



Extracurricular Management of Early Children's Education During the Covid-19 Pandemic

Alvi Dwi Rahmawati✉, Edi Waluyo

DOI: 10.15294/belia.v12i1.68212

Universitas Negeri Semarang, Semarang, Indonesia

History Article

Submitted April 2023

Revised May 2023

Accepted June 2023

Keywords

Early childhood; Extracurricular management; During the Covid-19 pandemic

Abstract

This study aims to determine extracurricular management during a pandemic at TK Siti Sulaechah 04 Semarang. The approach in this study uses a qualitative descriptive research type with a phenomenological approach. The subjects in this study were school principals and all extracurricular supervising teachers at TK Siti Sulaechah 04 Semarang. Data collection techniques were carried out by interviews, observation and documentation. Data analysis in this study used an interactive analysis model including data reduction, data presentation, drawing conclusions, and verification. The results of the study show that the existence of a pandemic has affected many fields, one of which is the field of education. It is not only teaching and learning activities that experience changes in implementation, but extracurricular activities also experience changes in the implementation of their activities. Before carrying out extracurricular activities, the institution makes a plan. Planning for extracurricular activities is to determine what extracurricular activities will be carried out, when extracurricular activities will be carried out, and how extracurricular activities will be carried out. Before the Covid-19 pandemic, there were 6 extracurricular activities at Siti Sulaechah Kindergarten 04 Semarang, namely drumband, dance, cognitive, lasy, drawing, and English. However, during the Covid-19 pandemic, extracurricular activities were reduced to 3 types of extracurricular activities, namely drumband, lasy, and drawing. The three types of extracurricular activities are mandatory extracurricular activities for all students at TK Siti Sulaechah 04 Semarang during the Covid-19 pandemic. These 3 types of extracurricular activities are extracurricular activities that must be attended by all students at Kindergarten Siti Sulaechah 04 Semarang because these 3 extracurricular activities are optional extracurricular activities which are still carried out during the Covid-19 pandemic to add value to children's active participation in school activities during the pandemic covid-19.

How to cite

INTRODUCTION

The Covid-19 pandemic was first reported to have appeared in Wuhan, Hubei, China in December 2019. Then on March 11, 2020 the World Health Organization (WHO) stated that Covid-19 was declared a pandemic disease worldwide (Andrews, Foulkes, & Blakemore, 2020: 585-587). Many fields have been affected by the corona virus (Covid-19), one of which is the education sector. Suggestions from UNESCO (United Nations Educational, Scientific and Cultural Organization) for education to be carried out by distance learning. Schools use educational platforms so that students are affordable and disruption in the education sector can be limited (Fadlilah, 2020). Children must study at home with the supervision and guidance of their respective parents. Ladies and gentlemen teachers are also expected to be able to create an effective learning atmosphere so that they can develop the potential of students as stated in Law no. 20 of 2003 Article 1 Paragraph 1.

Circular Letter Number 3 of 2020 on the Education Unit and Number 36962/MPK.A/HK/2020, issued by the Minister of Education and Culture of the Republic of Indonesia, namely Nadiem Anwar Makarim, regarding preventing the spread of Covid-19 conducting KBM (Teaching and Learning Activities) through online. Where this can be done using a variety of supporting applications, such as Google class rooms, WhatsApp groups, and teacher rooms (Fadlilah, 2020). With this government policy, all levels of education, including kindergarten, carry out online learning or distance learning with the aim of helping the government break the chain of transmission of Covid-19. Implementation of the implementation of extracurricular activities during a pandemic needs special attention, because in preventing the chain of spread of the corona virus extracurricular activities are carried out online (in the network) which results in many changes in infrastructure (media used to support extracurricular activities online) and extracurricular management.

Management functions as a series of activities in an organization carried out by a manager in managing his organization. These series of activities include planning, implementing and evaluating extracurricular activities. The first step in the management process is planning. Planning is a process of determining the objectives of implementing guidelines, by selecting the best of the existing alternatives. Furthermore, namely implementation, the process of implementing ex-

tracurricular activities is regulated and arranged in writing so that the activities carried out can be directed and run smoothly in accordance with the guidelines, mobilizing or implementing extracurricular activities starting from the beginning of the school year (Septiani & Wiyono, 2012). Third, evaluation is a series of activities aimed at measuring the success of an educational program (Arikunto, 2003). Every particular activity is inseparable from problems, namely the existence of supporting and inhibiting factors. Supporting factors are factors driving the implementation of extracurricular activities. While the inhibiting factors are the constraints faced in the implementation of extracurricular activities. Without supporting factors the activities carried out will be hampered and cannot run smoothly. Likewise with the presence of inhibiting factors. Without the inhibiting factors in each activity, the activities carried out will not develop if these obstacles are not overcome in the right way. With the supporting factors, all extracurricular activities will run smoothly according to the desired expectations.

In addition to supporting and inhibiting factors for extracurricular activities, there are also factors that influence teachers in fostering extracurricular activities, including: the first is the availability of facilities and infrastructure, if the facilities and infrastructure are not supportive, then the services for the management of extracurricular activities in schools cannot run well, the second is the availability of funds because education funding does not only adhere to source analysis, but also uses funds efficiently, the third is proper scheduling intended to regulate learning programs, practices, field programs can be carried out in an orderly manner in accordance with applicable regulations by utilizing all available resources with all the limitations.

The purpose of this study is the first to find out the planning of extracurricular activities during the pandemic at Siti Sulaechah 04 Semarang Kindergarten, this goal is to find out all kinds of planning made by Siti Sulaechah 04 Semarang Kindergarten during the co-19 pandemic for the continuation of extracurricular activities. The second objective is to find out the implementation of extracurricular activities during the pandemic at Siti Sulaechah Kindergarten 04 Semarang, the second objective is to see how extracurricular activities are carried out after the co-19 pandemic. The third goal is to find out the results of evaluating extracurricular activities during the pandemic at Siti Sulaechah Kindergarten 04 Semarang, the third goal is to find out the success of implementing extracurricular activities during the co-

19 pandemic.

METHOD

This study uses a type of qualitative descriptive research with a phenomenological approach. According to Bogdan and Biklen, phenomenology basically understands the subject from the point of view of the subject himself (Ahmadi, 2014: 48). The reason for using this type of phenomenological research is because it aims to describe how extracurricular management is at TK Siti Sulaechah 04 Semarang during the Covid-19 pandemic. The data obtained were in the form of documents, photographs, narrative sentences as a result of data analysis from interviews, observation and document studies. With this research method, it is hoped that the data presented can be understood and understood by the reader.

The variable in this study is a single variable, namely the extracurricular management of TK Siti Sulaechah 04 Semarang during the pandemic. The operational definition of the variable is an object that is responded to by researchers regarding the extracurricular management of TK Siti Sulaechah 04 Semarang during a pandemic, including planning, implementation and evaluation. Sources of data in this study included all extracurricular teachers and principals of Kindergarten Siti Sulaechah 04 Semarang, and data collection in this study used interviews and observations. There are two kinds of data sources in this research, namely primary data sources and secondary data sources. The primary data sources in this study were the Principal of TK Siti Sulaechah 04 Semarang and 3 supervising teachers for extracurricular activities at TK Siti Sulaechah 04 Semarang. Meanwhile, secondary data sources in this study were data from observations of extracurricular activities at TK Siti Sulaechah 04 Semarang and documentation during the implementation of extracurricular activities at TK Siti Sulaechah 04 Semarang related to the research focus.

Data analysis in this study uses an interactive model of analysis (Interactive Model of Analysis), this model is a Miles & Huberman concept. Interactive model data analysis consists of: data reduction, data presentation, drawing conclusions and verification (Sugiyono, 2007). This activity takes place continuously or continuously, during the data collection process the researcher continues to move in these three components until the data is saturated.

RESULTS AND DISCUSSION

Planning for extracurricular activities during the pandemic at Siti Sulaechah Kindergarten 04 Semarang

Planning extracurricular activities in TK Siti Sulaechah 04 Semarang, namely determining the types of activities to be carried out by students, determining the time for carrying out extracurricular activities, and how the extracurricular activities are processed. At the planning stage the school institution determines and compiles the forms of activities to be held which are carried out through deliberations from the foundation, school principals, and teachers. At this stage the school institution determines and compiles forms of extracurricular activities that will be held during the Covid-19 pandemic. As a result, all forms of extracurricular activities at TK Siti Sulaechah 04 Semarang at the beginning of the Covid-19 pandemic were carried out online and extracurricular activities which originally had 6 activities during the pandemic only carried out 3 types of extracurricular activities.

Prior to the Covid-19 pandemic at the Siti Sulaechah 04 Semarang Kindergarten institution, they had carried out a variety of various extracurricular activities. Extracurricular activities carried out at school institutions included: drumband, english, lasy, dance, drawing, and cognitive. In the implementation of extracurricular activities before the Covid-19 pandemic, children were free to choose extracurricular activities according to the potential and interests of each child. However, at the beginning of the Covid-19 pandemic, school institutions only determined 3 forms of extracurricular activities to be carried out during the pandemic, including: drumband, lasy, and drawing. 3 forms of extracurricular activities during the pandemic were made mandatory extracurriculars by the Siti Sulaechah 04 Semarang Kindergarten school institution and must be attended by all students.

The reason for the reduction in the form of extracurricular activities during the Covid-19 pandemic was because the implementation of activities carried out online became an obstacle for school institutions in determining when to carry out extracurricular activities. Because apart from carrying out extracurricular activities online, school institutions also carry out teaching and learning activities online as well. This is a consideration for school institutions to reduce forms of extracurricular activities online.

Implementation of Extracurricular Activities at Kindergarten Siti Sulaechah 04 Semarang

The implementation of extracurricular activities is carried out according to the schedule that has been made, so as not to interfere with other learning activities in the school institution. At the Siti Sulaechah 04 Semarang Kindergarten institution, teaching and learning activities are carried out from Monday to Friday. Before the Covid-19 pandemic, there were 6 extracurricular activities held at TK Siti Sulaechah 04 Semarang. With the division of time as follows: Mondays are used to carry out drawing extracurricular activities, Tuesdays are used to carry out cognitive extracurricular activities, Wednesdays are used to carry out drumband extracurricular activities, Thursdays are used to carry out lasy extracurricular activities, and Fridays are used to carry out dance and English extracurricular activities. Of the 6 extracurricular activities, children are free to choose extracurricular activities according to their potential and interests. Extracurricular activities are carried out after teaching and learning hours at school are over so as not to interfere with student learning activities.

At the time of the Covid-19 pandemic, the implementation of extracurricular activities at TK Siti Sulaechah 04 Semarang only carried out 3 extracurricular activities, namely lasy extracurricular, drumband extracurricular, and drawing extracurricular. These 3 extracurricular activities become activities that must be followed by all students. Extracurricular activities during the Covid-19 pandemic were held on Fridays, so on Fridays at TK Siti Sulaechah 04 Semarang there were no academic teaching and learning activities, only carrying out extracurricular activities. On Fridays at TK Siti Sulaechah 04 Semarang it is used to carry out extracurricular activities at school with 30 minutes per extracurricular activity. So the implementation of extracurricular activities is combined according to the class level. So TK A with TK A and TK B with TK B.

So if Kindergarten B starts with drumband activities then Kindergarten A starts with drawing activities and at the playgroup level carry out lasy extracurricular activities. Then take turns TK B doing lasy, TK A doing drumband and playgroup doing extracurricular drawing. Furthermore, the last TK B carried out the drawing extracurricular, TK A carried out the lasy extracurricular and the playgroup carried out the drumband extracurricular. So on Friday, Siti Sulaechah 04 Semarang Kindergarten only carries out extracurricular activities with a rolling system / alternately according to class level.

Extracurricular activities at Siti Sulaechah Kindergarten 04 Semarang when extracurricular activities are carried out online activities are not running optimally because there are obstacles that exist when implementation is carried out online, but when extracurricular activities are carried out offline/face to face extracurricular activities run smoothly good and smooth because of the enthusiasm and enthusiasm of the children to take part in extracurricular activities at school even though it was still during the co-19 pandemic.

Evaluation of Extracurricular Activities at Kindergarten Siti Sulaechah 04 Semarang During the Covid-19 Pandemic.

The implementation of extracurricular activities at TK Siti Sulaechah 04 Semarang received support from the school. The form of support is in the form of providing facilities and infrastructure that can support the implementation of extracurricular activities. Between the teacher supervising extracurricular activities with the principal and class teacher also often communicate and discuss when determining appropriate learning strategies for children. In accordance with Law no. 62 of 2014 which states that extracurricular activities will be carried out properly if the activity mechanism is managed properly. Starting from planning, implementing, evaluating and supporting the extracurricular activities. Cooperation from all parties is needed in the process of extracurricular activities, so that these extracurricular activities can always develop.

Extracurricular activities at TK Siti Sulaechah 04 Semarang at the beginning of the Covid-19 pandemic did not run optimally because extracurricular activities were carried out online and there were obstacles during their implementation. These obstacles are in the form of signals and supporting media for extracurricular activities. These two obstacles made extracurricular activities carried out online not run optimally, as a result extracurricular activities were temporarily suspended. In addition to extracurricular activities that are running less than optimally, the results of student extracurricular activities have also decreased. Then when the Covid-19 pandemic decreased in the city of Semarang, extracurricular activities were carried out face-to-face trials, even though it was still during the pandemic, extracurricular activities that were carried out directly at schools went well and smoothly because of the enthusiasm and enthusiasm of the children to carry out extracurricular activities in person. directly at school, and the achievement of student extracurricular activities has also increased again.

CONCLUSION

Planning for extracurricular activities at TK Siti Sulaechah 04 Semarang begins by determining what extracurricular activities will be carried out, when extracurricular activities are carried out, and how extracurricular activities are carried out at TK Siti Sulaechah 04 Semarang. At the beginning of the Covid-19 pandemic, extracurricular activities were carried out online, but due to several obstacles, extracurricular activities were not optimal and were temporarily suspended. And when the Covid-19 graph decreased in the city of Semarang, extracurricular activities were carried out face-to-face experiments. The results of the evaluation of extracurricular activities at TK Siti Sulaechah 04 Semarang at the beginning of the Covid-19 pandemic experienced a decline due to extracurricular activities that were carried out online due to obstacles. However, when extracurricular activities were carried out offline, they experienced an increase again because of the enthusiasm of students to take part in extracurricular activities at school and the results have been running smoothly until now.

REFERENCES

- Amanshur, M. D. G. & F.(2017). *Metodologi Penelitian Kualitatif*. Yogyakarta Ar-Ruzz Media.
- Fadlilah, A. N. (2020). *Strategi Menghidupkan Motivasi Belajar Anak Usia Dini Selama Masa Pandemi COVID-19 melalui Publikasi*. Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 5(1), 373.
- Iwan Aprianto.(2019). *Manajemen Peserta Didik*. Klaten: Laeisah.
- Kartawidjaja, J. (2020). *Pelaksanaan Pembelajaran Jarak Jauh Masa Pandemi Covid-19 : Studi Kasus Di Ra Nurul Huda 01 Sumberejo Kecamatan Pabelan Tahun 2020*. Orphanet Journal of Rare Diseases, 21(1), 1-9.
- Lusiana Rahmatiani.(2018). *Faktor-Faktor Pendukung dan Penghambat Pelaksanaan Kegiatan Ekstrakurikuler Dalam Pembinaan Karakter Disiplin Siswa*. Jurnal Moral Kemasyarakatan Vol.3, no. 2.
- Mulyono (2010). *Manajemen Administrasi dan Organisasi Pendidikan*. Yogyakarta: Ar-Ruz Media.
- Nurjanah, Siti dan Rifqi Muntaqo. (2018). *Manajemen Pembelajaran Berbasis Standar Proses Pendidikan Anak Usia Dini*. Jurnal PPKM III, 247-258
- Prasetyaningtyas. (2020). *Pelaksanaan Belajar Dari Rumah (Bdr) Secara Online Selama Darurat Covid-19 Di Smp N 1 Semin*. 5(1), 86-94.
- Prihatin, E (2014). *Manajemen Peserta Didik*. Bandung. Alfabeta.
- Ruliyanto Ratno, Sudikin, Hety Mustika.(2017). *Manajemen Ekstrakurikuler Non Akademik Siswa Di SMA Muhammadiyah 3 Jember.*” Jurnal Edukasi IV.
- Slamet Nuryanto.(2017). *Manajemen Kegiatan Ekstrakurikuler Di SD Al- Irsyad 01 Purwokerto.*” Jurnal Kependidikan Vol. 5, no. 1.
- Sudirman, Anwar. (2015). *Management of Student Development*. Riau: Yayasan Indragiri.
- Suharsimi Arikunto. (2008). *Manajemen Pendidikan*. Yogyakarta : Aditya Media bekerjasama dengan Fakultas Ilmu Pendidikan (FIP) Universitas Negeri Yogyakarta, hlm 11.
- Suryosubroto, B.(2002). *Proses Belajar Mengajar di Sekolah*, Jakarta: Rineka Cipta.