



Primary School Students' Considerations In Electing Extracurriculars

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Abstract

The purpose of the research carried out is to explore information about internal and external factors that influence student interest in the implementation of extracurricular activities at SDIT Muhammadiyah Al-Kautsar. The research method is qualitative on a case study approach. The subjects of this research included the head of student affairs and students of SDIT Muhammadiyah Al-Kautsar. Data collection using interview, documentation and observation techniques. The research carried out in this analysis technique uses the stages of collecting data, reducing data, presenting data, and drawing conclusions. The results of the study prove that the interest of students who take part in futsal extracurricular activities is higher than other extracurricular activities. The biggest internal factor influencing the selection of futsal extracurricular activities is aspiration, while the internal factor influencing the selection of archery extracurricular activities is motivation. The external factor that influences both is family in the form of support both in prayer, motivation and material.

Keyword: extracurricular; internal factors; external factors

Introduction

Interests, talents, and creativity are among the most important factors in supporting the success of quality education (Nurdiana, 2021). Interest is students' initial capital when choosing extracurricular activities they will participate in later. Students' interest will be seen if they voluntarily participate in

extracurricular activities without burden or coercion (Candramustika et al., 2020)

Extracurriculars are services at school for students to channel their talents. According to Udin (2019), Extracurricular activities are activities to help increase the interests and talents of students who tend to develop in enrichment and improvements related to curricular and intracurricular programs.



Next, based on the opinion of Arifudin (2022) Extracurricular activities are generally activities that are created as a means for students who have an interest in taking part in these activities, which are appropriate to the interests, personality, talents, hobbies, and creativity of the students themselves.

Through extracurricular activities, students can indirectly disciplined (Hidayat et al., 2021; Mina et al., 2020; Noviana et al., 2021). Extracurricular activities are divided into several factors that influence students to participate in extracurricular activities. Many factors can influence students' motivation to take part in extracurricular activities, both in terms of factors originating from the students themselves and factors that arise from outside, for example, the influence of friends, parents, teachers, or the environment (Pangestu, 2021) . Pralita (2015) proves that interest in participating in extracurricular activities is mostly supported by the students themselves, namely social needs (11.45%), then attitudes from parents (10.7%) and relationships from teachers or students, namely (10.7%) have a high influence that comes from outside the students themselves. Furthermore, the most dominant factor is social needs which is included in the intrinsic factors at 11.45%. Factors that influence students' interest in participating in extracurricular activities include intrinsic factors and extrinsic factors. The research results are from Arduta (2020) proves that the factors that influence students' interest in choosing extracurricular badminton are 36.05% of internal factors, 18.14% of feelings of happiness, and 17.91% of interest indicators. Meanwhile, external factors influence students' interest in choosing

extracurricular badminton, 63.95% are formed from indicators originating from the coach, 16.22%, then indicators for the environment, 16.27%, then indicators for facilities, 15.71%. and the indicator for families is 15.75%.

Previous research revealed that many factors influence the emergence of interest in each person. Dedi (2022) stated that students' interest in participating in extracurricular activities is high due to the school's attention to extracurricular activities and the facilities or infrastructure that support them. Putri (2021) stated that the factors that influence students to participate in extracurricular activities are strong encouragement and support from the student's parents, playmates, or teachers. Rahayu (2022) states that external actors dominate students' interest in achieving achievements from extracurricular sports activities, namely taekwondo at SMKN 2 Pamekasan.

Based on data or research carried out previously, shows that children take part in extracurricular activities according to their interests. However, several studies related to factors that influence students' interest in extracurricular activities need to be studied in more depth. This research was conducted because SDIT Muhammadiyah Al-Kautsar contains several diverse extracurricular activities, however, not all of them have quite good achievements in them, so researchers are interested in knowing how the extracurricular activities are organized and what factors influence children's interest in participating in the activities. The research carried out aims to explore information about internal and external factors that influence students' interest in



carrying out extracurricular activities at SDIT Muhammadiyah Al-Kautsar.

The results of research can provide insight into improving the implementation of extracurricular activities in other elementary schools with a focus on realizing potency creativity and through extracurricular activities, each student will be freer to express their interests or talents. Students make the right choice of activities according to their desires so that students can improve to the maximum according to the potential they have.

Method

The research carried out used qualitative research methods using a case study approach (*case study*). According to Sugiyono (2021) Qualitative research, which is based on the philosophy of postpositivism, is used to investigate natural object conditions, where researchers function as key instruments. The research carried out uses objects, namely factors that influence interest in extracurricular activities at SDIT Muhammadiyah Al Kautsar Gumpang, Kartasura. The subjects of this research were student affairs leaders and students who actively participated in extracurricular activities during the research period. The research was carried out using interview instruments, documentation, and observation. The data collection technique uses interviews, documentation, and observation. The research carried out in its analysis technique uses Milles and Hubberman, namely using four stages: 1) data collection, 2) data reduction, 3) presentation of data, and 4) concluding.

A collection technique is a process of collecting data from the field using interview techniques. The researcher involved the head of student affairs and thirteen students were selected randomly. Then interviews will be held in October - November 2023 at SDIT Muhammadiyah Al Kautsar Gumpang and the Futsal Center Singopuran, Kartasura. Observations were carried out in October - November 2023 at SDIT Muhammadiyah Al Kautsar Gumpang, SMP Muhammadiyah Al Kautsar Gumpang Field, and Futsal Center Singopuran, Kartasura.

A data reduction is carried out in the selection process, with a focus on the subject matter, abstraction, and transformation of data obtained from the field. This process continues throughout the research process until the end of the research is completed. In the next stage of presenting data, the researcher displays a collection of information that is arranged and provides an opportunity to draw conclusions and take action. In presenting the data, it is like a table containing a description of the results of the research into a narrative text model. Furthermore, the data that has been explained is used in the discussion process. Until the discussion is directed, objective conclusions can be obtained.

Result and Discussion

Result

A. Internal factors

1) Motivational Factors

In this motivational aspect, researchers want to reveal the motivation behind students in choosing



extracurricular activities. Student A explained that:

"Yes, he was motivated because there were parents who had previously participated in archery."

Student A explained that he took up archery because his parents had taken archery before and he was motivated by that. From the interviews conducted, the informant who explained that he was motivated by something was only found in the first informant, the remaining students did not mention any motivation for choosing related extracurriculars.

2) Aspirations Factor

Student R explained that he had goals related to extracurricular futsal, namely wanting to become a football player by presenting the following information:

"Yes, his dream is to become a football player"

The same thing was also mentioned by student F, in the interview who also said that he had dreams of becoming a soccer player. In the next interview, student M, as a member of the futsal extracurricular, also specifically stated the following:

"I want to be a soccer player, but if that doesn't work, I want to be a futsal player, which is still somewhat the same."

Student R also explained that his dream was to be a soccer player. This is

followed by data from student N who gives the following explanation:

"Taking part in futsal is one way to make my dreams come true"

Student E explained that he had a high desire to take part in futsal extracurricular activities as explained as follows:

"Aspires to be a soccer player, wants to enter the national team"

After conducting interviews with the futsal team, researchers conducted similar interviews with students who took part in the archery extracurricular. From the four informants, information was obtained that there was no data that stated that the reason for choosing an archery extracurricular was based on ideals. In this case, it can be seen from each interview with students A and K who explained:

"If you can, become a pediatrician, but if you don't become a doctor, become a teacher" (A)

"Want to be a doctor" (K)

In this case, it can be seen that students do not choose archery extracurriculars based on their aspirations. The same thing was also found in student A who stated:

"I want to be an entrepreneur and YouTuber"

From this confession, it can be seen that student A's desire to take part in archery is not based on a view of the future that is in line with his aspirations.

3) Talent Factor



In the aspect of talent factors included in this internal factor, researchers want to know to what extent talent factor background determines extracurricular selection. In the interview research instrument, questions were asked about whether or not students knew about the talents they previously possessed to ultimately decide to take part in the futsal extracurricular at SDIT Muhammadiyah Al-Kautsar. In an interview conducted by student N explained:

" There is talent, I usually practice soccer at home too, and I have participated in tournaments too, so I want to develop in futsal

From student N's presentation, information was obtained that his understanding of his talent for playing big football, both soccer and futsal, could be a factor in developing his potential or talent.

Next, the researcher conducted an interview with student Y, in the question regarding talent factors, student Y stated that there were other talents that he had, but because he preferred or was interested in pursuing major fields such as soccer and futsal, he decided to focus on in the sports game. Thus, this is shown in the results of the interview which states that:

" Since grade 2, I have liked futsal, I have also taken part in SSB training, Football School"

However, this is different from the information obtained from student N, who explained that:

" Before joining futsal, I didn't feel like I had any talent"

Student N explained that he only discovered his talent after taking part in the futsal extracurricular at SDIT Muhammadiyah Al-Kautsar. Furthermore, student F stated that he knew that he had talent in futsal extracurriculars as evidenced by the following interview conversation:

" There is talent, yes, it's like you already know how to find out positions (when playing futsal)"

After conducting interviews with the futsal extracurricular team, the researchers conducted interviews with four students who took part in the archery extracurricular. Students A, K, and A stated that he admitted that he did not have any talent for playing archery. However, student A claims to have talent in this extracurricular. Thus, this is shown in the results of the interview which states that:

" There (talent), can play"

From this, it was found that the four students interviewed were only student A who took part in the archery extracurricular because of the talent that existed within him. This is in line with the results of interviews conducted by researchers with supporting informants, namely Teacher W, who stated :



"Why does futsal always have achievements every year, because there are many children who have an interest in it, so you just have to choose talented children and then there is regular training, then there are experienced coaches, and last but not least, there are many futsal competitions held. held in various tournaments or championships out there, so that's what makes futsal from year to year increasingly makes children excited."

Based on the interview excerpts as well as data from documentation and the observation process, it can be concluded that futsal extracurriculars are superior to archery extracurriculars in terms of achievement. Students who have talent and have goals related to the extracurricular activities they participate in are more enthusiastic about participating in activities. This statement is supported by evidence of general achievement recapitulation data and excerpts from interviews with the head of student affairs and several students who actively participate in extracurricular activities.

B. External Factors

1) Teacher Factors

In this indicator, researchers conduct research that is used to check whether students choose extracurricular activities because of the teacher's reasons or recommendations from the teacher or not. Researchers conducted interviews

with students and the deputy head of student affairs in search of information related to this matter. From interviews with key informants, researchers did not find any information about teacher factors used as reasons for choosing extracurricular activities at SDIT Muhammadiyah Al-Kautsar.

2) Family Factors

Researchers conducted interviews with thirteen students which produced the following information.

Student R explained that he was fully supported by his parents and also received motivation from his brother whose career had been in this big ball game. Student R's detailed explanation is illustrated in the following interview:

"(parents) support, my uncle used to be a football player but that's all for now"

The same thing was also mentioned by students F and N who explained that they were given support by their parents in the form of encouragement and accompanying them when there was futsal practice.

Another form of family support was obtained by student M who stated:

"(a form of support) Like buying shoes, accompanying you to the field, accompanying you when you compete"

From other futsal teams, there was no information that they chose the futsal extracurricular factor due to coercion or recommendations from their parents. In this case, it can be seen that the role of



parents is not a factor in choosing to be more about supporting students.

After conducting interviews with students who were members of the futsal team, researchers conducted interviews with students who were members of the archery extracurricular. From these interviews, it was found that out of four people, 1 of them chose extracurricular activities because their parents had the desire to join them.

Student A explained that one of the factors that caused him to take part in or choose extracurricular archery was reflected in the following phrase:

"Parents, I used to play archery, where did my family play it?"

From the information above, it was found that student A had the motivation to choose the archery extracurricular because of parental career factors or parental experience. Next, the researcher continued the interview with student K. He mentioned that his parents were one of the main factors why he chose the archery extracurricular. This emerged in the interview results as follows:

"Because mom told me to do it, I didn't want to"

This proves that one of the factors in children's extracurricular choices can be caused by parental influence. This is in line with the data obtained by researchers from interviews with supporting informants, namely teacher W, who stated that:

"After several years, we haven't met any talented children and I apologize to the parents who haven't supported archery, in other words, children are just trying out archery, so there aren't any children who are going all out to try archery."

From the results of interviews and based on the observation process, it can be concluded that the two extracurricular activities above are influenced by support from the family, from motivation to material. This statement is supported by documentary evidence in the field and excerpts from interviews with several students who actively participate in extracurricular activities.

3) Social Friends Factor

In the context of friends, researchers conducted interviews aimed at seeing the extent of the role of friends in influencing extracurricular choices at SDIT Muhammadiyah Al-Kautsar.

Student Y explained that social friends were one of the driving factors for choosing extracurricular futsal. This is shown in the results of the interview below:

"There is (encouragement from friends), so I invite you to come and play futsal (ex-curricular)"

This is also the same as what was said by student R who explained that he took part in futsal because of an invitation from a friend. This is shown in the results of the interview below:



"Friend, invite me (to join the futsal extracurricular)"

Student N gave a much more detailed explanation regarding the existence and reasons for choosing extracurricular futsal. This can be seen from the interview excerpt, namely:

"Because a lot of my friends took part in futsal, so I tried to join it, then suddenly I joined and immediately entered team A"

Of the other informants who took part in futsal extracurriculars, there were no other informants who mentioned the reason for choosing extracurriculars based on friends. The researcher then continued to interview informants who came from the archery extracurricular, they stated that none of them had the motivation or encouragement to choose archery because of friends.

4) Environmental factor

From the results of research conducted by researchers, information was obtained that the majority of students were unable to explain in detail questions with environmental aspects. Some of them explained that the experience they gained only came from the Football School, namely student E, the rest did not get detailed information regarding this factor.

5) Facility Factors

From the facility factor, researchers asked what extracurricular facilities were available at SDIT Muhammadiyah

Al-Kautsar, and some explained in detail about these facilities. As student N who explained:

"Yes, ball, training equipment, same field"

Other students who took futsal extracurriculars did not specifically find out how facility factors could influence the choice of extracurriculars at SDIT Muhammadiyah Al-Kautsar. Researchers then conducted interviews with students who were members of the archery extracurricular.

Student A mentioned that the facilities were one thing that made him interested and decided to take part in or join the archery extracurricular. This is illustrated by:

"I'm interested in the tools, they look fun, then the tools also make me interested, like targets, bows, and arrows, like that."

Furthermore, the researcher did not find the reasons for the facilities that emerged from the subsequent informants.

Discussion

A. Internal factors

The internal factors behind students in making choices regarding extracurricular activities consist of motivation, ideals, and talent. This statement is supported by evidence of general achievement recapitulation data, observation results, and excerpts from interviews with the head of student



affairs and several students who actively participate in extracurricular activities.

1) Motivational Factors

Aspects of motivation, several informants explained that they had strong motivation which was accompanied by reasons from the environment around them such as their uncles and closest family. According to Hidayat (2022), motivation from the family is very important for children to receive basic education to develop their natural potential. Students who have deficiencies in achievement are not due to their lack of ability, but because they lack motivation in learning so they do not make efforts to direct all their abilities. The motivational learning process is an important dynamic factor (Emda, 2018). Motivation is the support given so that you can have the enthusiasm to do something (Abduh, 2022). This shows that students' motivation that comes from outside themselves can be seen from their feelings, actions, and motivation when participating in activities. This source of motivation can come from family, friends, and their environment. This is shown by parents who are willing to deliver, follow, and buy items needed by their children.

2) Aspirations Factor

Aspects of ideals, all informants who came from extracurricular futsal stated

that the informants had aspirations that led to a big ball game that was in line with futsal, namely soccer. This passion for extracurricular activities is how students hope to achieve in the future (Zar'in et al., 2023). However, the researchers found that all informants with extracurricular activities had aspirations that had nothing to do with the choice of extracurricular activities they participated in. The informant stated that his ideals were a doctor, teacher, flight attendant, and YouTuber. According to Supriyatno (2023) In human life, academic and non-academic education have a very important role in realizing dreams or living a better life. Nofianti (2019) states that students can change their behavior effectively and efficiently or develop the potential, interests, or talents they have in achieving goals. Thus, it can be concluded that the aspect of aspirations is a factor that can influence students' choices in choosing extracurricular activities, especially futsal extracurriculars.

3) Talent Factor

In terms of talent, it was found that the average futsal student knows and chooses futsal extracurriculars because they know their interest and talent in big ball sports. Meanwhile, from what was explained by archery informants, the average student did not have initial



talent but was interested in trying the sport of archery.



Image. 1. Futsal and archery extracurricular activities

Talent can affect students' enthusiasm in participating in extracurricular activities. However, it is known that students can also identify their own talent or potential by identifying their strengths and weaknesses so that they can maximize the development of their potential (Rachman, 2018). As stated by Anggraini (2020) Every child who has a talent can be given a general identification with the characteristics below:

1. Every child will easily learn or carry out things that will become their talents without interference from other people's hands.
2. Every child will be happy or not feel burdened in practicing or trying to create more *challenging ideas*.
3. Children like creations and have a high appreciation (appreciation and understanding) of things as their interests and talents.
4. Every child will never feel bored and will always "look for" activities related to their talents, they have strong self-motivation.

5. Every child usually has skills in their field that are very prominent when compared to other skills.
6. Without digging deeply, his abilities have appeared by themselves.

This is supported by data from supporting informants, where the Deputy Head of Student Affairs, Extracurricular Coordinator at SDIT Muhammadiyah Al-Kautsar stated that on average archery is not very well known or familiar, causing students to not have an initial talent which could be a hidden talent. Bramantha (2022) This type of archery sport is still not well known and is still not popular enough, students also do not know about the sport of archery and the benefits that can be obtained if they regularly carry out this archery sport. Unlike the extracurricular sport of futsal, which is currently favored by many people, from children to adults (Fattah, 2021). The lack of encouragement from parents and the environment can also cause low talent factors to become a reason for making extracurricular choices. Prima (2020) Every parent can provide important assistance to their talented child, namely by choosing activities at home, providing security and confidence, and providing an environment with various development opportunities.

B. External Factors

The results of research based on interviews, documentation, and



observations can then be analyzed for several data which include external factors and the extent to which each factor plays a role in selecting students' extracurricular interests. Factors are divided into several aspects which include teachers, family, social friends, environment, and facilities.

1) Teacher Factors

The teacher aspect in question is the teacher's invitation to coercion factor which then causes students to ultimately choose certain extracurriculars.



Image. 2. Coach (teacher) support for extracurricular futsal activities

From this observation, we only found the teacher as a support system for students and as a guide to discover their interests and talents in non-academic areas. Researchers did not find information on factors involving teacher invitations and teacher coercion on students. Teachers must be able to create something new to encourage students to customize activities on an ongoing basis (Sulistiyawati, 2023). Wintara (2017) Every teacher has the right to a coach in developing interests, talents, and

creativity for their students, but teachers here only help their students when they are at school to find their identity and direct students where they should go. To ensure that students receive proper guidance and achieve the desired results, each extracurricular activity should always be accompanied by teachers and chaperones who are experienced in their field (Wibowo et al., 2020). The conclusion is that teachers cannot force students to take part in non-academic activities at school. The teacher's job is only to direct, accompany and fully support the activities they do.

2) Family Factors

The family aspect in question is the supportive role of parents which influences the choice and decision to take part in extracurricular futsal. Minanti (2016) stated that parental encouragement is very important in developing students' abilities to take part in extracurricular activities or other activities outside of school hours. Abduh (2022) every parent has an important role both in learning at school and at home, because every parent, especially a mother, is the first madrasah for their child. Children will lose interest in activities they are interested in if their families do not support them (Ramli, 2020). This is also supported by several family figures who may have been involved in this sport, causing an



elaboration process in the child's thinking and causing the child to be interested in pursuing this field. The role of parents in choosing sports is supported by several ways in which parents show enthusiasm, prayer support, and materials that are directly obtained by the students. This is in line with the statement Rahmadina (2021) encouragement from every parent is instrumental in support, and appreciation in forms such as motivational enthusiasm and attention. Meanwhile, informants who were members of the archery extracurricular stated that there was a little pressure from parents to take part in the extracurricular, this is in line with what the head of student affairs said, who stated that the lack of interest in the archery extracurricular was due to unfamiliarity and perhaps there had to be a little coercion to introduce archery to the students. with parental intervention.

3) Social Friends Factor

Peers have various important roles for students, namely providing encouragement, teaching various skills in the social field, and serving as examples of behavior for other students (Kurniawan, 2020) . So this triggers students to join the futsal team at SDIT Muhammadiyah Al-Kautsar.



Gambar. 3. Futsal team of SDIT Muhammadiyah Al-Kautsar

In this process, socializing with friends is very strong, especially for elementary school children. In this case, Kurnia (2017) research is correct in stating that a child will be influenced by their peers, especially in terms of attitude, behavior, interests, and appearance. Students who take part in extracurricular activities will feel happy if their peers take part in the same activities (Purnamasari, 2018). Meanwhile, in archery, the reason friends are not found is because they are more inclined towards interests and parents.

4) Environmental factor

The environmental aspects referred to are the school environment, community environment, and family environment which result in positive and good actions (Ningrum, 2020) . Some of the data mentioned only found that informants in extracurricular futsal had external factors in the form of the SSB (Soccer School) environment. According to Fitriani (2022) students who have abilities whose environmental factors do



not support them, this means that students' talents cannot be actualized in extracurricular activities. Kusuma (2020) Facilities are one of the supports for developing students' interest in taking part in extracurricular activities. According to Aldhila (2013) facilities is the second dominant indicator rather than extrinsic factors that attract students to take part in extracurricular activities. So in the aspect of facilities, namely the archery extracurricular, students felt that the equipment in the extracurricular was not very familiar, which caused the informant to be interested.

Conclusion

The results of the research prove that students' interest in participating in futsal extracurricular activities is higher compared to other extracurricular activities as evidenced by the number of children who take part in these extracurricular activities. This shows that SDIT Muhammadiyah Al-Kautsar students have students who are talented in sports. The biggest internal factor that influences the choice of extracurricular futsal is aspirations, followed by talent, and finally motivation. Meanwhile, the internal factor that influences the choice of extracurricular archery is motivation, and no talent or ambition factors were found. It can be said that futsal has greater potential to develop because

students already have a strong foundation. Meanwhile, extracurricular archery must be encouraged, especially to attract other students who may have hidden talents.

The biggest external factor that influences the choice of extracurricular futsal is family, namely the form of support in prayer, motivation, and materials. The same thing was also obtained from the archery extracurricular, which stated that parents gave the greatest encouragement, followed by archery facilities which caused students to have an interest in this extracurricular.

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