

Management of Student Character Education Through Cheerleading Extracurricular Activities in the City of Surabaya (Multi-Site Study at SMPN 17 and SMPN 12 Surabaya)

 <https://doi.org/10.31004/jele.v10i6.1881>

* Lucia Ayu Kristiani , Karwanto, Amrozi^{abc}

¹²³Universitas Negeri Surabaya, Indonesia

Corresponding Author: Luciaayuk0603@gmail.com

A B S T R A C T

This study aims to explore the management of cheerleading extracurricular activities in fostering students' character at SMP Negeri 12 Surabaya and SMP Negeri 17 Surabaya. Employing a qualitative approach with a multi-site case study design, the research focuses on understanding how schools organize, implement, and evaluate cheerleading programs to develop values such as discipline, responsibility, cooperation, leadership, and sportsmanship. Data were collected through participant observation, in-depth interviews with students, coaches, and school principals, as well as document analysis. The analysis was conducted using a descriptive-inductive method involving data reduction, presentation, and verification. To ensure data validity, triangulation of sources and methods, prolonged observation, and thorough examination were applied. Findings indicate that cheerleading extracurricular activities contribute significantly to character development by providing opportunities for students to practice collaboration, responsibility, and leadership in authentic contexts. The study also identifies supporting and inhibiting factors that affect the effectiveness of character education through these activities.

Keywords: *Cheerleading, Extracurricular Activities, Character Education, Qualitative Study, Case Study, Surabaya*

Article History:

Received 10th December 2025

Accepted 27th December 2025

Published 29th December 2025



INTRODUCTION

Education is a planned process that aims to shape, direct, and develop individual abilities, potentials, and character as a whole. This process not only emphasizes the intellectual aspect, but also includes the emotional, moral, spiritual, and social dimensions (Santrock, 2019; Nurgiyantoro, 2020). Darling-Hammond, Flook, Cook-Harvey, Barron, and Osher (2020) emphasize that effective education must integrate cognitive, affective, and psychomotor development so that learners are not only academically intelligent, but also socially and emotionally mature. In accordance with the mandate of Article 31 Paragraph (3) of the 1945 Constitution of the Republic of Indonesia, the government is obliged to organize a national education system as an effort to educate the nation's life. Education not only plays a role in transferring knowledge, but also forms the ability to think critically, creatively, and reflectively, so that students can make wise decisions, adapt to change, and solve real-life problems. Education in Indonesia has a dual responsibility, namely to educate the life of the nation and form human beings with noble character according to the values of Pancasila (Berkowitz & Bier, 2007; Nurgiyantoro, 2020).

In the context of education management, management has a strategic role in ensuring that all resources—humans, infrastructure, time, and policies—are managed effectively and efficiently to achieve educational goals (Hasibuan, 2013; Terry, 2005). The implementation of character-based education management is important considering that the management of character education in Indonesia has often not been implemented consistently. Character

education is the main foundation in forming a generation that is not only intellectually intelligent, but also responsible, caring for others, and having noble character (Muslich, 2011; Scott, 2017; Lickona, 2012). Previous research has shown that schools that integrate character values in learning management improve the academic and non-academic quality of students (Suyatno, Sukarno, & Widiarti, 2019; Benninga, Berkowitz, Kuehn, & Smith, 2016). National policies through Permendikbud No. 20 of 2018 also emphasize the need to integrate religious, nationalist, independent, mutual cooperation, and integrity values in education management (Ministry of Education and Culture, 2018).

Extracurricular activities are one of the effective means of shaping the character of students because they allow direct practice of moral values, cooperation, and social responsibility (Syafrina, Rahmawati, & Lestari, 2023; Wibowo, 2017). Research by Fredricks and Eccles (2006) confirms that student participation in extracurricular activities contributes to the formation of self-identity, social skills, and responsibility, while Utami (2021) found that students who are active in extracurricular activities have a higher level of social concern than passive students. Modern activities such as cheerleading, which combines art and sports, offer a creative, collaborative, and contextual learning experience, so that it has the potential to become an applicative means of character education (Lukitosari & Rahmat, 2024; Grindstaff & West, 2011; Adams & Bettis, 2017; Johnson, Smith, & Lee, 2019).

In Surabaya, SMP Negeri 17 and SMPN 12 developed cheerleading as an extracurricular that is popular and in demand by students. Team achievements continue to improve through various competitions, both local and national, including the Indonesian Cheer Association (ICA), which not only hone technical skills but also shape character values such as sportsmanship, discipline, responsibility, cooperation, and leadership (Lestari & Pramudito, 2021; Nursanti, 2022; Anggraini, 2014; Deng & Yu, 2018). Previous research confirms that the effectiveness of extracurricular activities in character building depends on the quality of management, trainer involvement, and continuous evaluation (Supiana, Nugroho, & Santoso, 2022; Putri & Wibowo, 2021; Rismawati, Hadi, & Rahman, 2023). Cheerleading that is managed professionally can foster discipline, responsibility, leadership, cooperation, and sportsmanship (Tiara Alivia & Sudadi, 2023; Sari & Lestari, 2022; Kurniawati, 2023).

Although various studies support the importance of extracurricular activities in character development, most studies still focus on conventional activities such as Scouting, PMR, or traditional sports (Ratnawati, 2018; Masliak, 2019). In-depth studies on the management of character education through cheerleading in Indonesia are still limited, especially related to consistent planning, implementation, organization, and control strategies to ensure that character values are optimally internalized. Initial observations at SMP Negeri 17 and SMPN 12 show practical challenges, such as lack of discipline, weak teamwork, and low responsibility for training schedules, despite the team's widely recognized achievements. This shows that there is a gap between the theoretical potential of cheerleading as a means of character formation and its implementation in the field.

Based on these conditions, this study aims to describe the management of students' character education through cheerleading extracurricular activities at SMP Negeri 17 and SMPN 12 Surabaya. The focus of the research includes planning, organizing, implementing, and controlling cheerleading activities as a character development strategy. This research is expected to contribute to the development of character education management literature through modern extracurriculars, as well as offer an application model that is applicable and relevant for the younger generation in secondary school.

METHODS

This study uses a qualitative approach with a multi-site case study design, which is applied to two schools, namely SMP Negeri 17 Surabaya and SMP Negeri 12 Surabaya. The qualitative approach was chosen because it emphasizes the collection of descriptive data in the form of words, both oral and written, as well as behaviors that can be observed under

natural conditions (Moleong, 2006; Sugiyono, 2008). The researcher acts as the main instrument (human instrument) to explore the meaning behind the phenomenon that occurs, including the process of planning, organizing, implementing, coaching, and evaluating cheerleading extracurricular activities. The multi-site case study allows for comparisons between two different school contexts, so that the research can showcase the similarities, differences, and uniqueness of character education management practices through cheerleading. Data collection was carried out through participant observation, in-depth interviews (semi-structured and unstructured) with students, coaches, and principals, and document studies that included archives, training schedules, and achievement records, with the aim of obtaining authentic and holistic data (Esterberg, 2002; Kvale & Brinkmann, 2015; Edwards & Holland, 2013).

Data analysis is carried out in a descriptive-inductive manner through the stages of data collection, reduction, presentation, and verification (Moleong, 2002; Taylor, 1975). Data collection includes observation, interviews, and documentation to obtain comprehensive information, then the data obtained is reduced by selection, grouping, and coding to identify key themes and patterns. Furthermore, the data results are presented systematically in descriptive-analytical form before drawing conclusions that continue to be verified throughout the research. To ensure the validity of the data, this study applies triangulation of sources and methods, extension of observations, and increased diligence, so that the data obtained is valid, reliable, and reflects the reality of the field (Supiana et al., 2022). Thus, this research method is designed to be able to provide an in-depth understanding of character education management through cheerleading extracurricular activities in both schools, as well as identify supporting and inhibiting factors for its implementation.

FINDINGS AND DISCUSSIONS

Results

The results of the observation of the principal of the Student Character Education Management School through Cheerleading Extracurricular Activities at SMPN 12 Surabaya.

Yes	Observed Aspects	Key Findings	Impact/Explanation
1	Character needs analysis	The character needs of students are observed empirically through daily interactions and behaviors, not yet using formal instruments	Program planning is tailored to the real character of students, encouraging discipline, responsibility, confidence, and cooperation
2	Purpose of the activity	Designed to support the school's vision and mission, instilling discipline, responsibility, cooperation, and confidence	Cheerleading is not just an achievement, but a medium of internalizing character values through practice and team interaction
3	The role of schools in the program	The school actively develops programs, collaborates with coaches and coaches, emphasizes discipline and responsibility	Ensure that each activity contains character learning content, a continuous evaluation process
4	Involvement of teachers and trainers	Coaching teachers and trainers are involved in planning, evaluation, and task distribution	Coaches focus on technical skills, coaches focus on character development, create harmonious collaborations
5	School policy	General policy support for character-based extracurriculars, including facilities, flexible schedules, funding, and motivation	Ensuring that activities run optimally and sustainably, supporting the formation of discipline, responsibility, and cooperation
6	Organizational structure	Structure is clear: principal (person in charge), deputy principal (coordinator), teacher coach, coach, student administrator	More effective coordination, clear division of roles, supporting the orderly and sustainable implementation of activities
7	Task division instructions	The principal provides written directions on the duties of the coaches, coaches, and students	Reduce overlap of tasks, facilitate coordination, support student character development
8	Coordination meeting	Regular meetings are held at least once per semester, attended by	Aligning goals, improving communication, ensuring character

		principals, coaches, coaches, and student representatives	values are integrated in activities
9	Facilities and equipment	Adequate facilities: safe space/field, audio system, mats, training property, safety equipment	Supporting the effectiveness of training, student comfort, and character development optimally
10	Supervision	The principal conducts direct supervision and through the supervisory teacher's report	Ensure activities are planned, safe, and aligned with character-building goals
11	Implementation of activities	Activities run according to plan, schedules and structured materials, obstacles are overcome with coordination	Program consistency supports the development of students' character and skills, prioritizing the social learning process

Results of Principal's Observation of Student Character Education Management Through Cheerleading Extracurricular Activities at SMPN 17 Surabaya.

Yes	Observed Aspects	Key Findings	Impact/Explanation
1	Analysis of students' character needs	The school conducts observations of discipline, social interaction, school culture, and teacher input before designing the Cheerleading program	Determine the values of character developed: discipline, cooperation, responsibility, and self-confidence
2	Formulation of activity objectives	The purpose of Cheerleading is arranged in harmony with the vision and mission of the school	Integrating non-academic talent development with character education
3	Program planning	Involve the vice principal for student affairs, teachers, coaches, and coaches in a participatory manner	The program is more realistic, on target, and supports the goal of character education
4	Policies and organizational structure	Cheerleading is designated as an official extracurricular with a clear organizational structure	Supporting the implementation of orderly, coordinated, and sustainable activities
5	Task division	The coach manages the activities, the coach handles the technical training, the students follow with discipline	Supporting the regularity of activities and responsibility learning for students
6	Facilities and facilities	Safe training facilities and adequate equipment are available	Supports the comfort and effectiveness of the exercise
7	Supervision and coordination	The principal conducts supervision, regular coordination meetings with coaches and coaches	Ensure the implementation as planned, identify constraints, and improve the quality of activities
8	Implementation of activities	Activities run according to schedule, materials, and objectives	Active participation of students increases discipline, cooperation, and confidence
9	Character building	Character values are instilled through training, direction, and example of coaches/coaches	Helps internalize character values contextually
10	Evaluation and monitoring	Routine evaluations are carried out, changes in student behavior are monitored	The results of the evaluation are the basis for further improvement and improvement of the program
11	Activity documentation	Written documentation, photos, videos, and administrative archives	Used for evaluation, accountability, and development of future activities

Results of Student Character Education Management Response Through Cheerleading Extracurricular Activities at SMPN 17 Surabaya and SMPN 12 Surabaya

Yes	Respondent Name	School	Planning	Organization & Support	Implementation	Control
1	Keysha Azarah	SMPN 12	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	4-5 (Often/ Always)
2	Renata Salwa W.	SMPN 12	5 (Always)	4-5 (Often/ Always)	5 (Always)	5 (Always)
3	Casey Ansya N.P.	SMPN 12	5 (Always)	4-5 (Often/ Always)	5 (Always)	4-5 (Often/ Always)
4	Tisha Ammara Siregar	SMPN 12	5 (Always)	4-5 (Often/ Always)	5 (Always)	4 (Often)

					ways)		
5	A. Kiara S. J. M.	SMPN 12	3-5 (Sometimes)	3-5 (Sometimes)	4-5 (Often/ Always)	3-5 (Sometimes)	
6	Arsya Azzahra H.	SMPN 12	4-5 (Often/ Always)	3-5 (Sometimes)	5 (Always)	4 (Often)	
7	Defina Anindya Putri	SMPN 12	4-5 (Often/ Always)	3-5 (Sometimes)	5 (Always)	4-5 (Often/ Always)	
8	Naura Majesty Hilmi	SMPN 12	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	4-5 (Often/ Always)	
9	Azahra Zidna Ilma Putri	SMPN 12	4-5 (Often/ Always)	3-5 (Sometimes)	4-5 (Often/ Always)	3-5 (Sometimes)	
10	Ratu Aureiya Ayu	SMPN 12	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	3-5 (Sometimes)	
11	Queen Aurelya Reanata Ayu Princess	SMPN 12	4-5 (Often/ Always)	3-5 (Sometimes)	4-5 (Often/ Always)	3-5 (Sometimes)	
12	Kanaya Salsabila	SMPN 12	3-5 (Sometimes)	3-5 (Sometimes)	4-5 (Often/ Always)	3-5 (Sometimes)	
13	By L. W.	SMPN 12	5 (Always)	5 (Always)	5 (Always)	5 (Always)	
14	Dinara Shaffira Emi	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	
15	Janeta El-Jannah M.	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	
16	Maheera Rasheeda Kurniawati	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	
17	Kanaya Zaliandy Putri	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	
18	Mutiara Nayla	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4 (Often)	4-5 (Often/ Always)	
19	Qonita Syafa Mahira	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	3-5 (Sometimes)	
20	Felisya Kunfrisietia Putri	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	4 (Often)	
21	Alisha Ratih	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	5 (Always)	4-5 (Often/ Always)	
22	Binar Tania Putri Yudianto	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	
23	Edis Adriani Qoirunnisa	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	3-5 (Sometimes)	
24	Azka Rahilah Hendriana	SMPN 17	5 (Always)	4-5 (Often/ Always)	5 (Always)	4-5 (Often/ Always)	
25	Vania Neysa Putri M.	SMPN 17	4-5 (Often/ Always)	4-5 (Often/ Always)	4-5 (Often/ Always)	3-5 (Sometimes)	
26	Novi Anastasya	SMPN	4-5	5 (Always)	5 (Always)	4-5	

Discussion

This study aims to describe the management of student character education through Cheerleading extracurricular activities at SMPN 17 Surabaya and SMPN 12 Surabaya. Data was obtained through a closed questionnaire filled out by Cheerleading students and analyzed in a descriptive-qualitative manner. The discussion of the results of this study refers to the management function according to George R. Terry which includes planning, organizing, implementing, and supervising.

The first statement, the results of the study show that the preparation of the Cheerleading program in both schools has generally considered the character needs of students. This indicates that the activity is not designed generically, but is adjusted to the conditions and needs of the student's character development. This approach shows that there is a managerial awareness that character education must depart from an understanding of the needs of students as the main subject of learning. In George R. Terry's management theory, effective planning must begin with an analysis of organizational conditions and needs. These findings are in line with the research of Sari et al. (2022) which states that character needs analysis is an important basis in designing extracurricular activities oriented towards character formation.

The second statement, the findings of the study show that Cheerleading activities are directed at the formation of discipline and cooperation attitudes. This shows that the purpose of the activity is not only focused on developing physical skills, but also on fostering positive attitudes and behaviors. Thus, Cheerleading functions as a strategic means in supporting character education in the school environment. According to Terry, clear and directed goals are a key element in the planning function. Research by Rahman et al. (2023) also confirms that clarity of goals in extracurricular activities contributes to the consistency of internalizing disciplinary values and cooperation in students.

The third statement, The results of the study show that the values of character education have been integrated in every Cheerleading activity. This integration is reflected in training activities that require teamwork, mutual respect, and discipline. This shows that character education is not delivered conceptually alone, but is internalized through real practice. In Terry's management perspective, planning includes determining the content of activities that are relevant to the goals to be achieved. This finding is in line with the research of Putri and Hidayat (2021) who stated that the integration of character values in extracurricular programs encourages the formation of positive attitude habits in a sustainable manner.

The fourth statement shows that the involvement of coaches and coaches in the planning of cheerleading activities shows a collaborative approach in the management of activities. The active participation of parties directly involved in the implementation allows the program to be prepared realistically and in accordance with field conditions. This is in line with Terry's view which emphasizes the importance of the involvement of implementers in the planning process so that the prepared plan can be implemented effectively. Research by Wahyuni et al. (2020) also shows that the involvement of coaches in planning increases the consistency of the application of character values in extracurricular activities.

Fifth, the results of the study indicate that the Cheerleading program has been aligned with the school's vision and mission. This alignment shows that extracurricular activities are positioned as an integral part of the school's strategy in building students' character. In Terry's theory, good planning must be aligned with the organization's overall goals. Kurniawan's research (2021) emphasizes that the compatibility between school vision and extracurricular activities strengthens the character culture that develops in the school environment.

The sixth statement, the clear organizational structure of Cheerleading activities shows that the organizing function has been running well. The division of roles between coaches, trainers, and members allows activities to be carried out in an orderly and coordinated manner. Terry stated that organizing aims to divide tasks and authorities systematically. In

line with this, research by Lestari and Nugroho (2022) shows that a clear extracurricular organizational structure supports the formation of students' character, responsibility, and leadership.

The seventh statement, a clear division of duties in Cheerleading activities shows that each member understands his or her roles and responsibilities. This condition supports the formation of discipline, commitment, and a sense of responsibility in students. In the context of management, the division of labor is at the core of the organizational function. Research by Astuti et al. (2023) states that structured division of tasks in extracurricular activities increases student involvement and commitment.

The eighth statement, coordination between coaches, coaches, and the school shows that there is a working relationship that supports the sustainability of Cheerleading activities. Although the intensity of coordination is different in each school, the existence of communication that is established shows efforts to maintain the integration of activity management. According to Terry, coordination is an important element in organizing so that various activities run in harmony. This finding is in line with the research of Hidayat and Salim (2020) which emphasizes that effective coordination affects the stability of extracurricular programs.

The ninth statement that the implementation of scheduled exercises accompanied by supervision shows the existence of a structured work system. This regularity of the schedule contributes to the formation of discipline habits and commitment of students. Prasetyo's research (2021) shows that a consistent practice schedule in extracurricular activities plays an important role in improving student discipline.

The tenth statement, The availability of relatively adequate facilities and infrastructure shows the school's support for the implementation of Cheerleading activities. However, the findings of the study also show the need to improve facilities so that activities can run more optimally. In the organizational function, according to Terry, the provision of resources is an important factor in supporting the implementation of activities. Research by Sulastri et al. (2022) states that the adequacy of facilities and infrastructure affects the effectiveness of character development.

The eleventh statement, the implementation of regular exercises shows that the function of implementing activities has been running well. Practice routines form positive habits, especially in the aspects of discipline and consistency of students. Rahmawati's research (2021) revealed that extracurricular activities that are carried out in a sustainable manner contribute to the formation of students' disciplinary character.

The twelfth statement, the value of cooperation and mutual respect experienced by learners during practice shows that character education occurs through direct experience. Interaction between students in Cheerleading activities is an effective social learning medium. Research by Firmansyah et al. (2023) confirms that real-life experience-based character learning is more effective in shaping positive attitudes and behaviors of students.

The thirteenth statement is that coaches and coaches play an important role in instilling character values through direction, mentoring, and example during the activity. They not only function as instructors, but also as role models for students. In Terry's theory, leadership is an important element in the implementation function. Nurhayati's research (2020) shows that the example of coaches has a significant effect on the formation of student attitudes and behaviors.

The fourteenth statement shows that the active participation of students shows the motivation and sense of belonging to Cheerleading activities. This involvement is an important indicator of the success of the implementation of extracurricular activities as a medium of character education. Research by Ananda and Yusuf (2022) states that the active involvement of students in group activities contributes to the internalization of social character values.

Fifteenth statement, evaluation of the results of activities and students' attitudes shows that Cheerleading activities are accompanied by an assessment mechanism. This evaluation serves as a means of reflection on the implementation of activities. According to Terry,

evaluation is part of the supervisory function to ensure the suitability between planning and implementation. Wulandari's research (2021) emphasizes the importance of routine evaluation in character development.

The sixteenth indicator, the evaluation of character development carried out periodically shows that character development is sustainable. This evaluation allows the coach to monitor changes in students' attitudes and behaviors. Research by Saputra et al. (2023) states that character development evaluation helps schools identify the achievements and obstacles of character development.

The seventeenth statement, the monitoring of students' attitudes and behaviors by the supervisor shows that there is a continuous attention to the development of students' character. This monitoring strengthens the process of habituating positive characters. Research by Yuniarti (2020) shows that consistent monitoring plays an important role in strengthening students' character.

The eighteenth statement, the existence of follow-up to the results of the evaluation shows that the evaluation is used as a basis for improving activities. This follow-up reflects a commitment to improve the quality of the implementation of Cheerleading activities. In Terry's theory, corrective action is at the core of the supervisory function. Research by Hapsari et al. (2022) confirms that the follow-up of evaluation results has an effect on the effectiveness of extracurricular activities.

The nineteenth statement, supervision by the principal and teachers shows that there is institutional support for Cheerleading activities. This supervision functions as a control so that activities run in accordance with school goals.

Setiawan's research (2021) states that the supervision of school leaders plays an important role in maintaining the quality and sustainability of character education programs.

The twentieth statement, documentation of Cheerleading activities that are carried out regularly shows the existence of accountability and systematic recording. Documentation serves as an archive, evaluation material, and the basis for future program development. Research by Lukman and Fauzi (2024) confirms that activity documentation is an important part of sustainable extracurricular management.

CONCLUSION

This study shows that the management of character education through Cheerleading extracurricular activities at SMPN 17 and SMPN 12 Surabaya has been carried out well based on four management functions according to George R. Terry (2005), namely planning, organizing, implementing, and supervising. From the planning aspect, Cheerleading activities are designed systematically by involving coaches, coaches, and school principals to instill character values such as discipline, responsibility, cooperation, and sportsmanship. In the organizational aspect, the structure of the activity has been clearly arranged with an effective division of tasks between coaches, trainers, and participants, thus supporting good coordination in the implementation of the program. The implementation aspect shows that Cheerleading activities are able to foster students' attitudes of cooperation, discipline, responsibility, and confidence through routine exercises that instill real character values. Meanwhile, the supervision aspect is carried out periodically through evaluation, reflection, and follow-up by coaches and school principals so that the implementation of activities remains in line with the goals of character education. Overall, the management of Cheerleading activities contributes positively to the formation of students' character and becomes a means of contextual learning that supports *the Strengthening Character Education (PPK) policy*. However, improving training facilities and coordination between coaches is still needed so that activities can run more optimally and sustainably. Based on these results, it is recommended to school principals to strengthen policy support and facilities for Cheerleading activities, to coaches and coaches to continue to integrate character values in each training session, and to students to maintain the spirit of discipline, cooperation, and responsibility that has been formed. With the implementation of good management according to Terry's

theory, Cheerleading activities have proven to be effective as a medium for building students' character in high school.

REFERENCES

- Adams, N. G., & Bettis, P. J. (2003). Cheerleading and the gendered politics of sport. *Gender & Society*, 17(1), 73–91. <https://doi.org/10.1177/0891243202238977>
- Agus Wibowo. (2013). *Pendidikan karakter di sekolah: Konsep dan praktik implementasinya*. Pustaka Pelajar.
- Alivia, T., & Sudadi, S. (2023). Manajemen pendidikan karakter peserta didik melalui kegiatan ekstrakurikuler. *Tolis Ilmiah: Jurnal Penelitian*, 5(2). <https://doi.org/10.56630/jti.v5i2.447>
- Astuti, R., Santoso, B., & Karim, A. (2023). Pengelolaan ekstrakurikuler dan pembentukan karakter tanggung jawab siswa. *Jurnal Manajemen Pendidikan*, 15(1), 55–68.
- Barnett, L. A. (2006). *Flying high or crashing down: Girls' accounts of trying out for cheerleading and dance* (Unpublished doctoral dissertation). University of Illinois at Urbana-Champaign.
- Berkowitz, M. W., & Bier, M. C. (2007). *What works in character education: A research-driven guide for educators*. Character Education Partnership.
- Bolin, A., & Granskog, J. (2003). *Athletic intruders: Ethnographic research on women, culture, and exercise*. SUNY Press.
- Bush, T. (2007). *Educational leadership and management: Theory, policy, and practice* (2nd ed.). SAGE Publications.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Deng, C., & Yu, Q. (2018). Effects of 16 weeks of cheerleading on physical self-esteem and mental health of female college students. *Frontiers in Psychology*, 13, 925162.
- Dyreson, M. (2014). Managing sport and character education. *Journal of Sport History*, 41(3), 381–400.
- Engkoswara. (2001). *Paradigma manajemen pendidikan menyongsong otonomi daerah*. Yayasan Amal Keluarga.
- Erliansyah, D. (2023). Implementasi pendidikan karakter disiplin dalam proses pembelajaran dan kegiatan ekstrakurikuler pramuka: Sebuah tinjauan studi kepustakaan. *Jurnal Bahana Manajemen Pendidikan*. <https://doi.org/10.24036/jbmp.v12i2.125664>
- Fatchul Mu'in. (2011). *Pendidikan karakter: Konstruksi teoritik dan praktik*. Ar-Ruzz Media.
- George, R. T., & Rue, L. W. (2005). *Dasar-dasar manajemen*. Bumi Aksara.
- Hidayat, A. (2018). *Manajemen pendidikan karakter di sekolah dasar*.
- Lickona, T. (2009). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Lickona, T. (2013). *Pendidikan karakter: Panduan lengkap mendidik siswa menjadi pintar dan baik* (L. S. Terj.). Nusa Media.
- Livingstone, S., & Smith, P. K. (2014). Annual research review: Harms experienced by child users of online and mobile technologies. *Journal of Child Psychology and Psychiatry*, 55(6), 635–654. <https://doi.org/10.1111/jcpp.12197>
- Lukitosari, Z. O., & Rahmat, R. (2024). Penguatan pendidikan karakter dalam ekstrakurikuler PMR. *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)*, 4(1), 166–172. <https://doi.org/10.53299/jppi.v4i1.421>
- Malayu Hasibuan. (2013). *Manajemen sumber daya manusia* (17th ed.). Bumi Aksara.
- Mulyasa, E. (2004). *Manajemen berbasis sekolah*. Remaja Rosdakarya.
- Mulyasa, E. (2012). *Manajemen pendidikan karakter*. Bumi Aksara.
- Muslich, M. (2011). *Pendidikan karakter: Menjawab tantangan krisis multidimensional*.
- Putri, D. A., & Hidayat, N. (2021). Manajemen kegiatan ekstrakurikuler dalam pembentukan karakter siswa. *Jurnal Administrasi Pendidikan*, 28(2), 140–152.
- Rahman, A., Sulaiman, M., & Fitria, R. (2023). Ekstrakurikuler dan penguatan pendidikan karakter. *Jurnal Pendidikan Karakter*, 14(1), 25–37.

Management of Student Character Education Through Cheerleading Extracurricular Activities in the City of Surabaya (Multi-Site Study at SMPN 17 and SMPN 12 Surabaya)

- Rismawati, E., Nugroho, H., & Siregar, D. (2023). Manajemen kegiatan ekstrakurikuler berbasis pengembangan karakter. *Jurnal Pendidikan Karakter*, 13(1), 77–88.
- Samani, M., & Hariyanto. (2012). *Konsep dan model pendidikan karakter*.
- Sari, E. P., Lestari, S., & Wahyuni, D. (2022). Perencanaan pendidikan karakter berbasis kebutuhan siswa. *Jurnal Kependidikan*, 52(3), 321–333.
- Supiana, S., Heris, H., & Wahyuni, A. (2022). Manajemen peningkatan karakter disiplin peserta didik melalui kegiatan ekstrakurikuler. *Jurnal Isema: Islamic Educational Management*. <https://doi.org/10.15575/isema.v4i2.5526>
- Suryosubroto, B. (2010). *Manajemen pendidikan di sekolah* (2nd ed.). Rineka Cipta.
- Terry, G. R., & Rue, L. W. (2019). *Principles of management* (10th ed.). McGraw-Hill Education.
- Undang-Undang Republik Indonesia Nomor 17 Tahun 2007 tentang Rencana Pembangunan Jangka Panjang Nasional Tahun 2005–2025.
- Wibowo, A. (2017). Manajemen pendidikan karakter di sekolah. *Jurnal Pendidikan Karakter*.
- Wiyani, N. A. (2016). *Manajemen pendidikan karakter: Konsep dan implementasinya di sekolah*. Pustaka Pelajar.
- Zubaedi. (2011). *Desain pendidikan karakter: Konsepsi dan aplikasinya dalam lembaga pendidikan*. Kharisma Putera Utama.
- Zubaedi. (2015). *Desain pendidikan karakter*.