Implementation of extracurricular management in strengthening character education at SMP IT Ar-Rahman Makassar City

Muh. Natsir[1], Wahyuddin Naro[2], Muh. Rapi[3], & Baharuddin[4]

[1,2,3]Education and Teacher Training, Universitas Islam Negeri Alauddin Makassar

Correspondence Email: muhnatsir02@gmail.com

ABSTRACT

School is a representative forum for developing and strengthening student character education. In order to achieve this, it is necessary to implement efficient and effective extracurricular management in strengthening the character education of students in schools by using extracurricular management functions. As for functions planning, organizing, implementing, and supervising so that extracurriculars are achieved as expected. The purpose of this research is to describe how extracurricular management is implemented in strengthening character education. The type of research used in this research was descriptive qualitative with a case study approach. The data were collected by observation, interviews, and documentation. Sources of data were from school principals, extracurricular coaches, and students, and the techniques of data analysis were data reduction, data processing, data display, and data verification. The results of the study showed that the implementation of extracurricular management has been implemented through management functions starting from planning, organizing, implementing, and supervising. The implementation of good management functions has implications for the goals of religious extracurriculars in strengthening character education for students starting from being honest, disciplined, creative, and responsible.

Keywords: Management; extracurricular; character education

1. INTRODUCTION

The school is a representative vessel and at the same time has a strategic role in efforts to develop the potential of all students. Through education, it provides an

opportunity to do curricular, and extracurricular learning (Arifudin, 2022). These potential and knowledge development activities need support from all components of the school to achieve the expected goals.

The part that provides a role in developing and strengthening the character of students is extracurriculars. The role of extracurriculars really helps the success of the learning process in the sense that students get developments in insight, ability, and behavior (Taufik, 2015). Several aspects of abilities that are developed are cognitive, affective, and psychomotor (Nafiati, 2021). These three aspects apart from being developed in in-class learning, are also developed outside the classroom to hone the potential of students.

Character education is a very basic need for the nation's generation on this basis it is expected to have strong character and more innovative and creative human resources. Resources that are able to seize all opportunities while also having the resilience to face various obstacles and challenges.

In an effort to respond to these conditions, character values need to be introduced early on to students through education. Character is a living gem that distinguishes humans from other creatures, both honest, disciplined, creative, and responsible characters (Fiyul & Ginanjar, 2021). Character building from an early age will make it easier to internalize positive habits related to activities at school and in the community (Prasetiya & Cholily, 2021). The process of internalizing character values in students requires management because management can be interpreted as the art of managing people in an effort to achieve the expected goals effectively and efficiently. In principle, starting from planning, organizing, implementing, and supervising the programmed activities.

Planning is one of the initial functions of management in achieving goals. The most important thing in planning is an intellectual process that involves making decisions based on needs analysis (Pidarta, 2004). This process requires mental readiness to think before acting in planning (Zulkipli et al., 2020). In implementing extracurricular planning, schools develop designs based on analysis that will be carried out in extracurricular activities in strengthening character education.

The next stage of organizing is the division of labor activities for human resources who are considered capable of carrying out the assigned tasks. The preparation and arrangement of these work parts into a single unit to achieve the goal (Subekti, 2022). So organizing is a basic activity for managing all the resources needed so that work can be completed successfully. In an effort to achieve strengthening character education, extracurricular activities require needs analysis and the right division of work tasks according to their expertise and duties.

Implementation is a form of application to what has been planned and organized before. Implementation is the application of plans that have been prepared based on the goals of the organization (Taufik, 2015). Implementation is a core part of what has been

prepared before, in implementation sometimes many factors are encountered which can be from human resources (HR), miss communication between coaches and students, coaches and leaders, and lack of control over these activities (Kamra, 2019). So that it will have an impact on the expected character development of students.

As a result, the implementation of extracurricular activities can strengthen character education, because implementation is the whole process of influencing, encouraging, inviting, moving, and guiding others in the work process so that they think, behave, and act in accordance with the vision, mission, and rules that have been set (Supiani et al., 2020). So it is important to understand what the purpose of carrying out these extracurricular activities is.

Supervision is needed to find out whether the implementation of an activity within the organization is in accordance with the plans and objectives that have been outlined or set (Later, 2021). Supervision (controlling) is a management function that is no less important in an organization. This section is the last stage to see the implementation of all that has been planned.

Factually based on the results of the researchers' initial observations regarding the implementation of extracurricular management in strengthening character education at SMPIT Ar-Rahmah Makassar City, it has implemented extracurricular management functions from planning, organizing, implementing, and supervising. However, it has not been maximized in implementing management functions so that there are still some human resources (HR), both participants and coaches who have not coordinated effectively and regard extracurricular activities as mere additional activities. On the other hand, the planning and implementation time is short at school so that optimizing activities is minimal, given the many extracurricular activities carried out at the school as well as the facilities and infrastructure.

Observing the description above regarding strengthening character education through extracurriculars, achieving the expected goals requires effective and efficient management. By looking at the phenomena that occur in extracurricular activities, it has not fully met expectations in strengthening character education because it is still considered only as an additional activity (Mini, 2017). So to answer and optimize this requires clear and directed implementation of management functions, starting from planning, organizing, implementing, and supervising (Hidayat, 2012). These four components are interrelated in optimizing the program effectively and efficiently. The purpose of this research is to describe the implementation of extracurricular management in strengthening students' character education.

2. METHODS

The type of research used in this research was qualitative. Qualitative research is a research procedure that explores or describes the results of the data in the form of written or spoken words and behavior shown based on the research focus (Nugrahani & Hum, 2014). The direction of qualitative research is to describe or describe existing phenomena,

both natural phenomena and human engineering. This research is a qualitative research with a case study approach to understanding a problem that occurs in a particular group or program in depth to the research focus.

Data sources included two types of data, which were primary data, and secondary data. In the process of determining data sources or informants, the selection is based on the capacity that knows the research focus, in this case, the researcher selects 3 key informants. The selection is determined in a purposive way and the determination of the required amount is done in a snowball manner depending on the extent to which the informants who have been obtained can provide information (Lenaini, 2021). Informants were selected with the aim of describing a particular problem according to the research focus. The secondary data that is expected as supporting data comes from books, archives, and document report files related to the research focus (Rukajat, 2018). The data relates to observations and interviews so that it supports a related focus.

Methods or techniques in collecting data in this study were observation, interviews, and documentation. The observation method is defined as the experience and systematic recording of the symptoms that appear on the object of research. Observations are made to obtain information or data from observations related to the research focus. Implementation of direct observation in the field according to the research focus. An interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed on a particular topic. The interview method is a way of collecting data in qualitative research by asking several questions related to the focus of the key informant's research.

The documentation method is a method that searches for data regarding matters in the form of notes, file archives, books, pictures, and so on that are related to the focus of research (Anggito & Setiawan, 2018). Documents or data needed will be tracked and traced until the truth of the data is really convincing and related to the focus of the research, with data related to the focus of the research. The main objective of the data collection method is to obtain data that meets scientifically defined data standards.

In accordance with the character of qualitative research, the data analysis in this study used interactive model analysis. The components of data analysis with an interactive model were set up into 4 stages. The first stage is data reduction. Data reduction was carried out to review all field notes obtained through interviews, observation, and documentation studies (Rijali, 2019). After that, the reduction is then summarized regarding the main or important matters relating to the core or focus of the research.

The second stage is display the data by displaying the summary arrangement in data reduction. The purpose of displaying the data is to present the data in order for it to be seen clearly and systematically arranged about the results of observations, interviews, and documentation related to the research focus. To further solidify the conclusions, verification was carried out by member checks and triangulation where researchers and key person informants held meetings to check the validity of these conclusions (Djaelani,

2013). Therefore, the verification process takes place during and after the data is collected to check the validity of the data obtained through the three methods above according to the qualitative research method.

The last stage is testing the validity of the data. At this stage, you can find out what has been found and interpreted in the field, it is necessary to know its credibility by using the technique of extending the presence of researchers in the field, deepening observations, triangulation (sources, methods, research, and theory) and tracking the suitability of the results.

3. RESULTS AND DISCUSSION

To find out the implementation of extracurricular management in linking student character education, researchers used 4 indicators which were planning, organizing, actuating, and controlling.

1. Extracurricular planning in strengthening student character education.

Planning is an important part of education management because planning is determining a series of ideas or ideas for activities to be carried out or to achieve so that what is the goal in the organization can be expected to be carried out effectively and efficiently. The principal of the integrated Islamic first secondary school Ar-Rahmah Makassar City has a policy on extracurricular activities to direct students to strengthen character education. In this case, it requires careful planning based on the needs of the school, extracurricular planning is included in the one-year school work plan.

Based on this information, the Principal as the leader has made plans to hold extracurricular activities in order to develop and strengthen student character education. Extracurriculars included school planning, religion, sports and club studies, and the arts. These activities need good implementation to realize what has been planned.

Religious extracurricular activities have been planned and have been scheduled for implementation and determined various activities to be carried out in strengthening the character education of students, the planned activity of religious extracurriculars were seven-minute lectures, tahsin of the Qur'an, Duha prayers, and dhikr together. These activities were expected to be able to strengthen the character of discipline, honesty, responsibility, and creativity

Based on the observation, extracurricular activities have been planned because it sees several extracurricular activities included in extracurricular programs such as religion, sports, scouting, martial arts, and arts. It was also found in observations that the school principal selected and planned extracurricular programs in strengthening character education for students. From the explanation above, it can be seen that extracurricular activities have been managed with management principles starting from planning with the aim of achieving the goals as stated in the vision and mission of SMP IT Ar-Rahmah Makassar City.

2. Organizing extracurriculars in strengthening student character education

Organizing is an arrangement of procedures, work procedures, or management of activities that have been planned in an organizational program. Through organizing, the division of labor, work relations, and coordination structure are regulated so that extracurricular activities can be carried out effectively and efficiently. Organizing is a much-needed part of carrying out what is the school's plan, both in the short and long term. So that with effective and efficient organizing it will get maximum results in an organization. If the activities are coordinated properly, the results will be good, but if the organization is not clear, then the resulting activities will not be optimal.

SMP IT Ar-Rahmah Makassar City gives responsibility for extracurricular activities carried out at school to extracurricular coaches based on their competence. The coach coordinates the process of extracurricular activities in strengthening character education according to the schedule that has been made based on the activities carried out. As the results of the researchers' observations also show that many extracurricular activities are trained by teachers or coaches who are competent in the field of religious extracurriculars. The existence of extracurriculars is planned to provide the widest opportunity for each teacher to form or empower themselves based on the teachers' potential, especially having pedagogic and professional competencies in learning so as to strengthen the character of honesty, discipline, responsibility, and creativity.

3. Implementation of extracurricular activities in strengthening student character education at SMPIT Ar-Rahmah Makassar City.

Action is moving the organization so that it runs according to the respective division of labor and directs all existing resources within the organization so that the work or activities carried out are in accordance with the plan effectively and efficiently.

Actuating is also interpreted as a driving force, signifying management activities aimed at motivating other people to work according to the plan and organization. According to the data collected by the researcher after aligning with the principles in regard to the execution of extracurricular activities for strengthening character education, the implementation of religious extracurricular activities has been well-organized and adhered to a set schedule, emphasizing discipline, honesty, creativity, and responsibility to enhance students' character. The religious extracurricular supervisor mentioned that at SMP IT Ar-Rahmah Makassar City, a significant amount of time was allocated for extracurricular activities, indicating that these activities take place outside regular school hours.

In connection with the above, based on observations made by researchers regarding the implementation of extracurricular activities at SMP IT Ar-Rahmah Makassar City, these activities take place after formal school hours. However, they are often scheduled during holidays and are supervised by dedicated extracurricular supervisors. With extracurricular activities, students utilize their free time productively, honing their character and talents. This statement emphasizes that the implementation of religious extracurricular activities,

aimed at strengthening students' character, plays a vital role in the development of the modern world. As mentioned earlier, these extracurricular activities are led by competent supervisors in their respective fields, ensuring their effectiveness in enhancing students' character education.

4. Supervision of extracurriculars in strengthening student character education.

Supervision is an effort to observe every activity that is carried out systematically and continuously to provide guidance, and direction and rectify various things that are not quite right and correct mistakes so that the plan can be organized and implemented effectively and efficiently.

Based on this supervision, results are assessed to determine whether they align with the planning, organizing, and implementation stages. All activities adhere to a predetermined schedule and involve the assignment of duties and responsibilities for extracurricular activities. The principal serves as the leader responsible for overseeing this process, as previously mentioned. The monitoring model is executed by tracking attendance, both for coaches and students, and includes an evaluation of the students' character. Attendance is used to control and supervise the activities that have been conducted. Moreover, the school principal directly oversees the extracurricular activities conducted by the school. In their role as a manager, the school principal possesses the capability to manage and supervise students, coaches, and teachers at SMP IT Ar-Rahmah Makassar City, ensuring that extracurricular activities proceed as intended to fulfill the school's vision.

In the context of implementing extracurricular management to connect character education, relevant research has been associated with the applied management functions (Basari, 2022). Within educational management, there are essential functions that must be executed, encompassing planning, organizing, implementing, and supervising. The planning of extracurricular activities is aimed at shaping the religious character of each student, highlighting the significance of meticulous planning for such activities (Hamdani & Aminah, 2020). The attainment of program goals for fostering students' positive character depends on the quality of management throughout the phases of planning, organizing, implementing, and supervising (Barokad & Sunarto, 2021). The aforementioned relevant research underscores the pivotal role of effective management in all programs conducted at schools, particularly in the case of extracurricular activities.

The implications of this research pertain to the execution of extracurricular management in enhancing student character education. Each extracurricular program necessitates management functions, including planning, organizing, implementing, and supervising, with the aim that each program is executed efficiently and effectively. The effectiveness and efficiency become evident in the reinforcement of students' character education, fostering traits such as honesty, discipline, creativity, and responsibility..

CONCLUSION

The significance of implementing extracurricular management in reinforcing character education demonstrates that extracurricular activities will be executed effectively when they consider the management functions of planning, organizing, implementing, and supervising. Moreover, the importance of extracurricular management in strengthening character education underscores that the reinforcement of honesty, creativity, discipline, and responsibility will be achieved effectively through careful attention to the management function. By taking these implications into account, schools must improve their management of extracurricular activities to enhance students' character both within the school environment and in the broader social and community context.

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