



THE IMPLEMENTATION OF LITERATURE AND ART EXTRACURRICULARS IN AN ISLAMIC ELEMENTARY SCHOOL

Fitri Puji Rahmawati¹, AtikaAzzahro Hazima², Riffaa Husnul Khotimah³

¹Universitas Muhammadiyah Surakarta, East Java, Indonesia
Email: fpr223@ums.ac.id¹, A510200116@student.ums.ac.id²,
A510200124@student.ums.ac.id¹

Abstract:

The purpose of the study is to explain the literary and artistic extracurricular program in increasing the interests and talents of students, explain the results of the literature and art extracurricular program, and explain the importance of extracurricular at the elementary school level. The method used in this study is descriptive qualitative. The subjects of this study were 13 students who had an interest in the field of literature and art at MI Muhammadiyah Paseban, Klaten. Data collection techniques are in the form of interviews, observations, questionnaires, field notes, and documentation. Extracurricular literature and art is a vehicle for out-of-school learning that is engaged in developing student achievement in literary and artistic works. The material presented in this extracurricular is training in writing poems and short stories, how to make a biography, and other authorship materials. This extracurricular implementation invites students to directly observe the surrounding environment in making a literary work. This aims to make it easier for students to determine the topic by seeing the object directly. Based on the results of the questionnaire that has been shared, as many as 100% of students stated that they were happy to take part in this extracurricular. The results of interviews with companions show that extracurricular literature and art can improve abilities and encourage students who have potential and interest in literary arts to channel their interests.

Keywords: *extracurricular, literature and art, elementary school*

INTRODUCTION

Extracurriculars are learning outside of school hours to assist students in developing their potential, talents and interests accompanied by educators and educational staff by the policies and authority of their respective schools. Respectively (Lestari, 2016). Extracurricular activities are considered complementary to extracurricular activities while learning discipline, honesty, social, and social sympathy attitude of students. In line with Apriliyandari & Imron's statement (2014), extracurricular activities help schools effectively organize education and cultivate students' character. Extracurricular implementation is support in school development as well as optimizing the talents and interests of students.

One of education's goals is to develop students' interests and talents; talent is a potential that requires training and an overview in optimizing the results. Everyone has different talents; talent can be seen by comparing self-ability with others in achieving something (Canada & Febriyanti, 2022). While interest is development in all aspects of ability in the field, they are interested in an activity. Talent and interest are one of the determinants of educational success in psychology. Extracurricular activities, apart from supporting the success of education, are also an effort to equalize educational

opportunities and improve the quality, relevance, and efficiency of education management. Teachers, as educators, should continue to guide their students in developing their interests and talents for optimal educational outcomes (Huda, 2017).

So that the ability of gifted children does not decrease, attention to these gifted children is needed in developing their potential according to their respective portions. In this case, schools must develop the potential of their students so that they can face challenges in the future. In addition, efforts must be made so these gifted children can work and achieve optimally (Oktavianti, 2019). Determining interests and talents really needs to be done to know students' potential, both in terms of academic and non-academic. In addition, knowledge is essential when providing assistance and skills development according to students' talents. Skills need to be developed early on so that students can optimize their existing talents so that participants students can compete when they graduate from school, especially in the world of work (Putri, 2018).

One of the students' skills is in literature and art. Through literature, students are directed about causal relationships and are encouraged to think critically about the problems that arise. Literature can teach students to imagine and adventure around the world until the time limit. The power of imagination generated through literature will significantly correlate with creativity. Imagination will provoke the growth and development of creativity. Thus, children will be able to think creatively (creative thinking) to always be productive (Nurgiantoro, 2018). Every literary work that students create has an implied meaning. The creator's identity can affect the results of the literary works produced. Implied identity can be in the form of the author's background, social conditions, and national conditions (Alinssan & Saring Marsudi, 2020).

The results of an interview with one of the teachers at MI Muhammadiyah Paseban, Klaten, explained that extracurricular literature and art are essential to developing in schools. Literature and arts extracurriculars are expected to be able to develop talents and interests in students in the field of writing and children's literature. This extracurricular activity is expected to be able to create and become a place for developing children's potential in the fields of literature and art at MI Muhammadiyah Paseban, Klaten. Research objectives include explaining the extracurricular program of literature and arts in increasing interest and students' talents, the results of extracurricular programs in literature and art, and the importance of having extracurriculars at the elementary school level.

RESEARCH METHODS

The method used in this research is descriptive qualitative. The subjects of this study were 13 students who had an interest in literature and art at MI Muhammadiyah Paseban, Klaten. Data collection techniques include interviews, observation, questionnaires, field notes, and documentation. The determination of data sources and samples in this study was carried out purposively (intentionally) so that the informants or research subjects did not need to represent the population Oktavianti, (2019). Researchers in this study acted as key instruments which directly went into the field. Therefore, the role of researchers in the field is the key to success, so in its implementation, it takes serious research. Researchers collect data from actual situations and conditions. Based on data from the field, conclusions are drawn that are intact.

RESULTS AND DISCUSSION

Several extracurricular activities have been running at MI Muhammadiyah Paseban, such as drummer extracurriculars, holy sites, and reading and writing the Koran. Educators feel that activities involving the development of authorship are critical to adding in extracurricular activities. One of the teachers explained that the potential of MI students in the field of literary works needs to be improved and developed. The formation of children's character and patterns is very much determined in the elementary school phase. Therefore, researchers formed an extracurricular literature and art at MI Muhammadiyah Paseban.

Literature and arts extracurriculars are a vehicle for learning outside of school,

which develops student achievement in works of art. The material presented in this extracurricular is poetry and short story writing training, how to make biographies, and other writing materials. Formed This extracurricular is expected to be a place for students to maximize their potential. Extracurricular members are students who have an interest in literature and art. The following is a picture of the distribution of extracurricular posters in the school bulletin:



Figure 1. Literary and arts extracurricular posters in the school bulletin

Educators use mapping as a means of school information to inform and promote literature and arts extracurriculars. Besides that, notification of the existence of this extracurricular, namely by explaining the activities and objectives of the extracurricular program in literature and arts. Efforts to disseminate information in The class also aims to inform the purpose and intent of holding extracurricular literature and arts. That way, students interested in literature and art can follow this extracurricular without any pressure from the outside.

The values developed in extracurricular learning are different from learning in regular classes. An interview conducted with one of the teachers stated that school extracurriculars were very useful in supporting the success of learning in addition to learning in the classroom. In line with the statement of Fatimah & Winarti (2022), developing students' potential can be realized with extracurricular activities to achieve national education goals. The existence of extracurriculars helps students to be more creative according to their interests and talents without any limitations (Luthfiyah et al., 2020). The material presented is by the questionnaire choices filled out by students before extracurricular activities; the following is a questionnaire filled out by students:

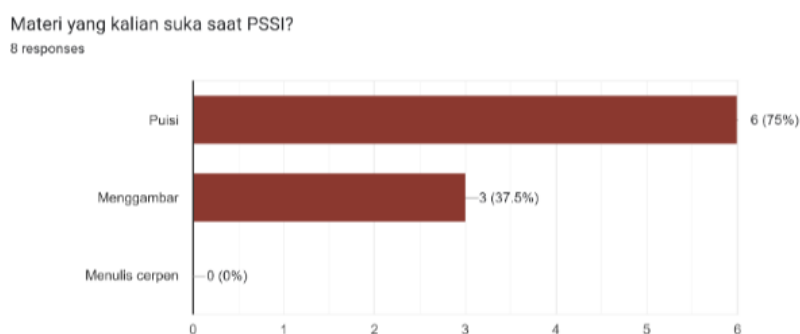


Figure 2. Extracurricular materials for literature and art

Researchers distributed questionnaires regarding the provision of material that had been implemented and the material to be implemented in extracurricular literature and arts. The questionnaire shows that 75% like copyrighted poetry, and 37.5% like drawing. Poetry learning is a form of creating literary works through his interaction with the environment or the circumstances being experienced. Students' interaction allows for the introduction, understanding, appreciation, and enjoyment of poetry. According

to (Farahiba, 2019), in the process of creating poetry, in the end, students can apply its findings in real life. Poetry learning can be used as a venue for "humanizing humans", which develops the ability to reason and feel. Poetry learning becomes a dynamic, creative, and communicative process. In this process, the teacher and students seek, appreciate, enjoy and interpret poetry together.

The material at school basically discusses poetry, stories, and essays. So literary works in these three forms become the main focus of literary and artistic extracurricular activities. Literature and extracurricular activities first art, namely introducing literary work material that focuses on writing skills for essential learning. The supervisor gives students examples of poetry as perspectives on poetry creation. Next, students were asked to write a poem about hope and my father. At the next meeting, students were asked to create a poem with the object directly to develop their imagination and style of language further. The following is a picture of literature and art extracurricular activities outside the classroom:



Figure 3. Results of students' literary works

Literary and arts extracurriculars, in their implementation, invite students to directly observe the surrounding environment in making a literary work. This makes it easier for students to determine the topic by seeing the object directly. The first material presented was about literary works of poetry. According to Shipley in (Sumarsilah, 2017) argued that there are five values related to poetry literature, namely 1) artistic values, values related to beauty. 2) hedonic value states that literary works bring pleasure to yourself. 3) cultural values, values related to human habits. 4) intelligent and ethical values are values related to goodness and truth as creatures of God Almighty. 5) practical value, the value related to the benefits of work with human life.

The material provided during extracurricular activities is flexible, meaning that the material adapts to the needs of students. Learning that follows the needs of students will be more meaningful. Meaningful learning aims at cultivating experiences embedded in students so that learning objectives can be achieved (Silki et al., 2021). The following is a questionnaire for extracurricular material that is tailored to the needs, interests and talents of students:

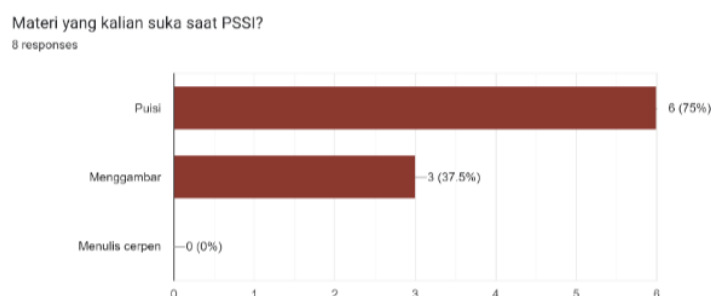


Figure 4. Future learning for extracurricular literature and arts

In addition to material that students like, the questionnaire also presents questions about material that students want to discuss in extracurricular literature and

art in the future. The questionnaire shows that 12.5% of students want dancing activities, 12.5% draw and compose poetry, 12.5% learn to sing, 12.5% learn interspersed with games, 25% poetry, and 12.5% material SBdP. In The survey proves that students' talents and interests must be developed according to their interests.

The potential of different students is the main extracurricular factor for literature and art to be flexible. The potential has the understanding that students have specific basic abilities, while interest is the ability of participants students who have existed since birth (Sunaryo et al., 2021). According to Putri (2018), determining interests and talents is very necessary so that the potential of students can develop optimally. Determination of interests and talents is carried out not only in only in the academic field but in the non-academic field. Increasing the ability of knowledge and skills cannot be separated from the development of students; teachers as educators must be able to facilitate students' interests and talents.

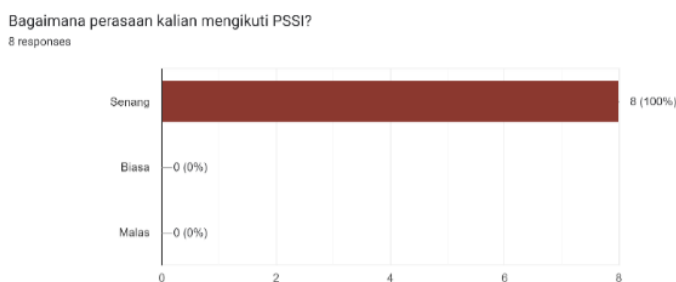


Figure 5. Survey of students' enjoyment of participating in extracurricular literature and arts

Literature and arts extracurricular questionnaires also show that students enjoy learning extracurricular literature and arts. This was obtained from the results of a questionnaire stating that as much as 100% of students stated they were happy with participating in extracurricular literature and arts. The results of interviews with mentors show that extracurricular literature and arts in its implementation can improve abilities and encourage students who have the potential and interest in literary arts to be able to channel their interests.

CONCLUSION

Literature and arts extracurriculars are a vehicle for learning outside of school that develops student achievement in literary works and art. The material presented in this extracurricular is poetry and short story writing training, how to make biographies, and other writing materials. This extracurricular implementation invites students to directly observe the surrounding environment in making a literary work. It aims to make it easier for students to determine the topic by looking at the object in direct detail. Based on the results of the questionnaire that has been distributed, as much as 100% of students stated that they were happy with participating in this extracurricular. The results of interviews with companions show that extracurricular literature and art can improve abilities and encourage students who have the potential and interest in literary arts to be able to channel their interests.

REFERENCES

- Alinssan, E. A., & Saring Marsudi, S. H. (2020). Implementasi Ekstrakurikuler Jurnalistik Untuk Menumbuhkan Keterampilan Menulis Dan Berpikir Kritis Siswa Di SD Muhammadiyah 1 Ketelan Surakarta.
- Apriliyandari, R., & Imron, A. (2014). Pengelolaan Ekstrakurikuler Jurnalistik Untuk Meningkatkan Keterampilan Menulis Siswa. *Manajemen Pendidikan*, 24(4), 305–314.
- Farahiba, A. S. (2019). Eksistensi Sastra Anak dalam Pembentukan Karakter pada

- Tingkat Pendidikan Dasar. *Waskita: Jurnal Pendidikan Nilai Dan Pembangunan Karakter*, 1(1), 47–59. <https://doi.org/10.21776/ub.waskita.2017.001.01.3>
- Fatimah, F., & Winarti, E. (2022). Integrasi Imtak dan Iptek: Landasan dan Faktor Kunci Sukses Penerapannya dalam Pendidikan Islam. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, 7(2), 149–166. <https://doi.org/10.55187/tarjpi.v7i2.5050>
- Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2), 52–75. <https://doi.org/10.33650/al-tanzim.v1i2.113>
- Kanada, R., & Febriyanti, F. (2022). Strategi Sekolah Dalam Meningkatkan Mutu Lulusan: Usaha Sekolah Bertahan Dalam Persaingan. *El-Idare: Jurnal Manajemen Pendidikan Islam*, 8(2), 23–32. <https://doi.org/10.19109/elidare.v8i2.14383>
- Lestari, R. Y. (2016). Peran kegiatan ekstrakurikuler dalam mengembangkan watak kewarganegaraan peserta didik. *Untirta Civic Education Journal*, 1(2). <http://dx.doi.org/10.30870/ucej.v1i2.1887>
- Luthfiah, R., Hidayat, A., & Choirunniam, M. (2020). Implementasi Pendidikan Karakter pada Generasi Islam Milenial. *Tarbawi*, 9(1), 59–82. <https://jurnal.alfithrah.ac.id/index.php/tarbawi/article/view/143>
- Nurgiantoro, B. (2018). *Sastra anak: pengantar pemahaman dunia anak*. Ugm Press.
- Oktavianti, F. (2019). Manajemen Peserta Didik Dalam Pengembangan Minat Dan Bakat Melalui Kegiatan Ekstrakurikuler. *Joyful Learning Journal*, 8(4), 184–192.
- Putri, N. A. (2018). Sistem Pakar untuk Mengidentifikasi Kepribadian Siswa Menggunakan Metode Certainty Factor dalam Mendukung Pendekatan Guru. *INTECOMS: Journal of Information Technology and Computer Science*, 1(1), 78–90. <https://doi.org/10.31539/intecom.v1i1.164>
- Silki, N., Witono, A. H., & Affandi, L. H. (2021). Karakteristik Keefektifan Quantum Teaching Dalam Pembelajaran Siswa Sekolah Dasar:(Literature Review). *Renjana Pendidikan Dasar*, 1(2), 85–89. <https://prospek.unram.ac.id/index.php/renjana/article/view/79>
- Sumarsilah, S. (2017). Mengkaji Nilai-Nilai Moral dalam Puisi sebagai Media Pendidikan Moral. *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya*, 23(1), 56–57.
- Sunaryo, N., Yuhandri, Y., & Sumijan, S. (2021). Sistem Pakar Menggunakan Metode Certainty Factor dalam Identifikasi Pengembangan Minat dan Bakat Khusus pada Siswa. *Jurnal Sistim Informasi Dan Teknologi*, 48–55. <https://doi.org/10.37034/jsisfotek.v3i2.43>