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Character Development Model For Students At MTsN 2 Simeulue

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Abstract

This study aims to describe the character development model, the character values developed, the process of implementing extracurricular activities, supporting and inhibiting factors, and the impact of extracurricular activities on the character development of students at MTsN 2 Simeulue. This study used a qualitative approach with descriptive methods. Data collection techniques included observation, interviews, and documentation. Data analysis was conducted through data reduction, data presentation, and conclusion drawing. The results indicate that character development at MTsN 2 Simeulue is implemented in an integrated manner through academic and non-academic activities integrated into the madrasah culture. The character development program is implemented through classroom learning activities, extracurricular activities, and various religious practices such as speeches, MCs (emcees), muezzins (muezzins), prayer readers, the Morning Safari (Safari Fajar), and the Morning Charity Program. The character values developed include religiosity, discipline, responsibility, self-confidence, courage, leadership, and social awareness. The implementation process begins with identifying students' talents and interests, followed by development based on their potential. Factors supporting the program's success include madrasah commitment, teacher involvement, parental and community support, ongoing habituation, student motivation, and a structured supervision system. Inhibiting factors include differences in student character and self-confidence, suboptimal family support, the influence of technology and social media, limited time for activities, and limited opportunities for practice outside the madrasah environment. Extracurricular activities have been shown to have a positive impact on student character development, particularly in enhancing self-confidence, courage, communication skills, responsibility, leadership, and non-academic achievement

***Keywords**: character development, extracurricular activities, character education, students, MTsN 2 Simeulue.*

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INTRODUCTION

Education is a process that focuses not only on understanding knowledge but also on developing students' character. In the modern era, marked by rapid technological development and digitalization, character development is crucial and must be implemented in every educational institution. Character development aims to create a generation with morals, responsibility, discipline, and a sense of social responsibility.

Character is a reflection of a person's self, which is evident when interacting with others in everyday life. Character can also be defined as a moral and ethical image inherent in a person when interacting with and influencing others (Zebua et al., 2018).

From an Islamic educational perspective, character is a set of morals or behaviors that form part of an individual's personality and are reflected in everyday life.

Character education is urgent due to the numerous problems currently encountered in education, such as low discipline, lack of responsibility, and minimal respect for teachers and parents. This phenomenon demonstrates that education currently faces significant challenges in shaping student character. Therefore, schools need to contribute to character development through various educational activities, both inside and outside the classroom.

MTsN 2 Simeulue, as an Islamic educational institution, strives to integrate religious values with student character development through various academic and non-academic activities. Values such as discipline, responsibility, cooperation, religiousness, and public speaking skills need to be instilled and developed in students through the madrasah's extracurricular activities. These activities include speeches, MCs (emcees), muezzins (callers), and prayer recitations.

These activities are held every Saturday, specifically from the third period until the end of school, approximately from 11:00 a.m. to 1:00 p.m. This habituation is carried out as preparation to strengthen students' mental abilities and courage to speak before a large audience, increase their self-confidence, and hone their communication skills.

Furthermore, this activity also serves as preparation for the madrasah's work program, the dawn safari, which is held approximately once or twice a month, accompanied by the dawn almsgiving. In this activity, students are directly involved as participants, from the dawn call to prayer, to serving as MCs, to delivering speeches and reciting prayers. Involvement in these religious activities demonstrates the madrasah's concrete efforts to foster religious character, responsibility, discipline, and social awareness. The character development program implemented at MTsN 2 Simeulue has also had a positive impact on students, as evidenced by their success in participating in religious events such as speeches and frequently winning championships at the district level. These achievements demonstrate that routine and consistent practice and training can improve students' abilities and confidence in competition.

Other research also explains that character education in educational institutions significantly influences students. Abdullah's research found that character education in madrasas significantly influenced students' social behavior, improving qualities such as empathy, moral responsibility, and social integrity, despite challenges such as limited time and inadequate teacher training (Abdullah, n.d.). Abdullah also emphasized that character education is crucial for developing responsible, ethical students who are able to make positive contributions to society. Meanwhile, Heriyanto demonstrated a significant improvement in student character, particularly in aspects of honesty, responsibility, discipline, and social awareness, as a result of the character education program implemented at SMPK BPK Penabur Bandung (Heriyanto, 2024).

While numerous studies have been conducted on character development, most research focuses on the implementation of character education through classroom learning, school culture, and the role of teachers in character development. This study, however, focused on developing habitual character based on religious practices and public communication, such as speaking, being an MC, performing the muezzin, and reciting prayers, which are relatively low in madrasas and other schools. This character development activity has a very large contribution in forming the legitimacy of students' characters.

METHOD

This research employed a descriptive qualitative method with a case study approach. The research was conducted at MTsN 2 Simeulue. The research subjects

consisted of the principal, the Deputy Head of Public Relations, the supervising teacher, the homeroom teacher, and students participating in the character development program.

Data collection techniques included observation, interviews, and documentation. Interviews were conducted with the homeroom teacher, the supervising teacher, and students to obtain information related to the program implementation process. Documentation was conducted by collecting data in the form of the principal's work program, activity schedules, the Supervisor's decree, and student attendance lists.

Data analysis used the Miles and Huberman research model, namely data reduction, data presentation, and conclusion drawing (Judijanto et al., 2025). This study employed triangulation techniques, comparing data from observations, interviews, and documentation to enhance the reliability of the data obtained in the field.

RESULT AND DISCUSSION

Result

Character Development Model at MTsN 2 Simeulue

MTsN 2 Simeulue is a junior high school (tsanawiyah) educational institution located in Sinabang City, Simeulue Regency. Among several other madrasas, it is the only public madrasa at the MTs level in the region. Its strategic location and continuously improving educational quality make it a popular institution for elementary school (SD/MI) graduates. The high interest from the community in enrolling their children in this madrasa encourages the principal and teachers to continuously innovate to improve the quality of education in both academic and non-academic areas (Janah et al., 2025).

In its implementation, the character development model at MTsN 2 Simeulue is implemented in an integrated and sustainable manner through academic and non-academic activities. In the academic field, character values are instilled through the classroom learning process, such as discipline, responsibility, and politeness in behavior and speaking to teachers and peers. On the other hand, teachers serve as good role models, serving as examples for students to emulate in their daily lives.

Meanwhile, in non-academic areas, student character development is carried out through several extracurricular activities and religious guidance. Students are trained to give speeches, serve as MCs (masters of ceremonies), serve as muezzins (muezzins), recite prayers, and participate in other religious activities. These activities aim to foster self-confidence, courage, responsibility, and communication skills, while strengthening religious values within students. Furthermore, these activities provide a platform for students to develop their potential and talents.

MTsN 2 Simeulue implements these various programs routinely every week, becoming part of the madrasah culture. Continuous practice is expected to foster positive character and instill it in students..

Character Values Developed at MTsN 2 Simeulue

Character values are a set of values that guide a person in thinking, behaving, behaving and interacting with other people in everyday life. Character values can also be understood as a series of positive attitudes, behaviors and habits that are embedded in an individual so that they become part of his personality. In the educational context, character development aims to form students who not only have good academic abilities, but also have noble morals, responsibility, discipline and social awareness.

As an Islamic educational institution, MTsN 2 Simeulue pays great attention to the formation of students' character through various habituation programs and religious activities. Character development is not only carried out through the learning process in the classroom, but also through extracurricular and habituation activities that involve students directly in various religious and social activities. Through speech activities, being

an MC, muezzin, prayer reader, dawn safari, and dawn giving alms, the madrasah seeks to instill various character values that can shape the student's personality as a whole.

One of the character values that is developed is religious character. This value is instilled through various religious activities such as becoming a muezzin, reading prayers, taking part in dawn safaris, and carrying out dawn alms. These activities familiarize students with being closer to religious teachings, increase awareness of worship, and foster a sense of gratitude and concern for others. Religious character is the main foundation in forming students' personalities because it is able to direct their behavior in accordance with Islamic values.

Apart from religious character, MTsN 2 Simeulue also develops discipline character. The value of discipline can be seen from the regular implementation of habituation activities carried out every Saturday according to a predetermined schedule. Students are required to attend on time, prepare speech material, carry out their duties as MC, muezzin, or prayer reader with full responsibility. Through this habit, students learn to respect time, obey the rules, and carry out assignments well.

The next character value is responsibility. This character is built through students' direct involvement in various madrasa activities and religious activities in the community. When students are given the mandate to emcee an event, deliver a speech, give the call to prayer, or lead prayers, they learn to carry out the assigned tasks seriously. This experience helps students understand the importance of being responsible for the tasks and roles they carry out. This character education not only shapes individual behavior, but also becomes the basis for creating a more responsible and sustainable society (Et.al, 2023)

Character education not only shapes individual behavior, but also becomes the basis for creating a more responsible and sustainable society (Aldina et al., 2023).

The habituation activities carried out at MTsN 2 Simeulue also play a role in developing the character of self-confidence and courage. The opportunity to appear in front of friends, teachers and the public through speech activities and being an MC trains students' mentality so that they are not afraid to speak in front of a large audience. Through continuous practice, students become more confident in expressing opinions, communicating and demonstrating their abilities.

Apart from that, leadership values are also one of the characters that are developed. Activities that involve students as the main implementers provide opportunities for them to learn to lead, organize the course of activities, and make decisions in certain situations. This leadership character is important to form a generation that is able to be a role model and has the ability to manage themselves and groups in the future. Another character value that is developed through the dawn safari and dawn charity programs is social concern. Through these activities, students are accustomed to sharing, helping others, and interacting with the community. This experience fosters a sense of empathy, solidarity and social sensitivity towards the conditions of the surrounding environment. Thus, students not only develop intellectually and spiritually, but also have high social awareness.

Based on this description, it can be understood that the character values developed at MTsN 2 Simeulue include religious character, discipline, responsibility, self-confidence, courage, leadership and social concern. These values are instilled through various habituation activities which are carried out in a structured and sustainable manner so that they become part of the student's personality. Character development through activities

Extracurricular Activities in Developing Student Character at MTsN 2 Simeulue

The character development program at MTsN 2 Simeulue is implemented through extracurricular activities held regularly every week, specifically on Saturdays, starting

from the third period until the end of the school year. This program is designed as part of the madrasah's efforts to shape student character through continuous habituation. Through these activities, students are guided to develop discipline, responsibility, self-confidence, and various skills aligned with their individual talents and potential. The implementation of these activities begins with the identification of students' talents, interests, and abilities by the homeroom teacher. In this process, the homeroom teacher not only considers students' abilities but also provides them with the opportunity to choose areas of interest. Students are then grouped according to their potential and competencies so that each student can optimally develop their abilities and gain confidence in carrying out assigned tasks.

For example, students with good vocal and vocal abilities are directed to become muezzins. Students who have the ability to memorize texts well and convey messages with appropriate intonation and expression are given the opportunity to become speakers. Meanwhile, students who have good communication skills, self-confidence, and the ability to manage the flow of events are directed to become emcees (MCs). Students who can read the Quran well and are fluent in reciting prayers are given the task of reciting prayers. This division of tasks is done so that each student can develop their potential to the maximum while practicing responsibility for their role. Through these activities, extracurricular activities not only function as a means of developing students' talents and skills, but also serve as a medium for developing religious character, discipline, responsibility, self-confidence, leadership, and cooperation among students. These various character values develop through direct experiences that are carried out repeatedly and continuously in school life.

Gambar 1. Bimbuingan MC

Gambar 1. Bimbuingan Pidato

This aligns with Thomas Lickona's opinion, which states that character education can be formed through a process of habituation and direct practice in everyday life within the educational environment (A & Muthi, 2025). Through consistent habituation, students not only understand character values theoretically but are also able to implement them in real-life behavior. Furthermore, extracurricular activities play a crucial role in shaping students' personalities through the experiences, leadership, responsibility, and social interactions gained during participation.

This view also aligns with the thinking of Ki Hajar Dewantara, who emphasized that education is not solely oriented toward intellectual development but also toward the formation of students' character and character (Habsy et al., 2024). This is further reinforced by Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities, which explains that extracurricular activities are held to optimally develop students' potential, talents, interests, abilities, personality, cooperation, and independence in order to support the achievement of national education goals. Based on the research findings, it is understood

that the character development process at MTsN 2 Simeulue begins with the identification of students' talents and interests by homeroom teachers through observation, direct communication, and providing opportunities for students to choose areas of interest. Students are then grouped according to their potential to ensure a more focused and effective development process. Through this development system, students have the opportunity to develop their abilities while fostering religious character, discipline, responsibility, leadership, and self-confidence.

Thus, the character development program implemented at MTsN 2 Simeulue demonstrates that character education can be effectively implemented through planned, sustainable, and tailored extracurricular activities tailored to students' potential. This program focuses not only on skills development but also serves as a means of mental development and personality development for students, enabling them to grow into individuals with character, responsibility, and readiness to contribute positively to society.

Supporting and Inhibiting Factors in Character Development

Character development is a process that involves various elements, including those from the school environment, family, and community. The success of a character development program is not only determined by good planning but also influenced by the presence of supporting and inhibiting factors during implementation. Therefore, identifying these factors is crucial to determine the extent to which the character development program is running effectively and sustainably.

According to Maunah, character education has three main objectives: helping to shape and develop students' potential, enhancing and strengthening the role of families, educational institutions, and the community in character formation, and serving as a filter against various cultural influences that are inconsistent with moral and religious values (Abdurrahman, 2025). Based on this perspective, the implementation of character development requires support from various parties to optimally achieve the desired goals. Based on research findings, several factors contribute to the successful implementation of the character development program at MTsN 2 Simeulue.

Supporting Factors

Based on research results, several factors supported the successful implementation of the character development program at MTsN 2 Simeulue.

First, there was strong commitment and support from the madrasah. The principal, along with all teachers, demonstrated a strong awareness and commitment to developing students' character. This commitment was demonstrated through various habit-building activities, such as speech practice, serving as MC (master of ceremonies), muezzin (muezzin), prayer reciter (reader of prayers), dawn safaris (dawn gatherings), and the Dawn Charity program. The madrasah's support was also evident in the provision of a dedicated time every Saturday focused on character development activities, ensuring the program's planned and sustainable implementation (Rahayu, S., & Nasution, M. 2023)..

Second, there was the active participation of teachers as mentors and role models. Teachers not only served as transmitters of learning materials but also as coaches, providing direction, motivation, guidance, and role models for students. In the process of character formation, teacher role models are crucial because students tend to imitate the attitudes, behaviors, and habits they observe in their daily lives within the madrasah environment. Therefore, direct teacher involvement in every activity is one of the keys to the success of a character development program.

Third, support from parents and the community. Implementing programs such as the Morning Safari and Morning Charity, which involve the community, provides opportunities for students to interact directly with the wider social environment. Community support in accepting and facilitating these activities is a crucial factor in fostering religious character, social awareness, responsibility, and communication skills in

students. Furthermore, parental support is also crucial for maintaining the continuity of the character development instilled in the madrasah so that it can be applied in daily life at home.

Inhibiting Factors

In addition to various supporting factors, the implementation of the character development program at MTsN 2 Simeulue also faces a number of obstacles that can impact the effectiveness of achieving program objectives. These obstacles stem from both internal factors within the students and external factors outside the madrasah environment.

First, there are differences in character, abilities, and self-confidence among students. Each student has a different background, potential, and characteristics. Not all students have the same courage to appear in public or actively participate in various character development activities. Some students still display shyness, nervousness, lack confidence, and fear of making mistakes when given the opportunity to be an MC (emcee), deliver a speech, be the muezzin (prayer leader), or lead prayers. This situation causes the character development process, particularly in aspects of leadership, communication, and courage, to require a relatively longer time and intensive and ongoing mentoring from the supervising teacher.

Second, there is suboptimal support from some family members. The success of character education depends not only on the program implemented at the madrasah but also requires support and reinforcement from the family environment. Based on research findings, some parents still fail to provide optimal attention and support to their children's character development at home. As a result, the character values instilled through various habituation activities at the madrasah (Islamic school) are not always consistently reinforced in daily life. This situation has the potential to hinder the internalization of character values in students.

Third, the influence of developments in information technology and social media. Technological advancements in the digital era provide numerous benefits in education, but on the other hand, they also present challenges in character development for students. Easy access to various information and digital content that does not entirely align with religious values, culture, and social norms can influence students' mindsets and behaviors. Without adequate digital literacy, students are at risk of being influenced by a culture of instant gratification, individualism, low levels of direct social interaction, and various behaviors inconsistent with the goals of character education (Siregar, D., & Hasanah, N. 2024). Therefore, collaboration between madrasahs and parents is necessary to monitor and support the wise use of technology.

Fourth, the limited time available for character development activities. Although the character development program is regularly scheduled every Saturday, the available time is still considered insufficient to optimally accommodate all students. The large number of students compared to the allocated time for activities means that not all students receive equal opportunities to perform, practice, and demonstrate their abilities. Furthermore, Saturdays are often used for various other madrasah activities, including those involving parents. Given that most parents work in government agencies or other institutions, Saturdays are the most feasible time for various joint activities. As a result, the implementation of the character development program must share time with other madrasah activities, thus limiting development opportunities.

Fifth, limited facilities and opportunities for continuous practice outside the madrasah environment. Although students receive guidance through various extracurricular activities and character development, not all students have equal opportunities to develop these skills at home or in the community. The lack of practice space and the limited number of supporting activities outside the madrasah can result in slower development of character and skills compared to students who receive more

conducive environmental support. Based on this description, it is clear that the implementation of the character development program at MTsN 2 Simeulue still faces various challenges that require collective attention. These obstacles include differences in student character and abilities, suboptimal family support, the influence of technological and social media developments, limited time for implementing activities, and a lack of opportunities for practice outside the madrasah environment. Therefore, stronger synergy is needed between the madrasah, families, and the community to create an educational environment that supports the development of student character. With ongoing collaboration, these obstacles can be minimized so that the character development program can run more effectively (Hidayat, A., & Lubis, F. 2022).

Fourth, a routine and ongoing habituation program is implemented. Various activities such as speeches, MCs, muezzins, and prayer reciters are scheduled weekly. Consistent implementation provides students with opportunities to continuously practice, self-evaluate, and improve their skills. Through this habituation process, students gradually experience improvements in self-confidence, courage, discipline, responsibility, and public communication skills.

Fifth, high student motivation and enthusiasm. Students' enthusiasm for participating in character development activities is a crucial factor in the program's success. Various achievements, particularly in speeches and religious activities at the district level, motivate other students to actively participate. These achievements not only boost students' self-confidence but also foster a positive, competitive culture within the madrasah environment.

Sixth, a structured monitoring and control system is in place through student attendance records. Every student involved in character development is recorded and their attendance is monitored regularly. This attendance system aims to ensure that all students participate optimally and sustainably in the development process. Through organized supervision, teachers can monitor student progress, provide follow-up to less active students, and ensure that no student is left out of the character development process. This ensures that program implementation is more effective, focused, and reaches all students equally.

Overall, the synergy between the madrasah's commitment, the role of teachers, parental and community support, a sustainable habituation program, student motivation, and a robust monitoring system are key factors contributing to the success of character development at MTsN 2 Simeulue. These factors complement each other and form an educational ecosystem conducive to the development of religious character, discipline, self-confidence, and responsibility in students.

The Impact of Extracurricular Activities on Character Development at MTsN 2 Simeulue

The extracurricular activities implemented at MTsN 2 Simeulue represent a strategic effort undertaken by the principal, teachers, and committee to strengthen students' Islamic character amidst the challenges of the globalization era. This program is designed not only to develop students' potential, interests, and talents, but also to instill religious values, responsibility, discipline, leadership, and social awareness. Character education is expected to contribute to preventing the increasingly complex character crisis in global society, enabling students to develop responsible behavior that aligns with religious values, social life, and their roles as members of society (Murniyetti, 2016; Pridayani & Rivauzi, 2022).

Based on field observations, extracurricular activities have a positive impact on students' character development. One of the most visible changes is increased student self-confidence. Students become more confident in public speaking, develop better communication skills, and demonstrate readiness when entrusted with various tasks. This

is evident in the routine Morning Safari activities, where students play the primary role in activities, from calling the call to prayer, serving as MCs, delivering speeches, and leading prayers. This active involvement demonstrates increased courage, responsibility, and leadership skills among students.

Furthermore, during various national and religious holiday commemorations held at the madrasah, students are consistently involved as key actors in the activities. Not only within the madrasah, but students at MTsN 2 Simeulue also actively participate in various religious activities at the Simeulue Regency level. This participation has resulted in impressive achievements, including winning first place in the Simeulue Regency-level speech competition in 2025.

These various achievements and behavioral changes demonstrated by students indicate that the self-development activities through extracurricular programs at MTsN 2 Simeulue have had a significant impact on student character development. These activities have successfully fostered the development of more active, creative, self-confident, and responsible individuals. Furthermore, extracurricular programs have also contributed to improved student achievement, particularly in non-academic areas, thus supporting the achievement of educational goals focused on developing students' potential holistically.

Based on the research findings, the researcher analyzes that the character development model implemented at MTsN 2 Simeulue reflects an integrated educational pattern between academic learning, religious habituation, and extracurricular activities. Character formation is not only carried out through theoretical instruction in the classroom, but also through direct practice that involves students in real activities such as speeches, serving as MCs, becoming muezzins, reading prayers, dawn safari, and dawn charity. This shows that the madrasah does not position character education as a complementary program, but as part of the institutional culture that is practiced continuously. The researcher views this model as relevant because character values will be more easily internalized when students experience them directly in repeated and meaningful activities.

The researcher further analyzes that the character values developed at MTsN 2 Simeulue are closely related to the identity of the madrasah as an Islamic educational institution. Religious character becomes the main foundation, while discipline, responsibility, self-confidence, courage, leadership, and social concern become supporting values that strengthen students' personal and social development. These values are not formed instantly, but through a process of habituation, mentoring, and role modeling from teachers. In this context, teachers play a strategic role not only as educators, but also as moral examples who influence students' behavior through daily interaction. Therefore, the success of character development depends greatly on the consistency of the school environment in presenting positive examples.

The findings also indicate that extracurricular activities have a significant contribution to students' character development because they provide practical space for students to train their abilities and responsibilities. Students who are given roles as speakers, MCs, muezzins, or prayer readers are indirectly trained to be confident, disciplined, communicative, and responsible for the tasks entrusted to them. The researcher sees that the division of roles based on students' talents and interests is an appropriate strategy because it allows students to develop according to their potential. This approach also prevents character development from becoming coercive, since students are encouraged to grow through activities that match their abilities and interests.

However, the researcher also analyzes that the implementation of character development still faces several challenges, especially differences in students' confidence, limited time, unequal family support, and the influence of technology and social media. These obstacles show that character education cannot be fully delegated to the madrasah alone, but requires strong collaboration among teachers, parents, and the community. The

positive impact shown by students, such as increased confidence, active participation in religious activities, and achievement in speech competitions, proves that the program has produced meaningful results. Nevertheless, the sustainability of this program requires stronger monitoring, wider practice opportunities, and continuous reinforcement outside the madrasah environment so that character values can become part of students' daily lives.

DISCUSSION

The research findings indicate that MTsN 2 Simeulue has developed an integrated character education model through academic and non-academic activities. Character development is carried out not only through classroom learning but also through various extracurricular activities and religious practices, such as speaking, serving as an MC (master of ceremonies), muezzin (muezzin), prayer recitation, morning prayer gatherings (Safari Fajar), and morning almsgiving. These programs are designed to develop students who are religious, disciplined, responsible, self-confident, and possess leadership skills and social awareness.

These research findings align with Thomas Lickona's opinion, which states that character education can be developed through a consistent process of habituation in daily life. Through repeated habituation, students not only understand character values theoretically but also are able to implement them in real-life behavior. These weekly activities provide students with opportunities to practice these values directly, thereby becoming part of their habits and personalities.

The character development process at MTsN 2 Simeulue begins with the homeroom teacher identifying students' talents, interests, and abilities. Next, students are grouped according to their potential and assigned roles appropriate to their abilities. This system demonstrates that character development is not carried out uniformly, but rather tailored to the characteristics of each student. This approach allows students to develop their potential optimally while increasing their self-confidence in carrying out assigned tasks.

The character values developed include religiousness, discipline, responsibility, self-confidence, courage, leadership, and social awareness. Religiousness is the primary value developed through various religious activities, while discipline and responsibility are instilled through the regularity of activities and the execution of assigned tasks. Meanwhile, self-confidence and courage are developed through opportunities to appear in public as speakers, MCs, or leaders of religious activities.

Research also shows that extracurricular activities have a positive impact on student character development. Students become more confident in public speaking, develop better communication skills, and are able to carry out their duties responsibly. This impact is evident in students' active involvement in various madrasah activities and religious activities at the district level. In fact, one of the students won first place in a speech contest at the Simeulue Regency level in 2025. This achievement demonstrates that the character development program not only impacts attitudes and behavior but also contributes to improving students' non-academic achievements.

The successful implementation of the character development program at MTsN 2 Simeulue is supported by several factors: the commitment of the principal and teachers, the active participation of teachers as mentors and role models, the support of parents and the community, a continuous habituation program, high student motivation, and a monitoring system through attendance and structured coaching. The synergy between these various parties creates an educational environment conducive to student character development.

However, this study also identified several inhibiting factors, including differences in student character and self-confidence, suboptimal support from some families, the

influence of technological and social media developments, limited time for implementation, and a lack of opportunities for practice outside the madrasah environment. These obstacles demonstrate that the success of character education depends not only on the program implemented in schools but also requires support from families and the community as a sustainable educational environment.

Thus, character development at MTsN 2 Simeulue can be said to be going well because it is implemented in a planned, sustainable manner, and involves various parties. The implemented program is able to shape students who not only possess academic abilities but also religious, disciplined, self-confident, and responsible character, thus preparing them to face the challenges of life in the future.

CONCLUSION

Based on the research results, it can be concluded that the character development model at MTsN 2 Simeulue is implemented in an integrated manner through academic and non-academic activities. Character development is carried out through classroom learning, extracurricular activities, and various religious habituation programs such as speeches, MCs (emcees), muezzins (muezzins), prayer readers, the Morning Safari (Safuh), and the Morning Charity (Sunday Prayer). The programs are implemented routinely and continuously, thus becoming a part of the madrasah's culture in shaping student character. The character values developed include religiousness, discipline, responsibility, self-confidence, courage, leadership, and social awareness. These values are instilled through students' direct involvement in various activities that provide real-life experiences in carrying out tasks and responsibilities.

The implementation process begins with the homeroom teacher identifying students' talents, interests, and abilities. Students are then grouped according to their potential. Through a focused and ongoing development system, students have the opportunity to develop their abilities and develop positive character in their daily lives.

The implementation of the character development program is supported by the madrasah's commitment, the active role of teachers, parental and community support, consistent habituation programs, student motivation, and a structured monitoring system. Inhibiting factors identified include differences in student character and self-confidence, suboptimal family support, the influence of social media and technology, limited time for activities, and a lack of practical opportunities outside the madrasah environment.

Extracurricular activities have been shown to have a positive impact on student character development, particularly in enhancing self-confidence, courage, communication skills, responsibility, and leadership. Furthermore, the program also contributes to improving students' non-academic achievements. Therefore, character development through extracurricular activities at MTsN 2 Simeulue can be an effective strategy in developing students with noble character, discipline, responsibility, and readiness to contribute positively to society.

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