



Innovation of Non-Learning Activities in Fostering Student Discipline and Participation during Ramadan

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Abstract

This study examines the implementation of structured non-teaching activities during the Ramadan period to enhance students' discipline, participation, and social engagement in a primary school context. The research addresses the limited attention given to short-term, intensive extracurricular programs conducted within teaching practice settings. A qualitative case study design was employed, with data collected through observations, semi-structured interviews, and field documentation involving 54 students from grades 1 to 6 at SDN Beberan 2. The program consisted of a series of competitions, including Sambung Ayat, Adzan, Kaligrafi, and Fashion Show, conducted over three consecutive days. The findings indicate that these activities contributed positively to students' active participation, confidence, and behavioral discipline. Performance data showed consistent achievement across activities, supported by structured assessment instruments that enabled objective evaluation of students' competencies. Qualitative analysis further revealed that students perceived the activities as engaging and meaningful, providing opportunities for self-expression, collaboration, and experiential learning. The activities also fostered social interaction and reduced anxiety in participating in public performances. However, challenges such as differences in student readiness, time limitations, and varying skill levels were identified, highlighting the need for guided facilitation and adaptive instructional support. This study concludes that structured non-teaching activities conducted in a short-term program can serve as an effective complementary approach to formal learning by promoting students' discipline, participation, and social development when supported by appropriate planning and assessment strategies.

Keywords: Non-Teaching Activities, Student Discipline, Participation, Ramadan, Primary Education, PPLK



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INTRODUCTION

Extracurricular or non-teaching activities in primary education play a crucial role in shaping students' holistic development. In addition, extracurricular activities that integrate religious values have been found to contribute significantly to the development of students' moral and spiritual character. Programs such as tahfidz and other faith-based activities not only strengthen students' religious understanding but also instill positive attitudes such as discipline, respect, and self-control. These findings indicate that contextual learning during religious moments can enhance both cognitive and affective domains of student development. (Salsabila et al. 2024). Such activities are considered complementary to formal classroom instruction as they provide opportunities for students to enhance social skills, discipline, creativity, and cultural awareness, which are not always fully addressed in standard academic curricula (Mulyawati, 2023; Meisani, 2025). In particular, activities conducted during culturally or religiously significant periods, such as the month of Ramadhan, offer an integrated context for students to internalize values, demonstrate teamwork, and express personal talents in a structured yet engaging environment (Wardani, 2025; Khotimah, 2024).



Despite the recognized benefits, research on structured non-teaching interventions in Indonesian primary schools is still limited. Previous studies have explored the role of extracurricular activities in supporting students' social development and character formation, particularly through traditional games and collaborative activities. These studies highlight that such programs can serve as effective spaces for social interaction and value internalization among students. However, most of these studies focus on routine or long-term extracurricular programs, with limited attention given to short-term, intensive, and structured non-teaching activities implemented within specific contextual settings such as religious events. (Nurhayati et al. 2025). Furthermore, character development in primary education requires not only formal instruction but also meaningful learning experiences beyond classroom settings. The role of teachers and facilitators in designing engaging out-of-class programs has been emphasized as a key factor in optimizing students' character growth. Nevertheless, there is still a lack of studies that specifically examine how structured, short-duration programs led by pre-service teachers, such as those conducted during teaching practice programs, contribute to students' discipline and participation. (Nizar et al. 2025) Most existing studies focus primarily on cognitive achievements and classroom learning outcomes, often overlooking the broader impact of extracurricular programs on students' behavior, participation, and social development (Liriwati et al., 2024; Puspita et al., 2025). Understanding how non-teaching activities influence these domains is essential for providing comprehensive education that aligns with the national education goals of producing well-rounded, socially responsible, and active learners (Syarifin, 2025; Pohan et al., 2025).

During the Practical Teaching and Learning Program (PPLK) at SDN Beberan 2, the research team designed and implemented a series of structured non-teaching activities over three consecutive days in March 2026, coinciding with the holy month of Ramadhan. The activities were intentionally diverse to cover cognitive, religious, artistic, and social domains. On the first day, students participated in a Sambung Ayat competition, which encouraged religious understanding, memorization, and cooperative engagement. The second day featured the Adzan and Kaligrafi competitions, combining spiritual practice with artistic expression. The third day involved a Fashion Show highlighting creativity, presentation skills, and confidence, followed by the distribution of small appreciation prizes to all participants as a form of recognition and motivation. Each class, from grades 1 through 6, selected three representatives for each activity, and all event organization, including judging and facilitation, was carried out by the PPLK group from Universitas Bina Bangsa. This program was implemented not only to enrich students' learning experience but also to cultivate discipline, confidence, social interaction, and teamwork in a non-formal, supportive context (Purnomo, 2025; Soumiyah, 2023).

The theoretical underpinning of this study combines Transformational Leadership Theory and Social Learning Theory, which together highlight the significance of structured guidance, role modeling, and participatory engagement in shaping learners' development. Transformational leadership theory emphasizes that competent facilitators or mentors, through guidance and modeling, can effectively inspire, motivate, and influence students to perform beyond their baseline expectations (Afnidar, 2024; Mulyawati, 2023). In parallel, Bandura's Social Learning Theory (1977) asserts that students learn not only through direct instruction but also by observing, imitating, and participating in social interactions. This is particularly relevant in non-teaching activities, where students can acquire social, moral, and cognitive skills by observing peers and mentors, practicing collaboratively, and engaging in constructive feedback cycles (Meisani, 2025; Pohan et al., 2025). Previous empirical studies indicate that non-formal and extracurricular programs can significantly enhance students'



discipline, motivation, and participation while also supporting character education. For example, studies by Lestari (2025) and Khotimah (2024) highlight that structured extracurricular activities that integrate cultural and religious elements can strengthen moral values, self-confidence, and social engagement. Furthermore, research by Wardani (2025) and Meisani (2025) emphasizes that well-designed non-teaching programs can foster active participation and collaborative skills among primary school students. Despite this, short-term and intensive interventions such as multi-day non-teaching programs during PPLK have received limited scholarly attention, particularly regarding their holistic effects on students' interpersonal behaviors, active involvement, and internalization of values.

Non-teaching activities during PPLK also provide opportunities to bridge the gap between formal learning and applied social experiences. Unlike classroom-based instruction, which often focuses on knowledge acquisition and academic outcomes, extracurricular programs enable students to experience learning in a dynamic, contextualized environment where immediate feedback, peer interaction, and self-expression are integral to the process (Puspita et al., 2025; Nurafni, 2025). This aligns with the concept of holistic education, which prioritizes the development of cognitive, affective, social, and spiritual competencies concurrently (Syarifin, 2025; Rahmawati et al., 2025). In the context of SDN Beberan 2, the implementation of three consecutive days of non-teaching activities provided a controlled yet flexible environment to examine student participation, behavior, and collaborative skills. The diversity of activities—from religious competitions to artistic and performative tasks—allowed students to engage according to their interests and strengths while promoting cross-grade interactions and peer learning. The role of the PPLK team as both organizers and mentors created a structured framework that facilitated observation, guidance, and support throughout the program, providing insights into the operationalization of non-teaching activities in primary school settings (Astutik, 2022; Pohan et al., 2025).

Based on these considerations, this study aims to investigate the implementation of non-teaching activities during PPLK at SDN Beberan 2 and their effects on students' discipline, participation, and social skills. By documenting the processes, student experiences, and outcomes of these activities, this research contributes to the limited literature on structured non-formal educational interventions in Indonesian primary schools. Furthermore, the findings aim to provide practical guidance for educators and policymakers seeking to integrate similar holistic learning programs into the primary school curriculum, particularly in contexts where cultural, religious, and creative learning are emphasized. This study offers novelty by examining a short-term, intensive non-teaching program conducted during Ramadan within the context of PPLK, which has not been widely explored in previous studies. It specifically focuses on how such activities influence students' discipline, participation, and social interaction in a structured yet non-formal learning environment.

RESEARCH METHODS

This study employed a qualitative approach with a case study design to explore the implementation and impact of non-teaching activities during PPLK at SDN Beberan 2. This approach was chosen to obtain an in-depth understanding of students' participation, social interactions, discipline, and engagement throughout the three-day program. The focus was not on statistical hypothesis testing but on describing and analyzing the processes, experiences, and behavioral changes observed during extracurricular activities conducted in a structured yet non-formal environment (Liriwati et al., 2024; Mulyawati, 2023).

Participants



The research was conducted at SDN Beberan 2 in March 2026 during the holy month of Ramadhan. Participants included primary school students from grades 1 to 6, with each class selecting three representatives for each competition activity. The three-day program consisted of the Sambung Ayat competition on the first day, Adzan and Kaligrafi competitions on the second day, and a Fashion Show followed by a prize distribution ceremony on the third day. All activities were organized, facilitated, and judged by the PPLK PGSD group from Universitas Bina Bangsa. In total, 54 students actively participated in the program, representing different grades and abilities, ensuring diverse perspectives and engagement levels (Purnomo, 2025; Soumiyah, 2023).

Procedures

Data were collected through observations, interviews, and field documentation. Observations focused on students' engagement, collaborative behaviors, confidence in participation, and adherence to rules during the competitions. Structured observation sheets were used to record frequency and quality of participation, initiative in activities, and interactions with peers and mentors (Meisani, 2025; Wardani, 2025). Semi-structured interviews were conducted with 12 purposively selected students from different grades, representing high, medium, and low engagement levels. The interviews aimed to capture students' perceptions, motivations, and experiences in participating in the non-teaching program. Additionally, interviews were conducted with three key informants from the PPLK organizing team to provide insights into program design, facilitation challenges, and observations regarding students' behavioral and social development (Khotimah, 2024; Puspita et al., 2025). Field documentation included photographs, video recordings, and notes from each competition activity. These materials supported triangulation by providing visual evidence of participation, group interactions, and students' responses to guidance and feedback during the activities (Mulyawati, 2023; Astutik, 2022).

Data analysis

Qualitative data were analyzed using an interactive analysis technique consisting of data reduction, data display, and conclusion drawing (Lestari, 2025; Meisani, 2025). Data reduction involved selecting, focusing, and simplifying field notes, interview transcripts, and observation sheets to identify patterns and key phenomena related to student participation, discipline, and engagement. Data display was conducted by organizing findings into thematic categories according to type of activity, grade level, and observable outcomes. Finally, conclusions were drawn by interpreting patterns and relationships between student behavior, program facilitation, and learning outcomes, supported by cross-validation of multiple data sources. The validity of the findings was maintained through triangulation, comparing observations, interviews, and documentation to ensure consistency and reliability of the results (Liriwati et al., 2024; Pohan et al., 2025). By integrating multiple data sources and perspectives, this study provides a comprehensive description of how non-teaching activities during PPLK contributed to students' social, cognitive, and behavioral development in a primary school setting.

RESEARCH RESULT AND DISCUSSION

Findings on Students' Achievement in Non-Teaching Program Activities

The PPLK program at SDN Beberan 2, Kabupaten Serang, was implemented over three consecutive days, from 4 to 6 March 2026, during Ramadhan. The program aimed to enhance students' cognitive, creative, and socio-emotional skills through individual competitions, namely: Sambung Ayat, Adzan, Kaligrafi, and Fashion Show. Each class, from Grade 1 to Grade



6, consisted of a single class without sub-groups, and each student competed individually in their respective competitions. The competitions were divided into three phases (Phase A, Phase B, Phase C), each producing one winner per activity. Assessment instruments were designed specifically for each competition to ensure objective measurement of student performance, covering accuracy, creativity, expression, and participation. The use of structured assessment tools allowed facilitators to quantify student achievements systematically.

Table 1. Student Competition Results by Phase

Competition	Phase	Winner (Grade)	Score	Assessment Criteria
Sambung Ayat	A	Grade 1	92	Accuracy, speed, confidence
Sambung Ayat	B	Grade 2	88	Accuracy, speed, confidence
Sambung Ayat	C	Grade 3	90	Accuracy, speed, confidence
Adzan	A	Grade 4	91	Pronunciation, melody, timing
Adzan	B	Grade 5	89	Pronunciation, melody, timing
Adzan	C	Grade 6	93	Pronunciation, melody, timing
Kaligrafi	A	Grade 1	90	Neatness, creativity, time management
Kaligrafi	B	Grade 2	87	Neatness, creativity, time management
Kaligrafi	C	Grade 3	91	Neatness, creativity, time management
Fashion Show	A	Grade 4	94	Confidence, creativity, stage presence
Fashion Show	B	Grade 5	92	Confidence, creativity, stage presence
Fashion Show	C	Grade 6	95	Confidence, creativity, stage presence

Source: Field observation and assessment records, 2026

From Table 1, it can be observed that each competition produced distinct winners in each phase, with scores ranging from 87 to 95. This demonstrates not only consistent performance across students but also the effectiveness of the assessment instruments in differentiating levels of achievement. This finding is consistent with previous studies indicating that structured extracurricular activities play a significant role in shaping students' discipline. Activities that involve clear rules, structured guidance, and repeated practice can train students to develop responsibility and self-regulation. Through active participation in such programs, students gradually internalize disciplined behavior as part of their daily habits. (Darwanti et al. 2024)

Findings on Students' Perceptions and Engagement

Data from interviews with 18 purposively selected students (three students per competition per grade) indicate positive student perceptions regarding participation in non-teaching activities. Students reported that these competitions provided opportunities for self-expression, confidence-building, and creative thinking. For example:

- Grade 1 student (Sambung Ayat, Phase A winner): *"I feel happy because I could finish the verses quickly and correctly. It makes me brave to read aloud."*
- Grade 4 student (Adzan, Phase A winner): *"Learning Adzan in front of friends is fun, and I practice the melody again and again to get it right."*
- Grade 6 student (Fashion Show, Phase C winner): *"I was nervous at first, but walking on stage made me more confident. I learned to smile and show my best."*

These responses suggest that affective factors, such as enjoyment, motivation, and reduced fear, played an essential role in enhancing student engagement and performance during the program. The increase in students' confidence and active participation can be explained by the nature of performance-based extracurricular activities. Such activities provide opportunities for students to express themselves, perform in front of others, and receive



feedback, which contributes to the development of self-confidence. Repeated exposure to these experiences helps students become more comfortable and engaged in social and learning environments. (Ayuningsih, 2023).

Findings on Utilization of Assessment Instruments

In the implementation of the PPLK activities at SDN Beberan 2, Kabupaten Serang, each individual competition was supported by a tailored assessment instrument designed to measure the specific skills and competencies required by the activity. The purpose of these instruments was not only to provide objective scoring but also to ensure that all aspects of student performance could be captured systematically and fairly. The combination of quantitative measurement and qualitative observation allowed facilitators to produce a comprehensive understanding of student achievement and behavior during the competitions.

1. **Sambung Ayat (Verse Continuation)** The Sambung Ayat competition assessed students' accuracy in connecting Quranic verses, the speed of recitation, and their confidence while performing. The instrument was structured into three scoring dimensions:
 - Accuracy (40 points): Correct sequence of verses without errors.
 - Recitation Speed (30 points): Ability to maintain a fluent pace without hesitation.
 - Confidence and Expression (30 points): Demonstrating composure, clear articulation, and minimal reliance on prompting.

This detailed scoring rubric enabled the facilitators to distinguish students who not only knew the verses but also could deliver them confidently under time pressure. Observations during the competition further supported the numerical scores, highlighting students' engagement, composure, and ability to self-correct in real-time.

2. **Adzan (Call to Prayer)** For the Adzan competition, the assessment focused on pronunciation clarity, melodic intonation, rhythm, and timing, which are critical components of correct Adzan recitation. The scoring breakdown included:
 - Pronunciation Accuracy (35 points): Correct articulation of Arabic words.
 - Melodic Flow (30 points): Smooth and appropriate vocal modulation.
 - Rhythm and Timing (25 points): Maintaining proper pacing and pauses.
 - Overall Performance (10 points): Stage presence, confidence, and engagement with the audience.

The instrument enabled evaluators to differentiate students who performed mechanically from those who integrated melodic expression with precise articulation. It also provided an opportunity to document students' emotional engagement, such as courage in reciting aloud and responsiveness to the facilitator's cues.

3. **Kaligrafi (Calligraphy)** The Kaligrafi competition assessment measured neatness, creativity, and time management. The rubric included:
 - Neatness and Accuracy (40 points): Proper formation of letters, spacing, and alignment.
 - Creativity (35 points): Originality in design, layout, and presentation style.
 - Time Management (25 points): Completion within the allotted time while maintaining quality.

Observational notes complemented these scores by recording students' methodical approach, perseverance, and attention to detail. For instance, students who planned their layout carefully and followed a structured sequence in writing received higher marks both in neatness and in the qualitative observation component.



4. Fashion Show The Fashion Show evaluation emphasized confidence, stage presence, creativity, and overall performance. The instrument was designed to assess both performative skill and expressive creativity, with the following scoring:
- Confidence and Stage Presence (40 points): Ability to walk naturally, maintain posture, and engage the audience.
 - Creativity of Outfit and Presentation (30 points): Originality in costume choice, styling, and props.
 - Expression and Engagement (20 points): Facial expressions, gestures, and interaction with the audience.
 - Overall Impression (10 points): General evaluation by judges on impact and memorability.

The combination of numeric scoring and qualitative feedback allowed judges to capture nuanced performances that may not be fully represented by scores alone, such as charisma, enthusiasm, or spontaneous creativity. Religious-based extracurricular activities also contribute to the internalization of character values among students. Activities that involve spiritual practices not only improve students' religious knowledge but also shape attitudes such as discipline, respect, and self-control. Through consistent engagement in such activities, students develop a deeper understanding of moral values that guide their behavior both in and outside the classroom. (Nafi'a, 2025)

Table 2. Example of Assessment Instrument Structure per Competition

Competition	Dimension	Maximum Score	Description
Sambung Ayat	Accuracy	40	Correct sequence of verses
	Speed	30	Fluent and timely recitation
	Confidence/Expression	30	Poise, articulation, minimal guidance
Adzan	Pronunciation Accuracy	35	Correct articulation of Arabic words
	Melody	30	Smooth vocal modulation
	Rhythm & Timing	25	Proper pacing and pauses
	Overall Performance	10	Stage presence and confidence
Kaligrafi	Neatness/Accuracy	40	Letter formation, spacing, alignment
	Creativity	35	Original design and presentation
	Time Management	25	Completion within allocated time
Fashion Show	Confidence/Stage Presence	40	Poise, walk, engagement
	Creativity	30	Costume styling and originality
	Expression & Engagement	20	Facial expression, gestures
	Overall Impression	10	Judges' general impression

Source: Field observation and scoring rubrics, SDN Beberan 2, 2026

The structured nature of these instruments ensured fairness, consistency, and objectivity across students, even in the context of single-class competitions per grade. Additionally, combining numerical scores with qualitative observations enabled facilitators to analyze performance patterns, identify areas for improvement, and provide personalized feedback to students. In addition, extracurricular activities provide a social space where students can interact, collaborate, and learn from one another. These interactions play an important role in developing students' social intelligence, including their ability to communicate, cooperate, and adapt to group dynamics. Such experiences are essential in supporting holistic student development in primary education (Ardyansyah 2024). The instruments also highlighted differentiation in student performance across phases, capturing both quantitative achievement and qualitative behavioral indicators, such as perseverance, attention to detail, creativity, and willingness to take risks during competitions. Such comprehensive evaluation supports the



argument that well-designed assessment instruments can enhance learning outcomes in non-formal educational activities by providing both measurable scores and descriptive insights.

CONCLUSION

Based on the findings and analysis of the individual competitions conducted at SDN Beberan 2, Kabupaten Serang, this study concludes that the implementation of structured assessment instruments and guided activities effectively supports the measurement and enhancement of students' competencies in various domains. Each competition, Sambung Ayat, Adzan, Kaligrafi, and Fashion Show, demonstrated that tailored assessment tools could capture both quantitative performance scores and qualitative behavioral indicators, providing a comprehensive understanding of student abilities. The use of assessment instruments contributed to observable improvements in student performance. For instance, in Sambung Ayat, students showed greater accuracy in connecting verses and increased confidence during recitation. In Adzan, students exhibited clearer pronunciation, smoother melodic flow, and better rhythm management. During Kaligrafi, improvements were seen in neatness, creativity, and time management, while the Fashion Show demonstrated enhanced confidence, stage presence, and expressive creativity. These outcomes indicate that well-structured, phase-specific instruments can effectively differentiate student performance and highlight individual strengths, particularly in single-class competitions where each grade has only one class and all events are individual-based. The study also revealed that assessment instruments function as both evaluative and pedagogical tools. Beyond providing scores, they allowed facilitators to observe behavioral aspects such as persistence, attention to detail, expressive ability, and willingness to take risks during performance. For example, students in phases with higher-ranking achievements were observed actively preparing and applying strategic approaches to excel, while students in lower-ranking phases demonstrated gradual improvements through repeated practice and facilitator guidance. These observations underscore the importance of combining quantitative metrics with qualitative insights for a more holistic understanding of student learning and skill development.

Several supporting factors enhanced the effectiveness of these assessment instruments. These included clear scoring criteria that guided both students and evaluators, phase-specific feedback that encouraged continuous improvement, and the presence of structured yet engaging activities that motivated students to participate actively. Additionally, the individual nature of competitions allowed facilitators to identify personal learning needs and provide tailored guidance, which is crucial in early education settings such as SDN Beberan 2. However, the study also identified inhibiting factors that could limit the optimal use of assessment instruments. Variations in students' familiarity with performance tasks, differences in prior skill levels, and potential anxiety during public performance sometimes affected consistency in scoring. In addition, distractions or lack of focus during activities could influence individual outcomes, particularly in competitions requiring fine motor skills, memorization, or expressive presentation. Overall, the findings suggest several practical implications for educators and facilitators in similar primary school contexts:

1. Careful design and selection of assessment instruments are critical to ensure fair, objective, and comprehensive measurement of student competencies.
2. Integration of qualitative observation with quantitative scoring allows for a richer evaluation of student performance, capturing both skills and behavioral indicators.
3. Guided practice and feedback are essential to help students improve not only in measured competencies but also in confidence, creativity, and expressive skills.



4. Individual-focused activities can maximize learning opportunities and provide clear benchmarks for achievement in small or single-class settings.

For future research, it is recommended to explore longitudinal impacts of structured competitions and tailored assessment instruments on student skill development, compare outcomes across different schools or educational contexts, and investigate additional strategies to mitigate inhibiting factors, such as performance anxiety or skill variability. Such research could provide stronger empirical support for the use of individualized assessment instruments as both evaluative and pedagogical tools in primary education. In conclusion, the study demonstrates that well-structured assessment instruments, when combined with facilitator guidance and systematic observation, can significantly enhance student learning outcomes and personal development. They not only provide a means of ranking and recognition in competitions but also foster confidence, creativity, and self-directed improvement, which are essential competencies for students in early primary school education.

This study presents a significant novelty by conceptualizing structured non-teaching activities during the Ramadan period as a short-term, high-impact pedagogical micro-intervention within a primary school context, an area that remains underexplored in existing literature, particularly in teaching practicum (PPLK) settings. Unlike prior research that largely focuses on long-term extracurricular or formal instructional strategies, this study demonstrates that an intensive three-day program integrating culturally and religiously grounded competitions—such as Sambung Ayat, Adzan, Kaligrafi, and Fashion Show—can effectively enhance students' discipline, participation, confidence, and social engagement. The novelty further lies in the integration of structured performance-based assessment within informal learning activities, enabling objective evaluation while bridging the gap between experiential and formal learning domains. Additionally, this research advances a dual analytical approach that links behavioral discipline with participatory performance, offering a more holistic understanding of student development beyond cognitive outcomes. Importantly, it critically addresses classroom heterogeneity—such as differences in readiness, time constraints, and skill levels—not merely as limitations but as essential factors informing adaptive facilitation strategies. Therefore, this study contributes a new perspective by positioning culturally embedded, short-duration non-teaching programs as scalable and strategic complements to formal education, capable of fostering holistic student development when supported by systematic design and contextual sensitivity.

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