



Character Development of Students through Extracurricular Activities

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Abstract

The goal of this study is to figure out the benefits of having extracurricular activities in schools so that they become a factor when people think about going to college. The type of research is qualitative with an *ex post facto* model, and it's done that way. The method used to get data in this study is called field research, and it includes things like observations, interviews, and documentation. The total number of people in this study was 153, and the total number of people in the sample was 21. This study found that extracurricular activities can help students develop a variety of character traits, including: (b) the flag ceremony, students learned how to be disciplined, patriotic, and able to defend their country. The role of nationalism and the country as a whole. (c) When individuals do exercise, they become disciplined, orderly, keep their bodies healthy, and build relationships with other people. (d) Scouting: Activities that build a democratic, confident, obedient to social rules, spirit of cooperation, respect for diversity, independence, discipline, hard work, and responsibility are all part of Scouting. While the things that help and hurt extracurricular activities are (a) the enthusiasm and enthusiasm of the students, the cohesiveness of all parties, parental support, the teacher's role model, good communication between students and teachers, and enough time. (b) things that make it hard to do something Lack of teachers for extracurricular activities, different family backgrounds, and limited facilities and infrastructure make it hard to do extracurricular activities.

Introduction

Students' scientific and logical abilities are the only characteristics of their personalities that are valued in today's educational environment. Moral and ethical considerations, which serve as the foundation for building a nation's character and culture, are becoming more ignored. Deviant conduct, behavior that is not in line with noble character values and behavior as though there is no positive legal order in accordance with cultural norms of the country are all relevant aspects of the nation's mental state, character, and morality (Hasib et al., 2017). On the one hand, the presence of strong character and culture in the life of a country might cause setbacks in the nation's civilization; on the other hand, the existence of strong character and culture in the lives of people would further enhance the existence of a nation and state (Roccas & Sagiv, 2010).

It is the function of national education to develop capabilities, shape the character and civilization of the nation, and propagate these characteristics in the context of the intellectual life of the nation, with the goal of developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy and knowledgeable, are capable, creative, and independent, as well as become democratic and responsible citizens.

National education serves to develop capabilities and shape the character and civilization of a dignified nation within the context of educating the nation's life, with the goal of developing

the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent, as well as to become democratic and responsible citizens of their country.

Education may be obtained via a variety of avenues, including formal, informal, and non-formal education. In formal institutions, knowledge is transferred in an organized and methodical way. Schools are tasked with the task of transferring knowledge. Humans may get an organized and systematic education via the use of a formal institution such as a school. The teaching and learning process in different topics in schools also serves as a cognitive education process for humans on an internal level, or in other words, schools help students develop their cognitive intelligence via the teaching and learning process in numerous disciplines. In addition, the school develops students' abilities via a variety of extracurricular activities that take place outside of school hours. One of the most well-known activities for channelling students' abilities is participation in extracurricular activities.

Extracurricular activities are extracurricular activities that take place outside of the normal school day and outside of specified hours in the curriculum. Scouting, the advancement of science, spirituality, athletics, and the arts are examples of extracurricular activities available in schools. Extracurricular activities are educational activities that take place outside of traditional classroom settings. All of these activities are carried out both inside and outside of the school environment in order to broaden students' knowledge, improve their skills, and internalize religious values or rules, as well as social norms from a variety of cultures, both local and global, in order to develop into a fully formed human being.

Student potential is realized via the application of this activity, which is a process. Therefore, pupils' emotional and psychomotor elements have not been adequately developed in the classroom via face-to-face modalities of instruction. When it comes to mental abilities, the majority of them are centered on understanding knowledge, memory, and logical reasoning. As a result, educational success is often defined solely by the extent to which students are able to produce the teaching materials that are provided, which inhibits creativity. The satisfaction of student psychology, including the desire for admiration, games, and enjoyment, may be gleaned from extracurricular activities such as sports and other extracurricular activities.

These extracurricular activities have the potential to mold kids into decent human beings, good citizens, and good citizens of their communities. There are some social ideals that define a good human being, a good citizen, and a good citizen for a society or country, which are greatly impacted by the culture of that community or nation in which they live. For this reason, educational settings, character development is primarily concerned with value education, which is defined as the teaching of noble values that are derived from the culture of the nation as a whole, in order to help young people develop their own personalities (Wallace & Fogelson, 1961).

Methods

The sort of study that was conducted was qualitative research, which is defined as research that is used to investigate the state of natural things and in which the researcher is the most important tool. Techniques such as field study, observation, and interviews were used for the purpose of this investigation. When collecting data in the field, the author used a three-step implementation process, which included the preparation stage, the preparation stage, and the implementation stage, among others. Prior to doing direct field research to gather data, the researcher must complete the preparatory step before proceeding with the activity in its entirety. As part of this stage, the researcher creates a thesis, ensures that the necessary

authorization letters for research are obtained from the appropriate parties, and prepares the instruments and materials that will be utilized in the study. These steps are taken so that researchers are aware of any difficulties encountered in the field, which will make it simpler for them to gather information later on. Additional research instruments that are employed in the compilation of research data include observation guidelines, interview procedures, and documentation. The strategy used at this stage is to perform field research to gather actual data using research tools, as well as to study references and literature that are relevant to this subject, either directly or indirectly, and to summarize the findings.

Results and Discussion

Design and Implementation of Student Character Development Through Extracurricular Activities

Experiential learning programs in the area of sports are work programs that are designed to help students improve their physical fitness, which is believed to have a favorable impact on their overall health as a result of their participation. The implementation plan in the sports sector is outlined in depth in terms of the kind of activities that are carried out in the sports sector in question, as well as the overall strategy. The following are the forms of these activities, as well as their respective plans:

The goal is for all activity indicators to be owned by students who participate in extracurricular activities, while activity indicators in the form of sports activities are owned by students who do not participate in extracurricular activities. Activity indicators are signs or responses that students have as a standardization of the achievement of the implementation of sports activities (Bibi, 2021; Marker et al., 2018).

In addition, because the extracurricular activities carried out were not planned as part of extracurricular learning plans, the researchers were unable to obtain documentation of the activity plans in order to gain an understanding of the plans for implementing extracurricular activities at the school. The researchers spoke with each individual in charge of extracurricular activities who agreed to participate in the study. There are just three types of extracurricular activities that take place at the school: athletics, religious activities, and activities that involve protecting the nation.

While the link between these domains is evident in the extracurricular activities that are carried out, there is also a relationship between the many sectors of activity that are carried out. Efforts in extracurricular activities are directed on realizing the school's goal and developing the educational character of each student who participates.

Implementation of Student Character Development through Extracurricular Activities

Efforts performed by schools in the context of creating student character are referred to as "character development in schools." The phrase "formation" or "development" is identical with the term "coaching." In the context of schools, the promotion of the development of school character is now underway.

If a student has the ability to understand right and wrong, his or her character has already been formed. Having strong ethical beliefs and acting on these beliefs in order to be right and honorable are the main characteristics that can lead a person to be kind, have strong character, and be a good citizen. How to nurture good character in students may be summarized into seven things that students must do in order to grow virtue in particular (good character), including empathy, conscience, self-control, respect, compassion, tolerance, and justice, among other things. These seven types of virtues may be used to create high-quality human beings at any

time and in any place. Despite the fact that this study is aimed at pupils, it does not rule out the possibility that it will be applicable to adults, including instructors.

According to one instructor, the execution of character development is based on the culture that the school has selected for itself. This formation has been in the process of constructing their aqidah for roughly 13 years. The term "spontaneous activities" refers to activities that students participate in on the spur of the moment. For example, when a friend is impacted by a tragedy, students may collect funds for the friend's cause or donations for the community when a crisis strikes. Exceptional conduct and attitude on the part of instructors, education professionals, and students is defined as setting an example via positive acts, and they are expected to serve as role models for other pupils. The need of discipline (teachers arriving earlier than pupils), cleanliness, tidiness, compassion, politeness, attentiveness, honesty, diligence, and self-confidence are only a few examples. Conditioning refers to the establishment of circumstances that facilitate the application of character education, such as body and clothing cleanliness, posters with wise words displayed at school and in the classroom, among other things. Co-curricular and extracurricular activities, specifically the implementation of co-curricular and extracurricular activities that support character education, necessitate the development of a set of guidelines for their implementation, development of human resource capacity, and revitalization of activities that have previously been carried out by schools, among other things.

An optimization approach is used in order to maximize the implementation of student character development, and this strategy entails giving additional time in the form of extracurricular activities, such as the implementation of religious lectures, which are generally known as cults.

Interviews revealed that student character formation cannot be separated from the success of character education in the home (the informal route) and character education in society (the formal way) (non-formal path). The integration and optimization of formal, informal, and non-formal education activities, as well as the development of information and communication mediums that promote character, are all required to carry out character education in an integrated way. This school's character education program is likewise strongly tied to the administration of the school or management. A key component of the effectiveness of character education in schools is the support provided by character school administration. A good example of this is the school's management of character education. This includes how the school plans, implements, and evaluates character education correctly through various activities throughout the school. All of these activities are carried out with the goal of achieving the school's vision.

The school culture that has been agreed upon serves as a model for the application of character education in the school setting. Incorporating intracurricular, cocurricular, and extracurricular activities are only a few of the activities that were highlighted. Intracurricular activities, such as checking for student neatness before the lesson is carried out, reading prayers, co-curricular activities, such as giving group assignments, and extracurricular activities, such as lectures or cults, flag ceremonies, sports, and porcelain activities, are examples of intracurricular activities. Some of these activities are performed on a regular basis, such as Monday rituals, body hygiene checks, collective prayers, forming a line while entering class, praying before and after each session, and exchanging appropriate greetings when meeting instructors, educators, and friends. There are other activities that students undertake on their own initiative, such as collecting contributions for a friend who has been impacted by a crisis or giving to the community when a tragedy strikes on their campus. This is done in order to instill a caring attitude toward one's immediate surroundings.

Exemplary conduct and attitude are shown by instructors, education professionals, and students in the context of providing an example to pupils by positive acts, with the expectation that they would serve as role models for other participants. Take, for example, the virtues of discipline, cleanliness, and tidiness, as well as feelings of love, civility, attentiveness, honesty, and perseverance and confidence. In part because children's personalities are readily shaped by their surroundings, particularly if the people around them have positive personalities, such as instructors who serve as examples and role models at school.

Character education is implemented in an integrated way, with emphasis not just on the school environment, but also on the home and community environments. Character education must be carried out in all three environments. Early childhood education is promoted in the family environment by instructing parents on how to assist one another in the development of good character in their children, while in the community environment, it is promoted by educating the general public on the significance of early childhood education. It is also the responsibility of character school management to ensure that character education is carried out in an integrated manner.

Supporting and Inhibiting Factors of Student Character Development

As shown by the findings of interviews, there are a variety of elements that impact the development of students' character. The presence of school regulations, which are followed up with strong punishments for infractions of the Supervision/observation report by the instructor against pupils, are among the variables that contribute to the development of student character. Other aspects include: Meanwhile, the following elements impede the formation of students' character: naughty pupils' misbehavior, bullying, and other forms of harassment. Parents and guardians of kids who do not exercise control and support over their children's participation in extracurricular activities, as well as a lack of financial assistance from the center for the mental and spiritual development of students Students' lack of understanding of the significance of this activity for their personal development, as well as a lack of facilities and poor infrastructure

Character development is achieved by the adaptation of all school activities, including extracurricular, co-curricular, and extracurricular activities, to the school physics (Rihatno et al., 2020; Schwieger & Ladwig, 2018). As a result, activities are planned around religious values, and student character development is accomplished through a variety of routine activities such as spontaneous activities, exemplary behavior, conditioning, co-curricular activities, daily activities at home, providing additional time for extracurricular activities, and collaborating with family and school.

Conclusion

Students develop religious values, hard work, discipline, love, creativity, responsibility, and a sense of pride in their accomplishments as a result of their participation in religious activities. They also become more excited. Student character development is influenced by a variety of factors. a) Factors that contribute to the formation of student character, such as strict school regulations, homogeneous religion, and participation in religious activities. b) The following variables hinder the development of student character: some pupils are mischievous, others are obnoxious, and so on. Parents/guardians' and the center's lack of support and funding for the development of extracurricular activities are major problems. Students' lack of understanding of the necessity of extracurricular activities for their personal development, as well as poor facilities and infrastructure, are all contributing factors.

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