

THE INFLUENCE OF THE ISLAMIC BOARDING SCHOOL'S ENVIRONMENT AND THE ACTIVITY OF PARTICIPATING IN EXTRACURRICULAR ACTIVITIES ON THE CREATIVITY OF STUDENTS AT THE EDI MANCORO ISLAMIC BOARDING SCHOOL IN 2022

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ABSTRACT

This research was studied starting from the view that the creativity possessed by a santri is limited because the activities in which are dominated by generations with its distinctive series, which are traditional. However, after looking at the future, many Islamic boarding schools are currently modifying their education system with various activities such as extracurricular activities. This study aims to determine the effect of the pesantren environment and the activity of participating in extracurricular activities on the creativity of students at the Edi Mancoro Islamic Boarding School. The number of samples in this study were 30 students. The research method that the author uses in this research is quantitative research. The results of the research are: 1) The pesantren environment has a positive and significant effect on the creativity of students, 2) The activity of participating in extracurricular activities has a positive and significant effect on the creativity of students, 3) The pesantren environment and active participation in extracurricular activities simultaneously affect the creativity of students, 4) Values R Square shows the ability of the pesantren environment variable and the activeness to participate in extracurricular activities in explaining the students' creativity variable is 0.368 or 36.8%.

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BACKGROUND

The progressive view of the development of the Indonesian nation in the era of globalization is directed at the realization of the Indonesian nation which is supported by humans who master science and technology and have a high work ethic. The embodiment of quality human beings is the responsibility of education, especially in preparing human resources who are the subjects who play the most role in displaying their strong, creative, independent, and professional advantages in their respective fields.

Education is one of the main indicators of development and the quality of human resources, so the quality of human resources is highly dependent on the quality of education. Several educational institutions in Indonesia generally have adequate facilities, but not all graduates meet the demands of the times. Many people still do not know what job or contribution they should make after graduating in education. As well as graduates of Islamic boarding schools which in fact still have the status of traditional educational institutions. There needs to be changes or modifications so that pesantren can develop to be more advanced than before.

Islamic boarding schools are traditional Islamic educational institutions to understand, appreciate and practice the teachings of Islam (*tafaqquh fiddin*) by emphasizing the morals of Islam as a guide for everyday life in society¹. The general purpose of Islamic boarding schools is to foster an atmosphere of religious life and teaching religious knowledge, build religious attitudes through worship practices, realize ukhuwah Islamiyah, and provide skills, health and sports education so that in the end the realization of facilities in Islamic boarding schools.

According to Fani Farida, the role and function of Islamic boarding schools in Indonesia is more dominant in the spread and development of

¹ Nadhira Ulfa dan Maftukhatusolikah, Exploring Types of Jurnal Al-Hikmah: Jurnal Pendidikan dan Pendidikan Agama Islam. *Minat Wirausaha Kaum Santri dan Faktor-Faktor yang Mempengaruhinya (Studi Pada Pondok Pesantren Ar-Riyadh Palembang)*, 2015, 1(1), 2.

Islamic teachings². Islamic boarding school educational institutions help progress in the field of education where this institution has its own characteristics from other institutions. Islamic boarding schools as institutions are not only identical with the meaning of Islam, but also contain the meaning of Indonesian authenticity, whose existence has become part of the history of Islam in Indonesia. So it is natural to be more guarded and developed again as a form of historical preservation of the scholars and preachers who spread Islam for the first time.

The traditional boarding school education and the lack of skills have resulted in graduates of Islamic boarding schools becoming stuttering when they go directly to the community. It is difficult to find work and many are also unemployed. Though the cost and time they use to study in Islamic boarding schools is not small. Meanwhile, when graduating from Islamic boarding schools, students will be faced with challenges in the era of globalization, such as competing with foreigners who already have a large place in this country.

The era that continues to develop makes Islamic boarding schools, which in fact are to study religion, now modify them with various other types of education in it, such as adding extracurricular activities because with that boarding school institutions can provide a wide space for students to explore their creativity. Extracurricular itself is one of the activities outside the subject in developing their potential according to their respective talents and interests³.

Islamic boarding schools are one of the institutions that contribute to creating future generations who are spiritual and intellectual and also have an important role in empowering the community, especially the santri⁴. Islamic boarding schools also have significant attention to the development of their

² Fani Farida, Exploring Types of Attarbiyah: Journal of Islamic Culture and Education. *The Modernization Practices of Pesantrens In Salatiga*, 2017, 2(2), hlm. 153-173.

³ Ahmad Syarif, Wahyu dan Sarbaini, Exploring Types of Jurnal Ilmiah DIDAKTIKA. *Pelaksanaan Kegiatan Ekstrakurikuler Kesenian Musik Penting dalam Meningkatkan Karakter Cinta Tanah Air Siswa di SMA Negeri 6 Banjarmasin*, 2017, 7(2), hlm. 238-250.

⁴ Hadi Purnomo, *Managemen Pendidikan Pondok Pesantren* (Yogyakarta: Bildung Pustaka Utama, 2017), th.

facilities and motivate students to develop their creative spirit. This development can be seen in the presence of several extracurricular activities made in the boarding school environment.

These extracurricular activities are directed to serve all students so that they can develop themselves optimally according to their respective needs. The abilities obtained through this extracurricular can later be used as a reference for how to become a quality human being in the future. Quality human resources will create a better continuity of life because they contribute through ideas and abilities.

Globalization does not only require someone to be smart in thinking but also how someone can master skills or abilities which certainly have an effect on the wider community. The quality of human resources (HR) can be seen from the creativity and the latest innovations that have been created. Creativity is understood from anything that is created as new and different⁵. As in Allah's verse, namely a snippet of Surah Al-Baqarah verse 219 which reads:

كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ آيَاتِهِ لَعَلَّكُمْ تَتَفَكَّرُونَ (البقرة: 219)

Meaning: "Thus Allah explains His verses to you so that you think" (Surah Al-Baqarah: 219).

Islam provides space in terms of creativity for its people to be creative with their minds and with their conscience (qalbu) in solving the problems of life in it. There is no limit to the channeling of the ideas it has as long as it is within a reasonable scope. This is in line with the nature of creativity which provides space for someone to continue to develop the knowledge and talents that exist within a person so that their potential is increasingly honed and useful for the wider community later.

The importance of extracurricular activities in Islamic boarding schools, which are used as a forum for developing creativity, is of course a general concern for most Islamic boarding schools in Indonesia to develop this

⁵ Suyanto, *Data Mining untuk Klasifikasi dan Klasterisasi Data* (Bandung: Informatika, 2017), th.

institution for the better, considering that science and technology continues to develop so that there is a demand to make students one of the agents of change. appropriate to the times. For example, at the Edi Mancoro Islamic Boarding School which modified its education by adding extracurricular activities.

This study aims to determine whether there is a significant effect of the pesantren environment on the creativity of students, to find out whether there is a significant effect of active participation in extracurricular activities on the creativity of students, and whether there is a significant influence between the pesantren environment and the activity of participating in extracurricular activities on the creativity of students in Islamic boarding schools. Eddie Mancoro.

The environment and facilities that are very supportive and have been provided make extracurricular activities at the Edi Mancoro Islamic boarding school itself expected to be a means in the process of developing students, and increasing general knowledge, knowing the potential, and creativity of the students. In addition to developing their creativity, it is hoped that students will not only excel in terms of religion but also have expertise in developing their potential for the benefit of the people in the future.

RESEARCH METHOD

The type of research used in this study is quantitative research, namely research methods based on the philosophy of positivism, used to examine certain populations or samples, collecting data and using research instruments, data analysis is quantitative/statistical, with the aim of testing hypotheses that have been established set⁶. This research was conducted in April 2022 at the Edi Mancoro Islamic Boarding School, Semarang, Central Java. The independent variables in this study were the pesantren environment (X_1) and the active participation in extracurricular activities (X_2). Meanwhile, the dependent

⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: ALFABETA CV, 2016), th.

variable or the dependent variable is a variable that is affected or is the result, because of the independent variable. The dependent variable in the study is the creativity of students (Y).

The population of this study amounted to 120 students, namely all students who took part in extracurricular activities at the Edi Mancoro Islamic boarding school. Population itself means the whole (number) of subjects or sources of research data⁷. Sampling in this study using probability sampling method. Probability sampling is a sampling technique that provides equal opportunities/opportunities for each element or member of the population to be selected as a sample. The sampling technique used is a sample random sampling technique, said to be simple (simple) because the sampling of members of the population is carried out randomly without regard to the existing strata in the population.

So that the sample in this study amounted to 30 students in accordance with Arikunto's theory which states that if the subject is less than 100, it is better to take all of them, so that the study is a population. Furthermore, if the subject is more than 100 it can be taken between 10-15% or 20-25%. Based on the opinion above, the authors took a sample of 25% of the existing population ($120 \times 25\% = 30$ people). The data collection method used is using methods/techniques in the form of questionnaires/questionnaires and literature study. Where the questionnaire is a data collection technique that is done by giving a set of questions or a written statement to the respondent to answer. Dissemination of questionnaires can be done directly as well as via the internet by using the google form application. As well as the documentation method, which is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, meeting minutes, agendas, and so on.⁸

⁷ Amri Darwis, *Metode Penelitian Pendidikan Agama Islam* (Jakarta: PT. Raja Grafindo Persada, 2014), th.

⁸ Suharsimi Arikunto dan Yuliana, *Manajemen Pendidikan* (Yogyakarta: Aditya Media, 2008), th.

Research Instrument Test

1. Validity test

Validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if it is able to reveal something that will be measured by the questionnaire⁹. This validity test uses the Content Validity method. Content validity is the validity of the assessment instrument in terms of the content of the subject matter covered by the assessment instrument.

Data analysis technique

1. Statistic test

a. Multiple Linear Regression Analysis

The statistical model used to analyze the pesantren environment and the activity of participating in extracurricular activities on the creativity of students is to use multiple linear regression which serves to find out how the influence of several independent variables on the dependent¹⁰ variable is expressed by the following statement:

$$Y = a + b_1X_1 + b_2X_2$$

b. T Test (Partial Test)

T test was conducted to determine whether the independent variable partially has a significant effect on the dependent variable. This test was conducted to compare the value of Tcount with Ttable. If Tcount > T table with a significance below 0.05, then H₀ is rejected and individually has a significant effect on the dependent variable and vice versa.¹¹

⁹ Ghozali, Imam, *Aplikasi Analisis Multivariate dengan Program IBM SPSS 23 Edisi 7* (Semarang: Badan Penerbit Universitas Diponegoro, 2016), th.

¹⁰ Sugiyono, *Metode Penelitian Bisnis* (Bandung: Alfabeta, 2012).

¹¹ Duwi Priyatno, *SPSS 22 Pengolahan Data Terpraktis* (Yogyakarta: CV Andi Offset, 2014), th.

c. F Test (Simultaneous Test)

The F test was used to test the significance level of the effect of the independent variables simultaneously on the dependent variable.¹² If the significance value is greater than $\alpha = 0.05$ then H_0 is rejected and vice versa, if the significance is smaller than $\alpha = 0.05$ then H_0 is accepted.

d. Coefficient of Determination Test (R^2)

The R^2 test is used to determine how much variation occurs in the dependent variable (Y) which is influenced by the independent variable (X). This test can be known through the value of the coefficient of determination provided that if the coefficient value is low, the ability of the independent variable (X) to explain the dependent variable (Y) is limited.

Classic assumption test

1. Normality test

The normality test aims to test the data for the independent variable (X) and the dependent variable (Y) in the resulting regression equation, whether it is normally distributed or not normally distributed¹³. With conditions normally distributed if the significance value (2-tailed) > 0.05 and not normally distributed if the significance value (2-tailed) < 0.05 .

2. Homogeneity Test

Homogeneity test is used to determine whether several population variants are the same or not. For the basis for making the decision, if the Sig value > 0.05 then the data distribution is homogeneous and vice versa if the Sig value < 0.05 then the data distribution is not normal.

3. Multicollinearity Test

¹² Slamet Santoso, *Statistika Ekonomi Plus Aplikasi SPSS* (Ponorogo: Umpo Press, 2013) th.

¹³ Budiyo, *Statistika Untuk Penelitian* (Surakarta: UNS Press, 2013), th.

The multicollinearity test was used to test whether there was a correlation between the independent variables in the regression model. Provided that if the value of tolerance () count < 0.05 or VIF count > 10 , then the independent variable experiences multicollinearity and if the value of tolerance () counts > 0.05 or VIF count < 10 , then the independent variable does not experience multicollinearity.

4. Heteroscedasticity Test

This test aims to test whether in the regression model there is an inequality of variance from the residual of one observation to another observation. With the provision that if the significance probability shows a value of more than the value = 0.05 , then the model does not experience heteroscedasticity.

5. Autocorrelation Test

The autocorrelation test is used to determine the effect of the independent variable on the dependent variable so that there should be no correlation between observations and previous observational data. According to Imam Ghozali (2011:111) there is no symptom of autocorrelation, if Durbin Watson's value lies between du to $(4-du)$.

RESULT AND DISCUSSION

Analysis of the results of this study through statistical tests and classical assumption tests which show that the pesantren environment and the active participation in extracurricular activities affect the creativity of students at the Edi Mancoro Islamic boarding school in Semarang, Central Java.

1. Statistic Test

a. Multiple Linear Regression Analysis

Table 1

The result of Multiple Linear Regression Analysis

Model		Sig.
1	(Constant)	1,896
	Total_X1	,234

	Total_X2	,305
a. Dependent Variable: Total_Y		

Source: *Output SPSS 25*

Based on the table, the results of Multiple Linear Regression Analysis to get generate equation is: $Y = 1,896 + 0,234 X_1 + 0,305 X_2$

b. T test

Table 1.2
The result of T Test

Coefficients ^a			
Model		T	Sig.
1	(Constant)	,277	,784
	Total_X1	2,207	,036
	Total_X2	2,664	,013
a. Dependent Variable: Total_Y			

Source: *Output SPSS 25*

From the results of the T test, the value of Sig. The pesantren environment variable (X_1) is $0.036 < 0.05$, and the t-count value is $2.207 > t$ -table 2.052. Thus, it is concluded that H_1 is accepted and H_0 is rejected. So, the pesantren environment variable (X_1) has a positive and significant effect on the student's creativity variable (Y). Likewise with the value of Sig. The variable of active participation in extracurricular activities (X_2) is $0.013 < 0.05$, and the t count value is $2.664 > t$ table 2.052. Thus, it is concluded that H_2 is accepted and H_0 is rejected. So, the variable of Activeness Following Extracurricular Activities (X_2) has a positive and significant effect on the student's creativity variable (Y).

c. F Test

Table 1.3
The result of F Test

ANOVA ^a			
Model		F	Sig.
1	Regression	7,848	,002 ^b
	Residual		
	Total		
a. Dependent Variable: Total_Y			
b. Predictors: (Constant), Total_X2, Total_X1			

Source: *Output SPSS 25*

Based on the test results in the table above, it can be seen that the Fcount value of 7.848 with the FTable value is 3.34 so that $F_{count} > F_{Table}$ or $7.848 > 3.34$, and a significant level of $0.002 < 0.05$ then H_0 is rejected and H_3 is accepted, it can be concluded that the variable Islamic boarding school environment (X_1) and active participation in extracurricular activities (X_2) simultaneously have a significant effect on students' creativity (Y)

d. Determinasi Test

Table 1.4
The result of Determinasi (R^2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,606 ^a	,368	,321	2,471
a. Predictors: (Constant), Total_X2, Total_X1				
b. Dependent Variable: Total_Y				

Source: *Output SPSS 25*

Based on the table above, it can be seen that the value of the coefficient of determination is found in the Adjusted R Square value of 0.368. This means that the ability of the independent variable to explain

the dependent variable is 36.8%, the remaining 63.2% is explained by other variables not discussed in this study.

Classic assumption test

1. Normality Test

Table 1.5
The result of Normality Test

One-Sample Kolmogorov-Smirnov Test				
		Total_ X1	Total_ X2	Total_ Y
N		30	30	30
Normal Paramet ers ^{a,b}	Mean	50,33	49,97	28,90
	Std. Deviation	4,459	4,131	2,998
Most Extreme Differen ces	Absolute	,088	,130	,153
	Positive	,088	,130	,153
	Negative	-,067	-,081	-,089
Test Statistic		,088	,130	,153
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,200 ^{c,d}	,070 ^c
a. Test distribution is Normal.				
b. Calculated from data.				
c. Lilliefors Significance Correction.				
d. This is a lower bound of the true significance.				

Source: *Output SPSS 25*

From the table above, the results of the normality test can be seen that the Asymp value. Sig. (2-tailed) the variable (X₁) is 0.200 and the variable (X₂) is 0.200 and the variable (Y) is 0.70. It is known that the significance value of each variable is greater than 0.05, so it can be concluded that the data from each variable is normally distributed.

2. Homogeneity Test

Table 1.6
The result of Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	,082	1	58	,776
	Based on Median	,061	1	58	,805
	Based on Median and with adjusted df	,061	1	57,265	,805
	Based on trimmed mean	,083	1	58	,775

Source: *Output SPSS 25*

Based on the table above, it can be seen that the results of the homogeneity test have a value of 0.776 which means that the value of Sig > 0.05. So, the data distribution is homogeneous.

3. Multicollinearity Test

Table 1.7
The result of Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	Total_X1	,942	1,061
	Total_X2	,942	1,061
a. Dependent Variable: Total_Y			

Source: *Output SPSS 25*

According to the table above, the results of the multicollinearity test can be seen if each variable has a tolerance value > 0.10 with a VIF value < 10.00. So that by adjusting the provisions of the multicollinearity test, it can be concluded that the research conducted does not show the occurrence of multicollinearity symptoms.

4. Heteroscedasticity Test

Table 1.8

The result of Heteroscedasticity Test

Model		Sig.
1	Total_X1	,189
	Total_X2	,220
a. Dependent Variable: RES2		

Source: *Output SPSS 25*

From the table above, the results of the heteroscedasticity test show that all variables (X) have a significance value > 0.05. In accordance with the requirements of the heteroscedasticity test, it can be concluded that this study did not occur heteroscedasticity.

5. Autocorrelation Test

Table 1.9

The result of Autocorrelation Test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,606 ^a	,368	,321	2,471	2,026
a. Predictors: (Constant), Total_X2, Total_X1					
b. Dependent Variable: Total_Y					

Source: *Output SPSS 25*

It can be seen from the table above that the value of Durbin Watson is 2.026. Where is the value of d_u in the distribution of the Durbin Watson table values based on k (2) and N (30) with a significance of 5%. Then d_u (1.567) < Durbin Watson (2.026) < $4-d_u$ (2.433). So it can be concluded that there is no autocorrelation symptom in this test.

CONCLUSION

Based on the data obtained from the results of the analysis carried out, it can be concluded that:

1. There is a positive and significant influence of Islamic boarding school environmental factors on the creativity of students. This can be shown by the t-count value of 2.207 with a significance of 0.036 and a regression coefficient (b_1) of 0.234 because the significance value is $0.036 < 0.05$ and the regression coefficient is positive, then there is a positive and significant influence of Islamic boarding school environmental factors on the creativity of students in students who follow extracurricular activities at the Edi Mancoro Islamic Boarding School in 2022.
2. There is a positive and significant influence of the active factor participating in extracurricular activities on the creativity of students with a tcount value of 2.664 with a significance of 0.013 and a regression coefficient (b_1) of 0.305 because the significance value is $0.013 < 0.05$ and the regression coefficient is positive, then H_0 is rejected and H_2 is rejected. accepted. This proves that the active factor in participating in extracurricular activities has a positive effect on the creativity of students in students who take part in extracurricular activities at the Edi Mancoro Islamic Boarding School in 2022.
3. There is a positive and significant influence of the pesantren's environmental factors and the activity of participating in extracurricular activities on the creativity of students. The results of the simultaneous calculation of the influence of the pesantren environment (X_1) and the activity of participating in extracurricular activities (X_2) on the creativity of students (Y) obtained Fcount of 7.848 with a significance value of 0.002, because the value of sig F is smaller than 0.05, it can be said that the pesantren environment variable (X_1) and active participation in extracurricular activities (X_2) simultaneously have a significant effect on the creativity of students (Y). That is, the third hypothesis (H_3) is accepted. The value of the coefficient of simultaneous determination (R^2) is 0.368 or 36.8%. This means that 36.8% of the students' creativity variable is influenced by the pesantren's environment variable and the variable of active participation in extracurricular activities, while the remaining 63.2% is influenced by other variables not examined in this study.

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