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## The Impact Of Gendang Beleg Exstracurricular on Character Development Of Students At Sman 1 Terara, East Lombok

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**Abstract:** Gendang Beleg extracurricular activity is a non-formal program organized by schools as an effort to foster students' interests, develop their talents, and shape their character through the traditional musical art of Lombok. This activity not only focuses on musical training but also instills moral and social values. This study aims to analyze the relationship and impact of the Gendang Beleg extracurricular activity on character development among students at SMAN 1 Terara. The research uses a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The research subjects consisted of the extracurricular coach, two vice principals, and three students who are members of the Gendang Beleg group. The theoretical framework of this study is based on Sukardi's theory (2009), which emphasizes the importance of real-life practice in a supportive social environment for character formation, and Elizabeth B. Hurlock's theory of character development (1990). The findings show that student involvement in this activity is closely related to the process of character formation. The resulting impacts include increased discipline, responsibility, self-confidence, social awareness, teamwork ability, as well as a growing sense of cultural pride and nationalism. Therefore, the Gendang Beleg extracurricular activity is proven to be an effective medium for character building through meaningful social learning experiences.

**Keywords:** Gendang Beleg, student character, extracurricular, local culture, social learning

## 1. INTRODUCTION

Art education is a learning process that focuses on developing individuals' creative, expressive, and aesthetic abilities through various forms of art, such as visual arts, music, dance, and theater. Art education is not solely concerned with mastering artistic techniques, but also serves as a medium for self-expression, enhancing social skills, and cultivating aesthetic awareness (Budi Winarto, 2015). In schools, art education plays a crucial role in shaping students' holistic character, especially in the modern era where technological advancement and globalization often pose threats to local cultural values and individual identity. Within the educational context, art is not merely a subject, but also an effective tool for developing life skills and moral values that are essential for character development. Through art education, students are given the opportunity to express themselves, which helps them understand emotions and perspectives of others, and to appreciate beauty in various forms. This contributes to the formation of positive character traits needed to face future.



The intrakurikuler art program in schools provides a strong foundation for students to explore various branches of the arts, including visual arts, music, dance, and theater. Through this learning process, students not only acquire technical skills but also gain knowledge of art history and the cultural contexts behind artistic works. This understanding enriches students' aesthetic appreciation and broadens their cultural horizons, which is essential in shaping individuals who are sensitive to their social and cultural environments. In addition, art education trains students to think critically, analyze artworks, and interpret the meanings and messages embedded within them—skills that are highly valuable in everyday life. As art education expert Elliot Eisner (2002) stated, *“Art provides a way of understanding the world that cannot be achieved through any other means. Through art, we can develop more complex and nuanced ways of thinking about human experience.”* This highlights the importance of the arts in deepening students' understanding of the world around them.

In addition to formal instruction, art education can also be developed through extracurricular activities. These activities provide space for students to explore their interests and talents in a deeper and more creative way. Art-related extracurriculars, such as art clubs, theater groups, and choirs, often involve teamwork, which teaches students the importance of communication, collaboration, and respect for diversity. Through these experiences, students learn to face challenges, innovate, and develop problem-solving skills—all of which are highly valuable in an ever-changing world. Extracurricular art activities also serve as a platform for character development, fostering qualities such as responsibility, discipline, and leadership. Students' involvement in art communities, exhibitions, or performances offers them opportunities to engage with the broader public, experience the social value of art, and strengthen empathy and self-confidence. Moreover, the development of social and emotional skills through group activities helps students enhance effective communication, share ideas, and appreciate differences (Rahman, 2020). Thus, extracurricular programs provide a comprehensive approach to shaping a young generation that is creative, empathetic, and dedicated.

SMAN 1 Terara, located in East Lombok, strives to enhance the quality of character education through extracurricular activities. This initiative aligns with government programs that encourage the development of extracurricular activities based on local culture. In this context, the school has integrated the traditional art of the Sasak ethnic group Gendang Beleg as one of its flagship extracurricular programs. According to school administrators and arts teachers, this activity aims to nurture students' talents, interests, and skills in traditional musical arts. Gendang Beleg is not merely a musical instrument; it holds deep cultural significance for the Sasak people of Lombok Island. Each beat and rhythm in its performance plays a vital role in various aspects of social life and local traditions. Although public interest in Gendang Beleg had declined in the past, it has continued to be preserved as a traditional form of entertainment, often featured in cultural events and wedding celebrations. Over time, interest in Gendang Beleg has resurged. Today, many schools in East Lombok ranging from elementary to secondary levels have adopted it as an extracurricular activity. Several senior high schools and vocational schools in East Lombok that have developed

Gendang Beleq extracurricular programs include SMAN 1 Sakra, SMAN 1 Sambalia, SMKN 1 Selong, SMKN 2 Selong, SMAN 1 Suela, SMKN 1 Sikur, and SMAN 1 Terara.

At SMAN 1 Terara, the Gendang Beleq extracurricular program serves as a platform for students to learn how to collaborate in creating harmonious performances while strengthening their sense of unity and cultural identity. Through regular practice and performances, students not only refine their musical skills but also develop positive character traits and a heightened awareness of their social environment. This is evidenced by the students' ability to create their own unique musical movements and compositions (*gending*). Moreover, students from SMAN 1 Terara frequently collaborate with local art studios (*sanggar*) in East Lombok, such as those from the villages of Suradadi, Sukadane, Montong Betok, Selagik, and others. The Gendang Beleq group of SMAN 1 Terara also regularly participates in traditional ceremonies and cultural events held across Lombok Island. In addition to its cultural contributions, the group has also achieved various accomplishments. Among them are: 2nd place in the Lombok-wide Student Gendang Beleq Festival in 2021, 1st place in the Tourism Stage Season II at STP Mataram in 2022, 1st place in the 2021 Student Art Festival (*Gebyar Seni Pelajar*), 2nd place in the East Lombok Student Gendang Beleq Competition in 2023, and most recently, 1st place at the East Lombok District Cultural Festival in 2024.

The researcher chose to study the Gendang Beleq extracurricular activity at SMAN 1 Terara, East Lombok, due to its strong potential in fostering student character and developing artistic talent. The school, as the organizer and mentor, consistently instills important moral and social values, ensuring that the activity is not only focused on the arts but also on character building. The school also provides substantial support for the program, including assistance in addressing any shortcomings during performance preparation. Despite challenges, students demonstrate remarkable independence by practicing diligently on their own without supervision, as they have already mastered the techniques of playing the gendang and are capable of guiding one another. Their dedication is evident in the large number of students involved in preparing for performances. This extracurricular activity has proven effective in shaping students' character, enabling them to achieve notable accomplishments in various art competitions they have participated in.

The growing popularity of Gendang Beleq among students can be explained by its status as a legendary art form and a cultural icon of Lombok Island. This is evident in the high level of student participation in the Gendang Beleq extracurricular program, reflecting a strong interest in local arts. This enthusiasm is driven by a growing awareness of the importance of cultural preservation and regional identity, providing students with opportunities for self-expression and talent development in traditional arts. Moreover, this activity serves as a medium for character formation, where students learn values such as cooperation, discipline, and responsibility through regular practice and performance. Their independence is also demonstrated in self-directed rehearsals and peer collaboration, highlighting the emergence of leadership skills among students. This phenomenon not only contributes to character

development but may also positively impact academic achievement, as engagement in the arts is often associated with enhanced cognitive and emotional abilities.

Overall, the Gendan Beleq activity functions not only as an artistic outlet but also as a means of character education, cultural awareness, and academic enrichment.

## 2. METHOD

This study employs a descriptive qualitative approach. The research was conducted at SMAN 1 Terara, located in Dusun Terara, Terara Village, Terara Subdistrict, East Lombok Regency. The material object of this research is the Gendang Beleq extracurricular activity as one of the programs at SMAN 1 Terara, while the formal object is the impact of the Gendang Beleq extracurricular activity on students' character development. The subjects of this study include students participating in the Gendang Beleq extracurricular activity, the Gendang Beleq coach, and the school's vice principals in charge of public relations and facilities.

The data sources in this study are divided into two categories: primary and secondary sources. The data collection techniques used are interviews, observation, and documentation. The collected data were analyzed through a process of data reduction, which involved selecting important and relevant information. After the reduction phase, the data were presented in a coherent and systematic manner. The final stage of the analysis involved drawing conclusions. To ensure the validity of the data, this study used triangulation techniques, including source triangulation and methodological triangulation.

## 3. RESULTS AND DISCUSSION

### **The Gendang Beleq Extracurricular Activity at SMAN 1 Terara, East Lombok**

SMAN 1 Terara is a public senior high school located on Jl. Raya Terara, Terara District, East Lombok Regency, West Nusa Tenggara Province. The school was established on November 22, 1985, and has since grown into one of the leading educational institutions in the region, playing an important role in shaping a generation of students with strong character. SMAN 1 Terara has earned an "A" accreditation status, reflecting the high quality of education it provides. In addition to focusing on academic learning, the school is also active in developing non-academic programs, particularly through extracurricular activities. One of its flagship programs is the Gendang Beleq extracurricular activity, a traditional performing art of the Sasak ethnic group. This activity is not only preserved as a cultural heritage but is also used as a means of character building and student development in the fields of art and culture.

The Gendang Beleq extracurricular activity at SMAN 1 Terara is categorized as a flagship program due to its significant potential in supporting both character education and the preservation of local culture. This activity is not only conducted regularly but also receives special attention from the school in terms of coaching, facilities, and support for participation in various external events.



Figure 1. Gendang Beleq Extracurricular Activity at SMAN 1 Terara

Evidence that Gendang Beleq is a flagship extracurricular activity at SMAN 1 Terara can be seen from the high level of student interest and participation. Many students from grades X, XI, and XII actively take part in training and performances, demonstrating that this traditional art holds a special place among the students. The school also provides full support, such as supplying traditional musical instruments, bringing in professional coaches from outside the school, and organizing a consistent and structured training schedule. The Gendang Beleq group not only performs within the school environment, but is also actively involved in various cultural events outside the school, including important events at the district and provincial levels.

This is evidenced by the ability of the extracurricular members to create their own distinctive movements and *gending* (traditional musical compositions). Moreover, students of SMAN 1 Terara often collaborate with various art studios across East Lombok, such as those from Suradadi, Sukadane, Montong Betok, Selagik, Terara, Masbagik, and others. The group regularly performs at traditional ceremonies and cultural events throughout Lombok Island. In addition to being active, they have also achieved several impressive accomplishments. These include winning 2nd place in the Gendang Beleq Student Festival for all of Lombok Island in 2021, 1st place in the Tourism Stage Season II at STP Mataram in 2022 (as shown in Figure 4.4), 1st place in the 2021–2022 Student Art Festival (as shown in Figure 4.2), 2nd place in the East Lombok Student Gendang Beleq Festival in 2022–2023 (as shown in Figure 4.3), and 1st place at the East Lombok Regency Cultural Festival in 2024.

## **The Relationship Between the Gendang Beleg Extracurricular Activity and Students' Character Development**

Based on the research conducted at SMAN 1 Terara, it was found that students' involvement in the Gendang Beleg extracurricular activity has a strong correlation with the process of character development at school. This activity functions not only as a means of preserving local culture but also as a concrete medium for character education that takes place in students' everyday lives. While participating in this extracurricular program, students are not only trained to play traditional musical instruments, but also to take responsibility, follow rules, maintain discipline, collaborate, and interact with others in an active and supportive social environment. This relationship does not form instantly; rather, it develops gradually through ongoing processes within the dynamics of regular practices and performances.

Students are trained to arrive on time, prepare their equipment, follow the coach's instructions, and complete group tasks collaboratively. Such routines encourage the development of positive attitudes through habit, repetition, and role modeling provided by both the coach and senior members. On the other hand, the social environment within the Gendang Beleg group fosters a setting that naturally supports the learning of moral values—not through coercion, but through the necessity of teamwork and shared responsibility.

The character education process that takes place within this extracurricular activity aligns closely with Sukardi's (2009) view, which states that character formation must be realized through direct experiences within a supportive social environment, accompanied by consistent habituation and exemplary behavior. In this context, Gendang Beleg is not merely an artistic activity, but also a learning space for moral values that shape students' personalities. Values such as responsibility, discipline, hard work, mutual respect, and love for culture are instilled through regular practice, group performances, and participation in various cultural activities both within and outside the school.

As stated by Amiranto, S.Pd., the coach of the Gendang Beleg extracurricular activity: *"This activity is closely related to character development because during the training process, students are accustomed to following rules, respecting one another, and working together. So it's not just about playing music, but also about learning to behave well in a spirit of togetherness."* (Interview, February 14, 2025). This statement reinforces the idea that students' involvement in this activity provides a space for character formation through various learning processes aligned with the principles of character education as outlined by Sukardi, namely through:

### **1) Real-Life Practice**

In the Gendang Beleg extracurricular activity at SMAN 1 Terara, character development takes place through direct, routine practice experienced by the students. They do not only learn to play traditional musical instruments, but are also trained to take responsibility for their assigned roles, maintain group cohesion, and follow a strict training schedule. Each member holds a specific role within the group—such as

drum player, reog performer, warrior, or rhythm coordinator. These roles require both physical and mental readiness, which naturally instills values such as discipline, responsibility, and hard work.

Practice sessions are held at least twice a week, at consistently scheduled times. During the researcher's observation, it was noted that students arrived earlier than scheduled and immediately began preparing their instruments without being instructed. They also organized performance formations and rearranged compositions in case a member was absent. There was no sign of laziness or coercion, but rather enthusiasm driven by a collective awareness of the importance of a successful rehearsal. This habit developed not from pressure, but because it had become part of the group's internal culture. One of the students, Rafalipi (Grade XII), stated: *"During practice, we must be ready from the beginning. If someone is late or forgets their instrument, it affects everyone. From that, we learn to manage our time and take responsibility for our tasks."* This statement shows that student involvement in the activity is not merely a formality but serves as a meaningful learning experience that shapes character through concrete actions. This aligns with Sukardi's (2009) theory, which emphasizes that character education should not be limited to theoretical instruction but must be implemented through real-life practice that students experience and internalize.

## 2) Social Interaction

Character development also occurs through the supportive social environment formed within the Gendang Beleg group. It is not merely a space for practicing art, but also a social arena that creates a new community for students. Here, they learn to live in groups, deal with different personalities, and engage in intensive collaboration. Interaction among group members, the coach, supervising teachers, and even alumni who often provide input, fosters a positive collective atmosphere. Each member feels a sense of significance, leading to the natural growth of mutual trust and respect.

In an interview, Mr. Amiranto, S.Pd., the extracurricular coach, stated: *"This activity is not just about playing the drum. Here, they learn to live together, to care for one another. If someone slacks off, the others will remind them. There is a culture of mutual support, and it comes from them—not because they are told to."* This atmosphere is exactly what Sukardi (2009) considers essential for character development. A healthy and supportive social environment allows students to experience, observe, and emulate positive behaviors directly. Within the Gendang Beleg group, students are encouraged to grow as part of a respectful community whose values are not merely taught but are brought to life through daily social interactions.

## 3) Habituation

Habit is the key to long-term character development. In the Gendang Beleg extracurricular activity, scheduled routines and consistent training cycles cultivate the habituation of positive behaviors that are practiced continuously. Students become accustomed to

arriving on time, showing respect to coaches and senior members, and maintaining proper etiquette in communication. They are also used to completing their tasks seriously without needing constant supervision. These habits are not formed overnight but through repeated processes that become part of the group's culture.

In addition to habituation, role modeling plays a significant role. Senior students, who have been part of the extracurricular activity longer, set examples of good behavior—such as discipline, care for instruments, and unity during performances. New members naturally imitate these behaviors and adopt them as group norms. A 10th-grade student, identified as ZM, shared: *"When I see the older students, they are disciplined, take training seriously, and always help us new members. So we also get used to it—it feels wrong to be lazy or come late."* In this context, the instillation of values does not happen through lectures but through consistent and concrete examples. According to Sukardi (2009), habituation and role modeling are inseparable in character education, as students learn more powerfully through what they directly see and experience.

#### 4) Role Modeling

The Gendang Beleg extracurricular activity requires intense interaction within a team. Every performance or competition involves group planning, task division, strategy development, and collective problem-solving. Through this process, students learn to express opinions, listen to others, mediate differences, and resolve conflicts calmly. They also learn to manage emotions, show empathy, and work for the common good rather than individual interests. During one observation before the "Cultural Saturday" event, the researcher witnessed how students discussed rearranging performance positions due to a member's illness. Instead of blaming each other, they immediately worked together to find a solution so the performance could continue. This demonstrated their ability to handle problems in a mature and democratic manner. A 12th-grade student, identified as FA, explained: *"If someone makes a mistake during a performance, we don't get angry. We figure out what went wrong and discuss it with the coach. We're one team, so if there's a problem, we solve it together."* Sukardi (2009) emphasized that social interaction is one of the most effective means for instilling moral values. Through natural group dynamics, students learn to become individuals who can live harmoniously, respect others, and take responsibility for their social roles.

#### 5) Internalization of Values in Daily Life

The values instilled through the Gendang Beleg activity do not stop at training or performances—they begin to permeate students' daily attitudes and mindsets. Many students who were once passive and shy have become more confident, active in other organizations, and more responsible with their schoolwork. Some students even reported developing a greater appreciation for their local culture due to frequent performances at traditional events or regional festivals.



A 11th-grade student, identified as NL, shared: *"I used to be shy when asked to perform. But now I'm used to being in front of many people. I've also grown to like my own culture more. It feels great to play Gendang Beleg and represent my school."* This process reflects the highest form of character education—when values such as discipline, responsibility, confidence, and cultural pride are internalized and manifest in students' everyday behavior. In line with Sukardi's (2009) theory, value internalization is the ultimate goal of character education, as it shows that the learning process has led to sustainable personality transformation.

### **The Impact of the Gendang Beleg Extracurricular Activity on Students' Character Development"**

Based on the research conducted at SMAN 1 Terara, the Gendang Beleg extracurricular activity has been proven to have a significant positive impact on the character development of students. This impact did not occur instantly, but rather through a long process that began from the initial involvement of students in the activity. In the beginning, most students who joined the extracurricular program had various motivations—some were genuinely interested in traditional music, others simply wanted to try something new or followed their friends. Several students showed passive attitudes, lacked self-confidence, and had yet to understand the importance of responsibility within a group setting. However, over time, through consistent training and intensive social interaction, noticeable behavioral changes began to emerge.

Students were actively engaged in practice sessions held at least twice a week. They were trained to arrive on time, bring and take care of their own instruments, and follow the coach's instructions with discipline. Initially, it was common to find students arriving late, forgetting equipment, or lacking seriousness during practice. However, such behavior was not tolerated. Through patient and persistent guidance from the coach and senior members, new participants were directed to understand that their lateness or negligence could disrupt the entire team. From this point, a gradual awareness developed—each member holds an essential role in the success of every performance.

The social environment within the Gendang Beleg group played a key role in this character transformation. Students learned to remind and support each other and to build strong teamwork. They were not only trained to play music but also to coordinate performance formations, organize performance schedules, and make collective decisions. This process fostered a number of positive habits, such as taking initiative, participating in discussions, being open to criticism, and being responsible for their own tasks. Even when facing obstacles, such as the absence of a team member or broken instruments, students demonstrated the ability to solve problems collectively without blaming one another. One clear example of the positive impact of this activity is the transformation of a student identified as Zainul (grade XI), who was previously known to be shy and reserved. After actively participating in training and performing publicly several times, Zainul became more confident, took on leadership roles, and became involved in other

school organizations. NL even expressed that involvement in Gendang Beleq made them proud to be part of preserving local culture. Another student, Rafalipi (grade XII), also stated that through these training sessions, they learned the importance of time management, discipline, and teamwork.

This entire process reflects what Hurlock (1990) described that repeated and meaningful social experiences are fundamental in shaping an individual's character. In the context of the Gendang Beleq extracurricular activity, students not only gained technical experience in playing traditional musical instruments, but they also engaged in direct moral and social learning in real-life situations. Character formation took place through continuous experiences—weekly practices, group discussions, cultural performances, and collaborations with local art studios—all of which served as a platform for value internalization. The concrete impacts of this activity include increased discipline (students became more punctual and organized), a stronger sense of responsibility (each member recognized the importance of their role), greater self-confidence (students were more willing to perform and lead), improved teamwork (they supported one another and solved problems collaboratively), as well as a growing appreciation for local culture and a sense of nationalism (through the preservation of Gendang Beleq as a cultural heritage of the Sasak people). Additionally, participation in this activity influenced students' mindset changes—they became more open, tolerant, and able to prioritize group interests over personal ones.

In conclusion, the Gendang Beleq extracurricular activity at SMAN 1 Terara serves not only as a cultural preservation effort but also as an effective and sustainable character education medium. It has clearly shaped students into individuals who are cultured, responsible, and prepared to face future social challenges.

#### 4. CONCLUSION

Based on the research conducted at SMAN 1 Terara, it can be concluded that students' involvement in the Gendang Beleq extracurricular activity has a strong connection with their character development. This connection is built gradually through students' direct experiences during their participation in the activity, including regular practice, group collaboration, and performances. At the initial stage, many students showed passive attitudes, lacked self-confidence, and had not yet understood the importance of discipline and responsibility. However, over time and with consistent practice, they began to show significant positive behavioral changes. The regular training sessions, held at least twice a week, helped students develop habits of punctuality, responsibility for their instruments, and attentiveness to their coach's instructions. They also learned to complete group tasks together, maintain unity, and carry out their roles during performances.

Students were encouraged to think strategically and solve problems together when facing challenges, such as absent members or broken instruments. These routines gradually built positive habits, not

through coercion, but through a shared sense of responsibility and team commitment. The social environment within the Gendang Beleg group created a space where students could learn moral values naturally. They reminded and supported each other, modeled good behavior from their seniors, and grew in a collaborative atmosphere that fostered teamwork and mutual respect. Even students who were initially shy, like NL from grade XI, transformed into confident individuals, actively joined other school organizations, and expressed pride in preserving local culture. Another student, Rafalipi from grade XII, emphasized how the training taught him the importance of time discipline and group responsibility.

The positive impacts of this activity were clearly visible, including improvements in discipline, responsibility, self-confidence, teamwork, and a growing appreciation for local culture and nationalism. These values did not remain within the training sessions or performances only, but were reflected in the students' everyday attitudes and behaviors at school. Many students also showed a more open and tolerant mindset and became more willing to contribute positively to their social environment. Thus, the Gendang Beleg extracurricular activity serves not only as a platform for traditional music, but also as an effective and sustainable medium for character development among students at SMAN 1 Terara.

## AUTHOR CONTRIBUTIONS

The author was fully responsible for the entire research process. This includes determining the research topic, designing the research framework, collecting data through interviews, observations, and documentation, as well as analyzing the data using qualitative descriptive methods. The author also compiled, wrote, and revised the manuscript independently. All stages of this study were conducted with academic guidance and feedback from the research supervisor

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