

## THE ROLE OF SCHOOL PRINCIPALS IN EXTRACURRICULAR ACTIVITIES IN ELEMENTARY SCHOOLS IN KARANGRAYUNG SUBDISTRICT

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### Abstract

**Background:** In extracurricular, the principal has an important role in managing it so that it runs well. The principal leads the organization's members in overseeing the schedule and plans that will be utilized to accomplish the intended goals, the principal is essential to the effective administration of extracurricular activities

**Purpose:** The purpose of this study was to reveal the role of the principal's in planning extracurricular activities at the Karangrayung sub-district elementary school, to reveal the principal's role in the implementation of extracurricular activities at the Karangrayung sub-district elementary school, to reveal the principal's role in the evaluation of extracurricular activities at the Karangrayung sub-district elementary school.

**Methodology:** The research method in this research is a type of qualitative research with a case study research design. Data collection techniques in this study were interviews and documentation. Data analysis through data collection, data reduction, data presentation and drawing conclusions. The validity uses source triangulation.

**Results:** The results of this study indicate 1) The principal in planning extracurricular activities at the Karangrayung sub-district school is good, because in planning extracurricular activities, the principal and the teacher hold a meeting to discuss planning activities and administration of activities. 2) The principal in the implementation of extracurricular activities is good, because the principal delegates all activities to the teacher trainer, the principal only supervises twice. 3) The principal in evaluating extracurricular activities is good, because the principal holds meetings during extracurricular activities with the teacher and the principal participates in the implementation of teacher activities, students, infrastructure facilities, financial administration, journals, archives and administration of plans and records that have been implemented.

**Keywords :** principal, extracurricular activities, elementary school

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### I. INTRODUCTION

Extracurricular activities in schools play an important role in developing students' non-academic skills, channeling talents and developing them. According to Damayanti dan Dwikurnaningsih (2020) Extracurricular activities are activities that students participate in outside of class to explore their potential, interests and talents. These activities also help students develop mature personalities and skills, as well as qualities and competitiveness that enable them to face future challenges. Extracurricular activities are very helpful for students to develop their personal, social, intellectual and even academic and professional development (Enachescu, 2019: 3).

The benefits of extracurricular activities in schools are that schools have great potential for advancing the goals of the school and can foster the talents of students. According to Seker (2020), students who participate in extracurricular activities can provide a positive relationship to students' cognitive, affective, psychomotor, socioemotional and academic

levels. Meanwhile, Ilhomovna and Ismatovna (2020) describe the benefits of extracurricular activities in schools for students, namely students can manage time, self-exploration according to talent, improve communication skills, growth and development of students' personalities, increase self-confidence and provide comfort in social relations.

In extracurricular activities, good management is needed. Zakiyah and Munawaroh (2018) explain that the management of extracurricular activities according to Engkoswara consists of: (1) Planning of extracurricular activities, according to Zakiyah and Munawaroh (2018) planning of extracurricular activities is carried out at the beginning of the school year which consists of determining the objectives of extracurricular activities, grouping students by type of extracurricular activities, extracurricular scheduling, financing, facilities and places for implementing extracurricular activities. (2) Implementation of extracurricular activities, according to Zakiyah and Munawaroh (2018) the implementation of extracurricular activities can include: steps of extracurricular activities, conditioning students, student participation, achieving school goals and vision in the implementation of extracurricular activities, supervision during extracurricular activities. (3) Evaluation of extracurricular activities, according to Taufik (2015) evaluation of activities is to assess and correct the implementation of activities in order to gain confidence that the goals and strategies of the plan that have been set can be achieved properly for students. However, in reality, extracurricular activities in Indonesia are not balanced between schools in cities and schools in villages. In addition, many schools are inefficient in managing and developing extracurricular activities at school.

The organization of extracurricular activities cannot be separated from the role of the school principal. According to Lazaridou and Iordanides (2011), principals have an important role in creating a positive work climate in decision making, problem solving, creating an atmosphere of collaboration and communication. Euis and Priansa (2013) explained that the role of the principal is as an educator, manager, administrator, supervisor, leader, innovator, and motivator or abbreviated as EMASLIM. The principal is the key to the successful management of extracurricular activities, because the principal is the leader of the members of the organization in managing the schedule and plans that will be used to achieve the planned goals. According to Minsih, Rusnilawati and Mujahidin (2019) the principal is someone who must be able to realize the quality of the school well and can be trusted by all the people around the school, because a good principal is able to provide the best.

Based on the description above, the researcher is interested in examining the role of school principals in extracurricular activities in primary schools in Karangrayung sub-district in terms of planning extracurricular activities, implementing extracurricular activities and evaluating extracurricular activities.

## **II. METHODOLOGY**

This type of research is qualitative research with a case study research design. The subjects in this study were principals, teachers and students from four schools in Karangrayung sub-district. In this research, the data collection techniques used were interview and documentation techniques. The interview technique was used to obtain data or information verbally from principals, teachers and students. While documentation is a

data collection technique by collecting and analyzing existing documents, in this study documentation was used to obtain photographs of the principal's role in planning, implementing, evaluating extracurricular activities and other related documents. The data analysis technique uses an interactive analysis model from Milles and Huberman, namely data collection, data reduction, data presentation and conclusion drawing. Data validity or data validation using source triangulation. Source triangulation is used to compare or check information from interviews from principals, teachers, students and then compare it again with documents.

### III. RESULT AND DISSCUSION

#### **The Principal's Role in Planning Extracurricular Activities**

Based on the findings of researchers in the field, researchers obtained data related to the role of school principals in planning extracurricular activities. First, the role of the principal as an educator in planning extracurricular activities, the principal in guiding the trainer teachers by holding a meeting to discuss extracurricular activities, in the meeting the principal guided the trainer teachers in planning activity programs, activity journals, activity plans and other activity administration used for the implementation of extracurricular activities. In addition, the principal. In addition, the principal also provides direction, gives opinions to the activity coach teacher. The researcher's findings are in line with research from Taufik (2015) which states that in planning activities, there is a strategic role for the principal to direct jointly through meetings to determine the activity program, activity schedule, activity budget needed.

Second, the role of the principal as a manager or manager of human resources and infrastructure in planning extracurricular activities. Based on the findings in the field, the principals of the four schools studied did plan or appoint teachers as human resources in schools to look for those who have talent in the extracurricular field, besides that there is one school that recruits experts from outside to train extracurricular activities, namely MI Muhammadiyah Karangrayung, while other schools only rely on the teachers the school has. In addition, human resources in schools have students who must be sought out for talents and interests in accordance with extracurricular activities, but there is only one school that separates students according to their talents and interests, namely MI Alhidayah Sumberjosari, while other schools are adjusted to the grade level of their students. The results of this research differ from the results of research by Santoso, Hanif and Mustafida (2020) which show that the activity planning strategy carried out by the madrasah head is to collect data on students who have their own talents and interests. From the results of the research conducted by researchers, there were 3 schools that did not register students according to the talents and interests possessed by students. Meanwhile, in terms of infrastructure, the principal tries to fulfill what is needed during the implementation of activities and there are also existing infrastructure facilities owned by the school such as the field.

Third, the role of the principal as an administrator in planning extracurricular activities. From the findings of researchers in four schools, principals participate in planning the administration of activities. In making the administration, it is also carried out during a joint meeting with teachers. The four schools studied all collaborated between the principal and teachers to plan the administration for activities. The planned administration is financial administration, activity program plans, implementation journals, activity schedules and activity steps. From the results of the interview, the principal did together with the coach

teacher to plan the administration of activities, but the principal did not have documentation related to the administration of extracurricular activities.

Fourth, the role of the principal as a supervisor in planning extracurricular activities. based on research conducted by researchers, in the four schools all held discussion meetings on planning activities together. So, the principal directly supervises the planning activities carried out by the principal and teachers. Apart from supervising the principal, he also participated in planning the implementation program plan.

Fifth, the role of the principal as a leader in planning extracurricular activities. based on the findings, the principal at each meeting leads the coach teachers in planning activities. In addition to leading, the principal also provides guidance, insight, organizes planning, is responsible during planning, encourages and one of these schools the principal leads innovatively, namely MI Muhammadiyah Karangrayung. Sixth, the principal's role as an innovator in planning extracurricular activities. In planning updates, the principal looks for updates via the internet (youtube, tik tok, browser) and reads books about activities, the schools are MI Alhidayah Sumberjosari and SD Negeri 3 Mangin. In planning the renewal, the principal and teachers agreed on the renewal that would be implemented. While other schools, the principal encourages teachers to carry out activities and improve what is needed (for example, facilities and infrastructure). Seventh, the role of the principal as a motivator in planning extracurricular activities. the results of the research from the four schools studied, the role of the principal is to motivate and encourage teachers to cooperate in planning activities, be more active, and provide enthusiasm for teachers. cooperate in planning activities, be more active, always be serious in planning. In addition, principals provide motivation in order to achieve goals and vision and mission by working together.

Based on this research, the principal held a meeting with teachers, the principal guided and supervised to discuss plans for extracurricular activities. This is different from the results of research from Nuryanto (2017) in planning extracurricular activities, namely inventorying the number of activities through questionnaires then distributed to students and socialized to activity coaches, making activity proposals, promoting activities carried out by senior members then selecting members of extracurricular activities for each class. In the research conducted by the researcher, the principal held a joint meeting to discuss the activity plan while selecting teachers to train extracurricular activities and discuss the activity administration plan, but the four schools did not keep documents related to extracurricular activity planning.

### **The Principal's Role in the Implementation of Extracurricular Activities**

The results of the research on the role of the principal in the implementation of extracurricular activities. The role of the principal in the implementation of extracurricular activities is first, acting as an educator or guide in the implementation of extracurricular activities. The principal participates in guiding the implementation of extracurricular activities even though he cannot continuously guide the children in the implementation of extracurricular activities. In guiding the implementation of each school, it is strengthened by the documentation that the principal participates in training and competitions. At SD Negeri 3 Mangin, the principal, apart from guiding, also gives space and time to each coach

teacher to guide children so that they can improve the implementation of activities. Second, the principal's role as a manager in the implementation of extracurricular activities. During the implementation of activities, the principal also supervises students and coach teachers. At MI Alhidayah Sumberjosari during the implementation of activities or competitions, the principal guides students, directs teachers and provides input to children to be more active. This is reinforced by documentation during competitions and training. As in SD Negeri 3 Mangin, the principal also accompanied students and teachers during competitions and training, as well as other schools. For the management of infrastructure to support the implementation of activities, the principal also participates in fulfilling the infrastructure as needed.

Third, the role of the principal as an administrator in the implementation of activities from four schools that were used as research for the administration of the overall implementation was carried out or organized by the coach teacher of each extracurricular activity, the principal only monitored or supervised the implementation of extracurricular activities. Fourth, the role of the principal as a supervisor or supervisor in the implementation of extracurricular activities. All principals are tasked with overseeing the activities, the supervision carried out by the principal through observations such as the principal of MI Muhammadiyah Karangrayung. Three of the four schools the principal supervises only during free time, but in MI Al Hidayah Sumberjosari always supervises, guides the implementation of activities, this is evidenced by the documentation of the principal when supervising training and competitions. Fifth, the role of the principal as a leader in the implementation of extracurricular activities. As a leader, the principal only leads the implementation of extracurricular activities once or twice by guiding, providing input, directing children and reminding teachers, this is the same among all four schools studied. The principal does not fully lead the activities because to lead at the time of implementation has been given to the coach teachers.

Sixth, the principal's role as an innovator in the implementation of extracurricular activities. As a principal, in carrying out implementation innovations, only supervise the four schools, because new innovations have been socialized to the coach teachers. Even though it has been delegated to the teachers, the principal also provides little or implements pre-planned reforms such as the principal of SD Negeri 3 Mangin. Meanwhile, other schools fully delegated to the extracurricular training teachers. Seventh, the role of the principal as a motivator in implementing activities encourages teachers as well as students to be enthusiastic in carrying out extracurricular activities, this was done by the four principals. At SD Negeri 3 Mangin, the principal, apart from encouraging, also motivates teachers so that there is unity, togetherness and mutual assistance.

Quoting from the results of research conducted by Taufik (2015) that every extracurricular implementation is expected to have regular direction, coaching and motivation carried out by the principal. In contrast to the results of research from researchers on the role of school principals in the implementation of extracurricular activities, most of the principals in primary schools in Karangrayung sub-district fully delegate to coach teachers, the principal only once or twice participates in supervising activities, giving direction to students and providing coaching. This is reinforced by documentation that the principal had participated in the implementation of extracurricular activities and competitions.

### **The Principal's Role in Evaluating Extracurricular Activities**

Based on the results of research conducted by researchers, the role of the principal in the evaluation stage of extracurricular activities. First, the role of the principal as an educator in evaluating extracurricular activities. to evaluate an activity does need to be done by the principal, evaluating itself is important for the progress of an activity. The principal as a mentor in evaluation activities, his role is to guide teachers to carry out evaluations or assessments together. As in SD Negeri 2 Dempel, the principal participates in evaluation or assessment activities, because according to the principal, evaluation is the duty of the principal. Evaluation is carried out to see if there are deficiencies so that they can be improved in the future.

Second, the principal's role as a manager in evaluating extracurricular activities. As a manager, the principal evaluates the human resources in the activity, the principal evaluates If there is something that is not right, the principal discusses it with the coach teacher so that in the future it will be even better. In addition to the coach teacher, the principal also evaluates students who participate in activities and competitions if there is something missing then the principal must evaluate it so that in the future it will be even better. The principal as a manager also assesses the infrastructure used, if anything is lacking, it can be repaired, because according to the four principals, infrastructure is important to support the continuity of the implementation of activities. At SD Negeri 3 Mangin, the principal reminds the trainer teacher to pay attention to infrastructure facilities if there is something missing, then find it and discuss it together.

Third, the principal's role as an administrator in evaluating extracurricular activities. All four schools have evaluated the administration of the activities evaluated by the principal. When in the field all administration is organized by the coach teacher, then the coach teacher reports the results of the administration to the principal, then the principal together with the teacher conducts an evaluation. The administration evaluated by the principal is in the form of financial administration, attendance attendance, the level of student discipline, children's activeness, the presence of assistants during the implementation of activities.

Fourth, the role of the principal as a supervisor in evaluating extracurricular activities. Of the four schools, all principals supervised extracurricular activities, in addition to supervising the principal also participated in evaluating activities during the implementation of extracurricular activities and discussing with teachers. Then after the evaluation, the principal signed what had been evaluated together.

Fifth, the role of the principal as a leader in evaluating extracurricular activities. being a leader, the principal must indeed evaluate the implementation of extracurricular activities. with the evaluation, it is hoped that in the future it will be even better. In the four schools, the principals led meetings to evaluate the activities, the principals evaluated the shortcomings of the implementation, fixed what was lacking and provided solutions by guiding the extracurricular coach teachers.

Sixth, the principal's role as an innovator in evaluating extracurricular activities. In the implementation of planned innovations, it is necessary to evaluate, because something new is then applied in the implementation of activities must be evaluated whether the renewal is good or not during the extracurricular activities. At SD Negeri 3 Mangin, the principal

evaluates the reform by looking at its implementation in the field and in the summary journal made by the coach teacher. Seventh, the principal's role as a motivator in evaluating extracurricular activities. Motivating coach teachers in evaluating extracurricular activities in annual meetings, all principals motivate teachers when evaluating activities, some by giving appreciation, additional honorarium, giving gifts or rewards. At SD Negeri 2 Dempel and MI Alhidayah Sumberjosari, the principals motivate teachers by providing suggestions for extracurricular progress, providing input, direction or coaching to coach teachers and other teachers.

Based on the results of the research studied, all principals have evaluated well after the implementation of extracurricular activities together with teachers. The results of this study are the same as the results of research by Heri, Saam and Isjoni (2019), whose research shows that schools always evaluate extracurricular activities well so that they run according to the design and targets that have been set and provide an assessment of the activities carried out, so that the development or decline of activities that have been carried out can be seen. In this study, the principal in addition to evaluating also provided guidance to teachers to jointly evaluate activities, evaluate the administration of activities, infrastructure, the performance of teachers and students participating in activities, evaluate renewal, encourage teachers so that teachers are also eager to conduct assessments. However, the four schools did not keep any documents related to the extracurricular activities evaluated by the principals..

#### IV. CONCLUSION AND NEWNESS

Based on the results and previous discussion regarding the role of school principals towards extracurricular activities in primary schools in Karangrayung sub-district, it can be concluded as follows:

1. The role of school principals in planning extracurricular activities in primary schools in Karangrayung sub-district is good, although some are lacking. All principals were able to perform their role in planning extracurricular activities well by holding a meeting between the principal and teachers to discuss extracurricular activity planning such as planning activity programs and activity administration. Researchers found that the role of the principal was not good, namely as a manager, the principal paid less attention to planning activities for students because they did not separate students according to their talents and interests, so that extracurricular activities that students could participate in were in accordance with the grade level. Of the four schools, only MI Alhidayah Sumberjosari separates students according to their talents and interests.
2. The role of the principal in the implementation of extracurricular activities in elementary schools in Karangrayung sub-district has been good, although there are some that are lacking, because in the implementation of all the principals delegate their role to the extracurricular coach teachers. So, the principal only participates once or twice or once a week in the implementation of extracurricular activities, the full activities have been carried out by teachers to train students. In the role of administrator, the responsibility is fully given to the coach teacher, so the principal only waits for the administrative reports made by the extracurricular coach teachers.
3. The role of principals in evaluating extracurricular activities in primary schools in Karangrayung sub-district is good. Of the four principals, evaluation or assessment activities were directly carried out by the principal to assess the implementation of activities. In evaluating the principal held a meeting In evaluating the principal held a meeting together with teachers to jointly assess or evaluate it, in addition to evaluating

the principal also guided, led, supervised and encouraged teachers to evaluate together. The principal evaluates the performance of the coach teacher, students who take part in activities, infrastructure, administration of activities (finance, journals, archives, planned programs) and updates that have been implemented in extracurricular activities.

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