

Fostering Character Education in Elementary Schools: The Impact of Extracurricular Activities

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ABSTRACT

This study explores the role of effective extracurricular management in cultivating creative, imaginative, and well-mannered students. Extracurricular activities aim to complement the formal educational experience by offering opportunities to apply theoretical knowledge and practical skills gained in the classroom. The objective of this research is to enhance character education in elementary school students through participation in extracurricular activities. Utilizing a qualitative approach, the study seeks to present a comprehensive overview of the current situation and to provide an in-depth description of the factors at play, offering the reader highly accurate insights. The research is conducted at SDI Lukmanul Hakim Sumenep, a school consistently recognized among the top in the region since 2013 by the Sumenep Regency administration. Data sources include key informants such as the school principal, deputy head of curriculum, teachers, and students. Findings suggest that extracurricular activities contribute significantly to the improvement of character education, instilling values such as religious observance, honesty, tolerance, discipline, and responsibility. These outcomes are achieved through regular activities like teacher and student picket duty and flag ceremonies, as well as spontaneous initiatives such as advising, correcting behavior, and providing assistance with incidental tasks. Furthermore, examples and conditioning activities, including environmental cleanliness and character education taglines, reinforce these values. The positive impacts of these activities include the development of social skills and communication abilities, with the school environment playing a crucial role in shaping students' character.

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1. INTRODUCTION

Character education is being recognized as a potential remedy for the deteriorating quality of education in Indonesia. The current education system is criticized for neglecting the development of student characteristics. As a result, graduates may excel in answering exam questions and possess high

intellectual abilities, but they may lack strength in their mental and moral attributes (Gil-Flores, Rodríguez-Santero, & Torres-Gordillo, 2017). An illustration of the present state of education in Indonesia is the persistence of various issues, as frequently reported in the media. These include instances of students engaging in physical altercations with teachers, acts of violence perpetrated by students against teachers, students disregarding school rules and regulations, and conflicts between students (Lau & Dunn, 2018). On September 12, 2019, a case reported in the mainstream media involved a student who brandished a sickle to threaten his instructor after the school confiscated his cell phone. The incident took place at Gunungkidul, a region within the Yogyakarta Special Region. Due to the impact of cell phones, children lack the ability to limit themselves or regulate their emotions. The occurrence of this incidence can be attributed to a deficiency in the incorporation of character education into the educational curriculum at school (Rahman, Wasliman, Hanafiah, & Iriantara, 2021).

During his introductory remarks during the 2010 National Education Day commemoration at the State Palace, former President Susilo Bambang Yudhoyono highlighted five crucial concerns in education. The event was centred around the topic of Character Education to Build National Civilisation. The term used to describe the connection between education and the development of one's character is known as character building. Furthermore, there exists a correlation between education and preparedness for post-educational life. Furthermore, the correlation between education and employment. Furthermore, this is a paramount focus in our development agenda for the upcoming five years. Furthermore, the process of establishing a knowledge society commences with augmenting the community's reservoir of knowledge. Furthermore, the article by Sudiami, Martitah, and Subagyo (2019) discusses the process of establishing a culture that fosters creativity. This statement asserts that character education is crucial for developing the life skills of the younger generation in the country. Individuals must cultivate personal character traits and observe the character traits exhibited by others and the community in order to prepare themselves for various challenges and situations (Dörnyei & Muir, 2019).

The uniqueness of a person's personality must be accompanied by character education at school, which will form good character through common goals (Arifin & Hermino, 2017). To prepare the character of the nation's next generation to be strong, the government has formulated strengthening character education in Presidential Regulation Number 87 of 2017 concerning strengthening character education, making character education a national education platform to equip students as the golden generation in 2045 with the spirit of Pancasila and good character. Facing the dynamics of change in the future (Darling & Steinberg, 2017). This Presidential Regulation is the initial basis for re-emphasizing character education as the leading soul in implementing education in Indonesia. Without character education, it means allowing a mix of clarity of understanding of moral values and the accompanying ambiguity, which prevents students from making decisions that have an ethical and ethnic basis, making them increasingly unable to make morally accountable decisions (Hardiansyah & Zainuddin, 2022).

This character education is related to instilling specific values in students, such as values valid for their personal development as individuals and social beings in the school environment (Hardiansyah, 2022). Character education is designed and implemented systematically to help students understand the values of human behavior related to the Almighty God, oneself, fellow humans, the environment, and nationality manifested in thoughts, attitudes, feelings, and words, and actions based on religious norms, law, karma, culture, and customs (Hardiansyah & Mas'odi, 2022). Character education in schools is defined as "understanding, caring for, and implementing virtue (the practice of virtue). Therefore, character education in schools refers to instilling values in the form of understandings, procedures for maintaining and living those values, and how a student can practice these values naturally (Eccles & Wigfield, 2020).

Teachers help shape the character of students, such as through exemplary teacher behavior, the way the teacher speaks or delivers material, how the teacher tolerates, and various other related things that cannot be separated from the role of parents in forming children's character in the family environment (Syawal, 2019). The family is the people closest to a child, so there are many opportunities and times to meet and interact with family. If the family is harmonious, the relationship between parents and children

and between children and children can run smoothly (Muenks, Wigfield, Yang, & O'Neal, 2017). Good conditions tend to provide a good stimulus and response from the child so that the student's behavior, character, and learning achievement are good. On the other hand, if it is a family that is not harmonious (broken home), from the author's observations at school, it will likely hurt student development, so their behavior or character development tends to be hampered. A category of problematic students will emerge, especially in behavior or character (Benner, Boyle, & Sadler, 2016). Therefore, this motivates parents to look for a school that can help them form their children's character amidst the spread of an education system that only focuses on one aspect, the cognitive domain, without paying attention to other elements (Andriani, Kesumawati, & Kristiawan, 2018).

Multiple research findings substantiate the notion that an individual's character can significantly impact their level of success. For instance, studies conducted at Harvard University in the United States indicate that success is not solely contingent upon one's knowledge and technical competencies (hard skills), but also on their capacity to develop themselves and foster positive relationships with others (soft skills). This study demonstrates that around 20% of an individual's success is attributed to hard talents, whereas the remaining 80% is influenced by soft skills (Rimfeld, Kovas, Dale, & Plomin, 2016). The individuals that achieve the highest level of success in the world are able to do so mostly because they rely more on their soft talents rather than their hard skills. Andriani et al. (2018) argue that the improvement of students' character education is crucial. Li Lanqing (Fakhrurrozi, Minabari, Saguni, & Marfiyanto, 2023) highlights the hazards associated with an education system that excessively prioritises memorisation, repetitive practice, and inflexible teaching approaches, including a system that solely focusses on achieving high scores in exams. According to Rahman et al. (2021), Indonesia also faces the issue of an early education system that is too focused on developing cognitive abilities (left brain) and neglects the development of affective abilities, empathy, and emotions (right brain).

The research results of (Berkowitz, 2011) prove that character education positively impacts learning, schooling, and children's lives in the future. Character education must be implemented in students as early as possible and continuously. Character education must be applied at all levels of education, but a more significant portion must be given to the elementary school level compared to other levels of education (Marini, 2017). Because elementary school students are still not contaminated by bad qualities, it is possible to instill good manners or noble character in our nation, which ultimately sticks in the children's souls until they grow up (Morgan, Farkas, Hillemeier, & Maczuga, 2016). Primary school education is strategic for character education, but in reality, the current early education system is too oriented towards cognitive development and pays little attention to students' affective development, empathy, and feelings (Wood et al., 2018).

Long before the introduction of the National Culture and Character Education Program, individual institutions had already established their own frameworks for character education, including through extracurricular activities (Jinping, 2017). It is necessary to directly observe the implementation of government policies to evaluate the degree to which academic institutions incorporate character education (Wang, Liu, Zou, Hao, & Wu, 2017). According to an interview with an elementary school teacher, extracurricular activities have been part of the school program for a long time, but their impact on developing students' skills has been minimal. This is due to suboptimal management, which primarily focuses on nurturing students' interests and talents. Moreover, extracurricular activities are often seen as mere add-ons to the academic program, despite their importance. This is unfortunate, as these activities help cultivate enduring and universal qualities like honesty, discipline, respect for diversity, empathy, and sympathy, all of which are crucial for students' future success.

Minister of Education and Culture Regulation Number 62 of 2014 concerning Extracurricular Primary and Secondary Education states that extracurricular activities are curricular activities carried out by students outside of study hours, extracurricular activities, and co-curricular activities under the guidance and supervision of the education unit, aimed at developing potential, talents, students' interests, abilities, personality, cooperation and independence optimally to support the achievement of educational goals. Extracurricular activities can take the form of individuals and groups that are structured around

the needs for knowledge, development, guidance, and habituation of students so that they have basic supporting knowledge that the benefits of extracurricular activities include: (1) meeting the needs of the group; (2) channeling interests and talents; (3) develop and encourage motivation towards subjects; (4) binding students to school; (5) developing loyalty to school; (6) integrating social groups; (7) developing specific characteristics; (8) providing informal mentoring and service opportunities; (9) developing the public's image of the school (Hardiansyah & Wahdian, 2023). Character education is more than simply teaching moral values; it also involves cultivating a habit of exhibiting virtuous conduct. The researchers' focus on character education development should be reinforced by the involvement of all members of the school community, including through the implementation of adaptable extracurricular activities. This will ensure that the presence of extracurricular activities has a beneficial influence on both students and the school.

2. METHODS

This study employs a qualitative methodology to elucidate the current state of affairs and comprehensively depict a situation and its various facets, with the intention of offering the reader as accurate and detailed information as possible. In essence, this research presents and interprets existing data pertaining to the experienced situation, a relationship, activities, perspectives, attitudes, ongoing processes, underlying influences, emerging abnormalities, observable trends, and the like. The research methodology employed is a case study, which involves doing a thorough, detailed, and in-depth investigation of an organisation, institution, or specific phenomenon. Case studies are characterized by a restricted scope, encompassing limits in terms of time, place, and the specific cases under investigation, which can include programs, events, activities, or study subjects.

SDI Lukmanul Hakim Sumenep has regularly ranked among the top schools since 2013, as recognised by the Sumenep Regency administration. Therefore, it is chosen as the research subject. The data sources utilised in this research included the school principal, deputy head of curriculum, instructors, and students, who served as crucial informants for data collection within the school. The research employed an in-depth interview method, which involved gathering information for research objectives through a direct and interactive question-and-answer session between the interviewer and the interviewee, without relying on an interview guide. Scientists employed a methodical interview technique to gather information that would support or refute their ideas.

Milles and Huberman outline that the data analysis process in this study generally involves four sequential activities: data collection, data reduction, data presentation, and concluding/verification. The process of data reduction involves the systematic selection, concentration, streamlining, summarisation, and conversion of data derived from field notes. Data presentation refers to the systematic provision of compiled information, which allows researchers to derive conclusions and make informed decisions. Data presentation involves the utilisation of reduced data in the form of matrices and similar structures. Moreover, the assessment of student character development in primary schools through extracurricular activities can be achieved by analysing reports derived from meticulously gathered data.

3. FINDINGS AND DISCUSSION

The development of character education is an effort to strengthen students' character by harmonizing their hearts, feelings, minds, and physical bodies, and three elements must synergize with each other in the process, namely family, school, and society (Lau & Dunn, 2018). Strengthening character education is a fundamental concept in plans for its application in educational institutions, and it can be carried out with various activities, including intracurricular, co-curricular, and extracurricular activities (Sari & Akhwani, 2021). Extracurricular activities are activities for character development outside of intracurricular learning to channel students' talents, interests and potential while still paying attention to the students' characteristics, culture and support from the surrounding

environment. Extracurricular activities are one of the activities that can develop students' talents and interests to personal development towards complete human development, so extracurricular activities are mandatory for students to participate in. In general, extracurricular activities aim to shape its members into members who are reliable and have noble character, develop teenagers who are physically and spiritually healthy, and increase human resources who are high, creative, intelligent, skilled and confident. Planning for developing character education through extracurricular activities at school is supported by all parties in the school environment. The types of extracurricular activities held at school include:

Table 1. Types of Extracurricular Activities at School

No	Type of Activity	Day	Location
1	Scout	Saturday	school field
2	The Flag-raising troop	Friday	school field
3	Red Cross Youth	Thursday	school field
4	English Club	Monday and Saturday	classroom
5	Sport	Wednesday	school field
6	Art Gallery	Tuesday	school field
7	Islamic spirituality	Friday	school field

The scout extracurricular program emphasizes character education for students while also fostering their abilities, interests, and potential. The researcher, who is a scout teacher with 27 years of experience, expressed enthusiasm at the government's decision to entrust scouts with character education. This responsibility was given to the character scouts of Indonesian children based on the Minister's SP3. Scout extracurricular activities require kids to embody certain character qualities, including a strong commitment to God, a deep appreciation for nature, and a compassionate attitude towards others. Integrating character education plans with extracurricular activities can be pursued as a means to enhance discipline and foster responsible character. This can be accomplished through several techniques. The planning strategy encompasses the vision, mission, and goals of each school, as well as the policy for developing extracurricular activity programs. These programs aim to cultivate students' character in terms of discipline and responsibility, drawing on observations and evidence from the school environment and society. However, it is evident that extracurricular activities are currently being utilised primarily for entertainment purposes, rather than being fully optimised as effective tools or supplements for character education. There is a decrease in moral integrity.

Student discipline must be considered because discipline is the initial key to forming other characters for students. The discipline taught in scout activities has a vital role in forming students. The indicator that a student can study well is that he must be disciplined, especially discipline in terms of keeping to the study schedule, discipline in overcoming all temptations that will delay study time, and disciplining oneself to be able to grow the will and enthusiasm for good study at school, such as obeying the rules. It is essential to be orderly and disciplined at home, such as regularly studying and maintaining your physical condition to be healthy and fit by eating regularly, nutritiously, and exercising regularly (Mahmud & Manda, 2016). Evaluation of implementing scout extracurricular activities in developing students' character regarding discipline and responsibility carried out by the school starting from the planning, organizing and implementation stages. This process is carried out to measure the suitability between implementation and planning for character education in scout extracurricular activities. The method of instilling character values in scout extracurricular activities is emphasized by regulations that uphold discipline involving all students and the leadership council, especially in dress, time and assignments. However, many students arrive late in practice and do not fully use the scout attributes. The team on duty will keep track of every student violation and assign points, which will affect the scout's attitude score and overall score. The methods used by Scout leaders are assembly deliberation and work-supported deliberation. Coaches can form many characteristics in various deliberation activities, including kinship, courage to express opinions and tolerance. Apart from that, scouting activities must pay attention to the three pillars of scouting education, namely,

Modern: always following developments; The principle of benefit: and the principle of obeying the code of honour, so that it can develop one's character or character.

Furthermore, the school carries out character development through religious extracurricular activities, which are usually carried out at school. The school holds extracurricular activities through continuous training. Good habits will positively influence the development of students' attitudes (erfi). By having religious extracurricular activities that are regularly used, students will get used to carrying out religious activities consciously and independently because they are already used to carrying them out. The religious extracurricular activity program will be packaged into routine activities to educate character, instil religious values, and increase religious knowledge for students. A program is a series of activities that will be carried out to achieve a specific goal (Peterson, Sirard, Kulbok, DeBoer, & Erickson, 2018). Based on the researchers' findings, the religious extracurricular activity program at SDI Lukmanul Hakim was created to support realizing the school's vision and mission, namely, creating religious school citizens. The program is created as an activity program in character education for students that instils religious values. Second, there are two activity programs created in religious extracurriculars. First, the program created by the supervisor is a collection of religious material or knowledge delivered during routine activities on Thursdays to educate students' character by providing religious knowledge that can be put into practice in life day. Second, the programs created by the management are religious activities that aim to familiarize all school residents with Islamic culture.

As for implementing religious extracurricular activities held at school, such as praying together regularly every day. The results of the researcher's interview with the teacher stated that "student activities in the morning begin with a joint prayer led by the head of each class with the aim that at the beginning of learning, goodness will be given to all parties in the school environment." From the teacher's explanation, it can be concluded that praying together, carried out before every lesson, is an activity that all students must follow because something that begins with prayer is the beginning of success. Apart from that, the teachers also accompany the students in their respective classes. By getting into the habit of praying together before starting lessons, students will get used to beginning all activities, starting with prayer first. Apart from praying together, the entire school supports extracurricular activities related to religion, such as mandatory congregational prayers, participating in Islamic holidays (the Prophet's birthday), Friday sharing programs, and all activities.

To shape character, instil religious values and teach students to practice Islamic teachings, program planning must consider the school's goals because the goals of religious extracurricular activities cannot be separated from the school's goals. This is by the opinion (Arifin & Hermino, 2017) that, in general, the principle of implementing religious extracurricular activities is carried out outside class hours and is a series of programs that can support and support extracurricular programs. One of these principles is that extracurricular activities should be considered an integral part of the entire educational program at school, not just an addition or a stand-alone activity. In line with the regulations of the Minister of Religion, namely, religious extracurricular activities are efforts to strengthen and enrich values and norms as well as develop the personality, talents and interests of religious education students which are carried out outside of intracurricular hours in the form of face-to-face or non-face-to-face (Taylor, Oberle, Durlak, & Weissberg, 2017).

The first supporting factor is the existence of assistance that involves all teachers in religious activities at school. With supervision by all teachers, they can provide stricter supervision over implementing religious activities. The second supporting factor for school religious extracurricular activities is the school principal's leadership. In this case, the principal makes reasonable efforts and coordinates with all school levels. The third supporting factor for religious extracurricular activities at school is the existence of facilities and infrastructure at school. The existing facilities are adequate for facilitating religious extracurricular activities, such as a prayer room and a classroom that can be used as a hall so that religious extracurricular activities can run well. The fourth supporting factor for religious extracurricular activities is that the school involves students with an excellent religious

education. Apart from that, the school involves alums in certain religious activities so that good relationships are established between alums and students, and the process of running extracurricular religious activities at school runs very well.

The efforts made by the school to develop character values are mainly by using character value development strategies such as guiding strategies, enforcing discipline, and trait of the month. The guiding strategy is to place slogans, taglines, posters, and other things in schools. Researchers assess that the guiding strategy was not implemented optimally because many of the existing taglines were old and dusty and had to be replaced with new ones, and the magazine's content had not been updated for a long time. The school has put up the tagline character values for smoke-free areas: keep it clean, be honest and achieve high performance, cleanliness is the basis of health, diligence is the basis of cleverness, come on, don't litter, I'm a healthy child, after urinating/defecating, please splash with enough water, thank you, be polite in the school environment 3B: dress, speak, behave, 7K: Security, cleanliness, order, actions, shade, kinship, safety. The following strategy used by the school is the trait of the month strategy; namely, the school uses teacher training and teacher delivery in the classroom and holds extracurricular activities, including arts, skills and sports. From the research findings, it can be revealed that the school has used several strategies for developing character values by (Dörnyei & Muir, 2019) strategy, namely guiding, praising and rewarding, defining and practising, enforcing discipline, and trait of the month. Schools also use praise and reward strategies and explain and train in developing character values.

Evaluations carried out by religious extracurricular coaches in schools emphasize action assessments in the form of observations of students' daily attitudes and behaviour, which can reveal the level of success in each activity related to religion. This is the coach's effort to determine whether the program, process and results are good or bad, effective or not, based on the formation and development of student character so that a decision can be made on whether the activity in question is continued or improved. 2 components become the assessment carried out by the supervisor, then from these components, the results of a successful activity will be found. Then, these results will be included in the student's report card. These components are: first, the student's personality, examined by looking at the student's daily attitudes and behaviour, and how the student interacts with friends, teachers, and the entire school community. Second, student discipline by looking at the level of student active participation in religious activities and completing assignments given by the supervisor. Learning evaluation and observation techniques can be used to assess student learning processes and outcomes, such as behaviour, relationships with fellow students, relationships with teachers, and other social relationships (Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023).

Furthermore, The Flag-raising troop's extracurricular activities are to instil national spirit, love of the homeland and defence of the country, pioneering and leadership, discipline and noble character in the context of forming character building for Indonesia's young generation. Participants in the extracurricular activity The Flag-raising Troop are male and female students on duty every Monday during the red and white flag ceremony. One of the materials for student development, which is stated in the Decree of the Minister of Education and Culture No. 0416/U/1984 concerning Preliminary National Defense Education held in schools including Marching Rules, Flag Ceremonial Procedures and Leadership Training for Pioneer and Beginner Level Students (Sudiami et al., 2019). From these objectives, it appears that The Flag-raising troop's extracurricular activities have a role in fostering and developing nationalist attitudes. This shows that The Flag-raising Troop's extracurricular activity fosters insight and awareness of the nation and forms attitudes and behaviour of love for the homeland based on national culture (Benner et al., 2016).

The researcher's interviews with school principals and teachers indicate that the planning of The Flag-raising Troop's extracurricular program involved multiple parties, including student supervisors, coaches, and members of The Flag-raising Troop, specifically students. Who participated in the extracurricular activities of The Flag-raising troop. The extracurricular organisational structure of The Flag-raising Troop involves the participation of five parties. The first party consists of the principal,

student supervisor, supervisor, trainer of The Flag-raising Troop, and the commander of The Troop. The extracurricular execution of The Flag-raising Troop consists of routine activities that take place on Saturdays from 13.00 to completion. Incorporating this regular exercise can cultivate and promote a sense of patriotism among students. The actions conducted are as follows: (1) Regular activities including the use of materials related to the Flag-raising troop, such as training exercises, practice sessions for handling the red and white flag, learning the national anthem and educational material pertaining to mental health. Next, the field materials consist of marching, physical, ceremonial, and outbound training. The events include Monday ceremonies, National holidays celebrations, The Flag-raising troop competition, Commemoration of the independence of the Republic of Indonesia, uniform purchase, Joint The Flag-raising troop training, and Implementation of formation.

Based on the observations, the researcher concluded that implementing the extracurricular activities of The Flag-raising Troop encountered several obstacles originating from internal and external factors, both from the school environment and from outside the school environment. These obstacles include students' need for more interest and motivation to participate in The Flag-raising Troop extracurricular activities; extracurricular activity schedules, which often conflict with other student activities such as group assignments, tutoring, and problems with Olympic activities, are also necessary obstacles. Overcome. Given the material delivered by the trainer, students tend to get bored with The Flag-raising troop material and field material, which causes students to need help absorbing the material well. Then the problem is that parents tend to want their children to avoid taking part in The Flag-raising Troop's activities, which only makes their children unable to concentrate and receive lessons well at school. The Flag-raising Troop's supervisors, trainers, and school must be able to build interest and motivate students to be even more enthusiastic about participating in The Flag-raising Troop's extracurricular activities. The Paskibra activity schedule conflicts with other extracurricular activities. The school tries to arrange the Paskibra activity schedule so that it does not coincide with other extracurricular activities. Then, the school must collaborate with student counsellors and coaches to hold discussions with the student's parents so that they do not worry about their children's achievements if they actively participate in The Flag-raising Troop's activities. Parents were given the understanding that The Flag-raising Troop's activities had many positive and beneficial things for students.

The school's efforts to develop students' character education through extracurricular activities use the Talcott Parson structural-functional approach, where this theory discusses structural functionalism starting from four essential functions for all action systems known as the AGIL scheme (Adaptation, goal attainment, integration, and latency) (Fakhrurrozi et al., 2023). Firstly, adaptation is done by dealing with emergencies, and the system must adapt to the environment according to needs (Mahmud & Manda, 2016). As in carrying out extracurricular activities, students are expected to be able to adapt to their environment and adapt to the people around them. For example, in scout activities, students must be able to adapt to whom they associate with, significantly people they have just met because the environment and people around them greatly influence the formation of students' character. Second, achieving goals is very important because this system must be able to define and achieve general goals (Peterson et al., 2018). In extracurricular activities carried out by students, for example, social care movements have goals they want to achieve, so they must be optimal and function according to their respective duties because students have a goal of helping people who need help. Third, integration means that a system must be able to regulate and maintain the relationships between the parts that are its components, in addition to organizing and managing the three previous functions (Morgan et al., 2016). This means that the structure of extracurricular activities, especially in the implementation of each activity carried out by students, must be able to maintain their respective duties and functions so that students can form a responsible character. Fourth is pattern maintenance; a system must maintain and improve individual and cultural motivational patterns (Syawal, 2019). Students must also improve motivation besides retaining the interaction patterns and systems implemented. For example, in

extracurricular activities at SDI Lukmanul Hakim, they must keep the structure and function according to the responsibilities carried out.

The positive implications obtained by researchers from several informant sources and direct observations include social spirit and communication skills. This occurs because of several factors, especially the environment, which influences students' character. Teachers try to recruit students to join in extracurricular activities to gain experience and develop students' character so that they do not deviate from things. It is proven that students now have much time for practice and extracurricular activities, so they do not have free time to behave defiantly. Extracurricular activities can help realize character education as implemented in the curriculum. This extracurricular activity shapes students' character by developing a social spirit, communication skills, discipline and responsibility. The school instills student character through several forms of extracurricular activities and provides motivation, habituation, and the application of sanctions for students who are disciplined and irresponsible when given assignments.

4. CONCLUSION

Efforts to cultivate character education through extracurricular activities aim to instill religious values, honesty, tolerance, discipline, and responsibility. This is achieved through various routine activities such as teacher and student picket duty, as well as flag ceremonies. Additionally, spontaneous activities like advising, reprimanding, and assisting with incidental activities contribute to character development. Role models and conditioning, such as promoting environmental cleanliness and using character education taglines, further reinforce these values. The implementation of character education through extracurricular activities is progressing smoothly and efficiently. This includes a group prayer conducted by the principal's office before lessons, which all students attend, as well as a program focused on reading and writing the Al-Qur'an, which prepares students for studying the religious text. The key factors that contribute to the advancement of character education through extracurricular activities include comprehensive teacher mentoring, effective leadership from the school principal through dedicated efforts and coordination with staff, wholehearted support and enthusiasm towards extracurricular activities, and the provision of adequate facilities and infrastructure. However, a significant hindrance is that several students still lack organization and consciously abstain from engaging in extracurricular activities. There is a need for further improvement in the infrastructure for extracurricular activities, particularly in terms of the availability of space and camping equipment.

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