Management of Extracurricular Activities at a Superior Islamic School (Case Study at Al-Fahmi Integrated Islamic Elementary School, Palu City)

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ARTICLE INFO	ABSTRAK
	The quality of extracurricular activities in an educational institution is one of the indicators of the quality of education in it as a whole. Extracurriculars seem to be a brand image for schools / madrasahs that will increase bargaining prices to prospective enthusiasts. The existence of fierce competition in the extracurricular field that has occurred in the world of education recently is proof that schools must try in such a way to be able to manage educational activities properly and of high quality. Al-Fahmi Palu Integrated Islamic Elementary School (SDIT) is one of the leading Islamic Schools established on February 22, 2005, located on Jl. Gelatik, North Birobuli, South Palu District, Palu City, Central Sulawesi Province. The objectives of the study: 1) To find out how the management of extracurricular activities at al-Fahmi Integrated Islamic Elementary School in Palu city, 2) To find out what are the supporting and inhibiting factors of extracurricular activity management at Al-Fahmi Integrated Islamic Elementary School in Palu city. This research uses a qualitative research approach method with a case study research design. The research location is at the Al-Fahmi Integrated Islamic Elementary School, Palu City, using observational data collection techniques, interviews and documentation. The type of interview used is a semi-structured interview. The results showed that: (1) The management of extracurricular activities at SDIT Al-Fahmi Palu already exists and has been implemented, including: First, planning a work program at the beginning of each periode new school year, the things planned are teachers, students, facilities and schedules of activities; Second, the implementation of extracurricular activities is grouped into two, namely, mandatory extracurriculars and selected extracurriculars. The implementation of extracurricular activities is carried out in accordance with a predetermined schedule accompanied by teachers / trainers in each field of extracurricular activities; Third, evaluation of extracurricular activities is carried out once every three months. Things that are evaluated include targets that have been set, such as the target of the champion that the school wants to achieve. Evaluation and assessment of extracurricular activities is also carried out by holding a meeting at the end of the School year by assessing and measuring the extent of the success of extracurricular activities that have been achieved in the planning and programs that have been determined

against the proposed program as materialfor comparison and evaluation in the following year. (2) Supporting factors in the implementation of extracurricular activities are facilities and infrastructure, funds, students, and guidance teachers who are competent in their fields. Factors that hinder it are student attendance, lack of funds, and students' abilities that are not well distributed.

1. Introduction

In the world of education, learning is not just the transmission of science as a fact. But more than that, learning is to cultivate the reasoning power of learners as a basic provision for every responsible citizen. In the process of transforming student education into raw materials that need to be processed by the skilled hands of an educator, teacher, coach, and mentor. (Fatah Syukur, 2011)

Extracurricular activities are lesson activities that are organized outside of regular class hours. This activity is carried out in the afternoon for schools that enter in the morning, and is carried out in the morning for schools that enter in the afternoon. These extracurricular activities are often intended to develop one of the subject areas that a group of learners are interested in, for example sports, the arts, and various skill and scouting activities. (Daryanto,2013)

Extracurricular activities will not be successful if they are not managed properly by the school. Effective management of extracurricular activities can not only support the success of intracurricular programs, but can support broad educational success. Management or management activities are activities that cannot be separated from the world of education because they are very influential on the development of the world of education, even educational problems that arise in the world of education are also caused by management activities that are not carried out properly.

Al-Fahmi Palu Integrated Islamic Elementary School (SDIT) is one of the leading Islamic Schools established on February 22 , 2005, located on Jl. Gelatik no.88, North Birobuli, South Palu District, Palu City, Central Sulawesi Province. The management of extracurricular activities at SDIT Al-Fahmi Palu already exists and has been implemented. In addition to planning a work program at the beginning of each learning period, every two weeks usually each coach or extracurricular coordinator must submit a list of attendance and activities that have been carried out. This is done so that each extracurricular can be continuously monitored for its development. Evaluations and assessments are also carried out at the end of each academic year.

Various obstacles are also still faced, namely the large number of extracurriculars that exist and the long curricular class hours are often difficulties in managing the time and schedule of extracurricular activities. Students also often do not optimally participate in these extracurricular activities because they feel tired after long class hours, not only students who supervise extracurricular activities also experience difficulties, namely not optimally providing activity materials because the extracurricular hours are quite short. And the important thing is also that the obstacle is the provision of facilities, competition activities and others, of course, it requires a lot of costs, from problems and obstacles that there are many potentials, talents, and abilities of students that are notflowed properly.

SDIT Al-Fahmi Palu also often participates in various competitions, both at the district level and even at the provincial level. Extracurricular activities held at SDIT Al-Fahmi Palu include Scouting, Swimming, Karate, Taekwondo, Drawing, Speaking and Archery. Based on the background of the above problems, the author is interested in researching in more depth how the management of extracurricular activities at SDIT Al-Fahmi Palu, with the research title, "Management of Extracurricular Activities in Superior Islamic Schools (Case Study at SDIT Al-Fahmi Palu City)"

As for the formulation of the problem in this study, there are two, namely; Howis theManagement of Extracurricular Activities at SDIT Al-Fahmi Palu City? and What are the supporting and inhibiting factors of the management of extracurricular activities at SDIT Al-Fahmi Palu City?. This study aims to find out how the management of extracurricular activities at SDIT Al-Fahmi Palu City and to find out the supporting and inhibiting factors of extracurricular activity management at SDIT Al-Fahmi Palu City.

2. Literature Review

Management of Extracurricular Activities at a Superior Islamic School (Case Study at Al-Fahmi Integrated Islamic Elementary School, Palu City)

2.1 Definition of Management

Management is the process of integrating existing sources, which are not related, into a total system of effectivelyand efficiently solving a goal, what the source means here is to include human aspects, tools, media, materials, funds and means. All are directed and coordinated to be centralized within the framework of achieving goals. (Amin Haedari, 2014). According to George R. Terry, management functions are summarized in the concept of POAC (Planning, Organizing, Actuating, Controlling). Terry defines management in his book Principles of Management as quoted by Uhar Suharsaputra, namely "A process that distinguishes planning, organizing, mobilizing and supervising by utilizing both science and art to achieve predetermined goals". From this definition we can see the management function according to him. The essence of the management function is what is planned, that is what will be achieved. Therefore, the planning function must be carried out as well as possible so that the implementation process can run well and all shortcomings can be overcome. Before we do planning, it's a good idea to first formulate the goals to be achieved. (Uhar Suharsaputra, 2013). Based on some of the definitions of management above, researchers can conclude that management is defined as a science and art that concerns systematic aspects, a process of cooperation and effort through others, arrangement, direction, coordination, evaluation to achieve predetermined goals and by paying attention to the source of funds, tools, methods, time and place of implementation

2.2 Definition of Extracurricular

Article 5 of Law Number 23 of 2017 concerning the non-academic education system explains that extracurricular activities are activities under the guidance and supervision of schools that aim to optimally develop the potential, talents, interests, abilities, personality, cooperation, and independence of students to support the achievement of educational goals. Extracurricular activities bridge the developmental needs of different learners such as differences in moral values and attitudes, abilities, and creativity. Through participation in extracurricular activities, students can learn and develop communication skills, cooperate with others, and discover and develop their potential. Extracurricular development is not only directed at the abilities of students, extracurricular development oriented towards mastering religious practical abilities. (Depag RI, 2001). Well-managed extracurricular activities will produce students who are skilled in their respective fields. Grouping students based on their interests and talents outside of school hours, will be a plus for those students. Extracurricular activities can also attract attention to students who do not have persistence in learning in the classroom.

2.3 Purpose and Scope of Extracurriculars

Extracurrular activities that are a set of learning experiences have beneficial values for the formation of the student's personality. The objectivesof extracurrular activities include the following:
a) Improving and solidifying students' knowledge
b) Develop talents, interests, abilities and skills in personality coaching efforts.
c) Getting to know the relationship between subjects in community life (Ministry of Religion of the Republic of Indonesia, 2004)

The objectives of the implementation ofextra-curricular activities in schools according to the directorate of vocational secondary education are:
a) Extracurrular activities must be able to improve the abilities of cognitively, effective and psychomotor students
b) Developstudents' talents and interests in personal development efforts towards positive whole human development.

According to Rusman, the purpose of extracurricular activities is to provide experiences that are in accordance with the hobbies, talents, interests and abilities of students. (Rusman, 2011).

2.4 Supporting Factors and Inhibitors of Extracurricular Activities

Supporting factors and obstacles to extracurricular activities can be formed by the application of extracurricular activities in each school.

Supporting factors that arise from extracurricular activities are:
a) Availability of adequate facilities and infrastructure,
b) Have management Manageran sufficient activity,
c) There is enthusiasm in students if the equipment supports extracurricular activities,
d) There is a commitment from the principal, teachers and students themselves,
e) The existence of responsibility.

While the inhibiting factors of extracurricular activities are:
a) The existence of inadequate facilities and infrastructure for schools in the regions,
b) In the management of activities tends to be less well coordinated
c) Students are less zealous in participating in extracurricular activities,
d) The absence of good cooperation from the principal, teachers and students themselves, and the lack of attention to the funding of extracurricular activities. (Lusiana Rahmatiani, 2018)

The supporting factors for extracurricular activities are the first, support and policies from the Principal / Madrasah. Support from the head of the madrasa is indispensable by various activities that are in the environment where an activity is carried out, including extracurricular activities. Good support from the head of a madrasa or the leadership of an institution will determine the outcome of an activity. Support in the form of attention, provision of budgets, facilities and facilities, and providing professional coaches. Second, teachers/coaches who are professionals. The supporting factor of extracurricular activities is that in an activity, the quality of the teacher / trainer determines the results. The more professional the teacher in guiding an activity, the better the quality of the students produced. This is the guideline for determining the guidance teacher in carrying out extracurricular activities. Third, students, student participation in extracurricular activities is a factor in theachievementof this success. Students are human resources designed to follow various exercises and receive various materials from extracurricular activities. Students are also the ones who participated in various competitions and won to make the school proud. Students who practice regularly and fill their free time in addition to studying with extracurricular activities that are one of the positive activities. Fourth, the level of disiplin, a high level of discipline is a form of school success that builds character in students. Discipline is a place to instill this behavior in learners. Fifth, exercise programs, extracurricular activities have a fairly good program. Every program carried out by extracurriculars is always good, directed, and regular will support the achievement ofsuccessful extracurricular activities. The expertise of the trainers is tested in the creation of the exercise program. Sixth, support from parents who give permission to students to engage in extracurricular activities. (Muhammad Naufaldy Ramadhan and Wahyu Sri Ambar Arum, 2020)

The inhibiting factor of extracurricular activities is the first, Time limitation, extracurricular activities that are only carried out once a week and only 1-2 hours are one of the factors inhibiting the process of extracurricular activities. So sometimes students have to practice outside of school in order to master the material faster. Especially if the coach is unable to attend so that students do not get material on extracurricular activities, this greatly hinders the learning process. Secondly,there are no suggestions and infrastructure to carry out extracurricular activities. (Yuniar Dwi Purnadi, 2014). Third, the lack of active extracurricular coaches and administrators, not all activities can be carried out according to the schedule, and incomplete activity reports, ineffective delegation of tasks. There are still obstacles to the completeness of the activity training infrastructure, and the lack of active trainers and administrators and participants. Fourth, there is not optimal monitoring of each extracurricular activity, due to the weak implementation of delegation of responsibilities

3. Methodologi

This research uses qualitative research, while the approach in this research is a case study.
This study was conducted by choosing the location of the Al-Fahmi Integrated Islamic Elementary School in Palu City.
Case studies tend to examine small numbers of units but regarding variables that are large in number. Case studies are intensif, illuminating important variables, processes and interactions that require widespread attention. Meanwhile, the data obtained from the case studies provide useful examples of n-discoverers generalized by statistics. (Djam'an Satori, 2013, p. 22) In this study, researchers used 3 data collection procedures, namely ;1) observation, 2) Interview, 3) Documentation. Checking the validity of the data using data triangulation techniques. Data analysis is carried out with an interactive model consisting of data reduction, data presentation and conclusions.
In this observasi, researchers observed data on an overview of the management of Extracurricular activities at al-Fahmi Integrated Islamic Elementary School, Palu City.

The interview technique used in this study is a semi-structural interview technique, where the interviewer has prepared a question framework as an interview guide in advance and allows the development of questions at the time of the interview to obtain data from the Principal, Wakil kepala sekolah in the field of Student Affairs, Wakil kep ala sekolah field curriculum, Educators at SDIT Al-Fahmi Palu City about data on management of extracurricular activities.

Documentation methods used by researchers to obtain and complete data that have not been obtained from observation and interview techniques.

4. Results and Discussion
4.1 Extracurricular Management

Extracurricular Management According to Mulyono in (Kompri, 2015, p. 238) is the entire process that is planned and pursued in an organized manner regarding school activities carried out outside the classroom and outside of class hours (curriculum). The concept of management in Islam explains that every human being should pay attention to what has been done in the past to plan for tomorrow. This extracurricular activity can be used as a tool to motivate students to improve and develop the potential that exists in them.

4.2 Planning

Planning can be defined as determining in advance the things that should be done, when they are done, and who is working on them. in planning involved an element of determination which means that in the planning implied decision makers (Hafied, 2014; Hamalik, 2003; Brotherhood, 2016).

Based on the findings obtained from interviews from several sources The planning of extracurricular activities at the Al-Fahmi Integrated Islamic Elementary School in Palu City is carried out at the beginning of each new school year. Planning is carried out through coordination meetings. Things planned include participants in extracurricular activities, recruitment of coaching teachers, schedules of activities, management of infrastructure, activity funds.

4.3 Organizing

The purpose of organizing is to group the activities of human resources and other resources owned so that the implementation of a plan can be achieved effectively and economically. A very important first step in organizing, which generally has to be done after planning is the process of designing the organization, that is, the determination of the most adequate organizational structure for the strategy, people, technology and tasks of the organization (Warti'ah, 2020). Based on the findings obtained from the results of wawancara organizing extracurricular activities at al-Fahmi Integrated Islamic Elementary School, Palu City, it has been done well by the principal and deputy kepala school in the student affairs, namely by dividing tasks for extracurricular coaching that have been adjusted to their respective fields and expertise. The organization is carried out with the aim that the extracurricular activities can run optimally and achieve maximum goals in improving students' non-academic achievement.

4.4 Implementation

The implementation will be carried out by the leader to provide explanations, instructions and guidance to his subordinates before and during the performance of duties. Leadership is a process to influence the activities of organized groups in an effort to achieve the goals set. Leading is the process of influencing others to work towards achieving certain goals (Rony, 2021). Based on the findings obtained from the results of interviews, extracurricular activities carried out at the Al-Fahmi Integrated Islamic Elementary School, Palu City, are a form of coaching or training for students. Extracurricular activities are activities to foster students in non-academic bi dang. The goal is to strive for students to grow and develop into quality human beings in accordance with educational goals, through the development of all the potential that students have.

4.5 Oversight

Supervision is a systematic effort to establish performance standards with the goal of planning the designer of the real information feedback system by setting standards in advance, determining whether there are deviations and measuring the signification of such deviations, and taking the necessary corrective actions to optimally guarantee the organizational resources used in the most effective and efficient way in order to achieve the organizational goals. So, the main purpose of controlling is to ensure that the results of activities are in accordance with what has been planned (Judge, 2016; Kartiko & Azzukhrufi, 2019).

4.6 Supporting factors and obstacles to the management of extracurricular activities

The supporting factors for extracurricular activities are the first, support and policies from the Principal / Madrasah. Support from the head of the madrasa is indispensable by various activities that are in the environment where an activity is carried out, including extracurricular activities. Support in the form of attention, provision of budgets, facilities and facilities, and providing professional coaches. Second, teachers/coaches who are professionals. The supporting factor of extracurricular activities is that in an activity, the quality of the teacher / trainer determines the results. The more professional the teacher in guiding an activity, the better the quality of the students produced. This is the guideline for determining the guidance teacher in carrying out extracurricular activities. Thirdly, students, student participation in extracurricular activities is a factor in the achievement of this success. Students are human resources designed to follow various exercises and receive various materials from extracurricular activities. Students are also the ones who participated in various competitions and won to make the school proud. Students who practice regularly and fill their free time in addition to studying with extracurricular activities that are one of the positive activities. Fourth, the level of discipline, the high level of discipline is a form of school success that builds character in students. Fifth, exercise programs, extracurricular activities have a fairly good program. Every program carried out by extracurriculars is always good, directed, and regular will support the achievement of successful extracurricular activities. The expertise of the trainers is tested in the creation of the exercise program. Sixth, support from parents who give permission to students to engage in extracurricular activities.

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5. Conclusion

(The results showed that: (1) The management of extracurricular activities at SDIT Al-Fahmi Palu already exists and has been implemented, including: First, planning a work program at the beginning of each periode new school year, the things planned are teachers, students, facilities and schedules of activities; Second, the implementation of extracurricular activities is grouped into two, namely, mandatory extracurriculars and selected extracurriculars. The implementation of extracurricular activities is carried out in accordance with a predetermined schedule accompanied by teachers / trainers in each field of extracurricular activities; Third, evaluation of extracurricular activities is carried out once every three months. Things that are evaluated include targets that have been set, such as the target of the champion that the school wants to achieve. The evaluation and assessment of extracurricular activities is also carried out by holding a meeting at the end of the School year by assessing and measuring the extent of the success of extracurricular activities that have been achieved in planning and programs that have been determined against the proposed program as material for comparison and evaluation in the following year. (2) Supporting factors in the implementation of extracurricular activities are facilities and infrastructure, funds, students, and guidance teachers who are competent in their fields. Factors that hinder it are student attendance, lack of funds, and there are also weather factors

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