

Implementation Of Religious Speech Activity Program In Forming Leadership Character In Grade VIII At MTsN 1 Karanganyar In The 2023/2024 Academic Year

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Abstract: This study aims to determine the implementation and supporting and inhibiting factors of the religious speech activity program in forming leadership character in class VIII students at MTs Negeri 1 Karanganyar in the 2023/2024 Academic Year. This study uses a qualitative method with a field research. The results of this study indicate that in organizing a religious lecture program there are 3 stages, namely planning, implementation, and evaluation. Supporting factors are 1) Availability of supporting facilities and infrastructure, 2) The language used in the religious lecture program is not only Indonesian, and 3) Support from parties involved in the religious lecture program. While the inhibiting factors are 1) Student factors, namely students are difficult to manage, not confident, and others, 2) Teacher factors, namely some homeroom teachers and language subject teachers pay less attention to their students in this program and lack of communication between teachers, 3) Language barriers, namely students do not necessarily understand the contents of religious lectures delivered in different languages. From this activity program, attitudes of self-confidence, responsibility, discipline, and care are also formed which describe a leader from his leadership character.

Keywords: Implementation; Religious Speech Activity Program; Leadership Character.

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Abstrak: Penelitian ini bertujuan untuk mengetahui implementasi dan faktor pendukung serta penghambat program kegiatan pidato keagamaan dalam membentuk karakter kepemimpinan pada siswa kelas VIII di MTs Negeri 1 Karanganyar Tahun Ajaran 2023/2024. Penelitian ini menggunakan metode kualitatif dengan jenis penelitian lapangan (*field research*). Adapun hasil Hasil penelitian ini menunjukkan bahwa dalam menyelenggarakan suatu program kegiatan ceramah keagamaan terdapat 3 tahapan yaitu perencanaan, pelaksanaan, dan evaluasi. Faktor pendukung yaitu: 1) Tersedianya sarana dan prasarana pendukung, 2) Bahasa yang digunakan dalam program ceramah keagamaan tidak hanya menggunakan bahasa

Indonesia, dan 3) Adanya dukungan dari pihak-pihak yang terlibat dalam program kegiatan ceramah keagamaan. Sedangkan faktor penghambat yaitu: 1) Faktor siswa yaitu siswa sulit diatur, tidak percaya diri, dan lain-lain, 2) Faktor guru yaitu sebagian wali kelas dan guru mapel bahasa kurang memperhatikan siswanya dalam program ini serta kurangnya komunikasi antar guru, 3) Kendala bahasa yaitu siswa belum tentu memahami isi ceramah keagamaan yang disampaikan dengan bahasa yang berbeda-beda. Dari program kegiatan ini juga terbentuk sikap percaya diri, bertanggung jawab, disiplin, dan peduli yang menggambarkan seorang pemimpin dari karakter kepemimpinannya.

Kata Kunci: Implementasi; Program Kegiatan Pidato Keagamaan; Karakter Kepemimpinan.

A. Introduction

The formation of leadership character can be done through a program of activities based on the Pancasila ideology, namely just and civilized humanity. The character of leadership is a person's attitude by having responsibility for being a role model, becoming more confident, being able to motivate both oneself and others, inviting to always do good, and so on (Permady & Zulfikar, 2021). So, this leadership character is included in a program of activities at MTsN 1 Karanganyar, namely a religious speech activity program that is expected that MTsN 1 Karanganyar students can apply the values of responsibility, self-confidence, discipline, care, and others.

This activity program is carried out by all students of MTsN 1 Karanganyar starting from grade VII to grade IX with a research focus on grade VIII in the implementation of the religious speech activity program. Then, the selection of the research focus in grade VIII was carried out because students tend to be lazy (only the last chosen students, students appointed by other friends or those who are competent in public speaking, are less responsible when given assignments, become individuals who are indifferent to friends and their surroundings, are less skilled in speaking until finally becoming someone who is less confident in expressing something, and less respectful of teachers and friends. So it is concluded that the presence of the above factors causes a decline in good character in each child, making them individuals who do not meet the expectations of parents or teachers. (based on the results of pre-research observations in

October 2023).

The formation of leadership character in the religious speech activity program through several stages, namely creating a daily religious activity work program, creating a schedule for officers of a series of daily religious activity programs such as recitation of the Qur'an, calling the call to prayer and iqomah, and religious speeches, and preparing which students are selected to carry out the series of religious activities. Then, the implementation of the activity program is carried out in the madrasah mosque by delivering speech material about morals or amaliyah worship using different languages. Every Monday by giving a speech using Indonesian, Tuesday using Arabic, Wednesday using English, Thursday using Javanese, and Saturday freely using the language mastered by the student.

Lastly, in the evaluation, the religious and student affairs teachers will call the students on duty to be given advice and input as well as appreciation during the previous task. Schools are institutions that are highly expected by parents to educate and foster and explore their hobbies, talents, and interests both academically and non-academically. So that they become individuals who are broad-minded, intellectual, and have good morals. This is based on Law number 20 of 2003 article 3 concerning the national education system stating that: "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens" (Government, 2003).

And also children are required to get their educational rights to guarantee their future. This has been stated in article 31 paragraph 1 of the 1945 Constitution which states that "every child has the right to education" (Emmanuel Sujatmoko, 2010). The education in question is not only theoretical education, but also the right to get character education. Referring to the law above, it can be concluded that education functions as a tool to shape humans so that they become better individuals, develop their potential to advance a civilization and it is only right that education must be given to all Indonesian

children, both theoretical and character education through learning, activity programs, and extracurricular activities. Departing from this background, research was conducted to further examine how the process of forming leadership character with a focus on the object of class VIII at MTsN 1 Karanganyar. For this reason, the author proposes the title of the article "Implementation of the Religious Speech Activity Program in Forming Leadership Character in Class VIII at MTsN 1 Karanganyar in the 2023/2024 Academic Year

B. Methods

This study uses a qualitative method with a field research type located at MTsN 1 Karanganyar. The research period starts from September 2023 to March 2024. The subjects in this study were the vice principal of student affairs, religious teachers, and homeroom teachers, while the informants in this study were the principal of the madrasah, language subject teachers, and class VIII students. Data collection techniques were carried out by means of observation, interviews, and documentation.

During the observation, the researcher observed the beginning of the planning of the preparation of the religious speech activity program to the evaluation of the religious speech activity program, especially the evaluation of students who came forward to give speeches, then interviews with subjects and informants to find out the situation and conditions during the implementation of the religious speech program, as well as documentation in the form of important documents regarding the religious speech activity program.

The data validity techniques used in this study are source triangulation and method triangulation. And the data analysis technique in this study uses interactive analysis, which consists of 1) data collection, namely the results of observation data, interview data results, and important documents of religious speech activity programs, 2) data reduction, researchers select and sort the data obtained and then compare them to get the same results, 3) data presentation, researchers present data in the form of narrative text or tables to make it easier for readers and interpret together with supporting journals and 4) drawing conclusions or verification.

C. Result and Discussion

The research results below are divided into 3 sub-sections, namely:

1. Description of the Religious Speech Activity Program in Forming Leadership Character in Class VIII at MTsN 1 Karanganyar in the 2023/2024 Academic Year.

A program of activities held at the madrasah aims to develop students' interests, talents, and character formation. The same is true for the religious speech activity program at MTsN 1 Karanganyar, which is a speech program carried out by all students using 4 languages in delivering their speech material about Islamic teachings, which is carried out every day except Friday.

The 4 languages are Indonesian, Arabic, English, and Javanese. Then, for the implementation time of the religious speech program, it is carried out simultaneously with a series of other religious activities, namely reading the Koran before the Dhuhur call to prayer sounds until the completion of the Dhuhur prayer in congregation, after which the religious speech begins, represented by one student from the class who is given the task of the religious series with a duration of 7 minutes.

The facilities and infrastructure used in the implementation of the religious speech program at MTsN 1 Karanganyar are the madrasah mosque which has a microphone, pulpit, and sound system to facilitate activities that are directly monitored by the student affairs teacher and the religious teacher.

From the existence of this religious speech program, it provides benefits for students, both for those who give speeches and those who listen to their speeches. Students who often give speeches will gain more experience and the formation of leadership souls, become more confident and responsible, and are used to being asked to do tasks. Likewise, students who listen to speeches will change their stance to be better and motivate themselves to be like those who give speeches in front.

2. Implementation of the Religious Speech Activity Program in Forming Leadership Character in Class VIII at MTsN 1 Karanganyar in the 2023/2024 Academic Year

The implementation of an activity program in each madrasah also has different techniques and methods in its application. So that there is structured and unstructured planning, structured planning, namely making an activity program that is included in the syllabus, RPP, or plan regarding the description or discourse of the existence of the activity program in the future, in addition, this planning also makes a work program and program schedule based on time, either daily, monthly, or annually that has been determined. Furthermore, its implementation can be carried out according to the conditions and situations in the madrasah. and finally there is an evaluation either verbally such as providing suggestions and input in front of students after the completion of the activity program or written in a book such as an achievement book, report card book, and others. (Wandi, 2019).

Similarly, in the planning stage, it was proven through researcher observations and supporting journals by Wandu that the religious speech activity program at MTsN 1 Karanganyar was not included in the syllabus or RPP, although there was a work program and schedule for religious activity programs in general. So this is not in line with the many activity programs that are held, both extracurricular and intracurricular. In fact, this religious speech activity program is carried out as the hope of the madrasah for the development of student morals, namely by the religious teacher making a work program and schedule for religious speeches, then the religious teacher collaborating with the student affairs teacher to monitor and implement this activity program.

Meanwhile, the next schedule for the religious speech the next day will be announced after the religious speech is completed. In addition, there is also planning before giving a speech in class VIII F which is guided directly by the homeroom teacher to be responsible for selecting a series of religious activity assignments, including religious speeches. After selecting one of the students who will carry out the task, the homeroom teacher will provide guidance and direction for students who have difficulties, especially those who have difficulty finding material for their speech.

Then there is also a language subject teacher who will help him explain the meaning and significance of the vocabulary that is likely from a foreign language so that when delivering a speech the student does not only explain through words but also

through expression. And finally, after being guided by the homeroom teacher and language subject teacher, students will prepare themselves with the help of their classmates in terms of material, physical, and mental so that when the implementation arrives the student becomes confident in his efforts so far and is responsible for completing the task well.

From the planning in this class, the emergence of leadership character in students when the surrounding environment supports it starts from a teacher who provides guidance and direction, friends who always motivate and help them, and the efforts and awareness of the students themselves to prepare materials and maintain their physical and mental health. So that leadership souls such as self-confidence, responsibility, and care will be formed in them because they see and feel how teachers and friends treat them so well. From here it is proven that the religious speech activity program at MTsN 1 Karanganyar adheres to the concept of leadership character, namely *Ing ngarso sung tulodho* (in front giving a good example), *Ing madya mangun karso* (in the middle igniting enthusiasm and developing motivation), *Tut wuri handayani* (giving encouragement from behind) (Minarti, 2023).

After going through the planning stage, there is an implementation stage where all students participate in the activity program with monitoring from student affairs teachers and religious teachers. The initial activity of this implementation is reading the Koran before the midday prayer begins, then the midday prayer in congregation, and finally a religious speech. A religious speech is the delivery of an idea or material in an activity in order to convince and understand what is conveyed orally (Izzan, 2007). So that the ideas or material conveyed in this speech are related to the values of Islamic teachings (Amar Ma'ruf, 2023).

The steps for implementing a religious speech program start from the opening activity, namely the opening greeting, expression of gratitude, expression of thanks, and notification of the title of the speech to be delivered. then continued with the delivery of speech material according to the theme that has been prepared, and finally the closing activity, namely the conclusion of the speech, apology, and closing greeting (Nurmalasari, 2023). This religious speech has similarities with the muhadhoroh

activities held both in madrasas and Islamic boarding schools, namely delivering religious material and developing public speaking skills in various languages. (Budianto, 2023).

As in the researcher's observation, the material presented is more about morals and worship. this happens because at their young age, habituation and practice are needed from someone who delivers a religious speech. so that from here 3 important components of Lickona's theory emerge, namely moral knowing, moral feeling, and moral action. moral knowing. (Lickona, 1997). In moral knowing, students who come forward to give a speech will convey knowledge to other friends with the aim of being able to practice what they hear and foster awareness that good things must be followed and bad things must be avoided.

In moral feeling, students who give speeches will regulate themselves how not to be afraid or nervous in expressing religious speech material in front of their friends, and be confident that what they convey is the truth. And finally in moral action, students who give speeches will be the same as their friends who listen to their speeches, namely practicing something good to make a good habit, besides that there is also a desire for those who listen to be able to be like the students who give speeches in front of them, and compete well for competitions representing the madrasah or competing in terms of goodness.

In addition to using the Lickona theory, in this religious speech activity program there is also a behaviorist theory where student behavior is considered a more suitable object than thoughts or emotions to measure student progress objectively with a focus on observable behavior. Thus, behaviorist theory emphasizes the importance of forming desired behavior through reinforcement and eliminating unwanted behavior through punishment (Miftahul Ulum, 2023). If the rules or habits that have been carried out in the religious speech activity program are violated, they will receive consequences in the form of punishments from the lightest to the heaviest. The lightest punishment is cleaning and the heaviest punishment is speaking in public.

This is evidence that Lickona's theory (moral knowledge, moral feeling, and moral action) and behaviorist theory are in line with the phenomena that occur in the

implementation of the religious speech program at MTsN 1 Karanganyar. Because in addition to the students being educated and fostered in their morals with knowledge or experience, they are also educated by a rule where if the rule is violated, they will be punished. Although during the observation the researcher did not find any students who were punished for violating the rules of the religious speech program.

The speech method used by class VIII students at MTsN 1 Karanganyar uses the extemporaneous method, namely a method carried out by making small notes or notes in outline about the theme to be conveyed. Usually delivered by bringing a piece of paper or displayed in a power point slide using an LCD (Izzah & Fatchurrohman, 2023). However, based on the researcher's observations, it would be better if the speech method used in this religious speech program was the memorization method because it can hone students' memory and does not seem monotonous because it must be in accordance with what is already in the speech text.

In addition to using the extemporaneous method, the type of speech delivered contains educative content, namely a speech based on educational material and knowledge (Sabila, 2015). After the religious speech has been completed, the student affairs teacher provides information about the schedule of which classes are on duty at the mosque the next day, then the evaluation stage is continued by the student affairs and religious teachers by calling students who have been on duty to be given criticism or suggestions.

In this evaluation, the student affairs teacher and the religious teacher inform the shortcomings and advantages during the activity. Also, this evaluation of this activity program is considered successful in its implementation, if the students on duty can attend according to their schedule and work according to their part. Based on the researcher's observations, during the evaluation of the religious speech activity program carried out at MTsN 1 Karanganyar, it has not run optimally because in each evaluation the teacher only conveys it verbally without any special notes that will be formed in a report to be accountable.

In an activity program, if the activity program has been implemented well or not well, there should be notes as a reference. So that from this, the madrasah knows and

pays attention to what needs to be improved, starting from its activity program to the teacher or student resources in each madrasah (Izzati et al., 2023) This is evidence that the researcher's observations and supporting journals by Izzati., et al. are not in line because the phenomena studied are inversely proportional to the research results. So this can be a suggestion for the future to be able to make the best use of evaluation activities. So that the religious speech program carried out at MTsN 1 Karanganyar is not monotonous (there are changes for the better).

In each implementation of the activity program, there are prominent characters according to the characteristics of the activity program. the same is true for the religious speech activity program at MTsN 1 Karanganyar which is known for speeches using 4 languages that can build self-confidence, discipline, responsibility, and care. The following is the table below:

Table 1. Character Indicators Leadership

Character Indicators Leadership	Found in
Self-Confidence	a. Seeing other students who come forward to give a speech so that they motivate themselves to be like those students. b. Support from teachers and friends that the students can complete their assignments well. c. For students who are accustomed to or often come forward to give speeches, their self-confidence will also be formed and their language skills will be honed.
Discipline	a. By obeying the rules in the speech activity program such as having to be present if there are no obstacles. b. Doing their speech assignments well such as not delaying time when it is their turn to come forward. c. Understanding that if they break the rules, they will be punished.
Responsibility	a. When selected for the task of coming forward to give a speech, they are able to complete it well. b. Preparing themselves both in terms of material, physical, and mental. c. Being trustworthy when on duty so as not to burden other students.
Care	a. Helping friends who have difficulty during the task to come forward to give a speech. b. Sharing knowledge according to the material, so that it can be

	<p>practiced by other students.</p> <p>c. Appreciating students who come forward to give a speech by listening to them carefully</p>
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From this table, it is shown that leadership character can be formed through several steps, namely using understanding, habituation, and role models (Zubaedi, 2011).

3. Supporting Factors and Inhibiting Factors in the Implementation of the Religious Speech Activity Program in Forming Leadership Character in Class VIII at MTsN 1 Karanganyar in the 2023/2024 Academic Year.

In the supporting factors at MTsN 1 Karanganyar, there are facilities and infrastructure that are good enough to assist in the implementation of the program activities, such as the presence of a mosque, mic, sound, and pulpit that have been used in their daily lives. In addition, the presence of speeches using Indonesian, Arabic, English, and Javanese also brings up prospective students who have talents in the field of public speaking. And there is support and motivation from parties participating in the program such as student affairs teachers, religious teachers, homeroom teachers, language subject teachers, and their students.

While in the inhibiting factors, in terms of infrastructure, namely the mosque, in terms of infrastructure, it has a small and old building that makes it difficult for teachers to monitor the implementation of the religious speech program activities, especially the lack of monitoring in the female shaff section. In addition, because the mosque is not wide enough, there are female students who do not get a place. So when someone comes forward to give a speech in front, the person is not visible. And also because there is a small room in the middle of the mosque which is used as a place for the male row and also the pulpit there, sometimes it is less comfortable for female students who are on duty during the speech because they have to go up to the pulpit which is directly facing the male students.

Then there is also a student factor, namely some students who do not want to be selected when on duty because of a lack of self-confidence, are not ready to accept the task, and there are also students who are difficult to manage. So that inevitably other

students who have been assigned to give a speech have to replace them. In addition, there is also a factor in language barriers that make it difficult for students to master all of that, because they themselves do not understand the meaning and significance, and are confused about how to make the audience understand who may not understand what is being conveyed in the speech.

So that there is a lack of enthusiasm and not many people listen. And the last factor is the teacher himself, namely the lack of communication between fellow teachers, especially homeroom teachers and language teachers who are not responsible for their students in this religious speech program. So that there is a lack of attention to students and finally the student and religious affairs divisions have to take care of it, even though all teachers have received their respective duties to carry out according to their roles.

D. Conclusion

So it can be concluded that the implementation of leadership character in this religious speech program is a benchmark for students who serve as orators with different languages that have been determined by the vice principal of student affairs and religious teachers. So this gives rise to supporting factors and inhibiting factors in the program activities. In its implementation it is divided into 3, namely planning, implementation, and evaluation.

This planning is implemented more by the homeroom teacher of class VIII because as a director to regulate the selection of officers for a series of religious speech activities, besides that there are also language teachers, especially Arabic teachers who direct when students are assigned to give Arabic speeches. As for its implementation, it is carried out every Monday to Thursday, plus Saturdays which free students to use languages that suit their abilities. And finally in the evaluation, although it has not run optimally because in each evaluation the teacher only conveys it verbally without any special notes that will be formed in a report to be accountable. And from the religious speech activity program by forming leadership character will give rise to values of self-confidence, responsibility, discipline, and care.

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