



# The Correlation between Sports Extracurricular and Social Behaviour of Students in Junior High School 1, Jekulo, Kudus

## Original Article

Andre Giffari<sup>1\*</sup>, Fajar Awang Irawan<sup>1</sup>

<sup>1</sup>Department of Sports Science, Faculty of Sports Science, Universitas Negeri Semarang

### Correspondence:

Andre Giffari  
Gedung F1 Lantai 1, IKOR FIK UNNES, Kampus Sekaran, Gunungpati, Kota Semarang, Indonesia, 50229  
Phone: +6285712334178  
E-mail:  
[andre.giffar13@gmail.com](mailto:andre.giffar13@gmail.com)

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### Abstract

This study aims to analyse the level of categories of students' social behaviour and the relationship between extracurricular activities and students' social behaviour. This study is an experimental quantitative study employing a pre-experimental design. The sample in this study was 156 students in grades VII-IX of junior high school. Data collection was carried out through a social behaviour test questionnaire sheet. The data was processed using the Correlation Test. The results indicate that (1) The highest level of student social behaviour is in the mediocre category at 55%, while the high category is 31%, and 14% is in the low category, (2) there is a strong correlation between extracurricular activities and students' social behaviour, with a coefficient of 0.848. The correlation coefficient demonstrates the close association between sport extracurricular activities and the social behaviour of students. This study concludes that the introduction of sport extracurricular activities substantially impacts students' social conduct. It is because all forms of extracurricular activities are cooperative training, which includes peer interaction, training activities, organizational activities, preparation for events, and participation in competitions or competitions that influence the development of positive character traits in students. It is intended that this research will have consequences for enhancing the development of extracurricular activities in schools so that they not only influence the pleasant social conduct of students but also produce exceptional seeds, which are the hope for Indonesia's future accomplishments.

**Keywords:** *social behaviour, sports extracurricular, physical education*

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## INTRODUCTION

Education is usually defined as a human effort to cultivate individuality based on social and cultural values. This means that through education, students are expected to have values that are useful for themselves, their families, the community, and the nation. However, education in Indonesia is now experiencing various very complex problems, so it needs attention. These problems include changing curricula so that schools are not ready to implement them [1]. In addition, school facilities are not complete, and there is an imbalance between the intellectual and emotional development of students. These things have resulted in the decline of social manners and moral ethics in the practice of school life. So that there are several negative effects that worry the community, including the increasing number of deviations from religious and social norms of life that are manifested in the form of student delinquency in schools such as disrespectful behaviour towards teachers and school employees. This can be seen in the relationship between students and teachers where students are often indifferent to teachers and school employees who heed school rules.

Based on the problems that occur, several studies explain that to strengthen student education in schools, extracurricular activities are organized which in their implementation can be carried out inside schools and outside class hours to be able to shape students' social behaviour [2]. According to Lutan in Ardiansyah, 2020 stated that extracurricular programs are an integral part of the learning process that emphasizes meeting the needs of students, because both intra and extra activities cannot be separated. Even extracurricular activities are extension, complementary or reinforcing intra activities to channel talents or encourage student development to reach the maximum level. Programmed extracurricular activities can provide positive values for students in the use of students' free time so that students always fill their spare time by doing activities that are beneficial for themselves [3].

Extracurricular sports are activities carried out outside of school hours both at school and outside school. Sports extracurriculars are related to students' physical activities, before doing sports extracurriculars usually coaches or coaches provide guidance on the values contained in participating in extracurricular activities such as Fair play, Empathy, Cooperation, Tolerance, Attitude, and so on. Sports involvement has the potential to help students develop better emotions and self-esteem, expand social networks, improve self-image, increase a sense of belonging and decrease levels of depression and emotional distress [4,5].

Based on previous research, it is explained that by participating in sports that are followed, students can make teenagers develop various life skills such as goal setting, problem solving and time management skills. Adolescents who are actively involved in sports have also shown higher levels of psychosocial skills such as behaviour, perceived self-efficacy, personal responsibility, and social responsibility [6].

Sport extracurricular activities are one of the things that play an important role in building skills and developing students' social behaviour. Sports extracurricular activities allow students to spend their free time fruitfully and direct them to recreational activities that contribute to individual development. Extracurricular sports contribute to improving the school experience as well as improving students' social skills. Hence, extracurricular sports activities teach perseverance while encouraging respect for rules, fair play and teamwork [7]. Several studies have shown the positive influence of extracurricular sports on the development of life skills, social behaviour, and interest in students' talents. An individual or student needs the ability to be able to interact with other people. That ability is a social skill. Social skills are one of the abilities possessed by individuals in establishing relationships with people. One part of social skills is social behaviour; This social behaviour becomes very important amid various social problems that often occur in the social environment. However, research related to social behaviour that are integrated in sports extracurriculars in Indonesia are still very minimal. Therefore, this study aims to determine the relationship between extracurricular activities and students' social behaviour.

## **MATERIAL AND METHODS**

This is quantitative experimental research. Pre-experimental research design with one-shot case study research design. This type of one-shot case study is intended to show the measurement power and scientific value of a research design. According to Creswell, the chart of the one-shot case study can be seen in Table 1 [8].

Table 1. One shoot case study research design

Subject	Treatment	Post
Extracurricular Group	X	O

*\*X : Treatment, and O : Observation results after treatment*

The population in this study is students at Junior High School 1 Jekulo Kudus in the academic year 2021/2022. The sample are grade VII and IX students (n: 156). Sampling and research subjects were taken by purposive sampling, namely students who took sports extracurricular activities. Quantitative data collection techniques were carried out by using a questionnaire test. The questionnaire test technique given to students is a questionnaire test related to social behaviour. The benchmark for the assessment of student social behaviour questionnaires using a three-scale reference score, it is presented in Table 2. The data analysis technique used normality, homogeneity, and correlation significance tests using SPSS 20. The correlation level was categorized using the guidelines from Siregar in Table 3 [9].

Table 2. Student social behavior category measurement scale

Social Behavior	Category
$score > \bar{x} + 0,25 SD$	High
$\bar{x} - SD \leq score \leq \bar{x} + 0,25 SD$	Medium
$score < \bar{x} - 0,25 SD$	Low

Table 3. Correlation category

No	Correlation Value	Relationship Level
1	0,00-0,199	Very weak
2	0,20- 0,399	Weak
3	0,40-0,599	Enough
4	0,60-0,799	Strong
5	0,80-0,100	Very Strong

## RESULTS

The grouping of student behaviour in this study was obtained through a questionnaire. This questionnaire was given to all levels of grades VII-IX at Junior High School 1 Jekulo, totalling 156 students on June 16, 2022. The purpose of this questionnaire was to classify students based on categories of high, medium, and low social behaviour. The questionnaire contains 80 statements. Based on the student's social behaviour questionnaire test, it will be categorized into 3 categories, namely students who have high, medium, and low social behaviour. The method of determination is described in Table 4.

Table 4. Categories of student social behaviour

Student Behavior	Category
$score > 64$	High
$58 \leq score \leq 64$	Medium
$score < 58$	Low

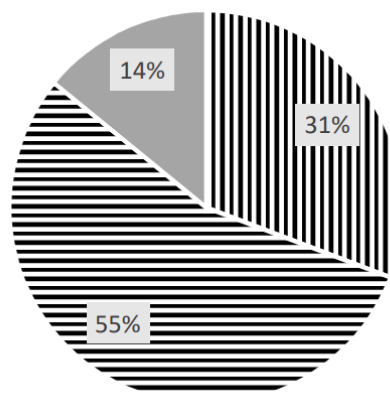


Figure 1. Results of categorizing student social behavior

Based on Figure 1 shows that the percentage of students who have a high category of student behaviour is 31%, while 55% are in the medium category, and 14% are in the low category. The values of activities developed in extracurricular activities should be adjusted to the seven competencies developed by the school. At least have the values of leadership, cooperation, discipline, solidarity, tolerance, concern, togetherness, courage, responsibility, and cohesiveness. Therefore, the values of the activities developed must refer to the objectives of National Education at least to develop independence, entrepreneurial spirit, and social responsibility as well as creativity based on freedom of expression.

After obtaining the categorization of students' social behaviour, it was continued to test the significance of the correlation. The correlation coefficient test is needed to see the relationship between extracurricular activities and students' social behaviour based on the student's behavioural questionnaire scores, and students extracurricular scores. The test was carried out using a correlation test with the help of SPSS version 20. Before doing the coefficient test, normality and homogeneity tests were carried out. Normality and homogeneity test results can be seen in Table 5. It shows that the significance value is more than 0.05 which means that the social behaviour questionnaire data is normally distributed, and homogeneous. Furthermore, because the data is normally distributed and homogeneous, the data can be tested for its correlation coefficient using the SPSS 20 test. The results of the correlation coefficient test can be seen in Table 6. the output of Table Correlations obtained the value of sig. of = 0.000 < 0.05 and the value of the Correlation coefficient of 0.848, meaning that there is a very strong relationship between extracurricular activities and students' social behaviour.

Table 5. Calculation results of normality and homogeneity test of social behavior

Data	Sig	Decision
Questionnaire	0,358	H <sub>0</sub> received (Normal distribution)
Questionnaire	0,134	H <sub>0</sub> received (Homogen)

Table 6. Test of the correlation coefficient of extracurricular activities on students social behavior

			Extracurricular activities	Student Social Behavior
Spearman's rho	Kegiatan Ekstrakurikuler olahraga	Correlation Coefficient	1.000	.848**
		Sig. (2-tailed)	.	.000
		N	156	156
	Student Social Behavior	Correlation Coefficient	.848**	1.000
		Sig. (2-tailed)	.000	.
		N	156	156

## DISCUSSION

Its development is related to the daily life of children and coaching is carried out during extracurricular and learning activities. The value generated from participating in extracurricular activities held at the school are discipline, skills, social skills and responsibility to become part of the student. Based on research of Dahliyana, it shows that the link between sports extracurricular activities and social behaviour is a means of strengthening the personality of students from what they gain through their 31% (high), 55% (medium), 14% (low) Categorization Results of Student Social Behaviour knowledge, which students choose based on what they want, and they think that is where they can develop themselves [10]. So that their love for extracurricular activities can lead them to have good character. All extracurricular activities provide opportunities for activities according to their development, such as interacting with peers,

developing potential and skills, developing long-term self-control, and commitment to education. Several studies explain that students who take part in sports extracurricular activities can improve life skills, participate in competitions, and improve teamwork [11]. Therefore, all forms of activity are training in cooperation, and the forms of activity are peer interaction, training activities, organizational activities in extracurricular activities, preparing for events, and participating in competitions or competitions. The most common activity is peer interaction. Opportunities to work together can be realized because of good peer interaction.

In line with previous research conducted by Kamnuron et al. explained that extracurricular activities can increase students' self-confidence so that they are able to perform various skills well and increase students' self-confidence [12]. Interacting in extracurricular activities provides opportunities for teenagers to be able to work together, help each other and be responsible for the success of an activity [13]. High interest in participating in extracurricular activities can be influenced by several factors such as based on feeling happy, understanding the benefits of participating in extracurricular activities, training maturity, feeling better, having enthusiasm, and having a feeling of belonging. in the extracurricular activities that follow [11].

The correlation coefficient shows the close relationship between the implementation of sports extracurricular activities and students' social behaviour. This is supported by several studies explaining that extracurricular activities have a strong relationship with the formation of social behaviour, social life skills, especially the formation of cooperation. Extracurricular activities which are a set of learning experiences have beneficial values for the formation of students' personalities [14].

Students who are active in participating in various extracurricular activities both in the form of providing material and practical activities can support students understanding in developing social behaviour, talents, and interests of students in the field of love of nature [15]. Based on the results of the study, it was found that extracurricular activities can foster cooperation, mutual respect, honesty, reduce fights, hostility, and competition. This is because in the application of extracurricular activities, students are involved in sportsmanship in participating in competitions, or in regular training. The implementation of extracurricular activities provides students with a broad organizational experience, fosters independence and maturity that can change the way students think if they face problems in their lives. Extracurricular activities for students do not hinder their academic activities. In fact, extracurricular activities can be a medium for students to discuss and learn together to solve the academic problems they face.

The benefits of student involvement in extracurricular activities are in accordance with the results of research in other countries which show a high relationship between participation in extra-curricular activities at school with student commitment in the academic field and higher academic achievement, having a positive effect on student life by improving behavior, school achievement, school completion, knowing Indonesian culture, positive aspects to make adults successful, and social aspects of students are professional skills, leadership, time management, flexibility, and other skills [16,17,18].

Additionally, extracurricular activities can also introduce Indonesian culture. Extracurricular activities with the theme of Indonesian culture can motivate students to know more about Indonesian culture, through extracurricular activities such as dance, pencak silat, scouts, and others [19,20]. In order for extracurricular activities to maximally support the formation of student character, of course schools must carry out various coaching. Based on several studies, it is explained that to achieve higher achievements in extracurricular development in schools, of course, the role of the relevant agencies/institutions is highly expected, such as the preparation of training programs that refer to the principles of training, funding, facilities and infrastructure [21].

## CONCLUSION

We concluded that the category of social behaviour of students at Junior High School 1 Jekulo Kudus is mostly in the medium category with a percentage of 55%, while in the high category it is 31%, and in the low category it is 14%. Furthermore, there is a very strong relationship between sports extracurricular activities and students' social behaviour with a Correlation coefficient value of 0.848.



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## CONFLICTS OF INTEREST

**Conflict of interest** : Authors state no conflict of interest.

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