



Mapping Constraints of Art Extracurricular in Indonesia as An Effort of Policy Design

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Submitted: 2020-10-05. Revised: 2021-01-30. Accepted: 2021-04-26

Abstract

Extracurricular arts programs are an integral part of instilling character qualities in students. This research aimed to map out the constraints to extracurricular arts in elementary schools in Indonesia. To achieve the goal, this research looks at government initiatives aimed at enhancing the standard of arts extracurricular activities in elementary schools across the Country, which were carried out from 2013 to 2019. The method used in this study is a qualitative method with a participatory observation approach. They were collecting data using participatory methods, observation, and guided discussion. This study's results indicate that schools' various obstacles in implementing extracurricular programs, ranging from the availability of competent teachers in the arts, funding constraints for trainers, and the existence of regional autonomy. This constraint mapping is very useful for designing policies and extracurricular programs that are appropriate for schools.

Keywords: technical guidance, extracurricular arts, constraints

How to Cite: Herdiati, D., & Saputra, D. N. (2021). Mapping Constraints of Art Extracurricular in Indonesia as An Effort of Policy Design. *Harmonia: Journal of Arts Research And Education*, 21(1), 140-153

INTRODUCTION

Extracurricular is an activity that has great benefits for students both personally, morally, and socially. Extracurricular activities are defined as "any organized activity led by adults that takes place outside the normal classroom setting during the school day" (El-Batri and Alami et. Al, (2019). Extracurricular activities are carried out to improve thinking skills, and developing students' talents (Inriyani et al. 1, 2017). Extracurricular activities include sports, music, scouting, debate, science, and math clubs. In Indonesia, extracurricular activities for elementary schools are divided into four main areas: arts, scouting, sports, and science (Permendikbud, 2014). Extracurricular

activities can be carried out at school or outside of school (Marsh and Kleitman, 2002) and are generally understood to be a voluntary out-of-school hours program that has a regular schedule, with adult supervision to encourage positive development (Oberle et al., 2019). The program is a discretionary activity that contains several structured parameters that can physically or mentally stimulate an individual (Larson & Verma, 1999). Participation in extracurricular activities requires commitment and effort, acting as a forum for expressing students' identity and enthusiasm; these characteristics distinguish extracurricular activities from recreational activities (Akos, 2006).

Extracurricular activities have many

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implications for participants and schools. Extracurriculars encourage positive academic and psychosocial, and socio-emotional outcomes (Akos, 2006; Donnelly et al., 2019). The existence of art extracurricular activities is expected to meet the needs of students in developing interests and talents, accommodating the development of creativity, and building children's character formation (Kesuma, 2011), and having personality, behavior, character, character, and character (Amri et al. 1, 2011). The embodiment of academic knowledge gained in class, attitudes, and skills in extracurricular activities produce values and the formation of noble morals in their social life, there is a strong correlation between extracurricular activities and the embodiment of character education (Dahliyana, 2017). Other than that, Extracurricular benefits can be achieved if assistance is provided in the form of inclusive and adequate technical guidance throughout Indonesia.

The implementation of extracurricular activities in an informal form outside of the classroom can provide learning experiences and foster a sense of self-confidence in students, improving academic and social skills (Balyer and Yuksel, 2012; Saputra, 2020). Extracurricular activity has its own goals and interests, which can affect students' personality development. Each activity can provide comprehensive education where it can maintain aspects of leadership and teamwork, increase discipline, instill moral values, fill time with meaningful activities. (Mohamad Sari, N. and Esa, A. 2017).

Art Extracurricular Technical Guidance is one of the long-term work programs of the Directorate of Primary School Development, Directorate General of Basic Education, Ministry of Education and Culture, which has been implemented since 2013. This program aims to enable schools throughout Indonesia to carry out extracurricular activities of art with higher quality. Besides aiming to maintain the benefits of extracurricular activities for students, extracurricular arts are expected to balance material knowledge, attitudes,

and skills (Sysoieva et al., 2020). In addition, extracurricular activities are carried out through practical activities that can improve students' motor skills outside the classroom (Nitu, 2011; Saputra, 2021).

Currently, Elementary schools are already carrying out extracurricular arts activities are still dominated by schools located in provincial cities such as Jakarta, Bandung, Jogjakarta, Bali, Surabaya, and several schools in the West. Meanwhile, the implementation of arts extracurricular activities in elementary schools in the regency areas has not been carried out well, especially in districts in eastern Indonesia. The availability of teachers, infrastructure, and welfare are still the main obstacles. Besides, there are obstacles in learning that can hinder learning from the factors of teachers, students, family, and facilities (Ahmad, 2004). These obstacles can vary from one school to another because each school has its policies in developing an extracurricular system in its schools (Vidulin, 2020).

Several studies have been conducted in assessing extracurricular activities. Research on the impact of extracurricular activities has been carried out by many researchers, including (Akos, 2006; Mendes, 2021; El-Batri and Alami et al., 2019; Covay and Carbonaro, 2010; Knifsend and Graham, 2012; Lestari, 2016; Dahliyana, 2017; Marsh and Kleitman, 2002; Mahoney, 2005; Larson & Verma, 1999). Although a lot of research is on the topic of school extracurricular activities, most of the literature is written from a Western cultural perspective, research exploring extracurricular activities in the Asian region is still scarce (Jailani, 2017). Most of them are still local and only see extracurricular benefits from the school side as implementing policies. Whereas in actual conditions, when viewed at the national scale, there are many obstacles in managing extracurricular activities at the educational unit level. Therefore, this research is important to map the constraints in managing policies for extracurricular arts activities at the elementary school level in Indonesia. This research can be useful both for the government as poli-

cymakers and schools as policy actors.

METHODS

This research was conducted with a qualitative methodology in the form of participatory observation by integrating three data collection methods: participation, observation, and guided discussion. Data collection was carried out in line with the author’s activities as a resource in developing a national extracurricular art policy from 2013 to 2019 involving 34 provinces in Indonesia. This research aims to obtain accurate information about problems and challenges that occur in the field during the implementation of technical guidance.

The subjects in this research are the technical extracurricular technical guidance of the arts and the extracurricular art actors’ actors in the field. Access to technical guidance and research subjects is obtained by being directly involved in the policy development process and permission obtained from the organizing committee, namely the Ministry of Education and Culture. The research procedure was carried out semi-organically.

In this study, researchers were directly involved as a team of coaches of the Elementary Schools’ extracurricular technical guidance in the management and development of extracurricular arts with the Ministry of Education and Culture organizers. Meetings at the central, provincial, and district/city levels were held from 2013-2019. These meetings can be seen in the scheme below:

2013-2014

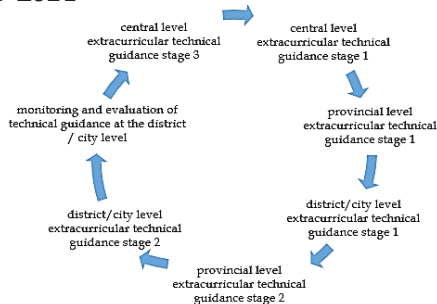


Figure 1. Meeting Scheme Method in 2013-2014 (Source: Dian Herdiati, 2014)

In 2013 and 2014, the Arts Extracurricular Technical Guidance implementation was carried out in 3 stages, namely stages I, II, and III. The first stage is the implementation of technical guidance at the central level, then the provincial level, and continues to the districts/cities. In the second stage, technical guidance is carried out at the provincial, district/city level and is followed by an evaluation of schools in districts/cities. In the third stage, back at the Central level.

The 2015 year

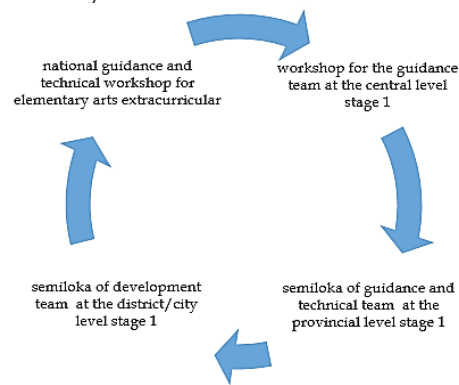


Figure 2. Meeting Scheme Method in 2015 (Source: Dian Herdiati, 2015)

In 2015, the implementation of the Arts Extracurricular Technical Guidance was carried out in 1 stage. Implementation of the First Stage, the same as in the previous year, namely the implementation of technical guidance at the central level, continued to the provincial level and the district/city. The second stage, meetings at the central level.

The 2016 year

In 2016, the implementation of Technical guidance was carried out in 2 stages. A workshop carried out the first activity in preparation of implementation guide extracurricular stage 1 then continued with the preparation of a stage 2. Both stages are carried out at the central level.

The 2017 year

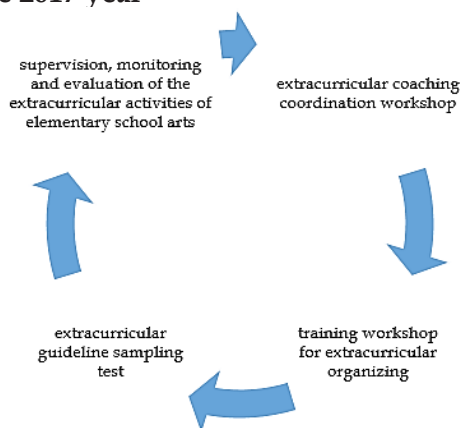


Figure 3. Meeting Scheme Method in 2017
(Source: Dian Herdiati, 2017)

In 2017, Technical guidance activities were carried out at the central level in the form of workshops, workshops, and sampling, followed by the implementation of Supervision and monitoring and evaluation of Elementary School Arts Extracurricular Activities in 34 Provinces.

The 2018 year

In 2018, technical guidance activities were carried out at the Central level in Group Discussion Forums, followed by Monitoring schools in 34 Provinces.

The 2019 year

In 2019, the implementation of the Arts Extracurricular Technical Guidance activities was no longer through meetings at the central, district/city levels but directly monitoring the implementation of the Arts extracurricular activities in schools in 34 provinces.

RESULTS AND DISCUSSION

Implementation of Technical guidance

The elementary school arts extracurricular technical guidance took place from 2013 to 2019. Participants at the Elementary School Arts Extracurricular Guidance consisted of participants at the central level, participants at the provincial level, and participants at the district/city level. The implementation of this extracurricular technical guidance has almost the same

cycle at each stage. The following is a table of activities for the 2013-2019 Elementary School Arts Extracurricular Technical Guidance.

The first phase in 2013 was the implementation of the extracurricular education for elementary school arts, starting with technical guidance at the central level, then at the provincial level, and continuing to the districts/cities. Thirty participants from UNJ attended the implementation of technical guidance at the central level, UM, UPI, ITB, IKJ, ISI, P4TK, and GKMBs art teacher Sabillilah Malang. The 30 participants are hereinafter referred to as the Central Patrons (Table 1).

At the central level, a draft of the Elementary School Arts Extracurricular Guide was produced. To improve the draft of this extracurricular arts guide, a meeting was held at the provincial level. The committee presented five central trainers who were resource persons in the implementation of technical guidance to 48 participant representatives from 12 provinces such as Banda Aceh, North Sumatra, West Sumatra, Riau Islands, South Sumatra, Jogjakarta, Bali, West Kalimantan, East Kalimantan, Gorontalo, South Sulawesi, Papua. Each province is represented by one provincial education office and three lecturers. Furthermore, Provincial representatives are referred to as Provincial Trustees.

In the meeting at the provincial level, constructive suggestions and criticisms were obtained from the participants of the provincial technical guidance so that a comprehensive extracurricular guide was compiled and expected to be right on target. At the district/city level, all the central and provincial coaches are present. Each of them has to be a companion resource as well as the main resource. Three teachers and one school principal attended technical guidance activities at the district/city level. This technical guidance activity in districts/cities explains how to organize extracurricular arts activities in schools and explain the strategy for disseminating this technical guidance to schools in one cluster. Various suggestions arise because

Table 1. Implementation of Technical guidance 2013 - 2019

No	Activities	Implementation Date	Place of Execution
THE YEAR 2013			
1.	The First Stage of the First Tikat Pusat Elementary School Arts Extracurricular Technical Guidance	17-21 July 2013	Grand Serela, Bandung
2.	Stage I Elementary Elementary School Arts Extracurricular Technical Guidance	27-31 August 2013	Gino Feruci, Bandung
3.	Guidance for Stage I Elementary School Arts Extracurricular Development Team Guidance	23-27 September 2013	In 12 Provinces, (West Kalimantan)
4.	Stage II Provincial Elementary School Arts Extracurricular Technical Guidance	30 Sept-4Oct 2013	Grand Serela, Bandung
5.	Technical Guidance for Stage II Elementary School Arts Extracurricular Development Team	24-28 Oct 2013	Gorontalo
6.	Monitoring and evaluation of Elementary School Arts Extracurricular Technical Guidance to schools in 3 districts/cities	13-16 Nov 2013	Palembang
7.	Elementary School Class III Elementary School Extracurricular Technical Guidance	16-19 Dec 2013	Bandung
THE YEAR 2014			
1.	Class, I Stage I Elementary Elementary School Extracurricular Technical Guidance in 2014	11-15 Feb 2014	Poor
2.	Workshop on Stage I Provincial Kindergarten Arts Extracurricular Development Team	25-29 March 2014	Bandung
3.	District/city Level I Arts Extracurricular Guidance	27-31 May 2014	Aceh
4.	Stage I City District Art Extracurricular Technical Guidance	26-30 June 2014	Bali
5.	Stage I City District Art Extracurricular Technical Guidance	15-19 July 2014	Gorontalo
6.	Provincial Art Extracurricular Guidance Phase II	21-25 Sept 2014	Surabaya
7.	Semiloka for the Stage II Center Level Arts Extracurricular Development Team	18-22 Nov 2014	Bandung
IN 2015			
1.	Workshop on the First Stage of Elementary Elementary School Arts Extracurricular Guidance Team Guidance	24-28 March 2015	Puncak- Bogor
2.	Workshop on the Guidance Team for the First Stage of Elementary School Arts Extracurricular Guidance for the Province of	27 April- 1 May 2015	Bandung
3.	Semiloka for the Development Team for the extracurricular arts at the District/city Level Stage I	6-9 June 2015	Bengkulu
4.	Workshop of the National Development Team for the Elementary School Arts Extracurricular Guidance	15-19 December 2015	Bogor- West Java
IN 2016			
1.	Workshop on Preparation of Stage I Elementary School Arts Extracurricular Implementation Guidelines	17-20 May 2016	Tangerang-Banten
2.	Workshop on Preparation of Stage II Art Extracurricular Implementation Guidelines	8-11 June 2-16	Bogor
IN 2017			
1.	Art Extracurricular Coordination Workshop at SD	16-19 Feb 2017	Bogor / rizen premiere
2.	Workshop on Guiding Elementary School Arts Extracurricular Activities	18-22 July 2017	Tangerang
3.	Picking Test for Elementary School Extracurricular Guide	23-26 Nov 2017	Sentul-Bogor
4.	Supervision and Monitoring and evaluation of Elementary School Arts Extracurricular Activities	12-15 Dec 2017	West Papua
IN 2018			
1.	FGD Review Elementary School Extracurricular Guide	March 2018	Puncak-Bogor
2.	Monitoring of the Implementation of the Workshop on the Implementation of Extracurricular Activities	24-28 Sept 2018	West Papua
IN 2019			
1.	Monitoring of the Implementation of the Workshop on the Implementation of Extracurricular Activities	20 - 23 August 2019	West Sumatra

of the peculiarities of the arts in each region. Information and discussion about the obstacles that occurred in the field were conveyed in the Technical guidance activity, which lasted for five days. This diversity has sparked sharp but constructive debates towards the inclusiveness of extracurricular artistic practices. On this occasion, the researcher got an assignment in West Kalimantan.

In the second stage, researchers with the central committee and the provincial guidance team met again to implement technical guidance at the provincial level. In this meeting, all Provincial coaches reported things they encountered and the obstacles that occurred during the implementation of technical guidance at the district/city level in 12 Provinces. The results are discussed together with the Center Advisor and all participants present. Several inputs were used to revise the Elementary School Arts Extracurricular Guide and the strategy for implementing technical guidance at the district/city level.

After that, all Central and Provincial Guidance Guides carried out the Arts Extracurricular Technical Guidance at the district/city level in 12 Provinces with different target schools from the first stage. The objectives of the technical guidance in districts/cities are still the same as the first stage of the guidance in the districts/cities. On this occasion, the researcher got an assignment in Gorontalo. At the end of phase II, Monitoring and evaluation were carried out directly to schools in districts/cities in 12 provinces. On this occasion the researcher got a monev assignment in Palembang Province, OKI, OKU, Banyuasin, East Baturaja, Muara Enim, Prabumulih districts. Some of the schools visited included SDN 01 OKU; SDN 18 OKU; SD Fransiskus Baturaja; SDN 30 Prabumulih; SDN 13 Tanjung Enim; SDN No. 1 Lawang Kidul; SDN 19 Talang Kelapa; SDN 4 Talang Kelapa, Banyuasin Regency; SDN 12 Talang Kelapa; SDN 8 Talang Kelapa.

Monitoring and evaluation are intended to see the extent to which schools that have participated in the arts extra-

curricular activities have carried out arts extracurricular activities in their schools and have disseminated technical guidance to schools in one cluster. In the third stage, researchers together with the Central Committee and other central supervisors gathered again to evaluate the results of Technical guidance activities that had been carried out starting from stages I and II in 2013. Various inputs from monitoring and evaluation results to schools in districts/cities in 12 Provinces were used as material for perfecting the contents of the Extracurricular Guide, which will be used for the implementation of technical guidance in the following year. At the same time, reviewing the applicability of the Guidelines and the constraints that exist in the field. This Monev is intended to see the extent to which schools that have participated in the arts extracurricular activities have carried out arts extracurricular activities in their schools and have disseminated technical guidance to schools in one cluster.

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Extracurricular activities will be used for the implementation of technical guidance in the following year. At the same time, reviewing the applicability of the Guidelines and the constraints that exist in the field. Researchers together with the central committee and other central supervisors gathered again to evaluate the results of Technical guidance activities that have been carried out starting from stages I and II in 2013. Various inputs from monitoring and evaluation results to schools in districts/cities in 12 Provinces are used as material to improve the contents of the Guidelines Extracurricular activities that will be used for the implementation of Technical guidance in the following year. At the same time reviewing the applicability of the Guidelines and the constraints that exist in the field.



Figure 4. Technical Guidance workshop in Gorontalo Stage II (Source: Dian Herdiati, 2013)

In 2014, a technical guidance meeting was held at the central level, which involved all central coaches in the first stage. This activity was carried out to refresh the understanding of central coaches before implementing technical guidance in the field. Other than that discussion, the Arts Extracurricular Guide contents have been socialized and tested in elementary schools in districts/cities in 12 Provinces for later refinement.

Continued at the provincial level, at the Elementary School Arts Extracurricular Workshop Workshop, which involved 34 Provinces, pembina provinces are mandated to carry out the Arts Extracurricular Guidance in their respective Provinces. It is hoped that the implementation of extracurricular arts can be carried out evenly in all elementary schools in districts/cities in 34 provinces in Indonesia.

For the District/city Level, the Art Extracurricular Technical Guidance was held simultaneously in 34 Provinces in May, June, and July 2014. On this occasion, the researchers were assigned assignments in Aceh, Bali, and Gorontalo. With the existence of technical extracurricular arts for school principals and teachers, it is hoped that provincial regency/city schools that have not previously held arts extracurricular activities can organize art extracurricular activities based on the guided guidebook, Also, schools that have received technical guidance are required to disseminate it to schools that are included in the cluster.

In the second stage, researchers and central coaches, and provincial coaches met in the Technical guidance activities at the Provincial level to discuss the obstacles encountered when implementing Technical guidance at the district/city level.

In the workshop activity at the central level stage II, the Central Coaching Team shared the task of reviewing and perfecting the Art Extracurricular Guide book according to their respective fields of art based on the results of discussions at the Provincial level Semiloka activities.

In the 2015 year, technical guidance

at the central level, presenting a team of central coaches totaling 34 people. The activity began with presentations from central coaches about the obstacles that occurred in the field during the implementation of technical guidance at the district and city levels. Then done renewal and addition of material in each field of art

This activity resulted in an improved Elementary School Arts Extracurricular Guide and is ready to be used for technical guidance activities for elementary schools at the district/city level.

Technical guidance at the provincial level, the central guidance team together with the Provincial guidance team totaling 200 people from 34 provinces, formulated strategies for further implementation of technical guidance at the district/city level, especially in the delivery of the Elementary School Arts Extracurricular Guide. Technical guidance activities at the district/city level, presenting different schools from the previous year. It is hoped that the attending schools will be able to hold extracurricular activities and be obliged to disseminate it. On this occasion, the researchers conducted technical guidance in Bengkulu.



Figure 5. Technical Guidance Team Workshop(Source: Dian Herdiati, 2015)

After the implementation of Technical Guidance was piloted from 2013 to 2015, in 2016 at the central, provincial and district / city levels, technical guidance activities at the central level were focused on improving the Guidelines for Elementary School Arts preparation Extracurricular Implementation. This is to anticipate obstacles in the field. Activities at the provin-

cial level no longer exist. This is due to the enactment of Law Number 23 Year 2014 Article IV Article 9 Paragraph 1 which explains that the management of primary schools at the provincial district / city level no longer has the authority to manage elementary schools.



Figure 6. Workshop on Preparation Extracurricular Guidance Guidelines (Source: Dian Herdiati, 2016)

In 2017, Technical guidance activities were no longer carried out in stages like the previous years. This year, the focus is more on improving the Elementary School Arts Extracurricular Guide. A “Workshop followed this on Guidance for the Implementation of Elementary School Arts Extracurricular Activities,” which presented principals from 258 districts/cities from eastern Indonesia who directly practiced various extracurricular arts that were easily held in schools. This was followed by “Sample Test for Elementary School Extracurricular Guidance” which presented principals from 52 districts/cities. This activity was held to see the Elementary School Arts Extracurricular Guide book’s readability throughout Indonesia.

Readability results starting from a cover that must be interesting, applicable elementary school governance, adding some examples of regional arts, adding a glossary for terms that are not understood and changing sentences that can still be perceived as multiple and correcting inappropriate punctuation collected to serve as the basis for the revision of the Guidebook. The series of Technical guidance activities in 2017 ended with the implementation of Supervision and monitoring and evaluation of Elementary School Arts Extracur-

ricular Activities in 34 Provinces. Researchers have been assigned to West Papua Province. Supervision and monitoring, and evaluation were carried out directly to schools to see to what extent the extracurricular manual books had been implemented in schools located in districts/cities in 34 Provinces.

In 2018, the Central level meeting was focused on improving the Elementary School Arts Extracurricular Guide. Continued with monitoring simultaneously in 34 Provinces. Researchers have been assigned to West Papua Province. The schools monitored are one primary referral school and seven impact schools in 3 districts/cities which are different from the previous more. Supervision and monitoring and evaluation are carried out to see to what extent the extracurricular manual books that have been made and guided have an impact on the implementation of extracurricular arts in reference primary schools and impact schools.

In 2019, the Elementary School Arts Extracurricular Technical Guidance activities monitored schools to see how many schools in the district/city had organized arts extracurricular activities, regarding the enhanced Elementary School Arts Extracurricular Guide book. Based on the activities that have been carried out in 2013 - 2019, researchers found several obstacles experienced in carrying out art extracurricular activities in Indonesia.

Overall results from the 12 provinces that were monitored and evaluated, many schools had not implemented arts extracurricular activities. The constraints were the availability of the number of teachers, teacher competence, funding, and facilities that were almost the same obstacles all schools. Besides, dissemination to schools in one cluster is also constrained. The reason is that the school is located in a remote cluster, the extracurricular guidelines are not socialized as a guide in organizing extracurricular arts at schools. As a result, not all schools in the district/city have organized arts extracurricular activities.

The results of supervision and moni-

toring and evaluation of the overall implementation of extracurricular activities for elementary schools located in the city have implemented extracurricular activities, but not all types of extracurricular arts exist. Besides, extracurricular activities in schools have not been well organized according to the Art Extracurricular Guide book published by the Directorate of Primary and Secondary Education, Ministry of Education and Culture.

The district/city office and schools that have participated in technical guidance in previous years have not maximally conducted dissemination to impact schools in one cluster, so many impact schools have just learned about the existence of the Art Extracurricular Guide book, and there are still many schools that have not implemented it. extracurricular. The availability of teachers and infrastructure is still the main obstacle in implementing extracurricular activities.

Of the 514 districts/cities in Indonesia, only 170 districts/cities have been visited for monitoring and evaluation. Overall the obstacles faced are the same. First, the availability of teachers, funds were often mentioned in every meeting. Second, regarding regional policies because of the existence of regional autonomy, sometimes all instructions from the central government are ignored. Third, it is difficult to disseminate to other schools because the schools are far from each other. Fourth, the diversity of arts in each district/city province makes it difficult to unify the principal and teachers' perceptions regarding the Art Extracurricular Guide book. Table 2 is mapping constraints that researchers have encountered while researching the field.

Constraints from the government of the Provincial, Regency/City Education Office. The office plays an important role in making policies for the implementation of this extracurricular technical training. Several reasons caused several obstacles; the agency did not understand the importance of art, management of arts, and art content. The assigned service delegation

is sometimes not the person previously assigned, so the information is not continuous. The delegation of personnel who changed frequently made the technical guidance process hampered, and dissemination to cluster schools did not work. The Education Office, in this case, plays a role in bridging the process of implementing technical guidance at the provincial and district/city levels.

Implementing Constraints at School. The school principal who was present did not understand the purpose of extracurricular training. This is due to the lack of focus on the participation of the principal in this technical guidance activity. A large number of invitations from various programs at the Ministry of Education and Culture made it difficult for school principals to focus on just one program, so they often left technical guidance activities to attend other activities.

The teachers who attended were more class teachers who were competent not only in the arts. So, many do not understand the importance of extracurricular activities and the importance of this technical guidance being implemented. Disinterested, they often leave the room to just sit and smoke.

Understand the importance of extracurricular activities and the importance of this technical guidance being implemented, so they often left the room to just sit and smoke because they were not interested. The information obtained was ultimately incomplete.

Regional Policy Constraints. The existence of regional autonomy makes technical guidance activities that have been planned by the central government sometimes not running. The reason is that there are regional heads who do not consider it important to carry out extracurricular activities in schools so that, in the end, they do not support technical guidance activities to be continued at the provincial and district/city levels. The continuity of technical guidance is being threatened. Apart from that, regional autonomy has also led to different province and district/

city policies. The impact is that there is no standardization for the provision of honorarium for extracurricular teachers in every province and district/city. Regional policies sometimes lead to the diversity of art practices in every province and district in Indonesia.

Lack of Art Facilities and Infrastructure. Government assistance is sometimes not on target, the art tools provided are not adapted to the needs of schools and the characteristics of each region, given the large variety of arts in Indonesia, so they cannot be used optimally. The provision of financial assistance for equipment was intended only for referral schools, not evenly distributed to all schools in 514 districts/cities. Facilities are absolute, even if a good program has been designed, if good facilities do not support them, they will result in optimal results, even if they are still running. Suryosubroto (2009) states that "Extracurricular implementation will run smoothly if adequate facilities and infrastructure support it both in number, condition, and completeness of supporting activities.

Lack of availability of Competent Teachers. Schools do not have teachers who are truly competent in the arts, so that art extracurricular activities cannot be maximally implemented. According to Echols and Shadly in Jejen Musfah, (2012) "Competence is a collection of knowledge, behavior, and skills that teachers must possess to achieve learning and educational goals. According to Suprehiningkrum & Jamil (2014), the characteristics of professionally competent teachers are those who can develop responsibilities, carry out their roles and functions, realize school goals, and carry out their roles functions in classroom learning.

Some schools have art tools that cannot be used because the teacher does not understand how to use them. In the Minister of National Education Regulation No. 16 of 2007 concerning Educator and education standards, it was found that pedagogical competence is the ability of teachers to manage student learning. At least

Table 2. Constraints in the field based on Provincial Guidance

OBSTACLES	CAUSE	DUE TO
The Education Office		
The lack of seriousness of the provincial and district offices in participating in extracurricular technical guidance. Even though the Dinas play an important role in terms of policymaking.	Don't understand art, so don't care, don't have an interest. The assignment of personnel from the service sometimes changes people.	The policy regarding the implementation of extracurricular technical assistance did not work properly so that dissemination of the technical guidance regarding the implementation of extracurricular activities in cluster schools was not achieved. The information obtained is not sustainable.
School Implementer		
The principal and the teachers who attended did not understand the purpose of extracurricular education.	The principal did not focus on attending the extracurricular arts training. Most of the elementary school teachers who attended were classroom teachers.	The extracurricular technical assistance was not disseminated to cluster schools according to the goals of the Ministry of Education and Culture. Not everyone understands art. So that information is not conveyed.
Regional Policy		
The existence of regional autonomy.	The existence of regional policies prevents activities planned by the central government from running. The existence of different policies in each province/district.	The regional head does not consider extracurricular technical activities as important so that in several districts/cities the extracurricular Technical guidance did not continue The difference in the standard of honorarium for extracurricular teachers for each province and district
Facilities and infrastructure		
Inadequate art facilities and infrastructure Government assistance for the procurement of art equipment is sometimes not well-targeted.	Lack of funds for the procurement of facilities and infrastructure. The tools that are provided are not according to the needs of the school.	Art extracurricular activities use limited tools. Tools are not utilized properly
Teacher Competence		
Little competent teacher	Many schools do not have teachers who are truly competent in the arts	There are schools whose art extracurricular activities are improper with teachers who are not art teachers. There are even schools that do not carry out extracurricular arts at all. The use of existing art tools is not optimal, because the teacher does not understand how to use them.
Limited Funds		
There is a tendency to take advantage of classroom teachers in arts extracurricular activities even though they are not competently adequate. Limited availability of art equipment	There are limited funds available in schools to provide competent teachers in the arts. Limited funds for the procurement of facilities and infrastructure.	The extracurricular is simple, Student competence in art extracurricular activities is not as expected. Art extracurricular doesn't work
Geographical Conditions		
Locations between schools in one cluster	From each other, the road is steep; it takes several hours to get to the location of the Referral school.	Extracurricular activities cannot be concentrated in just one referral school.

the teacher can take advantage of existing learning technology (Supikiraniningkrum & Jamil, 2014).

Limited funds. To take a competent art teacher cannot be done due to limited funds, so the school uses class teachers for arts extracurricular activities even though many of these class teachers do not have competence in the arts. Apart from that, limited funds also have an impact on the provision of facilities and infrastructure. This will support the implementation of extracurricular activities properly. The availability of extracurricular funds is defined as the number of funds provided by the school to make it easier for students to take part in extracurricular activities (Suryosubroto, 2009).

Geographical Condition of Schools in Clusters. The location of schools in a cluster that is far from each other and has to go through a steep road to reach the cluster school requires a long travel time, so it does not allow extracurricular activities to be concentrated in one reference school only.

CONCLUSION

After carrying out the extracurricular technical education for elementary school for eight years, a map of the constraints faced by the government was found in conducting extracurricular art training in elementary schools. The mapping is mapped into 7 main obstacles, namely: constraints from the provincial, district/city government offices; implementing constraints at school; regional policy constraints; art facilities and infrastructure constraints; lack of availability of competent human resources, limited funds; as well as the geographical conditions of reference schools and cluster schools.

According to Mohamad Sari, N. and Esa, A, 2017 The main obstacles that can affect student participation in extracurricular activities include structural constraints (facilities, equipment, financial information), intrapersonal constraints (interaction between students and teachers), and inter-

personal constraints (internal factors). students) need to be addressed appropriately so that students can participate in extracurricular activities without obstacles or distractions.

In line with the findings of research conducted by Yusuf Suleiman et al., (2019) stated that the factors that influence extracurricular activities in school effectively are: availability of inadequate extracurricular facilities and lack of availability of extracurricular services (insufficient number of facilities, personnel, and other equipment).

ACKNOWLEDGMENT

Thanks are given to the Directorate General of the Ministry of Education and Culture for providing the opportunity for researchers to conduct this research.

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