

EFFORTS TO IMPROVE STUDENTS' CHARACTER THROUGH EXTRACURRICULAR ACTIVITIES FOR GRADE 5 ELEMENTARY

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This study aims to describe in depth the contribution of extracurricular activities of dance, pencak silat, and futsal in shaping the character of 5th grade students of SDN 42 Pekanbaru. The main focus of this research is on the aspects of discipline, responsibility, and confidence. Using a descriptive qualitative approach, data was collected through participatory observation, in-depth interviews with students and teachers, and documentation studies. The results of the study show that regular and consistent participation in extracurricular activities has proven to be effective in fostering student discipline. This can be seen from the students' adherence to a regular training schedule, obedience to the rules set by the coach, and their commitment to completing the tasks or responsibilities given. Furthermore, this extracurricular also plays a significant role in shaping the character of responsibility. Students learn to carry out their roles, both as individuals and as part of a team, and they also begin to understand and accept the consequences of every action or decision they take. In addition, extracurriculars have a positive impact on increasing student confidence. This confidence grows through the mastery of new skills that they gradually practice, the courage to perform or compete in public, and an unyielding attitude in the face of difficulties during the training process. However, it was found that the development of this character was not completely even among all students. This study concludes that extracurricular activities, if systematically integrated with the school curriculum, can be a very effective and essential strategy in character education at the elementary school level.

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INTRODUCTION

Character education is one of the important aspects in the development of competitive and noble human resources. Education not only functions as a means of knowledge transfer, but also as a medium for shaping the character of students to become responsible, honest, disciplined, and have a good social attitude. According to the Ministry of Education and Culture (Kemendikbud), strengthening character education (PPK) is part of the National Movement for Mental Revolution which aims to form a generation of nations with integrity, independence, and mutual cooperation (Ministry of Education and Culture, 2020).

Character education has become a major focus in efforts to form students who not only excel academically, but also have moral values such as responsibility, cooperation, sportsmanship, and confidence. According to Masnawati, Darmawan & Masfufah (2021), extracurricular activities are a strategic instrument in shaping students' character through social development, leadership, and a sense of responsibility. Meanwhile, research by Rohmah et al. (2021) shows that there are positive extracurricular mechanisms in shaping students'

civic character such as tolerance and honesty. On the other hand, Chairunnisa et al. (2022) report that through extracurricular activities, students become more independent, creative, and able to solve problems together.

Students' character is greatly influenced by the learning environment, social interaction, and activities carried out outside of formal class hours. One of the strategies that is considered effective in shaping students' character is through extracurricular activities. Extracurricular activities provide space for students to develop their potential, social skills, and moral values in a non-academic context. According to Sudrajat (2021), the implementation of extracurricular activities in elementary schools has been proven to be able to shape the character of cooperation, leadership, and student responsibility.

Extracurricular activities are also a vehicle for actualizing character values in a more flexible and fun way. This is in accordance with the findings of Tannady et al. (2020) that students' active involvement in extracurricular activities has a positive impact on character building, especially in terms of discipline, hard work, and independence. These activities provide contextual learning that is not always obtained in intracurricular learning.

However, in practice, extracurricular activities at the elementary school level are often not optimally managed. Another study by Selawati et al. (2022) on karawitan extracurricular found that the character of cooperation arises from positive dependence, interpersonal relationships, and group processes that affirm students' tolerance and confidence abilities. In addition, Siregar et al.'s (2024) research on scouting in elementary schools shows that these activities effectively instill student discipline, responsibility, and courage. Even research in Surabaya by Nafisah et al. (2020) also confirms that scouting as an extracurricular significantly shapes students' independent character and discipline.

However, most of the research focused on specific types of extracurriculars such as scouting, traditional music, or karawitan. There have not been many studies that have examined the combination of activities such as dance, pencak silat, and futsal holistically—especially with regard to its effectiveness in shaping the character of 5th grade elementary school children in a local context such as SDN 42 Pekanbaru. Based on an initial interview with Mrs. Hestia Nurul Putri, S.Pd, it is known that extracurricular activities are carried out routinely every Saturday, adjusting to the two-shift system, and include dance, pencak silat, and futsal. This activity is considered to contribute positively to character such as cooperation, responsibility, confidence, and sportsmanship. However, not all students show even character development, and there is no specifically structured character development method. This shows that there is a research gap in terms of effectiveness, structured systems, and equitable distribution of the impact of students' character through extracurricular activities that are integrated with these specific types of activities. This study aims to overcome this gap by specifically examining the extracurricular contributions of dance, pencak silat, and futsal at SDN 42 Pekanbaru in shaping the character of grade 5 students. We wanted to explore how these activities simultaneously foster the values of responsibility (such as completing tasks and obeying the rules), discipline (such as being on time and orderly), and self-confidence (such as having the courage to perform and interact with others).

Although important, most of the existing studies are still partial and have not specifically examined the combination of several types of extracurricular activities in the context of character building. For example, research by Selawati et al. (2022) and Siregar et al. (2024) focuses on a single extracurricular, namely karawitan and scouting. Both have indeed managed to show a positive impact on character such as cooperation, discipline, and responsibility. However, there has been no research that has holistically examined how different extracurricular combinations—such as dance, pencak silat, and futsal—contribute to the formation of student character.

Previous research also tends to be descriptive, lacking in depth in analyzing the challenges or obstacles faced in the implementation of extracurricular programs for character building. Initial interviews at SDN 42 Pekanbaru indicated an uneven character development among students, as well as a lack of structured character development methods. This shows a methodological gap in existing studies: there has not been an approach that systematically designs and evaluates structured and sustainable methods of character building.

Thus, this study aims to address these gaps by:

1. Integrative Approach: Analyze specifically and integrally how extracurricular dance, pencak silat, and futsal simultaneously contribute to the character formation of grade 5 students.
2. Focus on Challenges and Solutions: Identify barriers in program implementation and design more structured character building methods to ensure equitable and sustainable impacts on students.

The novelty of this research lies in its holistic approach, which not only describes diverse extracurricular contributions, but also offers concrete solutions in the form of an applicative and sustainable character

development model. Thus, this research is expected to make a real contribution to the development of the character education curriculum at the elementary school level.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive method, aiming to describe and analyze efforts to improve students' character and morals through extracurricular activities at SD Negeri 42 Pekanbaru. The qualitative approach was chosen because it provides a deep interpretive space for social phenomena that occur in the school environment, especially those related to students' character and moral values. As stated by Sugiyono (2018), the qualitative approach is interpretive and emphasizes the constructed meaning of field data, so it is suitable for use in the context of this research.

The research was carried out at SD Negeri 42 Pekanbaru which is located at Jl. Adi Sucipto, Perhentian Marpoyan, Kec. The selection of this location is based on the consideration that the school actively carries out various extracurricular activities that are considered to contribute to the formation of student character. The research takes place in stages over the course of one academic year and is carried out in the form of direct field studies. The informants in this study were selected using the purposive sampling technique, which is a technique to determine informants based on certain criteria and objectives that are relevant to the focus of the research. The three main categories of informants consist of school principals, extracurricular coaches, and grade V students as subjects who directly experienced the activities studied. The principal provides strategic information related to the policy and implementation of extracurricular activities in schools, teachers as the implementers of activities, and students as the main actors who experience character changes.

Data were collected through participatory observation techniques, semi-structured interviews, and documentation. Observations are used to see firsthand students' involvement in extracurricular activities and how character values are reflected in their behavior. Interviews were conducted with key informants to gain an in-depth understanding of their views, experiences, and perceptions regarding extracurricular activities and their impact on students' character. Documentation is used to supplement the data through analysis of school documents, activity records, and photos or videos of student activities. Data collection instruments are in the form of observation guidelines, interview guidelines, and documentation review sheets prepared based on character indicators such as discipline, responsibility, and confidence. Although the study was qualitative and relied on researchers as the primary instrument, it is important to note that no validity test information (such as Aiken's V or Pearson) nor reliability (such as Cronbach's Alpha) was conducted for such written instruments. Validity and reliability tests are generally applied in quantitative research to ensure the measurement instrument is feasible and consistent. In qualitative research, the validity and reliability of data are more often measured through techniques such as data triangulation, informant confirmation, and trail audit to ensure the validity of findings. The researcher himself plays the role of the main instrument in this research, assisted by the written instrument to maintain the focus and consistency of data collection in the field.

Table 1. Research Indicators

Aspects	Indicators	Sub Indicators
Efforts to Improve Student Character Through Extracurricular Activities for Grade 5 SD Negeri 42 Pekanbaru	Discipline	Obedience to school rules
		obedience in doing the job
	Responsibility	Discipline of activities
		Perform individual tasks well
		Accepting risk over actions
		Return borrowed items
	Confident	Have the ability and courage
		Persistent and diligent
		Excited

The validity of the data was tested using triangulation techniques, including time triangulation, source triangulation, and triangulation techniques. Time triangulation is done by collecting data at different times to ensure the consistency of the findings. Source triangulation is used by comparing data from principals, teachers, and students. Meanwhile, technical triangulation is carried out by comparing the results of observations, interviews, and documentation to strengthen the validity of the data. The data analysis technique uses an interactive analysis model which includes data reduction, data presentation, and conclusion drawn. The data that has been collected is compiled and simplified through a reduction process, then presented in the form of a structured

narrative to provide a clear picture of the findings in the field. Furthermore, the researcher draws conclusions based on the patterns and meanings that emerge from the data, which are related to efforts to improve students' character through extracurricular activities.

RESEARCH RESULTS

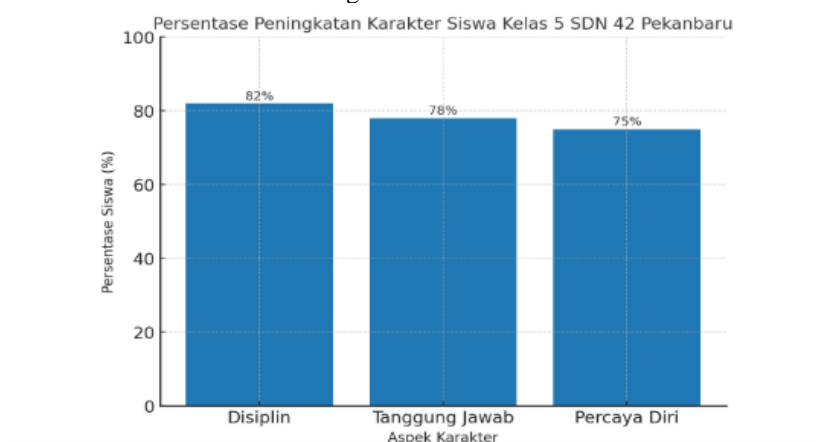
This section presents the results of research on efforts to improve student character through extracurricular activities in Grade 5 of SDN 42 Pekanbaru. Data was collected through direct observation in the field, in-depth interviews with teachers and students, and analysis of relevant documentation. The main focus of this study is on the characteristics of discipline, responsibility, and self-confidence, as identified in the research instruments.

Table 1. Extracurricular Schedule and Discipline Character Building in Grade 5 SDN 42 Pekanbaru

The following table shows the schedule of extracurricular activities and how these activities foster discipline character in students.

Extracurricular	Schedule	Formed Discipline Character
Dance	Every Saturday, 08.00 - 09.30 WIB	Punctuality: Students must arrive on time so as not to miss the new movement material. Responsibility: Students learn to memorize movements and practice regularly, demonstrating diligence in completing tasks.
Pencak Silat	Every Saturday, 08.00 - 09.30 WIB	Compliance: Students are required to arrive on time and wear a complete pencak silat uniform. Thoroughness: Students must follow each coach's instructions correctly to avoid injury and master the technique well.
Futsal	Every Saturday, 08.00 - 09.30 WIB	Regularity: Students are used to preparing equipment (shoes, uniforms) from the night before. Rule compliance: Students understand and comply with the rules of playing futsal for the sake of smooth matches and team cohesion.

From table 1. Above you can see some extracurricular activities carried out by 5th grade students of SDN 42 Pekanbaru. Each extracurricular activity has included several rules from each student starting from the arrival time, uniforms to be used to the rules in participating in extracurricular activities. From this, it can be concluded that indeed the existence of extracurricular activities is a good effort in applying character values to students which will be explained in more detail from the following research results:



1. Improving the Discipline of Students

The character of student discipline is one of the main focuses in this study, considering the importance of discipline as a foundation for the formation of other characters. Indicators of discipline are observed through students' obedience to school rules and obedience in doing assignments.

a. Obedience to School Rules

The results of the study show that extracurricular activities play a significant role in increasing students' obedience to school rules. For example, in pencak silat activities, students are required to arrive on time and wear

a predetermined uniform. Violations of this rule will be given a direct reprimand by the coach. Documentation in the form of attendance lists and photos of activities shows high attendance rates and student compliance in wearing attributes. Before participating in extracurriculars, many students are often late or do not use the complete attributes. However, after a few weeks of participating in extracurriculars, behavioral changes began to be seen. One of the homeroom teachers, Mrs. Rahma, when interviewed stated, "In the past, some children were often late to class after break or forgot to wear a tie. But since they participated in futsal, they have become more disciplined. Even if there are activities on other days, they also become more obedient. They know that if they don't comply, they can't participate in their favorite extracurriculars."



Figure 1. Futsal Extracurricular

This statement is supported by the results of research through figure 1. above where in the picture students look more agile in carrying out their extracurriculars, they also use the completeness of their uniforms and use complete shoes. From this, it can be seen that students have carried out the rules well. Furthermore, the regularity of the extracurricular schedule that is routine every Saturday also forms a positive habit in students, where they independently prepare themselves for the activity, including ensuring uniforms and equipment are ready from the night before. These changes are not only limited to the time of extracurricular activities, but also have an impact on their compliance with the school's overall discipline, such as no longer running around in corridors or littering. Grade 5 student, Budi, when asked about his habit of participating in dance extracurriculars, revealed, "If I want to participate in dance, I have to come early in the morning, so it's not too late. If it is too late, the new movement will not be taught. So I try to come early." This shows that there is an intrinsic motivation from students to obey the rules in order to benefit from the extracurricular activities they participate in.

b. Obedience in Doing Tasks

The aspect of obedience in doing assignments also showed a positive increase thanks to extracurricular activities. Although extracurricular activities do not directly involve academic tasks, the principles of discipline applied in them affect students' habits in completing schoolwork. For example, in futsal extracurriculars, each student has their own role and responsibility in the team, and they are required to perform these roles well so that the team can win. Failure to carry out tasks will have an impact on the entire team, thus fostering a sense of individual responsibility. Documentation in the form of notebooks and student worksheets shows an increase in the completeness and timeliness of assignment collection. Before participating in extracurriculars, some students often procrastinate on homework or even don't do it. However, after being active in extracurriculars, it can be seen that they are more proactive in completing academic tasks. Mr. Anto, the pencak silat coach, underlined this in his interview, "In pencak silat, every movement must be repeated until it is perfect. If you are not diligent, you will not be able to. It is this principle of perseverance that I hope children can bring to their classroom lessons. I often remind them, if you want to become a champion in pencak silat, you have to study diligently. Likewise, if you want to be smart in school, you have to be diligent in doing your assignments." This statement indicates a transfer of disciplinary values from extracurricular activities to the academic realm.



Figure 2. Dance Arts Extracurricular

Figure 2 above is an extracurricular activity of dance arts. The picture shows that students who are active in extracurriculars tend to be more responsive in understanding the teacher's instructions and more meticulous in doing individual and group tasks. They also look more responsible in carrying school supplies and textbooks, which is part of obedience in preparing for learning. One of the students, Siti, who participated in dance extracurriculars, stated, "In dance, we have to memorize movements. If you don't memorize it, it will be wrong when you perform. So I continue to train at home. If it's the same at school, if I have an assignment, I immediately do it so that I don't forget and don't miss it." This shows that the discipline in memorizing dance moves has formed a habit of completing academic tasks promptly and responsibly.

c. Improving the Character of Student Responsibility

The character of responsibility is an important aspect that is also observed to increase through student participation in extracurricular activities. The study highlights two main sub-indicators: performing individual tasks well and accepting the risk of action.

1) Performing Individual Tasks Well

Extracurricular activities significantly encourage students to carry out individual tasks well. Every activity, whether dance, pencak silat, or futsal, has a structure that requires each member to carry out their role optimally. In dance activities, each dancer has a choreographic part that must be mastered individually. A single dancer's mistake can affect the group's overall performance. Documentation in the form of video recordings of dance exercises shows how each student tries hard to master their own movements. Before joining extracurriculars, some students tend to be passive in group assignments in class or lack initiative in completing homework on their own. However, after engaging in extracurricular activities, there is a drastic increase in their independence and responsibility.

Mrs. Ani, a dance extracurricular supervisor, explained in her interview, "In dance, we often divide tasks, some are looking for movement ideas, some are in charge of costumes, some are arranging music. Each child must complete his or her own part. Otherwise, it will all be messed up. I see them becoming more serious and responsible with their duties. Even in the classroom, they become more independent in doing individual assignments." Observations in the classroom corroborate this statement, where students who are active extracurriculars show higher initiative in completing tasks, even without being asked. They also tend to be neater and meticulous in their work. In addition, in futsal extracurriculars, each player has specific positions and responsibilities, such as guarding the goal, defending, or attacking. The failure of one player to carry out his duties can result in the defeat of the team. One of the students, Rio, who is active in futsal, said, "In futsal, I have to take good care of the goal. If you don't focus, you will score goals. I don't want my team to lose because of me. So I have to take responsibility." This recognition reflects students' understanding of the importance of carrying out individual tasks for the common good.

a. Accepting Risk for Action

The aspect of accepting risk for actions is an important indicator of the character of responsibility which is also honed in extracurricular activities. In each activity, students are faced with the immediate consequences of their decisions or actions. For example, in pencak silat, if a student does not follow instructions correctly, he or she can injure or injure a friend. The coach will provide immediate feedback and students are taught to understand

the consequences of careless actions. Documentation in the form of minor incident reports and trainer evaluation notes shows how students learn from their mistakes and accept the consequences with open arms. Before participating in extracurriculars, some students tend to blame others or look for excuses when they make mistakes. However, after regularly participating in activities, they begin to show a willingness to admit mistakes and accept the risks. Mr. Arif, a futsal coach, shared his experience in an interview, "There was a child who kicked the ball too hard and hit his friend. At first he was afraid and didn't want to confess. But after I explained that every action has risks, he finally apologized and took responsibility. He learned that mistakes must be acknowledged and corrected."

This statement describes how the coach actively guides students to understand and accept the consequences of their actions. Observations show that students who are active in extracurriculars tend to be more honest in reporting their mistakes, both in the field and in the school environment. They are no longer looking for justification, but are trying to find solutions. In addition, in dance activities, if a student forgets movements, the entire team's performance can be disrupted. The student will feel responsible for the mistake and try to correct it in the next exercise. They learn that failure is part of the learning process and that admitting mistakes is the first step toward improvement. One of the students, Aisyah, who is a member of the dance team, said, "If I make the wrong move, my friends will know. I was embarrassed, but I had to say sorry and try to fix it. Later I will practice again so that I don't make any more mistakes." This indicates an awareness of risk and a desire to take responsibility for mistakes made.

2) Improving Students' Confidence Character

The increase in students' self-confidence is also a clear result of active participation in extracurricular activities. The two sub-indicators observed are having ability and courage as well as persistence and perseverance.

a. Have Ability and Courage

Extracurricular activities provide a forum for students to develop their abilities and self-confidence. Through regular practice and opportunities to perform or compete, students learn to believe in their potential. In dance activities, students are trained to perform in public, which directly increases their courage. Documentation in the form of photos and videos of performances shows how students who were initially shy now perform confidently on stage. Before participating in extracurriculars, some students are often hesitant to answer questions in class or are reluctant to participate in group discussions. However, after regular practice and performance, they showed a significant change in confidence levels.



Figure 3 Train Ability and Courage

Based on figure 3. The above shows that students have an attitude of courage. Furthermore, based on the results of an interview with Mrs. Lisa, a 5th grade teacher, when interviewed, said, "There used to be some children who were very quiet. It was very difficult to get them to speak in front of the class. But after they participated in futsal and practiced often, they became more courageous. They are no longer afraid to express their opinions, even when presenting in class, they are more confident." This statement shows the transfer of courage from extracurricular activities to the academic realm. Observations in the classroom show that students who are active extracurricular are more courageous to ask questions, answer teacher questions, and actively participate in teaching

and learning activities. They are no longer afraid of making mistakes and are more daring to take risks to try new things. In addition, in pencak silat activities, students are taught martial arts techniques that increase their sense of security and confidence. Self-defense skills give them the courage to face difficult situations and not give up easily. One of the students, Arya, who participated in pencak silat, said, "I used to be teased by my friends. Now I'm not afraid anymore. I knew I could defend myself, so I was bravery." This statement shows that mastering martial arts skills directly increases students' courage and confidence.

b. Persistent and Persevering

The aspect of persistence and diligence has also experienced a significant increase through extracurricular activities. Each activity requires perseverance and persistence from students to achieve mastery of skills. In futsal activities, students must practice repeatedly to master dribbling, kicking, and defending techniques. Failure is common, but they are taught not to give up and keep practicing. Documentation in the form of student practice and progress records shows a significant improvement in skills along with their persistence. Before participating in extracurriculars, some students are easily discouraged if they face difficulties in studying or doing assignments. However, after engaging in extracurricular activities, they show a different spirit. Mr. Indra, the futsal coach, revealed in his interview, "In futsal, sometimes children often fall or fail to score. But I always emphasize, don't give up. If you keep practicing, you can definitely do it. I see that they become more persistent, it is not easy to give up when there are difficulties, even in school lessons they become more diligent." This statement shows how the principle of persistence from futsal is applied in the context of learning.



Figure 4 Ability to practice and persist

From picture 4 above, it can be seen that students are very persistent in practicing so it can be concluded that students who are active extracurricular tend to be more patient in completing difficult tasks and do not give up easily when facing obstacles. They have the mentality to keep trying until they succeed. In addition, in dance activities, students must memorize many movements and repeat them many times until perfect. This process requires a great deal of perseverance. One of the students, Devi, who is a member of the dance team, stated, "At first, it was very difficult to memorize the movements. Sometimes I want to give up. But the coach always says, if you want to perform well, you have to be diligent in training. So I keep training at home until I can." This recognition shows that the perseverance trained in dance activities has formed a persistent attitude in students.

The overall results of the study show that extracurricular activities that are routinely carried out every Saturday at SDN 42 Pekanbaru, such as dance, pencak silat, and futsal, have made a positive contribution to the formation and improvement of the character of grade 5 students. Although not all students show even character development, in general there is a significant increase in students' discipline, responsibility, and confidence character. This is in line with the results of the initial interview which provides a positive picture of the contribution of extracurriculars in character building.

DISCUSSION

The results of the study show that extracurricular activities such as dance, pencak silat, and futsal in grade 5 of SDN 42 Pekanbaru have made a clear positive contribution to improving students' discipline, responsibility, and confidence. First, the influence on discipline can be seen from the increase in students' obedience to discipline and compliance in doing academic assignments. This is in line with the results of Pratiwi's (2020) research which found that scouting extracurricular significantly improves the discipline of elementary school students, especially

in compliance with school rules such as punctuality and wearing complete attributes. In the case of SDN 42, adherence to the schedule and extracurricular uniforms has formed a habit of discipline that has spread to the classroom. Next, in the aspect of academic discipline, the principle of perseverance taught through the repetition of movements in pencak silat and futsal practice affects students' habits in completing tasks on time and thoroughly. Mustofa's study (2020) shows that the value of perseverance and responsibility instilled in scouting extracurriculars has also been proven to improve the quality of student assignment completion, in line with the observations and interviews of Mr. Anto and homeroom teachers. Extracurriculars function as social-emotional capital: discipline grows from regularity, responsibility arises through team roles, and confidence and perseverance are gained from performance experience. Dendi Fauzi's (2024) research, for example, shows that participation in scouting has a positive impact on discipline and also increases students' overall learning motivation

The responsibility aspect also shows an increase through the involvement of students in specific roles during extracurricular activities. Each student learns to complete individual tasks for the good of the team or group, just as the findings in research by Pangestika & Sabardila (2021) that scouting extracurriculars develop student responsibilities in social and academic contexts. When mistakes occur, students begin to learn to acknowledge and correct them—according to the reports of futsal and pencak silat coaches, reflective of the results of the evaluation recorded in the documentation. Then, students' confidence increases significantly through the opportunity to perform in public in dance, or through martial arts skills in pencak silat. Ms. Lisa said that students who were initially quiet are now more courageous to speak their minds in class; This aspect is reinforced by the results of the students' performance videos that show expressions of increased confidence. The study of Mores et al. (2024) states that involvement in extracurricular activities, such as scouting, strengthens students' ability and self-courage to take on socially and academic active roles persistent and diligent attitudes are very evident from the repetitive practice process. Extracurriculars function as social-emotional capital: discipline grows from regularity, responsibility arises through team roles, and confidence and perseverance are gained from performance experience. Dendi Fauzi's research (2024), for example, shows that participation in scouting has a positive impact on discipline and also increases students' overall learning motivation.

In futsal and dance, students are taught not to give up easily; The study by Eddison et al. (2021) emphasized that instilling the value of discipline and diligence through activities in secondary school also triggers children's academic resilience. Student Devi stated that the instructor's constant motivation made her practice diligently until she became proficient – this is in line with research findings that emphasize that extracurriculars can build students' mental resilience when facing learning difficulties. Improved student discipline is reflected in punctuality, adherence to discipline, and obedience to completing assignments. Other research shows that scouting extracurricular significantly strengthens the character of discipline through structured exercises, rule enforcement, and the strengthening of habituation (Purba, et al., 2025) Overall, extracurricular facilitates the transfer of positive values from the realm of non-academic activities to the academic realm: discipline grows from regularity and attendance, responsibility arises from team roles and evaluation of results, while trust and persistence develop through practice and performative experience. Although not all students show changes evenly, most of them show significant progress along with the sustainability of the implementation of activities every Saturday at SDN 42 Pekanbaru.

This research has several limitations that need to be considered. First, the scope of research is only focused on 5th grade students of SDN 42 Pekanbaru so that the results cannot necessarily be generalized to other schools or different levels. Second, the research instruments used focus more on observation, interviews, and documentation, so they do not include quantitative tests that can statistically strengthen the findings. Third, this study only looks at the impact of extracurricular activities in a certain period of time, so it cannot measure the sustainability of student character development in the long term. These limitations can be considered for future research in order to provide a more comprehensive picture of the influence of extracurricular activities on the formation of student character.

CONCLUSION

This research clearly shows that extracurricular activities at SDN 42 Pekanbaru, especially dance, pencak silat, and futsal, are very effective in shaping and improving the character of discipline, responsibility, and confidence in grade 5 students. Through observation, in-depth interviews, and document analysis, it is evident that regular participation in extracurriculars contributes significantly to the formation of positive habits of students. The improvement of discipline can be seen from students' obedience to discipline, punctuality, uniform

completeness, and compliance in doing academic tasks, where the principle of discipline from extracurriculars directly transfers to their compliance in the school environment and in learning. Furthermore, students' responsibilities increase rapidly, as evidenced by their ability to carry out individual tasks and team roles, as well as their willingness to accept the consequences of actions, supported by the coach's guidance in understanding the consequences of behavior and correcting mistakes. Finally, self-confidence develops through the development of ability, courage, and persistence and diligence, with the opportunity to perform, mastery of techniques, and repetitive exercises that increase courage to express and active participation both in extracurricular and in the classroom, as well as foster perseverance in completing academic tasks. The uniqueness of this research lies in the deepening of the mechanism of transfer of specific character values from extracurriculars (dance, pencak silat, futsal) which has a direct and measurable impact on students' daily behavior at school and in teaching and learning activities, emphasizing that the non-formal curriculum through extracurriculars is not only complementary, but an essential means that holistically form the foundation of students' character and motivate compliance with the rules for the benefit of interest. Although student development has not been evenly distributed, these results confirm the great potential of extracurriculars as a vital instrument in character education at the elementary school level.

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