

The Role of Extracurricular, Co-curricular, and Curricular Activities in the Development of Talent Interests of Elementary School Students

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***Abstract.** This article reviews the role of extracurricular, co-curricular, and curricular activities in supporting the development of students' interests and talents at SD Muhammadiyah 1 Gempol. The development of students' interests and talents is considered to play an important role in shaping their character and developing their academic abilities. This study used a descriptive qualitative approach with observation, interview and data collection methods. This article is assembled based on a literature review as well as data analysis to find out the results of these activities contributing to the development of students' interests and talents.*

Keywords –*Extracurricular; Co-curricular; Curricular; Interest and Talent*

I. INTRODUCTION

Primary schools play an important role in nurturing children's character, knowledge and skills (Khoirroni et al., 2023). Primary school is not just a place for students to acquire academic knowledge, but also an environment where children's social, emotional and physical aspects are developed (Faqumala & Pranoto, 2020). One of the strategies used by schools to achieve this is by organizing a variety of extracurricular, curricular and co-curricular activities. An introduction to curricular, co-curricular, and extracurricular activities at the primary school level is an important step in understanding how essential comprehensive student development is at the basic education level (Sutama et al., 2022). According to Saylor, Alexander, and Lewis (1974) explained that the curriculum in elementary schools does not only focus on academic aspects, but also pays attention to child development, including activities in and outside the classroom according to the journal (Taufik & Firdaus, 2021).

In the realm of education, principles related to extracurricular, co-curricular and curricular have become an integral part of the teaching and learning process at various levels of education (Hidayati et al., 2021). Extracurricular, curricular, and co-curricular activities play an important role in shaping students' character, interests, and skills needed for their future, and aim to broaden students' knowledge and skills in various fields (Fathurrochman, 2022). In addition, in the book (Prasetya & Cholily, 2021) these extracurricular, curricular and co-curricular activities not only enrich the learning process, but also provide an additional dimension in the formation of individuals holistically. Let us further explore how participation in these activities contributes to the growth of students at the primary school level in forming individuals with potential and broad horizons.

Co-curricular activities and programs refer to activities that are closely related to the official curriculum implemented in an educational institution. However, these activities are not included in the existing curriculum. Aim to achieve specific learning objectives in an academic context (Pratama & Dewi, 2023). In the research Meilani et al., (2023) reviewing curricular activities in primary schools provides opportunities for students to explore their interests and talents outside of an academic context. Third, extracurricular activities involve activities that are not directly connected to the official curriculum, yet still contribute to the comprehensive development of students. The main goal is to give students the opportunity to explore their interests and talents outside of the classroom, as well as develop social and leadership skills (Endah, 2018).

Based on the journal Pratama dan Dewi. (2023) extracurricular, curricular and co-curricular activities can help them discover new passions or hone existing skills. In connection with these

activities in the book Hrp et al., (2022) It is expected to enhance students' learning experience outside the classroom and shape them into more experienced, knowledgeable, insightful individuals, and students can develop themselves thoroughly so that they are ready to face future challenges or can be the basis for a career or hobby. Therefore, educational institutions need to continue to encourage and support these types of activities as an integral part of students' learning experience (Ramda & Suryono, 2020). In this article,

will further discuss extracurricular, curricular and cocurricular activities in the development of students' interests and talents, as well as how schools and educators can support and encourage student participation in these activities.

II.METHODS

The method applied in this research is descriptive qualitative method. In the book (Tersiana, 2018) according to opinion Bogdan and Taylor, (1992) qualitative approach is a research procedure that produces descriptive data, both in the form of written and spoken text that comes from individuals or observable behavior. Descriptive research refers to a research method that describes all data or circumstances of the subject or object of research, then analyzes it and compares it based on the current situation (Yuliani & Supriatna, 2023). This approach was chosen to explore the specific influence of extracurricular, co-curricular and curricular activities at SD Muhammadiyah 1 Gempol on the development of students' interests and talents. Furthermore, this research seeks to provide solutions to existing problems and present up-to-date information. This research was conducted at SD Muhammadiyah 1 Gempol for one week. Participants in this study included students, teachers, and school staff from SD Muhammadiyah 1 Gempol. Sampling was conducted in stages to cover variations in students' level of participation and interest in various activities. With the application of three main methods to collect information, including:

- a) Interview Method, in the journal (Darnius et al., 2019) according to Sugiyono (2016) argues that interviews as a data collection method are useful in the early phases of research to reveal issues that require further research. In addition, interviews are useful for gaining an in-depth understanding of important aspects from the respondent's perspective (Jailani, 2023). The interviews were conducted in a structured manner with the principal, teaching staff and students to get a direct view of the impact of extracurricular, co-curricular and curricular activities on the development of students' interests and talents at SD Muhammadiyah 1 Gempol.
- b) Observation method, directly observing and interacting with extracurricular, co-curricular, and curricular learning activities at SD Muhammadiyah 1 Gempol.
- c) Documentation method, research documentation involves collecting data and information related to the implementation of extracurricular, cocurricular, and curricular activities at SD Muhammadiyah 1 Gempol. This documentation process includes recording all activities carried out by students and teachers, including lesson plans, activity schedules, reports from extracurricular, co-curricular, and curricular activities, and then conducting an evaluation process of the development of students' interests and talents.

III. RESULTS AND DISCUSSION

In education, developing students' interests and talents is very important. Extracurricular, co-curricular and curricular activities play a significant role in this process (Agustina, I. O., Juliantika, J., & Saputri, 2023). These three types of activities not only complement the formal curriculum at school, but also provide opportunities for students to explore their abilities, hone their skills, and discover and develop their potential. Through participation in various activities, students can experience more holistic learning, build character, build discipline, increase self-confidence and responsibility in students, and improve social skills (cooperation, communication, leadership) and emotional skills of students (Pratama & Dewi, 2023), from these 3 kinds of activities students can channel energy and creativity in a positive way. This article will take a closer look at the contribution of each of the three types of activities in developing the interests and talents of primary school students, as well as the importance of their role in creating a well-rounded and inclusive educational environment.

Extracurricular, co-curricular, and curricular activities at SD Muhammadiyah 1 Gempol have a very important role in developing students' interests and talents as a whole (Jannah, 2022). Based on the results of research at SD Muhammadiyah 1 Gempol, there are activities outside of school including: extracurricular, curricular and co-curricular activities, where these activities are well scheduled so that each student can participate in all activities that interest them and develop their talents without colliding with other schedules. Extracurricular activities that can explore the interests and talents of students outside the academic context, namely; Tapak Suci, Futsal, and HW (Hisbul Wathan). Curricular activities that support the development of students' interest and talent skills, namely; Tahfidz, Dance, and Archery. And co-curricular activities related to the national curriculum, namely; Science and Mathematics learning subjects.

Co-curricular activities are a solid educational foundation by providing a basis for developing students' interests and talents through a structured learning process. In addition, co-curricular activities help students acquire essential skills such as reading, writing and arithmetic, which are key to success at the primary level (Monalisa, 2024). The schedule of extracurricular, co-curricular, and curricular activities at SD Muhammadiyah 1 Gempol is clearly structured and organized, namely: Monday co-curricular activities of Mathematics subjects, Tuesday extracurricular activities of Tapak Suci and Futsal, Wednesday curricular activities of Tahfidz and Dance, Thursday curricular activities of Archery and Hisbul Wathan extracurricular activities, Friday curricular activities of Archery and Hisbul Wathan extracurricular activities, Friday co-curricular activities of Science subjects. These activities are carried out at one to two o'clock in the afternoon with the guidance or assistance of SD Muhammadiyah 1 Gempol teacher staff.

Co-curricular activities at SD Muhammadiyah 1 Gempol are the main goal in providing a deep understanding of learning materials in accordance with the curriculum set by the Ministry of Education. Dedicated educators do not just teach conventionally, but use creative and innovative approaches to ensure optimal understanding from students. If curricular activities at SD Muhammadiyah 1 Gempol students have the opportunity to explore their interests and talents through tahfidz, dance, and archery. Through direct observation of these activities, students show enthusiasm in developing their potential outside the classroom. In addition, there are extracurricular activities in shaping students' character and skills. There are Hisbul Wathan, futsal, tapak suci activities which are leadership development programs, social activities help students gain experience in working together and contributing to the community.

The results showed that proactive student participation in extracurricular, co-curricular and curricular activities resulted in improved skills and better development of interests and talents. The

importance of paying attention to and encouraging students to continue to expand their academic education (Annisa et al., 2021). In addition, in co-curricular activities, especially in mathematics, students' motivation, confidence, and performance have increased. In the journal *Jurnal* (Efendi et al., 2023). in accordance with the concept of education according to Ki Hajar Dewantara Education does not only focus on learning in the classroom, but also on developing students' interests and talents outside the classroom environment, such as extracurricular and curricular activities that aim to acquire skills in adapting to various situations outside the classroom, providing a comprehensive learning experience for students, helping to achieve their maximum potential, preparing them to face future challenges. The successful implementation of the three activities does not escape the support of various parties, teachers are expected to act as facilitators who guide students in carrying out activities, while parents provide support as well as appreciation for their children's participation in extracurricular, co-curricular, curricular activities.

IV. CONCLUSIONS

Extracurricular, co-curricular, and curricular activities at SD Muhammadiyah 1 Gempol play an important role in developing students' interests and talents. This can be seen from the active involvement of students in various activities, students are given the opportunity to explore their interests and develop their talents. Through participation in extracurricular, co-curricular, and curricular activities, students learn values such as discipline, hard work, teamwork, and responsibility. In addition, students not only expand their knowledge and skills outside the classroom, but it also helps them grow as well-rounded individuals with strong positive values. By enhancing integration and continuous evaluation, schools can continuously improve the educational experience for students, supporting their growth as competent, integrity and responsible future leaders in society. Therefore, a holistic approach to education by integrating various extracurricular, co-curricular and curricular activities has brought great benefits to students' development, creating an environment that supports students' all-round development, not only in terms of academics but also non-academic talents.

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