
Implementation Of Volleyball Extracurricular Activities In Fostering Discipline And Mutual Cooperation Characters

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Submitted: 2025-01-29

Revised: 2025-02-05

Accepted: 2025-03-01

ABSTRACT

The development of the times that continues to encourage the decline in student character makes schools have to design and implement various activities to shape students' positive character, one of which is through extracurricular activities. Volleyball is one type of extracurricular activity that can be utilized by schools to develop character, especially the characters of discipline and mutual cooperation, as well as a medium for developing talent and potential. This study aims to analyze the process of implementing volleyball extracurricular activities in fostering the character of discipline and mutual cooperation and describe the methods, supporting factors, and obstacles to fostering the character of discipline and mutual cooperation in volleyball extracurricular activities at SD Negeri 1 Bulurejo. The method in this research uses descriptive qualitative. The subjects of this research were trainers and students who participated in volleyball extracurricular activities. Data collection was done through observation, interviews, and documentation. The data validity test was carried out by triangulating sources and triangulating techniques. The data analysis techniques used are data reduction, data presentation, and conclusion drawing. The results showed that the characters of discipline and mutual cooperation were well internalized in the process of implementing extracurricular volleyball as reflected in the behavior of students who came to the training ground on time, obeyed all the rules when practicing volleyball, paid attention to the coach's explanation, actively participated in training from start to finish, cooperated with each other, shared information, and helped each other. The methods used to foster the character of discipline and mutual cooperation are the habituation method and the exemplary method. The implementation of volleyball extracurricular activities has influencing factors in fostering students' discipline and mutual cooperation character, including interest, motivation, weather conditions, and students' self-awareness.

Keywords: volleyball extracurricular; discipline character; mutual cooperation character

ABSTRAK

Perkembangan zaman yang terus mendorong penurunan karakter siswa membuat sekolah harus merancang dan melaksanakan berbagai kegiatan guna membentuk karakter positif siswa, salah satunya melalui kegiatan ekstrakurikuler. Bola voli merupakan salah satu jenis ekstrakurikuler yang dapat dimanfaatkan secara umum untuk mengembangkan karakter

terutama pada karakter disiplin dan gotong royong, disamping sebagai media pengembangan bakat dan potensi. Penelitian ini bertujuan untuk menganalisis proses pelaksanaan ekstrakurikuler bola voli dalam menumbuhkan karakter disiplin dan gotong royong dan mendeskripsikan metode, faktor pendukung, dan penghambat penumbuhan karakter disiplin dan gotong royong pada kegiatan ekstrakurikuler bola voli di SD Negeri 1 Bulurejo. Metode dalam penelitian ini menggunakan kualitatif deskriptif. Subjek penelitian ini yaitu pelatih dan siswa yang mengikuti ekstrakurikuler bola voli. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Uji keabsahan data dilakukan dengan triangulasi sumber dan triangulasi teknik. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan karakter disiplin dan gotong royong diinternalisasikan dengan baik dalam proses pelaksanaan ekstrakurikuler bola voli seperti tercermin perilaku siswa yang datang ke tempat latihan tepat waktu, menaati seluruh peraturan saat berlatih bola voli, memperhatikan penjelasan pelatih, aktif mengikuti latihan dari awal hingga akhir, saling bekerja sama, berbagi informasi, dan saling tolong menolong satu sama lain. Adapun metode yang digunakan untuk menumbuhkan karakter disiplin dan gotong royong adalah metode pembiasaan dan metode keteladanan. Pelaksanaan ekstrakurikuler bola voli memiliki Faktor yang mempengaruhi dalam menumbuhkan karakter disiplin dan gotong royong siswa, diantaranya minat, motivasi, kondisi cuaca, dan kesadaran diri siswa.

Kata Kunci: ekstrakurikuler bola voli; karakter disiplin; karakter gotong royong

INTRODUCTION

Character is defined as a natural disposition that individuals have permanently as a special characteristic to distinguish them from other individuals (Hasanah et al., 2018). Character plays an important role in determining how a person interacts with others and how they face challenges in life. According to Aristotle, good character is part of life and it can be controlled so that as humans we can control ourselves against our own desires and the desire to do good for others (Sujana et al., 2023). Character acts as a wall that can prevent deviations in student behavior. In basic education, character development is the foundation for producing insightful individuals who are able to navigate the complexities of life with integrity and empathy (Luis et al., 2023).

The condition of the development of an increasingly advanced era encourages changes in the character and mindset of students. So that it allows character degradation or a decrease in character values in everyday life. The need for education is strongly felt because of the character degradation that continues to occur in this nation's generation and almost brings the nation to its downfall (Firdaus et al., 2023). Character degradation has a significant impact on students. Many juvenile delinquencies have occurred, such as cases of sharp weapon violence in Sukabumi, drug abuse by a group of teenagers, and klitih gangs in Yogyakarta (Akbar et al., 2024). Students tend to demand freedom in behavior and expression without caring about the things around them.

As an effort to overcome character degradation, the education system needs to provide a greater focus on the development of moral values and character. Education is one of the main factors in implementing national education, especially in terms of preparing human resources

with character (Suherman et al., 2019). The formation of character and ethics is a must because education not only makes students intelligent, they also develop character so that their existence as members of society becomes beneficial both for themselves and others (Hananingsih et al., 2024). The importance of character education organized in schools to overcome moral degradation occurs because schools are a place for students to train or habituate themselves, recognize and comply with common rules and the process of forming self-identity (McGrath, 2018). With more and more social challenges, schools are now trying to create an environment that supports character development, both inside and outside the classroom. Schools should be a comfortable place for students to learn, share hobbies and socialize as it becomes their second home (Gee, 2018). One of the school's efforts in instilling character in students is through extracurricular activities.

Extracurricular activities are additional activities that are held outside of regular lesson hours in a teaching program arrangement, aiming for personality strengthening efforts (Hariyanto & Manurizal, 2022). According to Zulela et al., (2022), extracurricular activities can broaden students' knowledge about the relationship between subjects, channel talents and interests, and complete the development of the whole person. Extracurricular activities are considered to have opportunities in instilling character in students in addition to intracurricular activities. Extracurricular media must optimize its function as a supplement to character education so that it does not only become an entertainment activity but becomes a medium for student character building activities (Arifudin, 2022). Students will easily participate in activities especially in accordance with the talents and interests they have. Students who are diverse and enjoy learning will easily accept the lessons given by the teacher (Wardani & Utami, 2024). So that the growth of student character is easier to do.

The type of extracurricular activities that have been widely implemented in schools and can help foster student character is through sports, one of which is extracurricular volleyball. Volleyball game is a game that uses the ball to be bounced in the air back and forth over the net, with the intention of dropping the ball in the opponent's area in order to seek victory (Yusmar, 2017). In playing volleyball, accuracy and good coordination are needed, in order to be directed in handling the ball and minimize injury. Volleyball is a sport with a relatively wide range, so if the movements are not standardized, it is very easy to cause injury to the player (Zhang & Zhong, 2021). Besides mastering playing techniques, volleyball sports activities can shape personality and character through direct practice in the field. Characters that are closely related to volleyball are discipline and mutual cooperation.

Discipline is an action that represents and shows orderly behavior and obeys all provisions and rules, both written and unwritten (Mustari, 2017). In its implementation, volleyball extracurricular activities have rules that students must pay attention to both when competing and practicing. Volleyball is an extracurricular activity that instills discipline to run well (Khotimah & Priambodo, 2017). The smooth running of volleyball extracurricular activities requires discipline not only in obeying the rules, but also punctuality and behavior. According to Duraysi (2020), discipline in the training process is very necessary because it is not only to keep the conditions of the learning and teaching atmosphere running smoothly, but also to create a strong personality for each student who participates in extracurricular volleyball.

The character of gotong royong is a value that reflects actions that appreciate the spirit of cooperation and work together to solve a problem, including: cooperation, solidarity, mutual

help, and kinship (Pratama, 2019). According to Kuncoro (2022), volleyball is a team game sport, so the players must work together and support each other in order to become a compact team. There is good cooperation and communication between players, so they can carry out strategies or tactics that have been negotiated. Each team must have players who have adequate technical, physical, tactical, and mental skills, as well as good cooperation between players because having the skills to play the ball and good cooperation is needed to win the match (Mulyadi & Pratiwi, 2020). In gotong royong, everyone involved is expected to work well together and support each other, this will help build good relationships between residents and can help create a harmonious environment (Kurnia et al., 2023). By having both characters can create harmony between students, discipline creates order while gotong royong creates solidarity and togetherness not only during practice but also in students' daily lives including their role as members of society.

The results of research conducted by Anwar & Amalia (2023) show that extracurricular activities can discipline students, such as punctuality, independence, responsibility, and compliance with both written and unwritten rules at school or training ground. In line with this, Sari (2024) stated that the cultivation of disciplinary character in extracurricular volleyball is carried out by applying elements of discipline, such as rules, consistency in enforcing rules, and providing punishment and rewards. In addition, students are expected to wear appropriate and neat uniforms or training clothes, respect teachers and friends, and understand how to punish students who violate established rules. Another study by Apreasta (2023) showed that extracurricular activities can form the character of mutual cooperation, namely in scout extracurricular activities such as rigging activities, where good cooperation and cohesiveness are needed when setting up tents.

Munadi & Khuriyah's research (2023) states that extracurricular activities can develop positive values consisting of leadership, teamwork, and others through routine training activities, routine assistance, and participation in competitions. According to Hananingsih et al., (2024), the process of instilling and developing moral values and character building through sports is to make sports activities an icon and character builder. In line with this opinion, Soelistyowati et al., (2023) revealed that youth participation in sports activities can foster good morals towards themselves because they indirectly participate in implementing character education in real terms. Sujarwo et al., (2021) stated that the character habituation hierarchy in the mini volleyball game begins with cooperation as the main philosophical value followed by the character values of discipline and hard work interrelated to each other. Nugraha et al., (2022) stated that in other sports, children's athletics as a medium to improve health, facilitate social interaction and build adventurous character.

This research has differences with previous research, where this research focuses on analyzing the implementation of volleyball extracurricular activities in fostering the characters of discipline and mutual cooperation. By integrating the characters of discipline and mutual cooperation into volleyball extracurricular activities, it is hoped that students can have these characters to be applied in their daily lives. This study aims to describe the process of implementing volleyball extracurricular activities in fostering the character of discipline and mutual cooperation, including its relation to the methods of fostering the character of discipline and mutual cooperation as well as the factors that support and hinder the growth of the character of discipline and mutual cooperation in volleyball extracurricular activities at SD

Negeri 1 Bulurejo. With this research, it is hoped that it can contribute to schools to be able to organize extracurricular activities, especially those that can foster student character.

METHODS

Type and Design

This research uses a qualitative approach with descriptive methods. Descriptive method is a research method that tries to describe the object or subject under study according to what it is (Samsu, 2017). The design of this research is phenomenological research, where this research focuses on direct human experience and its relation to understanding the meaning of the experience or event. The phenomenon studied was in the form of volleyball extracurricular activities with its relation to the discipline and mutual cooperation character of students. This research was conducted at SD Negeri 1 Bulurejo which is located in Bulurejo Village, Juwiring District, Klaten Regency, Central Java Province. This research was conducted for approximately one month during October 2024.

Data and Data Sources

The subjects in this study were volleyball extracurricular coaches and students who participated in volleyball extracurricular activities totaling 14 students. While the object of this research is the character of discipline and mutual cooperation of students when participating in volleyball extracurricular activities. This is because the characters of discipline and mutual cooperation are important characters that students must have and playing volleyball requires discipline and strong cooperation between players.

Data collection technique

The data collection methods in this research are observation, interview, and documentation. The type of observation that researchers use in this study is passive participation observation. Passive participation observation is where the researcher comes to the place of activity of the person being observed, but does not participate in the activity (Sugiyono, 2022). Observations were made to obtain various information and observe how the process of implementing volleyball extracurricular activities in fostering the character of discipline and mutual cooperation carried out by the coach. The type of interview used by researchers is a semi-structured interview. There are three narrators in this study, namely the volleyball extracurricular coach (R) and students, namely (DP) and (NFP). The documentation technique in this study was used to obtain data in the form of writing such as student attendance lists, school inventory lists, school profiles, and assessment lists as well as photos of the implementation of volleyball extracurricular activities.

The data validity test used by researchers is triangulation. Researchers use data triangulation in the form of source triangulation and technique triangulation. Source triangulation is used by researchers to test the credibility of data from various sources such as interviews with several related parties, archives and documentation. Triangulation technique is a technique that can be used to test the credibility of data carried out by confirming data to the same source but with different techniques (Abdussamad, 2021).

Data analysis

This research uses the Miles and Huberman data analysis technique. The data collection process carried out 3 important activities, namely Data Reduction, Data Presentation, and Verification or conclusion drawing (Rosyada, 2020). Researchers reduce data by sorting and

simplifying information from observations, interviews, and documentation related to extracurricular volleyball activities, disciplinary character, and mutual cooperation character. Then the presentation of data begins by compiling various information obtained into a description form so that it is easy for researchers to understand. Finally, drawing conclusions by inferring meaning and rechecking conclusions with data. The conclusions obtained contain the researcher's interpretation or ideas derived from the findings when conducting interviews, observations, and documentation on the implementation of volleyball extracurricular activities in fostering discipline and mutual cooperation characters.

RESULTS AND DISCUSSION

This research data was obtained through observation, interviews and documentation from two sources, namely extracurricular coaches and students. Based on the results of observations made by researchers on Thursday, October 3, 2024 and Thursday, October 17, 2024, there were 14 students who participated in volleyball extracurricular activities, 12 male students and 2 female students. Volleyball extracurricular starts at 13.00 WIB on the volleyball court and finishes at 14.00 WIB. The facilities and infrastructure for playing volleyball are quite adequate, there is a volleyball court equipped with a net and eight volleyball balls.

During training, there are some students who lack discipline and mutual cooperation when participating in extracurricular volleyball. The coach always emphasizes the characters of discipline and mutual cooperation to students, because both characters are very important in volleyball games. Disciplinary character is a character that is very close to rules and rule-abiding behavior. In the implementation of volleyball extracurricular activities, there are rules made by the coach and students must obey both when giving theory and practice playing volleyball. Similar to other sports, volleyball also has rules when playing it such as the number of players, basic techniques, determining points, and the attributes used. Volleyball is a sport that is played together, therefore students must work together to be able to understand and master the game of volleyball.

The implementation of volleyball extracurricular activities is divided into several stages. The results of the interview with the coach said, "There are three stages, the first is the introduction, the second is the core and the third is the closing. The opening is filled with prayer, warm-up, and physical formation. Then the core stage is filled with an explanation of the basic techniques of volleyball games followed by practice of basic techniques and volleyball games. the last stage is filled with training evaluation, direction, calming and continued prayer."

At each of these stages, researchers can observe students' attitudes based on the indicators of discipline and mutual cooperation character shown from the beginning to the end of extracurricular activities. Some students showed attitudes that were in accordance with the indicators of discipline and mutual cooperation character. Students come to the training venue on time, they sometimes also practice on their own before the training starts. Students take part in the training actively and can pay attention to the coach's explanation, although there are still students who talk to themselves. Student discipline is lacking in terms of uniforms, almost all of the students do not wear sports uniforms and do not wear shoes. The coach would reprimand the students, this was common because most students did not bring a change of

uniform and were more comfortable without shoes. Despite this, students are very eager to participate in training and are dexterous when given instructions by the coach.

When following the exercise, there is also the character of mutual cooperation shown by students. Students collaborate and share information with each other. Students also help each other when practicing. Student cooperation can be seen when students practice basic techniques and practice in teams when competing. If students work together, training activities will run more easily. However, there are still students who mock their friends. This happens during breaks, students often call their friends by using their parents' names or other nicknames that are not their names. In addition, there is awkwardness in the interaction between male students and female students. The conditions experienced by students must be a concern for the coach. Volleyball coaches have a firm and wise attitude so that they can condition students well and make the training atmosphere more enjoyable.

In fostering the character of discipline and mutual cooperation, the coach uses the habituation method and the exemplary method. The habituation method is carried out by applying the characters of discipline and mutual cooperation repeatedly when students take part in volleyball training. Meanwhile, the exemplary method is carried out by the coach by giving examples of discipline and mutual cooperation during training, so that students can see and imitate the coach's good behavior. Both methods are considered effective enough to foster the character of discipline and mutual cooperation compared to other methods.

In its implementation, the coach experienced obstacles and ease in fostering the character of discipline and mutual cooperation. Students have high enthusiasm and interest in volleyball, so this will make it easier for the coach to foster the character of discipline and mutual cooperation in addition to teaching the techniques of playing volleyball. However, the coach also experiences difficulties in fostering the character of discipline, namely, weather factors and students' awareness to continue to behave in a disciplined and mutual cooperation.

Based on the observations and interviews that have been conducted, this section will describe how the implementation of extracurricular volleyball includes its relation to fostering the character of discipline and mutual cooperation, especially the methods used by the coach in fostering the character of discipline and mutual cooperation as well as supporting factors and inhibiting factors in fostering the character of discipline and mutual cooperation.

Implementation of Volleyball Extracurricular Activities

The implementation of extracurricular activities is divided into 3 stages, namely introduction, core, and closing. These three stages are very important and interrelated. Every training activity from start to finish is always under the supervision of the coach. The characters of discipline and mutual cooperation are internalized in the entire process of implementing volleyball extracurricular activities. Before carrying out the training, from the beginning, students have been told the rules that must be obeyed both when participating in extracurricular activities and the rules of playing volleyball. The results of the interview with the coach concluded, "At the beginning of the meeting, I explained the rules when participating in volleyball extracurricular activities so that the training activities ran smoothly, actually almost the same as the rules at school such as arriving on time, wearing uniforms, not saying harsh words, being honest, respecting each other. As for playing volleyball, the most important thing is to play it using your hands and I teach the technique gradually during

training.” So the game also needs to determine the rules in order to run orderly and organized (Bulonggodu et al., 2023).

The first stage of volleyball extracurricular activities is the introduction. Before the activity begins, students' discipline can be seen when they come to practice on time. Based on the results of interviews with students, it was stated “when my friends and I have extracurricular schedules, after school we buy food first and then play on the field while waiting for the coach.” In her research, Nurhayati (2021) mentioned that the discipline character formed through extracurricular shorinji kempo is coming to practice on time.

In the preliminary stage, volleyball extracurricular activities begin with praying together led by the coach. After praying, the coach checks the presence of students, students who are absent must first ask permission from the coach, either via text message or directly from their friends. Then students are invited to warm up the body, namely by stretching the muscles of the body so that they are not stiff. The main purpose of this warm-up is to prepare the body before exercising so that later it can avoid the risk of injury. The body warm-up is led by the coach, student discipline is seen when students line up neatly and obey the instructions given by the coach in an orderly manner. Discipline is needed by everyone including athletes, with the discipline of training, the expected goals will be easier to achieve (Surbakti et al., 2022). When warming up, some students were seen chatting with their friends, the coach then gave a reprimand so that the students returned to focus. The next activity is physical formation. This physical formation exercise is tailored to the students' abilities, namely squats and short distance running.

The second stage is the core, this core activity is the most important thing in the implementation of extracurricular volleyball. Because in this section students begin to hold the ball and learn basic volleyball techniques. The core activities begin with an explanation of the basic techniques of the volleyball game by the coach such as how to hit the volleyball, the position of the hands, body and feet when playing, and how to pass the volleyball correctly. At this time there is also a discussion between the coach and the students. Students listen carefully to the coach's explanation and can ask about things that have not been understood from the explanation of basic volleyball techniques. The basic techniques taught by the coach focus more on serving and passing techniques only. After the coach explains the basic techniques of playing volleyball, students begin to practice serving and passing with the coach. To become a compact team or team, players must master the basic techniques of volleyball individually (Keswando et al., 2022). The ball is thrown by the coach and students must hit the ball in turn, the coach also corrects the student's body position.

The independent practice is carried out by students in pairs. Students readily find their partners without choosing friends and start practicing independently, the coach only monitors and justifies student techniques. Students work together with their partners in order to master the serving and passing techniques. This independent training was carried out for 15 minutes, followed by a short break. The results of interviews with students stated, “Before training, sometimes I buy snacks first, then eat them during the break. If my friends ask for it, I'll give it to them, because they also like to share their food with me.” The manifestation of mutual cooperation was seen when students shared the food they bought with each other. According to Muslimah et al., (2021) gotong royong is realized togetherness, no coercion, or arises because of high awareness and responsibility through a sense of belonging.

After the break was over, they started playing volleyball in groups. Students were divided into 2 teams and faced each other. The coach directs students to pass the ball to each other and keep the ball in their area before throwing it to the opposing team. According to Mahmud et al., (2024) students who collaborate well in their teams not only listen to the instructions of the coach or teammates, but also contribute to sharing information and strategies that can improve overall team performance. Each group worked together so that the ball could be caught well and tried to outwit the opposing team. Although the game was not perfect, the students still tried hard and obeyed the rules of playing volleyball.

The third or final stage is the closing. The closing activity is filled with direction from the coach. The coach tries to provide further direction from what has been learned and provides reinforcement to always be disciplined and cooperate when participating in extracurricular volleyball. Then continued with calming, namely the coach giving advice and motivation to continue to be enthusiastic in practicing volleyball. Not to forget, the coach also always reminds students to always be disciplined and improve their mutual cooperation attitude every practice. After that, this activity was closed by praying together led by the coach. After the extracurricular activity was over, the students began to clean up the ball and return it to the storage room.

Methods for Cultivating Discipline and Mutual Cooperation Characters

In growing character in students, of course, it has its own way so that character will grow optimally. Therefore, the coach is required to be able to apply the right method or method. The existence of this method is a step to make it easier for the coach to integrate character during extracurricular activities. The methods of growing the character of discipline and mutual cooperation used by the coach are habituation and exemplary.

The interview with the coach concluded, "Because this extracurricular activity is only held once a week, when I meet the students, I remind them to obey the rules, care about friends, and coordinate with each other. Moreover, volleyball has a lot of practice so I can easily see student behavior." According to Anggraeni et al., (2021), the habituation method is an activity that is carried out continuously and repeatedly, so the consistency of habituation greatly affects the success in instilling character values. The cultivation of the characters of discipline and mutual cooperation by the coach is carried out repeatedly and supervision is needed from the beginning to the end of the exercise. According to Sujarwo et al., (2021) Habituation of character values is a learning process that cannot be formed automatically, but requires a long process, where the learning is familiarized both in theory and practice. Both extracurricular and volleyball sports certainly have provisions in their implementation. Therefore, the characters of discipline and mutual cooperation need to be familiarized so that each student has the awareness to obey the rules and work together.

In addition to habituation, there is also an exemplary method. Based on the results of interviews with the coach, "Every practice I exemplify discipline by arriving on time, then wearing a complete sports uniform with shoes, I help them when practicing independently, with the hope that students understand that when playing sports there are provisions and are sensitive to the conditions of discipline and mutual cooperation in volleyball." According to Salsabilla & Ariffudin (2022), the exemplary method is a method that emphasizes the development of students' character by providing positive examples in the form of actual behavior. In the exemplary method itself, the coach is the main figure to be seen and imitated

in all his behaviors. According to Sisson et al., (2017), teachers are seen as role models because their attitudes and behavior have a big impact on children. Elementary school-age children tend to learn through what they see, they often imitate the behavior of adults. Therefore, it is appropriate if the coach models good behavior, including in terms of discipline and mutual cooperation.

The habituation and exemplary methods used by coaches to foster disciplinary character include punctuality, students are accustomed to coming to practice on time. When practicing, both coaches and students make the most of the time to practice volleyball, so it is very rare that time is wasted. The coach also starts and ends extracurricular activities according to the schedule. Then the attitude of responsibility, the coach always encourages students to always be serious when participating in extracurricular volleyball both during discussions and practice of basic volleyball techniques independently and in groups. Students often make mistakes from the practice that has been done, so the coach's job is to model the correct technique

Thinking and acting according to the rules, students are required to be orderly when trying basic volleyball techniques in turn with the coach. The coach always explains and exemplifies the rules in playing volleyball before entering the core activities, so that students understand and do not forget. For example, when doing a lower pass, the body is slightly bent forward so that it makes it easier to control the direction of the ball. Furthermore, wearing uniforms according to the provisions, there are special uniforms that students must wear when participating in training, namely sports shirts and pants, and shoes. However, most students do not wear the uniform as required. They wear t-shirts but the pants they wear are not sports pants and do not wear shoes. This is because students are more comfortable in these clothes. Nevertheless, the coach continues to set a good example by wearing sportswear and shoes, so it is hoped that students can imitate what the coach wears.

Using facilities properly, both coaches and students are required to maintain and care for the facilities used during extracurricular volleyball in the form of fields and balls to keep them safe and not damaged. The coach always familiarizes and models students to be careful when using facilities, especially volleyballs, such as returning volleyballs to the storage warehouse after training is complete and cleaning the field before use. And the last is not procrastinating work, the coach emphasizes students to always be responsive and dexterous. For example, when practicing independently, students quickly take the ball and practice according to the time given by the coach.

In addition to the character of discipline, as for the habituation and exemplary methods carried out by the coach to foster the character of mutual cooperation, the first is active participation, the coach always invites students to be actively involved during training, namely by participating in discussions and practices both with the coach and with friends. The coach is also at the training ground from the beginning to the end of the volleyball extracurricular activities, making it easier for students if they want to ask questions and ask the coach for help. Then cooperation, cooperation is needed when practicing volleyball. Not only between students but between coaches and students must also be able to build good cooperation so that extracurricular activities run smoothly without obstacles. The coach also advises students to share information and knowledge with each other.

Tolerance, the coach always accustoms students to be able to respect each other by respecting the rights of their friends as students who both participate in volleyball extracurricular activities. The coach is always fair to all students, this can be emulated so that students are also fair with their friends. Furthermore, helping, helping friends who are experiencing difficulties is something that is always familiarized by the coach. This is also exemplified by the coach by helping students when practicing independently and in groups.

Volunteerism, student volunteerism is needed when practicing basic volleyball techniques, the coach asks for the volunteerism of students who want to demonstrate in front of their friends without coercion. This is an important concern because students' willingness will encourage them to exert their abilities to the maximum when playing volleyball. Finally, togetherness, a volleyball game that is carried out in groups, the coach should accustom students to prioritizing group interests over personal interests, so that the goal of playing volleyball can be achieved. During extracurricular activities, the coach always maintains his speech, this is also expected so that students do not say and behave rudely to their friends. So that the implementation of extracurricular activities can be conducive.

The two methods used by trainers are closely related to each other. Habituation provides structure and consistency, while exemplification provides concrete examples that students can follow (Saifullah & Hanif, 2024). Coaches in providing examples to students not only through speech but also by action. According to Meo (2019), integrating sports values through example, such as one word and one action in action so that it can be emulated by students. This is so that students have the awareness to always apply the characters of discipline and mutual cooperation not only when participating in extracurricular volleyball but in their daily lives both in the school and community environment.

Supporting and Hindering Factors in Cultivating Discipline and Mutual Cooperation Character

To foster the character of discipline and mutual cooperation, the coach experienced several things that facilitated and hindered the growth of these characters. Based on the results of the interview with the coach, it was stated "If it is raining, I will usually cancel the extracurricular activities, so the students and I cannot meet. Later in the next meeting some have forgotten how to cooperate when passing the ball, sometimes when I explain there are still those who talk. But the children have enthusiasm and interest when playing volleyball, when I see that I am happy, especially when teaching they understand easily."

The supporting factors for growing the character of discipline and mutual cooperation of students when participating in volleyball extracurricular activities are student motivation and interest. In instilling character education, the child factor must be considered because each child has a unique personality (Rakib & Apriyanti, 2022). Basically, students take part in volleyball extracurricular activities voluntarily without any coercion. They have an interest so they are very happy when playing volleyball. If students already have an interest and like volleyball, then motivation will arise in students to take part in training seriously.

Motivation when participating in training is also very influential on the implementation of training and character growth in students. They take part in volleyball extracurricular activities with the hope of mastering the basic techniques of volleyball and being able to use them in matches. The motivation that students have when practicing is a supporting factor for student behavior, because students who take part in activities with high enthusiasm have a

persistent attitude and are easily coordinated by the coach. Research by Ichsanudin & Gumantan (2020) states that the motivational aspect plays an important role in a person's psychology, because motivation is one of the determining factors as a driver of human behavior, so that with motivation a person can encourage himself to practice more actively and achieve maximum results. Students have high motivation when participating in training. This can make it easier for the coach to familiarize and model disciplinary and mutual cooperation behavior.

In addition to the encouraging factors, the coach also experienced things that hindered the cultivation of discipline and mutual cooperation characters. These inhibiting factors are weather conditions and student awareness. Weather factors are factors that arise due to the influence of the natural environment around the place where the activity is carried out (Woro & Marzuki, 2016). Weather conditions are an unpredictable inhibiting factor. Sometimes when going to practice suddenly the weather is cloudy and raining. If the practice is postponed, the coach cannot predict when the rain will stop and the time will be cut. Even if they have to postpone the training, the students will go home late even though the volleyball extracurricular schedule should have finished at 14.00. Therefore, the coach reluctantly had to cancel the extracurricular schedule. According to Afresda et al., (2023) activities or activities that should be carried out outdoors are hampered by weather factors. So that habituation activities and exemplary characters of discipline and mutual cooperation cannot also be carried out.

The second inhibiting factor is students' awareness to continue to be disciplined and work together. These two characters will always be attached to students if students have the full willingness and awareness to always obey the rules and work together. According to Istiana & Pamungkas (2023), it takes rules and habituation that must be implemented from an early age, so that students' self-awareness to be disciplined and obey the rules can develop properly. Therefore, the coach inevitably must always practice and model disciplinary behavior and mutual cooperation even though in the next extracurricular meeting there are still students who are not orderly and obey the rules and are less sensitive to the surrounding environment.

CONCLUSION

Based on the results of research that has been obtained from researchers at SD Negeri 1 Bulurejo, volleyball extracurricular activities can foster the character of discipline and mutual cooperation. The cultivation of the characters of discipline and mutual cooperation is carried out by being internalized in the entire process of volleyball extracurricular activities. Student behavior that reflects the character of discipline and mutual cooperation when participating in volleyball extracurricular activities is coming to the training ground on time, obeying the rules of playing volleyball, paying attention to the coach's explanation, actively participating in training from start to finish, cooperating with each other when practicing in pairs and team matches, helping friends who are having difficulty and sharing food, goods, and information. The character of discipline and mutual cooperation developed during training is not formed automatically but through habituation and exemplary character by the coach, which is also influenced by several factors, namely interest, motivation, weather conditions and student self-awareness. This research has an impact on coaches and schools that organize extracurricular volleyball to integrate character development in the activity process through habituation and

exemplary. This study has limitations, namely only focusing on the characters of discipline and mutual cooperation in volleyball extracurricular activities. Therefore, this study recommends that future researchers be able to examine other characters that can be developed through volleyball extracurricular activities.

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