

Extracurricular Management of Traditional Dance in Accommodating The Talents Of Students' Interests at SDN Dinoyo 3

Prayoga Dwi Kristanto, Wildan Zulkarnain, Ahmad Nurabadi, Asep Sunandar

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

*Author of correspondence, Email: prayoga.dwi.2001316@students.um.ac.id

Abstract

The purpose of this research is to investigate the planning, organization, implementation, supervision, and evaluation, as well as the supporting factors, obstacles, and solutions of the traditional extracurricular dance management at SDN Dinoyo 3. This study employs a qualitative case study approach. The data collection methods used in this research include interviews, participatory observation, and documentation techniques. The main informants for this study are the extracurricular coordinator, school head, dance instructors, assistant dance instructors, Asmoro Bangun Dance Studio, teachers, guardians, and students. The research findings include (1) planning involves considering the background, determining the objectives, formulating the benefits, meetings with teachers and guardians, allocating facilities and equipment, drafting programs and materials, selecting instructors, and planning external collaborations; (2) organization involves an informal organizational structure and task and responsibility distribution; (3) implementation includes conducting activities, maintaining order, achieving achievements, preparing for competitions, appreciating achievements, developing dance habits, and creating a supportive environment for male students; (4) supervision and evaluation are carried out; (5) supporting factors are divided into two categories: general factors and factors related to male students participating in traditional dance extracurricular activities; and (6) obstacles include the assistant's lack of experience teaching elementary school students, students' interest in participating but guardians' disapproval, unequal practice times, lack of transportation during practice, ridicule of male students participating in traditional dance extracurricular activities, and negative perceptions of male students. The solutions proposed are the extracurricular assistant should be more firm, approach guardians with empathy, one party should compromise, offer transportation from Mr. Budi, provide encouragement and motivation to students, and gather guardians to provide understanding.

Keywords: extracurricular management; traditional dance; talent interest

1. Introduction

Traditional Dance, as an inseparable part of cultural heritage, is currently facing challenges due to the decreasing interest and participation. This phenomenon emphasizes the urgency to integrate traditional dance learning into the educational curriculum, particularly at the elementary school level. By including traditional dance in the learning program, children can understand and appreciate the cultural wealth of their ancestors. Traditional dance learning at elementary schools not only teaches traditional movements but also builds an understanding of the meanings and values embedded in each dance. Through this learning, it is hoped that the younger generation will become committed carriers of cultural heritage, dedicated to preserving and developing traditional dance art in the midst of ongoing modernization.

The extracurricular traditional dance program itself consists of two parts: extracurricular activities and traditional dance. As stated by Zulkarnain (2018), extracurricular activities refer to activities conducted outside the curriculum structure, which are formed based on students' interests and talents. Meanwhile, traditional dance itself is a traditional art that develops in a specific region, characterized by unique features and handed down by local communities (Lail, 2015). At this school, the traditional dance extracurricular program is one of the activities offered to students outside regular class hours. This program covers various types of traditional dances, which are integral parts of local and national culture. Students participating in this program have the opportunity to learn and practice these dances, which involve characteristic movements and traditional music. The program is usually supervised by instructors or teachers who have knowledge and skills in traditional dance. Additionally, the traditional dance extracurricular program at SDN Dinoyo 3 often involves performances at various school and community events, providing students with opportunities to develop their performance skills.

SDN Dinoyo 3 provides a unique opportunity for male students to participate in traditional dance extracurricular classes. This initiative reflects the school's commitment to supporting diversity in students' interests and talents. By offering this special class, the school not only expands the scope of extracurricular activities but also creates an inclusive environment that encourages active participation of male students in traditional arts and culture. This extracurricular class aims not only to develop traditional dance skills but also to cultivate values of teamwork, discipline, and appreciation for cultural heritage. This aligns with the opinion of Mrs. Yuli Wijayati, the principal of SDN Dinoyo 3.

Extracurricular Management encompasses all structured processes related to the management of extracurricular programs within an educational institution (Nurhidayati, 2018). Extracurricular management is a key element in ensuring the success of programs outside the main curriculum. It involves planning, organization, implementation, and supervision of extracurricular activities, including traditional dance programs. How this management is implemented will impact how far students can develop their talents and interests. Effective management can ensure that programs run smoothly, resources are available, and student development goals are achieved. Conversely, ineffective management can hinder the growth of students' talents and interests.

2. Method

This study employs a qualitative case study approach with the aim of in-depth exploration using primary and secondary data sources. Primary data was obtained through direct interviews with involved informants, while secondary data was collected from documentation during the research period. The data collection technique consisted of three stages: direct interviews to obtain direct insights from participants, participatory observation to understand the context directly, and documentation to record relevant information. The data analysis also consisted of three stages: data reduction to simplify the collected data, data presentation to describe findings in a structured manner, and data verification to ensure the accuracy and validity of the information. Additionally, this study conducted data checking using data triangulation, member checking to ensure consistency between the research and findings, and sufficiency of reference materials to ensure that the analysis was supported by relevant and high-quality information.

3. Results and Discussion

3.1 Result

No.	Aspek	Temuan
1.	Perencanaan Ekstrakurikuler Tari Tradisional	Latar belakang ekstrakurikuler: banyak bakat anak di bidang seni, banyak budaya lokal, dan mengekspresikan diri dalam 3W.
		Tujuan ekstrakurikuler: mengembangkan minat, bakat, dan prestasi. memberikan wadah bagi yang belum memiliki kesempatan untuk mengembangkan bakat melalui sanggar.
		Manfaat ekstrakurikuler: menambah wawasan, meningkatkan keberanian, mengekspresikan bakat minat, mengembangkan kreativitas, dan membantu berprestasi.
		Pertemuan guru dan wali murid: untuk mendukung kerja sama dan partisipasi guru serta wali murid guna keberhasilan ekstrakurikuler tari tradisional.
		Pembagian sarana dan prasarana: pengeras suara memadai walaupun kecil. Kegiatan <i>indoor</i> di ruang guru dan <i>outdoor</i> di lapangan. Kekurangan gamelan untuk Pekan Seni Pelajar.
		Menyusun program dan materi ekstrakurikuler: program berupa penambahan tari tahun sebelumnya. Materi tari berulang setiap tahun dan mencari tari baru untuk dikompetisikan.
		Menentukan pelatih ekstrakurikuler: berkompeten di bidang tari, mempunyai satu karya tari, disiplin, tanggung jawab, terampil, dan kreatif.
		Merencanakan kolaborasi pihak eksternal: kolaborasi dengan Sanggar Seni Asmoro Bangun dalam bidang musik dan wali murid dalam bidang pendanaan, konsumsi, properti, dll.
		Perencanaan & identifikasi bakat minat: Dilakukan saat pemilihan ekstrakurikuler yang diminati setiap ajaran baru dengan mengisi Google Form. Selama kegiatan berlangsung, siswa yang berbakat dapat diikuti kompetisi. Pendekatan ini memberi kebebasan untuk memilih ekstrakurikuler sesuai minat tanpa paksaan dan membuat pembelajaran lebih menyenangkan serta produktif.

2.	<p>Pengorganisasian Ekstrakurikuler Tari Tradisional</p>	<p>Struktur organisasi tidak tertulis namun Pak Budi berperan penting dalam mengelola seluruh kegiatan ekstrakurikuler</p> <p>Koordinator ekstrakurikuler bertugas untuk mengelola ekstrakurikuler dan memberikan pelayanan terbaik.</p> <p>Pelatih ekstrakurikuler bertugas memberikan kesempatan tampil di berbagai acara, memberikan prestasi, dan mengajar peserta didik kelas tinggi maupun kelas rendah.</p> <p>Asisten pelatih ekstrakurikuler bertugas mengajar peserta didik kelas rendah dan menggantikan pelatih jika berhalangan hadir.</p> <p>Guru bertugas untuk mendampingi dan menertibkan peserta didik pada saat kegiatan berlangsung.</p> <p>Sanggar Asmoro Bangun bertugas sebagai penata musik dan konsultan tari pada kompetisi yang diikuti oleh sekolah.</p>
3.	<p>Pelaksanaan Ekstrakurikuler Tari Tradisional</p>	<p>Menjalankan kegiatan ekstrakurikuler: dilaksanakan hari Rabu, mempersiapkan sarana prasarana sebelumnya, dan menari bersama sebelum dipisah antara kelas tinggi dan rendah.</p> <p>Tata tertib wajib dan tidak wajib.</p> <p>Mencetak prestasi: Juara 1 Singhasari Tour Fair 2023, Juara 1 FC 21 Prestasi 2023, Juara Harapan 1 Cor Jesu Festival 2023, dan lain sebagainya.</p> <p>Persiapan menjelang kompetisi: meminta persetujuan wali murid, mempersiapkan materi, melatih secara insentif, dan menambah jam latihan.</p> <p>Apresiasi peserta didik berprestasi: setiap upacara hari Senin dengan membawakan tarian saat kompetisi dan penyerahan piala.</p> <p>Pembiasaan tari tradisional Malang: dilaksanakan Rabu pagi dan bertujuan untuk melestarikan serta mengapresiasi budaya Malang.</p> <p>Menciptakan lingkungan yang mendukung peserta didik laki-laki: terbantu kurikulum Merdeka Belajar P5, kerja sama dengan wali murid, adanya budaya lokal, kedekatan emosional antara guru dan peserta didik, dan memberikan teknik atau metode baru.</p>

4.	Pengawasan dan Evaluasi Ekstrakurikuler Tari Tradisional	Pengawasan terfokus pada administrasi dan kehadiran peserta didik serta pelatih. Kepala sekolah melakukan pengawasan langsung dan memberi masukan. Fokus utama pengawasan guru adalah kedisiplinan, keamanan, dan kenyamanan.
		Evaluasi berdasarkan Banyaknya materi yang dikuasai, jumlah prestasi dalam satu tahun, jumlah peminat, dan kinerja pelatih. Jika target tidak tercapai, langkah-langkahnya termasuk meningkatkan pengalaman siswa dengan lebih banyak kompetisi dan pembentukan grup tambahan, serta meninjau proses latihan dan materi kompetisi untuk peningkatan kinerja di masa mendatang.
5.	Faktor Pendukung Ekstrakurikuler Tari Tradisional	Faktor pendukung secara umum: guru memiliki komitmen yang tinggi dan semangat terus belajar, dukungan kepala sekolah dan wali murid, dan kemauan tinggi dari peserta didik.
		Faktor pendukung peserta didik laki-laki mengikuti ekstrakurikuler tari tradisional: adanya budaya lokal seperti Jaranan/Bantengan, motivasi dari peserta didik laki-laki yang berprestasi, adanya pelatih tari laki-laki, perbedaan materi tari antara peserta didik laki-laki dan perempuan, kedekatan emosional antara guru dan peserta didik, dan peserta didik laki-laki memiliki <i>power</i> yang baik.
6.	Hambatan dan Solusi Ekstrakurikuler Tari Tradisional	Hambatan: asisten ekstrakurikuler kurang terbiasa mengajar anak usia SD, peserta didik minat ikut ekstrakurikuler namun wali murid tidak menyetujui, waktu latihan tidak sama antara Sanggar Asmoro Bangun dan sekolah, tidak ada yang mengantar dan menjemput peserta didik saat latihan, cemoohan teman saat peserta didik laki-laki bergabung ekstrakurikuler tari tradisional, persepsi negatif peserta didik laki-laki, dan guru tidak memiliki informasi bakat minat awal siswa dari TK.
		Solusi: harus lebih tegas untuk mendisiplinkan peserta didik, melakukan pendekatan dengan wali murid peserta didik yang bersangkutan, salah satu pihak harus mengalah agar proses latihan dapat berlangsung dengan lancar, Pak Budi menawarkan kepada wali murid untuk menjemput dan mengantar agar peserta didik tetap dapat mengikuti latihan, memberikan semangat dan motivasi kepada peserta didik yang mengalami kejadian serupa, wali murid dikumpulkan dan diberikan pemahaman bahwa ekstrakurikuler tari tidak hanya untuk perempuan, dan

		melibatkan siswa dalam kegiatan ekstrakurikuler dengan cara mengisi <i>Google Form</i> pada awal tahun pelajaran.
--	--	---

3.2 Discussion

Planning Extracurricular Traditional Dance Activities to Foster Students' Talents and Interests

Planning is the crucial initial stage in the implementation of traditional dance extracurricular management at SDN Dinoyo 3. This activity is formed based on the abundant talent in the field of dance, the influence of local culture, and the desire to express oneself in the 3Ws (Wiraga, Wirama, and Wirasa). Additionally, the traditional dance extracurricular program aims to develop students' interests, talents, and achievements, and provides a platform for students who have not had the opportunity to develop their talents through dance clubs. This aligns with Wahjosumidjo's opinion in Zakiyah and Munawaroh (2018) that there are three main aspects to consider in extracurricular activities: (1) deepening and expanding students' knowledge related to the subject matter according to the existing curriculum; (2) supporting the development, reinforcement, and formation of students' personality values; and (3) developing and improving students' talents, interests, and skills. The planning of the traditional dance extracurricular program also formulates benefits for students, including increased awareness through cultural exploration, increased confidence through public performances, the development of creativity, helping students to express their talents and interests, and providing motivation to achieve excellence in traditional dance.

Planning also includes meetings with teachers and guardians to support cooperation and participation in the success of the traditional dance extracurricular program. These meetings are held at the school at the beginning of each year (Taufik, 2015). Through these meetings, it is hoped that there will be good synergy between the school, teachers, and parents in supporting student activities. Additionally, in the planning process, the distribution of facilities and infrastructure is carried out, where the school already has sound equipment, indoor activities in the teacher's room, and outdoor activities in the playground. In relation to facilities and infrastructure, Nurjannah et al. (2021) argue that education is a supporting factor in the success of learning, which requires good management in the learning process and the provision of adequate facilities and infrastructure for children. These facilities are expected to support various extracurricular activities.

This planning process also determines competent extracurricular trainers in the field of dance, who have dance works, discipline, responsibility, skills, and creativity, thereby fostering good communication between students and trainers. This aligns with Utami's (2019) opinion that extracurricular dance trainers always communicate with students to provide guidance, directions, and instructions directly, which are easily understood in each training session. Furthermore, in the planning process, collaboration with external parties is established, particularly with Sanggar Asmoro Bangun in the field of music. Collaboration with guardians is also important, especially in terms of funding, consumption, properties, and so on. This collaboration is expected to support the smooth running and success of the extracurricular program.

Organizing Extracurricular Traditional Dance Activities to Foster Students' Talents and Interests

The organizing process involves coordinating all components involved in managing extracurricular activities, assigning tasks to components involved in handling or managing extracurricular activities, and delegating tasks and implementing extracurricular activities (Muarif et al., 2023). This aligns with Zulkarnain's (2018) opinion that dividing tasks, responsibilities, and authority according to knowledge, interests, talents, experiences, and personalities of each individual is a crucial aspect in organizing extracurricular activities in educational institutions. This includes teachers, trainers, students, and guardians, all of whom play important roles in ensuring the smooth running and success of these activities. According to Muarif et al. (2023), one principle of organizing is the proportional division of tasks among various organizational elements. Tasks are divided in detail among components involved, with each individual or group being assigned specific responsibilities in handling or managing specific aspects of extracurricular activities. Additionally, task delegation is carried out to ensure that each aspect of the activity receives sufficient attention and is managed well. This allows for the effective and efficient implementation of extracurricular activities and ensures that all team members work synergistically towards common goals.

Based on the above statements, the division of tasks and responsibilities for the traditional dance extracurricular program at SDN Dinoyo 3 involves several parties, including: (1) the extracurricular coordinator is responsible for managing extracurricular activities and providing the best service; (2) the extracurricular trainer is responsible for providing performance opportunities, giving awards, and teaching students from both high and low classes; (3) the assistant extracurricular trainer helps the trainer in teaching students from low classes and is willing to replace the trainer fully if the trainer is unavailable; and (4) Sanggar Asmoro Bangun plays the role of music arranger and dance consultant for certain competitions. With this clear division of tasks, it is hoped that the traditional dance extracurricular activity can run smoothly and achieve its set goals.

Implementation of Extracurricular Traditional Dance Activities to Foster Students' Talents and Interests

Implementation is an effort to lead a group or individual through the planting of motivation or inspiration within themselves to carry out activities or tasks that have been set according to the initial plan to achieve the organization's goals (Taufik, 2015). Implementation also involves the execution of planning and organizing that have been carried out previously. The traditional dance extracurricular program at SDN Dinoyo 3 is implemented on Wednesdays, applying both mandatory and non-mandatory rules. Mandatory rules include the requirement to wear leggings, not wear school uniforms, bring dance props, not be noisy, not run, and not go to the canteen. Non-mandatory rules include the option not to wear extracurricular uniforms and bring scarves or shawls. Before the extracurricular activity begins, the facilities and infrastructure to be used must be prepared in advance. After that, all students gather to dance together before being separated into high and low classes. The extracurricular activity program needs to be controlled to achieve the set goals and contribute to the school's vision and extracurricular goals (Zakiyah and Munawaroh, 2018).

SDN Dinoyo 3 often receives awards in the field of traditional dance. This success is not separate from the thorough preparation carried out before the competition. This preparation

includes obtaining the approval of guardians, preparing dance materials carefully, intensively training students, and adding practice sessions. In addition to the role of the school principal, teachers, trainers, and guardians, students themselves must take the initiative to improve their performance to achieve the set educational goals (Sulistyawati, 2023). Each step is taken with the goal of ensuring that students are ready to perform with the best performance. The commitment and hard work of all parties involved have yielded impressive results, making SDN Dinoyo 3 a leading school in the field of traditional dance.

One of the competencies that the school principal must prioritize is the management of students, especially in the development of their competencies and abilities, including the application of a reward system for outstanding students (Wibowo, 2021). At SDN Dinoyo 3, appreciation for outstanding students is implemented every Monday ceremony. On this occasion, outstanding students are awarded through the presentation of trophies in front of all students and teachers. In addition, these students also have the opportunity to perform the dance they have competed in. This not only acknowledges their achievements but also inspires other students to strive to achieve the same. Through this reward system, it is hoped that a learning environment that motivates and encourages students to continue developing their potential can be created. Learning art in school should be able to develop aesthetic sense, perception, knowledge, understanding, ability to respond, and reflective ability in analyzing and evaluating children's art (Rohmadi, 2023). At SDN Dinoyo 3, the environment that supports male students in traditional dance plays a significant role in achieving this goal. The presence of the Independent Learning Curriculum Project to Strengthen the Profile of Pancasila Students (P5) can provide more extensive and creative exploration of art. Collaboration with guardians also helps to create stronger support. Meanwhile, the presence of local culture enriches teaching materials and provides a real context for art learning. The emotional closeness between teachers and students also bridges the learning process more effectively, where students feel more valued and motivated to participate actively. Additionally, the provision of new techniques or methods in teaching traditional dance art enriches students' learning experience and encourages them to develop analytical and evaluative skills in their own art and others. The combination of these factors ensures that art learning at SDN Dinoyo 3 not only meets academic standards but also fosters a deep appreciation for art and culture among students.

Supervision and Evaluation of Extracurricular Traditional Dance Activities to Foster Students' Talents and Interests

The final stage in the implementation of traditional dance extracurricular management is supervision and evaluation. According to Muarif et al. (2023), supervision is necessary to ensure that the implementation of an activity in an organization is in line with the plan and goals set. Supervision involves monitoring training processes and student performances to ensure that extracurricular goals are achieved effectively. Evaluation is carried out to assess the effectiveness of the program and identify areas that require improvement or adjustment. Supervision and evaluation not only ensure the quality of activities but also provide constructive feedback for ongoing improvement.

Supervision in extracurricular activities includes monitoring teachers and trainers, monitoring students, and monitoring the implementation of activities (Kusumandari and Rohmah, 2018). This aligns with the practices implemented at SDN Dinoyo 3, where

extracurricular supervision of traditional dance is highly focused on several key aspects. First, student administration and attendance are closely monitored to ensure that every student participates consistently and according to the scheduled timetable. Second, the attendance and performance of trainers are systematically monitored to ensure that they provide effective and high-quality training. Additionally, the implementation of traditional dance activities is monitored comprehensively to ensure that all activities run smoothly and in line with the planned schedule.

Principal supervision is an effort undertaken by the principal as part of their management function to ensure that activities run according to the planned schedule and not only to monitor but also to improve and direct activities to achieve the planned goals (Rianto, 2020). The principal of SDN Dinoyo 3 actively conducts this supervision, especially by conducting direct supervision during extracurricular activities. Direct supervision allows the principal to quickly identify and address any problems that may arise. In addition to the principal, teachers also provide supervision to extracurricular traditional dance students, focusing primarily on discipline, safety, and comfort.

Evaluation is the process of assessing activities to identify indicators that cause success or failure in achieving goals, thereby serving as a basis for future activities (Fitri, 2023). Evaluation at SDN Dinoyo 3 is measured based on the number of materials mastered by students, the number of achievements in one year, the number of participants, and the performance of trainers. This important process aims to determine how far the program has been achieved and what needs to be improved. The results of the evaluation are then analyzed to develop strategies for improving quality in the future. Through evaluation, the school can continue to develop more effective and engaging extracurricular programs. Comprehensive evaluation also ensures that every activity provides optimal benefits for all students.

Supporting Factors for Extracurricular Traditional Dance Activities to Foster Students' Talents and Interests

The supporting factors for traditional dance extracurricular management are diverse and crucial for the success of this program. According to Burhanuddin and Adi (2018), teamwork, participation, empowerment, cohesion, and commitment from the company reflect how leaders and followers collaborate. Based on the research conducted, several supporting factors were found. Teachers and trainers have a high level of commitment and a continuous learning spirit, which are the main pillars in maintaining the quality and consistency of training. Additionally, the support from the school principal and guardians plays a significant role in providing the necessary resources and motivation for this activity. The high willingness of students themselves is also a key factor, as their enthusiasm drives a positive and productive training atmosphere. This statement aligns with the Minister of Education and Culture Regulation Number 62 of 2014 on Extracurricular Activities, which includes the development of extracurricular activities involving several parties, including the educational unit, parents of students, and school committees, each of which includes the school principal, educational staff, teachers, and extracurricular supervisors.

In addition to general supporting factors, the committee also found several specific factors that motivate male students to participate in traditional dance extracurricular activities. These factors include the strong presence of local culture, motivation from other male students who have achieved success, and the presence of male dance trainers who serve

as role models. Besides, interesting material differences, emotional closeness between teachers and students, and good physical strength and energy from male students also play a role in increasing their interest in this activity. According to Safitri et al. (2023), supporting factors for traditional dance extracurricular activities are divided into two parts:

1. Instinctive factors are factors that arise from personal desire without pressure from others. This allows individuals to act according to their own nature, reflecting personal desires and motivations.
2. Social media factors are one of the supporting factors for traditional dance extracurricular activities because students can learn independently at home using social media. They have flexibility to arrange their learning time according to their needs. Additionally, access to various online educational resources enriches their knowledge without spatial or temporal limitations.

Challenges and Solutions for Extracurricular Traditional Dance Activities to Foster Students' Talents and Interests

School extracurricular activity management must be carried out systematically through the stages of planning, organizing, implementing, and supervising, and include the analysis of supporting and hindering factors (Ismawati, 2014). The implementation of traditional dance extracurricular activities at SDN Dinoyo 3 also encounters challenges, including: (1) Assistant extracurricular teachers are not accustomed to teaching elementary school students; (2) Students are interested in joining traditional dance extracurricular activities, but guardians do not approve; (3) Training schedules differ between Sanggar Asmoro Bangun and the school; (4) There is no one to pick up and drop off students during training; (5) Students are ridiculed by their peers when they join traditional dance extracurricular activities; and (6) Male students have a negative perception of the activity. According to Nuryanto (2017), all obstacles that disrupt the flow of an activity can be overcome with the right and effective approach. Through a proper approach, each obstacle can be identified and resolved efficiently, ensuring the continuity of the activity.

Without solutions to overcome obstacles, these obstacles will remain (Mufaidah and Lukitaningsih, 2014). Based on the problems found, the school decided to take several strategic steps. First, assistant extracurricular teachers are expected to be more firm in disciplining students to follow the rules and schedule set. Second, the school will approach guardians related to the problem to discuss the issue and find a solution together. Third, it is attempted to make one party flexible so that the training process can run smoothly without obstacles. Fourth, Pak Budi as the trainer and extracurricular coordinator offers help to guardians to pick up and drop off students, ensuring they can consistently attend training. Fifth, the school will provide encouragement and motivation to students facing similar difficulties so they do not feel alone in overcoming obstacles. Finally, the school will hold a meeting with guardians to provide an understanding that traditional dance extracurricular activities are not only for girls, but open to all students, thereby aiming to eliminate stigma and increase participation.

4. Conclusion

The planning process for traditional dance extracurricular activities at SDN Dinoyo 3 involves several key steps, including considering the background of extracurricular activities to understand the needs of students, determining clear goals, and formulating the benefits of the activity. Meetings with teachers and guardians are held to obtain support, and facilities and infrastructure are set up to ensure optimal activity execution. Programs and materials are carefully prepared, competent trainers are selected, and collaboration with external parties such as dance studios is sought. Organizing traditional dance extracurricular activities includes a clear division of tasks, although not officially written. The coordinator and trainer manage the program and teach dance, supported by assistant trainers and accompanying teachers who maintain order. Sanggar Asmoro Bangun plays the role of music arranger and dance consultant. The activity is structured, student achievements motivate others, and intensive training is conducted before competitions. The school provides awards and introduces local culture, creating an environment that supports male students.

Extracurricular supervision focuses on administration and attendance, with the school principal providing input to ensure activities align with the plan. Teachers oversee discipline and student comfort, and evaluation is conducted based on various indicators. Supporting factors include the commitment of teachers, support from the school principal and guardians, and student motivation. Challenges such as guardian rejection and negative perceptions are addressed through a firm approach, flexible scheduling, and providing an understanding to guardians that traditional dance is not only for women. Solutions to these challenges include assistant extracurricular teachers being more firm in disciplining students, direct approaches with guardian participants, willingness to compromise to ensure smooth training, offering transportation assistance from Pak Budi, providing encouragement and motivation to students, and educating guardians to understand that traditional dance is open to all students, not just women.

References

- Burhanuddin, S., A., & Adi, E. P. (2018). Leadership Orientation as Mediator of Organizational Culture Effects on School Leadership. In 3rd International Conference on Educational Management and Administration (CoEMA 2018) (pp. 230-236). Atlantis Press. <https://doi.org/10.2991/coema-18.2018.52>
- Fitri, A. N. (2023). Manajemen Ekstrakurikuler Sebagai Wahana Pengembangan Bakat dan Minat Peserta Didik (Studi Kasus di SDN Bunulrejo 2 Malang). Skripsi tidak diterbitkan. Malang: FIP UM.
- Fitri, A. N. (2023). Manajemen Ekstrakurikuler Sebagai Wahana Pengembangan Bakat dan Minat Peserta Didik (Studi Kasus di SDN Bunulrejo 2 Malang). Skripsi tidak diterbitkan. Malang: FIP UM.
- Kusumandari, P., & Rohmah, N. (2018). Manajemen Ekstrakurikuler Hizbul Wathan Untuk Membentuk Karakter Kepemimpinan Siswa Kelas X SMA Muhammadiyah 2 Yogyakarta. *Jurnal Pendidikan Madrasah*, 3, 267-278.
- Lail, J., & Widad, R. (2015). Belajar Tari Tradisional Dalam Upaya Meletarikan Tarian Asli Indonesia. *Inovasi Dan Kewirausahaan*, 4(2), 102-104.
- Muarif, A., Virgianti, P., & Arif, M. (2023). Manajemen Kegiatan Ekstrakurikuler Di Sma Negeri 4 Bukittinggi. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 6, 245-256. <https://doi.org/10.30868/im.v4i02.4858>
- Mufaidah, R. S., & Lukitaningsih, R. (2014). Pelaksanaan Kegiatan Ekstrakurikuler Dalam Bimbingan Dan Konseling Menurut Kurikulum 2013 DI SMA Negeri 2 Tuban. *Jurnal BK*, 4(81), 701-109.

- Nurhidayati. (2018). Manajemen Kegiatan Ekstrakurikuler di TK Islam Plus Mutiara Banguntapan Yogyakarta. *Jurnal Kajian Perkembangan Anak Dan Manajemen Pendidikan Usia Dini*, 1(2), 94–111.
- Nurjannah, A., Khutobah, & Budyawati, L. P. I. (2021). Manajemen Kegiatan Ekstrakurikuler Tari Di TK Kartika IV-73 Kecamatan Sumbersari Kabupaten Jember. *JECER (Journal Of Early Childhood Education And Research)Ournal Of Early Childhood Education And Research*, 2(2), 59–66. <https://doi.org/10.19184/jecer.v2i2.25930>
- Nuryanto, S. (2017). Manajemen Kegiatan Ekstrakurikuler di SD Al Irsyad 01 Purwokerto. *Jurnal Kependidikan*, 5(1), 151–168.
- Rianto, Y. (2020). Pengawasan Kepala Sekolah Dalam Pelaksanaan Kegiatan Ekstrakurikuler di SMA Negeri 2 Siak Bulu. Skripsi diterbitkan. Pekanbaru: FTK UIN-SUSKA.
- Rohmadi, S. (2023). Pentingnya Pendidikan Seni di Sekolah, (Online), (<https://www.beritamagelang.id/kolom/pentingnya-pendidikan-seni-di-sekolah>), diakses 27 Mei 2024.
- Safitri, S., Maulida, U., & Tampati, R. (2023). Ekstrakurikuler Tari Tradisional dalam Membentuk Pendidikan Karakter Berbasis Budaya di Madrasah Ibtidaiyah. *Jurnal Pemikiran Dan Pendidikan Dasar*, 6(2), 77–87.
- Sulistiyawati, K., & Supriyanto. (2023). Strategi Sekolah Dalam Meningkatkan Prestasi Peserta Didik Di Sma Negeri 1 Bojonegoro. *Jurnal Inspirasi Manajemen Pendidikan*, 11(1), 251–264.
- Taufik, R. (2015). Manajemen Kegiatan Ekstrakurikuler Berbasis Pengembangan Karakter Siswa. *Jurnal Manajemen Pendidikan*, 9(4), 494–504.
- Utami, D, S. (2019). Pengelolaan Ekstrakurikuler Tari Tradisional di SD Muhammadiyah 1 Ketelan Surakarta. Skripsi diterbitkan. Surakarta: FKIP UT.
- Wibowo, K. A. (2021). Pengaruh Kompetensi Manajerial Kepala Sekolah dan Kinerja Guru Terhadap Prestasi Belajar Siswa. *Jurnal Inspirasi Manajemen Pendidikan*, 9(3), 664–672.
- Zakiah, Q. Y., & Munawaroh, I. S. (2018). Manajemen Ekstrakurikuler Madrasah. *Jurbal Islamic Education Manajemen*, 3(2), 41–51.
- Zulkarnain, W. (2018). *Manajemen Layanan Khusus di Sekolah*. Jakarta: Bumi Aksara