



Student Participation In Following Extracurricular Activities On Years 2020/2021

¹Amirzan & ²Muhammad

^{1,2}University of Jabal Ghafur, Indonesia

Amirzan@unigha.ac.id, Muhammad@Unigha.ac.id

*Corresponding Author : Muhammad@Unigha.ac.id

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Abstract

Namely by using a closed questionnaire and an open questionnaire. The results showed that 59.30% of students or more than half of the students answered that they were happy to participate in extracurricular activities at their school. There is strong encouragement from the PJOK teachers and good support from the Principal, as well as the encouragement provided by the student guardians. So that in the future it is hoped that this activity can continue to be carried out by PJOK teachers, especially to instill the basics of sports in their students.

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1.Introduction

Development and improvement of the quality of human resources is absolutely necessary. Whereas in the context of human resource development, the education pathway has the most strategic position, because education is basically a process of human intelligence so that he is able to fill the life and life he lives in the national and state community as reliable human resources in all fields.

Given the importance of education, education has been pursued in various forms and levels of education. Where one of the most fundamental forms of education units at the level of education is basic education, in this case the elementary school. The existence of elementary schools is very decisive for the development of human resources, because starting from elementary school education a person is developed to master various basic abilities as a provision for him to develop further in the future. The success of attending primary school education greatly determines the success of education at the next higher level.

The aim of developing attitudes and abilities as well as providing basic knowledge and skills has placed education in elementary schools very strategic so that its implementation must also be carried out properly. A careful study of efforts towards improving the quality of primary school education is currently deemed appropriate and relevant, so that various subjects have been prepared to improve the basic quality of Indonesian people.

Among the subjects in the school, the subject of Physical Education, Health and Sports (PJOK), is one of the subjects that are presented with limited time. The time allocated for physical education subjects is limited, so teachers are expected to arrange extracurricular activities in an effort to achieve overall competencies in the curriculum whose activities can be carried out in spare time such as afternoons, holidays.

Of the various extracurricular activities held at SD Negeri Meunasah Alue, Titeue District, the students were different in choosing the extracurricular activities held, therefore the researchers wanted to know the responses of students in participating in extracurricular activities held at SD Negeri Meunasah Alue, Titeue District, Pidie Regency.

The sports extracurricular activities held at SD Negeri Meunasah Alue, Titeue District, Pidie Regency are activities that have great potential for the future progress of sports world achievements, the fact that the cultivation of extracurricular activities has not been so well established so that this can run according to future expectations, so something needs to be considered. namely the participation of students at SD Negeri Meunasah Alue, Titeue District in participating in sports extracurricular activities.

As a result of the limited time in physical education learning, various sports skills which are the characteristics of physical education learning cannot be studied maximally this has an impact on the level

of material absorption which is manifested in the mastery of skills obtained as a result of the physical education learning outcomes are not in accordance with what expected.

Physical education is a process of educating a person as an individual or as a member of society which is carried out consciously and systematically through intensive physical activities in order to gain increased physical abilities and skills. The growth of intelligence and character building so that students can increase knowledge and teach various skills,

On this basis, many schools carry out extracurricular activities at SD one of the schools in Titeue District also carry out extracurricular activities, extracurricular activities carried out at SD Negeri Meunasah Alue, Titeue District include non-sports and sports extracurricular activities. The fundamental problems in this research are; How is the participation of SD Negeri Meunasah Alue District students Titeue Pidie Regency in participating in sports extracurricular activities.

Response is an image that remains in memory after we make observations (Bigoteta1,1950: 72) Responses can be divided into three parts, namely (1) past responses or memory responses, (2) future responses or anticipating responses (3) responses present or representative response (imaginary response)

Thus perception is a biological function (through organs) that enables individuals to receive and manage information from the environment and make changes from the environment. (Eytonck, 1972) the term response is the process of an activity to give an impression, opinion research perceives interpreting something based on the information displayed from other information. To achieve a successful response a person gets information and events. According to Muliadi (1989) it is influenced by three factors, namely (a). The person who forms the response itself, especially the condition of the item (need, fatigue, mental attitude,

until the stimulus is realized and understood by the individual so that the individual can recognize himself and the circumstances around him Bimo Walgito (1997) "Greeting is a process of organizing and interpreting the stimulus by an organism or individual so that something meaningful is obtained and is an integrated activity within the individual" Davidoff (1958) "Gaze is a process that starts from sight to form perceptions that occur within the individual so that individuals are aware of everything in their environment through the senses they have". Thus the process of the birth of this perception involves various senses such as the eyes and ears.

Definition of extracurricular activities

Extracurricular activities are activities that are carried out outside active school hours or at school to broaden students' insights and knowledge. According to Sutisna (1979: 52) extracurricular activities are a very important tool to achieve educational goals which mean and are not just to become sources. a source of entertainment for students, meanwhile, according to Ayarifuddin and Asmu (1982: 45) in implementing

the curricular, the extracurricular program is a program that can support the achievement of educational goals, where things cannot be resolved.

In a program that has determined school hours, it can be given outside school active hours or during school holidays. school with the aim of broadening students' insights and knowledge, in other words extracurricular activities are additional, complementary for students in addition to compulsory study hours.

Extracurricular activities are learning activities that are carried out outside of normal lesson hours, these activities are usually carried out in the afternoon, the limited time for sports which is carried out formally greatly hinders the achievement of maximum coaching for student development and growth, therefore, activities are often held outside the hours schools to maximize activities for students who participate even though these activities are not formal with activities carried out outside of school, students can channel, maximize and develop their abilities and talents that are buried in each of them through extracurricular activities, students can truly become human intensive students can learn to respect the success of others to be sportsmanship, striving to achieve honest achievements, extracurricular activities are activities that are held outside the school hours listed in the program structure according to the circumstances and needs of the school (Wandjosumidjo, 2002: 215) Meanwhile, according to (Daryanto, 1996: 68),

this activity is carried out periodically or only within and. also assessed (Soegiyono, 1992: 30). Extracurricular activities, namely activities carried out outside of face-to-face class hours, carried out at school and outside of school to enrich and broaden knowledge or increase in values or attitudes, in the context of applying knowledge of the abilities that have been learned from various subjects in the curriculum.

There are two kinds of sources that provide formulas for extracurricular definitions, namely: (a). Decree of the Director General of Basic Education Number 226 / c / Kep / 1992 Based on the decree it was formulated that extracurricular activities were activities outside of ordinary lessons and during school holidays that were carried out either at school or outside of school, with the aim of deepening and expanding student knowledge, recognizing the relationship between various subjects, concerning talents and interests, as well as complementing the development of a whole human being. (b). Attachment to the Decree of the Minister of Education and Culture Number 060 / U / 1993, Number 061 / U / 1993 and Number 080 / U / 1993 Based on the three Decrees of the Minister of Education and Culture, it is stated that extracurricular activities are activities that are held outside of class hours listed in the program structure according to the circumstances and needs. School.

There are several aspects of extracurricular activities:

1. From extracurricular goals to carry out the distribution and concentration of individual talents or potential through intensive individual activities.
2. Judging from the involvement of students, that in extracurricular activities there is no implementation. Their involvement is voluntary, even based on their own needs. Extracurricular activities are student-oriented programs.
3. From the point of view of the activities undertaken, extracurricular program can include various extracurricular activities that interest students.

Execution of extracurricular activities is a plan, in accordance with the policies of the educational institution or school concerned. This is needed to get support from supporting sources, such as facilities and facilities, costs and development personnel, in carrying out extracurricular activities all schools have a certain emphasis, there are schools that prioritize sports and there are also schools that tend to prioritize dexterous skills training for students. In terms of the implementation of extra-curricular activities, some are competitive and some are non-competitive.

Purpose of Extracurricular Activities

The extracurricular goals according to the SD Ministry of National Education curriculum (1990: 8-9) are as follows:

- (1) Extracurricular activities must be able to improve students' knowledge of cognitive and psychomotor aspects,
- (2) Developing talents and student participation in an effort to nurture a person towards positive whole human development,
- (3) Can know, recognize and distinguish the relationship between a subject and other subjects.

It is further explained that extracurricular activities as a path of student development have the following main roles:

- (1). To deepen and expand student knowledge, in the sense of enriching, sharpening, and improving students' knowledge related to subjects in accordance with the existing curriculum.
- (2). To complement the efforts of coaching, stabilizing and correcting student personality values.
- (3). Besides being oriented towards subjects that are programmed for the strengthening and formation of student personalities, many other extracurricular activities are directed at fostering and increasing talents, interests and skills. The expected results from this activity are to spur children towards the independent, confident and creative abilities of the Ministry of Education and Culture (1988: 5).

Apart from having a role, extracurricular activities also have the main objectives, namely:

- (1). Students can deepen and broaden knowledge, recognize the relationship between various subjects,

channel their talents and interests, and complement efforts to develop whole human beings in the sense of: (a). Have faith and devotion to God Almighty (b). Noble character (c). Have knowledge and skills (d). Physically and mentally healthy (e). Has a steady and independent personality (f). Have a sense of social and national responsibility.

- (2). To further strengthen personality education and to better link the knowledge acquired in the curriculum program with environmental conditions and needs.

As what has been stated by Lutan (1986: 17), who says that: "the development of extracurricular goals is based on human needs, therefore there are five dimensions of human needs, namely; (1) Physical; (2) Emotional; (3) Social (4) Intellectual (5) Spiritual. In this case everyone needs to grow and mature in each of these dimensions ". This opinion can be concluded that these five kinds of needs motivate students to participate in extracurricular activities

Characteristics of Extracurricular Activities

According to Syrifudin and Asmun (1982: 45) or five characteristics of extra-curricular activities between. other:

- (1). Implement activities related to or directly related to the school curriculum, meaning that it has an influence on the achievement of curriculum goals,
- (2). Awarded outside of supervised learning hours in charge of the subject area,
- (3). Having the same object or the same target, namely students, starting extracurricular activities are fostered a complete individual unit, extracurricular activities can be in the form of sports, arts, scouting recreational excursions and several kinds of activities that can affect the perfection of the process and the success of the process, teaching and learning.

Extra-curricular activities organized by SD Negeri Meunasah Alue, Titeue District, Pidie Regency are a popular sport and are in great demand by students and require various official or non-official events.

Sports extracurricular activities

Sports

Sports are movements or body movements that function to strengthen and nourish the body such as football, swimming, javelin throwing and so on (Poerwadarminta, 1986: 766). In the Federation of Sports and Sports which was issued at UNESCO, limits are given and limits are set out by the International Council of Sports and Physical Education (ICSPE physical education is an educational process directed at encouraging, guiding and fostering) physical and spiritual abilities, as well as the health of students and the environment in order to grow, develop harmoniously and optimally so that they are able to carry out tasks for themselves and national development (Depdikbud, 1990: Physical education sports activities that are often carried out in schools taught by a physical education subject teacher or a coach include: playing,

physical exercise, and competition.

In line with the extracurricular activities that have been presented on the previous page, it means that to choose extracurricular activities, especially in sports extracurricular activities, each should have skill capital as a potential that needs to be developed through extracurricular activities organized by each school, generally they have sports extracurricular activities. the potential in question will be selected, such as the kinds of skills that are already owned and mastered in the branch that will be selected

The kinds of sports extracurricular activities provided by schools are generally sports that are often competed between schools, so that the results of extracurricular activities can be useful for facing various championships in various sports as an option in extra-curricular sports activities, it will encourage students to choose them according to talent.

Supporting factors for extracurricular activities

The implementation of extracurricular activities takes place in accordance with the expectations of all parties involved in the education process at school, so many factors support the success of these activities, including:

1. Headmaster

The principal as the leader of an educational institution must fully support extracurricular activities, with the support it will give rise to these activities with full confidence.

2. Teacher / educator

Teachers at school can provide support to students to take part in extracurricular activities, especially physical education teachers can provide explanations about the objectives and benefits of participating in extracurricular activities so that students are more interested in participating in extracurricular activities.

3. Facilities and infrastructure

The facilities and infrastructure available in schools are a supporting factor for extra-curricular sports, if the facilities and infrastructure are inadequate or insufficient in accordance with sports, it will reduce students' motivation to participate in the sport.

4. Student participation

The level of student participation also supports the implementation of extracurricular sports in schools. If the level of student participation is high, extracurricular activities will have a more lively impact. To avoid decreasing Student Participation.

The four factors above are elements that can support the implementation of extra-curricular activities in school. If these four things can be functioned properly, extracurricular sports activities can take place as expected.

2.Methods

This research can be categorized into descriptive research, namely research that describes the events that occur, or phenomena that exist in the present. By involving the research subjects were the Principal and Deputy, PJOK teachers and grade VI SD Negeri Meunasah Alue, Titeue District, Pidie Regency with a total sample of 49 people. Technicscollection by distributing a questionnaire containing several questions about the participation of these school students in extracurricular activities. For data processing, the author uses simple statistics with the frequency distribution method in analyzing the data obtained. The results obtained will be analyzed using a percentage umus.

3.Results

Extracurricular activities are a very important tool to achieve meaningful educational goals and are not just a source of entertainment for students, extracurricular activities are activities that are carried out during outside school hours (including holidays) that are carried out outside of school. and aims to broaden students' knowledge, recognize and add to various sports activities, channel their talents and interests as well as complete coaching efforts, extracurricular activities are activities to help accelerate the development of individual students as whole human beings, so that they will be able to develop their potential well, which so far have not explored or he has not found about the potential he has.

Sports extracurricular activities, carried out at SD Negeri Meunasah Alue, Titeue District, Pidie Regency are the main duties of the school to develop the talents and potential of students towards a better and beneficial direction for themselves, the nation and the country as well as, for the community, the results of the research show that 59.30 or more than half of students enjoy participating in extracurricular sports at school.

This is because taking part in the sports extracurricular activities that are held at school can increase achievement in the field of sports besides that students taking part in sports extracurricular activities also want to get good grades from the teacher, and these activities are a desire that arises from within students without any coercion. another, in this case the teacher and friends at school. Of course this is based on students' understanding of the importance of sports achievement in supporting the success of future ideals.

Regarding social restrictions (social distancing) and the imposition of online or online learning not being carried out at the school, because the community thinks the Covid 19 outbreak has not entered their village, because no residents in the District have been hit by the Covid 19 outbreak, so learning is still taking place face to face advance, thus learning activities continue as usual or the same as the previous year and sports extracurricular activities can run well at the end of the exam before the distribution of

report cards or during semester breaks.

4. Conclusion

End of research activity on Student participation at SD Negeri Meunasah Alue, Titeue Subdistrict, Pidie Regency, then the author has been able to conclude several main things with respect to the research results, namely as follows: 1. Whereas the results of data processing show that 59.30% of students or more than half of the students are happy to participate and participate actively in sports extracurricular activities which are held every last semester at their school. 2. The types of sports that are most popular with male students in extracurricular activities are football, volleyball and table tennis, this is possible to give birth to athletes who will be able to represent schools in sports activities on a PORSENI scale. 3. Meanwhile, female students are more interested in badminton and table tennis. Because this sport is a sport where body contact does not occur, so for female students this is considered more comfortable for them, and is very fun. Based on strong observations about the process of extracurricular sports activities carried out at this school, it is likely to be used as a means of fostering student achievement at an early age in the hope that it can improve student achievement in the future in participating in various competitions and sports competitions that are held. There is strong encouragement from the principal and PJOK teachers towards the involvement of students who actively participate in every achievement building activity carried out through extracurricular activities in schools. Likewise with the strong encouragement given by the parents of students. All of this combination is certainly very useful for students in fostering their potential in the sports field.

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