The Extracurricular Activity and Student Development of Secondary School: Learning from Indonesia

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Abstract

Islamic education (madrasah) mostly accepts students with economic backgrounds whose parents are poor. Thus, it makes their psychological performance low. They may have lack self-confidence, lack achievement motivation. In strengthening psychological performance, it can be intervened through students' participation both in student organizations and extracurricular activities in school. This study aims to determine the development of positive values in students at the educational unit level and the follow-up of its development at the ministerial level. Qualitative research was to track the values of extracurricular activities. Research subjects and informants at the education unit level and the ministry level. The results indicate that the development of positive values in students at the educational unit level includes academic skills development, social-emotional development, leadership development and self-confidence in all areas of extracurricular activities. Follow-up development at the ministerial level is in the form of competitions within the framework of developing these skills. This finding explains the importance of extracurricular activities to improve the positive personality and character of Islamic secondary school students.

Keywords: extracurricular activity, self-confidence, social-emotional learning, primary education, secondary education

Introduction

Education in Indonesia is organized by the government and the private sector. All of them are subject to policies made by the government. The government provides education under many ministries. However, the largest number is under the coordination of Ministry of Education and Culture (*MoEC*) and Ministry of Religious Affairs (*MoRA*) compared to other ministries—from pre-school education to higher education. Primary and secondary education under the Ministry of Education and Culture include *Sekolah Menengah Pertama*/SMP (Junior Secondary School), *Sekolah Menengah Atas*/SMA (Senior Secondary School), and *Sekolah Menengah Kejuruan*/SMK (Vocational Senior Secondary School). Meanwhile, the Ministry of Religious Affairs includes *Madrasah Tsanawaiyah*/MTs (Junior Secondary School), *Madrasah Aliyah/MA* (Senior

Secondary School) and *Madrasah Aliyah Vocational/MAK* (Vocational Senior Islamic Secondary School). The proportion of each is seen in the following table.

Table-1: Primary and Secondary Education in Two Ministries

The Ministry	Junior Secondary School		Senior Secondary School		Total
	Public School	Private School	Public School	Private School	
Ministry of Religious Affairs (MoRA)	1.499	16.667	802	8.005	82.418
Ministry of Education and Culture (MoEC)	23.227	15.733	6.732	6.763	291.788

Table 1 reveals that educational institutions under the Ministry of Religious Affairs are more predominantly private than government owned, in contrast to the Ministry of Education and Culture. This condition occurs among the reasonsa. According to Asadullah (2020), *madrasah* offers a cheaper alternative than Indonesian private schools that charge fees. In fact, private *madrasah* serve more children from the poorest families but receive less support from the government than public *madrasah* and public schools (OECD, 2015). Islamic schools and colleges are often located in poorer areas, and are valued for being in their own villages. They are also generally cheap, some even accepting agricultural product in exchange for the costs (Hays, 2015). This is in line with the research findings of Asadullah and Maliki (2018) that Indonesian *madrasah* systematically attract children from poorer households. Many *madrasah* in Indonesia systematically attract children from poorer households. *Madrasah* serving the poor usually do not have much equipment, including chairs and desks, and do not provide as much education as public secular schools and their costs usually increases in junior secondary school (Woodward, 2015). *Madrasah* in Indonesia attract children from poorer households as places to study. This condition implies *madrasah* education tends to be a niche market for poor families or households. If this situation is not steady, as stated by Munadi (2020) quoted from a Novel entitled "*Negeri 5 Menara*",

...... "Some parents send their children to religious schools because there is not enough money. The cost to enter the *madrasah* is cheaper..." .... But many more send their children to religious schools because their children's grades are not enough to enter junior and senior secondary schools..." As a result, *madrasah* become places for second-class students; leftovers... try to imagine the quality of the *buya, ustadz* and *da'i* who will graduate from our *madrasah* later. How will they be able to lead an increasingly intelligent and critical people? How will the fate of Muslims be? "......... .. *Amak* (mother) wants to give the best thing for the child for the sake of

religion. This is a noble duty for the hereafter." This statement signifies that *madrasah* and *pesantren* (Islamic boarding school) are mostly entered by students who are less intelligent, considered naughty, and have a poor economic background, which has an impact on their psychological performance.

Students considered naughty will feel inferior and not deserve to be in the environment of smart and accomplished students (Fatha, 2019). Senior secondary school students from poor families show several barriers to self-esteem aspects when going to higher education (Agustian et al., 2018). Students with low learning outcomes and unexpected results in accordance with their efforts have experienced low self-confidence (Triningtyas, 2013). Based on the level of education, it is found that students of private MTs have moderate self-confidence (Fachrudin et al., 2017). The self-confidence of State *Madrasah Aliyah* students is moderate (Rokhaniah, 2012), while self-confidence in Private *Madrasah Aliyah* students is at sufficient level (Afifah et al., 2019). This proves self-confidence mental envelops *madrasah* students.

The above statement should be a reference point that the main root of the problem of the quality of *madrasah* and religious schools in Indonesia lies in the mentality of the Muslims. This implies the concrete reality occuring in *madrasah* and other religious schools. If this goes on continuously, it means weakening the efforts to improve the quality of all levels of *madrasah* education from pre-*madrasah*, MI, MTs, MA, and MAK.

Islamic education institutions will have difficulties in improving their quality when those who enter in the institutions are students from the poor parents, students considered naughty, and students with bad report cards. This condition may give an impact on *madarasah/pesantren*. The impact is shown in the real field, according to Hanun (2015) that in 2014 there are 16364 (73%) accredited *madrasah* (MI, MTs and MA) and 6104 (27%) unaccredited *madrasah*. In 2019, the total numbers of accredited schools/*madrasah* are: Rank A is 15,805 (25.34%); Rank B is 33,827 (54.24%); Rank C is 11,317 (18.15%); and Not Accredited is 1,416 (2.27%) (BAN S/M, 2019). The quality reflected in the accreditation is partly due to the students' performance. The psychological performance of students can be improved, among others, through extracurricular activities and student organizations organized by *madrasah*.

However, taking care of the student affairs sector is sometimes underestimated by several educational components. This is reasonable because this field is not considered to have "prestige" compared to other fields in education industry. To encourage managing this field, it is necessary

to refer to Anies Rasyid Baswedan's statement (Shihab, 2016) that a high Achievement Index only leads a student to an interview call, but the leadership gained during studying at college will achieve brilliance in the future. Hence, a student having multiple and multi-tasking roles will be able to make success after graduating from school/college. He/she is not only active in learning in class but also active in student activities through student organization activities or extracurricular activities.

Based on the above explanation, the importance of student organizations and extracurricular activities can develop the students' confidence in Islamic junior secondary school and Islamic senior secondary school. This paper aims to determine the development of positive values in students at the educational unit level i.e. the Islamic junior secondary school and Islamic senior secondary school as well as the follow-up of this development at the level of the Ministry of Religious Affairs.

Literature Review

Curriculum doesn't have to end at the classroom door. Instead, after-school activities, such as extracurricular activities, can enhance student learning both in hard skills and soft skills academics. Social-emotional learning in particular can be extended during club time, helping to broaden and extend skills such as empathy and communication, self-confidence, self-regulation and social competence (Barack, 2019). Participation in extracurricular activities is only one dimension of the school experience. Yet, extracurricular and other organized activities can provide a wide variety of experiences and higher quality interaction among students and also between adults and students in the school, that can be translated into better socio-emotional well-being and learning outcomes for students (Metsäpelto & Pulkkinen, 2014). Extracurricular activities possess a certain set of opportunities in moral formation of the student because it a) integrated in the contents, technologies and give mutual enrichment of spiritual ethical standards of the subject; b) keeps the use of current humanitarian technologies, initiation of a reflection of own activity of the subject on the basis of responsibility, conscience, honesty, mutual understanding, mercy; c) promotes inclusion of substantial aspects from student's moral formation at the level of the subjects mastered by him (Sadykova et al., 2018).

Students have 6 dimensions, namely physical, intellectual, psychological, social, mental and spiritual. The six dimensions must be worked on in an integrated manner by *madrasah* to prevent

any problems in the future. The integration must involve all components, such as the picture (Depdiknas, 2007) below.
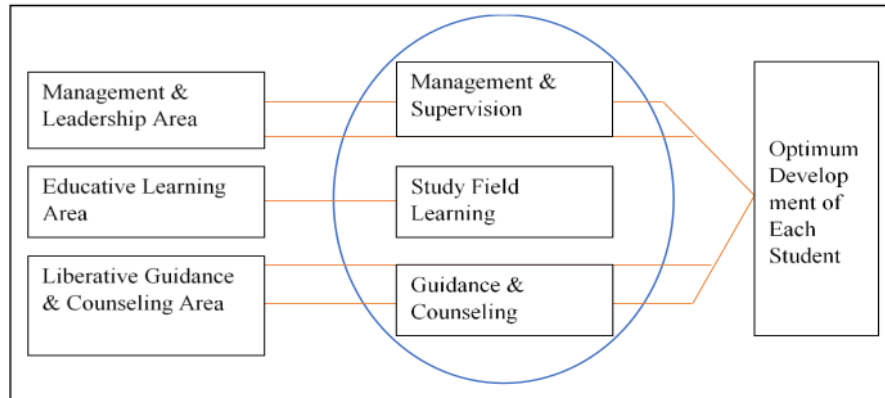
Fig 1: Optimum Development of Student

Figure 1 indicate that the optimum development of the student is carried out jointly between the components of the management and leadership areas of *madrasah*, an educational learning area, and a free guidance and counseling area. The personnel include the principal, the deputy principal of student affairs, the counseling teacher, the supervisor of intra-school student organization, the teacher of extracurricular activities as well as all school teachers and educational staffs.

Almost similar to the above statement, the development of all dimensions of students in *madrasah* can refer to the following picture (Darling-Hammond et al., 2020).
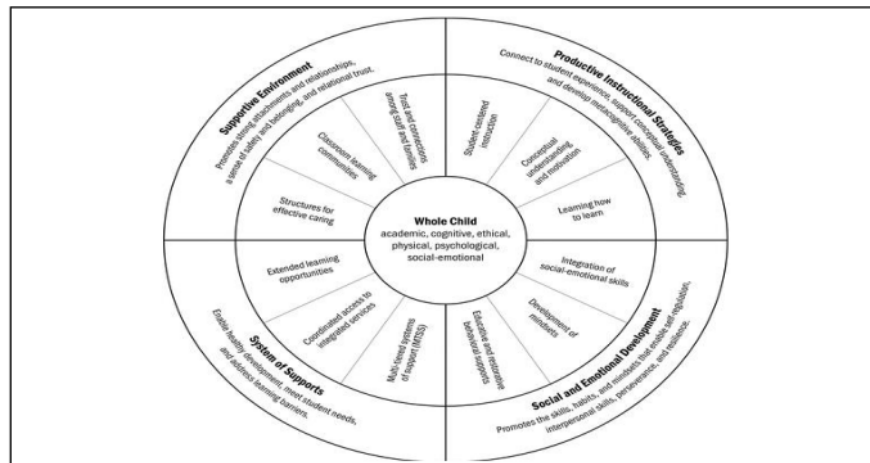
Fig 2: Whole Student Development

Figure 2 imply that student development in all dimensions must have an integration of existing components. There are 4 components, namely social and emotional development components, productive instructional strategies, environmental support and system support. All of them must be integrated each other so that students can develop according to their potential and dimensions.

These four components can be implemented in the education system that organizes intracurricular, co-curricular and extracurricular activities. The social and emotional development of students can be emphasized in extracurricular activities. Extracurricular activities according to Solfema et al. (2019) are educational activities outside school hours usually aimed at helping students develop according to their needs, potentials, talents, and interests through activities specifically organized by students and/or educational staff who are able and authorized at school. According to research Lewis (2004) this activity is divided into 6 different categories: general extracurricular activities, sports, work and vocational activities, performing arts, pro-social activities, and community-based activities. Each category has an impact on academic achievement, strengthening identity and self-confidence. The impacts that can make the performance of extracurricular activities practically constitute a second career for students (Siegmann, 2015). Overall, the findings Carbonaro & Maloney (2019) suggest that participation in extracurricular activities during school can improve students' socio-emotional skills.

Extracurricular implementation according to Villaseñor (2014) is a form of student self-development program intervention in schools either as part of the curriculum, as parallel activities or after school activities. This opinion is reinforced by research findings American Institutes for Research (2015) that consistent participation leads to improvements in peer relationships, sense of self-esteem, altruism, and prosocial behavior and a decrease in problem behavior.

The student development above can refer to opinion of Munadi (2020) with the following formula formulation:

$$SD = SA + SS$$

SD: Student Development

SA: Student Affairs

SS: Student Services

Student development must have unity between student affairs and student services. The student affairs are related to human resources managing student activities including the Principal, the deputy principal of student affairs, *madrasah* counsellors, intra-school student organization (OSIM) supervisor, counseling teachers, and extracurricular teachers. Those personnel must think about student management from the aspects of planning, organizing, actuating, and controlling (policies, programs, activities and budgets).

Research Methodology

This research method applied descriptive qualitative research. Technique of collecting data used observation, interviews and document study. Observation was to observe routine training activities held at *madrassah* and competitions organized by the Ministry of Religious Affairs. Interviews were conducted with the head of sub-directorate of student affairs and the committee of competition, the principal, the deputy principal of student affairs, and the teachers of extracurricular activity.

Documents related to the research focus were: Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning Student Guidance, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81a of 2013 concerning Implementation of Curriculum Guidelines for Extracurricular Activities of Appendix III of Extracurricular Guidelines, instruments or devices of Accreditation for SMP/MTs, SMA/MA, SMK/MAK of 2019-2020, Guidance and Counseling Implementation Signs on Formal Education, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Basic Education and Secondary Education, KMA (Decree of the Minister of Religion) 184 of 2019 concerning Guidelines for Implementing Curriculum in Madrasas, Decree of the Minister of Education and Culture of the Republic of Indonesia Number 241/P/2019 concerning Criteria and Accreditation Devices, as well as the Competition Provisions of the National Level *Madrasah Tsanawiyah* and *Madrasah Aliyah*. Data validity was performed by triangulation sources and methods. Triangulation method was to check data collection from observation with document study. Document study was interview, and observation by interview. For the triangulation of sources, the data were routed between research subjects at the leadership level and extracurricular teachers at *madrasah*, also extracurricular teachers with students. Triangulation

between informants and research subjects were at the ministerial level. Data analysis method employed interactive analysis.

Data Analysis

Student Quality Development at Education Unit Level

The extracurricular activity program is divided into 5 programs: extracurricular activities in the form of religious activities, *krida* activities (physical activities; as opposed to office, school work), talents and interests, scientific activities, and self-development activities (Kemendikbud, 2013).

The description of the program is as follows; Religious extracurricular activities program include: Islamic boarding schools, religious lectures, reading and writing the Qur'an, or other activities. *Krida*'s extracurricular activities include: Scouting, Student Leadership Training (LKS), Youth Red Cross (PMR), School's Health Clinic (UKS), Flag Hoisting Troop (*Paskibra*), and others.

Talent and interest training activities include: developing talent for sports, arts and culture, mountaineering club, journalism, theater, and others. Youth Scientific Activity (KIR) includes the activities of scientific mastery and academic abilities, research, information and communication technology club, engineering, and others. Self-development activities of extracurricular activities consist of Scouting Education (mandatory), school's health clinic (UKS), youth red cross (PMR), and others. These activities are according to the conditions and potential of each educational unit. Furthermore, the extracurricular activities can be classified in the following table.

Table-2: Extracurricular Activities According to Madrasah Level

No	Expression and Exploration Needs	Activities	Education Level	
			MTs	MA/MAK
1	Religious	Islamic spirituality, *Qiro'ah* (reading the Qur'an)	V	V
2	Leadership and Management	Intra-school Student Organization, Student Leadership Exercises	V	V
3	Reasoning and Science	Journalism, Broadcasting, Research, Youth Scientific Group, research and technology development, communication, coaching science olympiad/ competitions	V	V

No				
4	Art	Theater, Painting, Classical - Contemporary Music, Dancing, Drum Band	V	V
5	Sports	All Sports	V	V
6	Specific	Scouts, Flag Hoisting Troops (*Paskibra*), School Security Police	V	V
7	Specific	Mountaineering Club, Youth Red Cross	V	V
8	Entrepreneur	Students Co-Operative	V	V

Table 2 reveals that extracurricular courses at MTs level are also carried out at the MA/MAK level. All of them are carried out with a variety of coaching activities as follows.

Table-3: Extracurricular Routine Activities at the Education Unit Level

No	Type of Activities	Name of Activity	Activities	Nature of Activity
1	Development of faith and devotion to God Almighty	Islamic spirituality	Reading the Qur'an, Writing the Qur'an, *Qiro'ah*, Public Speaking of Religion	Routine, Preparation for competition
2	Development of noble character	All extracurricular activities	Application of Noble Morals	Routine, Preparation for competition
3	Development of superior personality, national insight, and state defense	Scout, School Security Police Flag Hoisting Troops (*Paskibra*)	Discipline practice, marching rule practice	Routine, Preparation for competition
4	Academic, artistic, and/or sports coaching	Reasoning, Painting, Classical-Contemporary Music, Dancing, Marching Band, Sports	reasoning development, coaching olympiad/ science competition developm	Routine, Preparation for competition

No				
			ent of arts, sports and arts,	
5	Fostering democracy, human rights, political education, environment, social sensitivity and tolerance	Intra-school Student Organization, Journalism, Broadcasting, Mountaineering Club	Leadership development, communication, loving the environment,	Routine, Preparation for competition
6	Development of creativity, skills and entrepreneurship	Students Co-Operative	Start-up entrepreneurial development	Routine, Preparation for competition
7	Development of physical quality, health and nutrition	Youth Red Cross, School's Health Clinic, Women Club	PPPK Training (First Aid for Accidents), Development of quality health	Routine, Preparation for competition
8	Development of Literature and cultural	Theater	Affection development	Routine, Preparation for competition
9	Development of Information and communication technology (ICT)	Youth scientific group, Robotic	research development, technology development	Routine, Preparation for competition
10	Development of communication in foreign languages	Development of Arabic and English	Development of foreign language skills	Routine, Preparation for competition

Table 3 illustrates that each extracurricular activity provides routine coaching as well as coaching for the preparation of competitions outside the education unit at the regional, regional, national and international levels. This coaching model is in the framework of behavior development as follows

Table-4: Extracurricular Activities and Developed Behavior

Activities	Developed Behavior
Islamic Spirituality	Development of religious moderation
Youth Red Cross	Development of caring for others
Scout	Development of discipline and state defense
School Security Police	Development of discipline and state defense
Flag Hoisting Troops (*Paskibra*)	Development of discipline and state defense
Painting	Affection development through painting media
Classical–Contemporary Music	Solidarity development and teamwork
Classical-Contemporary Dancing	Solidarity development and teamwork
Drum Band	Solidarity development and teamwork
Intra-school Student Organization	Leadership and organizational management
Mountaineering Club	Development of concern for the environment
Journalism	Development of objective journalistic skills
Broadcasting	Development of active and effective speaking skills
Students Co-Operative	Entrepreneurship development
School's Health Clinic	Development of light health care
Women Club	Development of domestic skills
Theater	Positive development of affection expressions
Youth Science Club	Development of a scientific attitude in solving problems process
Robotic	Finding ideas, assembling or designing, operating to discover new technologies in the field of robotics and automation
Arabic Coaching	Mastering Arabic skills: Reading, Writing, Speaking, Listening
English Coaching	Mastering English skills: Reading, Writing, Speaking, Listening

Table 4 indicates that all extracurricular activities teach the students to have skills related to the affective domain. The development of these activities is confirmed by MA and MTs students that their participation in extracurricular activities made them dare to express and to defend ideas in a rational manner (ma-sismad. W-1) (ma-sismts. W-2). Both of the opinions indicate that extracurricular activities develop the students to speak effectively and listen actively. These abilities develop the affective domain, so it is useful for increasing students' self-confidence, and this can be later provision when working. This is confirmed by the following statement.

"*Madrasah Aliyah* has made a policy regarding extra-curricular activities, which are compulsory and optional so the students get provisions making them to have soft skills. These skills are used to strengthen students' psychological performance, especially to have self-confidence and future achievement motivation after graduation. (ma-kamad.w-3)

This statement is further strengthened by other subjects.

"Extracurricular activities allow *Madrasah Tsanawiyah* (Junior Secondary School) students to have strength in their willingness to advance, so they have the confidence to compete with other students outside this *madrasah*" (mts-kamad. w-4).

The two above statements indicate that extracurricular activities can develop students' willingness and confidence to compete with other students outside their educational units. Thus, a positive spirit of competition will be built.

Student Quality Development in Ministry Level

Routine coaching that has been carried out at the educational unit level means nothing when it is only a routine. For this reason, a place to sharpen skills through various competitions is needed. This can be friendly or competitive competition at the level between educational units. It is necessary for the students, so they can optimize their affection and psychomotor.

Routine training is followed up in the form of competitions and national level training organized by the ministry, in this case the Directorate in charge of student affairs. Competitive or similar student-extracurricular activities can be seen in the following data.

Table-5: Student Competition Activities at the Ministry of Religious Affairs

Field	Ministry Level	Developed Behaviour
Research	*Madrasah* Young Researchers Supercamps	Scientific thinking, Competitive spirit
Science	*Madrasah* Science Competition	Science Competition Spirit
Leadership	Leadership Award	Teamwork, Communication, Leadership Spirit
Character	Students Exchange	Multicultural awareness
Islamic Arts and Spirituality	*Syiar Anak Negeri* (calls and efforts to convey da'wah)	Public speaking, Competition Spirit
Innovation	School Robotic	Competition spirit, scientific thinking, creativity
Social Media Competition	School Vlog	Creative thinking, public speaking
Training of Information Technology Mastery	Digital *Madrasah* Academy	Scientific thinking, Skill of Internet of Things (IoT)

Table 5 reveals continuity between extracurricular activities at the *madrasah* level and competition at the ministry level. Field research competition is held to facilitate coaching at the *madrasah* level in youth scientific activities. Coaching conducted in *madrasah* does not stop at the local *madrasah* level but continues at the national level. This is confirmed by one of the subjects of the Ministry with the following statement.

> "We really give attention to the creativity at the *madrasah* level so we facilitate competitions at the national level. Those active in research are the *Madrasah* Young Researchers Supercamps, and *madrasah* science competitions. Technological development is available for robotic competition, *madrasah* vlog and digital *madrasah* academies. Those activities stimulate activities development at the *madrasah* level and among many *madrasah*." (kskk-sdk.w-4).

This statement is strengthened by other subject that competitions at the national level are conducted openly and selected strictly. When the students pass at the national nominee level, they do not directly participate in the competition but are given assistance so they gain additional knowledge and improvement of the resulting product (kskk-pankom.w-5).

Competitions are held in order to adapt students' needs and information and communication technology development, as stated by the following key informants.

> "The *madrasah* students nowadays are called as Net Generation students. They were born in the 2000s. The term Net Generation is a group of children born and raised in a digital media environment. A significant change affecting this generation is the emergence of computer technology, the internet and other digital media. Directorate of Institutional and Student Facilities Curriculum (KSKK) of *Madrasah* has an important role in responding to these changes. One way to answer is by serving their needs, balancing their way of thinking, developing their talents, and facilitating them to develop (kskk-dir.w-6).

Those three statements are indeed valid. As it is observed in mentoring, it is carried out in robotic competitions, myres, and digital *madrasah* academies. When a student enters as a nominee after being strictly selected at the proposal level, proposal is completed through mentoring. This process makes the student develop his social emotional because he interacts with their peers, tutors and mentoring tutors.

Discussion

Indonesia sets the standard of learning outcomes into 2 items: standards of graduate competency (SKL) and standards of independent competency (SKK). Both are achieved in 2 ways. SKL is achieved through intra-curricular and co-curricular activities, while SKK is achieved through extracurricular activities as well as Guidance and Counseling (Depdiknas, 2007). SKL and SKK

are strived to unite as stated in the criteria policy and accreditation device for the level of primary and secondary education stating that: students have social attitudes with character of: honest and responsible, caring, mutual cooperation and democratic, self-confidence, nationalism, creative, productive and critical thinking, as well as having the skills to act independently, collaboratively, and communicatively obtained through activities inside/outside the classroom, simple research, demonstrations or exhibitions, staging works of art, involvement in committees, and involvement in various scientific work competitions. These activities are carried out in extracurricular programs, development of achievement, coaching students.

Student development is not fairly limited in intra-curricular and co-curricular activities. This is because students have 3 domains at once i.e. cognitive, affective and psychomotor. The three domains can be balanced through extracurricular activity. This activity is carried out more predominantly routine coaching in the affective and psychomotor domains based on the cognitive domain. The form can be as listed in tables 2 and 3 for MTs and MA students in order to fulfill and channel their physical, spiritual, mental, spiritual and social needs.

All activities of student development that have routine coaching and competition preparation can run well when all adequate extracurricular facilities (student organization secretariat building, area for all sports, halls for social activities, etc.) are absolutely available at *madrasah*. In addition, adequate extracurricular service personnel (mentors, coaches and trainers) should be deployed to schools to ensure active participation of student (Suleiman et al., 2019). Students actively participating in extracurricular activities and leading to increased academic and non-academic achievement also need support from peers, parents and all *madrasah* stakeholders (Rees, 2008).

If the activities in Table 4 are conducted, they will enable students to develop affections that have been untouched in the classroom. This is in line with the research of Sánchez Puerta et al. (2016) that extracurricular activity is a way to create an environment that requires sharing responsibility with others and to improve the learning of socio-emotional skills.

In addition, students will have self-confidence (Mulyana, 2018; Naim et al., 2017), religious attitudes, integrity, and independence (Rohanah et al., 2020), develop discipline, cooperation, solidarity, tolerance, care, togetherness, courage, responsibility, cohesiveness, entrepreneurship, creativity, independence, honesty, and social competence (Komalasari et al., 2014). The character values formed to students in extracurricular activities will be useful in social life (Okoro et al., 2014).

The characters that have been formed in routine coaching at *madrasah* require the development through competitions or advanced training as listed in table 5, so students are challenged to increase their self-confidence when dealing with cross-*madrasah* students. Mtika research (2019) and Sindhu's opinion (2019) imply that effective skills in extracurricular activities are good as shown in table 5 (such as: collaboration, creativity, communication, entrepreneurship, discipline, self resilience, fortitude and tenacity, courage, tenacity, friendship, sportsmanship, adaptability, curiosity, problem solving in network building actions, understanding self-strength and weakness, self-confidence, teamwork and leadership). The skills are predicted to be needed in the 21st century. Besides, extra-curricular activities allow students to relax, rejuvenate knowledge, socialize and always smile. Another study by Wilson (2009) finds that students joining in extracurricular activities generally have benefited from attending school more regularly and having a higher self-concept. Participants in extracurricular activities outside of school often learn skills such as teamwork and leadership while reducing the use of free time for negative and destructive activities for youth's future.

Conclusion

The explanation above concludes that the types of extracurricular activities consisting of reasonings, entrepreneurship, talents and interests can be useful for students' lives in the future. Therefore, extracurricular activities develop positive values consisting of leadership, teamwork, and others through routine training activities, routine mentoring and competition participation.

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