

Implementation of Pai Extracurricular Lessons in Developing Students' Soft Skills at Tunas Harapan Private Vocational School, Batang Serang, Langkat Regency

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The purpose of this study is to determine the PAI extracurricular program in developing students' soft skills at Tunas Harapan Batang Serang Private Vocational School, the activeness of students in PAI extracurricular activities at the school, and what factors hinder the effectiveness of PAI extracurricular implementation in developing students' soft skills at Tunas Harapan Batang Serang Private Vocational School. This study uses a qualitative method with a qualitative descriptive approach and empirical methods. Data collection techniques used in this study are interviews, observations and documentation studies. Data validity techniques used are credibility, transferability, dependability, confirmability. After the data was analyzed, the results of the study showed that the activities of the Tunas Harapan Private Vocational School Extracurricular Program, Langkat Regency, were in the form of reading the Qur'an and interpreting it in the activity, kultum, PHBI commemoration and annual Ramadan events such as breaking the fast together and tadarus in congregation and providing takjil. This Extracurricular Program has quite good activity because each class is required to send its delegates to participate in this extracurricular so that its activity is maintained well and continues to cycle. The most obvious obstacle experienced by teachers implementing extracurricular programs to develop soft skills is the inherently demanding nature of vocational school students, and the reluctance of many to engage in the program. Consequently, these obstacles sometimes disrupt participation and reduce activeness.

Keywords: School Library, Information Literacy, Role of Libraries, Students of MAN 1 Medan.

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1. Introduction

Islamic Religious Education (PAI) is a field that significantly influences the development of students' personalities and character. Furthermore, soft skills development is a major focus in today's education system, as they are essential assets for students facing challenges in the workplace and social life. Tunas Harapan Private Vocational School, Batang Serang, Langkat Regency, is a vocational secondary education institution aimed at producing graduates with both academic and non-academic abilities (Efendy, 2022: 16).

In addition to providing an understanding of religious teachings, according to Faizin, Afnia, Tamimi, and Arifin (2023), Islamic Religious Education (PAI) also has the potential to develop students' soft skills. Soft skills are non-technical skills that encompass social skills, leadership, communication, teamwork, and critical thinking. These soft skills are crucial for students preparing for the increasingly competitive world of work. PAI is expected to not only provide knowledge about Islam but also develop students' soft skills.

Soft skills are non-technical skills needed for success in life, such as communication, collaboration, problem-solving, and leadership. Soft skills are increasingly important in this era of globalization, where the workplace requires individuals who are adaptive, creative, and able to collaborate with others. (Miah, 2022:

56). Islamic Religious Education (PAI) extracurricular activities can be a platform for improving students' soft skills. They can provide support for students to learn and practice soft skills in a fun and interactive context. Tunas Harapan Private Vocational School, Batang Serangan, Langkat Regency, is a vocational high school committed to improving students' soft skills.

This school has several Islamic Religious Education extracurricular activities, such as Rohis, Scouts, and Paskibra. This study aims to analyze the implementation of Islamic Religious Education extracurricular activities in developing students' soft skills at Tunas Harapan Batang Serangan Private Vocational School, Langkat Regency. In this case, the problem that occurs is the lack of understanding of the potential of soft skills in Islamic Religious Education extracurricular activities. Many students, teachers, and parents are not aware of the potential for developing soft skills that can be done through Islamic Religious Education extracurricular activities. This can result in a lack of attention and support for Islamic Religious Education extracurricular programs that focus on developing soft skills. Curriculum that is too focused on academic aspects. In some cases, the educational curriculum is still too focused on academic aspects and does not provide sufficient attention to the development of soft skills.

Islamic Religious Education (PAI) extracurricular activities can be an effective means of filling this gap, but they often receive less priority in terms of time and resource allocation. Challenges in Measuring and Evaluating Soft Skills. Soft skills are subjective and complex to measure and evaluate. This can be an obstacle in identifying and measuring students' progress in developing soft skills through Islamic Religious Education (PAI) extracurricular activities (Latip, 2018: 10). A proper approach and valid evaluation instruments are needed to measure students' progress in soft skills. Limited Student Engagement and Activeness. Sometimes, students may lack interest or active involvement in Islamic Religious Education (PAI) extracurricular activities aimed at developing soft skills. This can be caused by a lack of understanding of their benefits, an excessive academic workload, or a lack of support and motivation from the school environment and parents. (Wahid, 2021: 7)

According to Hasbiyallah, Burhanudin, Zain, and Ihsan (2019), limited resource provision. The success of implementing Islamic Religious Education extracurricular activities in developing students' soft skills can also be influenced by limited resources such as funds, facilities, and equipment. This lack of resources can hinder the implementation of diverse and qualitative activities in Islamic Religious Education extracurricular activities. Contribution to Improving the Quality of Education.

This research broadens understanding of the role of Islamic Religious Education (PAI) activities outside the school environment in supporting the development of students' soft skills. By identifying how Islamic Religious Education (PAI) extracurricular activities contribute to the development of students' social skills, schools can improve the quality of education offered, thereby better preparing students for the challenges of life after graduation. To face challenges in the workplace and social life, students need skills such as effective communication, leadership, teamwork, and critical thinking. By involving students in Islamic Religious Education (PAI) extracurricular activities that focus on developing soft skills, schools can help them build strong and adaptive characters (Pare et al., 2023: 43).

Furthermore, there may also be increased collaboration between schools, families, and religious communities to support students' more comprehensive spiritual development. This phenomenon demonstrates the urgency for schools, including Tunas Harapan Private Vocational School, to develop students' soft skills through extracurricular programs such as Islamic Religious Education (PAI). The Development of the Concept of Holistic Education. Holistic education, which encompasses intellectual, emotional, social, and spiritual aspects, is gaining increasing attention. Soft skills, such as leadership and empathy, are an important part of this holistic education. The implementation of Islamic Religious Education

(PAI) extracurricular activities that focus on developing soft skills in students is an effort to implement a comprehensive, holistic educational approach. The Potential Role of Extracurricular Activities in Soft Skill Development: Extracurricular activities, including Islamic Religious Education (PAI), are recognized as having significant potential in developing students' soft skills. Through various activities, such as group discussions, social projects, or leadership activities, students can learn and practice soft skills in an interactive and practical manner. (Rizki, 2022: 15)

This demonstrates that the implementation of Islamic Religious Education (PAI) extracurricular activities can significantly contribute to developing students' soft skills. Support for the 2013 Curriculum and the Implementation of the KTSP (School-Based Curriculum). The 2013 Curriculum and the School-Level Policy (KTSP) provide space and flexibility for schools to develop extracurricular programs. Islamic Religious Education (PAI) extracurricular activities can be well integrated into the curriculum and KTSP, thus providing opportunities for students to develop soft skills through these extracurricular activities. (Suardipa, 2023: 11)

This indicates that the implementation of Islamic Religious Education (PAI) extracurricular activities in developing soft skills aligns with the direction of national education policy. While there are several studies on extracurricular activities and soft skills development, specific research on the implementation of Islamic Religious Education (PAI) extracurricular activities is still limited. This phenomenon indicates the need for further research to gain a deeper understanding of the contribution of Islamic Religious Education (PAI) extracurricular activities in developing students' soft skills. Given these problems and the phenomena that occur, it is feared that students will not be able to develop skills such as communication, teamwork, leadership, and critical thinking. This can affect their preparation for facing challenges in the workplace that require these skills. School curricula generally focus more on academic aspects and technical knowledge.

Without the implementation of soft skill-oriented Islamic Education extracurricular activities, students may experience an imbalance in the development of skills necessary for their daily lives and future. Unbalanced education can hinder the holistic development of students. This is because Islamic Education extracurricular activities can be a platform for students to explore their interests, talents, and abilities outside the academic curriculum. This can affect their chances of getting a job and improving their career advancement in the future. Therefore, without the proper implementation of extracurricular activities, students may miss the opportunity to develop themselves fully and explore their potential. If students do not have the opportunity to develop soft skills through Islamic Education extracurricular activities, they may be less prepared to face the competition in the world of work that demands these skills.

2. Literature Review And Problem Statement

Implementation of Islamic Religious Education (PAI) Extracurricular Activities

The implementation of Islamic Religious Education (PAI) extracurricular activities is the process of implementing various religious activities systematically designed outside of intracurricular hours to support the achievement of national education goals and Islamic education goals. PAI extracurricular activities not only function as a complement to classroom learning, but also serve as a medium for character building, strengthening spiritual values, habituating worship, and developing students' social attitudes. The form of implementation can take the form of routine programs such as congregational prayer, Al-Qur'an recitation, cultum (sermons), commemoration of Islamic holidays, da'wah training, religious mentoring, and social activities based on Islamic values. The success of the implementation of these activities is influenced by program planning, the competence of the mentor, the support of the principal, student participation, and the availability of adequate facilities and infrastructure. Thus, the implementation of PAI extracurricular

activities becomes an integral part of the educational process that aims to shape students who have a balance between intellectual, emotional, spiritual, and social intelligence.

Student Soft Skills

Soft skills are a set of non-technical abilities related to character, attitude, behavior, interpersonal skills, and intrapersonal skills that support a person's success in academic, social, and professional life. For students, soft skills include the ability to communicate effectively, work in a team, leadership, responsibility, discipline, time management, problem-solving skills, critical thinking, creativity, adapting to change, and self-control. Unlike hard skills, which are oriented towards mastering technical knowledge and skills, soft skills develop through habituation, experience, social interaction, and role models in the educational environment. Therefore, schools have a strategic role in creating various activities that enable students to develop these abilities sustainably. Optimal soft skills development will produce graduates who are not only academically competent but also possess positive character and are prepared to face the challenges of life and the workplace.

The Role of Islamic Education Extracurricular Activities in Developing Students' Soft Skills

Islamic Religious Education (PAI) extracurricular activities significantly contribute to the development of students' soft skills because the activities emphasize character building through direct experience. Through various religious activities, students are trained to be responsible for assigned tasks, build polite communication skills, improve their ability to work together, respect the opinions of others, and develop leadership skills through committees and school religious organizations. Furthermore, the habituation of worship, da'wah activities, community service, and moral development provide opportunities for students to internalize the values of honesty, discipline, caring, empathy, tolerance, and the spirit of mutual cooperation. These experiences serve as effective learning tools because students not only understand Islamic values theoretically but also practice them in their daily lives. Thus, Islamic Religious Education (PAI) extracurricular activities serve as a vehicle for character building and a medium for developing various soft skills needed in social life and the workplace.

Implementation of Islamic Education Extracurricular Activities in Developing Students' Soft Skills in Vocational High Schools

Vocational High Schools (SMK) are not only required to produce graduates with technical competencies in their fields of expertise, but also graduates with soft skills as a preparation for entering the business and industrial world. In this context, the implementation of Islamic Religious Education (PAI) extracurricular activities is one educational strategy capable of supporting the achievement of these goals through character development based on Islamic values. Activities such as religious mentoring, Islamic Spiritual Organizations (Rohis), Islamic holiday commemorations, Islamic leadership training, community service, and worship habituation programs provide space for students to develop discipline, responsibility, leadership, communication skills, cooperation, and a good work ethic. At Tunas Harapan Private Vocational High School in Batang Serangan, Langkat Regency, the implementation of Islamic Religious Education (PAI) extracurricular activities is expected to not only strengthen students' religiosity but also serve as a means of developing soft skills relevant to the needs of the workplace. Therefore, a study of the implementation of Islamic Religious Education (PAI) extracurricular activities in developing students' soft skills is important to understand the implementation process, supporting and inhibiting factors, and its impact on character development and graduates' readiness to face future professional challenges (Muscaritoli et al., 2021).

3. Method

Kirk and Miller, as cited by Abdul Samad, define qualitative research as a unique approach in social science that focuses on the lives of people in their own environments, using language and terms relevant to them. This approach allows researchers to connect directly with the communities being studied (Abdul Samad, 2021:30). Qualitative research is a method designed to understand phenomena or events in their natural state. This method is in-depth and conducted directly in the field, not in a laboratory environment (Abdul Samad, 2021:30). In a qualitative approach, the data collected is descriptive and not in numerical form. This data can be in the form of signs, events, or phenomena, which are then analyzed through categorical grouping. The resulting information cannot be measured quantitatively but is expressed in words. This research emphasizes human actions and behaviors, such as knowledge, attitudes, and beliefs, which cannot be defined or measured precisely. Although descriptive, this type of data is no less important than quantitative data (Kusumastuti & Khoiron, 2019:30).

4. Results and Discussion

Implementation of Islamic Education Extracurricular Activities in Developing Students' Soft Skills

The Islamic Religious Education (PAI) extracurricular program at Tunas Harapan Batang Serangan Private Vocational School, Langkat Regency, is a self-development program aimed at shaping religious character while developing students' soft skills. Based on observations, researchers found that PAI extracurricular activities are packaged within the Islamic Spiritual Framework (ROHIS), with implementation divided into weekly and annual programs. Weekly programs include tahsin Al-Qur'an, tadarus, and kultum (religious lectures), while annual programs include commemoration of Islamic holidays (PHBI), distribution of takjil (snacks), breaking the fast together, and various other Ramadan activities.

These observations were reinforced through an interview with the Principal of Tunas Harapan Batang Serangan Private Vocational School, Mr. Ervan Syahputra, ST., who explained that extracurricular instructors are Islamic Education teachers or teachers with a background in Islamic education. According to him, tahsin activities aim to improve students' Quran recitation, while kultum (religious lectures) serve as a medium for public speaking practice, fostering students' courage to speak in public. PHBI and Ramadhan activities are designed to foster cooperation, solidarity, and social awareness among students (Interview, August 7, 2024).

This statement demonstrates that Islamic Religious Education (PAI) extracurricular activities are not only focused on improving students' religious abilities but also on developing various soft skills such as communication, leadership, cooperation, responsibility, and self-confidence. This program serves as a learning tool that integrates Islamic values with the development of social competencies necessary for students to live in society.

These findings were reinforced by an interview with the ROHIS Supervisor, Ms. Miftahul Husna, S.Pd., who explained that the Islamic Religious Education (PAI) extracurricular activities are carried out routinely every week through tahsin activities, Quran reading, and religious sermons, while the annual program is realized through Ramadan and PHBI activities (Interview, August 8, 2024). According to her, all these activities are designed so that students not only understand Islamic teachings theoretically but also are able to implement them in their daily lives through various real-life activities.

Based on observations and interviews, researchers assessed that the implementation of Islamic Religious Education (PAI) extracurricular activities at Tunas Harapan Private Vocational School (SMK Swasta Tunas Harapan) places greater emphasis on strengthening Quranic literacy and developing communication skills. Through tahsin (religious study), students are guided to read the Quran according to Tajweed rules, while

through kultum (religious lectures) they are trained to convey religious messages systematically, thus gradually developing their public speaking skills.

Furthermore, the school supports the sustainability of extracurricular programs by providing a monthly incentive of Rp 100,000 to supervising teachers. The principal explained that this policy is a form of appreciation for the teachers' additional responsibilities in guiding activities outside of class hours and serves as motivation for more optimal extracurricular development (Interview, August 7, 2024).

Based on these findings, it can be concluded that the Islamic Religious Education extracurricular program at Tunas Harapan Private Vocational School plays a strategic role in shaping religious character and developing students' soft skills. Through various structured activities, students have the opportunity to develop communication, leadership, cooperation, responsibility, social awareness, and self-confidence, all of which contribute to their success both at school and in the community.

Forms of Implementation of PAI Extracurricular Programs

1. Al-Qur'an Tahsin Activities

The tahsin program aims to improve the ability to read the Quran according to the rules of tajwid while strengthening Islamic brotherhood among students. The ROHIS instructor explained that this activity not only improves the quality of Quran recitation but also fosters a sense of camaraderie among participants (Miftahul Husna, August 8, 2024).

This was reinforced by one of the students, Dina Ramadhani, who stated that the tahsin activity was very helpful in improving the ability to read the Qur'an so that she was more confident in participating in tadarus activities and STQ and MTQ competitions (Interview, August 15, 2024).

These findings show that tahsin activities contribute to the development of soft skills in the form of accuracy, discipline, self-confidence, and the ability to read the Qur'an correctly.

2. Kultum Training

Kultum training is one of the flagship programs within the ROHIS extracurricular program. This activity aims to train students' public speaking skills and to accustom them to conveying Islamic messages politely.

According to the ROHIS Supervisor, changes in students' speaking abilities do occur gradually, but this development is clearly visible through the increasing courage of students in delivering lectures and presentations in class (Miftahul Husna, August 8, 2024).

This statement was reinforced by teacher Yusnita Wardani, who said that the cultum program helps students develop their speaking skills systematically, politely, and in a way that is easily understood by the audience (Interview, August 15, 2024).

Student Andra Pratama echoed this sentiment, claiming to have become more confident in class presentations after regularly participating in cultum (Interview, August 15, 2024). Thus, cultum activities have proven to be an effective tool for developing students' communication, public speaking, self-confidence, and leadership skills.

3. PHBI and Ramadhan Program

The annual program in the form of PHBI and Ramadhan activities includes joint tadarus, distribution of takjil, breaking the fast together, and various other socio-religious activities.

According to the ROHIS Supervisor, the activity aims to instill the values of social awareness, cooperation, tolerance, and strengthen relationships between students through activities carried out together (Miftahul Husna, August 22, 2024).

The research results show that PHBI and Ramadhan activities provide students with direct experience in developing soft skills in the form of empathy, social awareness, responsibility, and the ability to work together.

4. Quran Recitation Program (Quran Recitation)

The Quran recitation program, or tadarus, is held routinely before core extracurricular activities every Thursday. This activity aims to familiarize students with reading the Quran, improve their pronunciation of the letters, and build religious character through the practice of worship.

According to the ROHIS instructor, reciting the Quran before activities begins aims to instill a sense of gratitude to Allah SWT and foster good habits in daily life (Miftahul Husna, August 15, 2024). This program not only improves Quranic reading skills but also fosters discipline, responsibility, and consistency in students' religious activities.

Student Activeness in Islamic Education Extracurricular Activities

Student engagement is a key factor in the successful implementation of extracurricular programs. Research shows that student participation in ROHIS activities is quite good. Each class sends a representative as a participant, and most classes have more than two students actively participating. This engagement demonstrates a strong interest in Islamic Religious Education (PAI) extracurricular activities. Through this active involvement, students gain the opportunity to develop their potential, broaden their organizational experience, enhance their collaboration skills, build effective communication skills, and strengthen their religious character.

This finding aligns with Nata's opinion that extracurricular activities are enrichment activities outside of class hours aimed at developing students' potential. Hamalik also explained that extracurricular activities are part of the educational process that supports the achievement of overall educational goals through character building and the development of non-academic skills.

Factors Influencing the Implementation of Islamic Education Extracurricular Activities

1. Supporting Factors

Based on the results of observations and interviews, there are several factors that support the successful implementation of PAI extracurricular activities in developing students' soft skills.

a. Internal Factors

Internal factors originate from within the students themselves, such as interest, motivation, and willingness to participate in religious activities. Students with high motivation tend to be more receptive to guidance, thus maximizing the process of developing religious character and soft skills.

In addition, the availability of supporting facilities such as prayer rooms, learning media, and the use of information technology also supports the implementation of various extracurricular activities effectively.

b. External Factors

External factors include:

1. Family support in introducing religious education from an early age.
2. The exemplary role of teachers who consistently guide and monitor the development of students.
3. The school environment is predominantly Muslim, thus creating a religious atmosphere that supports the implementation of the ROHIS program.

These three factors complement each other so that the process of developing students' soft skills through Islamic Religious Education extracurricular activities can take place optimally.

2. Inhibiting Factors

In addition to supporting factors, this study also found several obstacles in the implementation of PAI extracurricular activities.

a. Internal Factors

Differences in character, basic religious abilities, and educational backgrounds of students present a major challenge in the development process. Some students come from schools with adequate religious instruction, while others have limited religious experience, requiring different development approaches.

b. External Factors

External factors that hinder program implementation include:

1. Lack of family support for student participation in extracurricular activities.
2. The influence of the uncontrolled use of social media, the internet, mobile phones and other digital media can reduce students' interest in participating in religious activities.

Nevertheless, the school continues to strive to minimize these obstacles through ongoing coaching, increased coordination with parents, and strengthening religious programs that are interesting and appropriate to the needs of students.

5. Conclusion

Based on the entire series of research that has been conducted, it can be concluded that the implementation of Islamic Religious Education (PAI) extracurricular activities at Tunas Harapan Batang Serangan Private Vocational School, Langkat Regency is carried out through various structured religious programs, including reading the Qur'an, tahsin, kultum, tadarus, duha prayer, commemoration of Islamic Holidays (PHBI), as well as annual activities during the month of Ramadan such as breaking the fast together, tadarus in congregation, and distribution of takjil. These various activities are not only oriented towards improving students' religious abilities, but also become a means of developing soft skills, especially communication skills, leadership, cooperation, discipline, responsibility, and self-confidence. The implementation of the program is also supported by a relatively good level of student activity, because each class is required to send representatives to participate in extracurricular activities so that the sustainability of the program is maintained and student participation takes place continuously.

On the other hand, this study also found that the implementation of Islamic Religious Education extracurricular activities still faces several obstacles. The main obstacles stem from the diverse character of students, varying levels of motivation, and varying prior educational backgrounds, whether they come from public junior high schools, religious-based junior high schools, or other educational institutions. These differences result in varying basic religious abilities and students' readiness to participate in extracurricular programs, requiring teachers to employ different coaching approaches tailored to each student's individual characteristics. This situation sometimes impacts students' level of participation and active participation in activities. However, these differences in background also present an opportunity for schools to develop more inclusive and adaptive extracurricular programs, so that all students can receive religious guidance while simultaneously developing the soft skills needed for social life and the workplace.

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