



Quality Management in Organizing Extracurricular Education at the Bandung Fine Arts High School, Indonesia

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Abstract The purpose of this study was to determine Quality Management in Organizing Extracurricular Education at the Fine Arts High School (State Vocational High School 14 Bandung). The term extracurricular, as an activity to channel interests and talents for students outside school hours. This activity is not just a forum for distributing hobbies. Extracurricular activities can be managed or functioned optimally to become an arena for the formation and development of student character. At school, these extracurricular activities are more of an opportunity to channel students' hobbies. This hobby distribution label often makes activities that are familiarly called by students as extracurricular activities that are managed normally. In fact, with good management, extracurricular activities can have more functions than just a hobby. Extracurricular activities are very effective in shaping character and instilling moral values in students. This extracurricular activity has an important role in developing the character and personality of students. The scope of student competencies developed in extracurricular activities.

Keywords : Education Quality, Extracurricular Competence, Extracurricular Activities.

I. INTRODUCTION

Educational institutions, in this case the school is one of the means to achieve the ideals of the nation as above. Extracurricular activities are activities that are usually carried out outside the classroom and outside class hours (curriculum) to grow and develop the potential of human resources possessed by students, both related to the application of the knowledge they have acquired and in a special sense to guide students in developing their potential and talents that exist in him through mandatory and optional activities. Extracurricular activities are learning activities that are held outside of normal school 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 (Engkoswara and Aan, 2011). According to Eni and Tarbiyatun's (2014) research, extracurricular activities are often intended to develop one of the subject areas of interest to a group of students, such as sports, arts, and various skill and scouting activities. Extracurricular activities are additional activities outside the program structure carried out outside normal class hours in order to enrich and broaden students' knowledge and abilities. The scope of extracurricular activities is in the form of activities that can support and can support intracurricular programs, namely developing students' knowledge and reasoning abilities, skills through hobbies and interests as well as developing attitudes that exist in intracurricular and co-curricular programs. In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2013 concerning Implementation of the Curriculum Guidelines for Extracurricular Activities, in attachment III, it is stated that in the 2013 Curriculum extracurricular activities are divided into compulsory extracurricular activities and optional extracurricular activities. Compulsory extracurricular activities are extracurricular activities that must be followed by all students, except students with special needs who do not allow them to participate in extracurricular activities (Appendix III of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013).

According to research by Fahrizal and Ahmad (2014) in line with research by Fateh and Adnan (2016), the quality of extracurricular activities in an educational institution is one indicator of the quality of education in it as a whole. Extracurricular seems to be a brand image for schools/madrasahs that will increase the bargaining

price for potential enthusiasts. In fact, extracurricular superior schools get top priority in order to raise the prestige of the schools they manage. The existence of intense competition in the extracurricular field that has occurred in the world of education lately is proof that schools must try in such a way so that schools are able to manage educational activities well and of high quality. Managers of educational institutions are expected to be able to lead their students to become outstanding students in many fields in competitions held for the level of students, both academically and non-academicly. Schools that are able to become champions are the ones who will gain more trust from the community (Directorate of High Schools, 2010; Minister of National Education Regulation No. 39 of 2008; Government Regulation No. 19 of 2005).

The extracurricular function does not only increase the prestige of the school in the midst of its competitors. The existence of extracurricular activities is a forum for student associations based on their interests, talents, and tendencies to be active and creative outside the curricular program. Extra activities here are educational activities that are carried out by schools but are carried out outside of the lesson hours listed in the lesson schedule. Extracurricular activities are intended to develop one of the subject areas of interest to a group of students, for example, sports, arts, various kinds, skills, scouting, and so on (Mulyono, 2008).

In the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2013 concerning the implementation of the curriculum guideline for compulsory extracurricular activities and extracurricular options, compulsory extracurricular activities are extracurricular activities that are followed by all students except students with special needs who do not allow them to participate in extracurricular activities while the electives are an additional interest if participants students still want extra extracurricular.

1. What are the extracurricular activities at State Vocational High School 14 Bandung?
2. How is the carrying capacity of extracurricular activities at State Vocational High School 14 Bandung?
3. What are the obstacles in extracurricular activities?
4. How do you overcome the obstacles that exist in extracurricular activities?
5. What achievements have you had?
6. How does the school pay attention to children who excel in extracurricular activities?

A. Extracurricular activities

Activities that are usually carried out outside the classroom and outside class hours (curriculum) to develop the potential of human resources possessed by students, both related to the application of the knowledge they have acquired and in a special sense to guide students in developing their existing potential and talents. in itself through obligatory and optional activities. Extracurricular activities are learning activities that are held outside the normal lesson 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 of interest to a group of students, such as sports, arts,

Extracurricular activities are additional activities outside the program structure carried out outside normal class hours in order to enrich and broaden students' knowledge and abilities (Naylasari and Ansyiah, 2013).

Quoted by Ningsih and Yuniawati (2011) in the Regulation of the Minister of Education and Culture Number 81 A of 2013 states that several functions of extracurricular activities in educational units are for development, social, recreational, and career preparation:

1. The development function, namely that extracurricular activities function to support the personal development of students through expanding interests, developing potential, and providing opportunities for character building and leadership training.
2. Social function, namely that extracurricular activities function to develop students' abilities and sense of social responsibility. Social competence is developed by providing opportunities for students to expand social experience, practice social skills, and internalize moral and social values.
3. Recreational function, namely that extracurricular activities are carried out in a relaxed, encouraging, and fun atmosphere so as to support the development process of students. Extracurricular activities must be able to make school life or atmosphere more challenging and more interesting for students.
4. Career preparation function, namely that extracurricular activities function to develop students' career readiness through capacity building.

Based on the Regulation of the Minister of Education and Culture Number 81 A of 2013 states that the objectives of implementing extracurricular activities in educational units are:

1. Extracurricular activities must be able to improve the cognitive, affective, and psychomotor abilities of students.
2. Extracurricular activities must be able to develop the talents and interests of students in personal development efforts towards full human development.

B. Quality of education (school)

The quality of education is the ability of educational institutions to utilize educational resources to improve learning abilities as optimally as possible [9]. In the context of education, the notion of quality or quality in this case refers to the educational process and educational outcomes. In the context of the "process" of quality education involves various inputs, such as teaching materials (cognitive, effective or psychomotor), methods vary according to the ability of teachers, school facilities are supported by administration and infrastructure and other resources as well as the creation of a conducive atmosphere (Nurdiansyah, 2010).

Ningsih and Yuniawati (2011) in general there are criteria for quality education in accordance with the nature of Indonesia, which are as follows:

1. A school that is able to educate its students with noble personality, morality, piety, national insight and nationality.
2. Schools that are able to comprehensively instill basic skills to achieve academic achievement based on the national curriculum and develop individual interests and talents through non-academic achievement.
3. Schools that are able to instill environmental insight and value systems that reflect the socio-cultural and religious characteristics that are unique to Indonesia, which are charged with understanding self-concept or self-confidence.
4. Schools that are able to maintain a harmonious and healthy partnership between madrasah principals who are administratively and academically accountable.
5. A school that is able to create a healthy, vibrant and highly motivated climate in all school communities.
6. Schools that are able to develop teacher creativity in teaching continuously through evaluation, change, and improvement of teaching.
7. A school that is able to inspire students to participate and take advantage of academic and non-academic competitions.

II. METHOD

In this study using a qualitative research method with a descriptive approach to describe the management of extracurricular activities in improving the quality of schools at the State Vocational High School 14 Bandung, the data obtained in the form of narrative sentences resulting from data analysis from interviews, passive participation observations, and documentation in December 2020 .

Table 1
Data Mining Grid or Data Mining Matrix

NO	QUESTIONS TO ANSWER	DATA AND/OR INFORMATION COLLECTED	DATA SOURCE	DATA MINING TECHNIQUES	INSTRUMENT
1	What are the extracurricular activities at State Vocational High School 14 Bandung?	Compulsory extracurriculars and elective extracurriculars that students are interested in	Extracurricular Coach	Interview Observation Documentation	Interview guidelines
2	How is the carrying capacity of extracurricular activities at State Vocational High School 14 Bandung?	Supporting factors in extracurricular activities from school facilities and infrastructure, activity funds, competent students, and teachers.	Extracurricular Coordinator Extracurricular Coach	Interview Observation Documentation	Interview guidelines
3	What are the obstacles in extracurricular activities?	Inhibiting factors in the implementation of extracurricular activities for decision making in order to improve the implementation of further activities.	Extracurricular Coordinator Extracurricular Coach	Interview Observation Documentation	Interview guidelines

4	How do you overcome the obstacles that exist in extracurricular activities?	Ways to overcome school obstacles include helping students in finding funds or donors so that extracurricular activities can be carried out, giving permission for extracurricular activities carried out outside school hours, and repairing facilities that are no longer suitable for use or are damaged.	Principal	Interview	Interview guidelines
			Extracurricular Coordinator	Observation Documentation	
5	What achievements have you had?	Extracurricular achievements that have been achieved by students in developing the name of the school.	Extracurricular Coordinator	Interview	Interview guidelines
			Extracurricular Coach	Observation Documentation	
6	How is the school's attention to children who excel in extracurricular activities?	Award as a form of appreciation to students in order to get satisfaction with the results obtained and the school's attention to their students.	Principal	Interview	Interview guidelines
			Extracurricular Coach	Observation Documentation	

Source: Data Mining Matrix, 2020.

A. Informant Determination Technique

In collecting data, the researcher determined several informants based on several criteria put forward by Spradley quoted by Arifin Imron as follows: 1) Subjects who were long and intensive enough to integrate with the field of activity that were the target of research, 2) Subjects who were still actively involved in the activity environment that became the target of the study. research targets, 3) Subjects who still have a lot of time to be asked for information but relatively provide actual information, 4) Subjects who do not package information but relatively provide actual information, 5) Subjects who are classified as foreign to researchers, so that they seem like "New Teacher" (Nasution, 2003).

B. Data analysis technique

Data analysis in qualitative research at the State Vocational High School 14 Bandung was carried out before going into the field, observing, during the implementation of research in the field and after completing research in the field. The data of this study were obtained from the results of interviews, observations and documentation.

III. RESULTS AND DISCUSSION

The results of the research description contain the findings that are written descriptively or narratively constructed by an informant storyline. Descriptive descriptions of informants who answered questions without exploring the findings in more detail to produce an accurate picture of a group, describing the mechanism of a process or relationship (Azwar and Sarifudin, 2010).

A. Extracurricular Activities at State Vocational High School 14 Bandung

The extracurricular activities revealed by the coordinator at the State Vocational High School 14 Bandung are basketball, futsal, judo, volleyball, silat, paskibra, Indonesian Red Cross, English Club, scouts, dance, karawitan, handro, regional dance, broad band and selected extracurricular activities including silat, paskibra, scouts, broad cas and marching bands have been running according to the predetermined time everything went smoothly, the schedule is Monday, Tuesday and other days are also according to the schedule that has been planned everything went optimally and good.

B. Funds to Support Extracurricular Activities at State Vocational High School 14 Bandung

The carrying capacity of the activities at the State Vocational High School 14 Bandung from the Coordinator of the related extracurricular management really fights for students who have an interest and achievement in extracurricular support from schools in the form of dispensation and others that may be needed by students and the school really gives this dispensation once and supports students who excel in any extracurricular field.

C. What Are the Obstacles In Extracurricular Activities

Monitoring activities basically compare the existing conditions with what should have happened. If in the process there is a deviation / obstacle / deviation, corrective action is immediately carried out. To obtain more effective results. Coordinator, Mr. Asep, the student division in the extracurricular field, the obstacles or possible obstacles in the implementation of extracurricular activities at the State Vocational High School 14 Bandung lies in the students. Students often do not go to extracurricular activities even though they have

chosen to see from the estimated data that some are absent because the activities clash with other activities at school.

D. Ways To Overcome Obstacles In Extracurricular Activities

With the supporting factors, all extracurricular activities will run smoothly in accordance with the desired expectations. With the inhibiting factors in the implementation of extracurricular activities can improve the quality and fluency if handled and managed properly and correctly. Coordinator Mr. Asep, the student section of the extracurricular evaluation field, which was the end of the implementation, but from the beginning to the end, supervision was carried out whenever there were obstacles, they were immediately alerted and resolved.

E. Achievements Ever Achieved

With extracurricular activities, it can help and facilitate extracurricular activities that function to synchronize these various inputs or synergize all components in teaching and learning interactions (processes), both between teachers, students and supporting facilities outside the classroom, both in curricular and extra-curricular contexts, both in an academic and non-academic substance environment in an atmosphere that supports the process of extracurricular activities. In line with what was said by the Coordinator of Student Affairs for the extracurricular sector, Mr. Asep revealed that several non-academic achievements had been achieved by students at the State Vocational High School 14 Bandung, namely silat with gold, silver and bronze achievements in paskibra1 performances, caraka costumes and jugo at the sea games level until scout champion 3 national level.

F. School's Attention to Children with Extracurricular Achievements

In the context of education, the notion of quality or quality refers to the educational process and educational outcomes. Education quality standards. Education refers to the results or achievements achieved by the school at any given time (whether at the end of cawu, the end of the year, 2 years or 5 years, even 10 years). Achievements achieved or educational outcomes (student achievement) can be in the form of academic ability test results. Students who excel can not be separated from the role of teachers and coaches in their schools, therefore, pay attention to outstanding students

1. Equip supporting facilities and infrastructure
2. Collaborate with other parties
3. Advanced qualification selection support
4. And provided support and attention on an ongoing basis.

Table 2 Documentation Instruments

No	Document	state	
		There is	There is not any
1	Organizational structure	x	
2	State of Infrastructure	x	
3	Extracurricular Activities Program	x	
4	Number of Students Participating in Extracurricular Activities	x	
5	Extracurricular Activity Schedule	x	

Source: Observation Data, 2020.

The organizational structure is one of the suggestions for realizing the vision, mission and goals of an institution or agency. The division of duties and responsibilities in the organizational structure is in accordance with the functions carried out by each work unit. So the personnel who are given the task and responsibility are those who have the skills and expertise in their respective fields. The division of tasks is used to maximize service to students. Thus all school activities can run smoothly so that the expected achievements are achieved.

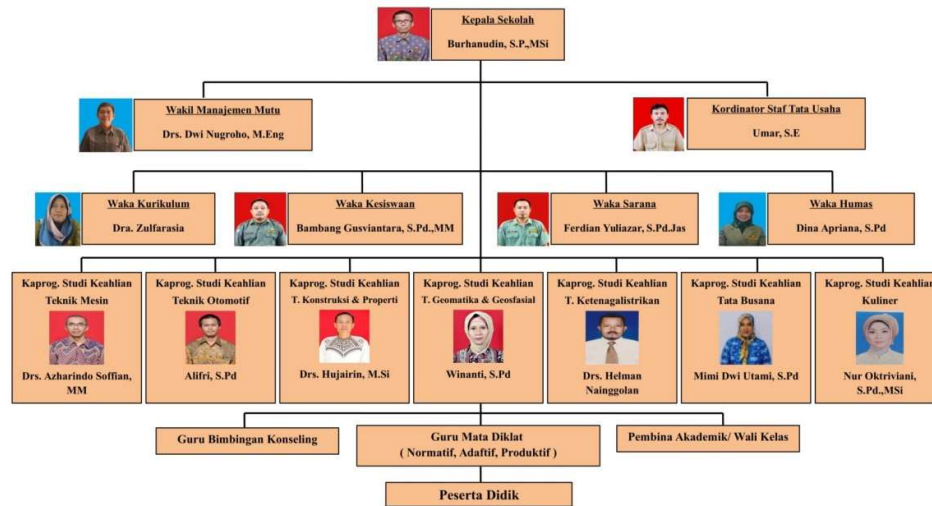


Figure 1 Organizational Structure of State Vocational High School 14 Bandung
Source: Administrative Data, 2020.

The organizational structure that is currently in effect has not changed from the previous year, this shows that the organizational structure created is very helpful in the flow of coordination and orders for a section to carry out the functions and tasks that are their rights and obligations. We can see that the principal is the highest position in an educational institution that has the power to instruct all levels under it to carry out an activity related to the teaching and learning process in accordance with its functions and duties.

Table 3 State of the State Vocational High School Infrastructure 14 Bandung

No	Market Facilities	Condition		
		Well	Light Damage	Well Heavy
1	Mosque	<input type="checkbox"/>	-	-
2	library	<input type="checkbox"/>	-	-
3	Computer lab	<input type="checkbox"/>	-	-
4	Photography Room	<input type="checkbox"/>	-	-
5	Scout Room	<input type="checkbox"/>	-	-
6	Student Council Room	<input type="checkbox"/>	-	-
7	Hall	<input type="checkbox"/>	-	-
8	Duty room	<input type="checkbox"/>	-	-
9	Classroom	<input type="checkbox"/>	-	-
10	Principal's office	<input type="checkbox"/>	-	-
11	The vice head master chamber	<input type="checkbox"/>	-	-
12	Teacher's room	<input type="checkbox"/>	-	-
13	Counseling Guidance Room	<input type="checkbox"/>	-	-
14	Health Room (UKS)	<input type="checkbox"/>	-	-
15	Art room	<input type="checkbox"/>	-	-
16	Multipurpose room	<input type="checkbox"/>	-	-
17	gazebo-like building	<input type="checkbox"/>	-	-
18	Timber DPK Workshop	<input type="checkbox"/>	-	-
19	Ceramic DPK Workshop	<input type="checkbox"/>	-	-
20	Metal DPK Workshop	<input type="checkbox"/>	-	-
21	DPK Leather Workshop	<input type="checkbox"/>	-	-
22	Automotive Body Repair Engineering	<input type="checkbox"/>	-	-

	Workshop			
23	Wall magazine	<input type="checkbox"/>	-	-
24	Cooperative	<input type="checkbox"/>	-	-
25	Ceremony and Sports Ground	<input type="checkbox"/>	-	-
26	Canteen	<input type="checkbox"/>	-	-
27	parking area	<input type="checkbox"/>	-	-

Source: Administrative Data, 2020.

The success of an education depends on the management of the school institution. To achieve this success, all needs must be provided properly and optimally. There is no exception for the existence of adequate infrastructure in the teaching and learning process as well as in extracurricular activities.

Table 4

State Vocational High School Infrastructure Facilities 14 Bandung

No	Extracurricular	Information
1	Islamic Youth Mosque	Active
2	Youth Red Cross (PMR)	Active
3	Paskibra	Active
4	Scout	Active
5	Basketball	Active
6	Futsal	Active
7	Choir	Active
8	Dance	Active
9	Volleyball	Active
10	KIR	Active
11	Karate	Active
12	Judo	Active

Source: Student Documentation Data, 2020.

Gradually the management tried to complete the infrastructure in accordance with the needs of extracurricular activities. The school has built an additional classroom building. And complete learning facilities in the form of LCDs in each class. With the completeness of adequate infrastructure is also a factor in the success of extracurricular activities.

Table 5

Number of Students Participating in Extracurricular Activities at State Vocational High School 14 Bandung.

No	Compulsory Extracurricular	Amount
1	Islamic Youth Mosque	111
2	Youth Red Cross (PMR)	111
3	Paskibra	111
No	Preferred Extracurriculars	Amount
1	Basketball	36
2	Futsal	50
3	Choir	66
4	Dance	44
5	Volleyball	30
6	KIR	25
7	Karate	48
8	Judo	40
9	Basketball	35

Source: Extracurricular Coordinator Data, 2020.

Extracurricular activities are grouped into two, namely compulsory extracurricular and elective extracurricular. Compulsory extracurricular activities are extra activities that must be followed by all students of

class X and class XI. These activities include: Islamic Youth Mosque, Youth Red Cross (PMR), Paskibra. While extracurricular options are extra activities chosen by students according to their interests and talents. These activities include: Basketball, Futsal, Choir, Dance, Volleyball, KIR, Karate, Judo, Basketball.

Table 6 Schedule of Extracurricular Activities of State Vocational High School 14 Bandung

No	Day	Time	Type of activity	The place
1	Wednesday	13.45 WIB	Islamic Youth Mosque	HIGH SCHOOL Mosque
2	Friday	13.00-14.00 WIB	Youth Red Cross (PMR)	School
3	Saturday	12.00-14.00 WIB	Paskibra	School
4	Thursday	14.00 WIB	Scout	Stadium
5	Monday	14.00 WIB	Basketball	Computer Lab
6	Wednesday	13.45 WIB	Futsal	State Vocational High School Mosque
7	Tuesday	13.45 WIB	Choir	Music Studio Room
8	Wednesday	15.30 WIB	Dance	Volleyball Court
9	Saturday	15.30 WIB	Volleyball	Field
10	Wednesday Thursday	13.45 WIB	KIR	Room
11	Wednesday Thursday	13.45 WIB	Karate	School
12	Wednesday Thursday	13.45 WIB	Judo	School
13	Wednesday Thursday	13.45 WIB	Basketball	School

Source: Extracurricular Coordinator Data, 2020.

Extracurricular activities that have been scheduled have been running as they should. In the implementation of the program, supervision and evaluation are also carried out so that the performance of the extracurricular activity program and the results are in accordance with the plan.

VI. CONCLUSIONS

Extracurricular activities are also non-formal learning activities carried out by school or university students, generally outside the standard curriculum learning hours. These activities exist at every level of education from elementary school to university. Extracurricular activities are intended so that students can develop their personality, talents, and abilities in various fields outside the academic field. This activity is held independently of the school and the students themselves to pioneer activities outside of school hours. These extracurricular activities can take the form of activities in the arts, sports, personality development, and other activities that are positive for the progress of the students themselves.

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Thank you to the principal of the State Vocational High School 14 Bandung who has given us permission to do research. It is hoped that from the results of the management system research on extracurricular activity programs in schools, it will always be superior and improve so that it always survives and has quality so that it becomes better and perfect in extracurricular activities. Supporting factors in the implementation of extracurricular activities are facilities and infrastructure, funds used to finance all the needs or needs of the implementation of extracurricular activities, students who are very enthusiastic in participating or carrying out extracurricular activities, as well as supervisory teachers who are competent in their fields. The quality of education after the management of extracurricular activities is good and increasing.



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