

Extracurricular Special Service Management in Improving Students' Soft Skills (Multiple Case Studies at SMA Negeri 2 Malang and SMK Negeri 1 Purwosari)

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Abstract

The purpose of this research is to describe in detail the management of extracurricular special services in improving students' soft skills at SMA Negeri 2 Malang and SMK Negeri 1 Purwosari, starting from the management process, strategy, supporting factors, and inhibiting factors and their solutions. This research uses a qualitative approach with a multiple case studies design to obtain more in-depth and varied data. The results of this study explain about improving students' soft skills through extracurricular management processes, extracurricular strategies, extracurricular supporting factors, and extracurricular inhibiting factors and their solutions at SMA Negeri 2 Malang and SMK Negeri 1 Purwosari.

Keywords: special service management; extracurricular activities; soft skills

1. Introduction

Soft skills are now considered as a key to student success both in personal and professional life. The world of employment demands human resources who have not only hard skills but strong soft skills (Fitrianingsih, 2015). Thus, it is necessary to be considered as a focus in the realm of education development. Soft skills are needed in every activity because they are related to a person's ability to build relationships with other people in an organization (Cimatti, 2016). Soft skills are personal traits that improve a person's ability to interact, carry out their work, and the way a person views their career (Tang, 2018).

Extracurricular activities in this context can be used as an effective means to develop learners' soft skills at school. Through extracurricular activities, students can explore their potential outside of learning hours, so that students can gain real-life experience, socialize with friends, lead a group, or participate in a project. Extracurricular activities according to Saputra (2017) are activities carried out outside of school hours with the aim of deepening and expanding students' knowledge, recognizing the interrelationships between various subjects, and to channel students' talents and interests. Extracurricular activities play an important role because extracurricular activities can help students become individuals who are better prepared to face the challenges of everyday life and an increasingly competitive professional life. Extracurricular special service management in this case is needed to optimize the activities of extracurricular activities so that they can run effectively so that they can provide benefits to students. Learners who take part in extracurricular activities can develop their soft skills and potential more freely without being limited by time and place so that activities can be carried out more optimally. It cannot be denied that all students have different skills that can be honed, explored, and developed (Fitrianingsih, 2015).

SMA Negeri 2 Malang has a variety of extracurricular activities with a total of 24 activity programs that can be selected by students according to their talents and interests. The reason why the researcher chose this school is because there is a unique management of extracurricular activity programs at SMA Negeri 2 Malang which is carried out by systematically scheduling the use of the main field so that there is no conflict between each extracurricular activity, so that one field can be filled by several extracurricular activities according to the pre-determined schedule. SMA Negeri 2 Malang also has a unique program called MISSION which is used to show the all the talents of each extracurricular at the end of the school year. The achievements of SMA Negeri 2 Malang's extracurricular activities are also an aspect that has made this school different from other schools. This is a unique phenomena carried out by SMA Negeri 2 Malang in managing the extracurricular activities so they can work successfully and can facilitate the potential of students optimally through the programs they hold and proved by their achievements.

SMK Negeri 1 Purwosari has 18 extracurricular programs and can be selected by students based on their talents and interests. There is a unique program implemented for extracurricular activities at SMK Negeri 1 Purwosari, namely extracurricular collaboration exercises, in which all extracurricular come together to get material on improving soft skills and meet each other as a team to solve a problem in a game format. This activity is unique because it combines all different extracurricular activities into one to receive knowledge and collaborate with other extracurricular members. Based on the data collected from SMA Negeri

2 Malang and SMK Negeri 1 Purwosari, it proves that extracurricular special service management is needed in organizing the extracurricular activity so that it can be used to achieve the goals that have been set, through extracurricular activities that are systematically organized, hopefully students can improve their soft skills to develop optimally. Based on this, the researcher did a study with the title "Extracurricular Special Service Management in Improving Students Soft Skills (Multiple Case Study at SMA Negeri 2 Malang and SMK Negeri 1 Purwosari)".

Based on this context, this research has a focus on studying more deeply about: (1) the process of extracurricular special service management in improving students soft skills; (2) strategies for improving students soft skills through extracurricular special service management; (3) supporting factors for extracurricular special service management in improving students soft skills; and (4) inhibiting factors for extracurricular special service management in improving students soft skills and their solutions. This study also aims to (1) describe the process of extracurricular special service management in improving students soft skills; (2) describe strategies for improving students soft skills through extracurricular special service management; (3) describe supporting factors for extracurricular special service management in improving students soft skills; and (4) describe inhibiting factors for extracurricular special service management in improving students soft skills and their solutions.

2. Method

This research uses a qualitative method. The qualitative method was chosen because the researcher wanted to collect in-depth data on the management of extracurricular special

services in improving students soft skills at SMA Negeri 2 Malang and SMK Negeri 1 Purwosari. Qualitative research is interpretative research, in which the researcher participates in a continuous and ongoing experience with the participants (Creswell, 2016). The research design used a multiple case studies. Researchers collected data from two separate locations, the research subjects were assumed to have different characteristics, those are SMA Negeri 2 Malang and SMK Negeri 1 Purwosari. Researchers want to explore and focus on the phenomena discussed, and try to compare and understand the differences or similarities of extracurricular special service management in improving students soft skills. The data sources used in this research were collected using interviews, observations, and documentation studies. Interviews were conducted with the vice principal of student affairs, coaches, students and student affairs staff in each case. The vice principal as the key informant and the coach as the supporting informant.

This research has three main techniques used in data collection, which are interview, observation and documentation study. The data analysis technique in this study used the Miles, Huberman, Saldaña, (2014) model, including data collection, data display, data condensation, and verifying conclusions. Data validity is carried out by testing four criteria credibility, transferability, dependability, and confirmability. Credibility is carried out using triangulation, member checking, improved attention to detail, and sufficient reference material. The research stages that researchers carried out were the pre-field stage, the preliminary stage, the proposal preparation stage, the implementation stage, the report preparation stage, and the publication stage.

3. Results and Discussion

3.1 Result

3.1.1 Extracurricular Special Services Management Process in Improving Students Soft Skills

The management process in extracurricular activities includes planning, organizing, implementing, and supervising. Before entering the planning process, a clear goal is needed so that the management process can be well managed. The purpose of extracurricular activities in both cases is to accommodate and accommodate the talents and interests of students, develop and channel the talents and interests of students, so that students can adapt outside, for the health of students, represent the school if there is a competition and bring the good name of the school, and as a training forum for the preparation before entering the world of work. These objectives are outlined in an extracurricular planning conducted by the two research cases through a planning meeting that discusses program planning for each extracurricular activity, funding planning related to extracurricular activities and equipment, setting facilities and infrastructure needs, and scheduling extracurricular activities.

The next process after planning is organizing, the organizing process is carried out so that extracurricular activities in schools can be run. Organizing in both research cases is filled by several people who are involved in the organizational structure, starting from the principal, vice principal of student affairs, student staff, student council coaches, coaches in

extracurricular activities, extracurricular trainers, and students. The members of the organizational structure have their respective responsibilities and authorities according to their roles in supporting the extracurricular activities at school. The change of members in the organizational structure in both cases is carried out based on the decision of the principal's decree, which is released every year.

The implementation process is carried out after going through the planning and organizing process, the success or failure of planning can be seen in the implementation process. The implementation of extracurricular activities in both research cases was carried out in accordance with the schedule of activities that had been decided at the planning meeting at the beginning of the school year. The implementation process needs direction and communication so that extracurricular activities can be run optimally. Briefing in both research cases was carried out by the principal and the vice principal of student affairs by giving directions to extracurricular coaches at the beginning of the school year, then the extracurricular coaches gave directions to students during extracurricular activities, while communication was carried out via WhatsApp media and further meetings were held if there were problems to be resolved. There are also rules during implementation that are followed in accordance with the regulations that apply to each school.

Supervision is the final stage in the extracurricular management process. The supervision process is carried out to see if the activities carried out are in accordance with the planning. Extracurricular activities in both research cases went through a process of supervision, reporting and assessment. Supervision is carried out by people who are in the structure of the student organization. Reporting is carried out through activity journals, attendance lists, activity reports prepared by coaches and through the groups. Assessment is carried out by the extracurricular coach and then submitted to the curriculum, and a certificate is given as an award for participating in extracurricular activities.

3.1.2 Strategies for Improving Students Soft Skills through Extracurricular Special Services Management

The existence of extracurricular programs is not separated from the school's goal to provide a forum for students to express their interests and talents optimally. The expression of students' interests and talents is supported through the school's strategy in choosing extracurricular programs that are in accordance with the interests of students, the school's way of attracting students to participate in extracurricular activities, and the activities carried out to improve students' soft skills through extracurricular activities. Based on the research conducted, it was found that the selection of extracurricular programs in both cases had two options, those provided by the school, and the submission of new extracurricular programs by students with a minimum of 20 members. Both research cases also have ways to attract learners to join extracurricular programs by conducting extracurricular demonstrations during the introduction to the school environment. Another strategy carried out by the two cases to improve the soft skills of students is to involve extracurricular activities in competitions, block camps, joint training with other schools, joint training with all extracurricular activities at school, included in internal school activities, and carried out through a mini art performance activity called MISSION. Based on the strategies that have been

carried out, it forms an improvement in soft skills in students, including discipline, self-confidence, responsibility, communication skills, cooperation, socializing in the community, creativity, cooperation, leadership and independence.

3.1.3 Supporting Factors for Extracurricular Special Service Management in Improving Students Soft Skills

Extracurricular management in both research cases in the process is supported by several factors that can support the course of extracurricular activities at school, including: (1) supportive school facilities as a training ground; (2) training equipment that is in a proper condition and in accordance with the trainer's standards; (3) funding supported by the school;

(4) human resources that are supportive and competent in their fields; and (5) school policies in supporting extracurricular activities.

3.1.4 Inhibiting Factors of Extracurricular Special Services Management in Improving Students Soft Skills and Their Solutions

Extracurricular activities in both research cases still have several problems in the process, including: (1) the time of training that is still considered not enough, the solution is that schools give permission to practice in the last two hours if they are going to participate in competitions and look for schedules and other places so as not to disturb other extracurricular activities; (2) the students' less interest in participating in extracurricular activities, the solution is that the coach teacher provides encouragement and rules so that students are interested in participating in extracurricular activities; (3) problems from within the students themselves such as laziness, being bored or not being able to manage time, the solution is that the coach teacher provides direction so that students can manage themselves better; (4) the school cannot help with full funding, the solution is that the school will pay only the registration fee and for accommodation it will be returned to the students; and (5) there are coaches who are sometimes lazy so that it has an impact on students' activities, the solution is that the head of student affairs will conduct an evaluation and if it cannot be continued, rolling will be carried out.

3.2 Discussion

3.2.1 Extracurricular Special Services Management Process in Improving Students Soft Skills

The first process in extracurricular special service management is planning, before planning a goal is needed so that the plan that is prepared can be implemented optimally. The expected goals of extracurricular activities in the two research cases include accommodating the interests and talents of students, developing the talents and interests of students, for the health of students, being able to adapt outside, representing the school if there is a competition, bringing the good name of the school, and training containers as provisions before entering the world of work. In line with this, Zulkarnain (2018) explains that the purpose of extracurricular activities in schools in general is to develop the human aspects of students as a whole (affective, cognitive, psychomotor), develop the positive potential of students' talents and interests,

improve the ability to interact with the environment of students, and communication skills that are carried out without discriminating against the rights and obligations of students.

The objectives were outlined in an extracurricular planning that the two research cases conducted through a planning meeting at the beginning of the new school year. The planning meeting discussed several things, including determining programs for each extracurricular activity, designing activities related to funding, determining the needs of facilities and infrastructure, and determining extracurricular schedules. This is in line with Supriyanto & Burhanuddin (2017) explanation that planning can be better prepared to produce a good meeting point, so that the organization can enter the implementation stage.

The next process after planning is organizing. The management of extracurricular special services in both research cases has an organizational structure occupied by several parties who have responsibility and authority in extracurricular management at school. The organizational structure in both research cases was filled by the Principal, the deputy head of student affairs, the student council coach, the extracurricular coach, the extracurricular coach, and the students. The results of the research in both cases found that changes in the organizational structure were carried out in accordance with the decree from the Principal every year, based on the decree, the management in the organizational structure could change or not. This is in accordance with the duties and responsibilities of the principal as a manager who in carrying out his duties, the principal does not work alone, but is assisted by vice principals or other designated officers. In this case, the principal tries to mobilize all school staff to carry out educational administration tasks, and organize their implementation effectively and efficiently for the advancement of education in schools (Burhanuddin, et al., 2018).

The implementation process is the realization of the planning that has been previously determined. Based on the research findings, the implementation of extracurricular activities in both cases is inseparable from the process of directing and communicating so that extracurricular activities can run in accordance with planning. Based on the research findings, directing and communicating in both research cases was carried out by the principal together with the vice principal of student affairs to the coach during the planning meeting, then the coach carried out directions from the principal and vice principal of student affairs to students during extracurricular activities, and an evaluation would be carried out if there were obstacles in the implementation. This is in line with the explanation of Burhanuddin, et al (2018) that the implementation of activities cannot be separated from teamwork, participation, empowerment, cohesiveness, and commitment which describe the way leaders and their followers work together. The implementation of extracurricular activities in both cases is carried out in accordance with the planned schedule and location, and in its implementation must comply with the rules that apply to all extracurricular activities. As explained by Burhanuddin & Sunarni (2017) the smoothness and speed of an organization's operations are built and maintained through the elements of rules, policies and procedures that are strongly binding.

The final process in extracurricular special services management is supervision. Supervision in both research cases included monitoring, reporting, and assessment.

Supervision of extracurricular activities in both research cases was carried out by extracurricular coaches and extracurricular coaches, while the performance of extracurricular coaches and coaches was supervised by the head of student affairs to be reported to the principal. Supervision by extracurricular coaches and trainers is reported through journals and attendance for each activity, the reporting is accompanied by documentation to prove that extracurricular activities are carried out. This is in line with the explanation Zulkarnain (2018) that in performance supervision, the head of student affairs supervises the coordinator, the coordinator supervises the coach, and the coach supervises the students. The results of supervision are made in the form of documentation and then analyzed and given follow-up to improve the quality of planning and implementation of extracurricular activities at school.

3.2.2 Strategies for Improving Students Soft Skills through Extracurricular Special Services Management

The presence of extracurricular programs is inseparable from the school's goal to provide a forum for students to channel their interests and talents optimally. The channeling of students' interests and talents is carried out through several strategies carried out by schools to improve students' soft skills through extracurricular activities. The first strategy carried out by the two cases in this study is to determine extracurricular activities that are in accordance with the interests and talents of students using top-down and bottom-up methods. Determining extracurricular activities using the top-down method was carried out by both research cases by running and continuing extracurricular activities that had existed before. The bottom-up method was carried out by both research cases by accommodating suggestions and aspirations from students if they wanted to open new extracurricular activities according to their interests and talents. Top-down is a method of schools providing or organizing extracurricular activity programs in the form of packages or types of activities that are thought to be needed by students. Bottom-up is a school method of accommodating the diversity of potential, desires, interests, talents, motivations and abilities of a learner or group of learners to then determine and organize extracurricular activity programs (Zulkarnain, 2018).

The second strategy is to attract learners' interest in extracurricular activities. Both research cases conducted extracurricular demo activities during the introduction to the school environment to attract new learners' interest in extracurricular activities at school. Activities carried out to improve the soft skills of learners in both research cases are to include activities such as competitions, block camps, joint training between schools, mini art performance activities, joint training between extracurricular activities at school, as well as being involved in internal school activities such as performers in the graduation process, and performers to welcome important guests. These findings are in line with Buckley & Lee (2018) explanation of the importance of understanding how to facilitate students in developing soft skills, making schools must pay attention to extracurricular activities that have an impact on the development of students' competencies and skills.

The strategies carried out by the two research cases resulted in an increase in soft skills in students which include discipline, confidence, responsibility, communication skills, cooperation, socializing in the community, creativity, leadership and independence. Antony & Tripathi (2023) identified ten life skills as: (1) self-awareness; (2) critical thinking; (3) creative

thinking; (4) decision making; (5) problem solving; (6) effective communication; (7) interpersonal relationships; (8) empathy; (9) coping with stress; and (10) coping with emotions. The extent of participation in extracurricular activities has a positive outcome on learners' trust or confidence in their ability to work (Kantar & Bouckenoghe, 2021).

3.2.3 Supporting Factors for Extracurricular Special Service Management in Improving Students Soft Skills

Supporting factors in extracurricular special service management are needed to support the implementation of activities, there are several supporting factors in the implementation of extracurricular management in both research cases, namely: (1) supportive school facilities as a training ground; (2) adequate training tools; (3) funding supported by the school; (4) competent human resources in their fields; and (5) school policies in supporting extracurricular activities. This is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 regarding the carrying capacity of extracurricular implementation which consists of: (1) education unit policy; (2) availability of coaches; and (3) availability of education unit facilities and infrastructure. This is also in line with the explanation of Wiyono, et al (2020) that a school that has complete facilities, qualified teachers, good administrative services, and a good learning process, the school will have better performance and better achievements.

3.2.4 Inhibiting Factors of Extracurricular Special Services Management in Improving Students Soft Skills and Their Solutions

The management of extracurricular special services in both research cases still found several obstacles in its implementation, including: (1) training time once a week which is still considered insufficient by students, the solution taken by the school is to give permission to do training earlier in the last two hours of learning if there are certain activities such as competitions, and find other schedules and training places so as not to interfere with other extracurricular activities; (2) lack of interest of students in participating in extracurricular activities, the solution taken is that the coach teacher provides encouragement for students to participate in extracurricular activities by distributing Google Forms and choosing at least one extracurricular activity other than compulsory scouts; (3) problems from within the students themselves such as laziness, and not being able to manage time because they have too many extracurricular activities, the solution is that the coach continues to provide encouragement and direction so that students can manage themselves better; (4) the school cannot help if the funds for the competition are too large, the solution is that the school will pay the registration fee and the accommodation is borne by the students; and (5) there are lazy coaches, the solution is that the head of student affairs will conduct an evaluation and rolling if it cannot be continued. Inhibiting factors are common factors found in all educational programs, therefore schools must have strategies and ways to overcome these obstacles. The existing obstacles can be overcome such as through internal deliberations with the school council (Aji, 2016).

4. Conclusion

The conclusions of this study are: (1) The strategy of improving students' soft skills through extracurricular activities in both cases is carried out in several ways, namely the

establishment of extracurricular programs provided by the school, and also students can propose new extracurricular programs. Schools attract learners' interest in extracurricular activities by holding extracurricular demo activities. Extracurricular activities are involved in activities such as competitions, block camps, joint training with other schools, joint training with all extracurricular activities at school, included in internal school activities, and also held mini art performances as a place for extracurriculars to showcase their talents. Soft skills formed in students from the application of these strategies consist of discipline, self-confidence, responsibility, communication skills, cooperation, socializing in society, creativity, cooperation, leadership and independence; (2) The extracurricular management process carried out in both research cases starts from planning to supervision. Planning is done by holding extracurricular planning meetings to discuss matters related to extracurricular programs. The parties involved in the organizational structure at school related to extracurricular activities are the principal, vice principal of student affairs, student staff, student council coaches, coaches in extracurricular activities, extracurricular trainers, and students. The implementation of extracurricular activities is carried out in accordance with the respective schedules that have been determined at the initial planning meeting. Supervision is carried out by those in the student organization structure; (3) Supporting factors for extracurricular special service management in both cases consist of supportive school facilities, adequate training tools, school-supported funding, supportive and competent human resources and school policies in supporting extracurricular activities; (4) inhibiting factors for extracurricular special service management in both research cases are related to training time, funding problems, problems from within students, and also from coaches, all of these problems have had solutions to overcome them.

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