

OPTIMIZATION OF HADRAH EXTRACURRICULAR ACTIVITIES IN IMPROVING SCHOOL COMPETITIVENESS AT SMP NEGERI 4 PURWOREJO

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ABSTRACT

Educational Management has an important role in increasing school competitiveness, one of its activities in the non-academic field is through Hadrah extracurricular activities carried out in public schools. This study aims to analyze the optimization of Hadrah extracurricular activities in increasing school competitiveness at SMP Negeri 4 Purworejo. This study uses a descriptive qualitative research method. The research location is at SMP Negeri 4 Purworejo. Data were obtained through observation, documentation and interviews with the Head of Student Affairs, Head of Hadrah Extracurricular Activities, and Hadrah extracurricular participants. Data analysis techniques use reduction, display and verification. Data validity techniques use triangulation. The results of this study indicate that the optimization of Hadrah extracurricular activities in increasing school competitiveness at SMP Negeri 4 Purworejo includes: 1) Planning such as compiling Hadrah program objectives and compiling Hadrah program plans; 2) Organizing such as forming a person in charge of Hadrah activities and recruiting Hadrah program participants; 3) Implementation includes the implementation of Hadrah program development, the availability of infrastructure, the availability of funding sources; 4) Evaluation includes practical exam activities and monitoring and evaluation of hadrah activities every 3 months.

Keywords: Optimization; Extracurricular; Hadrah; School Competitiveness;

INTRODUCTION

Extracurricular activities are a component of the curriculum. Extracurricular activities are designed to enhance the curriculum and provide students with experiences outside the classroom. These activities aim to develop students' individual potential, independence, and social skills (Sundari, 2021). Participation in extracurricular activities has been shown to improve social values, behavioral changes, leadership qualities, and time management skills (Bhullar et al., 2024). Extracurricular activities can contribute to better academic achievement, such as in social/emotional development, and mental health (Waldman, 2023). Extracurricular activities must be flexible and updated regularly to meet the needs of students and the ever-evolving curriculum (Atta et al., 2023).

Extracurricular activities can include sports, art, music, drama, community service, literary activities, and many more (Bhullar et al., 2024). One of the extracurricular activities in the field of art that has a strategic role in the context of character education and preservation of local cultural values through Hadrah art activities in various schools (Fakhrurrozi et al., 2023). One of the benefits of Hadroh extracurricular activities is that it can help students in character development such as discipline, leadership and empathy (Huda et al., 2024). The development of these character values is important in creating a positive school environment. On the other hand, Hadrah extracurricular activities can improve creativity skills, cognitive skills and emotional control abilities (Kuimova & Semchin, 2016). From a non-academic perspective, Hadroh extracurricular



activities can contribute to the development of communication, collaboration and perseverance (Carolan, 2018) . Extracurricular activities can help students develop teamwork skills that can be beneficial for students' future careers (Al Ajmi & Al Adawi, 2023)

The success and effectiveness of the benefits of hadrah extracurricular activities can be realized because the school has extracurricular activity management. Effective extracurricular activity management includes planning, organizing, implementing, and supervising in line with the school's vision and goals (Rukajat et al., 2021) . Through good management, student achievement in non-academic fields can be improved (Sundari, 2021) . SMP Negeri 4 Purworejo has implemented hadrah extracurricular activities well, but faces challenges, one of which is limited time and resources.

Observation results show that at SMP N 4 Purworejo, Hadrah extracurricular activities are only considered as supplementary activities with less measurable impacts. Even though SMP N 4 Purworejo has competed in the Hadrah competition with Madrasah Tsanawiyah-based schools by winning second place at the Regency Level, this is a high achievement, but the Hadrah Extracurricular has received less attention. Evidenced by the ratio or enthusiasm of students who participate in Hadrah extracurricular activities is relatively less compared to other extracurricular activities. However, with the Hadrah extracurricular, SMP N 4 Purworejo is able to compete with other schools such as Madrasahs in the Hadrah competition and win. This shows an increase in competition or competitiveness between public schools and Madrasahs, so that schools strive to create differential advantages. One effort is made through optimizing cultural and religious-based extracurricular activities such as Hadrah because it can improve the image, character of students, and competitiveness between schools (Doturrohman & Nurfuadi, 2023) . Thus, Hadrah extracurricular activities are part of the school's strategy in building the positioning of Educational Institutions in the 21st century. Therefore, it is important to explore Hadrah extracurricular activities that can be optimized not only as a vehicle for character education, but also as a strategic step in increasing school competitiveness (Brentnall, 2025) . This study aims to analyze the optimization of Hadrah extracurricular activities that can increase school competitiveness at SMP N 4 Purworejo.

METHODS

This type of research is qualitative research with a descriptive qualitative approach . The location of this research is SMP Negeri 4 Purworejo. The subjects of this research are the head of student affairs, the head of the hadrah extracurricular, and students who participate in the hadrah extracurricular. The object of this research is the optimization of the hadrah extracurricular in increasing school competitiveness at SMP Negeri 4 Purworejo. Data collection techniques used are observation, interviews, and documentation. Data analysis techniques use the concept of Miles and Huberman which includes data reduction, data presentation, and drawing conclusions. Data analysis techniques used are triangulation.



RESULTS AND DISCUSSION

Based on the results of interviews and observations carried out, it shows that optimizing Hadrah extracurricular activities in increasing the competitiveness of students at SMP N 4 Purworejo includes:

1. Planning

The planning stage carried out by SMP N 4 Purworejo is:

a. Develop the objectives of the Hadrah program

The objectives of the Hadrah program have been established since the Hadrah extracurricular activity was established, and the objectives of Hadrah activities are inseparable from the school's vision and mission. The Hadrah extracurricular program aims to provide a place to develop talents, develop soft skills such as discipline, cooperation, and express musical intelligence.

b. Prepare a work program

The work program is developed at the beginning of each new school year through a meeting. The hadrah extracurricular activity supervisor, along with the principal and the vice principal for student affairs, attend. The hadrah program activity plan presented by the hadrah instructor or instructor includes:

- 1) Introducing and demonstrating the hadrah program to school students.
- 2) Follow routine exercises according to the predetermined schedule
- 3) Implementing trial agendas within the community environment.
- 4) Participate in competitions or competitions between students held by the government and also organized by related bodies or agencies.

Based on the explanation, the steps to optimize the extracurricular hadrah in increasing the competitiveness of students at SMP N 4 are by compiling the objectives of the extracurricular hadroh program by showing its benefits accompanied by the preparation of a clear and concise program plan so that students at SMP N 4 Purworejo can compete with other schools through routine practice and participating in competitions.

2. Organizing

The organizing stage carried out by SMP N 4 Purworejo includes:

a. Arranging the person in charge of hadrah activities,

In the organization, the principal is responsible for extracurricular hadrah activities, the Student Affairs Representative is the head of extracurricular hadrah activities, and there is one extracurricular hadrah supervising teacher who matches their expertise. The appointment of the supervising teacher is indicated by a letter of assignment from the principal.

b. recruiting students who participate in the hadrah program

The recruitment process for extracurricular hadrah participants involves distributing questionnaires to students to choose their preferred extracurricular activities. Students are required to take two types of extracurricular activities offered by the school. Before students make their choices, the school explains the specifics of each extracurricular activity in the form. While the Hadrah extracurricular activity does not use a selection system, the Hadrah extracurricular at SMP N 4 Purworejo adopts an inclusive approach. The school does not conduct a rigorous selection process to recruit members. Instead, distributing interest questionnaires is the primary method. Any student who has the desire and talent to participate in Hadrah is encouraged to register. However, special priority is given to seventh and eighth grade students to ensure the regeneration



and sustainability of this extracurricular activity in the future. This approach allows more students to develop their musical and religious potential without being hampered by a selection process that may be perceived as restrictive.

3. Implementation

The extracurricular program at SMP N 4 Purworejo is divided into two types: mandatory and elective. The Hadrah program is an elective. The implementation process for the Hadrah extracurricular activities is as follows:

- a. The implementation of extracurricular hadrah activities is carried out every Monday starting at 13.00 to 15.00 WIB in the madrasa building and madrasa prayer room.
- b. The implementation of extracurricular hadrah includes: 1) providing material, This method the instructor provides explanations or materials to students verbally so that students gain knowledge from material that they previously did not know. This method is very useful for students who are good at understanding material by listening; 2) playing videos, This step is done so that students can see directly how to play the instrument, how to start hitting the musical instrument before students are asked to practice; 3) practice after students understand the explanation of the material and see the video, students are asked to practice directly in sounding the hadrah instrument. This practice activity must be carried out by students so that students really get the feeling of hitting their musical instrument.
- c. In its implementation, the infrastructure available is sufficient and suitable for use in the form of complete hadrah instruments (tambourine, bass, tam, and sound system) as well as external trainers who are experienced in the field of Islamic arts.
- d. Hadrah program coaching is provided for matters concerning improving the quality of the team in individual and group games, discipline, and responsibility. Students are trained to be responsible for each exercise such as being responsible for answering and maintaining the equipment they use. Students are trained in discipline where students are asked to carry out exercises according to the specified time. Student cooperation is asked to be able to work together in the process of musical accompaniment so that it will produce beautiful Islamic musical chants. All of this coaching is obtained during students' practice.
- e. The Hadrah program is funded by the School Boss (BOS) budget. The funds are used to build a system for developing Hadrah activities, such as purchasing equipment and supplies, and providing meals for participants during the Hadrah competition.

At the implementation stage of extracurricular activities, Hadrah has many benefits, including:

- a. This activity can improve students' skills and confidence. It has a positive impact on their Islamic music skills, rhythm, teamwork, and vocal technique. Interviews with participants indicated that students have become more confident in performing in public, especially when invited to perform at school events or competitions.
- b. Hadrah serves as a medium for enhancing students' competitiveness outside of school. The school's Hadrah team has won several awards in inter-school Islamic arts competitions. This enhances the institution's positive image and fosters a competitive spirit among students. This success also demonstrates that traditional Islamic arts can be a means of developing students' competitiveness in non-academic fields.



- c. Adding value to students' soft skills, hadrah activities also train students in responsibility, discipline, tolerance, and teamwork. Extracurricular instructors have reported that students who participate actively in hadrah tend to exhibit better social behavior and are more active in school organizations.
- d. Improving managerial support from the Sadrasah. Optimizing these activities is inseparable from adaptive and supportive school management. The principal provides dedicated space and funding for the development of Hadrah, including transportation for competitions, providing team uniforms, and providing incentives for coaches.

4. Evaluation

The evaluation carried out in the extracurricular activities of hadrah is by holding a monitoring and evaluation of extracurricular activities of hadrah. The monitoring and evaluation carried out is every three months, where this monitoring and evaluation sees the success and achievement of hadrah activities during the middle of the semester. This monitoring and evaluation activity is carried out continuously and sustainably. The hadrah mentor teacher reports in the form of a report regarding hadrah activities that have been carried out for 3 months starting from reporting the activities carried out, the percentage of students who participated in hadrah and conveying obstacles and obstacles during the implementation of hadrah activities.

Evaluations are used to measure students' achievement in extracurricular hadrah activities through exams or practical tests. Students will be assessed midterm and at the end of the semester, completing their report card scores in the extracurricular section. During the exams or practical tests, examiners will directly assess students based on predetermined assessment indicators.

Based on the steps to optimize the hadrah extracurricular activities at SMA N 4 Purworejo, it can increase the school's competitiveness because through hadrah activities there are many benefits, including:

1. Hadrah as School Identity

The Hadrah activity is seen as a form of the school's religious and cultural identity, as well as a school symbol that distinguishes SMP N 4 Purworejo from other schools. The principal stated that "Hadrah is not just entertainment, it is a form of SMP N 4's character that distinguishes it from other public schools." This Hadrah activity appears in various events held by the school such as Islamic Holiday events, inter-school competitions, and welcoming guests. This activity demonstrates the success of integrating local and religious values into a forum for interests and talents provided by the school (Badrudin, 2022) .

2. Transforming Student Character Through Cultural Practices

Hadrah has been proven to be an effective tool in developing students' religious character, discipline, and self-confidence. Interviews with students showed that involvement in Hadrah practice and performances improves discipline and cooperation. One student stated, "I have become more able to work with a team, and now I am more confident when performing in front of many people." Based on the results of the interviews, it shows that students' character can be developed, such as discipline and cooperation, not only limited to spiritual aspects. Soft skills possessed can support life skills in the 21st century (Khodijah et al., 2024) . Observations also showed high student enthusiasm in the practice process, this indicates the integration of cultural values into students' psychosocial dynamics.

3. The Social Function of Hadrah in Building External School Relations



Hadrah plays a strategic role as a public relation between the school and the community. School documentation shows Hadrah's involvement in inter-school competitions, religious events at school, and cross-school performances such as carnivals. A teacher stated that "Through Hadrah activities, this school's name is known in various educational institutions because it is often asked to perform at events such as competitions and carnivals." Hadrah functions as a school forum in the public space, in building connections and culture between schools (Pewangi et al., 2024) . This strengthens the school's social role as an active and participatory center of local culture.

4. Hadrah as an Instrument for Strategic Differentiation of Schools

Strategically, Hadrah is utilized as an element of institutional differentiation that strengthens school competitiveness within the context of educational autonomy and competition between public schools and madrasahs. Information from the school's strategic plan document indicates that the Hadrah program is a key element of the school's branding. One parent stated, "I chose this school because of Hadrah. My child loves Islamic art, and this is important to me." Parents' selection of a school based on the Hadrah program demonstrates its strategic role in building community preference and institutional positioning (Darlan et al., 2021) .

The main findings of this study confirm that Hadrah extracurricular activities not only serve as a means of preserving Islamic culture and developing students' character, but also have a strategic role in enhancing the competitiveness of educational institutions. Hadrah activities at SMP N 4 Purworejo demonstrate the ability to shape school identity, create distinctive cultural differentiation, and strengthen social relations between the school and the community. The results of this study support the existing theory that an educational approach that integrates local and religious values can be a strategic force in responding to the challenges of competition between schools (Azmillulloh Askarul Jabar & Sania Aqil Salsabila, 2025) .

Hadrah serves as a form of institutional differentiation that is difficult for other schools to replicate, primarily because it is based on authentic local culture and spirituality (Farchan & Rosharlianti, 2021) . The values embodied in Hadrah, such as discipline, solidarity, spirituality, and expressive skills, directly contribute to the development of student character, who are not only religious but also possess the ability to perform and communicate in public. This approach aligns with multicultural education theory, which positions local cultural activities as part of a learning strategy to shape student identity within the context of social diversity. When linked to contextual learning, Hadrah also serves as a learning vehicle that is experiential, collaborative, and meaningful (Hidayatullah, 2019) .

The research results (Pewangi et al., 2024) and (Khodijah et al., 2024) show the contribution of extracurricular activities to the formation of student character, but do not explain how these activities can be used as a strategic tool to strengthen school positioning.

CONCLUSION

This study confirms that the optimization of the Hadrah extracurricular activity at SMP Negeri 4 Purworejo has significantly contributed to improving the school's competitiveness through four main dimensions: structured planning, inclusive organization, systematic and impactful implementation, and continuous evaluation. The Hadrah program not only serves as a forum for developing students' interests and talents in Islamic music, but also serves as a medium for character building, improving soft skills, and strengthening the school's religious and cultural



identity. This activity has been proven to increase student self-confidence, strengthen collaboration and responsibility skills, and create contextual and meaningful learning experiences. In addition, Hadrah's strategic role as an instrument of institutional differentiation has strengthened the school's positioning in the public eye and become an important element in an educational branding strategy based on local culture and spiritual values.

The scientific contribution of this study lies in the affirmation that extracurricular activities based on religious culture such as Hadrah are not merely additional activities in the curriculum, but rather strategic components that can promote the competitive advantage of educational institutions in the era of school autonomy and inter-institutional competition. This article expands the framework of thinking in the field of educational management and character development by proposing an integrative model that positions local cultural practices as a tool to strengthen institutional identity and social linkages between schools and the community. Furthermore, this study enriches the perspective of multicultural and contextual education by emphasizing the importance of student engagement in meaningful cultural practices as part of a 21st-century educational strategy.

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