The Role of Extracurricular Activities in Developing Students’ Self Concept

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Background
Everson and Millgrap (2005) defined extracurricular activities as 3:05ers, because it starts after the class ends up at 3 o’clock. After the class, pupils participate in any number of extracurricular activities (ECAs) including music, art and drama clubs, intercollegiate and intramural athletics, and other academic and vocational clubs. These activities are voluntary, and pupils do not receive grades or academic credit for them (Holloway, 2000). The activity is not necessarily directly related to instruction of the essential knowledge and skills but may have an indirect relation to some areas of the curriculum.

Mahoney and Stattin (2000) moreover, characterized highly structured activities as including "regular participation schedules, rule-guided engagement, direction by one or more adult activity leaders, an emphasis on skill development that is continually increasing in complexity and challenge, activity performance that requires sustained active attention, and clear feedback on performance". These characteristics, according to Bronfenbrenner and Morris (1998) and emphasized by Larson (2000), facilitated the development of initiative and lead to healthy personality development.

Ecless, et.al, (2003) argued the importance of extracurricular activities for youths. According to her, such activities can provide opportunities: (a) to acquire and practice specific social, physical and intellectual skills that may be useful in wide variety of setting including school; (b) to contribute to the well being of one's community and to develop a sense of agency as a member of one’s community; (c) to belong to socially
recognized and valued group; (d) to established supportive social networks of peers and adults can help in both the present and the future; and (2) to experience and deal with challenge. In the other words, extracurricular activities are the place when pupils can exercise the skills, especially the social and emotional skills to face the real problems in the society.

Unfortunately, many schools, especially in Indonesia do not empower their extracurricular activity optimally. Some of the schools undergo extracurricular activities only for fulfilling the government regulation or to raise their images. In order to persuade school, especially elementary school level, research was delivered to examine the relationship between extracurricular activities on students' self concept.

**What is Extracurricular Activities**

McNeal (1995) proposed that School-based extracurricular activities are unique in several ways and characterized by some conditions. First, extracurricular activities are one of the few aspects of leisure actively promoted by schools and are thus amenable to programmatic and social policy initiatives. For example, requirements for art, music, and physical education may expose youth to experiences that they may not have at home, encourage them to enrol in school-based extracurricular activities such as band, theatre, or sports, and enrich their leisure outside of school. Many courses outside the traditional academic curriculum are designed specifically to provide youth with skills that will last a lifetime. Second condition is voluntary participation in school-sponsored extracurricular activities which provides similar advantages. Although most extracurricular activities are offered after school, sometimes as part of an extended-care initiative for older youth, some schools allow pupils to participate in teacher-sponsored extracurricular activities during what would otherwise be traditional study halls (e.g., Butler & Manning, 1998). These "exploratory" allow pupils to engage in activities such as reading, magic, juggling, model building, knitting, or woodworking. Third condition, and most importantly for the purpose of this investigation, extracurricular activities are strong theoretical reasons for arguing that expanding pupils' ties to the school through participation in extracurricular activities will enhance pupils' bonds to their school as an
institution, increase social control over the individuals involved, and increase positive network ties to both teachers and to pupils.

**The Advantages of extracurricular activities**

Educators have designed school experiences to aid both academic and non-academic successes in school age children. Reading, writing, and other indispensable academic skills are intertwined with learning about self, communicating and working well with others, and gaining broader understanding of cultural influences. Furthermore, social competence in childhood often is cited as a predictor of academic achievement (Marsh, 1992). Oliver (1995) suggested that individual's participation in extracurricular activities can build young persons' interests in school, strengthen their sense of identity, and allow them greater exposure and self-satisfaction from service.

**Type of Extracurricular activities**

Kauffman & Gabler (2004) divided extracurricular activities into thirteen (13) types, which are: (1) Interscholastic team sports (baseball, basketball, football, soccer, hockey, etc.); (2) Interscholastic individual sports (cross-country, gymnastics, golf, tennis, track, wrestling, etc.); (3) Intramural team sports (baseball, basketball, football, soccer, hockey, etc.); (4) Intramural individual sports (cross-country, gymnastics, golf, tennis, track, wrestling, swimming, etc.); (5) Cheerleading, pompom, drill team; (6) Band, orchestra, chorus or other music group; (7) Drama club, school play, or musical; (8) Pupil government; (9) National Honor Society or other academic honor society; (10) School yearbook, newspaper, or literary magazine; (11) Service clubs (American Field Service, Key Club, etc.); (12) Academic clubs (art, computer, engineering, debate/forensics, foreign languages, sciences, math, psychology, philosophy club, etc.); and (13) Hobby clubs (photography, chess, etc.). Kauffman & Gabler's study (2004) used high school pupils. Meanwhile in elementary school, usually develop more simple extracurricular activities (Mahoney, 2000), such as (1) Interscholastic team sports (baseball, basketball, football, soccer, hockey, etc.); (2) Intramural individual sports (cross-country, gymnastics, golf, tennis, track, wrestling, swimming, etc.); (3) Cheerleading, pompom, drill team; (4) Drum band, band, orchestra, chorus or other
music group; (5) Drama club, school play, or musical drama; (6) Academic clubs (art, computer, engineering, debate/forensics, foreign languages, sciences, math, psychology, philosophy club, etc.); and (7) Hobby clubs (photography, chess, etc.).

While in Indonesia, many of extracurricular activities also perform by the school, such as; (1) sport (soccer, basket ball, volley ball, badminton, karate, etc); (2) Arts (classic dancing; music; paintings; drawing, etc); (3) science and philosophy (debate, science club, etc); (4) scouting; (5) religions and (6) marching band. Those six sort of extracurricular activities are chosen by school to provide the students with non academic activities. Nevertheless, those sort of extracurricular activities never been used to improve students’ characters.

Result
Research was performed through 6 elementary schools in Jogjakarta Province, Indonesia. The schools were chosen based on their average national final examination (NFE) score. All of the six schools were in the average NFE score (which is 6.5).

By using multi-regression, study revealed the relationships between the students’ self concept and the sort of extracurricular they have taken. Study showed that the most powerful activities is the scouting activity which is called as PRAMUKA (r = .798). Followed by sports (r = .688) and scientific activities (r = .676). Meanwhile, religious and arts only have a moderate association (r = .561 and r = .549). And finally, the marching band did not show a significant influence. This might be the effect of togetherness during the marching band performance is very high.

Closing remark
In order to produce a good graduate, along with the soft skills they have, school have to also empower their extracurricular activities. Each activities can develop different root of characters, such as boy-scout is good in improving self concept, while marching band is good for social and communication skills.