

ABSTRACT

Dedi Samitro, Student registered number: 3211113053 thesis with the title *"implementation of extracurricular activities To develop skills of Islamic Religion students in MTs Al Huda Bandung, Tulungagung 2015"* Thesis majoring in Islamic education, Science and teacher training faculty of Tarbiyah, State Islamic Institute (IAIN) Tulungagung, advisor by Dr. Agus Zaenul Fitr, M. Pd

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The background of this research was by the presence of some of the subjects taught in the PAI in MTs Al-Huda as: quran hadith, fiqh, history of Islamic culture, morals, and Aswaja, during this process of lesson less was only once a week exercised with the allocation of time 2x40 seconds.

This aims of this research 1) To know the reasons of implementation Islamic religion extracurricular activities Islamic to develop skills of the Islamic religious students in MTs Al-Huda Bandung, Tulungagung academic years 2015. 2) To know how the implementation of Islamic religious extracurricular activities to develop skills of Islamic religious students in MTs Al-Huda Bandung Tulungagung academic years 2015. 3) To know the implications of Islamic religion extracurricular skills against students at MTs Al-Huda Bandung, Tulungagung academic years 2015. 4) To know the factor endowments and weakness religion extracurricular activities to develop skills of the Islamic students in MTs Al-Huda Bandung academic years 2015.

The results of this research show that: 1) the reasons implementation Islamic religious extracurricular was less time allocation in learning religion process, an Islamic religious extracurricular do because to transfer student talent and develop students skills that do not allow through curricular activities. Islamic extracurricular to deepen students knowledge got from curricular learning and also as students problems solving in study Islamic religion. 2) the implementation of Islamic religious extracurricular activities concurrently was on Saturday at 3 until 4 hours, such as: a) the implementation of extracurricular hadrah, teachers transfer the material with speech and demonstration, teach students techniques play the hadrah, collaboration and variation in play, the vocal part is trained by way of listening religious song then the student imitated and teachers did evaluate. b) the Implementation extracurricular qiraah, teachers teach to the students by directly method about qiraah songs, then students imitated togetherness and individually. c) the implementation of extracurricular kitab kuning, the teacher uses the bandongan method, the teacher read and translate, and then the students harakah in word arabic and translate. d) the implementation of extracurricular tartil, the teacher do first with give example and then students ask to imitate togetherness and individually with tajwid. e) The implementation extracurricular of calligraphy, teacher give example directly to students on how to draw calligraphy by explanation, then the students ask to imitate. 3) The implications extra-curricular Islamic religion, such as: a) Hadrah: students skill about playing music hadrah and shalawat is very good, b): Qirah : students can improve skill in qiraah, c) kitab kuning: student behavior is good, d) Tartil: students can read the

qur'an in accordance with recitation, e) Calligraphy: students can good in painting/drawing khot calligraphy. 4) endowments and restricting factor Islamic religious extracurricular include: a) factor endowments extracurricular hadrah wide place, tools already. While the weakness of the less tools b) factor endowments extracurricular qiraah is places, participants are students who have been have basic ability in qiraah the the weakness of the Factor while qiraah is the lack of interest and the spirit of the students. c) factor endowments extracurricular budheg Yellow Book is student easy to command and student talent is good while weakness factors was allocated less time. d) factor endowments extracurricular tartil is the place and the school which regulate the students to immediately come in the tartil while learning weaknesa factor is the number of students and the allocation need more time. e) factor endowments extracurricular calligraphy is student enthusiasm enough and students very serious when taught and weakness is the time allocation.