



## **Developing Children's Characters In Robotic Extracurricular Activities**

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### **Abstract**

Changing the character of children from shy to brave, from lazy to enthusiastic, from low self-esteem to self-confidence, from not having many friends to being a child who is easy to socialize with and has many friends in the scope of extracurricular activities is not something that easy. But it can be done by educators/trainers/instructors and parents who have good communication patterns with children so that changes occur. Educators and parents consider children as friends, where children ask questions, are often talked to, ways out to be shown various natural phenomena, tell stories of characters, listen to children tell stories about extracurricular activities they like, and give children the freedom to think and make their own decisions, as well as the motivation of educators, and parents' attitudes to make significant changes to the character of children and children's achievements skyrocketed beyond expectations. And it happens to children who actively participate in extracurricular activities for 3-4 years continuously.

**Keywords:** Changes in character, extracurricular, communication patterns

### **INTRODUCTION**

Every child has talents and interests that are different from one another. Every child has their way of learning, and every child desires to be heard, valued and allowed to develop. The problem is that parents are often busy with their work, sometimes forgetting to oversee the development of their children. Likewise, in the world of formal education, in one class, the teacher usually interacts with many children, all of whom are different. Still, a classical approach is often used, and children's learning styles are from different teacher teaching styles. The thing that most often appears is that students feel tired of following the curriculum run by the school because formal education follows the top-down national curriculum. If it continues for too long, it will make the child bored and unable to develop because his passion and talent are not facilitated. That is why the National Education System Law no. 20 of 2003 provides space for children to express their talents and interests through self-development in the form of extracurricular activities. Each formal or non-formal educational institution can give extracurricular according to the needs and capabilities of human resources and sources of funds. In the National Curriculum, the extracurricular that students must follow is the Scouts. While other extracurricular, students are free to choose. This was also carried out at the Integrated Madrasah Ibtidaiyah (MIT) Ar Roihan Lawang, Malang Regency, which organized its own extracurricular and gave autonomy rights to each extracurricular teacher under the supervision of the Deputy Head of Student Affairs. The Autonomy Rights in question are Curriculum/Learning materials or exercises made by the extracurricular coaches. The time and place are also adjusted to the willingness of the extracurricular coaches. If the time is outside school hours, but if the home can be inside the school environment, it can also be outside, such as renting a futsal field or a sports hall. However, *SPP/infraq* are usually arranged based on the supervisory teacher's agreement and the school's principal/madrasah. If the teacher is a coach from the school, the teacher's salary is regulated by the madrasa head.

Extracurricular is a vehicle where children develop their talents and interests. Learning is enthusiastic and fun because the extracurricular participants have the same interests. They are guided and nurtured by people who are "experts" in their fields. The learning method is more practical, so it is not dull, and the evaluation form is more on the work or performance of students. Learning facilities and media are also a strong attraction for children.

The focus of this research is:

1. How is the character development of children carried out by extracurricular teachers?
2. What is the role of parents in developing children's character through robotic extracurricular activities?

The aims of this study are:

1. To find out how teachers develop the character of their students through extracurricular activities.
2. To describe various techniques of parents in developing children's character through robotic extracurricular activities.

The purpose of writing this research article is:

1. Teachers extracurricular to evaluate their performance so far in developing the character of participants. educate, and set an example for other teachers in improving children's achievement
2. For parents to be an encouragement and inspiration for other parents in shaping and developing children's character to be better and achievers
3. For educational institutions, especially MIT Ar-Roihan, can be an evaluation for policy makers especially for increasing knowledge that occurs in the field, improving other extracurricular educational services, establishing emotional closeness with parents to better understand what is needed in making further policies
4. Theoretically, it is hoped that the findings in the field will strengthen the previous theory of character education and the usefulness of extracurricular activities for the development of children's character.

## LITERATURE REVIEW

In the holy book of Muslims, the Qur'an Surah Luqman verse 16 states: (Luqman said) "O my son! Indeed, if there is (an action) the weight of a mustard seed, and it is in a rock or in the sky or on the earth, Allah will surely give it (reply). Verily, Allah is Subtle, Most Accurate." As is known in the knowledge treasures of Muslims, Luqman is not a prophet, but his name is immortalized in the holy book of Muslims because of his wise advice to his children. Even his name is used as the name of a letter in the Qur'an. According to Ibn Jarir, an interpreter of the Qur'an who investigated who Luqman was, namely a slave servant who worked as a carpenter in the land of Habsyi. Luqman received the title Al-Hakim (Wise). He lived in the time of Prophet Dawud as. Scholars have different opinions, and some say that Luqman, at the time of Prophet David, was a Judge or someone who often gave Fatwas. Source by (<http://www.republika.co.id>) accessed on August 8, 2021, at 11.20. Not a prophet, but his name enshrined in the Holy Qur'an, Allah introduced Luqman to his people as a person who got wisdom (knowledge and wisdom) from Allah. Luqman's advice in the Qur'an is often the basis for parents to educate their children. From verses, 12-19 Allah shows Luqman's advice to his people to be used as a reference for parents. These wise pieces of advice are attempted to be elaborated in this research regarding the relationship or communication between parents and children towards good character for the children in the future. 7 of Luqman's advice to his children to shape the character of a good person are:

1. Do associate partners Allah
2. Do good and thank your mother and father
3. Stay good to your father and mother even though your parents invite you to do things that are forbidden by religion
4. Teach your children to do good, even if it's small or a little because everything is rewarded
5. The command prays and does good and evil deeds, and gives advice to be patient with every incident.
6. Prohibition of being arrogant towards others.

7. Advice to be modest and soften your voice.

In one of the hadiths of Abdullah bin Mas'ud, the Prophet Muhammad also said: "Does not enter heaven, whoever has in his heart the weight of an atom of arrogance ..." Hadith narrated by Muslim (Translation of Riyadhus Shalihin Volume I p. 505)

Commandments, religious orders, or advice to do good, of course, there are a lot of scriptures and the advice of the prophets. Even the perfection of one's faith can also be seen from some of one's good characters, as said by a Sufism teacher al Junaid, as follows: Four things that elevate a servant to the highest level even though his deeds and knowledge are few, namely: Forbearing, Humble, Generous and Good character the good one. (Translation of Ihya' Ulumuddin Volume 5 p. 105). In his book, Al Ghazali also describes that a person's good character or manners must be pursued by someone who learns and also the teacher's patience in educating his students. The many distractions and divided attention will make a person negligent of the purpose of learning. That is why it takes discipline, focus, honest effort, and the attention and patience of the teacher. In addition to being carried out by teachers in educational institutions, both formal and non-formal, character education must also be carried out in a minor environment, namely the family. It is parents who must first educate their children, as Luqman al-Hakim educates his children.

Law System National Education<sup>20</sup> of 2003, in addition to explaining the path of formal education also non-formal and informal education. Chapter VI The fifth part of article 26 states that:

- (1) Non-formal education is provided for community members who need educational services that function as substitutes, additions and or complements to formal education in order to support lifelong education.
- (2) Non-formal education functions to develop the potential of students with an emphasis on mastery of knowledge and skills as well as the development of professional attitudes and personalities.

While in Part VI, Informal Education states that:

- (1) Informal education activities carried out by families and the environment are in the form of independent learning activities. Source <http://luk.staf.ugm.ac.id> (UU 20 of 2003, accessed on August 6 at 17.00)

The Indonesian government recognizes that education does not always take place in schools but can also be done elsewhere or at home. All of which aim to educate learning citizens to become knowledgeable people with the right skills, attitudes, and lively characters for their development. In terms of character education, a person can be formed through knowledge taught by educational institutions through religious and moral lessons, teacher examples, good habits carried out in schools/madrasas, and extracurricular activities.

PERMENDIKBUD no.62 of 2014 concerning Extracurricular in Primary and Secondary Education states: Extracurricular is a character development activity in the context of expanding the potential, talents, interests, abilities, personality, cooperation and independence of students optimally which is carried out outside of learning hours, extracurricular activities and co-curricular activities. Under the guidance and supervision of the education unit. (Source: [ditpsd.kemdikbud.go.id](http://ditpsd.kemdikbud.go.id))

It is clear that the government provides a wide space for character development of students who do not have to be in formal intra-curricular activities. Even the character development of students is more explored in extracurricular activities. Where educational units are free to make extracurriculars according to the abilities of each educational unit. Extracurricular activities are also more flexible in determining the time, place, teacher and curriculum and learning methods. According to Character Education Expert Thomas Lickona (1992): "*Love lights the lamp of human development. If we wish to raise good children, we should begin by giving them our love.*"

To make children's character good, it should be done early on by giving love to children. A child's heart filled with love will be more easily moved to be a good child. Ratna Megawangi (2004:25) translates the meaning of Lickona's statement by saying that the factors that shape human

character are determined by 2 things, namely (1) *nature* (natural factors) and (2) *nurture* (socialization and education). Source: Books by Kokom Komarudin and Didin Saripudin Character Education, Concepts and Applications of Living Values Education 2017, p. 18. Three components of Lickona's Character Education (Moral knowing, Moral feeling and moral action) were also reviewed by Megawangi (Indonesia Heritage Foundation) into 9 good characters that need to be taught, namely:

1. Love of God and all of His creation
  2. Independence and responsibility
  3. Honesty and Wisdom
  4. Respect and courtesy
  5. Generous , Likes to help and mutual cooperation
  6. Confident, creative and hardworking
  7. Leadership and Justice
  8. Kind and Humble
  9. Tolerance, Peace and Unity
- (Character Education, p. 13)

The Ministry of National Education (2006) emphasizes the functions and principles of implementing extracurricular activities in Indonesia as follows:

a. Extracurricular functions, including:

- 1). Development of students' abilities and creativity according to their potential, talents and interests
- 2). Develop students' ability and sense of social responsibility
- 3). Recreational, developing a relaxed, uplifting, fun atmosphere
- 4). Career preparation

b. Principles of Extracurricular Activities, including:

- 1) Individual (according to their respective talents and interests)
- 2). Students' own choice
- 3). Active involvement of students in a favorable atmosphere
- 4). Fun, uplifting atmosphere
- 5). Work ethic, builds students' enthusiasm to work and succeed
- 6). Social benefits

Source: Character Education, p. 125

This description shows how learning can take place in a fun, exciting, flexible way according to student choice. Furthermore, that seems to be the specialty of non-formal learning in extracurricular activities. The same thing was conveyed by Howard Gardner in The Theory of Multiple Intelligences, that every child has his intelligence. With the extracurricular selection, children feel that their talents and interests are facilitated. Moreover, during the process, the teacher acts as a facilitator, and the students' learning style is by the educator's teaching style. At the time of evaluation, it was not done with multiple-choice tests but with works, portfolios, and performances.

Suppose Lickona states that with love, the good character will grow, respect, self-confidence, responsibility, and so on. In that case, it will make a person focused and happy to learn, which in the end will form a solid, strong and accomplished personality. Psychologically this will indeed help the mood of students to study with enthusiasm if there is love in their hearts. Love for his activities, love for his teacher, and loves for himself who finds his desires fulfilled.

Natalie Fisher and Desiree Theis from the Germany Institute in an article in the Journal for Education Research online 6 (2014) 3, S.54-57 entitled *Quality of Extracurricular activities-considering developmental changes in the impact on school attachment and achievement*, stated that in research their extracurricular activities have the potential to be more responsive to student needs and individual learning processes than in regular classrooms. Furthermore, this study revealed that school extracurricular activities support student achievement.

Likewise, in the journal article by Jacquelynne S. Eccles and Janice Templeton from the University of Michigan entitled *Extracurricular and Other After-School Activities for Youth*. Their background

in conducting research is the increasing interest in education outside of school. There is a considerable debate about how best to spend time outside of school and what programs can develop the best learning experiences for young people. This study seeks to identify components of extracurricular and learning experiences outside school that can facilitate youth's cognitive, psychological, and social aspects. This study also showed changes in the character of youth, such as increased academic achievement, school involvement, mental health, and life skills. It reduced problems such as teenage pregnancy, alcohol use, drug abuse, violent behavior, and others.

## **METHODS**

### **A. Types of Research**

This research uses a qualitative approach. The researcher's reason is that this approach is very suitable for describing phenomena in the field. In this qualitative research, the researcher uses an inductive approach, which begins with observations on specific matters leading to general conclusions.

Presentation of data and reports in the form of analytical descriptions. The presence of researchers as a critical instrument as well as data collectors. The research location is in the madrasa where the researcher works. Sources of data used are primary data sources (resources: waka student, extracurricular teacher, guardian of students and students), the events observed were during the implementation of the extracurricular program, when participating in competitions, Whatsapp status of parents and extracurricular teachers, and secondary data (various information obtained indirectly from the source, student extracurricular archives, robotic curriculum documents, modules and report cards, newspaper/website news, photos of documentation from parents and extracurricular teachers, etc.)

In this study, the types of data are in the form of observations, interviews, field notes, documents (learning tools/modules, robotic report cards, photos of activities)

### **B. Data collection techniques using the following methods:**

1. Interactive (in depth interviews, FGDs and Observations play a role) Sparadley, 1980
2. Non interactive (document recording), content analysis.

Data analysis in this study started from data collection. Data collection activities are the initial analysis of the data obtained. The analysis is a data reduction which means the process of selecting data and sharpening the research focus. Interactive data analysis method using Miles and Huberman concepts (collecting field data, reducing data, presenting data, drawing conclusions)

### **C. Checking the validity of findings using Lincoln and Guba (1985) criteria:**

1. Credibility Triangulation checking of members and peers, data sources and method (comparing the results of interviews with findings in the field)
2. Transferability: detailed description, revealing data in the field in front of the informants (technique)
3. Dependability: criteria for assessing whether this research is of quality or not, using dependability audits (required resource persons) to assess the validity of the data revealed by the researcher)
4. Confirmability: to ensure the validity, objectivity and quality of the research starting from the data obtained, the results of the analysis and the meaning confirmed by the appointed auditor.

### **D. Presence of Researchers**

The presence of researchers as a key instrument as well as data collectors. Researchers are planners, data collectors, analyzers as well as reporting the results of their research. Their presence and involvement in the field were publicly known by the research subjects

### **E. Research location**

Other than the Ar-Roihan Lawang Integrated Islamic School as a place of work for Researchers



## F. Research time

Survey on Guardians in October 2020

Interviews with Guardians of Students 14, 16 and 25 (online)

Interview with children on July 14, 2021(online)

Interview with extracurricular teacher July 16, 2021(online)

Interview and review of Robotics module documents with extracurricular teacher July 26, 2021

Review of Robotics curriculum 10 August 2021 (online)

Analysis of research results 11 August 2021

## RESULTS AND DISCUSSION

### Profile of MIT Ar-Roihan

Madrasah Ibtidaiyah Terpadu (MIT) Ar-Roihan Lawang Malang Regency was established in 2008, located on Jl. Major Abdullah 248 Lawang. The first student numbered 30 students. After 13 years, the number of students at MIT Ar-Roihan is 770, with 120 educators and staff. Of the 770 students, 80 are Children with Special Needs. This madrasa is accredited A and received a decree from the Director-General of Islamic Education of the Ministry of Religion of the Republic of Indonesia as an inclusive madrasa. Currently, MIT Ar Roihan is located on Jl. Monginsidi Lawang has a land area of 2710 sq m, a 3-story class building, and 32 classrooms.

The many achievements of MIT Ar-Roihan students are evidenced by the many awards received by Madrasas in the form of trophies, certificates, medals, and mementos from various institutions (100 medals and trophies per year), including the MURI Record charter and Humanitarian Certificate. There are around 30 extracurricular activities at MIT Ar-Roihan. The following is a list of extracurricular activities at MIT Ar-Roihan.

**Table 1.** List of extracurricular activities at MIT Ar-Roihan

Sports	Arts	Skills	Olympic and Krida
Karate	Al Banjari	Knitting	Math Club
Futsal	Drumband	Cooking	English Club
Basketball	<i>Qiroah</i>	Animation	Science Club
Badminton	Dance	Computer	Arabic Club
Archery	<i>Music/Angklung</i>	Robotics	Tahfidz Club
Chess	Poetry	Creative Writing	Scouts
Table Tennis	Drawing	Storytelling	Little Doctor
	Calligraphy	<i>Keputrian</i>	Coding

This initial research started from a survey by researchers to all parents whose sons and daughters took extracurricular activities. Of the 750 MIT Ar-Roihan students in 2020, half are taking extracurricular. Meanwhile, there were 80 students who were willing to fill out the survey. The results of the survey are as follows:

The highest number of extracurricular participants

Robotics: 10%

Futsal: 7.5%

Dance and Badminton are the same: 5% each

While other extracurricular are below 5%

For extracurricular choices 88.8% say their own choices. The rest are chosen by the parents.

For the percentage of age who take extracurricular activities at most of students:

Grades 2 and 3 each 25%,

Then grade 4 as much as 21%

And the final result of this survey is the change in the attitude/character of children after taking extracurricular activities are:

80% experienced a positive change

10% stated that it had not changed and

10% of the songs stated that it had not changed.

From 80% of the changes, the students were more enthusiastic, more confident, more creative and braver.

My favorite extracurricular at MIT Ar-Roihan is Robotics because in addition to many student achievements from the regional level to the national and even international levels. This Robotics Extracurricular is a form of collaboration between MIT Ar-Roihan and a private institution called Creative Kids (CK) Tulungagung branch. The forms of collaboration are the form of sending instructors to MIT Ar-Roihan, lending tools to MIT Ar-Roihan students, and the opportunity for Ar-Roihan students to take part in various competitions held by Central CK as well as outside competitions held by the Government (Kemendikbud, Ministry of Religion), Universities such as ITS and others, as well as the private sector from within and outside the country. This cooperation agreement is also related to student tuition payments (Rp 250,000/month, to pay CK Instructors and follow various rules set by them, such as member registration by paying a fee of Rp 300,000, getting costumes, modules issued by CK, albums, bags, and automatically become a member of IRON (Indonesian Robotic Olympiad).

The number of extracurricular students before the pandemic could be up to 50. With 4-5 instructors guiding students. Classes in Robotics are divided into 3 namely Creativity (Introduction to Lego) usually for beginners/age classes 1st grade SD/MI, Construction class/ 2-3 grade SD/MI and Robotics (Programing) class/ 4-6 SD/MI, SMP/MTs - SMA/MA. Each class has its curriculum. The Robotics curriculum is made from CK Central Jakarta. All Instructors are trained and certified by the center.

### **Result of interview with extracurricular teacher**

Mr. Steve is a senior CK Instructor who has been involved in Robotics since 2012. He is from Bilitar and has a bachelor of Informatics. He is more in-depth in programming while building has been studied since 2012. He is known as a humble, smiling person, patient but firm, serious in making concepts, and very considerate of children. From the observations of researchers, Mr. Steve really likes children. He is enthusiastic and easy to get along with. He really tried to accompany the children from the beginning to success. At the MIT Ar-Roihan Robotics Extracurricular he is the coordinator of the instructors. Besides him there is Mr. Hindra, and Miss Ratih.

In Robotics Extracurricular, students are divided into 3 classes. Each class has its own curriculum. The Robotics curriculum is made from CK Central Jakarta. All Instructors are trained and certified by the center. For development carried out by regional instructors related to the teaching method. Since the pandemic, the regional CK Team (Tulungagung) has been involved in making an online curriculum. Every year there is an upgrade of the certificate extension. At MIT Ar-Roihan, who usually holds Lego children (creativity class) Miss Ratih, Klu Construction class Mr. Hindra. And for Mr. Robotic Programming. Steve.

Robotics learning process is more practice. The learning concepts are Fun learning and Learning by doing which are applied to the robotic learning process. For children who still have difficulties, the instructor will teach it repeatedly until the child understands and completes one part of the project. Meanwhile for fast students, they will be added with more complicated challenges. Generally in 1 project there are usually several stages. The Instructors will patiently give you step by steps 1-2. Later if you can, you will proceed to stages 3-5. So even though the children are slow, they can generally complete all stages and one project. When one project is finished, they will be asked to bring their work to be photographed and interviewed. This is to get children used to thinking logically and dare to present their work. Later this presentation skill will be helpful to in competitions abroad.

According to the researcher's observations, children enjoy robotic learning hours. They are free to ask questions and do work according to their wishes. Whatever they do, the instructor always asks the reason, so all the children's work can be answered with logical arguments. For example, grade 1 children were asked to make a lego with a carrot. When all the children make yellow or orange carrots, suddenly a child makes white carrots, the instructor will ask why the carrots are white, and the child answers because the carrots are still raw. The instructor does not blame the child's answer because every child's answer is logical according to them.

Furthermore, instructors always appreciate children's work. Likewise, fellow friends are not allowed to mock the work of other friends. So, children are free to express their creative ideas, whatever they do, make cars, bridges, fire engines, parks or planes. That is what makes children feel at home studying in extracurricular activities. This is where children's creativity, courage and self-confidence come from.

Mr. Relationship Steve and his friends with the madrasa and the parents are excellent. Even like a family. If you are participating in competitions outside the city, Jakarta, or even abroad, such as in Singapore, Mr. Steve did not hesitate to share a room with the children. Join in the jokes with the children and make fun of each other. Mr. Steve is also very tolerant, although Mr. Steve Christian, Mr. Steve often reminded the children to pray on time. CK instructors are friendly, sociable, and easy to mingle with children. This makes the children not ashamed to ask because Mr. Steve and his friends are like friends to children. His sense of responsibility is fast and humorous. That is what the parents and children said, commenting on the instructor's attitude.

### **Results of interviews with parents**

Education will not be successful without the role of parents at home. One of the parents who successfully interviewed the researcher was named Pak Arwin, a lecturer at ITS Surabaya. So far, researchers have observed that the relationship between the parents of this child is very intimate. Researchers often see the child coming along when the parents work out of town. Since childhood, this child has followed his father's activities. Researchers had time to ask what makes children like to follow their father's work. The father replied that there was often much time with the children, even working out of town. My father sometimes told me about his father's work, the characters, and natural phenomena, without realizing that that is when children learn a lot about many things not taught by the school. Seeing the background of his parents, who are lecturers, it is not strange that children learn much from their fathers. With the children's many questions, with all the children's desire to go out, seek this and that, discuss school problems, and even the last robotics extracurricular project, the father patiently listened and provided input. Unfortunately, the child often leaves the decision to determine for himself. As Thomas Lickona said, when a child's heart is filled with the love and affection of his parents, the child will return it in the form of love, respect, and appreciation to his parents. Awards given to children can be in the form of prayers, understanding, or even achievements that make parents proud. There is a Javanese proverb that says, "*sopo sing nandur bakal panen, sopo sing sabar bakal tinemu*," It seems that the guardians of students firmly hold this proverb. His patience paid off when he saw his son winning many robotics competitions at the regional and national levels. Pak Arwi never thought his son's achievements would skyrocket after joining robotics extracurricular for 2-4 years, even reaching the international level. Every effort is made to be able to have a Robotic tool by saving. Also, how can the father accompany the child when the race is out of town or abroad? Mothers also play a role as the person who prays most diligently when their children participate in competitions. When the researcher asked what prayers were often sung when their children participated in the competition, the mother answered the prayers so that her children would be calm and complete their tasks smoothly and well. Do not pray for his son to win because, according to him, winning is a bonus. Knowledge and experience are expensive.

### **Results of interviews with children**

The student we interviewed was Athar, a student who has been taking robotics extracurricular for four years. According to Athar, the extracurricular teacher is friendly and rarely gets angry, so the class atmosphere is always warm, calm, and cheerful. Athar is interested in Robotics because many friends have the same interests. A happy moment is when you complete a challenge by creating an assigned project. Especially if they win the competition or their friends also win the competition. It is sad if a friend loses. He is sad, too, especially if you fail despite trying many times. The beginning of knowing robotics was when I got a lego gift from a cousin. Then my father bought it because he liked it. Moreover, when at Ar-Roihan there was a lego extracurricular, I immediately joined Athar when he was in 3rd grade.

According to Athar, communication with parents was also excellent. His father is an open person, patient and rarely angry, does not impose his will and demands that everything goes perfectly. My father often took Athar for walks and often told stories about someone who was a role model.



Mother often tells stories like teachers at school. What made Athar stay in robotics was that in junior high school, he was taught to look for many certificates from competitions to prepare for high school. I have liked coding for a long time. The change that Athar felt was to be more socialized with more friends.

### **The Results of The Researcher's Analysis**

From the results of observations and interviews with extracurricular teachers, one of the guardians of the students, and one of the students, the researchers saw that there was a tendency to change students' behavior. Athar, which the researchers saw initially from grades 3-5, still seemed quiet and shy. However, since grade 6, he began to be confident in presenting his work. He was enthusiastic when he was interviewed by one of the national TV journalists in Surabaya when he participated in a madrasa robotics competition with the theme of a waste sorting machine. Especially since Athar has become a robotics champion many times, his self-confidence has increased, and his closeness with friends also seems flexible, as well as when Athar managed to enter the Final when he participated in the International Robotics competition in Singapore. He seems happy, responsive to friends' difficulties, and is very proud when he loses. He was always cheerful with his friends. According to Athar, the most significant change is when he can socialize with all his friends at school. He is also active in Scouting and school activities.

From Athar's significant changes, I see the two-way communication between Athar's parents and the teacher's friendliness and friendship, which Athar feels like a trigger for his enthusiasm to work and achieve. The teacher has an extraordinary influence on the development of Athar's attitude. The best people in Athar's environment can shape and develop Athar's character within 3-4 years. Currently, Athar has graduated from MIT ar-Roihan and was successfully accepted at MTSN 3 Malang in Lawang from the achievement path. However, Athar still participates in extracurricular activities at MIT Ar-Roihan, namely robotics, and coding. Two extracurricular activities can be carried out both offline and online.

What is done by teachers and parents is an essential factor discussed by Ratna Megawangi in character education. The love of God and all His creatures are grown by his parents and teachers. Mr. Even though Steve has different beliefs from Athar, he often reminds the children to pray on time and also invites the children to pray before the competition. Athar's mother also always prays to God so that her son can complete all his tasks well and smoothly. While the father often pours out his love for the child by providing time to talk and all the facilities his child needs. Giving trust to children to make their own decisions is to educate children to be responsible. The father also taught Athar the prohibition of being arrogant when he won, just as Luqman's teachings were enshrined in the Qur'an, forbidding his son to be arrogant. Likewise, the teacher's method of teaching children to do their projects and present their work is to educate children to be independent, confident, and brave. Love, said Lickona, is a light, a lamp for the development of a child's soul. Moreover, Love-based Education happens in Robotics extracurricular activities at MIT Ar-Roihan.

### **CONCLUSION**

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