

# The Influence of Participation in Extracurricular Activities to Learning Motivation

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**Abstract.** This study discusses the participation in extracurricular activities toward the learners' learning motivation at CLC Nusa Bangsa. This study uses descriptive method with quantitative approach. The technique of collecting data is using questionnaire. The population from this study were 36 learners of package B and C equality program at CLC Nusa Bangsa are 36 persons as the sample by using random sampling technique, it could be concluded that: 1) the learners learning motivation in the equality program at CLC Nusa Bangsa showed high participations in extracurricular activity by giving attention, observing, giving opinions, and making experiments as the indicators, 2) The learners learning motivation in the equality program at CLC Nusa Bangsa described high participations by making time for studying until the learning goals achieved, 3) the impact of the participations toward the extracurricular activity concluded that female learners had high participations which affected to their learning motivation by the range of age between 11-12 years old and 15-16 years old, the learners who only went to school for 8 years had high participations which affected their learning motivation and the learners who join package B program had high participation which affected their learning motivation.

*Keywords:* participation, motivation, extracurricular activities, learning culture.

## Introduction

Education is an important process in shaping a personality of a man. Through human education taught a variety of knowledge, the formation of attitudes that will ultimately support the creation of state and nation development. Education itself can create human beings who have maturity in running their lives. In the USPN No. 20/2003 on national education system explained about the meaning of education. Education is a conscious and planned effort to create an atmosphere of learning and learning process in such a way that learners can develop their potential actively in order to have self-control, intelligence, skills in society, spiritual strength, personality and noble character.

The government and the community strive to deliver educational programs in an effort to achieve the expected goals. Determination of the implementation of

educational programs is then regulated in the national education system which is divided into two educational subsystems, namely schooling education and nonformal education. In USPN No. 20/2003 Paragraph (11) and Paragraph (13) put forward formal education as follows:.

Formal education is a systematic, structured, stratified activity from elementary school to university and equally to it, including academic and general-oriented academic studies, professional specialization and training programs, which are conducted in a continuous time.

The description of the definition of nonformal education according to The South East Asian Ministries of Education Organization. (Sudjana, 2004: 46-47), states that nonformal education is an educational endeavor that includes directional communication held outside the school so

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that individual get information about the knowledge in accordance with the level of needs.

Implementation of these various educational channels is to develop the various potentials that exist within each individual to participate actively in their external and internal environment.

For that purpose, two strategies are developed, one of which is the nine-year finishing of a 9-year-old. Programs that support this strategy can be developed into two main lines of activity, through formal education and non-formal education channels. Formal education consists of basic equity education programs at elementary, junior and senior high schools, and non-formal education channels consist of literacy programs through functional literacy, equivalency education package A equivalent primary school, package B package equivalent to Junior high school and package C equivalent of Senior High School. In that strategy, Non-formal Education is positioned as an alternative path in education.

One type of nonformal education is the implementation of an equivalency education program or the pursuit of package A. Equivalency education programs or pursue packages are a manifestation of the development of continuing education. The implementation of this program is based on the high number of people aged 10 years and over who only graduated from elementary school and dropped out of junior high school is reinforced by Central Statistics Agency data show that in 2014 dropout rate only 98.92% rose to 99.09% in 2015 (BPS, 2015:12). In this case, a person who graduated from primary school/junior high school and dropped out of junior high school needs to receive education services in order to obtain an equivalent level of junior high school education. This is one form of education services to improve the quality of human resources in order to improve the quality of self as a whole.

In the implementation of equality education programs are generally held in non formal education units such as Community Learning Centers (CLC). In Regulation of Minister of Education and Culture Regulation No. 81/2013 explains that CLC is a non formal education unit that conducts various learning activities in accordance with the needs of the community on the basis of idea from, by and for the community. According to data from the Ministry of Education and Culture

on information on the Main Number of CLC institutions, the list of CLC institutions in Bandung listed is 99 CLC. CLC Nusa Bangsa is one of CLC in Bandung that organizes equality education program of package B and C. This program of equality is held on the basis of community needs around CLC which still have not finished 9 years compulsory education.

Based on the above description it can be understood that equivalency education programs have a very important role in producing quality graduates who have good knowledge and skills. The knowledge and skills possessed by graduates of equal education programs are in line with the demands of life in society. In addition, knowledge and skills can be utilized by graduates of equivalency education programs for work and self-employment and continuing education to a higher level. In the aspect of attitude CLC graduates are generally considered good. According Hidayat, D and Saepudin, A (2016: 300) explained that "learners of CLC shown by the growing sense of confidence in his ability to achieve success."

Public confidence in the equivalency education program is felt to exist. Therefore, there should be efforts to maintain the trust given by the community by producing graduates of quality equality education programs.

One way for citizens to learn can be motivated to learn so a tutor or institutional manager should be able to create a learning atmosphere to be fun for citizens to learn that they always want to have the desire to learn. Various ways can be done such as making new innovations with a fun learning style, making small games in the classroom and facilitate the needs of student according to their talents and potential. According to McDonald (in Sardiman, 2014:74), it is defined that motivation is a change of energy within a person characterized by the emergence of feelings and reactions to achieve the goal.

Managers at CLC Nusa Bangsa make a strategy to increase learning motivation through extracurricular activities of sports type, According to Lutan Rusli (1986:72) extracurricular is an extracurricular program is an internal part of the learning process that emphasizes the fulfillment of the needs of students. Between intracurricular and extracurricular activities actually cannot be separated, even extracurricular activities extension complement or strengthening intracurricular activities to channel the talent

or encouragement of potential development of students reach maximum step.

Based on the observations made on equivalency package B and C programs in CLC Nusa Bangsa, the institute management is very trying to improve the motivation to learn so that they can accept the learning and be motivated in improving the ability and skills so that the student to be able to face life in the future independently. As time passes, after the holding of extracurricular activities, the desire to learn among the learners has improved in terms of the presence of the learners in the classroom.

Based on the above problems, this research will describe the three research questions as follows: first, how is the participation of student on extracurricular activities in CLC Nusa Bangsa Bandung?. Second, how is the learning motivation of students on equality program in CLC Nusa Bangsa Bandung. Third, how is the influence of students participating in extracurricular activities on learning motivation of students in CLC Nusa Bangsa Bandung?.

## Research Methods

This study uses a quantitative approach. According to Sugiyono (2013:23) quantitative data is data in the form of numbers, or qualitative data are scored. The method used this research attempts to disclose the facts that exist in the field and presented in a concept that can be resolved statistically, as is the opinion of Maryati Sri, et al. (2011:234) that "the quantitative method with descriptive and association statistics analysis.

Poulasi in this research is all student package B and C, as many as 36 people. sample used in this research is using total sampling. Sugiyono (2013: 120) explains that this technique is a technique of determining sample members where the total population is used as a sample so that the number of samples is determined by 36 people.

The instruments used in this study are questionnaires, interviews, and documentation. The measurement scale used in making the instrument is Likert scale and the instrument is made in the form of checklist. According Sugiyono (2013: 134) states that Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. After creating the instrument, the next thing to do is to test the validity and

reliability. The test is conducted to determine the validity and reliability of a data.

Data analysis used is descriptive analysis by determining general tendency score to describe research variables.

## Concept of Participation

Many experts provide insight into the concept of participation. According to Shadily J.M. (2000: 419) when it comes to the origin of the word, participation comes from the English word "participation" which means participation. Participation is the participation in an activity that shows physical and psychological behavior. According to Tjokrowinoto (Suryobroto, 1997: 278) participation is the mental and emotional inclusion of individuals in a group situation that will encourage such individuals to develop their thinking and feeling for achieving common goals.

## The Concept of Extracurricular Activities

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 Year 2008 on Student Development (2008: 4), extracurricular activities is one of the path of student development. Extracurricular activities are followed and implemented by students both at school and outside the school, aiming for students to enrich and expand themselves. The notion of extracurricular according to Indonesian Dictionary (2002, p.291) is an activity that is outside the program written in the curriculum such as leadership training and student coaching.

Understanding extracurricular by Zainal A. & Sujak (2011: 81), namely: An activity held outside the lesson can be in a composition of the teaching program, in addition to more link between the knowledge obtained in the curriculum program with the circumstances and needs of the environment, insight and as an effort to consolidate personality.

## The Concept of Learning Motivation

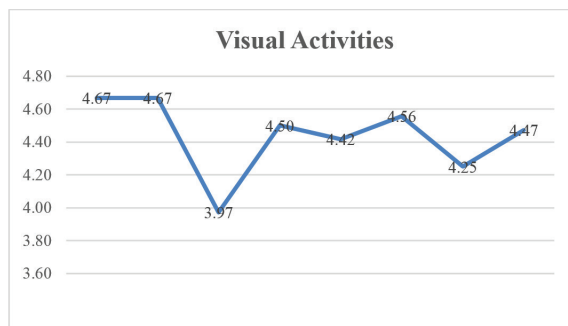
Learning motivation term from Latin language. The word "movers" means moving. With the motivation can make someone make efforts to meet the needs or achieve certain goals. Motivation to learn is an encouragement that comes from within a person to do something. Uno (2008: 3) explains that motivation comes from the word

to move a person to perform an action or act. Motives are interpreted in the form of behavior in the form of stimulation, encouragement or generating the emergence of a certain behavior.

### Participation of Student on extracurricular activities in CLC Nusa Bangsa Bandung

Participation or participation of learners is needed in the learning process because the learning process will run if there is on activity. It is because basically learning is to change the behavior so that learners must be active in every learning activity, learning is the activities in the classroom and learning in activities outside the classroom. The form of participation provided by the learning residents in question is non-physical participation, according to.

Participation of student on the aspect of physical activity is the citizens of active learning to play, honing the ability of interest and talent and create something new. Activity participation is visual activities (visual activities), on the aspect of visual activity that is the activity of student as see and pay attention, The results of research visualized in the following graph:

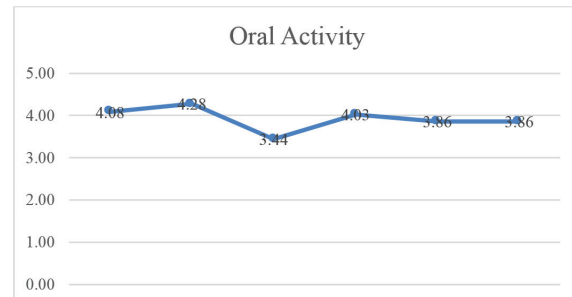


Graph 1: Average Score Dimensions Visual Activities

Based on graph 1 above about respondent's answer about the visual activity dimension of the learning community can be described as follows, the first statement with the highest score is on the point of positive statement number 1 and number 2 regarding the interest of the learning community after seeing the form of activities carried out on the activity extracurricular and the seriousness of student in following extracurricular activities get a score of 168 each with an average of 4.67, this can be categorized as "very high".

In oral activity aspect (activity of oral) that is activity of citizen learn like issuing

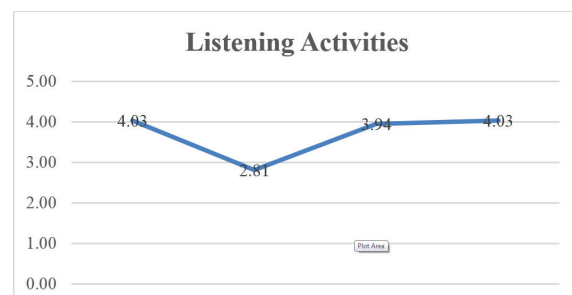
idea or idea and give suggestion, in line with that opinion that citizen learn to participate by giving an idea or idea in extracurricular activity that as a whole including into high category. The results are visualized in the following graphs:



Graph 2: Average Score Dimension Oral Activities

Based on graph 2 above regarding respondents' answers about the oral activity dimensions (oral activities) of study residents can be described as follows, first the highest result that appears on the point of positive statement at number 10 on asking and asking friends to teach the movements on extracurricular ball volley when there is no instructor, with a score of 154 with an average of 4.28, and point 13 of the statement I ask if I do not understand what instructor instructs in extracurricular activities get a score of 147 with an average of 4.08, this can be categorized as "very high" and "high".

In the listening activities aspect (ie listening activities) that is the activity of learning citizens such as discussion and listening to teachers, in line with the opinion that the student to participate by conducting discussions with peers or instructors in extracurricular activities that overall included into the high category, The results visualized in the following graph:

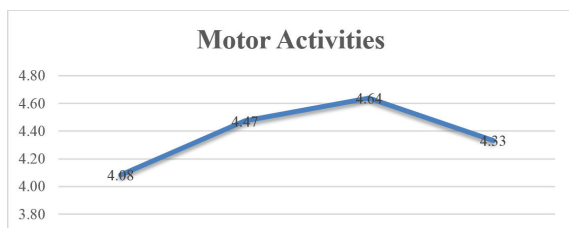


Graph 3: Average Scores Dimensions of Listening Activities

Based on graph 3 about respondent's

answer about listening activities dimension (listening activity) learners can be described as follows, first statement with highest score that appears in point of positive statement number 15 and negative statement number 18 about doing evaluation with instructor or trainer about the form of activities that have been done after completion of extracurricular activities obtained a score of 145 with an average of 4.03, this can be categorized as "High" meaning as many as 21 respondents say "agree" and 9 respondents said "strongly agree" if they do evaluation with the instructor or trainer upon completion of the activity. And the negative statements about the residents learn to feel saturated following extracurricular activities get a score of 145 with an average of 4.03, this can be categorized as "very high."

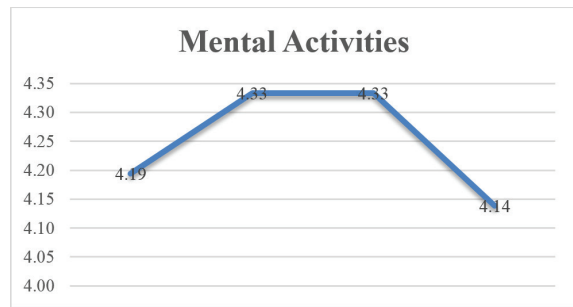
In the aspect of motor activities (motor activities) that is the activities of the citizens of learning such as conducting an experiment, in line with the opinion that student to participate by conducting an experiment such as providing innovations in the game on extracurricular activities including into very high categories. The research results are visualized in the following graphs:



Graph 4: Average Score Average Score Dimensions of Motor Activities

Based on graph 4 above, respondents' answers about the dimensions of motor activities (motor activities) of study citizens can be described as follows, the first statement with the highest score is on the point of positive statement number 21 concerning the awareness that the extracurricular activity of the volleyball adds knowledge about the forms of ball game volley, with a score of 167 with an average of 4.64, this can be categorized as "Very High".

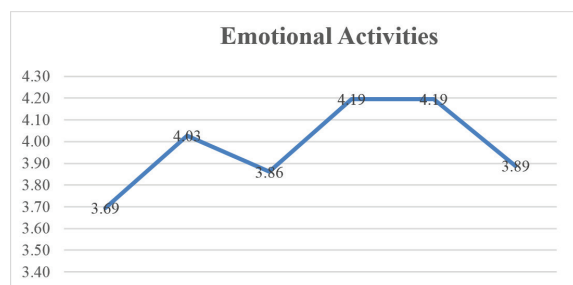
In the aspect of mental activities (mental activities) that is the activity of learning citizens such as solving a problem and see the relationships, in line with the opinion that the student to participate by solving a problem in extracurricular activities that overall included into the category very high, in the graph 5.



Graph 5: Average Score Dimensions of Mental Activities

Based on graphic table 5 above, the respondent's answers to the mental dimensions of activities (learning activities) of the learning community can be described as follows, the first statement with the highest score that appears in the point of positive statement number 25 concerning the awareness that the extracurricular activity has a positive impact, score of 156 with an average of 4.33, this can be categorized as "very high" means that most respondents are as many as 18 people answered "strongly agree" if they feel that there is a positive impact for them.

In the emotional activities aspect (activity of the emotional activity) is the activity of the student such as putting an interest and passionate in following an activity, in line with the opinion that student to participate with extracurricular activities to hone ability of interest and talent that as a whole including into high category.



Graphic 6: Average Score Dimension Emotional Activities

Based on graph 6 above, the respondent's answer about the dimension dimension of emotional activities (emotional activities) of learning citizens can be described as follows, the first statement with the highest score that appears in the item 31 positive statement about feeling that the extracurricular activity of volley ball gives new experience, a score of 151 with an average of 4.19, this can

be categorized as "high" means that there are most respondents that as many as 18 people answered "agree" if they feel that the extracurricular activity of volley ball gives new experience. Reinforced with the respondent's answer at number 30 about me is always late because lazy come to follow extracurricular activities get score 151 with average 4.19 this can be categorized "high" meaning there are 11 respondents answer "strongly disagree" and 22 respondents replied " disagree "that the extracurricular activities do not provide new experiences. In conclusion, people learn to participate in terms of interest and feel the activities that followed are fun activities and add experience.

### **The Motivation of Student The Equivalence of Package B and C Program in CLC Nusa Bangsa Bandung**

According to Uno (2008:3), he explains that motivation comes from the word to move a person to perform an action or do. Motives are interpreted in the form of behavior in the form of stimulation, encouragement or generating the emergence of a certain behavior.

In line with that opinion, it is seen in the result of the respondent's answer about the first indicator that is the duration of study, they take time to study at home and school that overall get average 3,84 including into high category, at frequency indicator of learning that is how often study activity done within a certain period, in line with the opinion that learners state they have a learning time of at least 1 hour /day at home that overall get an average of 4.02 included into the high category.

In the learning achievement indicator, the average gain of 4.20 is included in the high category, on the aspect of steadfast and tenacity in learning is the ability of the studying community in facing difficulties to achieve the learning objectives, in line with the opinion that the studying residents stated they are trying to listen to the current tutor explained although there are friends who interfere and try to do the class despite the difficult task that overall get an average of 4.14 including into the high category.

In the learning deviation indicator that is order student in the form of money, energy and thoughts, in line with the opinion that people learn to say they are able to wake up early in order to not come to school and willing to use money to buy a snack pocket

that overall earn an average of 3, 87 included in the high category, on the aspiration level indicator in learning that is the goal to be achieved from the learning activities, in line with the opinion that the learners said they are trying to become the best graduates and become an exemplary study citizen that overall gets the average 3.61 is included in the high category, on the indicator of the level of qualification in learning that is the achievement of the learning activities, in line with the opinion that the learners said they are trying to be representative of the race and get a satisfactory value that overall gets an average of 4, 1 8 belongs to the high category. The conclusion that student the equivalence program of Package B and C in CLC Nusa Bangsa Bandung has a high learning motivation.

The Influence of Participation in Extracurricular Activities on Learning Motivation of Student Equality Package B and C Program in CLC Nusa Bangsa Bandung

Based on the findings of research conducted, the show that the participation of student on extracurricular activities affect the motivation of learning student evidenced is the results of calculations based on 4 characteristic samples of gender, age, school and package B and C program are as follows:

**Table 1  
Participation and Student Learning Motivation Performance Viewed From Gender**

Gender		Participation (X)	Motivation (Y)
Man	Mean	130,15	144,54
	N	13	13
	Std. Deviation	11,029	13,333
Women	Mean	133,43	147,48
	N	23	23
	Std. Deviation	20,440	21,700
Total	Mean	132,25	146,42
	N	36	36
	Std. Deviation	17,518	18,947

Female students with the number of respondents 23 got an average of 133.43 on the participation of learners in extracurricular activities and 147.48 in the motivation to learn. While the studying population of male sex with the number of respondents 13 got an average of 130.15 on participation

in extracurricular activities and 144.54 on motivation to learn. Looking at existing data it can be concluded that female gender has participation in high extracurricular activities which have an effect on learning motivation.

Based on Table 1, can be explained about the characteristics of age, which is in the age range 11-12 with the number of respondents 4 got an average of 137.50 on the participation of learners in extracurricular activities and 151.25 on learning motivation. In the range 13-14 with the number of respondents 18 got an average of 127.67 on the participation of student on extracurricular activities and 141.44 on learning motivation. In the range 15-16 with the number of respondents 9 got an average of 137.33 on the participation of learners on extracurricular activities and 150.89 on learning motivation. In the range 17-18 with the number of respondents 5 got an average of 135.40 on the participation of learners on extracurricular activities and 152.40 on learning motivation. Looking at existing data, it can be concluded that the studying residents who are between 11-12 years and 15-16 years have a high participation that influences their learning motivation.

**Table 2**  
**Participation Period and Student Learning Motivation Viewed From Age**

Age		Participation (X)	Motivation (Y)
11-12	Mean	137,50	151,25
	N	4	4
	Std. Deviation	14,364	20,839
13-14	Mean	127,67	141,44
	N	18	18
	Std. Deviation	23,336	24,072
15-16	Mean	137,33	150,89
	N	9	9
	Std. Deviation	3,122	6,698
17-18	Mean	135,40	152,40
	N	5	5
	Std. Deviation	1,949	6,229
Total	Mean	132,25	146,42
	N	36	36
	Std. Deviation	17,518	18,947

Student on the B package program amounted to 21 respondents got an average

of 132.71 on the participation of the learners in extracurricular activities and 142.95 on learning motivation. Whereas in the package C program amounted to 15 respondents got an average of 131.60 on the participation of learners in extracurricular activities and 151.27 on learning motivation. Looking at the existing data can be concluded that the study residents who follow the B package program has a high participation that affects the motivation of learning.

**Table 3**  
**Participation Period and Student Learning Motivation Viewed From Packages B and C Program**

Package		Participation (X)	Motivation (Y)
B	Mean	132,71	142,95
	N	21	21
	Std. Deviation	16,924	23,934
C	Mean	131,60	151,27
	N	15	15
	Std. Deviation	18,901	5,994
Total	Mean	132,25	146,42
	N	36	36
	Std. Deviation	17,518	18,947

## Conclusions

Participation of student on extracurricular activities in CLC Nusa Bangsa Bandung is in the "high" category, it means that people learning to participate highly in following extracurricular activities tend to be most prominent is to pay attention and observe the forms of extracurricular activities and have interest to forms of activity conducted on extracurricular activities and awareness of the needs and benefits for himself.

The motivation to learn student in CLC Nusa Bangsa Bandung is in the category of "high" means that people learn to have high learning motivation with indicators that tend to stand out is the fortitude and tenacity in learning show with the willingness of residents learn to get up early in order not to miss the school and residents learn to face difficulties when in learning, for example facing exams.

There is influence of participation in extracurricular activity toward learning motivation of students equality of package B

and C program in CLC Nusa Bangsa Bandung studied on 4 (four) characteristic of respondent, that is gender characteristics, studying citizen of female have high participation which influence on the motivation to learn. At the age characteristics, studying residents who have an age range of 11-12 years and 15-16 years have a high participation that affects the motivation of learning. In the old characteristics of the school, the new studying residents attending school for five years and eight years have high participation that influences their learning motivation. In the characteristic of packages B and C program, student of equality package B program has high participation that influences their learning motivation.

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