

The Relationship of Extracurricular Activities with Students' Character Education and Determinant Factors: A Systematic Literature Review

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ABSTRACT

Extracurricular activities are part of the school curriculum that has significant implications for adolescent development, improving academic achievement and character development. Extracurricular activities have significant implications for adolescent development, particularly for the central identity configuration process during this developmental phase. Not only for teenagers, well-organized extracurricular activities are also an essential part of a child's life. This study aims to determine the relationship between extracurricular activities and student character education and identify factors that can strengthen or weaken the relationship between the two. This study aims to determine the relationship between extracurricular activities and student character education and identify factors that can strengthen or weaken the relationship between the two. The findings of this study show that extracurricular activities have a positive relationship with the development of student character education with several determinant factors that influence the relationship between the two, namely internal school factors such as friends, teachers, and school climate. All three are elements that exist in the school environment and are interrelated with each other. Meanwhile, the external factors of the school are parents. These two factors have a significant influence on the relationship between extracurricular activities and the development of character education. The relationship between extracurricular activities and student character education is generally positive and mutually reinforcing.

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1. INTRODUCTION

Extracurricular activities have significant implications for adolescent development, particularly for the central identity configuration process during this developmental phase. Along with the emergence of positive peer relationships in extracurricular activities, the socio-emotional development of adolescents is also fostered in this context (Berger et al., 2020). For teenagers, well-organized extracurricular activities are also an important component and part of the micro-system that impacts children's lives (Ren et al., 2021; Ren & Zhang, 2020). Extracurricular activities are structured outside of core subjects that can reduce children's free play, potentially harming cognitive and socio-emotional functions (Ren et al., 2021). How children and adolescents spend time outside of school has consequences for their learning development, so this topic has become one of the focuses of research in western society (Ren et al., 2020). In Indonesia, extracurricular activities are Regulation of the Minister of National Education of the Republic of Indonesia no 62 of 2014 (2014),

Extracurricular activities are curricular activities carried out by students outside of study hours, intracurricular activities, and co-curricular activities under the guidance and supervision of educational units that have the aim of developing potential, talents, interests, abilities, personality, cooperation, and optimal independence of students in order to support the achievement of national education goals (Regulation of the Minister of National Education of the Republic of Indonesia no 62 of 2014, 2014). Therefore, for a child to develop emotionally, physically, and morally, it can be equipped with co-curricular activities and participate in extracurricular activities (Shaffer, 2019).

In the modern school concept, extracurricular activities are a necessary form of teaching and educational work organization in schools because they allow teachers to deepen students' knowledge and skills that are difficult to obtain in core lesson time (Nurullina et al., 2018). In some countries, inequality in educational opportunities is increasingly felt. In fact, every child and teenager has the same right to access proper education, regardless of their family's social, economic, and cultural level. Children from low-income families are more likely to participate in school-based extracurricular activities (Kosaretsky & Ivanov, 2019). Therefore, this is the main challenge of modern education how schools can provide the best quality education for students. In addition, adolescence is a transitional stage from childhood to adulthood where physical, spiritual, mental, social, and cultural development becomes the general goal of education (Sahin, 2018). According to (Eccles & Barber (1999), the structured aspect of extracurricular activities is very important. First, students benefit from interaction with one or more institution-approved adult, usually teachers or parents, who devote their time and energy to leading activities and providing guidance to participants. Second, students also benefit from the fact that most activities are structured and organized, giving them the opportunity to acquire and practice certain social, physical, and intellectual skills; to contribute their talents and skills to their school or community, and to collectively collaborate in overcoming obstacles and challenges in order to achieve specific goals. Third, through extracurricular activities, students benefit from the relationships they form, even if they never lead to close friendships because it can help foster students' self-confidence, competence, school identity, social status among peers, values, and prosocial attitudes.

On the other hand, extracurricular activities are an alternative to activities that accommodate students' hobbies, talents, and interests, so that they can be a positive channel to overcome moral degradation in adolescents as one of the impacts of the era of globalization and technological developments. However, schools need to regulate the implementation of activities because excessive student participation in extracurricular activities will interfere with the focus of students in intracurricular activities. Several previous studies explain that extracurricular activities can internalize positive character values. Such as the character values contained in the scout extracurricular activities, namely religious values, nationalism, integrity, independence, and the character of mutual cooperation (Setiawan et al., 2021). Likewise, students who actively participate in technology project extracurricular activities in developing communicative competence in Russian schoolchildren, in addition to honing practical skills, developing cognitive interests, also enriching students' personal experiences. From these

activities, the form of characteristics that are manifested in individual students is that students learn to live in teams, cooperate, and take care of their friends (Nurullina et al., 2018).

Furthermore, the authors describe some of the previous research accessed from e-journals in the most recent two years: *First*, research from Adisel et al. (2022), this research aims to discuss entrepreneurship education in extracurricular activities for students. To see the effectiveness of this extracurricular activity program, researchers used a case study approach focused on implementing the HBC (Hilaris Business Class) Program. Research data sources were collected through interviews, document analysis, and observation. The parties involved as critical informants are school principals and teachers. The HBC program is claimed to benefit students, teachers, schools, and parents. This program may be useful to meet a much more demanding development of the world in the future by increasing its targets and goals. *Second*, Sun's research (2022) aims to discuss the long-term mechanism of extracurricular activities in primary and secondary schools by using four festivals and one party. This study is to determine the educational efficiency of extracurricular activities. Meanwhile, the approach used is a case study design of high school students at Mount Huai'an No. 1, Jiangsu, China. *Third*, research by Setiawan et al. (2021), this study aims to discuss the internalization of strengthening character education through scout extracurricular activities for SMK students. This study uses a qualitative approach with a case study research design—data collection techniques with free and open interviews, documentation, and observation. The informants of this research were 50 students who were scout members. *Fourth*, Fujiyama et al. (2021) research aims to discuss peer relations and extracurricular activity networks on student academic achievement in view of the theory of social control, social learning, and social capital. This study used a survey method on youth grades 7 to 12. *Fifth*, research by Rahman et al. (2021) aims to analyze programs to strengthen noble character education for Islamic Senior High School (MAN) students through extracurricular activities. In addition, it also examines the implementation and impact of the program to strengthen noble character education for MAN students. This study uses qualitative research methods with case studies. The methods used to collect data are observation, interviews, and documentation.

From the previous research studies described above, one of the variables that are the focus of the study is extracurricular activities. Four studies used a qualitative approach with a case study design, and one used a survey method. The first study discusses entrepreneurship education in extracurricular education. The second research discusses peer relations and extracurricular activity networks on academic achievement. The third research discusses the internalization of strengthening character education (PPK) through scout activities. The fourth study discusses the long-term mechanism of extracurricular activities in primary and secondary schools using four festivals and one party. The last research analyzes programs to strengthen noble character education for Islamic Senior High School (MAN) students through extracurricular activities. Meanwhile, the research that the authors examine is a systematic literature review on how extracurricular activities relate to the development of student character education and the factors that influence it. This study is expected to provide a fairly complete study of the relationship between extracurricular activities and character education and the determinants.

From the explanation above, it can be seen that extracurricular activities are part of the school curriculum related to the development of student character and academic education. However, studies that focus on how extracurricular activities relate to student character education and what internal or external school factors can strengthen or weaken are not widely available. Therefore, the purpose of this study is to determine the relationship between extracurricular activities and the character education of students and identify what factors can strengthen or weaken them.

2. METHODS

This study uses a systematic literature review. The systematic literature review is a method for systematically identifying and examining a finding in a particular field of study. The systematic literature review aims to collect and analyze data from a number of previous studies (Snyder, 2019).

This study consists of a literature review that discusses extracurricular activities with character education and the determinants that affect the increase in student participation in activities, with the unit of analysis for preschool, elementary, and secondary students. The review articles used are research journals and Proceedings journals that discuss student participation in extracurricular activities and articles on character education in English between 2018-2022. The database sources are mainly from Science Direct, ERIC (Education Resources Information Center), Proquest, Garuda (Garba Reference Digital), and CNKI (China National Knowledge Infrastructure Database). In addition, researchers used Google to find other sources to complement previous related journal articles. Then the keywords used are “extracurricular activities,” “character education,” and a combination of keywords to get the most relevant articles. The review writing process uses Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA). Researchers extracted information from each of the included studies so that they could critique, present, and summarize the evidence in a systematic review (Fink, 2014), as presented in figure. 1

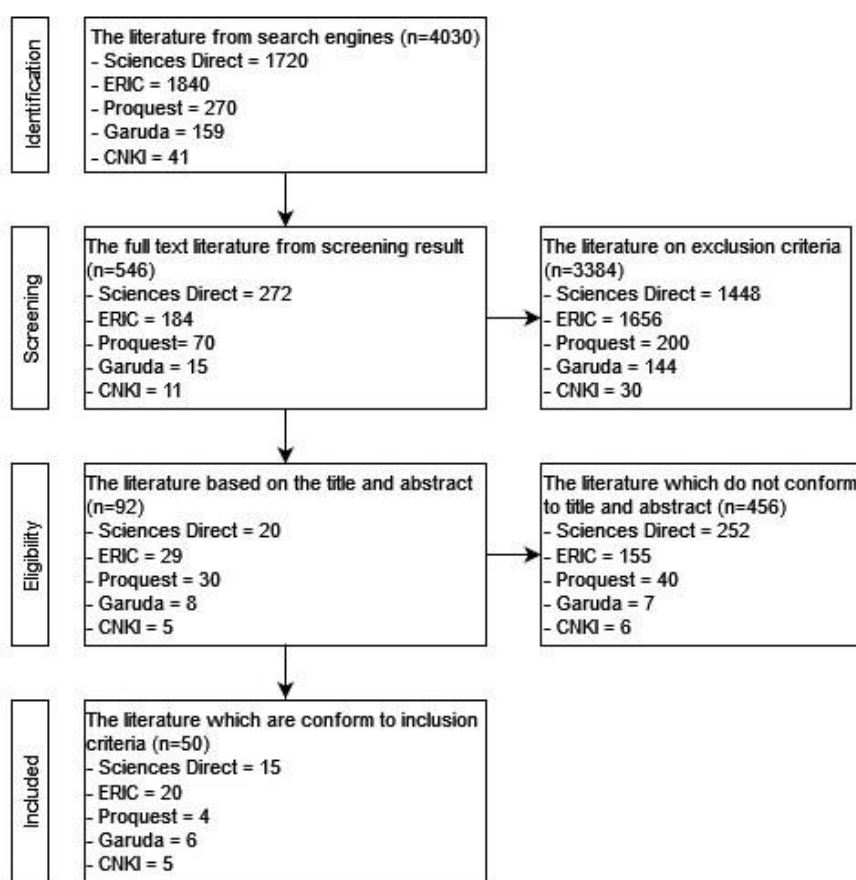


Figure 1. PRISMA Flow diagram for the systematic review search proces

This research uses the NVIVO 12 Plus to assist the review process and map the content. After the selection and assessment process, 50 articles were selected for content analysis.

3. FINDINGS AND DISCUSSION

Based on the initial findings, the definition and concept of the content analysis process have been determined. An analytical framework was used for the initial coding, and axial coding emerged from the analysis process. The main categories are divided into three, namely extracurricular activities,

character, and determinant factors. The content analysis framework for this research is presented in table 1.

Table 1. The analytical framework to guide the content analysis

No	Categories	Sub-categories
1	Extracurricular Activities	1. Extracurricular activities on curriculum 2. Relationship between extracurricular activities and character education
2	Character Education	1. Character education on curriculum 2. The influence of the school environment on character Education
3	Determinant Factors	1. School internal factors 2. School eksternal factors

This study used descriptive and deductive coding analysis to identify key themes across the various articles, there by organizing the findings of the included studies by combining them into homogeneous groups.

3.1. Extracurricular Activities

Teenagers spend a lot of their time in school, so it is undeniable that the school environment strongly influences their development process. Extracurricular activities that are part of the school curriculum have generated opportunities for positive peer relationships and socioemotional development (Berger et al., 2020). Extracurricular activities are an inseparable part of the school curriculum that must be considered a continuous program of the main lesson (Sahin, 2018). The Education Reform Glossary defines extracurricular activities as activities that can be offered or coordinated by schools that are not explicitly linked to academic learning. Extracurricular activities are not only about athletics and sports, but extracurricular activities can be in the form of non-athletic activities such as music or speeches and debates (Shaffer, 2019). "Extracurricular" is a voluntary activity outside the school curricula and is not mandatory according to state educational standards (Kosaretsky & Ivanov, 2019). The program of activities carried out depends on the needs of the school to support and enrich lessons that cannot be taught during school hours.

1. Extracurricular activities on curriculum

According to Saylor et al. (1981), the curriculum is all the school's efforts to influence learning in the classroom, playground, or outside of school. Meanwhile, Ragan & Stendler (1966) suggested: "...all the experiences of the children for which the school accepts responsibility". From the definition of the curriculum, it is concluded that extracurricular activities whose implementation is outside the main subjects and some activities are carried out outside of school are part of the curriculum in the complete sense. The extracurricular curriculum is the entire student experience to optimize student learning outcomes under the school's responsibility. For a child to develop, there is a need for emotional, physical, and moral development that can be complemented by co-curricular and extracurricular activities (Sahin, 2018; Shaffer, 2019). Unfortunately, in this discussion, not many researchers specifically talk about the relationship between extracurricular activities and the school curriculum as a whole.

2. Relationship between extracurricular activities and character education

A number of previous studies discussed the positive influence of extracurricular activities on the development of student characteristics. As in extracurricular activities, activity travel encourages a more active lifestyle for children and parents (Leung et al., 2019). Similar to previous findings, the

extracurricular theater program using mobile learning is an alternative extracurricular program that can foster student creativity and improve communication skills in groups (Hidayat et al., 2019). Scouting, one of the activities outside of school, is one of the important social service activities, agility, and sports carried out by children and youth outside the family and school. Scouting activities have rules that can strengthen the relationship between their members and are also very effective in character education (Demir, 2019). Likewise, the decline in the noble values inherited from previous people, scouting activities can be the right solution, especially for teenagers to re-cultivate the values of sportsmanship, honesty, nationalism, independence, and the character of mutual cooperation (Setiawan et al., 2021; Yulianti et al., 2020). Internalization of character values contained in other types of extracurricular activities, such as in the context of sports, can promote social justice. Team character develops individual characteristics such as moral character, citizenship, intellectual, and performance (Bredemeier & Shields, 2019). The types of religious activities in the form of Rohis, Hadrah, and Nasyid contain Islamic character education. Ethics, morals, and behavior cannot be separated from Islamic character-building (Trinova et al., 2020).

3.2. Character Education

The term character is often interchanged with the term ethics or morals. Michael Davis (2003), a professor of philosophy at the Center for the Study of Ethics, said character is a permanent general disposition of a person to do what is morally good. Characters can be analyzed into a set of "traits," namely virtue, courage, simplicity, honesty, perseverance, responsibility, caring, and so on. Character is a person's style and characteristics that come from the formation or forging obtained through the surrounding environment (Yulianti et al., 2020). Three elements of moral character that promote commitment to social justice are moral reasoning, moral reward circles, and moral identity (Bredemeier & Shields, 2019). After classifying morality into cognition, emotion, will, and action, the next focus on how morality develops and is analyzed mainly focuses on logic, reasoning, thinking, and empirical science (Chang, 2022).

While character education is a structured and systematic effort carried out by a group of people or institutions to internalize character values in students so that they can know and act under absolute moral values (Hayati et al., 2020). Character education can also be translated as a process of inheriting culture and a national character to students to behave in various virtues that are believed and used as the basis for perspectives, thinking, acting, and acting to improve the quality of social and national life in the future (Rindrayani, 2020). The education process in schools is directed at humans with intellectual intelligence, life skills, and good morals. All components of education, such as curriculum, teachers, and assessment systems, are expected to focus on developing intellectual intelligence and pay attention to two other aspects, psychomotor and affective (Hayati et al., 2020). Positive habits stimulate character formation in the teaching and learning process in the teaching and learning process, and the teacher becomes a good character model (Marini et al., 2019). Sociological schools view the importance of educational activities by sowing and passing on the values of character education, both in the form of universal values and absolute values (Hakam, 2018).

On the other hand, the study of character education in children has become the focus of attention of Thomas Lickona (1991), an education expert from the United States, in his book "Educating for Character: How Our Schools Can Teach Respect and Responsibility." Lickona defines character as consisting of operative values and values in action. A dependable mental disposition to respond to situations in a morally good way. Such a character has three interrelated parts: moral knowledge, moral feeling, and moral behavior. Good character consists of knowing the good, desiring the good, and doing the good—habits in thinking, habits in heart, and habits in action. Below is a diagram identifying the specific moral qualities that make up moral knowledge, moral feeling, and moral action.

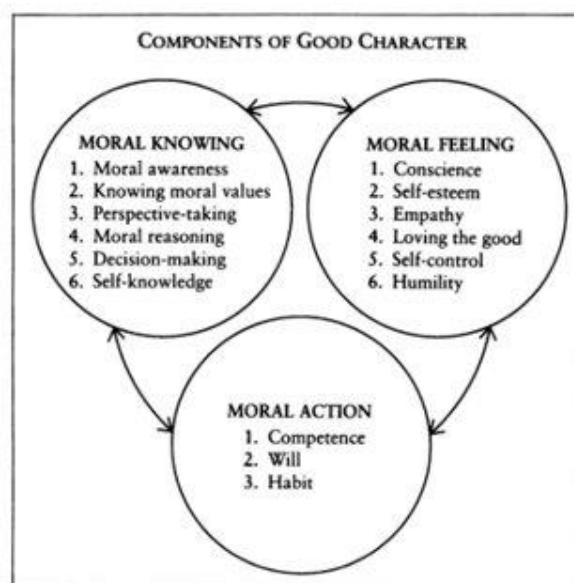


Figure 2. Components of Good Character (Lickona, 1991)

In addition, the concept of character education is contained in Presidential Regulation No 87 of 2017 concerning Strengthening Character Education (2017), explaining that Strengthening Character Education is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports with involvement and cooperation between schools, families, and communities as part of the National Mental Revolution Movement (GNRM). This is in line with the national education goals described in Law No. 20 of 2003 concerning SISDIKNAS (2003), that national education functions to develop abilities and form noble national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

1. Character education on curriculum

Forming student character is essential but not easy because it takes time and effort and involves the environment in which students interact. One of the environments where students interact a lot in their lives is school. Therefore, schools have an essential role in the formation of student character. The educational policy must lead to the realization of moral education in the school system, including the curriculum. Together with parents, teachers, and school managers together encourage students to realize good values in their lives (Rindrayani, 2020). In other words, schools need to create a conducive climate for applying the desired character values. Birhan et al. (2021)'s mixed-method study findings describe teachers' views on the application of moral education content, which should be included in the curriculum. On the other hand, parents mentioned that the development of children's character education needs to be given in separate subjects. They mention that negligence in the current curriculum has created a moral value gap in the young Ethiopian generation.

Meanwhile, in Indonesia, character education is integrated into subjects. Teachers not only emphasize cognitive abilities, but also develop students' attitudes and skills. Placing the values of a religious character, nationalism, independence, integrity, and mutual cooperation as the most profound dimensions of education (Aprilia et al., 2021; Ningrum, 2021; Fitriyah et al., 2022). Good character values are not only internalized in intracurricular programs but are also internalized into extracurricular activities (Rindrayani, 2020). This is very effective, one of which is scout extracurricular activities. In the Indonesian education curriculum, scouting is an extracurricular

activity that all students from elementary must follow to high school education. This is because the character values in scouting align with the educational curriculum's character values. Character education in the curriculum and scout activities, shows a correlation that can go hand in hand (Rahman et al., 2021; Setiawan et al., 2021). This is in line with the research results of Sadat et al. (2019), explaining that extracurricular activities based on environmental care and disaster response are an effort to internalize character values in students.

2. The influence of the school environment on character education

Schools are the leading institutions to prepare children academically and morally for life (Birhan et al., 2021). Strengthening character education in the school environment needs to be implemented. Schools should create learning to strengthen character education involving residents to support school programs (Ningrum, 2021). School management will determine the success of this step (Rahman et al., 2021). Strategies to build a school culture by internalizing character values can be done through routine, spontaneous, exemplary, and programmed activities. These can be implemented through literacy, extracurricular activities, and fair, democratic, and educational school rules (Hayati et al., 2020). Challenges in the 21st century are increasingly high and competitive. Preparing for future needs is better done. Education in the twenty-first century is beginning to advocate for new concepts, such as new technologies, new pedagogies, interdisciplinary curricula, and open learning. Among these concepts, recognition and awareness of the strength of one's character are shown to improve the emotions, management, and quality of life of individuals or groups (Maulini et al., 2021). Therefore, schools have an important task to prepare students, not only in terms of knowledge but also to strengthen character. Schools can enrich the curriculum with interesting, innovative programs, such as The Creative Problem Solving Program (CPSP), an educational program designed to enhance creativity and character. The results showed statistically significant improvements in various measures of creativity, creative problem-solving, and character (Kim et al., 2019).

3.3. Determinant Factors

The internalization of values and the application of character education in school extracurricular activities require extra effort. There are several internal and external factors that influence the school. These effects can be reinforced or otherwise, which will be discussed in this section.

1. School internal factors

Friends

In teens, in particular, the influence of classmates or close friends is enormous. For teenagers, recognition of their environment is crucial. Adolescents generally experience a period of searching for identity or identity. During this period, they spend much time with their friends, and relationships with their parents begin to drift apart. So peers become supporters in finding identity in adolescents. Adolescents perceive their close and egocentric friends as the most critical and influential peers (Fujiyama et al., 2021). In this context, channeling energy in a positive direction through activities that accommodate interests and talents will reduce adolescent behavior deviations. One of them is through extracurricular activities. Schools must provide many activities so students can choose one or two activities according to their interests. Therefore, extracurricular activities are an essential context for adolescents' educational and social development (Behtoui, 2019).

Teachers

Teachers have an essential role in the implementation of student character education. The teacher is the central figure in the classroom. Therefore, teachers have an essential role in the learning process by instilling character education in students. Students are expected to be able to filter various global influences and be able to develop the values of the nation's character in everyday life. The character application process can be adapted to school conditions such as supporting facilities and

infrastructure, school culture, and student conditions. The characteristics chosen to be applied in schools must be determined by teachers and principals, which are planned to start from the vision, mission, and curriculum (Rindrayani, 2020). In the context of extracurricular activities, teachers can be tutors or mentors who can direct students to determine the types of activities that can be followed to maximize students' potential. One of the research results explains that active play in extracurricular activities contributes to early participation motivation in students and the formation of a suitable environment for increasing physical competence (Yuksel, 2019). Another important thing is that the role of the teacher or tutor for extracurricular activities needs to be competent because the teacher is a figure who can inspire and motivate students. Teachers who are competent and have credibility will gain students' trust, making it easier to influence students with the desired character values (Yulianti et al., 2020). When the program is run by the teacher well, students view the teacher more respectfully (Furda & Shuleski, 2019).

School Climate

For adolescents, school is the leading institution where they interact (Umeh et al., 2020), where cognitive, affective, and psychomotor abilities are forged. The school certainly has an enormous influence on the lives of students. Even their future is determined here. Therefore, creating a good school climate for its development is very important. This form of development can be done through various intracurricular and extracurricular school programs. Its success is determined by how the principal, as a leader, manages everything. Guided by the school's vision and mission, involving all elements of the school, and well organized (Aturida et al., 2021). In the context of activities outside of intracurricular, extracurricular activities and supporting academics can also positively foster connectedness with the school. Therefore, schools should look for ways to increase student participation in extracurricular activities to improve academic achievement and promote positive social and emotional development (Furda & Shuleski, 2019). Furthermore, Bang et al. (2020) suggest that schools and community organizations can develop effective strategies to attract and retain youth participation in their after-school programs. In line with the results of previous research, (Matjasko et al., 2019) explained that student participation in school-based extracurricular activities is one of the main ways to foster involvement in prosocial activities during adolescence, in moderate amounts of around 3-4 hours per week can be a prevention strategy. Forms of juvenile delinquency, such as bullying and fighting.

2. School external factors

Parents

Parents have a significant influence on a child's life. Parents are the school's external factors that affect student participation in extracurricular activities and character development. Children and adolescents still depend on their parents to make their life choices. Without the support and motivation of their parents, it is difficult for them to realize what they aspire to. Therefore, parents are expected to provide students with encouragement, support, motivation, and inspiration (Setiawan et al., 2021). Besides that, education level and parental income significantly correlate with students' academic achievement (Li et al., 2020). Student education must be simultaneous between the education provided by the school and parenting at home. To improve academic achievement and character development, parents can synergize with schools in supporting activity programs. Being present encourages the opportunity for their child to appear in various activities such as sports, attending school musicals, or attending school awards. On these occasions, parents can communicate directly about their children's behavior and performance with teachers, mentors, or school administrators (Fujiyama et al., 2021). In line with the findings of Dokuzoğlu & Yıldız (2019) explained that parents' approach to sports extracurricular activities plays an essential role in student participation in these activities. Parents with low incomes and low levels of education should be supported and motivated.

Discussion

Based on a thorough analysis of the relationship between extracurricular activities and student character education, apart from having a positive relationship, some factors influence the relationship between the two, namely internal and external school factors. To clarify these findings, the authors mapped them in the following figure 3.

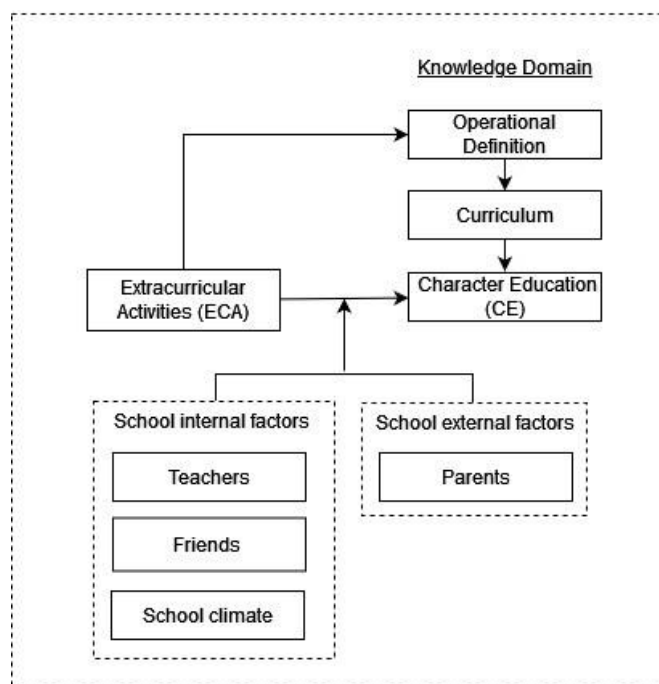


Figure 3. The Relationship of Extracurricular Activities with Students' Character Education and Determinant Factors

1. Relationship of extracurricular activities with curriculum

Extracurricular activities are an integral part of the school curriculum. The curriculum is implemented outside the core subjects. Implementation of extracurricular activity programs under the responsibility of schools that help children to be ready to face life, both academically and morally (Birhan et al., 2021). Extracurricular activities help children develop emotionally, physically, and morally (Sahin, 2018; Shaffer, 2019). In this context, schools play a central role in creating a supportive climate. School management greatly determines the success of implementing extracurricular activities (Aturida et al., 2021). Schools can start curriculum design based on needs analysis, analysis of objectives tailored to the institution's vision and mission, and continue determining curriculum content. Another critical aspect of the series of components of the school curriculum is program organization, namely how schools implement all programs so that curriculum goals can be adequately achieved. The last is the evaluation aspect. Evaluation can be done with program assessments that are carried out regularly for the improvement and development of school programs.

2. Relationship between extracurricular activities and academics

Extracurricular activities are basically carried out to support intracurricular activities that may not be delivered during school hours. These limitations can be caused by the limited time, so additional lessons are needed outside the core lessons. So, students can deepen a lesson by joining various school academic clubs. The number of extracurricular that teenagers participate in has a positive impact on academic achievement, and overall there is a positive effect on schools (Furda & Shuleski, 2019). Extracurriculars are also of specialization, meaning students are given voluntary freedom to choose. In situations like this, schools should be able to offer a variety of extracurricular

activities to improve academic achievement and develop students' cognitive interests (Nurullina et al., 2018; Shaffer, 2019). But of course, according to the needs and conditions of the school. The availability of tutors and infrastructure is a decisive consideration. Student participation in these extra activities needs to be limited because if students are too busy with extra activities, it can reduce students focus on the core lesson. Two types of activities per week are sufficient, with a duration of 3-4 hours per week can be a way to prevent forms of adolescent acquaintance (Matjasko et al., 2019). On the other hand, schools need to find ways to increase students' awareness to join extracurricular activities. Students who are active in extracurricular activities that they are interested in can increase their emotional connection with their school. Determine identity in the environment due to increased self-confidence.

3. Academic interrelationships with types of activities

The limited time and content of a subject in the intracurricular program, this is one of the reasons why extra lessons are needed. Extra lessons held by the school through extracurricular activities are a solution to these limitations. So it is expected that students' academic achievement can increase and students' interest in learning further certain subjects can be accommodated. This is the background that there are various organizations or school academic clubs. On the other hand, students' interests are not only in the academic field. Students also have much interest in non-academic fields, such as sports, arts, service-oriented activities, and religion. The various interests of these students also need the school's attention. Because basically, the intelligence of children with each other is different. He may not be good at academics, but he has talent in sports, arts, or other fields. Therefore, schools need to help develop these talents because, in the future, the child may be successful with his abilities. In other words, schools must provide a learning environment in which all intelligence can be focused and promoted, both academic and non-academic (Shahzada et al., 2021). This is reinforced by the results of Behtoui's research (2019), which explains that there is a positive and significant relationship between participation in certain types of activities such as sports, culture, and religion.

4. The relationship of extracurricular activities with character education and the factors that influence them

A number of research results implicitly and explicitly have mentioned how the relationship between extracurricular activities and the development of student character education has a positive relationship (Nurullina et al., 2018; Bredemeier & Shields, 2019; Demir, 2019; Furda & Shuleski, 2019; Hidayat et al., 2019; Kallio & Heimonen, 2019; Leung et al., 2019; Trinova et al., 2020; Yulianti et al., 2020; Pence, 2021; Setiawan et al., 2021). Just as activity travel encourages an active lifestyle (Leung et al., 2019), extracurricular theater using mobile learning can foster creativity and improve group communication skills (Hidayat et al., 2019). Scout extracurricular activities, which are held in many countries, teach students dexterity and various survival skills and provide voluntary, independent, sportsmanship, and nationalist social services (Demir, 2019; Yulianti et al., 2020; Setiawan et al., 2021). Internalization of good values can also be carried out in some sports extracurricular activities, such as social justice, self-esteem, self-confidence, being a good citizen, intellectual, team performance, and increasing school involvement (Sahin, 2018; Behtoui, 2019; Bredemeier & Shields, 2019; Dokuzoğlu & Yıldız, 2019; Furda & Shuleski, 2019; Yuksel, 2019; Leung et al., 2019; Ren & Zhang, 2020; Umeh et al., 2020; Ma et al., 2021). Likewise, the internalization of moral values and character can be internalized in the form of extracurricular activities of academic clubs, arts, religions, and other types such as tenacity, unyielding, friendly, like challenges in solving complicated problems and others (Kallio & Heimonen, 2019; Shaffer, 2019; Ningrum, 2021).

While the factors that influence the relationship between extracurricular activities and character education are divided into two parts, namely school internal factors and external school factors. The school's internal factors are friends, teachers, and school climate. In comparison, the external factors of the school are parents. The first internal factor, namely friends, the meaning of friends here as classmates or close friends, greatly influences students, especially teenagers. Because for them,

recognition from their peers is more important than family (Fujiyama et al., 2021). It can be understood that the adolescent period is a time when individuals seek and determine their identity in their environment, so peer recognition is crucial. Therefore, schools as formal institutions and places where students spend much time are expected to be able to direct their unstable emotions in a positive direction in activities that encourage the development of potential talents and interests. In addition to accommodating talents and interests, it will also reduce the potential for juvenile delinquency. So it can be concluded that extracurricular activities are an essential context in adolescents' social life and educational development (Behtoui, 2019). Second, the teacher. The teacher is the central figure in the school. Teachers who are competent and have good credibility will quickly gain students' trust. Such a teacher will become an idol who can inspire and motivate students, making it easier for teachers to encourage students to be active in various school activities and teach the desired character values (Furda & Shuleski, 2019; Yulianti et al., 2020). Third, the school climate. The principal's success in managing his institution into a student-friendly second place will determine student involvement in some activities. Of course, these efforts are not only the responsibility of the principal but all school members (Aturida et al., 2021). Developing and implementing various elective programs that can facilitate students' academic and non-academic needs of students will increase students' connection with the school. Therefore, schools need to find effective ways to attract student participation in a number of school activities (Matjasko et al., 2019; Bang et al., 2020). Meanwhile, external school factors that influence student activity in extracurricular activities and student character development are parents. The influence of parents on children is huge. Parents can also determine the future direction of their children. Therefore, no matter how good school programs are, if they do not have the support of parents, it will not be easy to succeed. In other words, cooperation between parents and schools is essential (Setiawan et al., 2021). In this case, schools need to establish communication with parents, as well as parents need to increase awareness that student education is a shared responsibility. It cannot be left only to the school.

From the explanation above, the relationship model proposed by the author is to strengthen the influence of parental variables. That is by increasing the role and participation of parents in extracurricular activity programs. This can be started with the planning of the school curriculum. Parents can gather and sit together with school stakeholders in program and implementation plans. Thus, this method will increase the parents' role and sense of belonging toward the program to be implemented. Schools on this occasion can also discuss the necessary funding and resources. However, it is not entirely left to parents, but at least parents contribute so that it will facilitate activities.

4. CONCLUSION

According to the literature study, the relationship between extracurricular activities and student character education is generally positive and mutually reinforcing. Three significant internal factors play a role in this relationship: classmates or close friends, teachers, and school climate. All three are elements that exist in the school environment and are interrelated with one another. To optimize the role of the three, there are guidance and organization of activities by the school management. The cooperation of all school residents is a determinant of the success of the activity program. The other determinants are external to the school, namely, parents. Parents play an essential role in every decision made by the child. Therefore, by increasing the role of parents by increasing involvement in program planning, parents must become the driving force for the success of school extracurricular activity programs. The results of this study are expected to be a valuable reference for curriculum developers, especially the extracurricular curriculum, as a study and consideration in developing curriculum innovations. Furthermore, for schools, the results of this literature review can increase knowledge about how extracurricular activities are carried out in various countries. In addition, it becomes a recommendation on how schools manage internal and external school factors that can strengthen or weaken the implementation of extracurricular activities.

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