

Fostering Students' Creativity Through Hinduism Education-Based Bincang Esaba Program

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Abstract

SMP Negeri 1 Bangli has many types of extracurricular activities. These extracurricular activities' implementation can support achieving one of the school's objectives. The implementation of extra activities is carried out after intra-curricular activities are carried out with the determining the schedule submitted to the agreement of each extracurricular manager with its members. One of them is journalism extracurriculars. A mutual agreement as a contract for the activities implementation is determined together at the beginning of the school year before the activities begin. A detailed work program is a reference for the wheels of activity. Activities packed with various activities are the main attraction for students' participation. This extracurricular activity has the main objective of fostering students' competence in the field of journalism through writing and speaking activities. Specifically, this study emphasized the implementation of extracurricular activities in fostering students' potential for linguistic-verbal competence through various group-based speaking activities. Bincang Esaba' was an activity that focused on verbal activities and character building of journalism extracurricular members. This study used a qualitative descriptive approach. Conclusions were drawn from analyzing the various interrelationships of participants with multifaceted, interactive strategies, such as direct observation, participatory observation, in-depth interviews, documents, and complementary techniques, such as photographs, recordings, and others. The study concluded that implementing journalism extracurricular activities at SMP Negeri 1 Bangli ran well according to the work program that had been prepared, and 'Bincang Esaba' could foster the linguistic-verbal intelligence of students who were its members.

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Introduction

School is the spearhead of formal education in Indonesia. School is a system that requires solid cooperation from all elements, from the principal as a leader to the lowest elements in the school. In addition, education is a system (Dantes, 2020). Education is a conscious and planned effort carried out to create a learning atmosphere so that students actively develop their potential to have spiritual and social strength and excellence, reliable thinking skills, a sense of empathy and sympathy, and skills that will be very useful for the country, the surrounding social environment and themselves. It aligns with what has been mandated in the National Education System Law No. 20 of 2003.

The purpose of education is to develop all the potential students possess academically and non-academically, both in terms of cognitive, affective, and psychomotor. As a place where the entire teaching-learning process is conducted, a school can provide unlimited space for students to explore all the assets they have (Suparlan. (2006). Thus, they later can become intelligent humans, able to prosper and answer all their challenges, especially in this rapidly developing world, but still based on culture and Pancasila.

Speaking of 21st century education, especially in the industrial era 4.0, the development of hard skills and soft skills is the main challenge for schools today. Schools are challenged to improve the quality of education with various efforts.

The phenomenon of education today emphasizes meaningful education. The implementation of Merdeka Curriculum (Kurikulum Merdeka) implies the implementation of an educational process that liberates students. The word liberating means that students feel no pressure when carrying out their learning activities at school. Students are free to explore their talents and interests and express themselves in their way. Therefore, schools are expected to be the best place to guide students' independence. Thus, it is expected that students can foster the character of Pancasila Students to the fullest through activities at school.

Ki Hajar Dewantara laid the foundation that the purpose of education is to provide appropriate services based on the potential brought from birth by a child with the principle of liberating education. Thus, they can develop the gifts that exist in themselves, which can later be used as provisions to realize a happy life (Towaf, 2016).

Human beings are not born like a blank sheets of paper. In fact, they already carry their potential. It is why every individual is unique. These potentials will develop into competencies primarily influenced by the surrounding environment (Yasa, 2020). Therefore, one question arises, how can schools create a conducive environment and a variety of positive activities? It is to be a fertile place for the growth and development of these potentials so that they become superior competencies.

Extracurricular is a school activity carried out outside of lesson hours (intracurricular) which functions as a forum for developing the talents and interests of students. Extracurricular activities are an extension of the curriculum implementation, which aims to provide a platform for the development of the personality, skills, interests, and abilities of students managed by schools and carries out by the extracurricular coach (Regulation of the Minister of Education and Culture No. 18A of 2013). These extracurricular activities are expected to help students have functional competencies (life skills) for the following student's life. The role of extracurricular coaches is significant in implementing these extracurricular activities. It is clearly stated that the extracurricular coach's task is to plan, direct, implement, and evaluate the extracurricular activities so that they continue to run according to their function and do not interfere with the process of implementing intracurricular activities at the school (Suryosubroto, 2002). Extracurricular coaches can be from inside or outside the school and have competence in the field. However, extracurricular coaches are generally appointed from inside the school, either by educators or education personnel.

Humans (students) are believed to have developed seven kinds of intelligence that can help them succeed in the future (May Lawin et al., 2008). The book states the opinion of Dr. Howard Gardner in his book *Frames of Mind: The Theory of Multiple Intelligences* (1983) that intelligence has seven components. He named these seven components multiple intelligences. The seven intelligences are linguistic-verbal intelligence, logical-mathematical intelligence, spatial-visual intelligence, rhythmic-musical intelligence, kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. Further explanation is that someone must be able to master most of these multiple intelligences to be truly intelligent. However, it is rare to master all of these intelligences, but at least someone must master four to five of the seven intelligences. The nurturing of someone's intelligence can be a medium for the growth of another. He also said that academic results and IQ tests are weak predictors of accurate intelligence because they only measure a person's linguistic-verbal and logical-mathematical abilities. A person can have a high IQ score and score well in school on all exams but may not have the intelligence

necessary to succeed in life. It is in line with the results of many studies and surveys conducted and states that a person's success is not only determined by academic mastery.

Based on facts seen and visible at SMP Negeri 1 Bangli, students mostly choose dancing, singing, drumming (tabuh) extracurricular, and sports extracurricular, such as badminton, basketball, or futsal. Students may like these activities, which provide fun physical activities.

The question arises from this discussion, how can schools foster this intelligence, especially in the verbal intelligence of their students? Therefore, it considers to have an essential role by providing a place in the form of extracurricular activities for developing this intelligence. Journalism is one of the extracurricular activities carried out at SMP Negeri 1 Bangli, whose primary purpose is to guide students who have interests, talents, and interests in the field of journalism as well as the cultivation of noble character according to the profile of Pancasila Students (Pelajar Pancasila). This extracurricular activity aims to develop linguistic-verbal, kinesthetic, interpersonal, and intrapersonal intelligence in students. The main focus of extracurricular coaching at this school is improving students' writing and speaking skills. In addition, this study focuses more on improving students' speaking skills. Through the various activities carried out, it can also foster various positive characters of its members.

In terminology, it can be said that journalism is the collection of news material (reporting), reporting events (reporting), writing news (writing), editing news scripts (editing), and presenting or disseminating news (publishing/broadcasting) through the media. Kamus Besar Bahasa Indonesia (KBBI) (<https://kbbi.web.id/jurnalistik>) states journalism concerns journalism and newspapers. Electronic journalism is also described as journalism that involves electronic devices as media, such as processing and broadcasting news through radio or television.

Research on extracurricular journalism has also been carried out by several other authors, such as Yuspidayanti, et al. (2018). In addition Apriliyandari & Imron, A. (2014) also conducted similar research, described in their writing entitled "Management of Journalism Extracurricular to Improve Students' Writing Skills".

These two writings revealed the implementation of journalism extracurriculars that focused on writing activities. However, many meanings from these writings could be applied in implementing journalism extracurriculars at SMP Negeri 1 Bangli, especially in activities to improve students' speaking skills. There were similarities between these studies, but the difference was that this study emphasized the implementation of journalism extracurriculars, which focused more on improving students' speaking/verbal competence

and character growth. It triggered the author's interest in conducting research in this field and pouring it into an article entitled "Bincang Esaba' Fostering Generation Creativity of Culture-Based Students at SMP Negeri 1 Bangli".

The implementation of extracurricular activities is an activity organized by the school to support the achievement of school goals. The success of extracurricular activities is highly dependent on their management. An article by Apriliyandari & Imron (2014) states that four management functions were planning (as planning), organizing (stages of activity implementation), directing (implementation of activities and guidance), and controlling (supervision and evaluation of program implementation) (Kurdian and Machali, 2012). The '7M' principle complemented this management function, namely man (humans involved), money (money/funding), materials (materials and tools/infrastructure), methods (methods/techniques), machines (machines), markets (markets) and times (time). It was very appropriate because the implementation of journalism extracurricular at SMP Negeri 1 Bangli required to begin with planning, implementation, and evaluation by maximizing school assets (human assets, facilities and infrastructure, environment, etc.) owned based on the asset assessment that has been done before. The principal and his staff would prepare the things needed to facilitate the implementation of the extracurricular activities, including funding, infrastructure, and others.

The author described in detail starting from planning, implementing, and evaluating the implementation of journalism extracurriculars (especially in speaking/verbal competence) at SMP Negeri 1 Bangli. The research object was students who were members of journalism extracurriculars at SMP Negeri 1 Bangli, regardless of their grade level, whether students were in grade VII, VIII, or IX.

SMP Negeri 1 Bangli is a school located in the central city of Bangli district and has become a favorite school in the Bangli district until now. In addition, it also has become one of the barometers of secondary/junior high school education in the Bangli district.

One thing that interested the author in conducting research at SMP Negeri 1 Bangli was how the school improves students' verbal intelligence in its journalistic extracurricular activities. Generally, journalistic activities emphasize the writing skills of their members. This development era required linguistic-verbal intelligence to be able to support someone's success in the future.

Data were collected using direct observation, where the researcher was directly present when the implementation of journalism extracurriculars was carried out. The researcher conducted technical interviews with journalism extracurricular coaches and members,

school principals, vice principals for curriculum, vice principals for student affairs, vice principals for infrastructure and public relations, and student council (OSIS) administrators in charge of extracurricular activities at SMP Negeri 1 Bangli.

Based on the explanation above, this study aimed to describe the implementation of journalism extracurricular, especially activities to improve students' speaking/verbal competencies, starting at stage 1. Planning journalism extracurriculars, 2. Implementation of journalistic extracurricular activities, and 3. Evaluation of the implementation of journalism extracurriculars at SMP Negeri 1 Bangli.

The researcher put it in narrative form in the implementation of this study. The data obtained were analyzed and concluded to determine whether it was true that journalistic extracurricular activities could improve linguistic-verbal competence in journalistic extracurricular members at SMP Negeri 1 Bangli. Checking the data validity was carried out by extending the implementation of observation, utilizing surveys, increasing persistence in research, and implementing triangulation, a technique for checking the data validity by comparing research objects with interview/survey results. Data collection started from the stages of preparation, implementation, and reporting of research results.

Method

This study was a descriptive qualitative approach. Data and data sources by utilizing primary and secondary data sources. Primary data were obtained from interviews with the principal, vice principals, and journalistic extracurricular members of SMP Negeri 1 Bangli. This research uses data collection techniques of observation, interviews and literature study. The process of analyzing descriptive data in this study by classifying data is carried out by grouping data based on data collection techniques. The data analysis technique in this study used a descriptive data analysis process including data classification carried out by grouping data based on data collection techniques. The data grouping consists of data obtained from observation, interviews, and literature study. Data analysis techniques using data triangulation.

Results and Discussions

The implementation of journalism extracurriculars at SMP Negeri 1 Bangli was under the direct supervision of the Principal of SMP Negeri 1 Bangli as the person in charge of the program. Before the commencement of journalistic extracurricular activities, a meeting was held and attended by the principal, the vice principal for curriculum, the vice principal for infrastructure and public relations,

and the coaches of journalism extracurriculars. This initial meeting was held at the beginning of the school year. This meeting discussed the program that the coach had designed, how to recruit members, the plan for implementing activities, and the evaluation that would be carried out to determine the success of achieving the extracurricular goals. This initial meeting aimed to provide complete information and understand the implementation of the extracurricular program. Through these discussions, improvements, and input in the form of positive suggestions would be obtained to improve the program. The results of this deliberation would be used as the basis for running the wheels of journalistic extracurricular activities at SMP Negeri 1 Bangli. The journalism work program was prepared very simply with various activities by considering other activities carried out by students. Thus, this activity did not affect inter-curricular activities and other school programs.

After this initial meeting was held, further meetings and deliberations were held among the journalism coaches of SMP Negeri 1 Bangli. It aimed to make more detailed strategic implementation plans, including recruitment and evaluation plans that would be implemented. A work program equipped with a detailed strategic plan was beneficial in implementing these extracurricular activities. Thus, activities remained focused on achieving the set goals. All members understood their duties and obligations and were clear about the direction of the extracurricular activities. Furthermore, this work program was socialized to all school members so that everyone also obtained clear information about this extracurricular.

Journalism extracurricular activities at SMP Negeri 1 Bangli were led by three coaches. The main extracurricular activity was to improve the student's ability (members) in journalism and character building. This study focused on implementing extracurricular activities to foster linguistic-verbal abilities and the habituation of positive characters of its members through various programmed activities. It was believed that the cultivation of linguistic-verbal intelligence could trigger the cultivation of other intelligence, such as interpersonal and intrapersonal intelligence.

Linguistic-verbal intelligence refers to the ability to organize thoughts clearly and use this ability competently through words to express these thoughts in speaking, reading, and writing (Lwin et al., 2008). Speaking skills are often one of the most essential aspects when forming a first impression. For example, an influencer can mesmerize their audience, regardless of appearance and attire. Speaking skills are a significant aspect of verbal intelligence.

'Bincang Esaba' is the program's name in journalism extracurricular to accommodate activities in the form of various activities to grow the verbal abilities of its members. This activity could not be separated

from other program activities because it would undoubtedly begin with news writing and end with news publication activities (Tandiseru, 2015; Syaharuddin, et al. 2020). News publications could utilize various media, including video media, podcasts, vlogs, TikTok, or other media mastered and liked by members and according to the creativity of each member. However, it was still emphasized that the work produced through any media must still pay attention to applicable ethics, norms, and culture (Gunada, et al, 2023; Laksana, et al, 2021).

The 'Bincang Esaba' activity is a creative platform for schools to respond to the challenges of advancing education in the 21st century. Linguistic-verbal ability is one of the competencies that students must possess. Another purpose of the work program is to motivate children's confidence to confidently convey their thoughts verbally through opinions, questions, suggestions, and positive criticism of something. But it is also expected to be able to provide solutions to problems found around it. Another goal of this extracurricular activity is the growth of the character of its members. The rapid development in the world of technology and informatics significantly impacts the world of education. Therefore, the 'Bincang Esaba' activity allows its members to utilize the technological media they master. In addition, it opens up space for collaboration through teamwork in its activities.

The description above aligns with the principle of Merdeka Belajar (Freedom of Learn) in implementing the Merdeka Curriculum by implementing liberating education launched by the government. Implementing the 'Bincang Esaba' activity gives its members the freedom to be creative, so the activity becomes fun. Through this activity, it is also expected to grow the noble character of its members (Wirata, 2022).

Recruitment of journalism extracurricular members was not coercive and was carried out at the beginning of the school year. The program socialization was carried out through media owned by the school, such as WAG (School WhatsApp Group, homeroom WhatsApp, journalism extracurricular WhatsApp), or in flag ceremony activities held at school and through school morning activities when gathering in the field to carry out morning prayers together. The members were recruited based on the program that had been prepared. The main thing was that any student interested in the world of journalism could join, whether in class VII, VIII, or IX.

The activities implementation, including the determination of activity schedules, forms of activity, and evaluation, was determined together through deliberations between the coaches and journalism extracurricular members who have stated their participation as members (Sukabawa, 2020; Risyanti & Rahayu, 2023). The preparation of a collective agreement was essential to be carried out to form the basis for the implementation of this journalism extracurricular activity.

All activities in it run based on a joint agreement compiled together. It was a memorandum of understanding/learning contract in extracurricular journalism activities at SMP Negeri 1 Bangli. In addition, it was also mutually agreed that the schedule for implementing extracurricular journalism was every Thursday from 14.00 to 15.00 WITA, once a week. Extracurricular activities were carried out after intra-curricular activities were over.

The reality was that very few students were interested in joining this extracurricular program. The main reason was that students felt incapable and lacked confidence. They thought that they had no talent in this field. They imagined that journalism was difficult and complex. They assumed they had to be writers like professional journalists and be able to perform public speaking.

To overcome this problem, meaningful and continuous socialization is necessary to be carried out by providing examples of activities in these extracurricular activities and through testimonies from extracurricular participants. Coaches must also motivate students as often as possible not to be afraid to try because they will never know they have this potential without trying. The proverb 'Do not know thus do not like' (Tak kenal maka tak sayang) is appropriate.

The biggest obstacle faced in attracting students to join is the need for more confidence. It is realized that not everyone can have high self-confidence easily. As long as someone still has a strong and stable will, efforts to overcome insecurity can still be carried out. This challenge is homework for coaches. Self-confidence is affected by the child's background and starts from the family environment. However, it is believed that the school environment is most influential in fostering this sense of confidence (Murniti, & Marselinawati, 2023).

The 'Bincang Esaba' activity was implemented in a middle school at the junior high school level. Hence the program objectives were not heavy. Journalistic competence skills with the cultivation of basic linguistic-verbal competence are the focus of implementation, with the primary goal of fostering children's confidence through fun activities, such as fostering the courage to ask questions or train children to discuss, providing opportunities for conversation between members, practicing completing stories, word association activities, playing stories, and storytelling their experiences or others. Verbal competence development includes understanding the proper pronunciation of letters and words, practicing intonation and voice volume, and practicing facial expressions and gestures.

The characteristics of basic linguistic-verbal intelligence include speaking in sentences, understanding and following commands, imitating and role-playing, and stringing words together to communicate (Lwin et al., 2008).

Activities that provide opportunities to communicate ns with members. This activity is carried out by inviting extracurricular members to chat about a theme determined together. In this activity, the coach's role is only to observe without interrupting their activities and make notes that are deemed necessary and to be discussed after the activity is carried out. Experience has shown that children who isolate themselves too much by reading books alone are less likely to be able to talk and communicate with others. Through this conversation activity, it is expected that it can bridge the extra members who have been too happy to be alone.

Story completion activity. It is a fun way to introduce students to the world of imagination and storytelling. The activity remains in groups with members determined by the extracurricular members. This activity begins with determining the type of story that will be made based on nouns or other words based on agreement. The activity starts with the first member mentioning a word and continues with the second member mentioning a word and stringing it with the word mentioned by the first member. Thus, so on in a circle. Through this activity, students are trained to pay attention when others speak and can remember the essence of the conversation. In addition, this activity raises an attitude of mutual respect, patience in waiting for their turn to speak, and paying attention to others.

The word association activity is an activity that trains participants to learn to connect words with specific events. The activity begins by determining the event that will be the theme. Then, participants write down their knowledge of the event on a piece of paper. Then, the papers are collected. The extracurricular coach can guide members to add their knowledge about the event besides what they have written on the paper before. Complementarity between members is emphasized in this activity. Through this activity, participants are also trained to discuss, ask questions, respond, and respect each other appropriately.

Story play activity. This activity is appropriate for learners who are ready to try role-play and imaginative play. The activity starts with choosing a story that will be the theme. Learners sit in their groups. Groups can be four or five members. Make sure the story has as many roles as there are members in the group. One group member reads the story aloud so all members can hear clearly. Then, the paper is distributed to each member according to the number of roles in the story (Kusuma & Subawa, 2022).. Each member writes down the characters in the story. Then each participant chooses and agrees on the character they will play (Sudarsana, et al, 2019). Furthermore, students are asked to compose dialog according to their understanding with their own sentence style in making dialog in accordance with the story that was read at the beginning. After all

members are ready, the role-playing/drama performance is carried out with the journalistic members' dialogue-style version at the end of the activity.

After going through the activities above, the journalism members are given the opportunity to practice conducting interviews with an agreed theme. The opportunity is given to the members who are ready to carry out interview sessions with figures involved in school activities, such as if there is a visit from an outside school, during language month activities, competition activities, or school birthday celebrations. Furthermore, the interview results are presented in written form and published in the school magazine (*Gempita Esaba*) or in a verbal form in the '*Bincang Esaba*' program or with other media in the form of vlogs, videos, or TikTok (according to student's creativity). This implementation is inseparable from the guidance and supervision of extracurricular journalism coaches.

Based on the explanation above, it can be seen the importance of the role of the journalism coach in the school's extracurricular. The coach remains the leading actor in smoothly implementing these extra journalistic activities. The coach must be able to explain each activity clearly to all members. During the activities, the coach always pays attention to the activities carried out by the members. If something is not right, the coach plays a role in helping it to match what has been conveyed. The coach also acts as an innovator, so members remain enthusiastic about participating in activities. Ice breaking can be done between activities to make the atmosphere more exciting. The coach's role is also as a servant ready to help students overcome obstacles and problems while participating in these extracurricular activities.

The extracurricular journalism coaches at SMP Negeri 1 Bangli not only play a role when transferring knowledge to students as the extracurricular members. However, they are challenged to find new breakthroughs to bring fun activities. The motto of lifelong learning is very appropriate for these coaches. Education implementation that shows students as subjects and learning objects is robust through their various activities.

In carrying out their role, coaches must also understand and know students' profiles who are members of the journalism extracurricular. It is essential, considering that each individual is unique. With this understanding, coaches can provide the right services in the right way. All activities in journalism extracurricular activities are always packaged in the form of groups. It is to make it easier for members to understand and carry out these activities. Groups are a powerful way to open up space for collaboration in an activity. It allows for interaction between individuals with different backgrounds. Through

this interaction, it can enrich students' good experiences in social life. In addition, it can foster students' interpersonal and intrapersonal intelligence. Activities are organized as interestingly as possible, hoping members will feel energized and not bored. The happiness felt during the activity becomes a motivation to continue participating in the next activity. Besides, it will also be a powerful way to attract other students to join the extracurricular journalism program. This activity can be done in the classroom and outside the classroom, for example, in the school garden (Utama & Sudarsana, 2023).

Students who are journalism extracurricular members at SMP Negeri 1 Bangli are also the main actors in its success in achieving the set goals of extracurricular implementation in the programs that have been prepared. Internal motivation is a person's greatest asset because no matter how much external factors encourage a person, it will never work if that person does not also try to develop their potential. Difficulties must exist, but armed with determination and willingness to collaborate with coaches and extracurricular members will help overcome the obstacles faced.

The role of Student Council (OSIS) administrators in charge of extracurricular activities is that they know exactly the program, implementation, and evaluation of the journalism extracurricular implementation. They must take part in the activities carried out. Another goal is that they also become a promotional medium for other students to be interested in participating in this extracurricular.

The role of the principal as the person in charge of the journalism extracurricular program at SMP Negeri 1 Bangli is as a general supervisor of program implementation. Carry out regular monitoring and evaluate the achievement of the extracurricular program objectives. In addition, the principal becomes a place to discuss with the coaches and find solutions together to the problems faced by the extracurricular managers. The evaluation results will be analyzed together and determine programs that still need to improve their quality. In this case, fulfilling the infrastructure required for extracurricular activities is the primary concern. The school will try to fulfill it even though it cannot be implemented simultaneously.

Another obstacle faced in implementing journalism extracurriculars is the member attendance problem. Most of the reasons students give are the simultaneous implementation of extracurricular activities, so they take turns following the extracurricular activities they participate in. In this case, the coach can have a meaningful discussion with the student. Suppose there are too many extracurricular activities for a student to participate in. In that case, they should be given the opportunity to reconsider which extracurricular activities to choose so that they are not wasted. If there are other reasons for a student's absence due to illness or permission to participate in other activities.

In that case, students can inform in advance to the coach before carrying out the journalism extracurricular activity. This notification can be carried out by utilizing the existing WhatsApp Group (WAG) media or direct delivery from the parents/students.

From all of the activities that have run very well, one activity program that must receive more attention from the coach and the school is the unrealized desire of students to make podcasts. It is due to the fact that the supporting facilities for podcast implementation activities have yet to be maximized. Meanwhile, the implementation is only through storytelling/news delivery activities or interview results manually or with simple videos using the participants' cell phones. It has received special attention from the school and is temporarily circumvented using the school's mic/sound system. Hopefully, it can be realized soon in the future.

Based on the description of the journalism extracurricular implementation at SMP Negeri 1 Bangli, it can be concluded that the activities went very well. The planning of extracurricular activities is carried out at the beginning of the activity. It runs well and is based on the deliberations results of the school principal with the coaches and student council (OSIS) administrators in charge of extracurricular activities at school. The implementation of extracurricular activities has run according to the existing work program. In implementing the program, the obstacles or constraints faced have also been appropriately overcome, even though it needs to be motivated again so that more students want to participate in journalism extracurriculars. It is also a challenge for the coaches, especially to continue to motivate themselves to increase their knowledge in the field of journalism. Thus, they can add new creativity, which is expected to attract students to join. Infrastructure support from the school needs to be added, especially tools to carry out podcasts at school. Extracurricular activities evaluation was carried out. It can be seen from the extracurricular activities journal, attendance lists, and the work results of extracurricular journalism members.

During the implementation of these extracurricular activities, the students' self-confidence has grown, and verbal skills have begun to appear even through simple activities. The coaches provide guidance and coaching patiently and are ready to help students when they face difficulties. The work results of extracurricular members have begun to appear in the Gempita Esaba magazine. The courage to conduct interviews has been evident in most extracurricular members.

From the explanation above, all elements in this journalism extracurricular make the maximum effort. It shows that all parties determine the program's quality and progress. All efforts are implemented and applied to overcome all obstacles encountered. With this shared spirit and collaboration, it is the main capital for

achieving the program objectives and supporting the realization of improving the quality of education at SMP Negeri 1 Bangli.

Conclusions

Journalism extracurricular was one of the many extracurricular activities available at SMP Negeri 1 Bangli. Extracurricular activities are activities that can support the achievement of school objectives as a forum for the development of the potential possessed by students according to their interests. A student's participation in an extracurricular activity cannot be forced. However, sometimes students do not realize that they have hidden potential. It was where the main role of schools was to be able to help students discover their potential and help to develop them. Thus, these potentials could become superior competencies, leading students to realize their goals and later achieve a safe and happy life. In the school's efforts through extracurricular activities, the school must still pay attention to the nature of students and provide unlimited space for creativity through various fun activities.

'Bincang Esaba' was one of the journalism extracurricular activities at SMP Negeri 1 Bangli. The primary purpose of this activity was to foster verbal-literacy intelligence in the students who were its members. Verbal intelligence is one of the valuable skills today. It aligns with the demands of an increasingly developing era, which also follows the world of technology and informatics development. Lack of confidence was one of the reasons for students' lack of interest in joining. In addition, it was coupled with the students' narrow understanding of the meaning of journalism. They already hesitated beforehand, imagining the professional journalistic tasks they knew. Most students preferred other types of extracurricular activities, such as dancing, singing, and sports extracurricular, such as basketball, badminton, and futsal. However, these issues were handled well by the coaches. Showing and socializing consistently and strengthened by testimonials from members who had joined could be a powerful solution to increase students' interest. The implementation of extracurricular activities was in accordance with the work program and collective agreement prepared. The schedule for implementation and the type of work was mutually agreed upon. Journalism extracurricular activities did not apply punishment to their members. It aimed not to increase students' fear of participating in this activity. If members had obstacles and they will be resolved mainly through discussions that were packaged in such a way by listening to the problems presented and the coach guiding the students to find the best solution that could be implemented. Generally, the problem faced was that their activities clashed with the schedule of journalism extracurricular activities. Most

students participated in two or more extracurricular activities. Therefore, it could be concluded that the implementation of journalism extracurricular at SMP Negeri 1 Bangli was running well and could foster the students' verbal skills who were its members.

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