



Analysis of Horse Riding Extracurricular Activities in Forming the Character of Students at Zam-zam Integrated Islamic School (ZIIS) in Banyumas Regency

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Abstract

This research aims to determine the influence of extracurricular horse riding on the formation of brave, confident and responsible characters in students at the ZIIS modern Islamic boarding school and examine the psychological relationship that exists between students (horse riders) and horses. The research method uses mixed methods research by collecting, analyzing, and combining quantitative and qualitative research methods in a series of research. The samples taken for research were 25 male students and 25 female students. Each student was given a questionnaire containing questions regarding character formation after participating in equestrian extracurriculars. The results of observation data, interviews and questionnaires confirmed that an index in the range of 80% - 100%. The conclusion is the strong agreement among respondents in the questionnaire that equestrian extracurriculars can form brave, confident, responsible characters and can form a psychological relationship between horse riders and horses.

How to Cite

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INTRODUCTION

The increasingly advanced world of sports now plays an important role in leading to change and competition between nations. This concerns the formation of national personality and improving the quality of human resources (Teuku Maksimalina et al., 2017). Sports can also shape a person's character because every sport has character values contained in it. Character is a way of thinking and behaving that is characteristic of each individual for living and working together, both within the family, community, nation and state (Habsari, 2017). Meanwhile, according to Azis Rohmansyah (2017) proved that the character that connects sports is a moral concept, which is composed of a number of characteristics that can be formed through sports activities, including: compassion, fairness, and sportsmanship. personship), integrity. So, people's exercise routines have many purposes, both for health, eliminating stress, for fitness, achievement, and building a person's character or behavior (Cendra & Gazali, 2019).

In the education, the main goal is to instill positive character in students. According to Syafe' et al. (2017) said that education that focuses on character formation is an important part of the goals of Islamic education. The aim is to shape a person's personality is that they are honest, kind, responsible, respectful and respectful of others, fair, non-discriminatory, hardworking, and have various other superior characteristics. Each individual has a unique character, which is formed from a combination of various personality traits. The concept of good character with correct behavior and correct behavior in relationships with other people and relationships within oneself (Dwi Gunadi, 2018).

The character can be formed through equestrian sports. Equestrian sports are not only competed in national and international championships, but are also taught in schools through extracurricular equestrian programs. The sports recommended by the Prophet are archery, horse riding and swimming, in accordance with the Prophet's hadith which says «Teach your children archery, horse riding and swimming» (Bunayar, 2022.). Equestrian sport was also a sport that was popular with nobles in ancient times (Ramadhan, 2021). The relationship between horse rider and horse is very important as stated by So et al. (2017) said that horseback riding is a typical exercise that may promote emotional stability and healthy fitness by communicating with horses. Being involved in

equestrian extracurricular activities can provide students with a special and in-depth experience.

Extracurricular activities are educational activities outside the applicable curriculum provisions, but are pedagogical in nature and support education in order to achieve school goals (Juhairin, 2019). Psychologically, horse riding also trains mentally and forms courage, leadership, balance, self-control and love for Allah SWT creatures (Sumirah & Ichsan Yazida, 2020). Apart from that, horse riding can help improve visual acuity, train patience, increase sensitivity, strengthen focus, build self-confidence, and hone the ability to assume responsibility (Syifa et al., 2024). Caring for and managing horses not only teaches the values of responsibility, discipline and concern for other living creatures, but also helps build self-confidence and leadership skills through horse riding activities.

The researcher made initial observations which showed that the equestrian extracurricular at the ZIIS Modern Islamic Boarding School was specifically focused on building the character of students. Meanwhile, the results of interviews with trainers and student representatives, both male and female, confirmed that equestrian extracurricular activities made a significant contribution to the formation of students' character. After observing and observing extracurricular horse riding, this research hopes that the brave, confident and responsible character of students at the Ziis modern Islamic boarding school can be formed.

This research is related to previous research entitled «The Values of Islamic Education in Horse Riding Extracurriculars and Their Influence on Improving Standard Character at SMA Daarut Tauhiid Bandung» author (Rusmana, 2019), this research aims to find out Islamic values such as being responsible, training the spirit of leadership students and the value of ta'aruf or wanting to know different creatures of Allah SWT. The emergence of an attitude of responsibility in students occurs in the context of extracurricular horse riding which forms students' sense of responsibility to care for their horses in the group. All students are required to carry out these tasks without exception.

Courageous character is having a steady attitude, having high self-confidence and not being afraid to face problems, dangers and difficulties (Shofa, 2017). According to Sardiana et al., (2020) argue that responsibility is an individual's awareness of all actions and behavior carried out, whether done intentionally or accidentally. Self-confident character is an individual's belief in his

ability to carry out actions which is characterized by a person's sense of comfort with himself and other people's assessment of him (Syarif et al., 2020). Through analysis of students' initial character and an in-depth understanding of the psychological aspects of horse riding, research This aims to prove that equestrian extracurriculars can be an effective medium in forming brave, confident and responsible characters in students at the ZIIS Modern Islamic Boarding School.

The formulation of the problem in this research is how is the analysis between extracurricular horse riding and the formation of brave, responsible, confident characters in students? What psychological factors can influence the relationship between a horse rider and a horse? The aim of this research is to determine the formation of brave character, confident character, formation of responsible character through extracurricular horse riding activities, and the psychological relationship between horse riders and horses. Based on the background provided, it can be concluded that although the ZIIS Modern Islamic Boarding School has various programs, the formation of student character, especially in terms of courage, self-confidence and a sense of responsibility, is still a challenge. This research focuses on the influence of extracurricular horse riding on the formation of brave, confident and responsible characters and examines the psychological relationship that exists between students (horse riders) and horses at the ZIIS Banyumas Modern Islamic Boarding School.

METHOD

The research method uses mixed methods research by collecting, analyzing, and combining quantitative and qualitative research methods in a series of research. Instruments and data collection techniques in research using observation, namely researchers using observation sheets to collect qualitative data with the help of smartphones, namely researchers using questionnaires to collect quantitative and qualitative data, quantitative data collected through question paper, interviews using interview guides to collect qualitative data. The tools used are smartphones camera for documentation.

The total population of students who take part in equestrian extracurriculars is 94 girls and 88 boys. The samples taken for research were 25 male students and 25 female students. The samples taken were students who had participated in extracurricular activities for 1 year. There are a

total of 12 horses that can be used and extracurricular horse riding activities are held twice a week. The data collection techniques are observation, interviews and questionnaires. Each child was given a questionnaire containing questions regarding character formation after participating in extracurricular horse riding. The sampling technique used was purposive sampling.

The research location was carried out in the Ziis Cilongok Modern Islamic Boarding School equestrian area and the research time was October , 14th until November, 9th 2024. The data analysis technique used descriptive statistical analysis techniques. For the assessment of the questionnaire using a Likert scale. On a Likert scale, each answer choice can be given a numerical value, namely as follows:

Results = answer score x answer frequency

Then the final score is made using the formula:

$$\text{Formula for Likert Calculation} \\ \text{Index \%} = (\text{Score Total} \times 100) / Y$$

Table 1. Likert Scale

Category	Scale	Final scoring interval
Strongly Agree (SA)	5	80% - 100%
Agree (A)	4	60% - 79,99%
Doubt (Do)	3	40% - 59,99%
Disagree (Di)	2	20% - 39,99%
Strongly Disagree (SD)	1	0% - 19,99%

RESULTS AND DISCUSSION

The quantitative data analysis, namely questionnaires, the results of the questionnaire given to students are :

Table 2. The Results of the Courage Indicator

Statement	Results
Students learn to face fears	95,2 %
Train students to remain calm and brave	94%
The process of learning to take risks	91,6%
Increased self-confidence and courage	81,6%
Coaches help provide motivation	95,2%

Based on **Table 2** above, it can be seen that each statement item has an index in the range of 80% - 100%, which shows that respondents strongly agree that equestrian extracurriculars can form students' brave character.

The courageous attitude in developing the character of students through extracurricular activities which basically has the same understanding

as the research from Fajria et al (2014) which states that character Counts in America identified that the characters that are the pillars of life are: trustworthiness, respect and concern, responsibility, fairness, caring, citizenship, honesty, courage, diligence, and integrity. The results of the study on the courageous attitude section show that the equestrian extracurricular can be an effective medium for growing and developing character values that are the foundation of a good life.

Table 3. The Results of self-confidence Indicators

Statement	Results
Increase self-confidence by facing new challenges	91,6%
Ability to increase self-confidence	81,2%
Confident in making decisions independently..	90%
Confidence when faced with challenges	85,6%
Support from instructors increases student confidence	91,2%

Based on **Table 3** above, it can be seen that each statement item has an index in the range of 80% - 100%, which shows that respondents strongly agree that equestrian extracurriculars can shape students' self-confident character.

The results that have been presented are in line with the research of Kurniawan (2017) which states that the benefits obtained from horse riding are increasing muscle strength, increasing responsibility, patience, discipline and self-confidence. In every horse riding session, we are required to focus, be calm, and be consistent in giving commands to the horse. This will gradually shape our character to be better. A self-confident character provides a great opportunity to solve a problem, someone who is self-confident will be sure of their ability to solve problems (Hendriani & Gus-teti, 2021). Self-confidence reduces anxiety and self-doubt, enabling individuals to think clearly and rationally when faced with challenges, thus increasing their ability to effectively analyze problems and develop appropriate solutions.

Table 4. The Results Responsibility Indicators

Statement	Results
Feeling responsible responsible for looking after the horses	92,4%
Responsible take care of equipment and personal safety	94,4
Responsible for consistent practice	90,8%
Responsible in protect living things and the environment	89,2%
Disciplinary responsibility.	89,6%

Based on **Table 4** above, it can be seen that each statement item has an index in the range of 80% - 100%, which shows that respondents strongly agree that extracurricular horse riding can shape the responsible character of students.

Feeling responsible encompasses a multifaceted approach, encompassing not only the care and well-being of the horses, but also extending to the diligent maintenance of equipment, ensuring personal safety through responsible practices, and cultivating a strong sense of disciplinary responsibility, all while fostering a deep respect for living things and the environment.

Table 5. The Results of the psychological relationship between horse riders and horses. Indicators

Statement	Results
A strong emotional bond between rider and horse	93,6%
Building a trusting relationship with the horse for cooperation	94,8%
The psychological relationship between rider and horses with regular interactions	92%
Trust between rider and horse	92%
Building strong mental and emotional connectedness	95,6%

Based on **Table 5** above, it can be seen that each statement item has an index in the range of 80% - 100% which shows that respondents strongly agree that equestrian extracurriculars can form psychological factors between horse riders and horses.

According to Al-Ghazali, the analogy used to describe the relationship between a horse and a rider is the analogy between the body (al-jism) and the soul (al-nafs), with the rider acting as the controller, while the horse acts as a tool used to achieve certain goals (Iriani, 2023). Basically, the horse, in this analogy, represents the physical body, which, if not properly trained and guided, can lead the individual astray from the path of righteousness. a combination of physical strength, emotional sensitivity, and mental discipline. The rider must be able to control his own body while building deep trust and communication with his horse, creating a beautiful and powerful harmony.

The results of observations show that extracurricular horse riding at the ZIIS modern Islamic boarding school prioritizes the formation of brave character, confident character and responsible character as well as the psychological relationship between horse riders and horses. From

the results of the observations made there are several points:

- 1) Courage : Horse riding teaches students to face challenges, overcome fears, and make decisions in uncertain situations. Direct interaction with horses helps students develop courage and mental toughness.
- 2) Self-Confidence: Through the gradual process of learning to ride, students experience increased self-confidence. Successfully mastering riding techniques and building a relationship with the horse contributes to increased self-esteem and confidence in one's abilities.
- 3) Responsibility: Horse care involving routine tasks such as cleaning stalls and feeding fosters a sense of responsibility in students. They learn to be consistent, disciplined, and understand the importance of fulfilling obligations.
- 4) Psychological Connection with Horses: Horse riding involves deep interactions between humans and animals. Through non-verbal communication, trust, and empathy, students build strong relationships with their horses. This relationship has a positive impact on students' psychological aspects, such as increasing calm and empathy.

Based on the results of interviews with trainers and students, equestrian extracurriculars provide very significant benefits in building students' character. The results of interviews with trainer Ryadh Arudhiskara concluded that horse riding activities not only train physical strength, but also stimulate mental and emotional development which requires concentration, balance and good coordination. Apart from that, horse riding also teaches students to control emotions and overcome fears. Learners learn to lead horses, give commands, and take responsibility for their actions, confront and overcome fears and develop courage, a regular training schedule and the demands of horse care foster discipline, as well as a sense of responsibility for the horse's welfare and one's own safety.

CONCLUSION

This research succeeded in showing that extracurricular horse riding at the ZIIS modern Islamic boarding school has a significant impact on the formation of students' character. Through analysis of observation data, interviews and questionnaires, strong evidence was found that

horse riding activities can foster courage, self-confidence and a sense of responsibility in students. Apart from that, this activity also facilitates the formation of a unique psychological relationship between horse riders and their horses.

The results of the questionnaire showing a very high level of agreement from respondents further strengthen this finding. Almost all respondents agreed that extracurricular riding contributed positively to the formation of their character.

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