

Building Students' Characters Through Extracurricular Activities

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Abstract— This research aimed to find out the ways to build the students' characters through extracurricular activities at elementary schools in Jakarta, Indonesia. This survey study was conducted at 63 elementary schools in Jakarta, Indonesia. Data collection was done through interviewing and observing. Building students' character in extracurricular activities was related to praying together, punctuality, discipline, active behavior, fun situation, teamwork, competition, rewards, character values, facilities, independences, and religious values. The result of this study showed that the mean of building students' character in extracurricular activities was 12.87 or 99 % of theoretically maximum score. Building students' character through extracurricular activities higher than average score reached 88.9 % and less than average score reached 11.1 %. It can be concluded that building students' characters through extracurricular activities at 63 elementary schools in Jakarta in Indonesia has already been effective.

Keywords— *students' characters, extracurricular activities, punctuality, discipline, active behavior, independences, religious values*

I. INTRODUCTION

Building students' characters was done through theater of empowerment [1]. Students' characters were developed by doing theatrical activities. Characters improved in these activities were discipline, independence, patriotism, environmental care, and reading motivation. However, this study did not explain in detail the ways to build students' characters through these activities.

The study conducted [2] showed that implementing character education tended to improve students' academic scores. These activities improved a healthy moral character. However, this study only investigated that character building in intracurricular activities.

[3] Stated that character education as a subject showed importance in curriculum. This education aimed to improve students' behavior at school. Implementation of social emotional and character development in classroom was done by teaching, practicing, and modeling essential personal habits to make people good human beings. However, this education was involved in intracurricular activities.

The teachers gave their perception to plan and implement the character education. The teachers were able to teach, demonstrate, and model the behaviors expected done by the students. Characters built in the classroom curricula were integrity, responsibility, and respect regarded the most

significant values. However, this character education was only incorporated into the classroom curricula [4].

Character education was integrated in teaching and learning process. Subject taught was related to the value and improving the daily life. Developing human character was done through changing curriculum, teaching and learning, evaluating, and habits of the teachers [5]. However, this study only examined integrating character values in classroom.

This study was to find out how to build students' characters through extracurricular at 63 elementary schools in Jakarta in Indonesia related to praying together, punctuality, discipline, active behavior, fun situation, teamwork, competition, rewards, character values, facilities, independences, and religious values.

II. METHOD

Students' characters were built through theatrical activities [1]. These activities built the characters through stakeholders involvement to monitor the students' characters leading to have strong characters. Theatrical activities make the students act in total and insert positive messages to them. After doing these activities, the students were familiar with the communities, more sensitive, and more sociable. Therefore the students' characters became stronger. However, there was no explanation in detail about how to build the character of the students related to the characters shaped.

There were positive correlation between character education and students' achievement [2]. This study showed that school was able to ensure clean and safe physical environment. In addition to this, good character education was promoted by the parents and teachers modelling. The school gave quality opportunities for the students to contribute meaningful ways to the community. However, this study did not examine the character education in extracurricular activities.

Character education in intracurricular activities was important to make people good human beings [3]. In classroom, students was taught habits and skills related to good characters. Modeling character behavior for the students was beneficial in order that the students were not confused about appropriate or inappropriate behavior. However, character education was only discussed in intracurricular not in extracurricular activities.

Graff, C. E (2012) examined that the teachers were potential to develop students' character so that they had to be

models of good behavior [4]. Incorporating character education into schools was done by improving school climate and culture, increasing teacher satisfaction, enhancing student achievement, and disruptive behaviors. Character education was conducted to prepare the students to behave and achieve at school. Character education aimed to make the students reflect morality and good values. This character education was planned to positively affect the students' behavior in schools. However, this study did not investigate character in extracurricular activities.

The study conducted by Dwirahayu, G (2011) showed that character values was not only in cognitive aspects, but also in social life. Character education was integrated into teaching mathematics. The syllabus, design, lesson plan, and material of mathematics were integrated with character education leading to the students having good characters such as critical thinking, talk less do more, hardworker, being confident, problem solvers, learn to communicate mathematically, and learn to reason mathematically. However, this study only investigated integration of character values in teaching learning process.

III. RESULTS AND DISCUSSION

This survey study was conducted for 63 principals at 63 elementary schools in Jakarta using observation instrument consisting of 13 items with dichotomy scale 0 and 1. Score 0 means not good. Score 1 means good. Minimum theoretical score is 11 and maximum theoretical score is 13.

Result of study showed that praying together before and after extracurricular activities was already done at 100 % of 63 elementary schools. The students' presences was already on time at 98 % of 63 elementary schools observed. The students participated in extracurricular activities regularly at 100 % of 63 elementary schools. The students already participated actively in extracurricular activities at 100 % of 63 elementary schools. Fun situation was already created in extracurricular activities at 100 % of 63 elementary schools. Collaboration was already become accustomed in extracurricular activities at 100 % of 63 elementary schools. The students participated in competition related to the curricular activities they were interested in at 100 % of 63 elementary schools observed. Students' achievements in competition related to curricular activities was displayed at 98 % of 63 elementary schools. Character values was already internalized in curricular activities at 100 % of 63 elementary schools. Facilities already supported extracurricular activities at 100 % of 63 elementary schools. Scores of extracurricular activities was included in the students' report at 100 % of 63 elementary schools. Students' independences and discipline was already integrated by students participating in camping trip at 97 % of 63 elementary schools. Religion based curricular activities was done at 94 % of 63 elementary schools.

Based on empirical data, survey result of principals' competences to manage characters-base extracurricular activities was shown in Table 1.

Table 1: Descriptive statistics of scores in managing character based extracurricular activities

No	Descriptive Statistics	Scores
1.	Mean	12.87
2.	Std. Error of Mean	.048
3.	Median	13.00
4.	Mode	13
5.	Standard Deviation	.381
6.	Sample Variance	.145
7.	Range	2
8.	Minimum	11
9.	Maximum	13

In Table 1, it is shown that mean of character based extracurricular activities is 12.94 or 99 % from theoretical maximum score achievement. It means that principal competences in managing character based extracurricular activities in 99 % from 63 elementary school were already effective.

Frequency distribution of survey result of principal competences in managing character based extracurricular activities at 63 elementary school is shown in Table 2.

Table 2: Frequency distribution of scores in managing character based extracurricular activities

Scores	Frequency (fi)	Relative frequency (%)	Cumulative frequency (%)
11	1	1.6	1.6
12	1	9.5	11.1
13	11	88.9	100.0
Total	63	100	

In Table 2, it is shown that principal competence in managing character based extracurricular activities having scores higher than average scores was 88.9 % and having scores lower than average scores was 11.1 %. It means that principal competences of managing character based extracurricular activities in 88.9 % of 63 elementary schools were already effective.

IV. CONCLUSION AND SUGGESTION

The findings showed that: (1) mean of character based extracurricular activities is 12.94 or 99 % from theoretical

masimum score achievement. It means that principal competences in managing character based extracurricular activities in 99 % from 63 elementary school were already effective; (2) principal competence in managing character based extracurricular activities having scores higher than average scores was 88.9 % and having scores lower than average scores was 11.1 %. It means that principal competences of managing character based extracurricular activities in 88.9 % of 63 elementary schools were already effective. It is expected that all elementary schools in Jakarta integrate character values through extracurricular activities so that this activities can insert positive messages to them leading to the students having strong characters.

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