

Analysis of Extracurricular Program Facilities in Junior High School

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Abstract: This article aims to analyze extracurricular programs facilities in Junior High School. The research is conducted by using a mixed-method; qualitative and quantitative methods. The results of the research show that the facilities and infrastructure for extracurricular programs in junior high school are complete but, in some fields, it is not complete yet. For this reason, the school must complete the facilities and infrastructure for the extracurricular program at the school. This is because the facilities and infrastructure influence the implementation of extracurricular activities at school.

Keywords: facilities, extracurricular programs, analyzing, junior high school

I. INTRODUCTION

Character problems can be minimized by extracurricular programs. This is because extracurricular programs can create positive attitudes or character (Lismadiana, 2006; Dewi, 2014; Prasetyo: 2010; Rashmawati, 2016, Efendi: 2015, Kurniawan; Karyono, 2010). Furthermore, Chiu (2018) also state that extracurricular activities influence the development of intelligence, personality, social attitudes, and learning capacities. Then White (2018) stated that the students' participation in extracurricular activities can create students' sense of care when they graduate.

However, the management of the extracurricular program is not effective. One component that plays an important role is the facilities and infrastructure for implementing the program. Therefore, it is necessary for this study to analyze the facilities and infrastructure for extracurricular programs at school.

II. METHOD

This research is a study with quantitative and qualitative methods. The method used is the sequential explanatory / mix method. According to Sugiyono (2016) mix method is a combination research method of quantitative and qualitative methods sequentially.

In the first stage the research is carried out using a quantitative method and in the second stage is carried out by qualitative method. Quantitative method plays a role in obtaining descriptive quantitative data while qualitative method plays a role in proving, deepening, expanding, weakening quantitative data obtained in the initial stages.

Population and sample used for quantitative research. The population in this study includes 9 schools consisting of 176 teachers, 2501 students, and 2501 parents. Sampling for this study uses the Krejci Table. The number of samples for this study are 150 teachers and 350 students.

III. RESULT AND DISCUSSION

A. Analysis of Facilities and Infrastructures for Extracurricular Programs from Teacher Perspective

Based on the results of the study, an analysis of facilities and infrastructures for extracurricular programs from the teacher's opinion can be seen in the Figure 1.

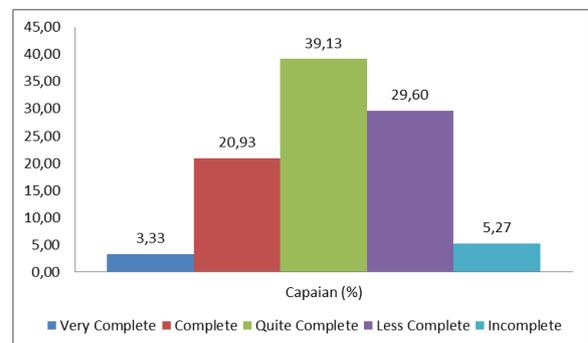


Figure 1
Analysis of Facilities and Infrastructures for Extracurricular Programs from Teacher Perspective

Based on the data above, 3,33% of teachers stated that the facilities and infrastructure supporting extracurricular activities are very complete. As many as 20,93% of teachers stated that the facilities and infrastructure supporting extracurricular activities are complete. A total of 39,13% of teachers stated that the facilities and infrastructure supporting extracurricular activities are quite complete and 29,60% of teachers stated that the facilities and infrastructure supporting extracurricular activities are less complete. Meanwhile, a total of 5,27 % of teachers stated that the facilities and infrastructure supporting extracurricular activities are incomplete.

The data above illustrates that the facilities and infrastructure supporting extracurricular activities are

quite complete. This is indicated by number 39,13. Then based on the results of the questionnaire and interviews, it can be concluded that the facility for extracurricular activities is less complete. It needs more practicum equipment for science class extracurricular. Also, it needs a special room for sport extracurricular activities

Considering these conditions, schools need to make efforts to complement the facilities and infrastructure for extracurricular activities. According to Mukhtar and Iskandar (2013), facilities and infrastructure are absolute and crucial components that directly influence and support the activities and learning processes in schools.

B. Analysis of Facilities and Infrastructures for Extracurricular Programs from Student Perspective

Based on the results of the study, an analysis of facilities and infrastructures for extracurricular programs from the students' opinion can be seen in the Figure 2.

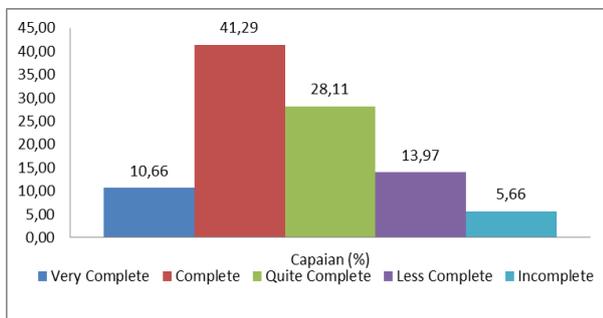


Figure 2
Analysis of Facilities and Infrastructures for Extracurricular Programs from Student Perspective

Based on the data above, 10,66 % of students stated that the facilities and infrastructure supporting extracurricular activities are very complete. As many as 41,29 % of students stated that the facilities and infrastructure supporting extracurricular activities are complete. A total of 28,11 % of students stated that the facilities and infrastructure supporting extracurricular activities are quite complete and 13,97 % of students stated that the facilities and infrastructure supporting extracurricular activities are less complete. Meanwhile, a total of 5,66% of students stated that the facilities and infrastructure supporting extracurricular activities are incomplete.

Based on interviews with students in junior high schools throughout Pariaman City, they stated that the facilities and infrastructure supporting extracurricular activities are less complete especially for sport. There is still no field and special room provided by the school. Therefore, they have to do the extracurricular activities outside of the school environment or the sports field belongs to the city government.

Based on the interview results with the informant, it can be concluded that the facility and infrastructure for extracurricular activities are less complete in all Junior High School in Pariaman City especially for sport extracurricular. Extracurricular program activities can run well in schools determined by the availability of supporting facilities.

According to Ubaidah to support the creation of a learning atmosphere inside and outside the classroom, it

needs the supporting facilities. This is supported by the opinion of the Ministry of Education and Culture about one of the factors that influence extracurricular activities are facility. This facility includes equipment and infrastructure inside and outside the classroom.

C. Analysis of Facilities and Infrastructures for Extracurricular Programs from Parent Perspective

Based on the results of the study, an analysis of facilities and infrastructures for extracurricular programs from the parents' opinion can be seen in the Figure 3.

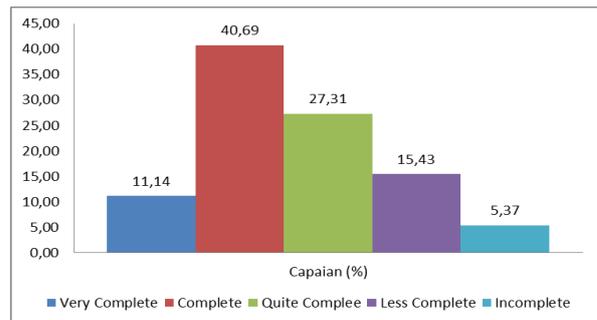


Figure 3
Analysis of Facilities and Infrastructures for Extracurricular Programs from Parent Perspective

Based on the data above, 11,14 % of parents stated that the facilities and infrastructure supporting extracurricular activities are very complete. As many as 40,69 % of parents stated that the facilities and infrastructure supporting extracurricular activities are complete. A total of 27,31 % of parents stated that the facilities and infrastructure supporting extracurricular activities are quite complete and 15,43 % of parents stated that the facilities and infrastructure supporting extracurricular activities are less complete. Meanwhile, a total of 5,37% of parents stated that the facilities and infrastructure supporting extracurricular activities are incomplete.

The data above illustrates that the facilities and infrastructure supporting extracurricular activities are complete. This is indicated by number 40,69. Then based on the results of the interviews with parents, it can be concluded that the facility for extracurricular activities is complete. The parents still hope that the facility and infrastructure become complete to support the success of extracurricular activities at school.

According to Sukur (2010), the completeness of facilities and infrastructure in extracurricular activities affects student motivation. If facilities and infrastructure are least, then student morale can be weakened.

IV. CONCLUSION

According to students and parents, facilities and infrastructure for extracurricular programs in all junior high schools in Pariaman City are complete but, in the sports field, it is still incomplete. Then the teachers say that the facilities and infrastructure for extracurricular programs are quite complete and incomplete for several types of extracurricular programs. From this information, the school must complete the facilities and infrastructure for the extracurricular program at the school. This is

because the facilities and infrastructure influence the implementation of extracurricular activities at school.

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