



### Management of Extracurricular Activities at SD Hj. Isriati Baiturrahman 1 Semarang

Amriati Amriati<sup>✉</sup>, Kardoyo Kardoyo, Titi Prihatin

Universitas Negeri Semarang, Indonesia

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#### Abstract

The study aims to analyze achievements of SD Hj. Isriati Baiturrahman 1 Semarang is classified as a large number, so researchers need to know more about the extracurricular management used by the school. It is believed that good management, including extracurricular management, needs to pay attention to four things. The four things in question include planning, organizing, implementing, and evaluating. This research is a qualitative research with a case study approach. Sources of data were taken from document studies, interviews, and observations regarding extracurricular management at SD Hj. Isriati Baiturrahman 1 Semarang. The data validation technique used is the data source triangulation technique. The data analysis technique used in this study is the Miles, Huberman and Saldana model, which consists of data reduction, data presentation, and drawing conclusions. Based on the research findings and discussion, it was found that the four components had been carried out well by the school. The conclusion of this study is the extracurricular management used by SD Hj. Isriati Baiturrahman 1 Semarang has been running well, so it is only natural that the school has many non-academic achievements.

<sup>✉</sup>Correspondence Address:  
Kampus Pascasarjana UNNES Jl Kelud Utara, Semarang, Indonesia  
Email: nurazizaha.64@gmail.com

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## INTRODUCTION

Extracurricular activities in education are intended as an answer to the demands of students' needs, to help those who are less creative in the learning environment and to stimulate them to be more creative. Many educational institutions or programs in schools are deliberately self-initiated with the aim of supporting the student education process which leads to more advanced knowledge and increased skills. One of the student coaching at school is extracurricular activities. It is through these extracurricular activities that the talents and interests that students have as part of the younger generation can be pursued and realized at school.

Subroto (2013) in his book reveals that extracurricular activities are additional activities outside the program structure that are carried out outside of regular class hours in order to enrich and broaden students' knowledge and abilities. The scope of extracurricular activities is in the form of activities that can support and support the intracurricular program, namely developing students' knowledge and reasoning abilities, skills through their hobbies and interests as well as developing attitudes that exist in the intracurricular program and co-curricular program.

These two types of learning simultaneously determine quality *outcome* educational institutions. It can be said that almost all activities in schools are ultimately aimed at helping students develop their potential. Therefore, it is very important to create conditions so that students can develop themselves optimally. As an educational leader (principal) who plays an important role in building such conditions, it is best to provide the best facilities for curricular and extracurricular learning activities in order to create quality graduates.

From extracurricular activities can take the form of art activities, sports, personality development, and other activities that have a positive aim for the progress of the students themselves. The development of extracurricular activities is part of the development of school

institutions. Extracurricular activities themselves aim to develop students' talents, personality, achievements and creativity in order to develop complete student education (Paulina, 2019).

Education units have an obligation to organize extracurricular activities as a vehicle to facilitate the development of students' talents and interests. Therefore, extracurricular activities must be managed in a systematic and patterned manner so that they lead to the achievement of the intended goals. In order to be able to compile and develop systemized and patterned extracurricular activities, schools need to understand the methods and stages, a guide is needed that can guide educational units in implementing them.

Extracurriculars are one of the important components for the progress of a school. Because of this, researchers feel the need to conduct extracurricular research that is more focused on the management used. The research will be conducted at SD Hj. Isriati Baiturrahman 1 Semarang because the school is a private elementary school which is considered capable of competing with other private and public schools in the city of Semarang. The researcher identified that the achievements of SD Hj. Isriati Baiturrahman 1 Semarang is relatively large, so researchers need to know more about the extracurricular management used by the school.

Extracurricular activities will not work if the school does not manage them properly. Management of extracurricular activities that have been carried out effectively can support the success of education widely. Management or management activities are activities that cannot be separated from the world of education because they greatly influence its development, even educational problems that arise in the world of education are also caused by management activities that are not carried out properly (Azrisal, 2018).

Many relevant studies have been conducted before, including research conducted by Hanafi (2018). This research provides an explanation of the interrelationship of student creativity which is proven to be facilitated through good management extracurricular

activities at the school. The similarities with this research *arescope* extracurricular management in a school. The difference is the location where the data is taken.

Amir (2020) this research discusses the stages of extracurricular management which focuses on the results of this management, such as student discipline training when participating in extracurricular activities, student talent training, and how schools are more widely known by the community through the achievements of these extracurricular activities. The similarity of this research lies in how extracurricular management in these schools. The difference is that this research is conducted at the MAN level, while the research will be conducted at the elementary school level.

Enachescu (2019) this study found that extracurricular activities have advantages, namely helping students develop positively personally, socially and intellectually and also helping develop students' academic and professional goals. Students are trained in managing time for extracurricular activities that interest them without putting aside their own academic interests. The equation of this research is about how the extracurricular management of students. The difference in this study is the focus on examining extracurricular activities at the ages of adolescents at school.

Romanof & Zavertyayeva (2020) in this study discussed the relationship between extracurricular activities and students' moral values and ensured that all students were given psychological and pedagogical support. The results of this study indicate that by participating in extracurricular activities students acquire teamwork skills, time management skills, social skills, creativity, emotional management, and project management skills. This study also describes that there is influence in increasing the development of digital resources that can be used for educational purposes, in order to increase the digital competence of the community to improve socialization skills of various ages. The equation in this study is to discuss extracurricular activities. However, what is different is that the focus of his research is on the relationship

between moral values and extracurricular activities and ensuring the achievement of students' rights, namely psychologically and pedagogically.

Pino, et al. (2021) the purpose of this study was to analyze the relationship between extracurricular activities and students' social-emotional skills. The results of this study indicate that students who take part in art and music extracurricular activities have skills in managing their social-emotional abilities, while sports activities do not affect social-emotional management skills except for those who have their own self-awareness. In this study, researchers only used observations of students' daily lives. The similarity of this study is discussing extracurricular activities, while the difference is that this research focuses on the effect of extracurricular activities on students' social-emotional skills.

Based on existing theory, it is believed that good management, including extracurricular management, needs to pay attention to four things. This is in line with what Purba et al. (2021:64). The four things in question include: Planning is the process of setting organizational goals and objectives as well as compiling a "work map" that shows how to achieve these goals and objectives. Organizing is the act of seeking effective behavioral relations between people so that they can cooperate efficiently and obtain personal satisfaction in carrying out certain tasks in certain environmental conditions in order to achieve certain goals and objectives. Actuating an action to ensure that all members of the group strive to achieve goals in accordance with managerial and business planning. Controlling an activity assesses performance based on standards that have been made to then make changes or improvements if necessary.

Based on the background above, the researchers compiled four problem formulations, including: 1. How to plan extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang, 2. How to organize extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang, 3. How is the implementation of extracurricular activities at SD Hj. Isriati

Baiturrahman 1 Semarang, 4. How is the supervision and or evaluation of extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang.

## METHODS

The research approach used in this study is a qualitative approach. Anggito and Setiawan (2018) argue that qualitative research is data collection in a natural setting with the intention of interpreting phenomena that occur where the researcher is the key instrument, sampling data sources is carried out purposively and snowball, collection techniques are triangulation (combined). , data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization.

The research was conducted at SD Hj. Isriati Baiturrahman 1 Semarang, the choice of this school as a research location was based on the results of pre-preliminary research which stated that SD Hj. Isriati Baiturrahman 1 Semarang is a private school that is able to compete with other schools in various fields, both academic and non-academic, but the focus of the researchers lies on non-academic who carry SD Hj. Isriati Baiturrahman 1 Semarang is the best school in terms of extracurricular achievements.

The research design used in this research is a case study design Nuriman (2021) case studies are detailed incentive studies of a unit of reality that emphasize the factors that contribute to its success or failure. A case study is an intensive analysis of an individual or community unit that emphasizes developmental factors in relation to the environment.

Research with a case study design aims to find out something in depth. With this research design, researchers will conduct an in-depth exploration of programs, events, processes and activities for organizing extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang on several subjects. Researchers collected data using various data collection procedures (interviews, observation, and documentation) to draw conclusions from the management of

extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang.

The research focus is related to the management of extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang is from planning apart from that organizing, implementing, and supervising are also included in the research focus.

Sources of data were taken from document studies, interviews, and observations regarding extracurricular management at SD Hj. Isriati Baiturrahman 1 Semarang. The data validation technique used is the data source triangulation technique. The data analysis technique used in this study is the Miles, Huberman and Saldana (2014) model, which consists of data reduction, data presentation, and drawing conclusions.

## RESULT AND DISCUSSION

Planning extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang is held at the beginning of every new school year. Planning is carried out through work meetings, the things planned include extracurricular activity participants, trainers, facilities and infrastructure, types of extracurricular activities, and activity schedules.

Planning is done is to determine what activities will be done, when to do it, how to do it, and who will do it, with the extracurricular program it can increase student motivation and the enthusiasm of the teachers to develop the learning process and so that students displayskill existing in students, by coordinating between the principal, vice principal in the field of student affairs and all trainers in this coordination many types of extracurricular activities are determined by deliberation and with several considerations which are then mutually agreed upon. As stated by Hanafi, et al. (2020) preparation of a time allocation schedule is very important so that extracurricular activities are well structured, and in the implementation of extracurricular activities there are no time conflicts between extracurricular programs.

Planning is carried out according to the procedure for designing activity time according

to the predetermined curriculum from the school and simply facilitating the needs of extracurricular activities both in terms of facilities or infrastructure and material intake provided during extracurricular activities. develop the learning process and so that students can display their talents or skills *skill* existing in students, to find out the abilities of individual students and group these students in extracurricular activities that are of interest, as well as hold discussions with trainers in determining what extracurricular activities are applied in planning extracurricular activities.

Researchers see the potential of the vice principal of student affairs at SD Hj. Isriati Baiturrahman 1 Semarang in carrying out extracurricular activities is very good, because she is able to manage various aspects which consist of several extracurricular programs. The development of extracurricular activities went according to plan, without any protests or complaints from students and parents so that students displayed their own talents very well.

Extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang is a student coaching activity which is a field of work in the student field. Organizational structure in extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang consisting of vice principals for student affairs and coaches/trainers for extracurriculars.

Organizing is carried out by the school, namely by coordinating all the components involved in the management of extracurricular activities, dividing tasks into components involved in handling or managing extracurricular activities and delegating tasks in carrying out extracurricular activities. In the process of organizing, the organizational structure that functions facilitates each division of tasks and trains the responsibilities of each member of extracurricular activities and facilitates coordination and communication of members of extracurricular activities. As the opinion of Latifah, et al. (2017) organizing extracurricular activities is functional because the principal's authority to manage extracurricular activities is delegated to the vice principal of student affairs

who is given the authority to coordinate all coaches/trainers of extracurricular programs.

At this stage the researcher looks at how the team is formed so that later extracurricular activities can run as expected and students will immediately become the person in charge, and the trainer monitors the course of extracurricular activities. To make it easier for students to find information about extracurricular activities and so that students can display their talents.

The process of implementing extracurricular activities is regulated and arranged in writing so that the activities carried out can be directed and run smoothly according to the guidelines, the implementation of extracurricular activities starts from the beginning of the school year. The next implementation is carried out every Wednesday and Friday, after the intracurricular class ends and the implementation process is held at school and outside the school depending on the extracurricular program and the time, day and place for carrying out activities is regulated by each member of the extracurricular activity by agreement with Extracurricular activities coach/coach, also regarding grades will be assessed by the extracurricular activity coach/coach. As stated by Amreta (2017) the implementation of extracurricular activities is regulated by the school, after students attend intracurricular lessons, students immediately carry out extracurricular activities so as not to disturb intracurricular lessons.

In carrying out extracurricular activities, the researchers examined that at this stage the school was consistent in the rules given by the coordinator, such as in forming student interests through extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang, one of which is through the time of carrying out activities such as providing extracurricular activity material at the end of the subject hour, so that the implementation of these extracurricular activities does not reduce students' teaching and learning hours, so it will not interfere with the teaching and learning process.

According to Prihatin (2011) evaluation is a process of collecting data analyzing

information about the effectiveness and impact of a stage or the entire program. Referring to this opinion, it means that evaluation is an important activity carried out to determine the success of the activities carried out. A good evaluation is not only carried out at the final stage of implementation, but also from the beginning to the end of the activity. As stated by Musfah (2014) the function of evaluation is to prevent errors and correct errors. A good institution or organization has minimal mistakes because the evaluation function is running well.

Education units should evaluate each indicator that has been achieved or that has not been achieved. Based on the results of the evaluation, the education unit can make improvements to the follow-up plan for the next activity cycle. To obtain effective results, supervision is carried out not only at the end but at every management process. Extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang evaluation is carried out once a month. The activities evaluated include the targets that have been set, such as the champion target that the school wants to achieve. The number of meetings that must be met in one semester, student participation in learning and the results of learning.

Each evaluation result obtained will be used for decision making in order to improve the implementation of subsequent activities. Tisnawati (2017) supervision carried out to ensure that the results obtained during work are in accordance with the standards set at the beginning and the processes that have been carried out. The follow-up of the results of the evaluation carried out by the school is used to improve the implementation of extracurricular activities in the following semester.

## CONCLUSION

Based on research data, analysis of discussion data that has been described in the previous chapter, it can be concluded that planning for extracurricular activities is carried out at the beginning of each new school year. Meetings to coordinate the parties involved in

extracurricular activities are the way extracurricular activity planning is done. The parties to the work meeting are the vice principal of the student affairs department, who also functions as the coach or superintendent of extracurricular programs and as the coordinator of extracurricular activities. With coordination between the school principal, vice principal for student affairs, and all trainers in this coordination, many types of extracurricular activities are determined by deliberation and with several considerations which are then mutually agreed upon. Planning is done to determine what activities will be carried out, when they will be carried out, how they will be carried out, and who will do them. Having an extracurricular program can increase student motivation and teacher enthusiasm to develop the learning process and so that students display the skills that exist in students.

Organizing, the school regulates by coordinating all parts that go into managing extracurricular activities, dividing tasks into parts that go into handling or managing extracurricular activities, and delegating tasks to carry out extracurricular activities. The current organizational structure facilitates the division of tasks, teaches each extracurricular member about their responsibilities, and makes it easier for extracurricular members to work together and communicate with each other.

The implementation of extracurricular activities is carried out every Wednesday and Friday, after the end of intracurricular lessons and the implementation process is held at school and outside the school depending on the extracurricular program and the time, day and place for carrying out activities is regulated by each member of the extracurricular activities by agreement with coach/coach of extracurricular activities, also regarding grades will be assessed by the coach/coach of extracurricular activities.

Extracurricular activities at SD Hj. Isriati Baiturrahman 1 Semarang evaluation is carried out once a month and at the end of the semester. The goals that have been set, such as the school's goal of winning a competition, are included in the activities that are evaluated. The number of

meetings that must be held during one semester, student involvement in learning, and learning outcomes. Each evaluation result will be used to make decisions about how to do the next activity better. Schools use follow-up evaluation results to improve the implementation of extracurricular activities in the following semester.

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