

Implementation of School Co-Curricular Activities through the Saturday Program (PROSA)

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Abstract. The Saturday Program (PROSA) at SD Negeri Tlogowungu 02 is a co-curricular innovation designed to support 21st-century educational transformation. This program responds to the school's limited resources, small number of students, and need for more contextual, meaningful, and character-building learning experiences. PROSA is conducted every Saturday through five rotating activities: Sarijo, Sariman, Sarijan, Sadolan, and Saguta. These activities integrate healthy living habits, environmental awareness, gardening, entrepreneurship, and career introduction through the involvement of teachers, students, parents, and the local community. The program applies a Deep Learning approach based on the principles of honoring students, awareness, meaningful learning, and joyful learning. Assessment is carried out formatively and summatively through observation, reflection journals, portfolios, documentation, student products, and feedback from parents and the community. The implementation results show that PROSA improves students' responsibility, collaboration, creativity, independence, healthy living awareness, environmental care, and entrepreneurial skills. The program also strengthens partnerships among the school, families, and the community. However, the use of technology and parental participation still need further improvement. Overall, PROSA can serve as a relevant co-curricular model for developing students' competencies holistically in elementary schools.

Keywords: co-curricular activities; Saturday Program; deep learning; student character; elementary school

INTRODUCTION

Elementary education today is expected to develop not only academic achievement but also students' character, social competence, and 21st-century skills, including critical thinking, creativity, communication, and collaboration. These competencies are essential and are best developed through meaningful, contextual, and experience-based learning. A growing body of research shows that learning cannot rely solely on classroom-based instruction. Extracurricular and co-curricular activities play an important role in strengthening students' academic and non-academic development. Participation in structured school activities has been found to improve both academic performance and social competence (Covay & Carbonaro, 2010; Fredricks & Eccles, 2006). Similarly, organized extracurricular programs contribute to interpersonal competence and long-term educational success (Mahoney et al., 2003; Gilman et al., 2004).

Student engagement in school-based activities is also strongly linked to character development and positive behavior. School-based interventions designed systematically can improve social-emotional skills, prosocial behavior, and academic outcomes (Durlak et al., 2011; Jeynes, 2019). In addition, positive behavioral support systems have

been proven to reduce disruptive behavior and strengthen a conducive learning environment (Bradshaw et al., 2012; Horner et al., 2009; Osher et al., 2010). School climate and school culture also play a crucial role in educational success. A safe, supportive, and positive school environment contributes significantly to student achievement (MacNeil et al., 2009; Thapa et al., 2013). Moreover, school climate is closely related to educational equity and student learning experiences across different socioeconomic backgrounds (Berkowitz et al., 2017; Daily et al., 2019). Therefore, strengthening school climate is essential for improving overall educational quality.

Parental and family involvement is another key factor influencing student success. Research consistently shows that parental involvement is positively associated with academic achievement and children's social development (Fan & Chen, 2001; Hill & Tyson, 2009; Wilder, 2014). This involvement includes academic support at home, communication with schools, and participation in school programs. Strong school-family partnerships also contribute to better attendance, behavior, and student discipline (Sheldon & Epstein, 2002; Sheldon, 2007; Jeynes, 2012). Furthermore, character education and moral development are essential components in shaping

responsible and ethical learners. Role modeling and structured character education programs have been shown to influence students' positive behavior and long-term academic outcomes (Sanderse, 2013). This highlights the importance of integrating values and character formation into all aspects of learning activities.

Based on these findings, effective education requires an integrated approach that combines co-curricular learning, character development, school-family-community partnerships, and a supportive school climate. In this context, the Saturday Programs at SD Negeri Tlogowungu 02 is designed as an innovative co-curricular model that responds to these needs. *PROSA* stands for "*Program Sabtu* or Saturday Program", a set of activities carried out every Saturday on a rotating schedule from week one to week five. The program integrates contextual learning activities such as environmental care, entrepreneurship, gardening, and career introduction to develop students' 21st-century competencies in a holistic and meaningful way. Although many studies have examined extracurricular and co-curricular activities, limited research has explored how a structured Saturday-based co-curricular program can be implemented in a rural elementary school with limited resources. In addition, few studies have documented how school-family-community partnerships can be integrated into weekly rotating activities to strengthen students' character, environmental awareness, and entrepreneurial skills. Therefore, this study aims to describe the design, implementation, and evaluation of the Saturday Programs (*PROSA*) as a co-curricular innovation in elementary education.

METHODS

This study employs a qualitative descriptive approach to examine the implementation of the Saturday Programs as a co-curricular learning model in SD Negeri Tlogowungu 02. The research focuses on understanding how the program is designed, implemented, and evaluated in supporting students' holistic development, particularly in relation to 21st-century skills, character building, and school-community collaboration.

The study is grounded in current educational perspectives that emphasize the importance of 21st-century skills such as critical thinking, creativity, scientific reasoning, and problem-solving as core learning outcomes in modern education systems (Hilyana et al., 2026). These

competencies are essential for preparing learners to face complex and dynamic global challenges.

The research site is SD Negeri Tlogowungu 02, an elementary school located in a rural area with limited educational resources and infrastructure. The school has a small student population and a significant proportion of students from economically disadvantaged families. These contextual conditions provide a relevant setting for developing and analyzing an innovative co-curricular program aimed at improving learning quality beyond classroom instruction.

The participants in this study include students, teachers, parents, and community members who are directly involved in *PROSA* activities. Students participate as primary learners, while teachers act as facilitators and program designers. Parents and community members are involved as partners in learning activities, particularly in experiential and contextual learning sessions such as entrepreneurship, environmental care, and career introduction. The involvement of multiple stakeholders reflects the importance of collaborative learning ecosystems in strengthening scientific literacy and learning engagement (Sarwi et al., 2025).

Data collection is conducted through several techniques. Observation is used to record student engagement, learning processes, and interactions during *PROSA* activities. Interviews are conducted with teachers and selected parents to obtain in-depth information regarding perceptions, roles, and contributions to the program. Documentation is collected in the form of photos, videos, student portfolios, reflection journals, and program reports to support triangulation of findings.

The *PROSA* program consists of five structured activities implemented every Saturday on a rotating schedule, namely Sarijo, Sariman, Sarijan, Sadolan, and Saguta. Each activity is designed to develop specific competencies such as healthy lifestyle awareness, environmental responsibility, agricultural literacy, entrepreneurship, and career awareness. These competencies align with STEM-based and inquiry-oriented learning approaches that have been shown to strengthen students' conceptual understanding and environmental awareness (Sarwi et al., 2023).

The implementation follows three main phases: preparation, core activity, and evaluation-reflection. Data analysis follows an interactive model consisting of data reduction, data display, and conclusion drawing. Data are organized based

on themes such as student engagement, skill development, parental involvement, school-community partnership, and learning outcomes. Triangulation of sources and methods is used to ensure the validity and credibility of the findings. The study also evaluates the integration of Deep Learning principles, including meaningful learning, mindful engagement, joyful learning, and student-centered pedagogy. These principles are consistent with contemporary educational trends that emphasize the development of creative thinking and higher-order thinking skills through active and contextual learning environments (Negoro et al., 2024).

Assessment is conducted through formative and summative approaches using observation, performance assessment, portfolios, reflection journals, and feedback from stakeholders. The emphasis on reflective and inquiry-based assessment aligns with research highlighting the importance of strengthening scientific reasoning skills in teacher and student development (Sarwi et al., 2025). Through this methodological framework, the study aims to provide a comprehensive description of how PROSA functions as an innovative co-curricular model that supports holistic student development in elementary education, particularly in developing 21st-century competencies through contextual, collaborative, and experience-based learning (Hilyana et al., 2026; Sarwi et al., 2023).

RESULTS AND DISCUSSION

Design of the Saturday Program Co-Curricular Learning

The Saturday Program is designed to generate meaningful impacts for students, the school, and the surrounding community through five rotating activities implemented every Saturday. This program aims to develop students' environmental awareness, creativity, independence, as well as competencies in entrepreneurship and social engagement. The learning objectives include both character formation and knowledge development.

From a theoretical perspective, co-curricular and extracurricular learning play an important role in improving students' academic and non-academic outcomes. Participation in structured school activities has been shown to enhance interpersonal competence and educational success (Mahoney et al., 2003; Covay & Carbonaro, 2010). Such activities also support adolescent development by strengthening social skills, motivation, and engagement in learning processes

(Feldman & Matjasko, 2005; Fredricks & Eccles, 2006).

Character development is another essential outcome of structured school programs. Research indicates that well-designed educational interventions can significantly improve students' social-emotional competencies and behavioral outcomes (Durlak et al., 2011; Jeynes, 2019). In addition, school-wide behavioral support systems contribute to the reduction of disruptive behavior and the strengthening of positive school environments (Bradshaw et al., 2012; Horner et al., 2009; Osher et al., 2010). These findings emphasize the importance of structured, value-based learning experiences in schools.

School climate is also a critical factor influencing student learning outcomes. A positive and supportive school environment is strongly associated with higher academic achievement and better student behavior (MacNeil et al., 2009; Thapa et al., 2013). Moreover, school climate interacts with socioeconomic background and educational inequality, affecting students' learning opportunities and achievement levels (Berkowitz et al., 2017; Daily et al., 2019). Therefore, improving school climate through structured programs becomes an essential educational strategy.

Family and community involvement further strengthens educational effectiveness. Research consistently shows that parental involvement is positively associated with students' academic achievement and social development (Fan & Chen, 2001; Hill & Tyson, 2009; Wilder, 2014). Parental engagement also improves student attendance, discipline, and behavioral outcomes (Sheldon & Epstein, 2002; Sheldon, 2007; Jeynes, 2012). Furthermore, parental involvement is influenced by motivation, beliefs, and communication patterns between home and school (Hoover-Dempsey & Sandler, 1997; Pomerantz et al., 2007).

Character education and role modeling also play a crucial role in shaping student behavior. Effective character education programs contribute to both academic achievement and behavioral improvement (Sanderse, 2013). These elements highlight the importance of integrating values education into daily school practices.

Based on these theoretical foundations, the Saturday Program (*PROSA*) is designed as a structured co-curricular model that integrates environmental learning, entrepreneurship, health education, and career introduction. The program also strengthens school-family-community

partnerships and promotes active student participation in real-life learning contexts. In this way, *PROSA* supports the development of 21st-century skills, including collaboration, creativity, critical thinking, and communication (Voogt & Roblin, 2021; Wang & Degol, 2016).

Implementation of the *PROSA* Co-Curricular Learning Program

The implementation of the *PROSA* co-curricular learning program is conducted in a structured manner through Saturday activities carried out on a rotating basis from the first to the fifth week of each month. The program is designed as an interdisciplinary collaborative learning model integrated with the 7 *KAIH* Movement, which includes cleanliness, health, faith, independence, creativity, citizenship, and social skills. Each activity is designed to provide students with authentic learning experiences through hands-on activities, social interaction, character habituation, and learning reflection. In this way, co-curricular activities function not only as supplementary learning outside the formal curriculum but also as a space for holistic student competency development.

The implementation process consists of three main stages: preparation, core implementation, and evaluation-reflection. In the preparation stage, teachers, students, and parents collaboratively prepare materials, tools, learning spaces, and task

distribution according to the planned activity. This stage takes approximately 35 minutes on Saturday morning. Teachers provide initial instructions regarding learning objectives, rules, group division, and success indicators to be achieved. Students are actively involved to ensure they understand their roles before the activity begins. Parental involvement in this stage serves as support for activity readiness and strengthens the partnership between school and family.

The core implementation phase of the *PROSA* co-curricular program is conducted according to a structured weekly schedule. The program is designed as an experiential and interdisciplinary learning model that strengthens students' 21st-century skills through active participation in authentic learning contexts. Co-curricular activities have been widely recognized as an important factor in improving students' academic achievement, social development, and engagement in learning (Covay & Carbonaro, 2010; Fredricks & Eccles, 2006).

The implementation of *PROSA* generated various forms of student learning evidence across the five rotating activities. Each activity was designed to develop specific competencies related to healthy living, environmental responsibility, ecological literacy, entrepreneurship, and career awareness. A summary of the competencies, implementation evidence, and observed student behaviors is presented in Table 1.

Table 1. *PROSA* Activities, Competency Focus, Evidence, and Observed Student Behaviors

PROSA Activity	Main Competency Focus	Learning Experience	Observed Student Behavior
Sarijo Healthy Green Breakfast Saturday	Healthy lifestyle awareness and self-care	Students participate in a shared healthy breakfast and discuss the importance of vegetables, balanced nutrition, and healthy eating habits.	Students identified various types of vegetables, explained the benefits of healthy food, and showed increased willingness to consume nutritious meals.
Sariman Saturday School Garden Cleaning	Environmental responsibility, discipline, and collaboration	Students work collaboratively to clean the school environment, sort waste, water plants, and maintain school garden areas.	Students sorted waste, cleaned school areas, shared tasks with peers, and demonstrated responsibility for maintaining environmental cleanliness.
Sarijan Joyful Gardening Saturday	Ecological literacy, creativity, and problem-solving	Students engage in gardening activities, identify plants, practice planting techniques, and	Students planted and cared for school plants, proposed simple garden design ideas, and showed awareness of

		design simple school garden arrangements.	the importance of green spaces.
Sadolan Entrepreneurship Saturday Bazaar	Entrepreneurship, communication, creativity, and numeracy	Students prepare products, determine selling prices, promote goods, serve customers, and calculate simple sales results.	Students promoted products, interacted with buyers, calculated prices and sales outcomes, and demonstrated confidence in simple entrepreneurial activities.
Saguta Guest Teacher Saturday	Career awareness, communication, curiosity, and social respect	Students interact with guest speakers from parents, community members, professionals, entrepreneurs, health workers, farmers, or artists.	Students asked questions about professions, listened actively to guest speakers, connected career stories with daily life, and showed respect for community roles.

As shown in Table 1, each PROSA activity provides authentic learning experiences that connect students' daily practices with character formation and 21st-century competency development. The following section describes the implementation of each activity in more detail.

In the first Saturday, the "Sarijo" (Healthy Green Breakfast Saturday) activity is implemented through a shared meal between students and teachers. This activity aims to develop students' awareness of healthy eating habits, particularly vegetable consumption, as part of a balanced and healthy lifestyle. Teachers provide simple explanations regarding the benefits of nutrition for growth, immunity, and learning concentration. Students are also introduced to various healthy food choices in daily life. School-based programs that integrate health education contribute to students' social-emotional development and behavioral improvement (Durlak et al., 2011; Jaynes, 2019).

In the second Saturday, the "Sariman" (Saturday School Garden Cleaning) activity is conducted through community-based environmental work. Students engage in sweeping, waste sorting, weeding, watering plants, and organizing the school garden. This activity strengthens environmental responsibility, discipline, cooperation, and positive behavior. Research shows that structured school-wide behavioral programs can significantly improve student behavior and school climate (Bradshaw et al., 2012; Horner et al., 2009). A positive school climate is also strongly associated with improved academic achievement and reduced inequality in learning outcomes (Berkowitz et al., 2017; Daily et al., 2019; Osher et al., 2010).

In the third Saturday, the "Sarijan" (Joyful

Gardening Saturday) activity is implemented through gardening and school landscape arrangement. Students learn to identify plant species, practice planting techniques, and understand plant care as well as the role of green spaces in the school environment. They are also encouraged to develop creativity through simple garden design planning. Teachers guide students to observe environmental conditions, identify improvement needs, and propose design ideas appropriate to their developmental level. Such experiential learning activities contribute to interpersonal competence and educational success (Mahoney et al., 2003; Feldman & Matjasko, 2005). Environmental-based learning also supports students' responsibility and problem-solving skills.

In the fourth Saturday, the "Sadolan" (Entrepreneurship Saturday Bazaar) activity is conducted through a simple school bazaar. Students produce or prepare goods, set prices, promote products, serve customers, and calculate sales outcomes. This activity introduces basic entrepreneurship concepts in a contextual and practical way. Students learn production processes, communication skills, teamwork, decision-making, and responsibility. These experiences are strongly linked to extracurricular participation benefits that enhance motivation, achievement, and social competence (Eccles & Barber, 1999; Gilman et al., 2004; Wilson & Lipsey, 2007). Parental and community involvement in such activities also strengthens student development outcomes (Castro et al., 2015; Wilder, 2014).

In the fifth Saturday, the "Saguta" (Guest Teacher Saturday) activity is implemented by inviting parents, community leaders,

entrepreneurs, health workers, farmers, and artists as resource persons. They share knowledge and professional experiences based on their fields. This activity broadens students' understanding of social life, professions, work values, and community roles in education. Through interaction with guest speakers, students develop questioning skills, active listening, and respect for others' experiences. Parental involvement is consistently shown to improve students' academic and social development (Hill & Tyson, 2009; El Nokali et al., 2010; Pomerantz et al., 2007).

The integration of Deep Learning principles in PROSA is reflected through four key dimensions: valuing students, mindfulness, meaningful learning, and joyful learning. Students are respected as individuals with unique potential, and teachers act as facilitators rather than instructors. This aligns with evidence that school climate and supportive learning environments significantly influence student outcomes (Thapa et al., 2013; Wang & Degol, 2016). Students are guided to understand the impact of their behavior on health, environment, and social relationships, while learning remains connected to real-life experiences such as healthy eating, environmental care, entrepreneurship, and community interaction.

Learning experiences in PROSA follow three stages: understanding, application, and reflection. Students first build conceptual understanding through explanation, discussion, observation, and questioning. They then apply knowledge in real contexts such as gardening, cleaning, entrepreneurship, and social interaction. Finally, they reflect on their learning experiences to identify understanding, challenges, and behavioral improvements. Reflective learning and character development are essential components of effective education programs (Sanderse, 2013; Jeynes, 2012).

The PROSA learning framework includes pedagogical practice, learning environment, learning partnerships, and digital utilization. Pedagogical practice emphasizes active, collaborative, and student-centered learning. The learning environment extends beyond the classroom to gardens, school yards, bazaar areas, and community spaces. Such expansion of learning environments supports contextual and meaningful education (MacNeil et al., 2009; Thapa et al., 2013).

Learning partnerships involve parents and community members in multiple stages of learning. Parents support preparation, accompany

activities, act as resource persons, and provide feedback. Community involvement strengthens the educational ecosystem and improves student outcomes (Sheldon & Epstein, 2002; Sheridan et al., 2017). Digital tools are used in a simple way to support learning through images, videos, documentation, and student reflection tasks. This also contributes to gradual development of digital literacy skills (Chourio-Acevedo et al., 2024; Voogt & Roblin, 2021).

Assessment in PROSA is conducted through formative and summative approaches. Formative assessment includes observation, anecdotal records, group discussions, reflection sheets, and performance tasks. These methods help monitor student engagement, collaboration, responsibility, communication, creativity, and environmental awareness. Positive behavioral interventions and continuous feedback improve student learning outcomes and behavior (Bradshaw et al., 2012; Horner et al., 2009).

Summative assessment is conducted at the end of the program cycle using portfolios, student products, documentation, reflection reports, and stakeholder feedback. Assessment focuses not only on outcomes but also on learning processes, including character development, critical thinking, creativity, social skills, and citizenship. School programs that integrate academic and behavioral dimensions contribute to more equitable and meaningful educational outcomes (Berkowitz et al., 2017; Gregory et al., 2010; Wang & Degol, 2016).

Overall, the PROSA program functions as a structured co-curricular model that integrates experiential learning, community involvement, and character education. It supports the development of students' 21st-century competencies through real-life learning experiences that are meaningful, collaborative, and reflective (Voogt & Roblin, 2021; Yıldız & Ecevit, 2024).

CONCLUSION

The implementation of the PROSA co-curricular program demonstrates consistent positive outcomes in strengthening students' competencies across cognitive, social, and behavioral domains. Evidence derived from activity documentation, student portfolios, and performance artifacts indicates that each structured activity contributes meaningfully to students' holistic development.

Stakeholder feedback further supports the

effectiveness of the program. Students reported high levels of engagement and enjoyment in participating in PROSA activities. Teachers observed improvements in responsibility, teamwork, and environmental awareness, while parents highlighted meaningful learning experiences beyond classroom instruction. These perspectives reinforce the program's relevance and practical value in elementary education contexts.

For future implementation, program enhancement should focus on expanding parental involvement, particularly in entrepreneurship-based activities, and strengthening the integration of digital tools in learning processes.

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