



Cooperative Character of Students in Vocational High Schools Reviewed by Extracurricular

Muhammad Adzro'i^{1*}, Sridasweni², Jamilah Aini Nasution³, Asriyana⁴, & Riesa Rismawati Siddik⁴

Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: madzroi23@upi.edu

ABSTRACT

This study examines the development of cooperation character among vocational high school students in Pekanbaru, Riau, through participation in extracurricular activities. Character education, integral to shaping individuals with positive values, is closely linked to school culture and extracurricular involvement. The research targeted students engaged in five extracurricular programs: *Rohis*, *OSIS*, *Sports*, *Paskibraka*, and *Pramuka*. A questionnaire, designed to assess cognitive, affective, and psychomotor aspects of cooperation, was administered to 204 students selected using simple random sampling. Data were analyzed using descriptive statistics to determine the levels of cooperation character. The results indicated that the cooperation character of students was predominantly categorized as medium, with *Paskibraka* participants exhibiting the highest cooperation scores. The study suggests that extracurricular activities are crucial in cultivating cooperative behaviors among students, contributing to the formation of a supportive school culture. The findings underscore the importance of integrating character education within extracurricular frameworks to foster collaboration. Future research is recommended to explore additional character traits that are pivotal to students' success in the workforce.

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ARTICLE INFO

Article History:

Submitted/Received 2024-08-19

First Revised 19-08-2024

Accepted 28-02-2025

First Available Online 01-03-2025

Publication Date 01-03-2025

Keyword:

Cooperative Character,

Vocational School,

Extracurricular.

1. INTRODUCTION

Character education is learning with the aim of forming a good personality by instilling positive values in individuals. Character education has a close relationship with moral education which aims to shape life to be better and useful in interacting with other individuals. Character education can be defined as a program designed by schools so that students understand the values prevailing in society directly and systematically (Abourjilie, 2002; Larry & Tobias, 2014). Education is the most systematic and effective platform for strengthening character. The core values of character education are respect and responsibility. Supporting values to achieve this core value are honesty, tolerance, wisdom, self-discipline, helping, caring for others, cooperation, courage, and democratic attitudes. These values are a form of respect and responsibility (Lickona, 2012).

The character of cooperation is one of the characters that according to Piaget has important implications in learning, especially in his ideas about peer influence. Students develop more cognitively in a context where peers have equal power and all have the opportunity to influence each other. The character of cooperation does not appear suddenly and cannot be formed instantly, but needs to be formed through repeated habituation. Experimentation is continuous day by day, from one group activity to another. The formation of individual cooperation character has a close relationship with school culture. In other words, school culture is one of the determining elements of education. The action is initially conscious, but because it often performs the same action, the habit becomes a reflex that the individual does not realize (Kurniawan, 2013).

Schools are educational institutions that are vulnerable to cultural influences (Zahrawati & Faraz, 2017). School as an institution has its own organization, interaction pattern, and social system among school members, which is called school culture. School culture is influenced by many factors and will again affect the school community. Each school has its own culture that is unique and different from the culture of other schools. Each school has its own rules, regulations, institutions, uniforms, and attributes that characterize the school (Padil & Supriyatno, 2010). Then the culture is also formed by other pre-existing things in the form of physical buildings. School culture that provides comfort is shown through physical artifacts in the form of school environmental conditions, access to schools, parks, sports support tools, extracurricular support tools, laboratories, school canteens, and mosques (Diani & Hanum, 2018)

In the context of activities, culture in schools is not only determined by teaching and learning or intracurricular activities. There are also activities integrated with the curriculum that have significant implications in developing good culture and character in schools, namely extracurricular activities. Extracurricular activities are additional activities outside of school hours that are expected to help shape the character of students according to their interests and talents (Nurdianto, 2017) and reduce their free play time (Ren et al., 2021). In addition, extracurricular activities are an alternative activity that accommodates students' talents and interests so that they become a positive forum for overcoming moral degradation in adolescents as one of the impacts of technological advances (Rahayu & Dong, 2023). Orderly extracurricular activities will attract learners' focus and attention so that they become an important part of the mind that has an impact on their lives.

Involvement in extracurricular activities is empirically proven to be able to develop the character of students. Research shows that extracurricular scouting activities shape the character of discipline and responsibility (Caska, 2021). Then, research findings related to extracurricular *Kerohanian Islam (Rohis)* are able to develop the character of politeness,

respect for the rights of others, law-abiding, honesty, open-mindedness, critical thinking, negotiation and compromise, persistence, compassion, patriotism, courage, and tolerance (Lestari & Legiani, 2018). After that, research on extracurricular *Paskibraka* (*Pasukan Pengibar Bendera*) shows that this activity has an influence on the character building, morality, and attitudes of students (Fibrianto & Bakhri, 2017).

From the beginning, the government has realized the importance of extracurricular activities and paid more attention in the form of government regulations in education units. This can be seen in the Decree of the Dikdasmen No. 226/C/Kep/O/1992 which states that the student organization in schools is the *OSIS* also known as *Organisasi Siswa Intra Sekolah*. Followed by Permendikbud No. 63 of 2014 about *Pendidikan Kepramukaan* as a compulsory extracurricular activity in primary and secondary education. Although Permendikbudristek No. 12 of 2024 pasal 24 stated that the participation of students in extracurricular activities is voluntary, not mandatory as before.

Research on the character of cooperation of vocational school students based on extracurricular activities in Riau Province has great potential to add insight to the science of Guidance and Counseling. The integration of this research topic with Guidance and Counseling can add contributions, including guidelines for the development of a multicultural counseling approach, an in-depth understanding of the cooperative character of students who are active in extracurricular activities, and the provision of role models for counseling interventions.

Administratively, Pekanbaru City is the capital of Riau Province where the total area reaches 632.3 Km². Based on data from the Central Bureau of Statistics of Pekanbaru City in 2020, there are 15 sub-districts and 83 villages with a total population of 983,356 people. In the education sector, there are 63 High Schools, 62 Vocational High Schools, and 25 Madrasah Aliyah (MA) schools.

2. METHODS

The targets of this research were students of Vocational High Schools (SMK) in Pekanbaru City. The selection of respondents was based on extracurricular membership. The instrument used was a questionnaire as a data collection tool. Before being used as a data collection tool, the questionnaire had passed the validity and reliability tests first. The questionnaire was then given to students.

The instrument in this study used a Student Cooperation Character questionnaire with a Likert scale model. The aspects measured are: 1) Cognitive aspects with indicators: not underestimating, sharing ideas, positive dependence, group autonomy, teaching skills, 2) Affective aspects with indicators: listening to all ideas, mutual respect, team skill development, promotive interaction, equal participation opportunities, as a value, and 3) Psychomotor with indicators: everyone contributes, does not complain, gives praise, heterogeneous grouping, individual and group accountability.

The research instrument used is the result of the author's work which has gone through validity and reliability tests. The validity test was carried out by 2 experts, namely Guidance and Counseling lecturers and Indonesian Language lecturers. The reliability test used the SPSS v 26 program.

The questionnaire was prepared in the form of a digital platform in the form of google form. Questionnaires were distributed to research subjects through the school's Whatsapp

Group communication media. The results of respondents' questionnaires are summarized automatically on Google Drive.

The data collected on google drive will then be analyzed and interpreted. Data analysis in this study uses a quantitative approach consisting of hypothesis testing and data presentation using descriptive analysis. Presentation in the form of levels with high, medium, and low categories.

3. RESULTS AND DISCUSSION

3.1. Results

Based on the results of distributing questionnaires by utilizing the google form platform, 204 students have filled in. Respondents were collected from 5 extracurricular activities at school. The following **Table.1** are the demographic characteristics of the respondents.

Table 1. Demographic Characteristics Frequency of Respondents

Extracurricular	Frequency	Percentage (%)
<i>Rohis</i>	74	36,2
<i>OSIS</i>	42	20,5
<i>Sport</i>	37	18,1
<i>Paskibra</i>	32	15,6
<i>Pramuka</i>	19	9,3

The number of respondents from *Rohis*, *OSIS*, and Sport extracurricular activities is the highest because these extracurricular activities are the ones that consistently carry out activities at school. An overview of the results will be presented in a table which will be explained as follows:

3.1.1 Description of the character of student cooperation in terms of extracurricular activities

The presentation of data on the character of student cooperation is seen from the scores obtained from each extracurricular variety which are presented in the form of levels with high, medium, and low categories.

Table 2. Description of The Character of Student

Category	Range	Frequency
Low	$X < 110$	19
Mid	$110 \leq X < 130$	153
High	$x > 130$	32

Based on the data in **Table 2**, it can be seen that the character of cooperation in terms of extracurricular activities of vocational school students is in the medium category with 153 students, then the high category with 32 students, and the low category with 19 students.

3.1.2 Description of the character of student cooperation in terms of extracurricular activities based on Indicators

1) Rohis Extracurricular

Table 3. Cooperation in Terms of Extracurricular

Category	F	%
High	35	83,3
Mid	39	92,9
Low	0	0,0

From the **Table 3**, it can be seen that the character of cooperation in terms of Rohis extracurricular vocational students is in the medium category with a percentage of 92.9%. Then the description of the character of cooperation per indicator can be seen in the **Figure 1**.

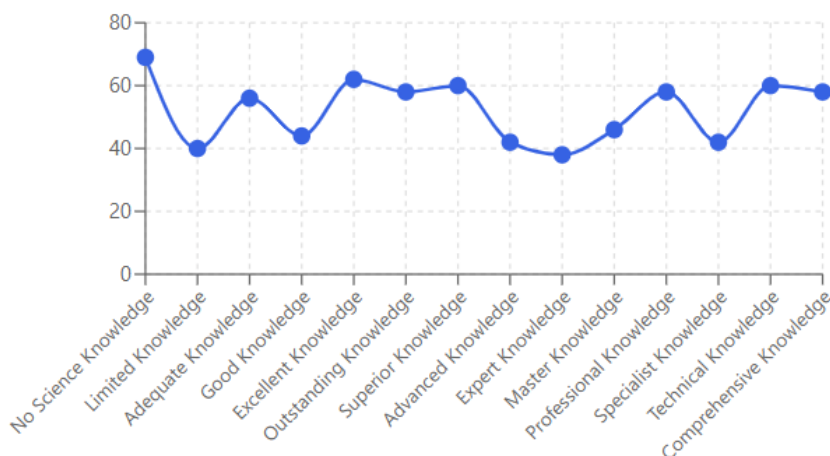


Figure 1. Frequency Chart of Rohis Extracurricular

2) OSIS Extracurricular

Table 4. OSIS Extracurricular

Category	F	%
High	6	14,3
Mid	36	85,7
Low	0	0,0

From the table it can be seen that the character of cooperation in terms of OSIS extracurricular is in the medium category with a percentage of 85.7%. Then the description of the character of cooperation per indicator can be seen in the **Figure 2**.

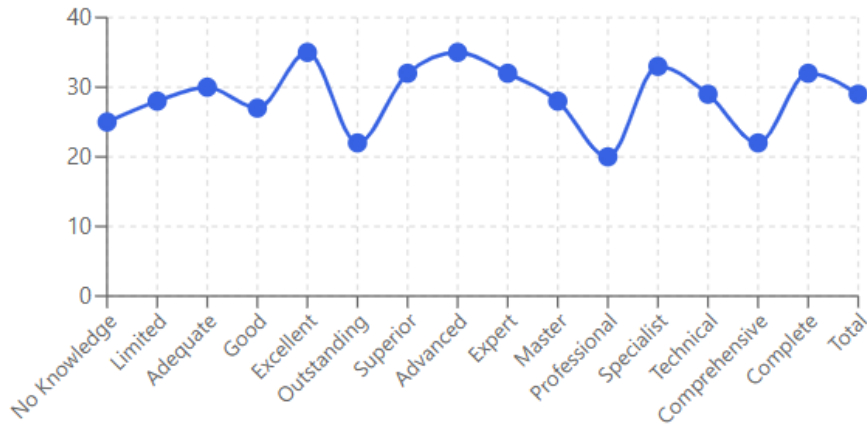


Figure 2. Frequency Chart of OSIS Extracurricular

3) Sport Extracurricular

Table 5. Sport Extracurricular

Category	F	%
High	3	8,1
Mid	34	91,9
Low	0	0,0

From the **Table 5** it can be seen that the character of cooperation in terms of sports extracurricular vocational students is in the medium category with a percentage of 91.9%. Then the description of the character of cooperation per indicator can be seen in the **Figure 3**.

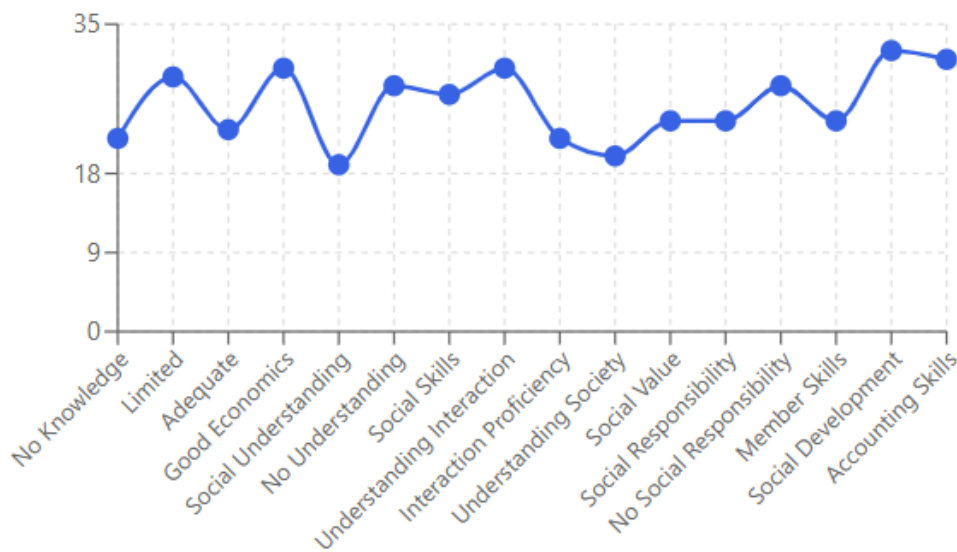


Figure 3. Frequency Chart of Sport Extracurricular

4) Paskibraka Extracurricular

Table 6. Paskibraka Extracurricular

Category	F	%
High	16	38,1
Mid	16	38,1
Low	0	0,0

From the **Table 6** it can be seen that the character of cooperation in terms of extracurricular Paskibraka is in the high and medium categories with a percentage of both 38.1%. Then the description of the character of cooperation per indicator can be seen in the **Figure 4**.

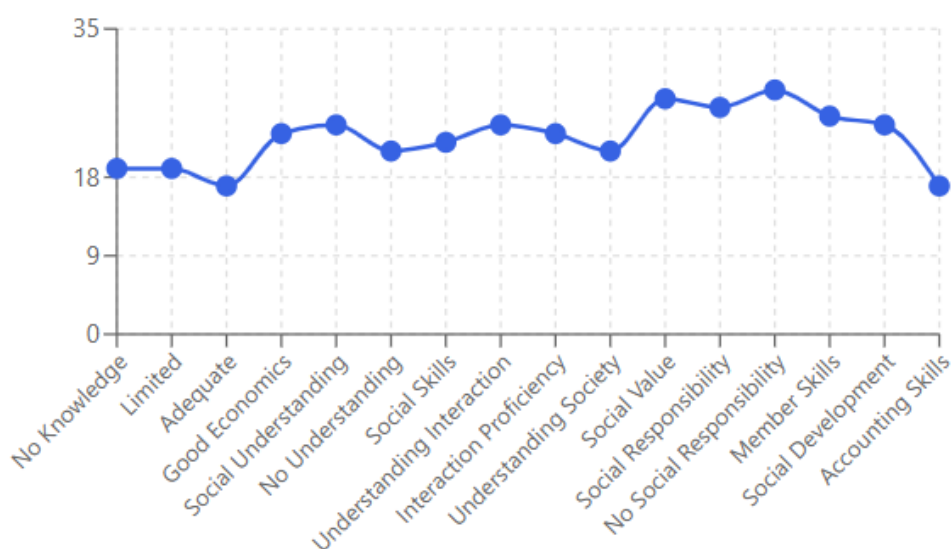


Figure 4. Frequency chart of Paskibraka extracurricular

5) Pramuka Extracurricular

Table 7. Pramuka Extracurricular

Category	F	%
High	7	16,7
Mid	12	28,6
Low	0	0,0

From the table it can be seen that the character of cooperation in terms of Pramuka extracurricular is in the moderate category with a percentage of 28.6%. Then the description of the character of cooperation per indicator can be seen in the **Figure 5**.

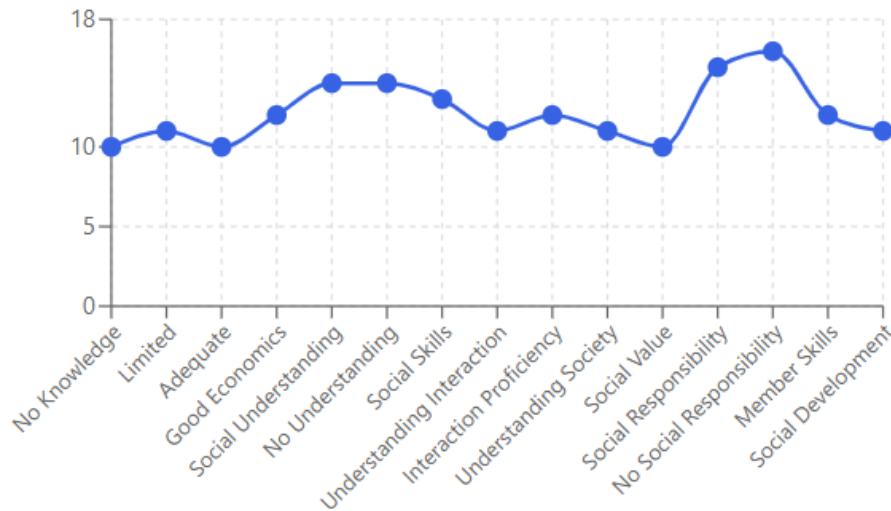


Figure 5. Pramuka extracurricular frequency chart

3.1.3 Analysis of differences in the character of cooperation found in extracurricular activities

An analysis of the differences in the character of cooperation contained in extracurricular activities using the Kruskal-Wallis test can be seen as follows:

Table 7. Extracurricular Activities

Descriptive Statistics					
			Std.		
	N	Mean	Deviation	Minimum	Maximum
Score	20	13	11.560	99	164
	4	1.25			
Extracurricular	20	2.4	1.35990	1.00	5.00
	4	118			

In the Table 7 it can be seen that the average score is 131.25 with a standard deviation of 11.5. The minimum score is 99 and the maximum score is 164.

Kruskal-Wallis Test

Table 6. Extracurricular Activities

		Ranks	
	Extracurricular	N	Mean Rank
Score	Rohis	74	119.72
	Osis	42	73.93
	Sport	37	55.00
	Paskibraka	32	138.05
	Pramuka	19	131.21
	Total	204	

Test Statistics ^{a,b}	
	Score
Kruskal-Wallis H	56.253
df	4
Asymp. Sig.	.000
a. Kruskal Wallis Test	
b. Grouping Variable: Extracurricular	

Based on the **Table 6**, it can be seen that the highest Mean Rank is Paskibraka Extracurricular, which is 138.05, this means that the average score of the cooperation character score of students who choose Paskibraka gets more high scores. Then the second is Pramuka with a Mean Rank of 131.21, and the third is Rohis with a Mean Rank of 119.72, and the fourth is OSIS with a Mean Rank of 73.93, the fifth is Sport with a Mean Rank of 55.0.

The basis for decision making is based on the significance value. If the significance value of $P < 0.05$ then H_0 is rejected. If the significance value of $P > 0.05$ then H_0 is accepted. Based on the data in the table, the Asymp Sig value is 0.00, which is less than 0.05, meaning H_0 is rejected. This means that there is a significant difference between the extracurricular cooperation characters of Rohis, OSIS, Sport, Paskibraka, and Pramuka.

3.2. Discussion

Based on the results of the above findings related to the character of student cooperation based on various extracurricular activities, on average, it is in the medium category. In each indicator of high cooperation character possessed by students is something that needs to be maintained and developed better. In addition to developing students' talent interests, extracurricular activities can also be used as a means of fostering positive student characters. Of course, this will be achieved if the implementation of extracurricular activities is inserted with good character value content. This activity will be effective if it is organized consistently and continuously (Zubaedi, 2015).

The character of cooperation is a soft skill to develop collaborative abilities in solving life problems (Haryanti, 2020; Handika et al., 2023). The character of cooperation can be instilled, trained, and developed in various ways, one of which is through learning activities or activities outside of learning such as extracurricular activities (Lestari & Astuti, 2023). The character of cooperation can be carried out by two or more students who interact with each other, combining energy, ideas or opinions within a certain time in achieving learning goals as a common interest (Yulianti et al., 2016; Rahmawati & Asmawan, 2023).

The character of cooperation in schools is developed not only through the teaching and learning process, but can also be developed through extracurricular activities. In non-academic activities, students hone social skills through interactions with others (Hurst et al., 2013; Hartati et al., 2022). Through intense interactions, students can be actively involved and learn to appreciate differences of opinion to work together to achieve one goal. In addition, extracurricular activities also provide opportunities for students to develop a variety of creativity and interests in addition to the academic curriculum (Meutia et al., 2024).

Rohis Extracurricular (Rohis) forms the character of student cooperation. Student cooperation based on Islamic religious values can help create a harmonious and mutually

supportive learning environment (Fakhrurrozi et al., 2023). This is reflected in mutual respect between students, as well as concern for others, which is the main foundation in creating a positive learning atmosphere and minimizing conflict. With the existence of student cooperation based on Islamic character traits in Rohis extracurricular members (Ikhtisyanuddin & Enoh, 2022; Nasrullah et al., 2023).

Likewise, the Intra-School Student Organization (OSIS) is the parent of all organizations and extracurricular activities at school. OSIS activities clearly help develop students' social and leadership skills (Mustakim et al., 2023). By participating in the OSIS, students are involved in many school activities so that they can learn to work in teams, carry out activities, and strengthen peer social relationships. OSIS activities form cooperative interactions through multilevel and continuous teamwork (A. Aziz et al., 2016; Lutfia et al., 2022).

Pramuka activities provide opportunities for students to build the character of teamwork, hone communication skills, and build a sense of solidarity among fellow members. Pramuka extracurricular activities internalize character values such as cooperation, hard work, independence, discipline, and caring (R. I. A. Aziz & Ulya, 2022; Bunyamin & Rohman, 2023) as well as shaping the character of discipline and responsibility (Caska, 2021).

In addition to Pramuka activities, Sport extracurricular are also an effective means to train students' cooperation character. Sports can help students understand the importance of supporting each other and working together to achieve common goals, thus strengthening the values of cooperation in daily life. There is a significant correlation between sports enthusiasm, empathy, and character, which highlights the importance of autonomous motivation to enhance students' empathy and character development (Hwang, 2022).

4. CONCLUSION

The character of student cooperation can be developed through extracurricular activities. The variety of extracurricular activities attended by vocational school students has been proven to develop students' cooperative character. This cooperation character forms a school culture that helps each other and students learn from people who have different backgrounds, thus enriching the experience holistically. Furthermore, extracurricular activities are also able to train students' leadership skills to prepare them as leaders in the future world of work. This is in line with the flow of vocational school education aimed at the World of Business and the World of Industry (DU / DI).

Recommendations for future researchers are suggested to look at other characters that have a tendency to help student success. The main character needed in achieving success in the future world of work.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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