aim to analyze the realization of inputs, outputs, and outcomes according to the plan and standards that have been set. Inputs are all the resources needed in the education system to produce the desired educational outcomes. The evaluation process involves various activities carried out to process educational inputs, including learning, educator development, and curriculum. Meanwhile, output is a form of educational outcomes obtained before students reach further classification of educational outcomes. Evaluation is carried out to assess the success of the implementation of programs or activities based on predetermined performance indicators and targets (Boli & Muhammad, 2022). In line with the statement of Taryat, Tahfidz Coordinator at MTsN 1 Serang. "*The students received awards in the form of certificates and trophies as the best juz*

memorizers from juz 28, 29, and 30, Alhamdulillah, with this appreciation the interest of the Saturday-Sunday Islamic Boarding School (Petuah) became excited. Religious character education is a crucial aspect in the development of students' morals in madrasas, the *Petuah extracurricular program* (Saturday Sunday Islamic Boarding School) has an important role in shaping Islamic character. Through this activity, students are not only smart in religion, but also smart in applying spiritual values in daily life. Therefore, evaluation in the management of this program is very important to ensure that the initial goals can be achieved and have a sustainable positive impact (Wasehudin et al., 2024). In the evaluation process, various management elements need to be considered, ranging from planning, implementation, to supervision. This extracurricular activity not only focuses on teaching materials, but also on the development of students' social skills and leadership (Kusuma, 2017). Through interactive and collaborative methods, such as discussions, book studies, and worship practices, it is hoped that students can experience an improvement in aspects of religious character. Systematic evaluation will help identify the strengths and weaknesses of *Petuah management*, so that improvements can be made to increase the effectiveness of the program. The results of this evaluation are expected to be the basis for future program development. By conducting surveys and interviews with students and educators involved, concrete data can be obtained to analyze the impact of *Petuah* on students' religious character. In addition, parental participation in this evaluation process is also very important, as they are an integral part of the formation of students' character. By involving all stakeholders, it is hoped that the *Petuah* program can continue to adapt and develop according to the needs of students, so that the main goal of building a strong religious character can be achieved (Madinah et al., 2023).

4. CONCLUSION

Education in the 5.0 era focuses on developing children's mind, physical, and character as internal forces. When there are deficiencies in character in the current generation, one way to improve the quality of human life is through education that aims to humanize, change attitudes, and improve quality. Education is not a direct effort, but a system consisting of various interrelated elements. MTsN 1 Serang gave rise to extracurricular activities with a superior program *of admonition* (Saturday-Sunday pesantren), which is planned to improve the character of students and strengthen the religious curriculum, with the fact that madrasah is synonymous with religious and spiritual learning and muamalah. So at the beginning of the year, this plan was deliberated in a meeting and coordination with the Head of Madrasah, Madrasah Committee, and supervisors involved in the program. In its organization, all parties involved are given a letter of assignment and a valid and valid organizational structure is made, so that there is no overlap and mutual dependence and receives system support from all parties, both from the head of the madrasah and from the community as a committee and school residents. The implementation of *Petuah* at MTs N 1 Serang is carried out on Saturdays and Sundays so that it does not clash with the implementation of teaching and learning activities on Monday to Friday, the attached schedule starts from Saturday afternoon with various activities, including congregational prayers, tahfidz and memorization deposits to tahfidz supervisors then continued with the learning of the yellow book to deepen Fiqh and morals for students' yaumiyah worship practices, the habit of tahajud prayer and the habit of independence, discipline, mutual cooperation, cooperation and especially the habit of students' spiritual worship as the basis for forming moral karimah. Supervision and evaluation, involving the role of parents at home, and teachers at school, are very important so that students always make good habits in terms of their spiritual worship and require continuous coordination between parents and teachers. For the evaluation of *admonition activities* , there are still many things that must be corrected and criticized. The supervisor from the madrasah stated that the schedule and time of the activity, still many shortcomings, because activities start at 16.00 or in the afternoon with various activities that must be

taken seriously, because book learning with 1 hour cannot test students' understanding, and there must be a competency test to find out students' understanding in addition to the practices that have been applied in daily life. With structured and neat extracurricular management, *Petuah* activities have become a flagship activity and program at MTsN 1 Serang, so that it becomes a new experience and new insight in the midst of many public schools that open boarding programs, MTsN 1 Serang has an unbeatable branding compared to other schools, so that word of mouth this activity is an activity that is targeted by all prospective new students.

5. ACKNOWLEDGE

The author expresses his deep gratitude to Mr. Prof. Dr. H. Wasehudin, M.Si., and Dr. Apud. M.Pd.I as supervisory lecturers, for their guidance, direction, and motivation during the preparation process of this research so that it can be completed properly. In addition, the author thanks Mrs. Umi Kulsum Umayah, as the research informant, who has taken the time and openly shared her experience so that this research can be properly compiled.

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