



Implementation of Intracurricular and Extracurricular in Forming Student Discipline Character through School Culture Senior High School 1 Sidomulyo South Lampung

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Abstract

The purpose of this study was to determine the implementation of intracurricular, extracurricular and co-curricular in shaping the character of student discipline through school culture at Senior High School 1 Sidomulyo, South Lampung. The results of research on the Implementation of Intracurricular and Extracurricular in Forming Student Discipline Character through School Culture Senior High School 1 Sidomulyo South Lampung, shows that intra-curricular implementation in shaping the character of student discipline through school culture plays a role in shaping the disciplinary character of students with self-awareness and responsibility students and the supervision of the teacher. Implementation of extracurriculars in shaping the disciplinary character of students through school culture at Senior High School 1 Sidomulyo, South Lampung with Scout activities and selected extracurricular activities. Co-curricular activities can foster the disciplinary character of students with habituation and a series of activities in it. Co-curricular implementation in shaping students' disciplinary character through school culture at Senior High School 1 Sidomulyo, South Lampung with social activities and study tours. Obstacles in the implementation of intracurricular, co-curricular and extracurricular activities in shaping the character of student discipline through school culture at Senior High School 1 Sidomulyo South Lampung include that there are students who are late both for gymnastic activities, ceremonies or during Teaching and learning activities in the first hour starting. There are students who are lazy in the activities held by the school. Supporting factors in the implementation of intra-curricular, co-curricular and extra-curricular activities in shaping the character of student discipline through school culture at Senior High School 1 Sidomulyo South Lampung include the majority of school members participating in carrying out school cultural habituation through Teaching and learning activities activities or extracurricular activities and co-curricular activities. The majority of students are disciplined, enthusiastic and enthusiastic in all school activities. School facilities and infrastructure support both intra-curricular and extra-curricular.

Keywords: *Intracurricular; Extracurricular; Culture*

Introduction

Education according to Law no. 20 of 2003 concerning SISDIKNAS is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential, personality, intelligence, noble character, and the skills needed by themselves, society, nation, and state. The success of education is one of the processes of national progress, therefore education is important in building the character, mental, and morale of students. Through education, it is expected to be able to overcome and change behavior from negative things to positive and can change mindsets.

By regulations issued by the Ministry of Education and Culture (Kemendikbud) in the context of implementing the PPK program, three types of activities are carried out at schools, namely intra-curricular and extra-curricular activities. Launching from the Ministry of Education and Culture's website, extracurricular activities are learning or teaching and learning as has been going on so far in schools, the intended learning activities are carried out by the curriculum set by the government. Extracurricular activities are the main activities carried out in schools with a clear schedule and structure.

Extracurricular activities are complemented by co-curricular and extracurricular activities which are part of the Strengthening Character Education program at schools. Strengthening Character Education is a program focused on the main values consisting of nationalism, religion, independence, cooperation, and integrity. Teaching and learning activities carried out in the classroom are examples of intra-curricular activities at school. These extracurricular activities are generally carried out 6 days a week, Monday to Saturday. Even so, several schools implement five days of study for their students, such as at Senior High School1 Sidomulyo, South Lampung. The subjects given in these extracurricular activities are mandatory for all students to follow. The implementation of teaching and learning is carried out according to an existing schedule and is structured according to the existing curriculum.

Co-curricular activities are activities carried out to support intra-curricular activities. Examples include visiting museums to support history subject matter, visits to flower gardens as reinforcement of biology subject matter, and other activities according to the subject matter. The purpose of co-curricular activities is to be able to better understand, appreciate and deepen the subjects and material that has been delivered in class by the teacher. Co-curricular activities can be carried out individually or in groups.

Extracurricular activities are non-formal activities outside school hours which are carried out with the aim of developing certain values, broadening the knowledge of students and also further applying what students have learned through learning in the classroom. Extracurricular activities are generally carried out in groups but some are also carried out individually. Extracurricular activities are activities with various choices that students can choose according to their interests or talents. Extracurricular activities also consider the environmental and cultural conditions around the school. Implementation of these extracurricular activities the school will appoint teachers as supervisors as well as those in charge. Students can choose to join extracurricular activities in sports, arts, scientific groups and so on. An example of extracurricular activities carried out in all schools is Scouting which is a mandatory extracurricular activity at Senior High School1 Sidomulyo, South Lampung.

Efforts made in the context of forming a strong character in each student in intra-curricular activities are supported by co-curricular and extra-curricular activities. These three activities are carried out with the aim that students can become superior generations who are ready to face future challenges.

Character education is a deliberate effort that can help someone to understand, pay attention to and practice basic ethical values (Thomas Lickona). In general, the main goal of character education is to build a nation that is noble, moral, resilient, tolerant and cooperative. To achieve this, students need to instill character education values originating from the teachings of Religion, Pancasila and Culture. There

are eighteen characters to achieve in this program. Namely religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, spirit and nationality, love of the motherland, respect for achievement, friendly/communicative, love of peace, love to read, care for the environment, care for social and responsible answer. These eighteen character values will later be crystallized into five main values, namely religious, nationalist, independent, mutual cooperation and integrity. In the current era of globalization, character values, especially those attached to students, are fading, especially discipline, thus the role of schools is needed to shape these characters through habits or school culture.

According to Nasution in Abdullah Idi's book (2011): "Basically every school educates children to become useful members of society". In other words, the task of education that takes place in schools is to develop students to become active subjects who are able to develop all their potential so that they can live and develop their lives in an ever-changing society. Teachers are required to form social attitudes and good character.

Summarizing from the official website of Friends of the Family of the Ministry of Education and Culture (<http://sahabatkeluarga.kemdikbud.go.id/>), five school cultures that can make children grow into individuals with positive character, namely the school literacy movement, extracurricular activities, early and late habituation activities, familiarize spontaneous good behavior and establish school rules.

This study uses school culture as a connecting variable, values and social norms as independent variables and character as the dependent variable in an effort to build students' disciplined character. The reason researchers place the school culture variable as a connecting variable is because according to Fathurrahman (2017) learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, mastering skills and character as well as forming attitudes and beliefs in students. In other words, learning is a process to help students learn well and be disciplined.

Research Methods

a. Types of research

This type of research is intracurricular and extracurricular implementation research in shaping the character of student discipline through the existing school culture at Senior High School 1 Sidomulyo.

b. Time and Place of Research

This research was conducted at Senior High School 1 Sidomulyo, South Lampung, from January to June 2022.

c. Research subject

The subjects in this study were students of Senior High School 1 Sidomulyo, South Lampung, so students of Senior High School 1 Sidomulyo were the population in this study. The number of students at Senior High School 1 Sidomulyo in the 2022/2023 academic year is 1,083.

Based on the number of students at Senior High School Sidomulyo, the researchers took less than 10% of the total population to be the research sample, namely 34 students as respondents using the Simple Random Sampling technique or simple (simple) because the taking of sample members from the population was done randomly without taking into account the existing strata in the population. Respondents consisted of school principals, subject teachers and students.

Table 1. Research Respondent Matrix

No.	Responden	Information	Amount
1.	Headmaster		1
2.	Teacher	Indonesian teacher	1
		Geography Teacher	1
		Islamic Religious Education Teacher	1
		History teacher	1
		Sociology Teacher	1
3.	Extracurricular Coach	Spiritual Extra Curricular Coach	1
		UKS and PMR Extra Curricular Supervisors	1
		Cultural Arts Extra Curricular Coach	1
		Paskibraka Extra Curricular Coach	1
4.	Student	Class X IPA 1	1
		Class X IPA 2	1
		Class X IPA 3	1
		Class X IPA 4	1
		Class X IPA 5	1
		Class X IPA 6	1
		Class X IPS 1	1
		Class X IPS 2	1
		Class X IPS 3	1
		Class X IPS 4	1
		Class X IPS 5	1
		Class X IPS 6	1
		Class XI IPA 1	1
		Class XI IPA 2	1
		Class XI IPA 3	1
		Class XI IPA 4	1
		Class XI IPA 5	1
		Class XI IPA 6	1
		Class XI IPS 1	1
		Class XI IPS 2	1
		Class XI IPS 3	1
		Class XI IPS 4	1
		Class XI IPS 5	1
		Class XII IPA 1	1
		Class XII IPA 2	1
		Class XII IPA 3	1
		Class XII IPA 4	1
		Class XII IPA 5	1
		Class XII IPA 6	1
		Class XII IPS 1	1
		Class XII IPS 2	1
		Class XII IPS 3	1
		Class XII IPS 4	1
		Class XII IPS 5	1
Amount			44

Source: Documentation, Year 2022

d. Research Stages

The stages carried out by researchers in this study include 1) the pre-field stage; 2) stage of field work; 3) stage of reporting research results.

1. Pre Field Stage

At the pre-field stage, the researcher took the following steps:

- a. Create a research plan.
- b. Choose a location as a place for research.
- c. Manage research permits.
- d. Initial observation to the research location.
- e. Determine and determine who is the right informant (provider of information).
- f. Prepare research equipment and supplies.

2. Field Work Stage

At the stage of field work, the activities carried out by researchers include:

- a. Researchers understand what is the research background and prepare everything that must be prepared.
- b. Researchers carry out field activities.
- c. Researchers participate as key instruments and at the same time collect the necessary data.
- e. Data Collection Technique

Data collection techniques in this study were through questionnaires, interviews, observation, and documentation studies. The questionnaire is a set of questions or statements that must be answered by the respondent. The interview is intended to obtain an overview and data directly from the key source/informant in the research. The interview conducted by the researcher was a structured interview, namely an interview using a list of questions that had been arranged. In addition to interview techniques, researchers collected data using the observation method, namely the method of collecting data by looking directly at the object of research.

Results and Discussion

a. History of Establishment and Development of Senior High School 1 Sidomulyo

Senior High School 1 Sidomulyo is one of the schools belonging to the South Lampung district government which was founded in 1991 which is located in the Sidomulyo sub-district, South Lampung Regency. It is the only government-owned public school in the Sidomulyo district, so this school is a reference school and has even become a reference for other private schools.

Senior High School 1 Sidomulyo is located on Jl. Muria No. 101 Seloretno with postal code 35455, 1 km from the inner city entrance gate, entering an alley about 100 m close to a local residential area. On the right and left as well as in front of the school are residents' houses, and the back of the school is a fairly wide expanse of rice fields. Away from noise and comfortable in teaching and learning activities.

b. History of Establishment and Development of Senior High School 1 Sidomulyo

Senior High School 1 Sidomulyo is one of the schools belonging to the South Lampung district government which was founded in 1991 which is located in the Sidomulyo sub-district, South Lampung Regency. It is the only government-owned public school in the Sidomulyo district, so this school is a reference school and has even become a reference for other private schools.

Research Result

1. Intracurricular activities at Senior High School 1 Sidomulyo

Intra-curricular activity is an activity that is carried out by students in a scheduled, regular, clear and systematic time, which includes the school curriculum in the process of educating students. Intracurricular activities that are usually carried out at school include:

- a. Learning activities or teaching and learning in the classroom.
- b. National outlook
- c. Picket cleaning class
- d. Morning exercise activities
- e. Worship activities

2.. Extracurricular Activities

Some of the extracurricular activities at Senior High School 1 Sidomulyo include:

- a. Scout
- b. Spiritual and Spiritual Religion of Other
- c. Sport
- d. Art
- e. PMR
- f. KIR
- g. Science Club
- h. English Club

Table 2. Instrument results recapitulation

No.	Question	Amount	
		Yes	No
I Intracurricular Activities			
	1. Learning Activities		
	1) Have you ever come late to class?	6	28
	2) Have you ever violated the class rules in learning?	3	31
	3) Have you ever failed to submit your subject assignments?	8	26
	4) Have you ever attended remedial?	24	10
	2. National Insight		
	1) Have you ever missed a flag ceremony or a big day?	6	24
	2) Have you ever not used your full attributes during a ceremony?	3	31
	3. Picket Class		
	1) Are you included in the class picket schedule?	34	0
1)	2) Have you ever missed a class picket?	8	26
	4. Morning Exercise Activities		
	5) Do you often miss morning exercises?	0	34
	5. Worship Activities		
	1) Did you take part in the worship activities carried out?	34	0
II Extracurricular Activities			
	1. Scouts		
	1) Have you ever missed Scout extracurricular activities?	6	28
	2) Are scout activities useful for you?	34	0
	2. Optional extracurriculars		
	1) Do you participate in other extracurricular activities at school?	34	0

Source: Documentation, Year 2022

Discussion

Based on the results of data analysis that has been obtained in the field, to find out how to implement intracurricular and extracurricular activities in shaping the disciplinary character of students through school culture at Senior High School 1 Sidomulyo, South Lampung. The dimension of disciplinary character that is formed in implementing school culture.

Based on the results of observations and interviews, the activities carried out routinely consist of intra-curricular activities and extra-curricular activities. The two activities mutually support each other in the formation of disciplinary character through school culture at Senior High School 1 Sidomulyo Lamapung Selatan. In the process of implementing school culture, all school members participate in these activities, starting from the school principal, vice principal, teacher council, staff and employees. School culture is a collection of values that are upheld and dominate school life by requiring support from school members, and being the school's guide in issuing policies and rules regarding procedures in school. If you look at the statement above, it is only fitting that all school members participate in carrying out school programs through school culture.

Based on the description above, Senior High School 1 Sidomulyo, South Lampung has implemented several school culture indicators. In shaping the personality of students is the goal of character education that exists in students, both in schools, families and communities. From the results of character education, it is hoped that each student will become disciplined, authoritative, intelligent, both mentally and spiritually. Schools in carrying out character education are supported by school members who involve all components such as the principal, teacher council, students, school committees and other school members. The components of educators include the curriculum held by the vice principal in the field of curriculum. The field of curriculum in the learning process and school assessment, school management, intracurricular activities, extracurricular activities, all supporting infrastructure in schools. Character can be interpreted as a basic value that builds a person's personality, formed both by heredity and environmental influences, which distinguishes it from other people and is embodied in attitudes and behavior in everyday life.

Things that need to be done by the school to overcome the inhibiting factors above, continue to coordinate with parents who do not have concern for the development of their students. Because so that the school is not to blame for taking action for the students concerned. For students who still have the trait of inhibiting the inculcation of social values and norms, the school still remembers these students so they don't do this, if this occurs omission then there is no conducive occurrence in the formation of student character.

Based on the explanation above, it can be concluded that the cultivation of character education through integrated intracurricular, extracurricular, co-curricular activities, the creation of school culture and its application in families and communities can create the expected character. If these components are not as they should be, then students cannot carry out character education in their lives.

Conclusion

Based on the results of research on the Implementation of Intracurricular and Extracurricular Activities in Forming the Discipline Character of Students through the School Culture of Senior High School 1 Sidomulyo South Lampung, it can be concluded that:

1. Intracurricular activities play a role in shaping the disciplinary character of students with self-awareness and student responsibility as well as supervision from the teacher

2. Co-curricular activities can grow the disciplinary character of students with habituation and a series of activities in it.

Supporting factors in the implementation of intracurricular and extracurricular activities in shaping the disciplinary character of students through school culture at Senior High School 1 Sidomulyo Lampung Selatan include external ones, the majority of school members participate in carrying out school culture habituation through learning activities or extracurricular activities and co-curricular activities. The internal factor is that the majority of students are disciplined, passionate and enthusiastic in all school activities. The majority of student guardians help and support the school in order to achieve the desired disciplinary character. School facilities and infrastructure support both intracurricular and extracurricular activities.

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