

# The Role of Extracurricular, Intracurricular, and Co-curricular in Schools to Support Students' Careers Based on Skilled Human Resources

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**Abstract:** This research examines the role of extracurricular, intracurricular, and co-curricular activities in supporting students' careers at school to create skilled human resources. Educational institutions are not only formal institutions that focus on learning but also help students' careers. Looking at the current phenomenon, many students are confused about deciding their career, because there are still many students who only focus on the academic side but do not have interpersonal and communication skills as well as how to socialize in society. So apart from formal education, students must also be equipped with the development of life skills obtained through extracurricular, intracurricular, and co-curricular activities at school. The research method used is a literature review with a descriptive qualitative approach. Data sources were obtained from articles, books, previous research, social media, laws, and other sources. With extracurricular, intracurricular, and co-curricular activities, students can get many benefits, including developing life skills, exploring their potential talents, and interests, and having the ability to manage time, cooperation, and independence so that with these activities educational goals can be achieved. Apart from that, extracurricular, extracurricular, and co-curricular activities can support student achievement so that they become skilled human resources in the future.

**Keywords:** Extracurricular, Intracurricular, Co-curricular, Student Career.

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## Introduction

In the era of globalization moment, the development of HR skills has become a priority for all aspects of education. School as an institution of formal education is not quite enough to answer important in preparing capable individuals facing the world of work and making contributions positively to the development of society. Indonesia is facing a problem big in creating source Power superior and capable human resources to compete in the global era. The government has made an effort to increase quality education by applying more curriculum skills oriented 21st century. However, its implementation Still experiences Lots of constraints.

School's good contribution to a career driven by urgency source Power capable and competent

human resources (HR). in face pressure competition in place work. Related to globalization and industry 4.0, progress in technology and the transformation economy demand somebody more efficient in skills practical and skills soft, for example, capable of thinking critically, communicating in an way effective, and working in a team.(Ridwan 2016) Not all students can own skills developed this, and sometimes access and awareness to skills This low If facilities and programs at school they not adequate.

Schools as a formal institution that organizes education in elementary and middle school also have tasks To give complete provisions for participants to educate their mastery knowledge and competence to be able to survive in the world of work. In reality, many fewer graduates are Ready to enter the world of work Because of

limitations in experience work and lack of knowledge about available paths. Programs such as learning based on the project, training skills, guidance career, and opportunities Internship is very important For helping participants educate and understand the needs of the industrial world, building network work, and developing relevant skills.(Khusna Farida Shilviana and Tasman Hamami 2020)

Therefore , the role of school in supporting career participant education is very important in producing Power superior, independent, and empowered human beings competition. Besides that, many schools are still too focused on formal academics, while activity extracurricular and co-curricular not utilized optimally. Limitations facilities, manpower educators who have not trained in a way special, and lack of understanding about the importance activity extracurricular and co-curricular in supporting career students also become obstacles. As a result, students often lack get chance To develop skills practical and important soft skills, such as leadership, communication, and work The same team, is needed in the world of work. This creates a gap between competent graduates of school with the industry, which ultimately hinders effort in creating skilled and empowered human resources competition tall. (Susanti 2021)

One of how to do it For achieve this is through the implementation activity extracurricular, extracurricular, and co-curricular activities at school, each of which has its role in the development skills of students.

Activity extracurricular as part main from the curriculum school aims To equip students with knowledge of academic foundation and competence science by standard education. However, face dynamics need demanding career skills social, leadership, and more specialization in practical, activities extracurricular, and co-curricular activities also have very important roles.

Activities allow students to develop interests and talents outside academics, such as in field sports, arts, or technology, which strengthens soft skills and skills gives experience Work team and leadership, co-curricular, which is of a nature Supporter activity intracurricular, helping students

understand application practical from the theory that they learn in class, which creates connectedness between the science that is studied with the real world.(Khusna Farida Shilviana and Tasman Hamami 2020)

In the context of building skilled human resources, the synergy between activity intracurricular, extracurricular, and co-curricular This gives contribution big in prepares students to enter the world of work with complete capabilities. Therefore , the article will discuss in a way deep role of the third type of activity the school said, in particular in supporting career students and creating superior and skilled human resources by needs of the times.

### Materials and Methods

Research methods used in the article This is a method purposeful literature review For dig role activity extracurricular, intracurricular, and co-curricular activities at school in support career students and produce source Power skilled human resources. This method involves the collection, analysis, and synthesis of information from various source literature, such as journal scientific, articles, books, reports research, and policy-relevant government topics. (B. Zurna, Irfan, and Effendi 2023)

The first step in the study This namely researcher to identify sources related to literature on the role of formal and non-formal education in schools to develop careers and skills in students. The literature used was chosen based on credibility, quality, and relevance to the theme research. Sources analyzed To get an understanding deep about role activity intracurricular, extracurricular, and co-curricular can contribute to the formation of the skills, knowledge, and character required for students in the world of work career.

In step two researcher analyzes the results study that previously reviewed effectiveness activities in increasing skills social, cognitive, and *soft skills* of students who become factors important in building careers and improving Power HR competitiveness. Every information obtained will classified and

evaluated To understand the role unique and synergistic from the third activity This is in context education in Indonesia.

The final step writer to synthesize from successful findings collected, and to compile a conclusion about How the implementation of the third activity can create skilled and relevant human resources needed in today's industry. This literature review can give recommendations for applicable policies for party schools and government For more maximize function activity extracurricular, intracurricular, and co-curricular in system education.(Yusuf, Fitriani, and Puspasari 2024)

### Results and Discussion

In the environment of the school, activities students are Not only limited to formal lessons, but also involve three forms of activity Main activities: extracurricular, intracurricular, and co-curricular. Extracurriculars are activities carried out outside of class hours and provide room for students To develop interest and talent they are in fields like arts, sports, and science. Through the activity, students Not only obtain a chance To hone non-academic skills and achievements but also build skills social and reduce stress academic.

On the other hand, activities intracurricular cover eye-core subjects that are required and carried out during class hours by the curriculum. Activities This is to form base academic students, ensure they fulfill standard education, as well as push the development of character positive like discipline and responsibility Answer. Activities This covers lessons like mathematics, science knowledge, language, and education physical, which is the foundation main education of students. Besides it is also an educator enter values character in every learning so that students own superior interpersonal skills.(Yopi Hidayatul Akbar et al. 2024)

Temporary, activity co-curricular is supporting activities lesson intracurricular with a better way practical, such as visiting field, experiment laboratory, or project research. Activities This helps students connect theories learned in class with experience real, deepen their understanding of

material lessons, and develop skills specifically relevant to the field. Third form activity This own mutual roles complete in to form experience balanced and holistic learning for students at school.(Muhammad Zul Ahmadi, Hasnawi Haris, and Muhammad Akbal 2020)

To form the third role extracurricular, intracurricular, and co-curricular in Education an educator must understand the experience learning and style of learning needed by students at school.

According to Edgar Dale, experience Study is explained through the known concept of Cone Experience (Cone of Experience). Cone This describes various types of experience Study based on level abstraction and its concretization. Dale groups experience Study from the most concrete to the most abstract, with the assumption that the more concrete the experience, the bigger the impact on understanding students, that student own 75% of people like it use their eyes For study, 13% with ears and 12% others. Dale also emphasized that the most effective experience is a combination of experience direct and abstract. Teachers must use various types of experience To help students move understanding from level concrete to abstract.

Different from George Wilson states that experience Study No is only limited to activities carried out within class, but covers all interactions experienced students, good formally and informally, during the educational process. He emphasizes that experience Study is very dynamic and influenced by the environment, the involvement of students, as well as the method of delivery of material by educators. George presented experience Study students where students like Study with percentage 82% with, 12% with ears and 6% others. So that experience effective learning is a directed, contextual, active, flexible, and reflective experience. Experience the most involved students in learning active, relevant to life them, and give chance for them To collaborate, reflect, and integrate knowledge them. In addition, Wilson also emphasized the importance of experience learning that can increase the trust self students and connect aspect emotional with cognition For deeper understanding.(Kurniawan et al. 2024)

On the other hand, David P. Ausubel ( in interpretation Magnesen ), stated experience Study

related closely to How information is accepted and remembered by the individual. Magnesen developed A draft-related effectiveness Study based on theory Study multisensory or Study with various senses. Concept This is known by the term Learning Pyramid ( Pyramid Learning ) which shows percentage retention ( power remember ) from various methods learn. Students who learn through reading 10%, listening 10%, viewing 30%, listening and viewing 50%, discussion group 70%, practice 80% and teaching to others 90%. According to Magnesium's experience, Study must emphasize that studying actively, such as discussing, practicing, and teaching to others, is far away more effective than Studying in a way passive like reading or listening. The more active students involved in learning, increasingly tall level of retention. This indicates that teachers should use the method more interactive and based on experience To increase understanding and power to remember student. (Kasanah 2023)

So from experience and Study from a number of experts, an educator must involve students in multisensory activities in learning ( seeing, hearing, discussing, and doing ) that will increase the effectiveness learn. With combined methods more learning interactive and participatory, such as discussion and practice directly, students can reach a better understanding of depth and retention term long.(Mumu Muzayyin Maq et al. 2022)

So to support the experience learning that exists in students they need role extracurricular, extracurricular, and co-curricular activities at the school that will benefit students develop the ability possessed following examples and applications activity extracurricular, intracurricular, and co-curricular activities schools that have been analyzed by the author :

#### 1. Extracurricular School

Extracurriculars have proven give benefit significantly in honing students' social and soft skills, such as ability communication, leadership, and working for The same team. Through activities like sports, arts, scouts, and science clubs, students Study and Work The same as others, complete problems in a way collectively, and manage conflict effectively.

Following is a form table from activity extracurricular activities that can utilized by students in various fields:

Field	Extracurricular
Sport	Basketball, football, badminton badminton, volleyball, swimming, tennis table, pencak martial arts, athletics
Art and Creativity	Theatre, choir voice, band, traditional dance, art appearance, photography
Leadership	OSIS, Scouts, Junior Red Cross (PMR), Nature Lovers
Academic	Science club, club mathematics, club language ( English, Japanese, German), debate, works scientific teenager (KIR)
Entrepreneurship	Mini business, entrepreneurship, cooperatives student
Technology and Digital	Computer club, coding, robotics, design graphic
Environment	Lovers club environment, garden school, recycling program repeat
Journalism	Magazine school, club writing, photography journalism

**Source:** Guidelines Activity Extracurricular. Accessed from Ministry of Education and Culture

Activity and extracurricular activities at school play a role in to form skills students' social and soft skills, which are significant support readiness for they face the demands of the world of work and life social in the future. Although extracurriculars are designed as means of developing interests and talents, the resulting impact is beyond the aspect of technical and carrying influence on the character and personality of students. For example, in OSIS extracurriculars or Scouts, students Not only Study leadership in a way theoretically, but are involved directly in designing, implementing, and evaluating programs. It teaches them skills practical in leadership, communication effective, and diplomacy in settlement conflict, which is rarely found in curriculum academic.

On the other hand, through active sports like basketball or football, students develop the ability to Work in a team, mental toughness, and the ability To face pressure and competition in a way healthy. In addition, extracurricular academic like club debates or science club enables students To hone their skills in thinking critically, arguing logically, and constructively putting forward opinions. However, the question that arises is how

much Far School is capable manage and facilitating extracurricular activities so that an impact positive can achieved optimally. If extracurriculars are not held with Good or only as a formality, then the opportunity for students to truly grow outside aspects of academics will be obstructed. (Lutviyana Nur H 2019)

More than just fill-in-time leisure, extracurricular managed in a way serious and develop students will help to form individuals who are not only intelligent in a way academic but also mature in a way emotional and social. An important role of extracurricular is the development of soft skills which makes it one of the aspects that should be getting attention more in system education. , in the end, interpersonal skills, adaptability, and the ability to Work The same qualities that are highly sought after in the workplace, and schools. Own not quite enough answers To prepare students to become superior individuals in a way comprehensive.

## 2. Intracurricular School

In activities intracurricular at school various eye lessons main thing that can studied by students like Mathematics, Indonesian, English, Science Natural Sciences (IPA), Science Knowledge Social Studies (IPS), as well as Religious Education and activity intracurricular often equipped with laboratory practice For deepen understanding concept on the eye lesson Physics, Chemistry, and Biology. In addition, the lessons on Technology Information and Communication (ICT) and Language foreigners are also included in the curriculum as supplies for digital literacy and global communication for students. In the field of physical, Physical Education teaches students skills-based sports, such as gymnastics, athletics, and ball games. Civic Education ( PKn ) is also part important For equipping students with an understanding will rights and obligations as well as values of nationality. As well as the subjects of Arts and culture, students are taught through lessons on art music, art appearance, and dance to help students know culture local and international. At School Intermediate Vocational (SMK), activities intracurricular even cover lessons in practicing entrepreneurship To develop skills in doing business. Through education, students equipped with knowledge and skills the important basics for

developing self and readiness face challenges in the future. (Supriyadi 2009)

Based on analyzed literature, activities intracurricular give the foundation of important academics for students to build knowledge basic and skills to think critically. Core subjects taught in class, such as mathematics, science knowledge nature, and language, allow students To control skills required To overcome challenges intellectuals in various field work. However, without support from activities, the results learn intracurricular often not Enough To fulfil the non-academic skills required in the modern working world. Therefore, activity intracurricular needs balanced with other activities that develop skills for social and emotional students. (Yopi Hidayatul Akbar et al. 2024; Ihwan et al. 2023)

## 3. Co-curricular School

Activity co-curricular, which functions as a bridge between theory and practice, plays an role important in strengthening understanding of students' material lessons learned in a way intracurricular. Based on the results study, activities co-curricular like laboratory practice, project research, and field visits as well as conducting seminars and competitions give experience real for students To apply knowledge theoretical in context. Activities This helps students develop skills technical and analytical, which is very necessary for various field professionals. In addition, activities co-curricular increase students' problem-solving abilities, which are one of the skills main thing needed in the world of work. (Aprianty et al. 2023)

Activity Supporter designed learning in schools To enrich the understanding of students to material intracurricular. Activities This gives students a chance to delve deeper into knowledge and skills related to eye lessons taught in class. For example, students can follow competitions like the National Science Olympiad (OSN) to deepen science in the field of mathematics or science. In addition, schools often stage discussions and seminars, such as environmental seminars that support science lessons or geography. Scientific work Teenagers (KIR) also become activity popular co-curricular activities, where students study simple yet sharpening ability scientific. Visit fields museums, historical, or companies allows students to learn

direct social studies, history, or other material entrepreneurship in the context real. In the field of science, students can involved in experiments in chemistry or project complementary robotics learning. (Lovisia 2018)

For language, training like speech, debate, and storytelling in Language English or foreign others help students train to communicate with belief themselves. Arts and culture are also supported through exhibition work art, performance theater, or concert music. In the field of technology, activities like coding projects or designing graphics relevant to ICT lessons, enrich students' digital skills. Through activity co-curricular, students Not only control material more deeply but also develop interests and talents in various fields.(Iyan, Ridwan, and Rustini, n.d.; Manao et al. 2022)

In developing role extracurricular, intracurricular, extracurricular, and co-curricular activities in teacher training schools as educators who direct, and guide, as well as evaluators' role, is important in assessing and evaluating development Study students in a way comprehensive. Teachers are not only responsible answer For conveying material lessons but also for creating an environment conducive to and supportive learning development of personal students. Teachers play the role of mentors who help students recognize their potential and interests, give directions, and guide them to achieve ideals. Through a personal and caring approach to the needs of each student, teachers can push them To participate actively in the process of learning and taking initiative.

As an evaluator, the teacher does not only measure the achievement of the academic student through marks or exams, but also assesses other aspects such as skills social, attitudes, and behavior student in the learning process. Through evaluation, teachers can determine how far is the understanding student to the material taught as well as identify possible difficulties they face. In addition, teachers direct, guide as well as and evaluators play a role in giving constructive and useful feedback to students so that they understand their strengths and weaknesses as well as know the areas that need to be repaired. Thus, the role of the teacher as educator evaluator does

not only support successful academic students but also helps develop the skills and character of students in a way comprehensive.(Pratiwi et al. 2020)

The results of the literature review show that role activity Intracurricular, extracurricular, and co-curricular activities at school contribute greatly to preparing students For entering the world of work with skills needed in various sectors. Every type of activity has unique and interdependent roles completed in to form of students who are not only superior in aspect academics but also have skills relevant social and practical needs of industry.

## Conclusions

In general, results and discussion emphasize the importance of balance between intracurricular, extracurricular, and co-curricular as a comprehensive educational strategy For supporting readiness career students and producing human resources who are ready to compete in the modern era.

Collaboration between third type activity This creates an environment of holistic learning, where students Not only develop in a way academically, but also emotionally, socially, and professionally. With proper support from teachers and parties at school, students can explore their potential selves in a way maximum, prepares them To contribute in a way positive in society. Therefore that is important for schools For Keep Going to develop and facilitate activity intracurricular, extracurricular, and diverse co-curricular activities so that students can become generation-qualified, creative, and capable successors who adapt to changing times.

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