



Journal of Physical Education for Secondary Schools

Journal homepage: <https://ejournal.upi.edu/index.php/JPESS>



The Social Impact of Sports Extracurricular Development at Junior High School in Malaysia

Harith Rusydi bin Abd Rahman^{1*}, Harith Hacqimie bin Rashidi¹

¹Fakulti Sains Sukan Dan Rekreasi, Universiti Teknologi Mara, Malaysia

*Correspondence: E-mail: harith.rusydi.jr@gmail.com

ABSTRACT	ARTICLE INFO
The erosion of moral values within society—particularly in educational environments—represents a critical concern that threatens the development and future of a nation. As morality plays a fundamental role in the formation of identity and character, it becomes imperative for the school community to actively address and respond to its decline. This study aims to explore the social impact of extracurricular sports activities at Junior high school in malaysia, with a focus on both the positive and negative consequences experienced by the school and its surrounding community. Employing a qualitative descriptive research design, the study involved in-depth interviews and observations with key stakeholders, including sports teachers, school administrators, and parents. The findings reveal that extracurricular sports activities yield positive outcomes, such as the development of student character, the nurturing of athletic talents, the enhancement of the school's public image (branding), and even economic benefits for the local community through increased entrepreneurial activity. However, the study also identified negative impacts, including a rise in individualistic behavior, damage to school facilities, and higher financial burdens for participants and institutions. The study concludes that while sports-based extracurricular programs offer substantial benefits, they must be carefully managed to minimize adverse effects and optimize their role in promoting holistic student development and positive social transformation.	Article History: <i>Submitted/Received 26 jul 2021</i> <i>First Revised 15 Aug 2022</i> <i>Accepted 03 Sep 2022</i> <i>First Available online 12 Sep 2022</i> <i>Publication Date 01 Oct 2022</i> Keyword: <i>social impact,</i> <i>sports extracurricular,</i> <i>morality,</i> <i>character education,</i> <i>qualitative research.</i>
© 2021 Kantor Jurnal dan Publikasi UPI	

1. INTRODUCTION

Regulation of the Minister of Education and Culture Number 62 of 2014 states that extracurricular activities are activities carried out by students outside of study hours, including intra-curricular activities and co-curricular activities, under the guidance and supervision of the Education Unit. Education Units are Elementary School/Madrasah Ibtidaiyah (SD/MI), Junior High School/Madrasah Tsanawiyah (SMP/MTs), Senior High School/Madrasah Aliyah (SMA/MA), and Vocational High School/Madrasah Aliyah Vocational (SMK/MAK). Extracurricular activities are organized with the aim of optimally developing the potential, talents, interests, abilities, personalities, cooperation, and independence of students in order to support the achievement of National Education goals. Extracurricular activities consist of: (1) Compulsory Extracurricular Activities; and (2) Selected Extracurricular Activities. These compulsory extracurricular activities are extracurricular activities that must be held by educational units and must be attended by all students, namely in the form of scouting education. Meanwhile, optional extracurricular activities are extracurricular activities that are developed and organized by educational units according to the talents and interests of students.

The phenomena that occur in society, namely the increase in violence among adolescents, which results in loss of future, the use of bad language and words, an increase in self-destructive behavior such as the use of drugs, alcohol, and free sex, as well as corruption and embezzlement that occur, are increasingly blurred. good and bad moral guidelines, decreased work ethic, lower respect for parents and teachers, and a strengthening culture of dishonesty. Decadence or moral decline experienced by society is a sign of the decline and destruction of the nation; on the other hand, morality is an important factor for the development of the identity and character of a nation's society. Saputri (2018: 181) states that education is the main factor in the formation of the human person. In general, education has a meaning as a business process in developing each individual to be able to live and live life, so that he becomes an educated person. Extracurricular activities are educational activities carried out outside of face-to-face class hours. These activities are carried out inside and/or outside the school environment in order to broaden knowledge, improve skills, and internalize religious values or rules as well as local, national, and global social norms to form a complete human being. In other words, extracurricular activities are educational activities outside of class hours aimed at helping the development of students according to their needs, potential, talents, and interests through activities specifically organized by educators or educational staff who are capable and authorized at school. Saputri (2020: 50) stated that the difference in the level of confidence that individuals have will certainly affect the acquisition of learning achievement. Individuals who have high self-confidence will achieve good things because they always think positively and believe in their own abilities. Vice versa, individuals who have low self-confidence will have unsatisfactory learning achievements because they always think negatively and do not believe in their abilities and potential.

In carrying out extracurricular activities, each student usually has different behavioral characteristics. This behavior can be realized if someone carries out an activity. As explained by Hartasasmita (1985: 10), the general understanding of character can be said to be only a closed reaction that is not yet an action or activity and an open reaction that is manifested in the form of an action or activity. Referring to the description above, reactions should be used as a means to stimulate growth and development of physical, mental, emotional, and social harmony in an effort to develop basic abilities, instill discipline, values, and positive attitudes, get used to healthy living, and change student behavior, which is basically intended to achieve goals (Thoits, 2011). The problems that often occur are that students often engage in passive

aggressive behavior (skipping school), uncontrollable behavior (against school discipline rules, stealing in class), active aggressive behavior (vandalism or damage for no reason), unplugging during class hours, smoking, carrying sharp weapons, coming late to school, not wearing school attributes, dirty or rude words, being impolite to friends or teachers, not doing assignments, disobeying teacher orders, fighting teachers, individualism, mutual hostility between friends, and even fighting with his friends. Optimization of teaching and learning activities, which are still minimal due to a shortage of teaching staff, is the cause of students looking neglected in class. For this reason, students are required to take part in extracurricular activities. Through extracurricular activities, students are directed to choose according to their interests, talents, and abilities so that they will increase the self-enrichment of their potential.

To comply with the regulation of the Minister of Education and Culture of the Republic of Indonesia, the Education Unit at State Junior High School 1 carries out a number of extracurricular activities in the field of sports, namely table tennis for 15 people, basketball for 84 people, karate for 34 people, 68 people for badminton, 67 people for football, 39 people for martial arts, 29 people for volleyball, and 16 people for chess. This activity is not only about developing students' interests and talents but also about developing student character through sports activities. Therefore, this research will examine the social impact of these extracurricular sports activities, both on students, schools, and parents of students.

2. METHODS

This research is a type of descriptive qualitative research with a survey form that describes the behavior, thoughts, or feelings of a group or individual. The informants of this study were teachers as sports extracurricular coaches, school principals, and parents of students. Determining the data sources were teachers of extracurricular sports coaches, school principals, and parents of students who were interviewed and conducted purposively also using snowball sampling, namely selected with certain considerations and goals.

The results of this study will not be generalized to the population because the samples were not taken randomly. Data collection techniques through interviews, school documents, and daily observations. The data analysis technique in this study was carried out after the data was obtained through in-depth interviews and observation techniques, then it was confirmed with informants continuously by means of triangulation.

3. RESULTS

Some findings from research related to the social impact of organizing extracurricular sports at Junior high school in malaysia, apart from having a positive impact, also have a negative impact on students, schools, and even parents, as shown below. First, a positive impact on students: (1) can build student character, this can be seen from the development of social attitudes towards students such as attitudes of cooperation, hard work, responsibility, discipline, enthusiasm, helping each other when there is a disaster, can even be mutual help for other student friends who are not proficient in sports activities; (2) students and other students can get along well and do not discriminate against other friends even though ethnicity, race, religion, culture among students are different; (3) there is interaction between teachers and students and other students, although not optimal; and (4) can channel students' sports interests and talents. The findings of this research are in line with extracurricular objectives as contained in the Regulation of the Minister of Education and Culture Number 62 of 2014 which states that extracurricular activities are organized with

the aim of developing students' potential, talents, interests, abilities, personality, cooperation and independence optimally in order to support the achievement of national education goals.

4. DISCUSSION

The findings of this study are also relatively the same as those conveyed by the United Nations (UN) (Fahmi Hasan, 2017), that there are several things that can be learned through sports activities, namely cooperation, communication, respect for the rules. regulations), problem-solving, understanding, connection with others, leadership, respect for others, value of effort, how to win, how to lose, how to manage competition, fair play, sharing, self-esteem, trust, honesty, self-respect, tolerance, resilience, teamwork, discipline, and confidence.

Japan is one of the countries that has proven the role of sport in building its generation. After World War II, they immediately designed a system to build the character of their nation. Sports is one of the main facilities in this development. The Japanese government is building sports facilities that can be used by the public. In addition, various sports activities were held involving children and their parents. Sports activities eventually become daily activities that are routinely carried out by children and their parents.

The positive impact was also felt by students, according to the results of research at SMA Negeri 1 Brandan Barat. Characteristics of students who take part in extracurricular activities on the indicators of trustworthiness, fairness, caring, respect, citizenship, responsibility average in the very high category. The abstraction of the character pillars, among others, is seen from Students having broad insight, honing their abilities and talents, having study groups, high sympathy and empathy, respecting teachers, dressing neatly, being responsible for the facilities and infrastructure used, and others (Saputri and Syaputra, 2020). Extracurricular activities can increase students' self-confidence, both in group and individual sporting activities.

The results of research at SMAN 1 Jatinangor found that there was no significant difference in the level of confidence of students who took part in team sports extracurriculars and students who took part in individual sports extracurriculars. The self-confidence of students who are involved in extracurricular team sports activities such as soccer and karate is at the high category level. Sports extracurriculars are an important factor for developing social skills and attitudes, especially self-confidence (Kamnuron, Hidayat and Nuryadi, 2020).

In addition, also Indra Darma Sitepu (2017) in his presentation entitled "Character Formation through Participation in Sports" revealed that experience gained through sports can shape character, but this can only happen if a sports environment is created and aimed at character development. Positive impacts for schools: (1) can build a school's branding image after winning 6 (six) competitions and other sporting events; and (2) can increase the income from the school canteen.

The theory that strengthens the findings of this research is McClelland's achievement motivation theory or achievement motivation theory, in which the success of becoming a champion is not only a "branding" image of the school, it is also pride for the school community, be it the pride of students, teachers, school principals, , parents and others. The theory of McClelland's Achievement Motivation Theory or the theory of achievement motivation, McClelland (Noble, 1987) also suggests that individuals have potential energy reserves, how this energy is released and developed depends on the strength or motivation of individual motivation and the situations and opportunities available.

McClelland suggests that the characteristics and attitudes of achievement motivation are (1) achievement is more important than material; (2) achieving goals or tasks provides greater personal satisfaction than receiving praise or recognition; and (3) feedback is very important,

because it is a measure of success (reliable, quantitative and factual feedback) (Wiley, 2013). While the positive impacts for parents are: (1) parents believe and believe and feel safe because their children are monitored in sports activities at school; and (2) parents can be proud if their children represent the school and are able to win a competition. This situation, reinforced by Abraham Maslow's theory of Basic Human Needs, includes the need for "reward" such as social status, achievement, respect from others, good name, reputation, fame, attention, and so on (Maslow, 1943). Therefore students who excel and win will feel valued by themselves, their families and the surrounding environment (Rifki, 2008). With the attainment of "reward" it can be encouraged to reach a higher level of need for self-actualization needs.

Therefore, students, schools, and parents of these students will be increasingly motivated to do and practice sports in school extracurricular activities. Maslow (1943) saw that the need for actualization is a desire that arises continuously, and this impulse eventually turns into a very powerful potential for students, principals and parents of these students. Maslow, (1943) said that this need exists within a person by encouraging oneself to act as desired. These actions are based on the capabilities possessed. Second, the negative impacts that arise include, (1) some students have an attitude of individualism, stand out, and are embarrassed to ask questions; (2) some of the school environment, parks, sports facilities look dirty and even damaged; (3) parents add to the costs of children's needs while at school. From these findings it appears that there is a conflict between normative norms in interacting with society and the reality conditions in the environment where students are, namely with the appearance of some attitudes such as individualism and self-assertiveness, this is evidence of Simmel's concept of social interaction (in Faruk, 2013: 36) who argue that conflict is not a threat to togetherness.

The existence of social interaction as a social relationship, allows the occurrence of conflict as a result of social interaction. However, Simmel did not bother about conflict in interaction, according to him conflict is the basic form of interaction. Social interaction and conflict will enable an interaction to take place and survive in a society. Increasing the number of people in social interaction will influence to change interaction patterns and give rise to forms of social grouping and social engagement.

In addition, Blumer (Gallagher, 2001) argues that interaction is a process in which thinking skills are developed and shown. This comes into contact with the key in social interaction, namely awareness, with awareness, humans involve the mind. Indirectly in social interaction, individuals with individuals or individuals with groups are showing and developing their thoughts. In line with that, Brinkerhoft and White (Galinsky & Kray, 2004) focus on human social interaction in sociological studies.

Social interaction in question is a reciprocal social action through contact and communication between two or more people. Social action in social interaction has subjective meaning or meaning for individuals associated with other people. The negative impact in the context of extracurricular activities at junior high school age is also in line with the characteristics of junior high school students expressed by Gunadi (2018), which states that the characteristics of this age are (1) an imbalance in the proportion of height and weight; (2) secondary sex characteristics begin to appear; (3) the tendency of ambivalence, and the desire to be alone with the desire to socialize, as well as the desire to be free from domination with the need for guidance and assistance from parents; (4) likes to compare rules, ethical values or norms with the reality that occurs in adult life; (5) starting to question skeptically about the existence and nature of God's mercy and justice; (6) emotional reactions and expressions are still unstable; (7) begin to develop standards and expectations for one's own

behavior in accordance with the social world; and (8) relatively clearer tendencies of interest and career choices.

Further, such activities facilitate avenues of social interaction for students across grades and social groups, tearing down barriers and making them inclusive. This is so important in a very diversified environment where otherwise students may not have mingled out of their cliques. By their very nature, sports do foster cooperation and communication that help students build empathy and respect for others (Agung, 2017).

Additionally, sports inculcate the values of playing fairly and abiding by the rules of the game-an extremely important thing to be able to make responsible citizens (Meo, 2019). Such values have been consistently improved through a structured environment created by sports where students learn to handle victories or defeats graciously.

On a wider scale, successful and visible sports programs build a reputation for Junior high school in Malaysia, enabling them to recruit students and acquire more resources. In turn, this gives them further development of facilities and programs, creating a snowball effect or a virtuous cycle of improvement and success.

Overall, the social impact of developing extracurricular sports at Junior high school in Malaysia does not stop at the playing field, since this contributes to the holistic development of students and generally makes for a positive school environment that is inclusive.

5. CONCLUSION

This research concludes that sports extracurricular activities at Junior high school in Malaysia have social impacts, both positive and negative impacts. Positive impacts, namely (1) can build student character, including being able to develop an attitude of cooperation, hard work, responsibility, discipline, enthusiasm, helping each other, getting along with fellow students despite different ethnicities, races, religions, even cultures; (2) can channel students' sports interests and talents; (3) building a school's "branding" image by winning various sports competitions; and (4) can increase business income and school canteens. While the negative impacts are (1) some students still have an attitude of individualism, self-assertion, and shy to ask; (2) parts of the school environment, parks and sports facilities are sometimes damaged; and (3) parents need to add to the cost of children's needs when participating in extracurricular sports activities themselves.

Speaking about the impact within the scope of development regarding extracurricular sportive activities in Junior high school in Malaysia, it should be noted that there is a great social impact on students. Participation in such activities allowed students to develop, for example, teamwork, discipline, and community, which enriched their general social development. This kind of activity can help students make friends and improve leadership and self-confidence. These positive social results indicate that extracurricular activities in sports are an integral ingredient in moulding the social character of students in school and further foster a spirit of cooperation and mutual respect amongst them.

6. 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.

7. REFERENCES

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
<https://doi.org/10.1037/h0054346>

- Agung, I. (2017). Peran fasilitator guru dalam penguatan pendidikan karakter (PPK). *Perspektif ilmu pendidikan*, 31(2), 259434.
- Fahmi Hasan (2017) "Peran Olahraga dalam Pendidikan Anak" (<http://www.smpn1rengel.sch.id/index.php?id=berita&kode=28>), Maret 2023).
- Galinsky, A. D., & Kray, L. J. (2004). From thinking about what might have been to sharing what we know: The effects of counterfactual mind-sets on information sharing in groups. *Journal of Experimental Social Psychology*, 40(5), 606–618. <https://doi.org/10.1016/j.jesp.2003.11.005>
- Gallagher, S. (2001). The practice of mind: Theory, simulation or primary interaction? *Journal of Consciousness Studies*, 8(6–7), 83–108.
- Gunadi, D. (2018). Peran olahraga dan pendidikan jasmani dalam pembentukan karakter. *Jurnal Ilmiah Spirit*, 18(3).
- Hartasasmita. (1985). Strategi pengembangan masyarakat dan pedoman merancang sistem kursus dan latihan. Bandung FIP IKIP Bandung. *Jurnal Pedagogik Olahraga*. Program Studi Olahraga Pascasarjana Universitas Negeri Medan. Vol. 3 No.2 tahun 2017.
- Kamnuron, A., Hidayat, Y. and Nuryadi, N. (2020) 'Perbedaan Kepercayaan Diri Pada Siswa yang Mengikuti Ekstrakurikuler Olahraga', *Physical Activity Journal*, 1(2), p. 133. doi: 10.20884/1.paju.2020.1.2.2394
- Meo, M. (2019). Pendidikan Jasmani Olahraga Dan Kesehatan Dalam Membentuk Nilai–Nilai Karakter. *Jurnal Ilmiah Pendidikan Citra Bakti*, 6(2), 167-176.
- Noble, R. S. (1987). Toward a theory of life-span development. *Advances in Psychology*, 40(C), 219–230. [https://doi.org/10.1016/S0166-4115\(08\)60075-8](https://doi.org/10.1016/S0166-4115(08)60075-8)
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 tentang Kegiatan Ekstrakurikuler pada Pendidikan Dasar dan Pendidikan Menengah, tanggal 2 Juli 2014.
- Penalaran Matematika Siswa SMKS-PP Stabat. *Jurnal MATEMATICS PAEDAGOGIC*. Vol II. No. 2, Maret 2018, hlm. 180 – 187.
- Rifki, M. (2008). Pengaruh rasa percaya diri terhadap prestasi belajar siswa di SMA Islam Almaarif Singosari Malang (Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim).
- Saputri, L. and Syaputra, D. S. (2020) 'Dampak Kegiatan Ekstrakurikuler Terhadap Pembentukan Karakter Siswa SMA Negeri 1 Brandan Barat', *Jurnal Serunai Matematika*, 12(2), pp. 69–75. doi: 10.37755/jsm.v12i2.308
- Saputri, L. (2018). Pengaruh Pendekatan Realistic Mathematics Education (RME) Terhadap Kemampuan.
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior*, 52(2), 145–161. <https://doi.org/10.1177/0022146510395592>

- Saputri, L. (2020). Peningkatan Self Confidence Mahasiswa Prodi Pendidikan Matematika Melalui Model pembelajaran Kooperatif Tipe Jigsaw Di STKIP Budidaya. Jurnal Serunai Ilmu Pendidikan Vol.6, No.1, Juni 2020.
- Wiley, C. (2013). What motivates employees according to over 40 years of motivation surveys.