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Extracurricular Activities Management at State Senior High School 1 Limbangan

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Abstract: Argiansyah Amin Ghani. 2025. Extracurricular Management at SMA Negeri 1 Limbangan. Supervisors: (1) Dr. Yovitha Yuliejantiningsih, M.Pd (2) Dr. Supriyono Ps, M.Hum. The focus of this research is the relationship between planning, organizing, implementing, and monitoring and evaluating extracurricular activities at SMA Negeri 1 Limbangan. This research uses a qualitative approach described descriptively. The qualitative research contained in this thesis is a case study that produces in-depth information on an object. The research was conducted at SMA Negeri 1 Limbangan starting in August 2024. Data collection techniques in this study used interviews, observation, and documentation. This study found that extracurricular activities were designed by school management as a basis for implementing them from the beginning of the school year to the end of the semester. In carrying out these management activities, school policymakers conducted activity planning, organization, and quarterly program evaluations to ensure the effective implementation of all extracurricular programs at SMA Negeri 1 Limbangan. The conclusions from this activity were: Identity Media, Lobbying, Community Involvement, and Publication; organizing lobbying; community involvement; social investment; and publication. Implementation was carried out through intracurricular, co-curricular, and extracurricular activities; and monitoring was carried out through community involvement and lobbying. This study recommends strengthening management in implementing school work programs related to extracurricular activities at SMA Negeri 1 Limbangan.

Keywords: educational management, extracurricular management, school extracurricular activities.

INTRODUCTION

Extracurricular activities are student activities outside of class hours designed to support student development according to their needs, potential, talents, and interests through activities specifically organized at Syahrillah Aspari School (2023). Extracurricular activities serve as a platform to accommodate students' potential, talents, and interests. Schools empower students' potential, talents, and interests beyond the intracurricular subjects (Hidayah, 2019).

In the Independent Curriculum, extracurricular activities are an integral part of the educational process. Schools are encouraged to provide a variety of extracurricular activities for all students to participate in, tailored to their interests and talents. These activities not only help students develop non-academic skills but also help them learn teamwork, time management, leadership skills, and a sense of responsibility.

Extracurricular activities are intended to enhance a student's preferred aspect of the subject, such as sports, arts, crafts, scouting, and so on. Extracurricular activities are a professional component of student management under the coordination of the vice principal for student affairs.

The principal plays a crucial role in creating a positive learning environment by providing the best possible facilities for curricular and extracurricular activities to produce high-quality graduates.

At SMAN 1 Limbangan, we prioritize not only classroom learning but also extracurricular activities. The relatively large student population requires the school to provide adequate facilities and infrastructure to meet the interests and abilities of students.

The quality of extracurricular activities at an educational institution is an indicator of the overall quality of education within it. Extracurricular activities serve as a brand image for the school, increasing its bargaining power with prospective applicants. In fact, in leading schools, extracurricular activities are given top priority to enhance the prestige of the school they manage (Pakpahan & Habibah, 2021).

To foster action for all stakeholders directly involved in the development of SMAN 1 Limbangan, a vision and mission were formulated and developed at SMAN 1 Limbangan. The conclusions regarding this vision and mission are also complemented by concrete and detailed guidelines regarding attitudes, positions, and steps that should be taken as guidelines for the entire academic community.

The quality of extracurricular activities at an educational institution is one indicator of the quality of education and learning within it globally. Extracurricular activities seem to serve as a brand image for schools, seeking to increase their bargaining power among prospective students.

The intense competition in the extracurricular sector within the educational world has recently become a reality, requiring schools to strive for various ways to organize and manage quality learning activities.

From the above description, researchers conclude the importance of management activities in educational institutions. Extracurricular activity management is expected to assist in the design and evaluation of activities to determine whether they align with the intended objectives.

According to Mulyono, extracurricular activity management is all the methods that are planned and carried out systematically, school activities that are carried out outside the category and outside of class hours (curriculum) to develop the basic human abilities that students have, both related to the application of the knowledge they have gained or in a special interpretation to guide students in improving their abilities and capabilities through mandatory activities.

The types of extracurricular activities at SMAN 1 Limbangan are as follows:

Sports (volleyball, soccer, taekwondo, wushu, pencak silat), arts and culture (dance, girls' band, boys' band, rebana, scouts, drum band, flag-raising team, etc.).

The above is a list of extracurricular activities offered by SMAN 1 Limbangan for its students. The large number of extracurricular activities demonstrates that the school prioritizes the interests and talents of its students. A relatively large number of extracurricular activities require effective management to ensure their success. The Vice Principal of Student Affairs at SMAN 1 Limbangan plays a crucial role in managing extracurricular activities. Well-planned

and well-implemented extracurricular activities help students achieve non-academic results that make the school proud. Non-academic results are those that cannot be measured or quantified using grades, typically in sports, scouting, Red Cross (PMR), or arts activities such as painting, among others.

Based on the research context, explained, the focus of the research in this study is on the Extracurricular Management Function at SMA Negeri 1 Limbangan. By determining the sub-focus on the Management function as follows, (1) Planning of extracurricular activities at SMA Negeri 1 Limbangan in 2025/2026, (2) Implementation of extracurricular activities at SMA Negeri 1 Limbangan in 2025/2026, (3) Evaluation of extracurricular activities at SMA Negeri 1 Limbangan in 2025/2026.

METHODS

This research is a descriptive qualitative study using a case study approach. The purpose of qualitative research is to describe a finding or phenomenon, presenting what actually happened and the facts or findings in the field. The purpose of qualitative writing is to obtain a holistic picture of a phenomenon that occurs and is observed from the subject's perspective, without the need for proof. Therefore, qualitative writing is appropriate for problems that are: 1. Exploratory, 2. Descriptive, 3. Explanatory. Tuti Khairani Harahap (2022:28)

Data collection techniques were conducted through in-depth interviews, non-participatory observation, and documentation studies. Semi-structured interviews were used to explore the principal's perspectives, experiences, and leadership practices, as well as the school community's responses to inclusive policies and culture. Observations were directed at documenting leadership patterns, social interactions, school culture, and learning practices that reflect inclusivity and gender equality. Documentation studies examined official school documents, such as work programs, policies, and meeting minutes, relevant to leadership and the implementation of inclusive values. Data validity was achieved through several triangulation strategies, including source triangulation (principals, teachers, and education staff), technical triangulation (interviews, observation, and documentation), and member checking by confirming interview results with informants to ensure accurate interpretation. Additionally, an audit trail was used to systematically track the steps of data collection and analysis. Data analysis was conducted using the interactive model of Miles and Huberman (Creswell, 2018), which includes data reduction, data presentation, and conclusion drawing/verification, ensuring high levels of credibility and reliability in the research findings.

RESULTS AND DISCUSSION

Extracurricular Activity Management

Table 1. Implementation of Extracurricular Activity Management at SMA Negeri 1 Limbangan

Aspects of Findings	Description of Research Results
Planning Activities	This activity plan is intended so that teachers have real principles in training extracurricular activities. This concept is made every semester, not only useful for teachers but also needed by the principal to facilitate the implementation of supervision. In attachment III of the Regulation of the Minister of Education and Culture Number 81 A of 2013 extracurricular planning refers to the type of activity that contains elements of activity targets, activity substance, activities and related parties, as well as its organization, time and place and facilities.
Organizing Activities	Organization is designed to facilitate the implementation of extracurricular programs. With a strong team and organization, extracurricular

	activities' objectives and development can be implemented more effectively, ensuring successful achievement of desired targets.
Actualizing Activities (Implementation)	We have arranged the implementation of extracurricular activities at SMA Negeri 1 Limbangan according to what is written in the SMA Negeri 1 Limbangan Curriculum document, where extracurricular activities are divided into two, namely mandatory extracurricular activities which are followed by all students in class X and class XI, and there are optional extracurricular activities.
Controlling (Evaluation) Activities	Things that are evaluated in extracurricular activities at this school include attendance, student activity in learning and student practical results.

The research results indicate that the role of school management in implementing effective extracurricular activities requires sound and focused management to achieve the desired goals. Therefore, effective management requires support from all levels of the school community to participate in achieving the institution's desired goals. After presenting the data and findings generated by the interviews and observations, the author will analyze the data outlined in the previous subchapter. Therefore, an analysis of the findings is necessary.

This is done so that the resulting data can be interpreted and conclusions can be drawn in accordance with the proposed research problem. As outlined in subchapter one, the research problem proposed in this paper aims to describe the planning, implementation, and evaluation of extracurricular activity management in an effort to improve the quality of graduates at SMA Negeri 1 Limbangan.

The research results also indicate that the principal actively empowers teachers. Empirical data indicates that the principal's encouragement to implement collaborative practices as a work culture increases a sense of shared responsibility and motivates the participation of the school community. Thus, the principal's leadership also significantly influences the management team responsible for driving school activities. Overall, the research results show that school management greatly influences the implementation of extracurricular activities at SMA Negeri 1 Limbangan with the stages of planning, organizing, implementing and evaluating.

Discussion

Extracurricular Activity Management at SMA Negeri 1 Limbangan

After presenting the data and findings generated by the author from interviews and observations, the author will analyze the data outlined in the previous subchapter. Therefore, an analysis of the results is necessary.

This is done so that the resulting data can be interpreted and conclusions drawn in accordance with the proposed problem formulation.

As explained in subchapter one, the problem formulation proposed in this paper aims to describe the planning, implementation, and evaluation of extracurricular activity management at SMA Negeri 1 Limbangan.

From the description above, the discussion aligns with relevant theories:

1. Planning of Extracurricular Activities at SMA Negeri 1 Limbangan. Planning is a crucial component of a work system; without proper planning, activities cannot proceed as expected. Planning is a key factor in the success of any activity, regardless of its context. The researcher's observations regarding the planning of extracurricular activity management in an effort to improve the quality of graduates at SMA Negeri 1 Limbangan, as described above, explain that the planning of extracurricular activities at SMA Negeri 1

Limbangan was thoroughly finalized at the beginning of the new academic year. This was conducted in a working meeting with the extracurricular advisor, the vice-principal for student affairs, and other staff. This meeting was attended and finalized by the principal.

2. Implementation (Actuation) of Extracurricular Activities in an Effort to Improve Graduate Quality at SMA Negeri 1 Limbangan. The next stage is the implementation of extracurricular management at SMA Negeri 1 Limbangan. The first implementation stage is during the Madrasah Student Introduction Period (MATSAMA) at the beginning of the new academic year. This activity aims to introduce new students to the various extracurricular activities at the school and encourage them to participate in them. In the implementation of MATSAMA all new students are required to participate in MATSAMA activities. The initial stage of this implementation is the first step as direction and guidance to maintain and advance the program. This direction and guidance is a manifestation of the implementation function so that it can run effectively and efficiently. In line with the research written by Sukmawati, entitled Management of Extracurricular Activities in Improving School Quality at MTs Boro, Jeneponto Regency, it describes that the implementation is carried out by conducting scheduled exercises with the delivery of material carried out by trainers and supervised by supervisors who coordinate with the Deputy Head of Student Affairs.
3. Evaluation of Extracurricular Activities in an Effort to Improve Graduate Quality at SMA Negeri 1 Limbangan. The next stage is evaluation, which is carried out after the planning and implementation of the extracurricular program. Evaluation is a very important aspect. If evaluation is required in planning to avoid deviations and the program can be implemented with a clear direction, then in program implementation, monitoring and evaluation are also carried out so that the performance of the extracurricular activity program and its results are in accordance with the plan. Evaluation can be interpreted as one of the measuring tools to determine the realization of teacher behavior and performance in schools, and the achievement of educational goals according to what has been planned to be able to improve and find solutions. Extracurricular evaluation activities at SMA Negeri 1 Limbangan are carried out at the annual work meeting. The evaluation includes student assessments by supervisors and trainers, such as attendance, activity, creativity of participants and also extracurricular team coordination meetings. For participant assessments Based on the results of the overall study, it shows that the guidance of extracurricular activities in an effort to improve graduate quality at SMA Negeri 1 Limbangan is quite appropriate. This is proven by several methods, namely observation, interviews, and documentation. Coaching can be said to be appropriate if the coaching factor already has a structured and planned activity plan, regular and clear activity implementation, and adequate evaluation. In this context, the implementation of the evaluation of extracurricular activities at SMA Negeri 1 Limbangan has shown adequate conformity with the level of participation in extracurricular activities, which in turn can motivate students to compete in increasing involvement in extracurricular activities and developing individual abilities. This is significant considering that extracurricular activities play a crucial role as an assessment factor, in addition to academic achievement in the classroom.

The research findings above align with the results of a journal article written by Ruliyanto Ratno Saputro et al., entitled "Management of Non-Academic Extracurricular Activities for Students at SMA Muhammadiyah 3 Jember" (2017). This research used a qualitative approach with a case study design, focusing on a single phenomenon.

The results of this study indicate that the management of non-academic extracurricular activities for students at SMA Muhammadiyah 3 Jember has been structured and planned in

accordance with guidelines, including coordination meetings, member recruitment, administrator elections, and the submission of activity proposals.

The organization has been structured, consisting of the deputy head of student affairs and the extracurricular advisors dealing with extracurricular activities, the extracurricular advisors and coaches dealing with all training or work program issues, the coaches and administrators dealing with training or work program techniques, and the administrators and extracurricular members dealing with all implementation issues or work programs that have been or will be implemented. The implementation has been carried out in a fairly appropriate collaboration, consisting of activities training, routine training. Evaluation consists of an annual member meeting that is carried out properly.

CONCLUSION

Based on the discussion of the findings of the research entitled "Extracurricular Management at SMA Negeri 1 Limbangan," the following findings are presented:

Extracurricular activity planning at SMA Negeri 1 Limbangan has been carried out effectively, with planning principles systematically applied at the beginning of each year in work meetings. Planning coordination is carried out to organize the extracurricular activities to be held, identify student needs, and evaluate necessary facilities and infrastructure, as well as targets to be achieved or improved. This process aligns with the established planning indicators to achieve the established targets and objectives. Scheduling and allocation of funds for extracurricular activities are well-programmed and structured, leading to the objectives set out in the extracurricular activity work plan. Therefore, extracurricular activity planning can be carried out within a structured framework and coordinated implementation. With a well-developed plan, targeting improved activity quality, it is hoped that it will enhance the creativity of students and human resources at SMA Negeri 1 Limbangan.

Based on the researcher's explanation, it can be concluded that the organizational process in implementing extracurricular activity management at SMA Negeri 1 Limbangan is effective. The Limbangan (balanced learning) phase is crucial because it allows school management to analyze the objectives of extracurricular activities, determine the recruitment methods and systems, and then analyze the objectives based on the results of the student talent and interest questionnaire. This ultimately leads to the drafting of a principal's decree on the division of tasks and supervision of extracurricular activities, supported by the development of regulations and job descriptions for extracurricular activity development.

Implementation (Actuation) Activities are carried out under the responsibility of the Vice Principal for Student Affairs and are generally supervised by the Principal. Extracurricular activities are scheduled daily after teaching and learning hours, until 5:00 PM or on Saturdays. Extracurricular activities are guided by coaches with expertise in the relevant extracurricular area, who differ from the school's teachers. They supervise and coordinate directly with the coaches. With this coaching, it is hoped that students will be able to carry out extracurricular activities in a disciplined manner, in accordance with the rules and regulations, as one of the main objectives of extracurricular activities. However, several obstacles remain in the implementation of extracurricular activities, particularly related to the availability of facilities and infrastructure, which are still inadequate. Despite this, SMA Negeri 1 Limbangan was still able to carry out this extracurricular activity and overcome these obstacles.

Extracurricular activity evaluation is carried out through several structured stages. First, instructors and coaches evaluate student participation in each extracurricular activity, covering aspects such as attendance, level of involvement, student creativity, and other relevant elements. Second, there is a coordination stage involving the extracurricular team, the principal, and the Vice Principal for Student Affairs. This stage is held continuously and periodically to discuss any obstacles that may arise in the implementation of each

extracurricular activity. Furthermore, more detailed evaluations are conducted at annual meetings, which are usually held during work sessions.

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