



Extracurricular Management in Schools

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Abstract: Extracurricular activities are activities that indirectly support intracurricular activities. Extracurricular activities have long-term benefits in the self-development of students. In order for the implementation of extracurricular activities in schools to run effectively and efficiently, schools can implement extracurricular management. The method used in this article uses literature studies from various sources such as google scholar and books. Extracurricular management in schools is carried out through four processes, namely planning, organizing, implementing and evaluating. The four processes are interconnected where the stages are carried out sequentially starting from planning to evaluation. This management process is carried out to achieve extracurricular goals and avoid deviations during extracurricular activities and can take corrective steps before the problem becomes big.

Keywords: Management, Extracurricular, School

Introduction

The management of special services for students plays an important role in facilitating the learning process and meeting the specific needs of students. In this context, specialized service management includes a wide range of services, such as guidance and counseling, laboratories, extracurriculars, canteens, libraries, and health. The purpose of national education, as stipulated in Law No. 20 of 2003 concerning the National Education System, is to develop the potential of students to become individuals who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve these goals, effective management of specialized services is needed in developing students' interests and talents.

According to Putra (2016), special service management is an activity process that provides necessary services to students to support learning activities so that educational goals can be achieved effectively and efficiently. One significant form of special service is extracurricular activities, which serve as curricular companions at school. Extracurricular activities in education are intended as an answer to the demands of students' needs, helping those who are lacking, enriching the learning environment and stimulating them to be more creative. In student training at school, many forums or programs are run to support the educational process which can then on its own initiative improve abilities and skills towards more advanced knowledge. This activity provides opportunities for students to develop their potential, interests, talents, and hobbies outside of mandatory school hours.

In practice, extracurricular activities are often a hallmark of a school. Extracurricular activities have an important purpose in developing students' personalities, both physically and spiritually, as well as instilling an attitude of concern and responsibility for the social and cultural environment. According to Nuryanto (2017),



extracurricular activities can be useful as a place to promote schools to the community. Schools can increase their existence in society with achievements obtained through extracurricular activities. Apart from being a promotional event, extracurricular activities also serve as a forum for students' self-actualization.

According to Zakiyah & Munawaroh (2018), extracurricular activities not only focus on physical development, but are also directed to guide students in honing life skills which include individual, social, vocational, intellectual, and youth guidance. In the context of education, management plays a role by including the functions of planning, organizing, implementing, and supervising. These functions ensure that all services provided are running well and effectively in supporting the overall educational goals. Thus, extracurricular activities become a strategic forum for students to develop their potential and form a positive character in society.

Management in education has four main functions that are interrelated and integrated. First, planning is an important first step in developing a clear and specific plan to achieve educational goals. Second, organizing involves arranging resources and organizational structure so that the plan can be implemented effectively. Third, implementation is the stage of executing a plan that has been well prepared. Finally, supervision aims to monitor and evaluate the process and results of the implementation of the plan to ensure everything is running according to the objectives.

The management functions aim to ensure that all educational services, both academic and non-academic, run well and effectively. This is important to achieve the overall goal of education, which is to create a conducive and quality learning environment. Thus, extracurricular activities become very important because they provide opportunities for students to hone various skills and talents that may not be facilitated in the academic curriculum.

Extracurricular activities are identified as an important means for students to develop their potential and form a positive character in society. Through these activities, students can hone various skills and talents, such as leadership, cooperation, and responsibility. In addition, extracurricular activities also help students in developing good social values, such as empathy, justice, and loyalty. Thus, extracurricular activities not only add academic value but also help in the formation of a positive character and are ready to contribute to society.

With good management, extracurricular activities can be optimized as an integral part of education. Effective management in education not only focuses on the academic aspect but also includes the development of students' character and potential through extracurricular activities. Therefore, it is important for educational institutions to understand the role of management in supporting extracurricular activities and developing programs that can maximize students' potential. Thus, students can grow into individuals who develop holistically and are ready to contribute to society.

Method

This research was carried out by literature study or *library research* to find out extracurricular management in schools. Literature studies according to Syaibani in Azizah (2017) are all efforts made by researchers to collect information related to topics or problems that are being or will be researched. Information is obtained from various references, such as research journals, journal reviews, books, theses, dissertations,



regulations and other written sources both in print and electronic form. The search for information is limited to articles published between 2014 and 2023 for relevance.

The data analysis technique used in this study is the content analysis method. This study uses the content analysis method as a data analysis technique. This method is designed to produce valid and retestable conclusions in relevant contexts (Krippendorff in Azizah (2017) Content analysis involves several important steps, including selection, comparison, combining, and screening of various definitions or existing information. This process is carried out to ensure that the information or definitions obtained are really appropriate and relevant to the research topic.

To ensure accuracy in data analysis, as well as to prevent and correct potential information errors that may be caused by deficiencies in references or literature sources, this study cross-checks between various reference sources. This means that information from different sources is checked and compared to ensure consistency and correctness. In addition, the literature used is re-read, and comments and suggestions from the supervisor are taken into account. These steps are important to maintain the quality and reliability of the analysis results, so that the conclusions drawn from the data are completely valid and accountable.

Results and Discussion

Extracurricular activities are activities that are not scheduled in the formal lesson curriculum, but have an important role in supporting intracurricular activities indirectly. Although not directly integrated into the lesson schedule, extracurricular activities provide a significant long-term effect on students' personal development. According to Zulkarnain (2018) The implementation of extracurricular activities is expected to produce various benefits for students, including individual, social, civic, and ethical outcomes. Individual outcomes refer to the development of personal skills and talents, while social outcomes include the ability to interact and cooperate with others. Civic outcomes relate to student involvement in society, while ethical outcomes focus on the formation of good moral values. Therefore, extracurricular management is very important to do. Good management will support the effective and efficient implementation of extracurricular activities, ensuring that students get a holistic and beneficial learning experience in their self-development. Thus, extracurricular activities are not just additional activities, but are an important element in education that supports the overall development of students.

Extracurricular Management Planning

Planning is the first stage that must be carried out before extracurricular activities are carried out. At the planning stage, extracurricular coaching teachers will prepare activity plans that will later be used as guidelines in the implementation of extracurricular activities. According to Rizqina (2020) extracurricular planning has several components that need to be considered, these components are: (a) Field or activity material; (b) Type of activity; (c) Objectives and outcomes; (d) Supporting facilities; (e) Obstacles or obstacles; (f) Implementation time; and (g) Person in Charge. Meanwhile, according to Rohmawati et al. (2019) planning extracurricular activities includes: (a) determining the objectives of activities; (b) determination of indicators; (c) program preparation; (d) allocation of activity funds; (e) fulfillment of facilities and infrastructure; (f) the determination of the rules of activity; and (g) determination of time allocation.



Based on the above findings, it can be concluded that in the planning stage, the goals of extracurricular activities will be determined. With the determination of this goal, it can be used as a reference in the preparation of extracurricular activities. At this stage, it is also necessary to determine the results of the extracurricular activities to be achieved. In addition to the objectives at the planning stage, programs or activities are also prepared. The preparation of this program is carried out so that extracurricular activities can run effectively and can achieve the goals that have been set. Before extracurricular activities are carried out, schools need to prepare facilities and infrastructure that can support extracurricular activities. The necessary facilities and infrastructure are adjusted to the needs needed in each extracurricular activity. Then the time for the implementation of extracurricular activities is also determined by making a schedule of activities for one semester.

Extracurricular activity planning is prepared in a short period of time, meaning that extracurricular activity planning is prepared at the beginning of each new school year. This is in accordance with the statement of Fatonah et al. (2021) that the planning of extracurricular activities is carried out at the beginning of each school year by coordinating the principal, deputy principal for student affairs and extracurricular coaches to plan matters related to the implementation of extracurricular activities including the preparation of annual work programs, recruitment of extracurricular participants, coaching teachers, infrastructure, and activity schedules.

Planning made in extracurricular activities plays an important role in the process of building students' character (Fatonah et al., 2021). Through well-designed activities, students are trained to improve various positive aspects in themselves. First, extracurricular activities help students develop confidence, especially when they are given the opportunity to perform and interact with others. Additionally, regular practice and scheduled activities teach discipline, which is an essential skill in achieving goals. Activities that involve cooperation also encourage students to learn to collaborate and appreciate the contributions of their peers, while the role played in each activity fosters a sense of responsibility. Thus, effective planning in extracurricular not only focuses on academic or artistic aspects, but also becomes an invaluable means of educating and shaping students' character thoroughly, preparing them for future challenges.

Organizing Extracurricular Management

The next step after the planning stage is the organization. Organizing is the determination of the duties and responsibilities that must be carried out by each person who accepts a certain position for the proper implementation of extracurricular activities (Hanafi et al., 2020). Organizing is a crucial step in the management of extracurricular activities, which involves determining the duties and responsibilities for each individual who occupies a certain position. In this context, organizing aims to ensure that each team member understands their role and what is expected of them to achieve a common goal. With a clear division of duties, everyone can work effectively and efficiently, so that extracurricular activities can be carried out properly. This process not only helps in optimizing existing resources, but also increases the individual's sense of ownership and responsibility for the activities carried out. In addition, good organization creates a harmonious work atmosphere, where each member feels valued and motivated to contribute to the fullest. Thus, organizing is an important foundation in achieving success in every extracurricular activity.



According to research conducted by Latifah et al. (2017) The organization of extracurricular activities at SMK Negeri 7 Semarang is functional, where the authority to manage these activities is given to the vice principal for student affairs. This statement is supported by Lisaniyah (2020) that the organization of extracurricular activities is functional because the authority of the principal to manage extracurricular activities is delegated to the vice principal for student affairs and the deputy principal for student affairs has the right to coordinate with the coordinator and extracurricular teachers. According to Buulolo (2021), a functional organization is a form of organizational structure consisting of work units or units that each handle specific tasks according to the needs of the organization and are equipped with subordinates that support these functions.

The main characteristics of a functional organization include a clear and unequivocal division of tasks, so that each unit has well-defined responsibilities, avoiding overlapping tasks among team members. In addition, this organization does not require much coordination between units, allowing the work process to run more smoothly without excessive intervention from other units. This structure is also formed based on the specialization of activities, such as marketing, production, finance, and human resources, so that each unit can develop expertise and efficiency in their respective fields. At the lower levels of the top leadership, department managers have the authority to give direct orders to their subordinate units, which speeds up decision-making and the execution of tasks at the operational level. Thus, a functional organizational structure offers clarity in the division of duties and responsibilities as well as efficiency in the execution of work, helping organizations achieve their goals by utilizing the specializations that exist within each unit.

Implementation of Extracurricular Management

After the organization, the implementation stage will be carried out. Implementation in the management process is defined as the implementation of all plans that have been well prepared to the parties involved, so that they can achieve the goals that have been set from the beginning in accordance with expectations (Aini Putri et al., 2020). As explained at the planning stage, the purpose of extracurricular activities will be determined. The implementation of extracurricular activities is carried out by forming programs and activity schedules to achieve the goals of extracurricular activities.

The purpose of student development is regulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning Student Development, especially in Chapter I Article 1. One of the main goals of this coaching is to develop students' potential in an optimal and integrated manner, which includes their talents, interests, and creativity. In addition, this coaching also aims to strengthen students' personalities so that they can realize school resilience as a positive educational environment, avoiding negative influences that are contrary to educational goals. In addition, student coaching focuses on actualizing students' potential in achieving superior achievements in accordance with their respective talents and interests. Finally, this goal also includes preparing students to become citizens of a society with noble character, democracy, and respect for human rights, in order to realize a prosperous and harmonious civil society. Thus, student coaching does not only focus on the academic aspect, but also on the development of students' character and social skills (Lisaniyah, 2020).



Extracurricular activities have a pre-planned time allocation for their implementation, with the aim of not interfering with the lesson hours that have been set in the school curriculum. With good timing, it is hoped that students can participate more actively and be interested in participating in these extracurricular activities. It is important to increase the number of students interested in and engage in activities outside of class hours, so that they can develop a range of skills and interests outside of academics. With a clear and planned time allocation, it is hoped that students' participation in extracurricular activities will increase, providing additional benefits for students, such as social, emotional, and practical skills that are not always obtained in the classroom. Therefore, careful planning in the implementation of extracurricular activities is essential to create a balanced and enjoyable learning environment for students.

Extracurricular Management Evaluation

The final stage of the management process is Evaluation. According to Sudadi (2020) Evaluation can be interpreted as one of the activities to find out the results of the realization of a person's behavior and performance, in this case the teacher at school. The main purpose of the evaluation is to assess whether the level of achievement of educational goals is in accordance with the desired (Sudadi et al., 2020). Thus, evaluation helps in determining whether improvements are needed to improve student performance and learning outcomes. Through evaluation, the school can understand the teacher's strengths and weaknesses, as well as identify areas that need to be improved to achieve more optimal educational goals.

Meanwhile, according to Darmiati (2019), there needs to be monitoring to support the coaching and development of schools. This monitoring aims to protect schools so that they continue to operate in accordance with the set standards. In addition, monitoring also aims to obtain information about activities that have been carried out at school, so that related parties can understand the development of students more deeply. Thus, this monitoring not only serves as an evaluation tool, but also as a means for further coaching and development, as well as to determine the accreditation of the school concerned. Through this process, it is hoped that the school can continue to improve the quality of education and services provided to students.

Implementation of evaluation in the extracurricular management process according to Addaa'i & Wahyuni (2020) involving all parties involved starting from the Vice Principal of the Student Affairs Division, the Coordinator Extracurricular, coaches, to extracurricular teams. All parties participated in the evaluation process. The evaluation was carried out to measure the success of extracurricular activities in improving student achievement. Evaluation is carried out to students to measure knowledge and skills acquired by Participants education during the activity Extracurricular at school. Based on research conducted Sari (2021) Evaluation of students is carried out at the end of each semester which aims to be a report to the principal and a reference to make a better work program and implementation of extracurricular activities in the future.

Therefore, evaluation is an important component of the education system to ensure that the process of extracurricular activities runs effectively and efficiently. With the evaluation, potential deviations from the plan can be detected early, so corrective action can be taken before the problem develops further. Therefore, evaluation is the key to creating an effective and efficient process, as well as ensuring that the goals to be achieved can be carried out properly.



Conclusion

The extracurricular management process in schools consists of several important stages, namely planning, organizing, implementing, and evaluating. Each stage in this management process is interrelated and affects each other. First, planning is carried out to determine the goals of extracurricular activities as well as the expected results of these activities. After the goals are set, the next step is to form an administrator who is responsible for the implementation of extracurricular activities in the school. With a clear organizational structure, the schedule of activities and extracurricular implementation can be determined properly.

After the activity takes place, an evaluation will be carried out to assess the implementation of the program and the development of students. This evaluation is usually carried out at the end of the semester to measure the success and extent to which extracurricular activities can improve student achievement and the school as a whole. This entire extracurricular management process is very important to ensure that activities run effectively and efficiently, so that they can provide maximum benefits for students and the school environment.

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