

Perception of Secondary School Students toward Extracurricular Activities

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Abstract

Many of previous study has been investigate the impact of extracurricular activities in secondary school. extra-curricular activities are believed to be a medium for students to develop their talents and abilities. not only that, extra-curricular activities are also believed to be able to help students recognize and understand differences in everyday life. therefore, this paper discusses how perceptions of secondary students have on extra-curricular activities. this paper discusses more about how secondary students view extra-curricular activities as their school. The purpose of this research is to review how they perceive activities outside of learning hours, whether the role of parents and teachers is important in the activity according to the perceptions of secondary students. this research uses quantitative methods using questionnaires as many as 3 categories consisting of 19 sub-questions. This research involved 30 secondary students from various high schools in Bandar Lampung. the participants were asked to fill 19 questions based on their respective opinions. the findings from this research are expected to be an insight for the next researchers in investigating whether secondary students tend to respond positively or negatively to the presence of extra-curricular activities at school

Key words: Extracurricular activities, Parents role, Secondary students, Teachers role.

INTRODUCTION

Education is important for everyone in this world to upgrade their standard of living, to be able to deal with problems and challenges, to get good jobs, and overall to live fully as good and responsible citizens (Suprayogi et al., 2021), (Samanik, 2021). Since the beginning of the 20th century, education has been not only about the collection of knowledge but also has emphasised the understanding of the value of knowledge, critical thinking, creativity, motivation, social and life skills (Sulistiani & Aldino, 2020), (Sidiq et al., 2015), (Fithratullah, 2019). In order to develop education sufficiently to encourage the growth of an individual's emotional, spiritual, social, intellectual, creative and artistic potential, studying academic subjects alone is no longer enough (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.), (Artikel, 2020). Classroom learning activities and extracurricular activities (ECAs) have come to play an important role for students and other stakeholders (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020).

Extracurricular programs are defined as those activities that broaden the educational experience which usually take place beyond the normal school day (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020), (Firmansyah et al., 2017). Students who desire to participate on athletic teams shall do so on a volunteer basis with the understanding that it is a privilege and not a right to be a member of a school team (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018), (Sidiq & Manaf, 2020). All students are invited to participate, but it is recognized that some students may not be capable of competing at the varsity level. At non-varsity levels, participation may be restricted based on safety and space restrictions

(Setri & Setiawan, 2020), (Mertania & Amelia, 2020), (Lestari & Wahyudin, 2020). It shall be the policy of the School Department to compete in interscholastic athletics sanctioned by the Rhode Island Interscholastic League and to abide by that organization's rules and regulations. Extracurricular activities are defined as academic or non-academic activities that are conducted under the auspices of the school but occur outside of normal classroom time and are not part of the curriculum (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018), (Keanu, 2018). Additionally, extracurricular activities do not involve a grade or academic credit and participation is optional on the part of the student (Yudha & Utami, 2022), (Prayoga & Utami, 2021), (Wahyuni et al., 2021).

ECAs offered at schools are categorised alongside the academic curriculum. Such activities outside of the school curriculum are an extension of the education program which encourages the development of the students (Firmansyah M et al., 2017), (N. U. Putri et al., 2020), (Wulandari, 2018). ECAs should be practised at high schools as a requirement for graduation because these extra-curriculum activities are as essential as the traditional academic curriculum (H Kara, 2014), (Firmansyah et al., 2018), (Pratama, 2018). They also explain that providing ECAs for students enhances the student-centred approach school environment since it focuses on the 3 individual as a person for development (Siregar & Utami, 2021), (Wahyudi & Utami, 2021), (Agustina & Utami, 2021). In the education system in Indonesia, there are several laws that regulate the implementation of ECAs, one of which is the Regulation of the Minister of Education and Culture Republic of Indonesia Number 62 2014, about extracurricular activities in basic and medium education (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017), (Website & Cikarang, 2020). (1) Extracurricular activities are curricular activities carried out by students outside the study hours of intracurricular activities and curricular activities, under the guidance and supervision of the education unit, (2) Educational units are Elementary / Madrasah Ibtidaiyah (SD / MI), Junior High Schools / Madrasah Tsanawiyah (Middle School / MTs), Senior High Schools / Madrasah Aliyah (High School / MA), and Vocational Middle School / Madrasah Aliyah Vocational (SMK / MAK (Fithratullah, 2021), (Dakwah et al., 2021), (Robot, 2007)).

LITERATURE REVIEW

Extracurricular programs are certain programs held outside of regular school time to support and improve student competence² (Webqual, 2022), (Hartanto et al., 2022), (Gerai et al., 2021). By following extracurricular the students become more qualified. Students who followed extracurricular will get the benefit from the activities, for example increasing the students ability in socialize with their friends and teacher who can help the members in participating the learning process well. In the school, English club is a language program that is conducted to improve student achievement in mastering English skills. There are four skills that should be mastered in learning English, namely listening, speaking, reading and writing. The students can get some information from what they listen and read by mastering listening and reading skills. Meanwhile, speaking and writing are kinds of output skills its mean that the students will produce ideas, but in this research the researcher will more focused on students speaking skill (E. Putri, 2022), (Ristiandika Arrahman, 2021), (Samanik & Lianasari, 2018).

Extracurricular is formed to give the students chance to improve and express their ability according their interest (Gustanti & Ayu, 2021), (R Arrahman, 2022), (Pajar et al., 2017). Extracurricular is an activity that is done in the outside of regular class¹⁷. In addition extracurricular activities are defined as academic or non academic activities that are

conducted under the auspices of the school but occur outside of normal classroom time and are not part of curriculum. According to Cadwallader, Garza, and Wagner cited in Wesley extracurricular activities are defined as the activities in which the students participate after the regular school day has ended¹⁸. Therefore, different schools may have different extracurricular program. Extracurricular activities are found at all level of our school system. Extracurricular activities was divided into three areas those are participation in sports, school music programs, and school clubs.

METHOD

The participants of this research are secondary students. They come from various high school in Bandar Lampung, capital city of Lampung. The participants consists of 30 students which are ten, eleven and twelve grades. The survey data was collected from an electronic questionnaire in December 2018. The respondents were 14 to 15, 16 to 17, 18 to 19 year-old students.

The question consists of 19 questions were mainly multiple choice Likert-scale questions (1=Strongly disagree, ..., 5=Strongly agree). The questions were connected to themes such as participants' personal data, extracurricular intention, parents and teachers' involvement in students' school ECA. The questionnaire was adopted from the previous study. Descriptive statistics were computed and results presented via table.

RESULTS AND DISCUSSION

Table 1.3

Present Grade	Frequency	Percentage
Ten	2	6,7%
Eleven	5	16,7%
Twelve	23	76,7%

From table 1.3 it can be seen that most of the participants are in the twelve grade of senior high school, and less participants come from ten grade.

Table 1.4

Presently Involved in ECA	Frequency	Percentage
Yes	19	63,3%
No	11	36,7%

From table 1.4 it shows that 63,3% of the participants are recently involved in ECA, and 36,7% of the participants are not involve in ECA.

Table 1.5

List of Activities	1. Rohis
	2. Karya Ilmiah Remaja
	3. Jurnalistik
	4. Paskibra
	5. Pencak Silat
	6. Pramuka
	7. Magazine Team

From table 1.5 it shows that there are some varieties of ECA which joined by the participants.

1. Extracurricular Intention

Table 2.1 Family's reaction to involvement in extracurricular activities

Porhibit	1	3,3%
Discourage	1	3,3%
Encourage	6	20%
Neutral	22	73,3%

From the table 2.1 it shows that most of students' family reaction toward their participation in ECA indicated as positive response, since the percentage of neutral is 73,3%.

Table 2.2 Students opinion toward school offering wide variety of extracurricular activities

No	8	26,7%
Yes	22	73,3%

From the table 2.2 it shows that participants were giving positive response. The result shows that 73,3% of the participants were agree if their schools offering wide variety of ECA.

Table 2.3

Reason for the previous table	To develope students' ability in sports
	To make students can explore themselves
	Because students can develope their talents
	Because it is good for students, they can make friends and have many experiences
	Because extracurricular is one of the place where we pour talent

	Because it can develop the potential interests and talents of students in the non-academic field
	Because the more wide variety of extracurricular, the more students will join it, I think it will make students interested to the extracurricular
	Because it can teach the values which not taught in the classroom
	To give some experience

From the table 2.3 represent some reason why they agree if schools offering wide variety of ECAs. Most of the response which given by the participants is because they believe ECAs could help them improve their talents. Not only that, joining ECAs also can give them new experience and values which not taught by teachers in classroom.

Table 2.4 Students are given opportunity to compete with their peers by joining ECA

SA	7	24,1%
A	18	62,1%
D	4	13,8%
SD	0	0%

Table 2.4 indicates positive response from the participants, it means more than 80% of th participants are agree that studens are given opportunity to compete with their peers by joining ECAs.

Table 2.5 Interpersonal communication and social skills improve through ECA

SA	7	24,1%
A	18	62,1%
D	2	6,9%
SD	2	6,9%

Table 2.5 indicates that the participants give positive response, means that most of the participants agree that students' communication and inerpersonal skills improve through joining ECAs.

Table 2.6 Participation in ECA gives students positive outlet

SA	9	31%
A	18	62,1%
D	2	6,9%
SD	0	0%

Table 2.6 shows positive response which given by the participants, it means that the participants mostly agree that participation in ECAs give students positive impact.

Table 2.7 Students become better prepared to enter adult society by joining ECA

SA	10	34,5%
A	15	51,7%
D	3	10,3%
SD	1	3,4%

Table 2.7 indicate positive reason which given by the participants, it is represent through the percentage result which more than 80% positive response. Means that the participants are agree that the students become better prepared to enter adult society by participate in ECAs.

Table 2.8 Students who have been involved in ECA are more likely to assume leadership responsibilities

SA	8	27,6%
A	16	55,2%
D	4	13,8%
SD	1	3,4%

Table 2.8 shows positive response which given by th participants, means they agree that students who have been involved in ECA are more likely assume leadership responsibilities.

Table 2.9 Students' participation in extracurricular activities raise the level of school spirit

SA	7	24,1%
A	18	62,1%
D	4	13,8%
SD	0	0%

Table 2.9 shows positive response which given by the participants, means they agree that by joining ECAs can raise the level of school spirit.

Table 2.10 Students should be encourage by parents to participate in ECAs

SA	6	21,4%
A	17	60,7%
D	4	14,3%
SD	1	3,6%

table 2.10 shows positive response since it shows more than 80% of the participants agree that students should be encourage by parnts to participate in ECAs.

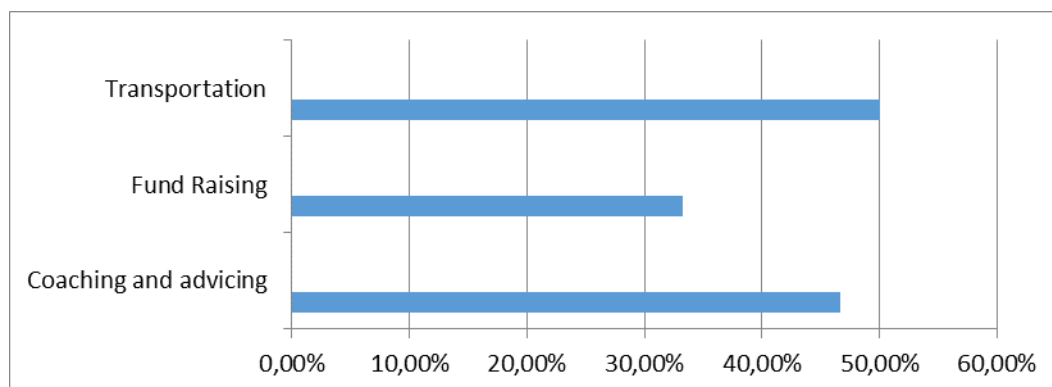
2. Parents and Teachers' Involvement in Students School ECAs

Table 3.1

	Yes	No
Parents should involve	73,3%	26,7%
Teachers should involve	86,7%	13,3%

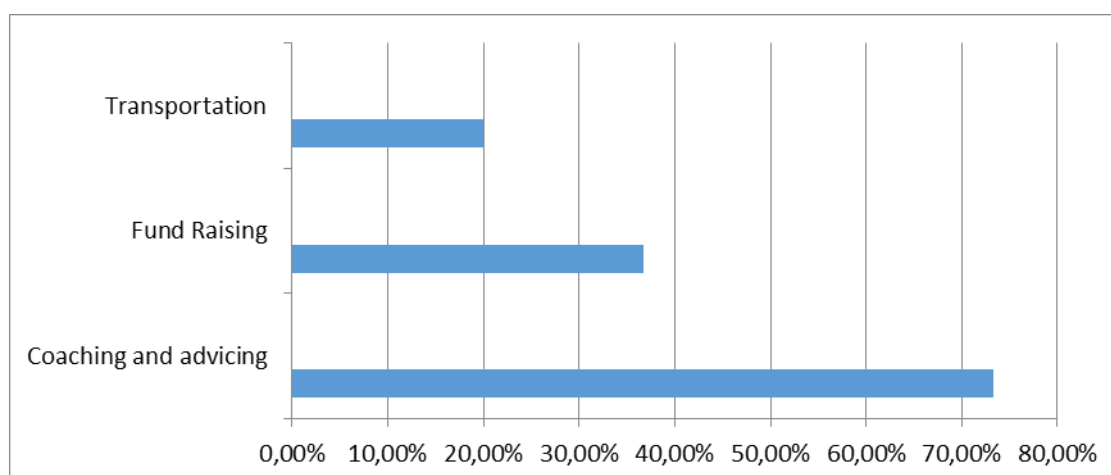
Table 3.1 shows that the participants are agree for parents and teachers' involvement in ECAs.

Activities in which parents can become involved



From the chart above, shows the result of participants' opinion in which part parents can become involved in ECAs. The participants more agree that if parents support students in ECAs for transportation, it represent by the percentage of transportation which is 50%.

Activities in which teachers can become involved



From the chart above, shows the result of participants' opinion in which part teachers can become involved in ECAs. The participants more agree that if teachers support students in ECAs for coaching and advising, it represent by the percentage of coaching and advising which is 73,3%.

CONCLUSION

This study identifies a few key issues. The first issue is the extracurricular intention of secondary students in Bandar Lampung. Secondary school students showed a positive response to extra-curricular activities at their school. This indication is indicated by the percentage of data contained in the discussion section indicating positive response. this can be interpreted that the participants involved in this research have a high extracurricular intention. The participants argued that extracurricular activities can add more experience for students who participate in ECAs. Not only that, ECAs are also believed to be able to help students develop their talents and interests. Most of the participants agreed if their

school added wide variety of extra-curricular activities, in addition they got the values that were not taught by teacher in the classroom, ECAs could also prepare students to compete with their peers.

Second issue is that the role of parents and teachers in extracurricular activities. participants showed a positive response to the role of parents and teachers in ECAs. As students, they agree when parents and teachers are involved in ECAs. But there are slight differences that can be seen from the discussion of the data above. The students agreed more that parents were involved as facilitators of transportation in ECAs. As for their teachers, they were more agreed that the teacher was involved in coaching and advising during the ECAs.

Participants highlighted the benefits of participation in ECAs on social life, future careers, community, development of life skills and academic learning. For instance, students gained leadership, creative, problem-solving, organisational and management skills. Suggestion for the next researcher can be 1)The issues facing practitioners in implementing ECAs at Bandar Lampung public schools in order to find better strategies to solve the issues , 2) Positive and negative impacts of ECAs at other high schools which offer ECAs in Bandar Lampung

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