



## Extracurricular program management at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency

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Article info	Abstract
Keywords: management, extracurricular programs	The research aims to (a) describe the planning of extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, (b) describe the organization of extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, (c) describe the implementation of extracurricular activities at SD Negeri 001 Tembilahan Hulu Indragiri Hilir Regency, and (d) describe the supervision of extracurricular activities at SD Negeri 001 Tembilahan Hulu Indragiri Hilir Regency. This research uses a qualitative approach and descriptive methods. Data collection techniques in this research include observation, interviews, taking field notes, observation, and documentation. Based on the research results, it can be concluded that: (a) in designing extracurricular activities at SD Negeri 001 Tembilahan Hulu, it is good, from the results of interviews, the principal holds joint meetings with teachers, then prepares the program, determines the program, appoints supervisor teachers, and determines the activity schedule. Extracurricular, (b) the organization of extracurricular activities is quite good, extracurricular supervisors are appointed directly by the principal, but there is no decree appointing extracurricular supervisors and the extracurricular organizational structure, (c) in the implementation of extracurricular activities at SD Negeri 001 Tembilahan, the implementation is excellent, this can be seen of the students who take part in extracurricular activities can take part in competitions and some get champions/achievements at sub-district and district levels, and (d) the supervision of extracurricular activities at SD Negeri 001 Tembilahan Hulu is quite good, and the principal directly supervises extracurricular activities during the activities. However, written reporting of extracurricular activities from the supervisor to the school principal has not been implemented.

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DOI: <http://dx.doi.org/10.33578/jpkip-v13i5.p217-223>

Received July 8, 2024; Received in revised form August 8, 2024; Accepted September 23, 2024.

Available online October 11, 2024

[ e-ISSN 2598-5949 | p-ISSN 2303-1514 ] © The Authors.

### 1. Introduction

In the current era of globalization and international competition, improving the quality of Extracurricular programs in primary schools plays a vital role in shaping the holistic development of students. These programs offer opportunities for students to develop their skills, interests, and potential beyond the classroom environment. Effective management of extracurricular programs is crucial for their success in providing valuable experiences for students. This research article explores various aspects of managing extracurricular programs in primary schools, including the challenges

schools face in program administration, their impact on student development, and the best strategies to enhance program management effectiveness.

Extracurricular programs in primary schools have the potential to help students develop a wide range of skills and talents. According to research by Eccles and Barber (1999), extracurricular activities can positively influence students' social, emotional, and academic development. Furthermore, a study by Fredricks and Eccles (2006) highlights that involvement in extracurricular programs can boost students' motivation to learn and offer opportunities to practice leadership skills. However, despite these programs' many benefits, schools face challenges managing them. One of the primary challenges is limited resources, funding, and teaching staff. Research by Durlak and Weissberg (2007) indicates that resource constraints can hinder the development of diverse programs that meet the varied needs of students. Several studies have emphasized the importance of effectively managing extracurricular programs in primary schools. For instance, research by Smith (2018) highlights the correlation between participation in extracurricular programs and improved academic achievement. The study shows that well-managed programs provide opportunities for students to develop leadership, teamwork, and responsibility skills, contributing to their academic success.

In this context, this study aims to investigate the management practices of extracurricular programs in primary schools, identify the challenges faced by schools, and determine strategies to enhance the effectiveness of these programs. With a better understanding of extracurricular program management, schools are expected to provide more meaningful extracurricular experiences for students. This research will involve surveys and interviews with teachers, school staff, and students from various primary schools. We will also analyze relevant literature and case studies from schools successfully managing extracurricular programs. The results of this study are expected to provide practical guidelines for schools in improving their extracurricular program management. Various factors can influence the effectiveness of extracurricular program management, such as support from the school administration, resource availability, student participation, and teacher commitment. Therefore, it is essential to conduct in-depth research to understand how extracurricular program management can be improved to provide beneficial experiences for students.

Based on the initial observations conducted by the researcher at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, the implementation of extracurricular programs is generally well-executed. This is evident from the various extracurricular activities offered at this school, which have produced achievements and participated in district and provincial competitions. The observation results indicate that extracurricular activities at SD Negeri 001 Tembilahan Hulu include scouting, arts, and sports. However, the school still faces challenges such as limited funding, insufficient facilities and resources, and the heavy workload of supervisors. Teachers, who are also responsible for classroom or subject instruction, often take on additional responsibilities as extracurricular supervisors. This highlights the need for additional external supervisors to support the programs effectively.

Given this situation, extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, require a refreshing approach through innovation in both the types of activities and their management; the goal of such innovation is to achieve better outcomes and improve the effectiveness of extracurricular programs. Observations in the field revealed several issues, including (a) extracurricular activity supervisors not having formal appointment letters as official school supervisors, (b) the school lacking adequate facilities and infrastructure for extracurricular activities, and (c) limited capabilities of teachers in conducting extracurricular activities.

These findings indicate that the implementation of extracurricular activities at SD Negeri 001, Tembilahan Hulu, has not been maximized. Considering that extracurricular supervisors are a critical element in the success of extracurricular activities, they play a significant role in determining the success of the school's programs. This research aims to: (a) describe the planning of extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, (b) describe the organization of extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency, (c) describe the implementation of extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency,

and (d) describe the supervision of extracurricular activities at SD Negeri 001 Tembilahan Hulu, Indragiri Hilir Regency.

## 2. Method

The approach used in this study is qualitative. Based on the objectives of this research, a descriptive qualitative approach is employed. The qualitative approach is deemed more relevant for observing and analyzing the phenomena of extracurricular program management at SDN 001 Tembilahan Hulu, Indragiri Hilir Regency. This research gathers data from various sources, including the school principal, extracurricular program supervisors, extracurricular teachers, and subject teachers. The data collection techniques will involve several stages: observation, interviews, direct observation, and documentation. The data analysis will follow three main steps: (a) data reduction, (b) data presentation, and (c) conclusion.

## 3. Results

Description of the research data on managing extracurricular programs at SD 001 Tembilahan Hulu. In the management process, a leader or school principal is involved in planning, organizing, implementation, and supervision activities. The research findings were based on the management workflow for extracurricular activities, as explained below.

### 3.1 Extracurricular planning

Planning is a systematic thinking process regarding what will be achieved, the activities that need to be carried out, the steps, methods, and resources required to implement the activities, and achieving goals formulated rationally and logically with a forward-looking and contemporary orientation. Therefore, for extracurricular activities not to be just a requirement in developing students' interests and talents, a structured management planning system is needed to ensure that the activities run smoothly and align with their objectives (Itaria & Somantri, 2020).

Based on the interviews and observations, it was found that extracurricular activities require planning to ensure that the organized activities or programs can be implemented and achieve the intended goals. This was directly expressed in an interview with the school principal, who stated that:

"Before the extracurricular activities are carried out, I and the teachers hold a meeting. Then, I plan to determine the activities to be carried out, when they will take place, and how they will be implemented."

### 3.2 Extracurricular organization

Organization is the process of systematically utilizing all resources the management system owns. Organization is a process of determining, grouping, and arranging various activities needed to achieve the goals. This is in line with the research findings by Siti et al. (2023), which state that managing extracurricular activities' organization is a key aspect in determining and grouping each process following the regulations.

The researcher asked the school principal about the organization of extracurricular activities and who is involved in them at SD Negeri 001 Tembilahan Hulu. The principal explained that:

"Those involved in this extracurricular activity include subject teachers who are directly appointed as extracurricular supervisors, and there are 4 of them."

So, based on the interview and observation results, the school principal directly appoints supervisors for each area of the extracurricular activities in the management of extracurricular activities.

### **3.3 Implementation of extracurricular activities**

Implementation is the action a manager takes to encourage their subordinates, whether individually or collectively, formally or informally, through a specific approach so that there is enthusiasm to carry out tasks without coercion, allowing teachers to achieve the objectives. If the implementation is effective, the opportunity can be optimized to improve student comfort in developing their potential (Sasmito, 2021). The researcher asked the school principal about implementing extracurricular activities at SD Negeri 001 Tembilahan Hulu. The principal provided the following explanation:

"The implementation, of course, takes place after regular classes end as additional lessons for the students. It is scheduled in the afternoon so that the extracurricular activities do not interfere with student's class hours. Essentially, extracurricular activities are carried out outside of regular class hours."

So, based on the interview and observation results, the schedule for implementing extracurricular activities is set outside of regular class hours to avoid disrupting the teaching and learning process.

### **3.4 Supervision of extracurricular activities**

Supervision is an activity to ensure that work is carried out according to the plan or established goals. In other words, supervision is the final point in creating direction and ensuring the implementation remains on track. This aligns with what Sundari (2021) stated: that supervision can also determine whether there are deviations and assess the significance of those deviations. Supervision is an essential management function in any organization. Without it, the previous functions become ineffective. If supervision is not maximized, it can lead to a decline in the enthusiasm of extracurricular supervisors (Rachmat Subarkah et al., 2023). Supervision is observing all organizational activities and events to ensure the implementation's quality and minimize potential problems (Ibtidaiyah et al., 2023). The next question the researcher asked the school principal about the supervision of extracurricular activities was: How is the supervision of extracurricular activities carried out at SDN 001 Tembilahan Hulu? The principal explained that:

"My supervision is direct because I come to school in the morning and afternoon. So, I monitor the activities. Usually, the attendance list is directly reported to me by the teachers and confirmed with photos of the activities on that day."

So, based on the interview and observation results, the school principal and other school staff are directly involved in supervising every extracurricular activity conducted to observe the process of the extracurricular activities.

## **4. Discussion**

This research discusses managing extracurricular activities at SD Negeri 001 Tembilahan Hulu. The study uses a qualitative approach. The informants in this research consist of the school principal and extracurricular supervisors. The data sources obtained from this study include interviews, observations, and documentation. In this case, the research employs four key aspects to discover ideas and research results: planning, organizing, leading, and controlling.

The management of extracurricular activities refers to the entire process that is planned and organized regarding school activities conducted outside the classroom and outside regular class hours (curriculum) to nurture and develop the human resource potential of students, both about the application of the knowledge they acquire and, more specifically, to guide students in developing their potential and talents through mandatory and optional activities, as outlined in the research focus. Based on the research findings in the field, the following conclusions were drawn:

#### **4.1 Planning of extracurricular activities**

Siswanto argues that planning is the basic process used to select objectives and determine the scope of their achievement. According to Saneba et al. (2021), planning can be categorized into strategy and program. Both ultimately focus on the planning process's outcome and the activities' evaluation. The planning of extracurricular activities refers to the types of activities that include elements such as the objectives of the activities, the content of the activities, the timing of their implementation, the organization, the location, and the resources needed.

Based on interviews with the school principal and extracurricular supervisors, it was explained that the first step is planning before determining the extracurricular activities, which involves deciding on the activities to be carried out within the organization. This includes determining when the activities will occur and how they will be implemented. According to research by Ekowati (2023), organizations can be defined as two or more individuals working together to achieve a common goal.

#### **4.2 Organization of extracurricular activities**

The organization divides tasks among individuals capable of carrying out the assigned duties. In organization, grouping occurs, which aligns with what Kinesti et al. (2022) have stated. In the organization of extracurricular activities, there is a process of structuring, which involves forming a management structure and distributing tasks, authority, and responsibilities. These actions are prioritized according to those with experience, interest, talent, and knowledge in the field. This is done to ensure the effectiveness of an extracurricular program.

From the perspective of organization, the researcher observed that the school principal directly appointed extracurricular supervisors, expecting these activities to run as expected. However, after observing the administration and teachers, the researcher found that the school principal had not issued an official letter of assignment (SK) for the extracurricular supervisors, and there was no document outlining the extracurricular organizational structure. Based on interviews with the principal and extracurricular supervisors, it was explained that for extracurricular activities, the school principal directly appoints the supervisors, who are teachers in their respective subject areas. Therefore, it can be concluded that the organization of the extracurricular program at SD Negeri 001 Tembilahan has not been well managed, as the researcher did not find an organizational structure, official appointment letters, or regulations for the supervisors.

#### **4.3 Implementation of extracurricular activities**

The implementation of extracurricular activities is the entire process of applying the strategies that have been developed to achieve the expected goals. According to the Ministry of Education and Culture Regulation No. 81A of 2013, it is stated that students must participate in compulsory extracurricular programs and may also take part in elective extracurricular programs, whether or not they are related to a particular subject in the educational institution where they study.

The interviews with the school principal and extracurricular supervisors explained that extracurricular activities are conducted outside school hours or at predetermined times, such as Fridays, Saturdays, and Sundays. Students can choose their areas of interest and talents, meaning they can choose the extracurricular activities they wish to participate in. Based on research by Heri et al. (2019) titled "Management of Extracurricular Programs at SD Negeri 005 Binuang," the school has implemented several measures, including: a) The school consistently motivates supervisors and participants to remain enthusiastic and serious about participating in extracurricular activities facilitated by the school principal. The school often rewards supervisors and active participants who excel in extracurricular activities. b) The school offers guidance on implementing extracurricular activities, whether during the activities themselves or at other times, such as during the Monday morning ceremony, where encouragement is always given to remain active in extracurricular activities. Therefore, it can be concluded that implementing extracurricular activities at SD Negeri 001



Tembilahan Hulu is a program designed to explore students' skills or interests to enrich and expand their knowledge and abilities in various subject areas.

#### 4.4 Supervision of extracurricular activities

Given the variety of extracurricular activities that can be carried out at school, the school needs to supervise the implementation of extracurricular programs. Supervision is observing the execution of all organizational activities to ensure that all tasks are carried out according to the expected plan. The supervision process is carried out by the school, specifically by the extracurricular activity supervisors. The parties responsible for overseeing the extracurricular activities at the school are the extracurricular supervisors under the guidance of the vice principal, and the supervision occurs while the extracurricular activities are taking place.

From the interviews with the school principal and extracurricular supervisors, it was explained that for the supervision of extracurricular activities, the principal requires the supervisors to report the activities either in the form of photos or tangible results. Additionally, the principal directly supervises the extracurricular activities in person. Therefore, it can be concluded that the supervision of extracurricular activities at SD Negeri 001 Tembilahan Hulu is being carried out well. However, written reports have not yet been made.

### 5. Conclusion and Implications

Based on the results of the research, it can be concluded that SD Negeri 001 Tembilahan Hulu has a sound extracurricular program management system. This can be seen from four aspects, including the planning of extracurricular activities at SD Negeri 001 Tembilahan Hulu, which has been carried out with a management system starting from planning, organizing, implementing, and supervising. This process has been well-managed under the leadership of the school principal. In terms of planning, the school has made plans, although they are not yet optimal and still require detailed improvements. Next, organizing extracurricular activities has been implemented quite well, but there are still shortcomings, such as the lack of a clear organizational structure for the activities and the absence of an official assignment letter for the extracurricular supervisors. The third aspect, the implementation of activities, has been carried out very well, as seen in the students who participate in various extracurricular activities and achieve success in competitions at the sub-district and district levels. However, there are still weaknesses, such as the schedule for activities not being available in written form and only shared via WhatsApp groups. Finally, the fourth aspect, supervision of extracurricular activities at the school, has been quite well implemented. The school principal directly supervises the activities, but written reports from extracurricular supervisors have not been submitted yet.

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