THE RELATIONSHIP BETWEEN PASKIBRA EXTRACURRICURAL ACTIVITES AND THE DISCIPLINE AND HAPPINESS OF STUDENT AT SMAN 12 BANJARMASIN

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ABSTRACT

This study aims to examine the relationship between participation in Paskibra extracurricular activities and two key psychological variables: student discipline and happiness. Employing a quantitative correlational design, data were collected from students at SMAN 12 Banjarmasin and analyzed using statistical tests, including normality testing, linearity testing, Kendall's Tau-b, and Kendall's W, with the assistance of IBM SPSS Statistics version 25. The findings indicate a significant and positive relationship between Paskibra participation and both discipline (r = 0.479, p = 0.001) and happiness (r = 0.419, p = 0.005). Additionally, the Kendall's W test revealed a strong simultaneous association among the three variables (W = 0.754, p = 0.000), suggesting a consistent and reinforcing relationship. These results support the view that structured extracurricular programs like Paskibra contribute not only to character development through discipline but also to students' psychological well-being. The study recommends future research on other types of extracurricular activities to broaden insights into their impact on student development.

Keywords: *Paskibra; Discipline; Happines; SMAN 12 Banjarmasin*

INTRODUCTION

Education serves not merely to disseminate knowledge but also to holistically shape students' character and personality. This aligns with the mandate of the Indonesian National Education System Law No. 20 of 2003, Article 3, which states that national education functions to develop students' potential so they may become individuals who are faithful, devoted, morally upright, healthy, competent, creative, independent, and responsible. Within this framework, education functions as a strategic medium for instilling social values, character, and personal attributes that support students' success both academically and non-academically (Sa'adiyyah & Hidayat, 2019).

Character development is not solely achieved through formal classroom instruction but also through non-formal learning avenues such as extracurricular activities. These activities are intentionally structured to foster responsibility, collaboration, and social competence dimensions often underrepresented in the formal curriculum. Supiatin (in Anbiya, 2018) asserts that students' engagement in extracurricular programs plays a vital role in the developmental trajectory of character and personality, particularly in fostering discipline. This is further supported by Law No. 62 of 2014 on Extracurricular Activities, which affirms that such programs are intended to optimize the development of learners' potential, talents, personality, collaboration skills, and autonomy.

One prominent extracurricular activity that significantly contributes to character formation is the Flag Hoisting Troop (Paskibra). This program immerses students in activities such as marching drills, leadership training, and ceremonial protocols, all of which demand a high level of discipline and both individual and collective responsibility (Lestari, 2020). Arif (2024) identifies Paskibra as an effective platform for instilling leadership values, nationalistic spirit, and moral character. Additionally, studies by Ahiruddin et al. (2024) and Maswati & Musringudin (2022) reveal a positive association between Paskibra participation and increased student discipline and responsibility. Maisaroh et al. (2019) also highlight that structured training within Paskibra fosters bravery and self-confidence. Moreover, this activity has been found to contribute to students' psychological well-being, as noted by Sanusi (2023), who states that extracurricular involvement enhances students' sense of appreciation, reduces stress, and supports overall psychological welfare.

Although numerous studies have examined the relationship between extracurricular engagement and character enhancement, research specifically exploring the correlation between Paskibra participation and dual psychological constructs discipline and happiness remains scarce, especially within the context of senior high school students. Most existing studies have concentrated on a single variable, such as discipline or leadership. This indicates a research gap in understanding the dual impact of participation in Paskibra on both discipline and happiness, particularly at the secondary education level.

Grounded in this context, the present study focuses on examining the relationship between participation in Paskibra extracurricular activities and two key developmental indicators discipline and happiness. The objective of this research is to analyze the extent to which involvement in Paskibra correlates with students' disciplinary behavior and subjective well-being. It is anticipated that the findings will provide meaningful contributions to the development of integrative and contextually relevant models for character education and psychological well-being through extracurricular programming.

METHODS

This study employs a quantitative correlational approach to examine the relationship between participation in Paskibra extracurricular activities and students' discipline and happiness. A correlational design was chosen as it is appropriate for measuring the degree of association between variables without any manipulation (Sugiyono, 2021).

The research design utilized is a simple correlational design. The independent variable in this study is participation in Paskibra extracurricular activities, while the dependent variables are students' discipline and happiness. This design allows the researcher to investigate the bidirectional relationships between variables through statistical analysis.

The analytical techniques employed in this study include normality testing, linearity testing, and hypothesis testing, specifically Kendall's Tau-b and Kendall's W tests, to ensure the validity and reliability of the results. These analyses aim to explain the relationship between participation in Paskibra extracurricular activities and the levels of discipline and happiness among students at SMAN 12 Banjarmasin.

RESULTS AND DISCUSSION

RESULTS

The results of this study involve several statistical tests, including normality testing, linearity testing, Kendall's Tau-b test and Kendall's W tests, conducted using IBM SPSS Statistics version 25. The outcomes of these tests are presented in the following tables.

1. **Normality Test**

Tabel 1

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X_Paskibra	.129	25	.200*	.913	25	.036
Y1_Kedisiplinan	.102	25	.200*	.967	25	.577
Y2_kebahagiaan	.105	25	.200*	.973	25	.733

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, it can be observed that the significance value (Sig.) for the Paskibra extracurricular activity variable (X) is 0.036, which is less than 0.05. This indicates that the data for variable X are not normally distributed. Meanwhile, the discipline variable (Y1) has a significance value of 0.577, and the happiness variable (Y2) has a value of 0.733. Both values are greater than 0.05, indicating that the data for these two variables are normally distributed.

2. **Linierity Test**

Tabel 2.1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y1_Kedisiplinan * X_Paskibra	Between Groups	(Combined)	1666.390	15	111.093	4.801	.011
		Linearity	823.221	1	823.221	35.577	.000
		Deviation from Linearity	843.169	14	60.226	2.603	.076
	Within Groups		208.250	9	23.139		
	Total		1874.640	24			

Based on the SPSS output presented in the table above, the following information was obtained:

- The significance value (Sig.) for linearity is 0.000, which is less than 0.05, indicating that there is a linear relationship between the Paskibra extracurricular activity variable (X) and the discipline variable (Y1).
- The significance value in the Deviation from Linearity row is 0.076, which is greater than 0.05, suggesting that there is no significant deviation from linearity.

Thus, it can be concluded that the relationship between Paskibra extracurricular activities (X) and discipline (Y1) is linear.

Tabel 2.2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Y2_kebahagiaan * X_Paskibra	Between Groups	(Combined)	510.500	15	34.033	1.745	.201
		Linearity	199.809	1	199.809	10.247	.011
		Deviation from Linearity	310.691	14	22.192	1.138	.435
	Within Groups		175.500	9	19.500		
	Total		686.000	24			

Based on the SPSS output presented in the table above, the following information was obtained:

- The significance value (Sig.) for linearity is 0.011, which is less than 0.05, indicating that there is a linear relationship between the Paskibra extracurricular activity variable (X) and the happiness variable (Y2).
- The significance value in the Deviation from Linearity row is 0.235, which is greater than 0.05, suggesting that there is no significant deviation from linearity.

Thus, it can be concluded that the relationship between Paskibra extracurricular activities (X) and happiness (Y2) is linear.

3. Kendall's Tau-B Test

Tabel 3.1

Correlations

			X_Paskibra	Y1_Kedisiplinan
Kendall's tau_b	X_Paskibra	Correlation Coefficient	1.000	.479**
		Sig. (2-tailed)	.	.001
		N	25	25
	Y1_Kedisiplinan	Correlation Coefficient	.479**	1.000
		Sig. (2-tailed)	.001	.
		N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the Kendall's Tau-b correlation test results presented in the table above, the correlation coefficient is 0.479 with a significance value (p) of 0.001, which is less than 0.05. This indicates that there is a significant relationship between extracurricular activities and student discipline. The relationship is positive and falls within the moderate category.

Tabel 3.2

Correlations

			X_Paskibra	Y2_kebahagiaan
Kendall's tau_b	X_Paskibra	Correlation Coefficient	1.000	.419**
		Sig. (2-tailed)	.	.005
		N	25	25
	Y2_kebahagiaan	Correlation Coefficient	.419**	1.000
		Sig. (2-tailed)	.005	.
		N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the Kendall's Tau-b correlation test results presented in the table above, the correlation coefficient is 0.419 with a significance value (p) of 0.005, which is less than 0.05. This indicates that there is a significant relationship between extracurricular activities and student happiness. The relationship is positive and falls within the moderate category.

4. Kendall's W Test

Tabel 4

Test Statistics

N	25
Kendall's W[a]	.754
Chi-Square	37.680
df	2
Asymp. Sig.	.000

a. Kendall's Coefficient of Concordance

Based on the table above, the Kendall's W value is 0.754, indicating a relatively high level of consistency or agreement in the relationship among the three variables. The significance value (Sig.) of 0.000, which is less than 0.05, shows that there is a statistically significant simultaneous relationship between the Paskibra extracurricular activity (X) and both discipline (Y1) and happiness (Y2).

DISCUSSION

1. The Relationship Between Paskibra Extracurricular Activities and Student Discipline

The results of the analysis revealed a significant and positive relationship between participation in Paskibra extracurricular activities (X) and student discipline (Y1), as indicated by a Kendall's Tau-b

correlation coefficient of 0.479 and a significance value of 0.001 (< 0.05). These findings suggest that higher levels of student engagement in Paskibra activities are associated with greater levels of discipline.

This result is consistent with the findings of Ahiruddin et al. (2024), who state that participation in Paskibra promotes discipline by training students to adhere to rules, fulfill responsibilities, and manage their time effectively. Similarly, A'yun (2019) found that Paskibra instills values of discipline through structured and rigorous training, thereby habituating students to comply with organizational norms and rules.

Arif (2024) further explains that Paskibra fosters not only external discipline but also internal discipline, as students internalize values such as responsibility and consistency throughout their involvement. Discipline in the context of Paskibra encompasses cognitive, affective, and psychomotor domains. Cognitively, students develop an understanding of the importance of rules and regulations. Affectively, they demonstrate compliance, responsibility, and moral awareness related to disciplinary behavior. Psychomotor discipline is manifested in habitual actions, such as punctuality, uniform neatness, and consistent task execution.

2. The Relationship Between Paskibra Extracurricular Activities and Student Happiness

The Kendall's Tau-b correlation test demonstrated a significant and positive relationship between Paskibra extracurricular involvement (X) and student happiness (Y2), with a correlation coefficient of 0.419 and a significance value of 0.005 (< 0.05). This indicates that students who are more actively involved in Paskibra tend to report higher levels of happiness.

According to Seligman's PERMA model of well-being comprising Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment happiness can be nurtured through meaningful and challenging experiences. Paskibra serves as a platform that supports all these dimensions. Sari (2022) found that students involved in Paskibra generally experience greater happiness, as they feel proud, confident, and satisfied with their personal and group achievements in training, ceremonies, and competitions.

In addition, Lestari (2020) observed that the strong sense of social interaction, teamwork, and group cohesion within Paskibra provides emotional support and a sense of belonging, which significantly contributes to students' emotional well-being. Thus, Paskibra activities not only enhance physical abilities and discipline, but also contribute meaningfully to students' psychological well-being by fostering positive experiences, strong social relationships, and a sense of purpose and accomplishment.

3. The Relationship Between Paskibra Extracurricular Activities, Discipline, and Happiness

Based on the results of Kendall's W test, the analysis yielded a coefficient of 0.754 with a significance value of 0.000 (< 0.05), indicating a strong and significant simultaneous relationship between participation in Paskibra extracurricular activities (X), student discipline (Y1), and student happiness (Y2). This implies that increased involvement in Paskibra correlates with higher levels of both discipline and happiness among students.

These findings align with the research of Maswati and Musringudin (2022), who assert that Paskibra contributes positively to students' character development and psychological growth by instilling values such as responsibility, teamwork, and self-confidence. Furthermore, Maisaroh et al. (2019) argue that Paskibra plays a crucial role in shaping students' overall character, including emotional and social aspects, which ultimately enhances their subjective well-being.

This conclusion is also consistent with the perspective of positive psychology, as proposed by Seligman in Usman (2018), which emphasizes that meaningful and engaging activities can foster holistic happiness, encompassing positive emotions, engagement, social relationships, life meaning, and personal achievement. In conclusion, Paskibra serves a dual function: it acts as an effective medium for character development through the cultivation of discipline and simultaneously serves as a source of happiness through meaningful achievement and positive social interaction.

CONCLUSION

Based on the results of this study, which indicate that participation in the Paskibra extracurricular activity has a positive and significant relationship with students' discipline and happiness, it is recommended that similar research be conducted on other types of extracurricular activities. This aims to explore the extent to which each activity may have similar or different impacts on students' character and well-being. With further research, the development of extracurricular programs in schools is expected to become more focused, innovative, and aligned with students' needs.

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