

Internalization of Cooperation Value in Drum Band Extracurricular Activities

Raihanatul Jannah*

Madrasah Ibtidaiyah Teacher Education, UIN Antasari, Banjarmasin, Indonesia

Nurlaili Fitri

Madrasah Ibtidaiyah Teacher Education, UIN Antasari, Banjarmasin, Indonesia

Khairunnisa Khairunnisa

Madrasah Ibtidaiyah Teacher Education, UIN Antasari, Banjarmasin, Indonesia

*Correspondence author: raihanah69@gmail.com

Abstrak:

This study aims to define the internalization of cooperation value in drum band extracurricular activities, as well as the supporting and inhibiting factors in its process. This study uses field research (field research) using a qualitative descriptive method. Data collection techniques in this study are observation, interviews, and documentation. Data processing techniques in this study include data editing, classification, and interpretation. While the subjects of this study are school principals, trainers, teachers, parents, and students. The study results show that the internalization of cooperation value has been applied to drum band extracurriculars in the form of group exercises, group exercises, and joint exercises, effective communication, openness, shared responsibility, and understanding of common goals. The supporting and inhibiting factors in this internalization process include trainers, students, parents, classrooms, fields, funds, and infrastructure. The implications of internalizing the cooperation value in the drum band extracurricular are 1) it makes it easier for teachers to convey material, 2) it makes it easier for students to memorize material, 3) students are more enthusiastic about participating in activities, 4) makes it easier for students to practice cooperation and cohesiveness, 5) the sound of the music produced is better because of their solid cooperation, 6) form an attitude of cooperation and mutual help and benefit for the future. Education practitioners need to develop a mature strategy to internalize character values in extracurricular activities and minimize obstacles to get maximum results.

Key words:

Cooperation Value; Extracurricular; Drum Band; Internalization

DOI: [10.18952/aladzkapgmi.v13i1.10164](https://doi.org/10.18952/aladzkapgmi.v13i1.10164)

Received: 7 Juli 2023; **Accepted:** 8 Juli 2023; **Published:** 9 Juli 2023

How to cite :

Jannah, R., Fitri, N., Khairunnisa. (2023). Internalization of Cooperation Value in Drum Band Extracurricular Activities, *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 13(1), 19-29



This is an open access article under Creative Commons Attribution 4.0 International License

Introduction

The purpose of education is to build human beings as someone who has faith and piety to God Almighty, is healthy and intelligent, has a noble character, has feelings, has the will to be better, can work, can control their passions, is social and cultured. Thus, education in Indonesia is more directed at the main thing: developing social attitudes and becoming a religious person in carrying out education in Indonesia (Sujana, 2019).

However, based on a student character survey conducted by the Research and Development Center for Religious Education in 2021 led by Murtadlo et al. (2021), it is stated that, on average, they find a decreased index number compared to last year's index results. This year, the character index for secondary education students is at 69.52, down two points from last year's indicative figure (71.41). The decrease in the index number is strongly suspected to be the effect of the Covid 19 pandemic. Because the implementation of the character survey was carried out amid an atmosphere in the education world facing the Covid 19 pandemic. This atmosphere is suspected from the start to affect the character index level of students. The character of cooperation decreased by -0.84 from before the pandemic to 2.87. At the same time, humility and prudence characteristics increased from before to after the first wave of the Covid crisis. (Gander & Wagner, 2021).

Therefore, educational institutions need to redesign and strengthen students' character values through formal and non-formal education both in its planning and implementation. In non-formal education in schools, this activity aims to hone the talents and abilities of students. This activity is carried out at school and outside school hours (Preedy et al., 2020; Alfinanda & Florean, 2020). This activity is usually referred to as extracurricular. This is a learning activity to help students develop their potential, talents, interests, and needs. It is carried out only for students and is supervised by educational staff who have the ability and authority over the school and can teach and master the extracurriculars (Arisyanto et al., 2018; Halimah et al., 2020).

An extracurricular activity can indirectly foster some values and interpersonal skills in students (Bates, 2019; Preedy et al., 2020), such as the cooperation value applied to achieve common goals. Cooperation is an agreement between two or more people with the same goal, which is mutual benefit from one another. Cooperation values include altruism, trust, curiosity, and benevolence (Sterrett & Richardson, 2020; Hart, 2022). Internalizing the cooperation value in drum band extracurricular activities will help students understand, practice, and remember every beat taught by the teacher or trainer. This can support their collaboration because the internalization of the cooperation value provided will be applied in every drum band extracurricular activity process (Bates, 2019; Puspitasari et al., 2022).

The process of internalizing the cooperation value will occur if each individual can accept the teachings and inculcations that enter them because the behavior displayed by the individual will be continuous with the internalization process that has been carried out and the beliefs they adhere to (Bates, 2019; Sayer, 2020). Implementing the process of internalizing the cooperation value in drum band extracurricular activities will inevitably encounter several obstacles that will affect the results of the activities. However, several things can be overcome and make this activity run smoothly.

Coaches or teachers use many ways to teach drum band music. The method used by the trainer can also increase some character values, especially the cooperation value for students. Considering that in this extracurricular, there are lots of values that are useful for students in the future (Hidayat & Mumtazah, 2021; Puspitasari et al., 2022). Students will be taught how to produce beautiful and harmonious music during the drum band activities. To achieve this, special training

is needed to familiarize students with following the trainer's directions and train students to work in teams to achieve the desired goals.

Several things need to be considered in internalizing the cooperation value in improving the quality of drumband extracurricular learning: (a) there is a planning process for internalizing character values to improve the learning quality, (b) there is an organization of learning material so that teachers are more comfortable in carrying out the learning process, (c) there is a process of implementing learning which is the core of the internalization of cooperation value, (d) there is an appropriate learning strategy, and following the characteristics of the learning material, (e) there is reasonable control or evaluation of the learning process (Peng et al., 2018; Mutohar & Trisnantari, 2020)

Many research results discuss character education through drum band activities such as those carried out by (Kurniawan, 2018; Rakhmansyah, 2018; Khoiriyah et al., 2019; Alfinanda & Florean, 2020; Hidayat & Mumtazah, 2021; Sugito & Noordiana, 2019; Puspitasari et al ., 2022). They only define and examine the types of characters contained in drum band extracurricular activities and the learning methods used. They do not explain the process of internalizing character values in drum band extracurricular activities so that these activities run successfully. Therefore, the researcher is interested in explaining the focus on the process of internalizing cooperation value in extracurricular drum band with more complex things

One institution that internalizes cooperation value in drum band extracurriculars is Madrasah Ibtidaiyah (MI) Muhammadiyah 3 Al-Furqan Banjarmasin. In MI Muhammadiyah 3 Al-Furqan Banjarmasin school environment, there are many types of extracurriculars that students can choose from. However, only one extracurricular is much in demand by students: drum band extracurricular. Many achievements are born from drum band extracurricular at the provincial level of South Kalimantan. This shows that cooperation value has been formed deeply in drum band extracurricular activities. This study aims to describe the process of planning, implementing, and evaluating the internalization of cooperation value in drum band extracurriculars. The researcher will also analyze the supporting and inhibiting factors in the internalization of cooperation value in drum band extracurricular at Madrasah Ibtidaiyah Muhammadiyah 3 Al-Furqan Banjarmasin.

Research Method

This research uses field research. This type of research is used because researchers want to obtain information on how to internalize the cooperation value in drum band extracurricular activities at Madrasah Ibtidaiyah Muhammadiyah 3 Al-Furqan. The approach used in this study is qualitative. This research uses a natural setting to interpret the phenomena that occur and is carried out using various methods.

The data taken in this research is sourced from 10 informants consisting of school principals, coaches, teachers, guardians of students, and students directly involved with drum band extracurricular activities at Madrasah Ibtidaiyah Muhammadiyah 3 Al-Furqan Banjarmasin, South Kalimantan. The data is taken during extracurricular drum band training activities at Madrasah Ibtidaiyah Muhammadiyah 3 Al-Furqan.

Data collection techniques are carried out through interviews, observation, and documentation. Interviews are used to ask questions directly by the researcher to the respondents. Respondents' answers are recorded with a tape recorder. Interviews are conducted directly with school principals, trainers, teachers, and students' guardians, and students. In observation, the researcher directly observes various student training activities in drum band extracurricular at MI Muhammadiyah 3 Al-Furqan. Thus, through this observation, a thorough and

complete description, recording, or record of events in situations related to research is obtained. The observation method used by researchers uses structured and unstructured observation.

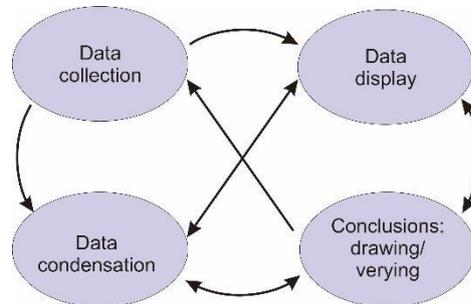


Figure 1 Components of Data Analysis: Interactive Model

The data are analyzed using Miles Huberman et al. (2014) model: the data condensation stage, presenting data in description form and drawing conclusions by the researcher. In this qualitative research, data analysis is carried out until the research in the field is completed. Data obtained from research results are through observation, interviews, and documentation. Data is analyzed and presented well in the form of a report, so the issue studied can be discussed and easy for readers to understand. Researchers tested the validity of data obtained with 3 models of triangulation: triangulation of techniques, methods, and theory. The results from these sources will produce different evidence or data, providing different views about the phenomenon studied. The various views obtained will produce a comprehensive knowledge to obtain the real truth.

Results and Discussion

Cooperation value that is internalized here becomes a reference in activities, especially drum band extracurricular at MI Muhammadiyah 3 Al-Furqan Banjarmasin. Instilling character values can be conducted through several things, such as carrying out regular learning, extracurricular activities, and other activities aimed at developing hobbies, religious activities, and behavior at school (Metcalf & Moulin-Stožek, 2021; Hart, 2022). The vital role of trainers and principals in supporting and systematically compiling a series of activities to be carried out begins with planning, then continues with the implementation of the learning process in the classroom and outside the classroom, and carrying out evaluations.

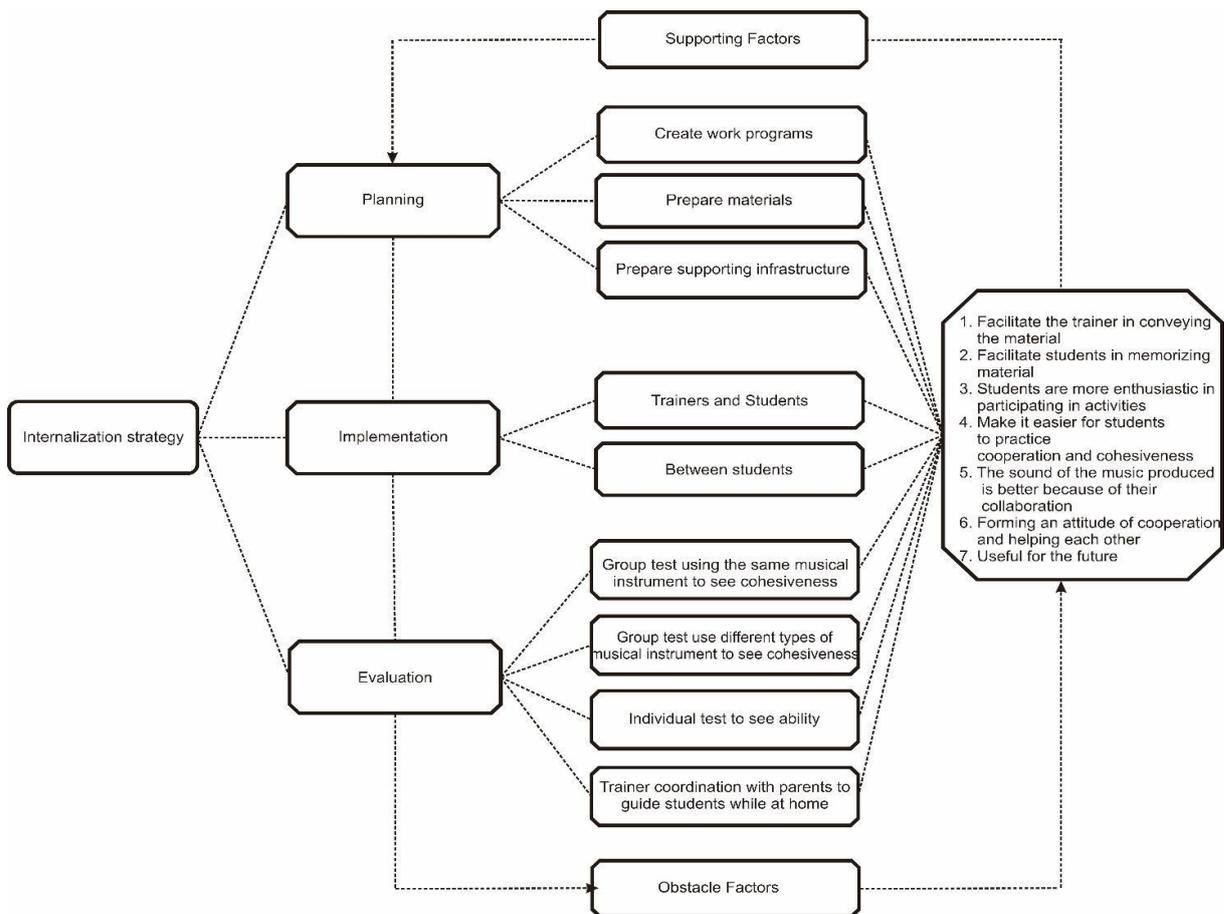


Figure 2. Internalization of the Cooperation Value in Drum Band Extracurricular Activities

In the planning stage, the internalization of cooperation value is contained in a work program created by the coach and principal by involving the student's guardians, the drum band extracurricular activity program. Effective leadership determines a successful program of activities. Effective leadership contributes to school excellence directly and indirectly through the quality of the program of activities organized (Bates, 2019; Sholeh et al., 2022; Kholis, 2022). Programs and activities that are developed and expected to be successful must be coordinated among all stakeholders and follow a predetermined schedule through cooperation. Cooperation is carried out to maintain order, security, cleanliness, and tolerance and educate students about the cultural order of society. This very important value is also beneficial for everyday life because when studying and applying cooperation value in activities, it will produce the desired achievement regardless of the abilities of each individual (Jaenudin et al., 2018, 32).

In addition to compiling a work program, the trainer also prepares several things before the activity is carried out, such as determining learning strategies and materials. The teacher determines strategies and materials that can increase collaboration value between each student and between teachers and students. The most important part of the teaching and learning process is determining strategies and learning resources. Without strategies and learning resources, learning will be boring, and students will not have knowledge beneficial to themselves and others. Collaborative strategies and materials that are packaged attractively are needed to

explore students' potential (Azorin et al., 2020; Rahmawati, 2021; Sholeh et al., 2021). The trainer prepares a musical scale that will be delivered during the implementation of the activity. In addition, the musical scales given by the trainer are divided into several parts to make it easier for students to understand. The song material prepared by the trainer is a madrasah marching anthem and is easily played by students together. The coach selects the songs according to the student's abilities (Alfinanda & Florean, 2020; Hidayat & Mumtazah, 2021). The choice of song material to be played must be adjusted to the ability and age of the students. This is conducted so students can receive and understand the material presented properly.

In practice, the extracurricular activities are played by several people holding different musical instruments such as pianos, bass drums, snare, and tom-toms. They are guided to be able to unite and harmonize the musical instruments they play with the material that has been delivered. Students will practice using their respective tools with different materials in each activity. So, when they are united in playing drum band instruments, they are required to work together in playing music even though the musical instruments are different. The form of internalization carried out by the trainer is in the form of grouping between students to bring out collaboration between students. The internalization of the cooperation carried out can improve students' ability to participate in drum band extracurricular activities and make it easier for them to practice drum bands. Effective communication between students helps them understand each other and work well together. The internalization of this cooperation can lead to attitudes or behaviors that can become habits in students' lives (Halimah et al., 2020; Kanar & Bouckenoghe, 2021). This gives students the experience that we cannot live alone in life. They also experience that good cooperation will produce something extraordinary when they are able to play songs together in harmony.

Drum band extracurricular is an activity in the form of a musical game consisting of several personnel to accompany the steps in marching, or in other words marching while playing music. Apart from expertise in music, the benefits obtained are that it can nourish the body and increase student character values (Kurniawan, 2018; Sugito & Noordiana, 2019). Following the opinion of Mutohar and Puspitasari, which state that drum band is a group activity consisting of each student who masters different tools. Good teamwork is needed between students so that they can produce harmony in playing musical instruments. It is in this musical instrument skill that character education can be applied in it (Mutohar & Trisnantari, 2020; Puspitasari et al., 2022).

The teacher must evaluate the activity to find out the results of internalizing cooperation value in drum band extracurricular activities at MI Muhammadiyah 3 Al-Furqan. The way that the trainer does in evaluating drum band extracurricular is by giving a test of the activities that have been carried out. The coach assesses how they play musical instruments and the cohesiveness that exists between students. Students must be open and ready to receive input and suggestions from their colleagues. Learners must be responsible and understand the common goal. If the evaluation can run smoothly, and students can compactly play drum band musical instruments, the music produced will be following what is expected. When playing a song, musical instruments must be played according to the beats and directions given by the coach. The evaluation carried out by the trainer is not only by giving tests independently but also by giving tests in groups to see the cooperation between students. The cooperation between students also determines the success of students in the drum band extracurricular. Peer support will create fun environment during extracurricular learning (Preedy et al., 2020; Holzberger & Schiepe-Tiska, 2021).

The students themselves are the main factors supporting the process of internalizing the cooperation value in drum band extracurricular activities. When

students' desire and interest are so high to join the activity, the learning will be easy for them to understand and apply. It is the will within themselves that will encourage and motivate them in the process to become more developed and better. The influence of student learning success depends on student motivation. If they have a strong will and drive to learn, success in learning will be easily achieved. Trainers must have specific strategies for improving students (Emda, 2018; Bates, 2019; Hart, 2022).

Trainers must have experience and are indeed trained in educating and guiding in providing learning to students. A coach is someone who has the professional ability to help reveal the potential of their students into real abilities optimally in a relatively short time (Martinus et al., 2021; Hidayat & Mumtazah, 2021). In addition, the trainer not only provides teaching to students but is also responsible for learning and internalization in the form of values in drum band extracurricular activities, especially the cooperation value. The cooperation value is applied by the trainer in every activity. It is not easy to guide and provide direction to students in practicing and instilling cooperation value in it. Trainers must be able to inspire themselves and become role models for students (Suwirman, 2019; Kholis, 2022).

Parents are teachers and trainers at home and can provide teaching and learning to their children. In addition, the support provided by parents will significantly affect learning outcomes because the support provided can motivate them to be active and enthusiastic in practicing the skills they have. Communication and good cooperation is needed between parents, students, and coaches. The collaboration that is established will make it easier for students to understand learning skills. Caring for student parents and seeking mutually beneficial cooperation helps principals and teachers develop better schools. This is an example of good best practices for educational practitioners and scholars (Sholeh, Jannah, Khairunnisa, et al., 2021; Kholis, 2022). In addition, the established collaboration is also a form of internalizing the cooperation value that is applied within the scope of parents, trainers, and students. There should indeed be cooperation between parents and the school in making their children succeed in learning and developing skills at school. The cooperation between parents and trainers can have a positive influence, facilitating school management which includes several aspects (Sholeh et al., 2022; Kholis, 2022).

In the drum band extracurricular at MI Muhammadiyah 3 Al-Furqan Banjarmasin, the cooperation between the trainer and the school is that the facilities and infrastructure provided are adequate. The means supporting the process of internalizing the cooperation value in drum band extracurricular activities at MI Muhammadiyah 3 Al-Furqan is a complete drum band musical instrument. While the infrastructure provided is in the form of training facilities such as a comfortable room and supports the process of carrying out the training. The facilities and infrastructure provided by the school have an important role in optimally supporting extracurricular activities (Sholeh, 2021; Katawazai, 2021).

The inhibiting factors in internalizing cooperation value from the students are usually in the form of inactivity in participating in the activities. Often arriving late and their absence will hamper the strengthening of students' cooperative character and hinders the smooth process of drum band practice activities.

The learning will not run smoothly if the teacher and one of the students arrive late (Sholeh et al., 2021; Puspitasari et al., 2022). Besides, the will within the learner becomes an obstacle in developing skills and continuing to learn. Feeling lazy, selfish and having difficulty catching the material delivered will make them not active in drum band extracurricular activities. The egoism possessed by students has an impact on them having difficulty accepting and responding back to what has been taught (Sugito & Noordiana, 2019). In addition, there is no enthusiasm and

motivation within themselves, so they seem to have no intention of doing something that will benefit them later (Sugito & Noordiana, 2019; Lestari et al., 2021).

As teachers who teach and instill character values in children at home, parents must provide direction and guidance for children to always be active in learning. However, sometimes some parents don't care about their children's skills and cannot work with coaches to develop their children's talents. For example, during the implementation of the exercise, some students are often absent. This happens because parents do not want to take their children to school because they are busy. As well as the lack of willingness in students to learn and parents who do not support enhancing their children's motivation and enthusiasm in practicing.

Often parents cannot work with coaches to motivate students to participate in training activities. This makes students often miss material and are not included in competition activities. Not only is parents' lack of awareness in working with coaches to develop their children's talents becoming an obstacle in the implementation process, but also the parents' economic factors make the implementation of activities hampered. The first inhibiting factor in student learning is the lack of role of parents in instilling character values in students (Tahrim, 2020; Puspitasari et al., 2022).

In carrying out activities aimed at developing the student's interests and talents, it is necessary to update several requirements according to their conditions. To update and support the success of the activity process, adequate funding sources are needed. To support the internalization of the cooperation value in the drum band extracurricular, when the tools used are damaged or need to be replaced, it cannot be done directly because the funds needed are large enough to buy or repair these tools. The lack of funds affects adequate facilities and infrastructure to be repaired or replaced (Ismayanti, 2019; Katawazai, 2021). However, the school always tries to improve or fulfill the facilities and infrastructure that are still lacking so that extracurricular activities run according to plan and are more optimal.

The classroom is also an inhibiting factor in drum band extracurricular activities. Where the classroom becomes a supporting infrastructure in the process of training activities, and what happens is that the classroom used does not fit. In addition, there needed to be more seats for the number of students to carry out drum band extracurricular exercises at MI Muhammadiyah 3 Al-Furqan Banjarmasin, and the process of internalizing the cooperation value could not work maximally. Students need more space to practice and shift tables and chairs to carry out practice activities together. Therefore, the classroom is not appropriate for drum band extracurricular practice, and the internalization of cooperation value will be difficult to instill. This is because the classroom is a place for academic learning and is filled with chairs and tables. Therefore, it will be difficult for participants because they must move tables and chairs backward during practice. So that time is taken to prepare for practice only (Marsiano et al., 2019). Drumband extracurricular activities should be carried out in a large open or closed area (Alfinanda & Florean, 2020; Puspitasari et al., 2022).

The implication of internalizing cooperation value in the drum band extracurricular is an effective learning climate, facilitating trainers in conveying material, facilitating students in memorizing material, enthusiasm in participating in activities, training cooperation and cohesiveness among students, the sound of music produced is better, the formation of mutual attitudes mutual help and the formation of effective communication that exists between school principals, teachers, students' guardians, and students. The limitation of this research is that the researcher only focuses on describing the internalization of cooperation value in implementing drum band extracurricular activities and is only carried out in one research location. Subsequent research can complement aspects that researchers have not found, such as working hard to apply skills, respecting others, controlling temperament, paying

attention to other people's feelings, accepting other people's opinions, and playing in a controlled manner. It can also be developed into quantitative research and R&D.

Recommendations from the research results: it is hoped that school principals can make policies, provide facilities and infrastructure, and create a conducive environment to support the internalizing character values in the implementation of drum band extracurricular activities so that the cohesiveness between students can be increased. Trainers are expected to be able to communicate well with parents and be able to motivate even more enthusiasm so that students who often do not participate in training can attend activities. For students, it is hoped that in drum band extracurricular activities, they can participate actively and are always present in every activity. Improving cohesiveness and cooperation requires the active involvement of students. In addition, it is expected that in internalizing the instilled cooperation value, students can carry out according to directions and work well with colleagues. In the future, the internalization of cooperation value will be applied not only during training but also in everyday life.

Conclusion

The decrease in cooperation value character impacts the increase in students' individualism value. One way to minimize the high individualism of students at school is by internalizing cooperation value in drum band extracurricular activities. The internalization of cooperation value must be thoughtfully planned, implemented, and evaluated by involving stakeholders so that cooperation value can become a habit at school and home. Principals and trainers must plan work programs and learning strategies and prepare the necessary infrastructure to support the internalization of cooperation value in drum band extracurricular activities. The implementation of internalizing cooperation value is applied when dividing groups in practice. In addition, the tasks given are also related to groups to increase their cooperation and cohesiveness. Students who participate in the drum band extracurriculars feel happy while participating in the activity and can work well with their peers under the direction of the coach. The trainer gives an evaluation of students a test to see how their abilities are. Group assignments are also given to see their cooperative abilities. Supporting and inhibiting factors in the internalization of cooperation value in drum band extracurricular activities are students, trainers, parents, funds, and infrastructure.

References

- Alfinanda, N. F., & Florean, M. R. (2020). Identifikasi Nilai Pendidikan Karakter Dalam Pelaksanaan Kegiatan Ekstrakurikuler Drumband. *EduHumaniora | Jurnal Pendidikan Dasar*, 12(2), 137–147. <https://doi.org/10.17509/eh.v12i2.18750>
- Arisyanto, P., Sundari, R. S., & Untari, M. F. A. (2018). Pembelajaran Ekstrakurikuler Tari Untuk Penanaman Karakter Bagi Siswa SD Negeri Gayamsari 02 Semarang. *Jurnal Pendidikan Dan Kajian Seni*, 3(1), 1–13. <https://doi.org/10.30870/jpks.v3i1.4062>
- Azorín, C., Harris, A., & Jones, M. (2020). Taking a distributed perspective on leading professional learning networks. *School Leadership and Management*, 40(2–3), 111–127. <https://doi.org/10.1080/13632434.2019.1647418>
- Bates, A. (2019). Character education and the 'priority of recognition.' *Cambridge Journal of Education*, 49(6), 695–710. <https://doi.org/10.1080/0305764X.2019.1590529>
- Emda, A. (2018). Kedudukan Motivasi Belajar Siswa dalam Pembelajaran. *Lantanida Journal*, 5(2), 93–196. <https://doi.org/http://dx.doi.org/10.22373/lj.v5i2.2838>
- Gander, F., & Wagner, L. (2021). Character Growth Following Collective Life Events: A Study on Perceived and Measured Changes in Character Strengths During the First Wave of the COVID-19 Pandemic. *European Journal of Personality*, 36(4), 466–482. <https://doi.org/10.1177/08902070211040975>

- Halimah, L., Arifin, R. R. M., Yuliaratiningsih, M. S., Abdillah, F., & Sutini, A. (2020). Storytelling through “Wayang Golek” puppet show: Practical ways in incorporating character education in early childhood. *Cogent Education*, 7(1), 1794495. <https://doi.org/10.1080/2331186X.2020.1794495>
- Hart, P. (2022). Reinventing character education: the potential for participatory character education using MacIntyre’s ethics. *Journal of Curriculum Studies*, 54(4), 486–500. <https://doi.org/10.1080/00220272.2021.1998640>
- Hidayat, M., & Mumtazah, D. (2021). Internalisasi Karakter Disiplin Pada Ekstrakurikuler Drum Band Di MI Muhammadiyah Karangduren Sawit Boyolali. *Jurnal VARIDIKA*, 33(1), 21–37. <https://doi.org/10.23917/varidika.v33i1.13349>
- Holzberger, D., & Schiepe-Tiska, A. (2021). Is the school context associated with instructional quality? The effects of social composition, leadership, teacher collaboration, and school climate. *School Effectiveness and School Improvement*, 32(3), 465–485. <https://doi.org/10.1080/09243453.2021.1913190>
- Ismayanti, M. W. (2019). Pendidikan Karakter Pada Ekstrakurikuler Drum Band Di Sdn Wotan Sumberrejo Bojonegoro. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 7(4), 3081–3090. <https://jurnalmahasiswa.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/28143>
- Jaenudin, M. A., Suherman, A., & Komarudin, K. (2018). Pengaruh Pembelajaran Kasti Modifikasi Terhadap Nilai Kerjasama pada Siswa Sekolah Dasar. *Gelanggang Pendidikan Jasmani Indonesia*, 2(1), 31. <https://doi.org/10.17977/um040v2i1p31-36>
- Kanar, A., & Bouckennooghe, D. (2021). The role of extracurricular activities in shaping university students’ employment self-efficacy perceptions. *Career Development International*, 26(2), 158–173. <https://doi.org/10.1108/CDI-02-2020-0036>
- Katawazai, R. (2021). Implementing outcome-based education and student-centered learning in Afghan public universities: the current practices and challenges. *Heliyon*, 7(5), e07076. <https://doi.org/10.1016/j.heliyon.2021.e07076>
- Khoiriyah, M. L., Tika Damayani, A., & . R. (2019). Analisis Nilai-Nilai Karakter Dalam Pembelajaran Ekstrakurikuler Drum Band. *Indonesian Journal Of Educational Research and Review*, 2(2), 137. <https://doi.org/10.23887/ijerr.v2i2.17334>
- Kholis, N. (2022). The Legacy of a School: Developing Better Schools Based on Mutual Cooperation. *Journal of Social Studies Education Research*, 13(1), 104–124. <https://www.jsser.org/index.php/jsser/article/view/3675>
- Kurniawan, E. Y. (2018). Pendidikan Karakter dalam Kegiatan Ekstrakurikuler Drumband di Sekolah Dasar Negeri Mekarsari II Kabupaten Tangerang. *Jurnal Pendidikan Dan Kajian Seni*, 3(2), 109–120. <https://doi.org/10.30870/jpks.v3i2.4575>
- Lestari, N. D. D., Ibrahim, M., Amin, S. M., & Kasiyun, S. (2021). Analisis Faktor-Faktor yang Menghambat Belajar Membaca Permulaan Pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2611–2616. <https://doi.org/https://doi.org/10.31004/basicedu.v5i4>
- Marsiano, E., Nerosti, N., & Astuti, F. (2019). Faktor-Faktor Penghambat Pembelajaran Seni Budaya (Seni Tari) Di Smp Negeri 4 Padang. *Jurnal Sendratasik*, 8(4), 11. <https://doi.org/10.24036/jsu.v7i4.105103>
- Martinus, Rahayu, T., Rumini, & Rustiadi, T. (2021). *Pembinaan Prestasi Cabang Olahraga Renang*. Zahira Media Publisher.
- Metcalf, J., & Moulin-Stožek, D. (2021). Religious education teachers’ perspectives on character education. *British Journal of Religious Education*, 43(3), 349–360. <https://doi.org/10.1080/01416200.2020.1713049>
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third). SAGE Publication.
- Murtadlo, M., Alia, N., & Basri, H. H. (2021). *Indeks Karakter Siswa Jenjang Pendidikan Menengah*. Litbang Diklat Press.
- Mutohar, P. M., & Trisnantari, H. E. (2020). Implementation of Character-Based Learning Quality Improvement With Islamic Full Day School. *International Journal of Science and Research (IJSR)*, 10(1), 151–172. <http://10.24260/khatulistiwa.v10i1.1541>

- Peng, X. Bin, Abbeel, P., Levine, S., & Van De Panne, M. (2018). DeepMimic: Example-guided deep reinforcement learning of physics-based character skills. *ACM Transactions on Graphics*, 37(4). <https://doi.org/10.1145/3197517.3201311>
- Preedy, S., Jones, P., Maas, G., & Duckett, H. (2020). Examining the perceived value of extracurricular enterprise activities in relation to entrepreneurial learning processes. *Journal of Small Business and Enterprise Development*, 27(7), 1085–1105. <https://doi.org/10.1108/JSBED-12-2019-0408>
- Puspitasari, M., Wibowo, D. R., Bujuri, D. A., & Nur, A. (2022). Analisis Nilai Pendidikan Karakter dalam Kegiatan Ekstrakurikuler Drumband siswa di Sekolah Dasar Negeri 2 Gumawang. *Limas PGMI: Jurnal Pendidikan Dasar Islam*, 3(1), 76–83. https://doi.org/https://doi.org/10.19109/limas_pgmi.v3i1.12971
- Rahmawati, L., & Sholeh, M. (2021). Classroom Management In Creating Effective Learning In MIS Al-Ashriyah Banjarmasin. *Al-Adzka: Jurnal Ilmiah Pendidikan Guru Madrasah Ibtidaiyah*, 11(2), 76–85. <https://doi.org/10.18952/aladzkapgmi.v11i2.4644>
- Rakhmansyah, R. (2018). Pengembangan Karakter Siswa Melalui Ekstrakurikuler Drum Band Di SD Negeri Tanjungtirto 1 Berbah Sleman. *Jurnal Pendidikan Musik*, 7(1), 41–49.
- Sayer, A. (2020). Critiquing – and Rescuing – ‘Character.’ *Sociology*, 54(3), 460–481. <https://doi.org/10.1177/0038038519892532>
- Sholeh, M. (2021). Transformational Leadership: Principal Intellectual Stimulation In Improving Teacher Competences. *Al-Ta’lim Journal*, 28(2), 167–179. <https://doi.org/http://dx.doi.org/10.15548/jt.v28i2.708>
- Sholeh, M., Jannah, R., Khairunnisa, K., Kholis, N., & Tosson, G. (2021). Human Resource Management In Improving The Quality Of Teachers In Indonesian Islamic Primary Education. *AL-BIDAYAH: Jurnal Pendidikan Dasar Islam*, 13(1), 21–36. <https://doi.org/10.14421/al-bidayah.v13i1.628>
- Sholeh, M., Jannah, R., Mahmudah, & Khairunnisa. (2021). Pengembangan Model Pembelajaran Efektif dan Bermakna di MI Perwanida Blitar. *Muallimuna: Jurnal Madrasah Ibtidaiyah*, 3(2), 116–127. <https://doi.org/http://dx.doi.org/10.31602/muallimuna.v6i2.4301>
- Sholeh, M., Kholis, N., & Mufidah, N. (2022). Madrasah Principal Leadership in Digital Transformation at Madrasah Ibtidaiyah: A Case Study. *Dinamika Ilmu*, 22(1), 151–166. <https://doi.org/https://doi.org/10.21093/di.v22i1.4241>
- Sterrett, W., & Richardson, J. W. (2020). Leading a Tech-Savvy School: Reinventing Learning Through Collaboration and Innovation. *Kappa Delta Pi Record*, 56(3), 100–104. <https://doi.org/10.1080/00228958.2020.1770000>
- Sugito, M. W. N., & Noordiana. (2019). Metode Pembelajaran Ekstrakurikuler Drumband di TK Lukmanul Hakim Kademangan Kabupaten Blitar. *Jurnal Pendidikan Sendratasik*, 9(1), 36–47. <https://doi.org/https://doi.org/10.26740/jps.v10n1.p109-119>
- Sujana, I. W. C. (2019). Fungsi Dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29. <https://doi.org/10.25078/aw.v4i1.927>
- Suwirman, S. (2019). Peningkatan Kualitas Pelatih Pencak Silat di Kabupaten Dharmasraya. *Jurnal Berkarya Pengabdian Masyarakat*, 1(1), 1–12. <https://doi.org/10.24036/jba.v1i1.1>
- Tahrim, T. (2020). Peran Manajerial Kepala Sekolah Dalam Mengembangkan Kegiatan Ekstrakurikuler Di Sekolah (Studi Kasus MTs Keppe Kecamatan Larompong). *Indonesian Education Administration and Leadership Journal (IDEAL)*, 2(1), 34–41. <https://online-journal.unja.ac.id/IDEAL/article/view/10044>