

# The Role of Extracurricular Activities in Character Building for Elementary School Children through the Integration of Local Values

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## Abstract

This study aims to explore the role of extracurricular activities in shaping the character of elementary school children, as well as to examine the integration of local values in these activities. This study employs a qualitative approach with a case study design involving eight informants—teachers, parents, principals, and students—who are actively involved in extracurricular activities. Data were collected through semi-structured interviews and analyzed using a thematic analysis approach. The results of the study indicate that extracurricular activities in elementary schools have a significant influence on developing students' character, such as discipline, cooperation, leadership, and a sense of responsibility. Extracurricular activities such as Scouting, Paskibraka, futsal, and drum band play an essential role in fostering positive character in students. Additionally, these activities incorporate local values, such as cooperation and environmental responsibility. Despite challenges related to time constraints and limited resources, support from schools, teachers, and the community is crucial to maximizing the benefits of these activities. This study reveals that integrating local values into extracurricular activities not only strengthens students' character but also preserves local culture and traditions while reinforcing national pride and cultural identity. The findings of this study are expected to contribute to a deeper understanding of the role of extracurricular activities in character education and provide recommendations for the development of more effective educational policies in elementary schools.

**Keywords:** Extracurricular Activities; Character Development; Local Values; Elementary Schools

## Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran kegiatan ekstrakurikuler dalam pembentukan karakter anak usia sekolah dasar, serta mengkaji integrasi nilai lokal dalam kegiatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus, yang melibatkan delapan informan terdiri dari guru, orang tua, kepala sekolah, dan siswa yang terlibat aktif dalam kegiatan ekstrakurikuler. Data diperoleh melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa kegiatan ekstrakurikuler di sekolah dasar memiliki pengaruh signifikan dalam mengembangkan karakter siswa, seperti kedisiplinan, kerja sama, kepemimpinan, dan rasa tanggung jawab. Kegiatan ekstrakurikuler seperti Pramuka, Paskibraka, futsal, dan drumband berperan penting dalam menumbuhkan karakter positif siswa. Selain itu, kegiatan ini juga mengintegrasikan nilai lokal, seperti gotong royong dan rasa tanggung jawab terhadap lingkungan. Meskipun terdapat tantangan terkait keterbatasan waktu dan sumber daya, dukungan dari sekolah, guru, dan masyarakat sangat penting untuk memaksimalkan manfaat kegiatan ini. Penelitian ini mengungkapkan bahwa integrasi nilai lokal dalam kegiatan ekstrakurikuler tidak hanya memperkuat karakter siswa, tetapi juga melestarikan budaya dan tradisi lokal, serta memperkuat rasa kebangsaan dan identitas budaya. Hasil penelitian ini diharapkan dapat memberikan kontribusi dalam memahami lebih jauh peran ekstrakurikuler dalam pendidikan karakter dan memberikan rekomendasi bagi pengembangan kebijakan pendidikan yang lebih efektif di sekolah dasar.

Kata Kunci: Kegiatan Ekstrakurikuler; Pembentukan Karakter; Nilai Lokal; Sekolah Dasar

## INTRODUCTION

Character development in elementary school children plays a vital role in education, considering that this period is a crucial stage in their psychological and social development. Character encompasses the development of attitudes, behaviors, and moral values that form the basis of children's social and emotional lives (Berutu & Herawati, 2023; Hadisi, 2015; Kamila, 2023). Good character enables children to interact positively with their surroundings and develop healthy, productive thinking patterns that will be beneficial in the future. Therefore, attention to character development in elementary school-aged children should be a focus in the educational process. Character education in Indonesia, especially at the elementary school level, has become an integral part of the educational curriculum. The goal of character education is to develop positive attitudes,

including discipline, honesty, responsibility, and respect for others (Berutu & Herawati, 2023; Hadi, 2011; Hadisi, 2015; Kamila, 2023). Extracurricular activities play an important role in supporting character development. Extracurricular activities offer students opportunities to channel their interests and talents while developing social skills, leadership, cooperation, and self-responsibility outside of formal class hours.

Extracurricular activities at the elementary school level encompass a variety of activities, including sports, arts, scouting, and religious activities, all of which are crucial for the development of students' character. Research by Masnawati et al. (2023) shows that extracurricular activities play a significant role in shaping students' character, including improving discipline, integrity, and social skills. Students not only learn new skills but also the importance of valuing hard work, respecting others, and working together as a team. Another study by Mulyana et al. (2023) revealed that extracurricular activities can enhance students' creativity, character, and social interaction. Although many studies have demonstrated the benefits of extracurricular activities in character development (Anton et al., 2024; Hidayati, 2021; Yusdinar & Manik, 2023), further research is needed to integrate local values into these activities. Values such as cooperation, a sense of responsibility toward the environment, and appreciation for local culture and traditions are important to instill in students. Through extracurricular activities that integrate local values, students not only develop good character but also preserve the nation's cultural wisdom and strengthen their sense of national identity and cultural identity.

Education in Indonesia is more than just acquiring academic knowledge in the classroom; it encompasses a broader perspective that extends beyond the classroom. In addition to understanding concepts from various subjects, students also need to develop skills, character, and interests that can help them succeed in life. Holistic education also encompasses activities outside the formal curriculum, commonly referred to as extracurricular activities. Every student has potential, talents, and interests that need to be empowered, and self-development can be achieved through continuous practice and dedication. Therefore, channeling students' talents and interests is relevant in supporting their character development. Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2004 concerning Extracurricular Activities, extracurricular activities in elementary schools are conducted outside of school hours and under the supervision of education to enhance cognitive, affective, and psychomotor intelligence. Extracurricular activities provide students with the opportunity to develop social skills, cooperation, and leadership, as well as adapt to real-world challenges. Additionally, extracurricular activities provide students with the space to explore their interests and talents, such as music, visual arts, or science, thereby helping them build a unique identity.

In the era of technology and global competition, social skills and soft skills are becoming increasingly important. Extracurricular activities encourage students to interact, collaborate, and communicate with others. They learn to respect differences, work together in teams, and overcome challenges together. Extracurricular activities are an integral part of the school experience that extends beyond the academic curriculum, providing students with opportunities to gain valuable experiences outside the classroom. In this diverse environment, students not only learn but also grow and develop in various aspects of life.

However, the development of extracurricular activities in elementary schools still faces challenges. Limited time, resources, and low student participation in some activities are obstacles that need to be overcome. The development of extracurricular activities that can accommodate students' interests to the fullest is also an important issue. Therefore, efforts are needed to optimize extracurricular activities by involving various parties such as schools, teachers, parents, and the community. Relevant and interesting extracurricular programs need to be developed to support more effective character-building.

This study aims to explore the contribution of extracurricular activities to character development among elementary school children and examine the extent to which integrating local values into these activities can strengthen character development among children. Integrating local values into extracurricular activities is hoped that students will not only develop positive character but also help preserve the nation's cultural wisdom and strengthen their sense of nationality and cultural identity. The results of this study are expected to contribute to a deeper understanding of the role of extracurricular activities in character education and provide recommendations for the development of more effective educational policies in elementary schools. The gap found in previous studies lies in the lack of attention to how local values can be integrated into extracurricular activities. Existing research has focused more on the impact of extracurricular activities on social and academic skills. However, there has been little discussion about the influence of applying local cultural values on student character development.

## METHOD

This study employs a qualitative approach with a case study design to investigate the role of extracurricular activities in the character development of elementary school-aged children and to examine the impact of incorporating local values into these activities. The qualitative approach was chosen because this study aims to gain a deep understanding of the phenomena occurring and to provide insights into how extracurricular activities contribute to children's character development.

This study involved eight informants, consisting of two teachers, two parents, one school principal, and three students who actively participated in extracurricular activities. Informants were selected using purposive sampling, which involves selecting participants based on their relevance to the research topic. Teachers were selected because of their involvement in guiding extracurricular activities; parents were selected because they could provide insights into the impact of extracurricular activities on children's character development; the principal was selected because they had insights and policies related to extracurricular activities at school, and students were selected because they could provide personal perspectives on the benefits of extracurricular activities.

Data collection was conducted through semi-structured face-to-face interviews. The interviews were guided by a set of pre-prepared questions, focusing on the role of extracurricular activities in shaping students' character, such as discipline, responsibility, cooperation, and the influence of local values on students' character. The interviews also explored how extracurricular activities develop students' social and personal skills. All interviews were recorded and transcribed to ensure the accuracy and completeness of the data obtained.

The data collected from the interviews were then analyzed using thematic analysis. The transcribed data were grouped into main themes related to the role of extracurricular activities and the integration of local values in shaping students' character. The analysis process involved identifying patterns or categories that emerged from interviews with different informants. Findings from the thematic analysis were compared with relevant literature to ensure the accuracy and depth of the research results.

The validity of the instruments in this study was tested through content validity, which ensured that the interview questions covered all aspects relevant to the research objectives. Instrument validation was conducted by seeking the opinions of experts in the field of character education to ensure that the interview questions were consistent with the research objectives. To ensure data reliability, interviews were conducted with various informants (school principals, teachers, parents, and students), and the interview results were compared to assess the consistency of the responses provided.

All data collected was kept confidential to protect the privacy of the informants. Prior to the interview, the researcher provided a clear explanation of the research's purpose, the procedures to be

followed, and the rights of the informants as research participants. Informants were given the freedom to participate or withdraw from the study at any time without any consequences. To maintain data validity, source triangulation was conducted by comparing data obtained from multiple informants to ensure the consistency and accuracy of the results.

Research ethics approval was obtained by ensuring that all informants understood the research procedures and had given their informed consent to participate. The researcher explained the purpose of the research and the rights of informants at every stage of the research to ensure that the research was conducted by applicable ethical principles. This approach aims to gather valid and relevant data on the role of extracurricular activities in children's character development and the impact of local value integration on students' character formation in elementary schools.

## **RESULT AND DISCUSSION**

### **1. The Role of Extracurricular Activities in Character Building of Primary School Children**

Extracurricular activities in primary schools play a significant role in shaping students' character, particularly in developing positive attitudes that are essential for them. Previous research has shown that extracurricular activities not only improve students' technical skills but also develop social, emotional, and moral values essential to their lives (Aldi, 2024; Nuryanto & Badaruddin, 2019; Pare & Sihotang, 2023; Sari, 2011). For example, research conducted by Masnawati et al. (2023) stated that extracurricular activities play a role in improving students' discipline, integrity, and socialization skills. Research by Mulyana et al. (2023) also revealed that extracurricular activities can develop creativity, character, and positive social interactions in the school environment. Here are some important roles of extracurricular activities in the character-building of elementary school children:

#### **a. Discipline Development**

Extracurricular activities play a crucial role in fostering a disciplined attitude in students, which is one of the key foundations in character building. Activities such as Scouts, Paskibraka, and futsal teach students to respect time, follow the rules, and take responsibility for their commitments. The school principal (B.S.) explained that Scout activities, conducted every Saturday, provide structured discipline training, where students not only learn skills but also learn to manage their time between studying and extracurricular activities. The sports teacher (A.R) also stated that futsal emphasizes discipline in training and matches, which makes students understand the importance of following schedules and rules. Students involved in the drum band (I.P.) added that this activity taught them discipline in practicing and performing as a team. Previous research by Cerlin et al. (2024) also demonstrated that extracurricular activities, such as scouting and sports, play a significant role in fostering discipline, which in turn shapes students' characters, both in school and in their social lives. From the above, extracurricular activities serve an important function in the development of student discipline. The discipline learned in these activities fosters positive character development that will be beneficial in the future.

#### **b. Cooperation Development**

Cooperation is one of the most important values taught through extracurricular activities. Scouting, futsal, and drumming drum band teach students to work together in teams, appreciate each other's roles, and learn to communicate effectively. The Scout teacher (N.M.) revealed that these activities teach students to support and appreciate one another's roles in group activities. Futsal, according to a student (M.A), encourages them to work together with the team, appreciate each role, and coordinate in achieving a common goal. Drumband, as stated by the student (R.P.), teaches them to harmonize movements and sounds in order to perform compactly as a unified unit. Extracurricular activities that involve cooperation, such as sports and arts, strengthen social skills and collaboration

among students (Andini & Fakhri, 2025; Asmadi & Arlina, 2025; Barokah et al., 2024; Mahendra & Gunansyah, 2024).

The cooperation taught in extracurricular activities not only improves students' ability to work together but also helps them develop an attitude of mutual support in everyday life. This team experience prepares them to face challenges in the world of work and social life.

### **c. Leadership Development**

Extracurricular activities also play a role in developing students' leadership skills. In activities such as Paskibraka and Scouts, students are allowed to lead and make decisions. The Principal (B.S.) explained that Paskibraka provides leadership training, allowing students to lead the line and coordinate the ceremony. The Scout teacher (N.M.) added that this activity teaches students to be leaders, both in training and in other activities. Active students in Scouting (D.K) revealed that they learned to lead their friends and take responsibility for group activities. Research by Cerlin et al. (2024) also demonstrates that extracurricular activities, such as Paskibraka and Pramuka, play a crucial role in training students to become responsible leaders with integrity.

Leadership developed through extracurricular activities will provide students with valuable skills and experiences that will last a lifetime. In addition, the experience of leading in various activities also equips them with the skills needed to become resilient and integrity leaders in the future.

### **d. Developing a Sense of Responsibility**

Extracurricular activities play a role in shaping students' sense of responsibility for their tasks and roles. In futsal, drum band, and Paskibraka, students are taught to take responsibility for their roles in teams and activities. The futsal teacher (A.R) revealed that futsal teaches students to be responsible for their performance on the field and to appreciate the contribution of each team member. Students involved in the drum band (I.P.) added that they feel responsible for practicing with full commitment in order to perform well with their group. Paskibraka, which involves many students in planning and execution, teaches them to take great responsibility in carrying out their duties. Research by Agustina et al. (2023) also shows that extracurricular activities help students develop a sense of responsibility, which is very important in their lives.

Extracurricular activities provide students with opportunities to develop a sense of responsibility, which they learn through various tasks assigned to them. This sense of responsibility also benefits students in their lives outside of school, both in their professional and social lives. Student character building. Activities such as Scouts, Paskibraka, futsal, and drumband provide students with opportunities to develop social values that underlie positive character, including discipline, responsibility, cooperation, and leadership. Research conducted by Mulyana et al. (2023) and Masnawati et al. (2023) shows that extracurricular activities contribute to strengthening students' social character, as well as equipping them with skills that are useful in their future social and professional lives.

Through Scouting and Paskibraka activities, students learn about discipline and responsibility, while futsal and drum band emphasize the importance of teamwork and leadership. Involvement in these activities helps students develop self-confidence, the ability to work in teams, and respect for others' opinions. Bandura's social learning theory also supports this, stating that social experiences and role models in extracurricular activities can shape student behavior and teach positive values (Ahn et al., 2020; Hujaeri et al., 2024; KILINÇ et al., 2018; Susanti, 2022; Yusuf, 2024).

Overall, extracurricular activities in primary schools not only play a role in developing students' technical skills but also contribute significantly to their character development. This strongly supports the broader objectives of character education, such as the development of discipline, cooperation, leadership, and a sense of responsibility, which are the basis for forming a better person ready to face life's challenges.

## **2. The Role of Local Value Integration in Extracurricular Activities on Student Character Building**

Extracurricular activities in elementary schools play a crucial role in student character development, particularly when local values are integrated into these activities. Local values, such as cooperation, environmental responsibility, and respect for local culture and traditions, can make a significant contribution to developing student character. Activities such as Scouts, Paskibraka, futsal, and drumband become a means to instill fundamental social values, such as discipline, responsibility, cooperation, and leadership. Research by Hidayat (2024) and Masnawati et al. (2023) revealed that extracurricular activities not only strengthen students' technical skills but also provide a foundation of social values that are useful in their lives.

One extracurricular activity that integrates local values is Scouting, where students are not only taught survival skills but also the importance of cooperation and cooperation in achieving common goals. The Principal (B.S.) emphasized that the value of gotong royong is at the core of Scouting activities, which aims to teach students to support one another and take responsibility for each other. In interviews, students who participated in Scouting, such as I.P., stated that they felt more open and ready to help their friends thanks to the experience they gained in this activity.

Paskibraka's activities also teach a sense of patriotism and nationalism, which are very relevant to local values. According to the Sports Teacher (A.R.), Paskibraka not only teaches discipline but also respect for the country's symbols. Students who participated in this activity acknowledged that they gained a great deal of knowledge about leadership and mental resilience. Students like M.B. from class 6A, who participated in Paskibraka, said that this activity gave him a sense of confidence and appreciation for the country and the nation's cultural heritage.

Futsal and drum band activities are also instrumental in developing local values, especially teamwork and responsibility. Futsal, as a team sport, teaches students about the importance of cooperation in achieving a common goal. As stated by a student (M.B.), futsal activities help them learn to organize strategies, collaborate, and respect their teammates. Drumband, on the other hand, teaches coordination and cohesiveness in a group, as well as a sense of responsibility for the role of each team member. One student (A.N.A.N.) said that in drum band, they learn to listen to each other and function as a solid team.

However, although integrating local values into extracurricular activities has a positive impact, some challenges remain. Limited time and resources are obstacles faced in implementing local values to the fullest. The principal (B.S.) revealed that, although there is a great effort to integrate local values into extracurricular activities, the limited facilities and time available are the main challenges. However, she also emphasized that the spirit of continuing to improve and develop extracurricular activities remains supported by teachers, parents, and the community.

Overall, extracurricular activities that incorporate local values play a crucial role in developing students' character. Through activities such as Scouts, Paskibraka, futsal, and drum band, students not only learn technical skills but also develop deep social values, including gotong-royong, responsibility, cooperation, and leadership. Despite the challenges, strong support from the school and community makes these activities effective in shaping students' better character.

## **CONCLUSION**

Overall, this study demonstrates that extracurricular activities in primary schools play a crucial role in shaping students' character. Activities such as Scouts, Paskibraka, futsal, and drum bands not only improve students' technical skills but also teach important social values, including discipline, cooperation, leadership, and responsibility. The integration of local values, such as gotong royong, respect for culture, and environmental responsibility, further strengthens students' character and preserves local cultural wisdom. However, although these extracurricular activities have a

positive impact, challenges related to limited time and resources are obstacles that need to be overcome. Full support from schools, parents, and communities will be crucial to maximize the benefits of these extracurricular activities.

A suggestion for future research is to explore further more specific applications of local values in other types of extracurricular activities. Further research could also expand the scope of this study by involving schools in more diverse areas, thereby providing a more comprehensive insight into the role of local values in extracurricular activities across various contexts. In addition, it is essential to examine how education policy can more effectively support the implementation of extracurricular activities that not only develop technical skills but also foster students' positive character sustainably.

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