comparative study of extracurricular planning according to the talents and interests of students in SMA Lab School UNESA and SIKL Malaysia

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Abstract. Development of extracurricular activities is important to do, because extracurricular activities are felt to be lacking in developing students' potential. Thus, the need for com-panion activities that can help maximize the potential of students. The purpose of this study was to investigate the development of extracurricular activities. This research uses library research method (library research). The results of the research on the develop-ment of extracurricular activities, namely in their activities, must lead to activities that support extracurricular activities and student learning interests, do not contain excessive burdensome burdens, and require administration, guidance or assistance, monitoring, and assessment. While the development of extracurricular activities through several stages including: 1) needs analysis which also aims to identify the needs, potential, and interests of students. 2) determine the type of extracurricular activities through tests, question-naires, and interviews. 3) compile an extracurricular activity program. 4) implementation phase. 5) monitoring and evaluation phase. In the development of extracurricular activi-ties, it is also supported by education unit policies, the availability of coaches, and the availability of educational unit facilities and infrastructure.

Keywords: Development, Extracurricular, Talents, Student Interests

1 Introduction

Planning is an important stage to achieve the success of educational goals. As with extra-curricular education planning, it needs to be well planned so that the student achievement targets to be achieved can be realized. Extracurricular is a place for students to channel their talents and interests. Extracurricular activities include: sports, arts, culture, health, scouting, youth etc.

Not all schools have good extracurricular plans, various obstacles are faced by schools such as lack of infrastructure, lack of human resources. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Elementary and Secondary Education, states that extracurricu-lar activities are curricular activities carried out by students outside of study hours for in-tracurricular activities and co-curricular activities, and are under the guidance and supervi-sion of a unit education.

This activity is a collaborative research program by taking a comparative study of two school locations in SMA Lab. School UNESACity, Indonesia and SIKL (Sekolah Indonesia Kuala Lumpur) Malaysia.

Figure 1. Research team at SKIL Malaysia

The focus of this collaborative research is: (1) The process of assessing extracurricular ac-tivities in SMA Lab. School UNESA and SIKL schools (2) Types of extracurricular activities that will be held by schools in SMA Lab. School UNESA and SIKL (3) Organizations implementing extracurricular schools in SMA Lab. School UNESA and SIKL (4) Schedule of school extracurricular activities in SMA Lab. School UNESA and SIKL (5) The need for school extracurricular infrastructure facilities in SMA Lab. School UNESA and SIKL (6) The need for HR implementers/trainers for school extracurriculars in SMA Lab. School UNESA and SIKL.

2   Methods

This study uses a qualitative approach. A qualitative approach is a research process that is carried out fairly and naturally in accordance with objective conditions in the field without any manipulation, and the type of data collected is mainly qualitative data (Arifin, 2012, p. 40), according to the title Comparison of Extracurricular Planning according to Talents and Interests Students in SMA Lab. School UNESA and SIKL Malaysia.

The comparative method is included in case study research, as is the opinion of Yin and Stake (Creswell, 2014, p. 43) case studies are design of inquiry found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case , often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. The comparative research that researchers use is to look at Extracurricular Planning according to the Talents and Interests of Students in SMA Lab. School UNESA and SIKL Malaysia.

3   Findings and Discussion

Extracurricular in SMA Lab. School UNESA and SIKL Malaysia, activity is an activity that is part of school activities whose implementation is carried out outside of class hours with the aim of helping students in terms of exploring as well as experiencing various material that will later be learned during extracurricular activities.

Figure 2. Extracurricular activities, UNESA Lab. School in Surabaya

While the definition of extracurricular according to several other opinions is as follows: a) Extracurricular activities are defined as activities that are implemented outside of school hours which can also be carried out during holidays. In practice these activities can be carried out both at school and outside school, with based on objectives that must still support the extracurricular activity program. b) extracurricular activities are program activities which in their implementation objectives refer more to the deepening and appreciation of the material that students have obtained from extracurricular activities originating from activities in the classroom, whether obtained from core lessons or special programs. In practice, extracurricular activities can come from a variety of activities which include: studying certain materials, conducting research, working on papers or making clippings, wall magazines, and learning skills so that they can understand the subject matter more. All of these activities will also be taken into account when assessing related subjects.

1 Extracurricular goals in SMA Lab. School UNESA and SIKL Malaysia

In extracurricular activities there are several objectives that can later be used as a reference/guideline regarding the importance of these extracurricular activities being carried out as a support for intracurricular activities. The following are the objectives of holding extracurricular activities including the following: a) Extracurricular activities aim to support the practice of extracurricular programs with the main reference being students so that they can better appreciate the material they have received and train students' responsibilities in completing their assignments. b) Co-

curricular activities aims to help students to more easily learn as well as understand the material that will be learned later.

2 Forms of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia

Some examples of the form of implementing extracurricular activities include students being given homework assignments, both assignments done in groups and individually. For example: a) Giving assignments to be done in groups, in this case it is carried out with the aim of developing an attitude of mutual cooperation, mutual respect, tolerance, cooperation, so that in the future they can form students so that later they become good individuals when they are in society. b) Giving assignments done individually aims more at developing students' interests and abilities so that these students can be independent. For example, such as: studying certain materials, completing homework, and it can also be activities that are carried out outside of school or carried out outside the campus.

Figure 3. Robotics extracurricular activities at SIKL Malaysia

3 Development of co-curricular activities in SMA Lab. School UNESA and SIKL Malay-sia

In developing extracurricular activities, one must pay attention to the extracurricular principles as determined so that these extracurricular activities can be right on target. Among its principles are as follow :

a. In implementing co-curricular activities, it is required to refer to activities that directly support intra-curricular activities and student learning interests. This is intended so that later students can better understand and explore the material that has been taught more easily.

b. In the implementation of co-curricular activities do not contain excessive burdens which result in burdensome for students. In practice, co-curricular activities should not contain activities that are even excessive, which in turn will be burdensome to the students themselves. That means that someone who

makes co-curricular activities should be arranged as well as possible so as not to make activities that actually create excessive burdens for students, whether the burden is related to mental or material burdens. This must be avoided because in order to keep students from being pressured, and these co-curricular activities should be structured in such a way that students feel the benefits and feel happy with these co-curricular activities and do not result in a heavier financing burden for parents of students.

In its implementation there is a need for administration, guidance or assistance, monitoring, and assessment. This is necessary because when a teacher arranges co-curricular activities, for example, such as giving assignments, a teacher should be accompanied by good administration, for example in the form of giving clear instructions regarding these tasks, regular record keeping, providing guidance or assistance. It is important to do this with the intention of helping improve co-curricular activities so that the results will go well according to the goals set. Its application in co-curricular activities, for example, every activity must be properly scheduled, and do not forget that in each activity a teacher must guide and also check it, so that later an assessment is carried out based on the assessment book guide that was prepared before the activity was carried out.

Definition of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia

Extracurricular is a combination of two words namely extra and curricular. Extra means something that is outside what should be done, which is an additional position. While the curricular relates to the curriculum, which is a design that has been prepared by an educational institution that is used to realize the various goals that have been determined at the educational institution. According to Badrudin, extracurricular activities are interpreted as an association that has been prepared by the education unit in order to direct what are the interests, talents, hobbies, personality and creations of students so that later they are used as a reference in detecting students' talents. In practice, the program that has been prepared contains the formulation of plans and rules relating to objectives, content, subject matter, as well as procedures or strategies which will later be used as a reference in organizing various learning activities in order to achieve certain predetermined educational goals.

Extracurricular in SMA Lab. School UNESA and SIKL Malaysia activities are also interpreted as program activities which are implemented outside the standard curriculum learning hours, which are at the same time as additions to the curriculum activity program. In its implementation, this extracurricular activity program is under the guidance of the school with the main objective of this activity referring to the self-development of students in terms of personality, potential, talents, desires, and skills of students who are deeper or beyond what has been developed in the curriculum. All activities in the extracurricular program are activities.

Which in practice is outside of class hours, which aims to assist in realizing the potential development of students.

The position of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia can be said as a facility in helping to develop talents and what is the need of students, where the needs of students are different. Both in the form of development in terms of character, attitudes, talents, and creations of students. Therefore, in practice extracurricular activities it is necessary to organize various matters relating to extracurricular activities which are stated in the educational calendar by each educational unit. However, in carrying out extracurricular activities in schools, it does not necessarily forget the main purpose of learning. Both in learning and extracurricular activities both have the same main goal, which is to assist in increasing skills in the cognitive, affective, and psychomotor domains of students.

As for extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia the vision is to help realize the self-development of students while still being adjusted to what is their needs, potential, talents, and desires of each student through various special activities that have been held by competent parties at schools or madrasas. . While the mission to be realized from the extracurricular activity program is to provide a variety of activities that students can choose directly while still based on what the students need, potential, talents and desires. In addition, it is also to assist in the implementation of program activities whose contents provide several opportunities for students so that they are more flexible in exploring themselves freely through several independent or group activities that have been prepared. More about this source text Source text required for additional translation information.

Extracurricular activity function in SMA Lab. School UNESA and SIKL Malaysia

Among the various functions with extracurricular activities, namely: a) Development, from existing extracurricular programs later used in order to support the development of individual students through deepening interests, developing potential, and providing opportunities in order to realize character building and leadership training. b) Social, namely the program of extracurricular activities that will later be used to assist in realizing the development of skills and a sense of social responsibility of students. The development of this social competency program is carried out by providing opportunities for students to broaden their social experience, practice social skills, and appreciate moral and social values. c) Recreational, namely the existing extracurricular activity program will also be used to create a relaxed, happy and satisfying state of students when supporting their self-development process. In addition, in the extracurricular activity program the atmosphere that is raised should be more challenging and more interesting for students. d) Career preparation, namely the existing extracurricular activity programs should also support the development of students' career readiness, for example through capacity building.

Purpose and benefits of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia

In its implementation, extracurricular activities have objectives to be achieved, including the following: a) Expanding and at the same time deepening knowledge and skills that are appropriate/in line with the activity programs contained in the curriculum. b) Can help understand students in associating relationships between several lessons. c) To make close the knowledge that has been obtained with the needs and demands of society. d) Helping students in directing what is their talent and interest. e) Help complement in fostering humans completely. In addition, it is also for

students to get more insight into knowledge and abilities that are broader than what they learn during class. This means that, the purpose of holding extracurricular activities is to support learning programs in schools and madrasas, which is to help students more easily understand and deepen lessons, as well as support to realize what has become the goals set both those set in the existing curriculum in schools/madrasas. f) Extracurricular activities also have the aim of developing students related to the personality, potential, talents, desires, and skills of students so that they are broader or deeper beyond the interests that have been developed by the curriculum.

Mean while, the implementation of extracurricular activities has benefits including: a) Developing student character values. b) Improving social behavior, emotional, and school achievement. c) As a form of parental involvement with the school. d) Improving school quality through extracurricular management. e) As a characteristic of the school. f) As a vehicle for self-development. g) As a special service in education in schools.

Principles of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia

In the implementation of extracurricular activities are also still adjusted to the existing principles. Among the principles of extracurricular activities include: a) Individual principles, namely in the implementation of extracurricular activities with reference to the suitability of the potential, talents and desires of each student. b) The principle of choice, namely in the implementation of extracurricular activities must refer to conformity to the wishes and there is no element of coercion in students. c) The principle of active involvement, namely in the implementation of extracurricular activities must lead to the demands of full participation by students. d) The principle of fun, ie

In the implementation of extracurricular activities it is required to form a favorable and pleasant situation for students. e) The principle of work ethic, namely in the implementation of extracurricular activities must lead to activities that make students more enthusiastic about doing things well and successfully. f) The principle of social benefit, namely in the implementation of extracurricular activities carried out must refer to activities that provide the interests of the community.

In the implementation of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia that have been prepared, this should not be the responsibility of a few parties specifically, but must receive special attention from various parties who are also directly or indirectly involved in the implementation of education, not only various parties related to the educational unit. but also the government which is positioned as an education facilitator. Furthermore, to support the implementation of extracurricular activity programs, it is necessary to have some guidelines, both related to the material or activities, so that later the programs that have been prepared can be carried out in accordance with the objectives that have been set. In order to realize all of this, it is necessary to have information in the form of clear guidelines relating to the meaning, goals and desired results, roles and some of the obstacles that arise accompanied by clear information. Later it is hoped that coaches, educators, principals, teachers, students, and various parties involved can assist in the implementation of extracurricular activities based on the goals that have been set.

Forms of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia

The following are various forms of extracurricular activities including: a) Compulsory extracurricular activities. Namely scouting education which is made into a mandatory extracurricular activity in the 2013 curriculum. Scouting education is aimed at students both at the SD/MI, SMP/MTs, up to the SMA/MA, SMK/MAK levels.

In practice, it is usually possible to work together with the local/closest scout unit with references based on the Scouting Education Standards Operations guidelines as a mandatory extracurricular activity. b) Preferred extracurricular activities. Namely a program of selected extracurricular activities which in its implementation are regulated by the education unit itself according to what is the talent and desire of students. Examples of optional extracurricular activities include: first, krida other than scouting including Student Leadership Training (LKS) activities, Youth Red Cross (PMR) activities, School Health Business activities (UKS), Flag Raising Troops (Paskibra) activities. Second, scientific works include youth scientific activities (KIR), mastery of knowledge and academic skills, research and others. Third, training in processing talents and interests, including developing talents in sports, arts and culture, nature lovers, journalism, theatre, ICT, as well as engineering and others. Fourth, in the religious field, for example, Islamic boarding schools, religious da'wah training, reading and writing the Koran, retreats and so on. Fifth, other forms of activity according to the analysis of school needs.

Development of extracurricular activities in SMA Lab. School UNESA and SIKL Malaysia

In developing activities and implementing extracurricular activities, full responsibility and authority lies with the education unit. So that in implementation it is necessary to have a rule from the education unit which in making decisions is held through an education unit meeting which also involves various parties. In addition, in its implementation it must also be supported by the existence of a coach, the existence of facilities and infrastructure.

Education unit facilities are defined as everything needed in order to assist the implementation of the educational process in educational units which can be in the form of physical, social, and cultural needs. While the elements of infrastructure include: buildings, infrastructure in the field

a. Needs Analysis

 The initial stage that should be carried out by the education unit is to analyze what is the need for extracurricular activities. In this activity, involving various parties including school principals, teachers, supervisors, education staff, committees/parents or other stakeholders. In this activity, it becomes important to determine what are the needs and wants

From students, what facilities the school has, as well as the readiness of its human resources, and so on. In addition, it is also needed in order to identify the carrying capacity that has been owned and which will later be needed by the education unit before being used to determine various kinds of extracurricular activities.

Meanwhile, among the various things that are important to pay attention to when analyzing needs related to developing extracurricular activities include the following: 1) redesigning several programs from extracurricular development to further analyze them with several existing activities to then look for what are the gaps with desired activity. 2) formulate the quality objectives to be achieved and then carry out an analysis of the management in each activity unit. 3) determine what are the supporting factors and inhibiting factors. 4) implement what strategies are in order to realize extracurricular activities, for example such as fostering internal collaboration and external partnerships, capacity building, and empowerment of information systems. 5) carry out continuous assessment activities based on clear starting points so that later they can make improvements afterwards.

b. Determine the type of extracurricular activities

When deciding on the types of extracurricular activities, this can be done by tracing or filtering what is the potential, desire, talent, motivation and skills of students while still considering the existence of quotas for students in each extracurricular activity program that will be implemented later. In this screening activity can be done in several ways including tests, questionnaires, interviews / certain offers. Henceforth, later the school will also do it.

Grouping students with a certain number based on the quota of students who are deemed entitled to take part in the type of extracurricular activity program that will be implemented later. In this stage, at the same time it will be determined who will become coaches or coaches. This is necessary with the aim that the distribution of existing human resources can be carried out evenly.

c. Compilation of extracurricular activity programs

When developing an extracurricular activity program, each educational unit is required to prepare an extracurricular activity program where these activities are also part of the School Work Plan. In the development of extracurricular activity programming, it must still refer to the use of shared resources contained in the school cluster/cluster. In its further use, the provincial government and district/city government provide facilities while still being adjusted to the authority of each education unit. Furthermore, the extracurricular activity program that has been made is then disseminated to students and parents/guardians of students at the beginning of each school year. In compiling extracurricular activity programs, at least contain several things including: 1) explanation and general objectives; 2) description of each type of activity program; 3) Management; 4) Funding; and 5) Evaluation.

In other sources it is stated that in compiling extracurricular activity programs there are at least several things including: 1) types of activities, determine one of the various types of extracurricular activity programs to be carried out. 2) activity time, adjust to the time needed to carry out extracurricular activity programs. 3) goals, namely determining who is required to take part in extracurricular activity programs 4) series of activities, in compiling a series of activities must also be in accordance with the provisions of the types of activities to be held. 5) place of activity, can be carried out in schools or madrasas or even other places. 6) the equipment used, in this case adjusted to the character of the type of activity that will be carried out later. 7) executor, which could be in the form of the main executor as well as other parties involved in it. 8) organizing activities, this is also adjusted to the characteristics of the type of

extracurricular activities to be carried out. 9) budget, namely the funds needed in all planned activities.

d. Implementation

In determining the implementation of extracurricular activity programs, it must be arranged so that they do not conflict or become obstacles in the implementation of intracurricular and co-curricular programs. In designing the schedule for extracurricular activities carried out by coaches who receive direct direction from the principal of the school/madrasah or vice principal of the school/madrasah which is carried out at the beginning of the school year.

In implementing extracurricular activity programs, there are at least a number of things including: 1) the name of the activity, this is adjusted based on the composition of the work program that has been carried out before. 2) procure various equipment and tools needed while still being adjusted at each stage of activity. 3) procurement of activity executors. 4) initial activities, in this case activities carried out more to prepare students to carry out core activities. 5) core activities, which are adjusted to the core to be achieved in the objectives of the activity. 6) final activity. 7) assessment, namely assessing the final results and several implementation processes of each stage of activity implementation. The process and quality of what students have achieved is related to the activity in question.

e. Monitoring and Assessment

In accordance with the results of the monitoring and evaluation that have been carried out in each semester, then the education unit has the right to add or even reduce the variety of activities carried out in extracurriculars so that they can be used as a reference in improving the activity program guidelines that will apply for the following academic year. In monitoring and evaluating extracurricular activity programs, there are several steps that must be carried out beforehand, namely as follows: 1) compile several evaluation programs. 2) holding some information obtained from various sources related to what has been planned and its implementation in the program. 3) conduct an analysis of any aspects related to the factors that support success and failure in achieving the intended program. 4) various recommendations are adjusted to the implementation of the evaluation time. If the evaluation is carried out at the beginning of the activity, later the results can be used as input or suggestions regarding what factors are the difficulties and obstacles in implementing the activity program. When the evaluation is carried out in the middle of an activity, the results can later be used as input and improvement in program implementation. When the evaluation is carried out at the end of the activity, the results can later be used as learning as well as input for future program planning.

In addition, in the extracurricular activity program an assessment will also be held of students related to their performance when participating in extracurricular activity programs where the implementation is carried out qualitatively. In determining the indicators of student success based on the process and participation of students. in the compulsory extracurricular activity program each student must obtain a satisfactory grade. Whereas in the selected extracurricular activity program, the assessment of students is contained in a report card. And the assessment indicators are based on the participation and achievements of students in participating in each extracurricular activity program.

4   Conclusion

In developing corricular activities at school, it is better to know the concepts of the corricular activities themselves. Co-curricular activities are program activities which are implemented outside of normal school hours, as well as supporting the intra-curricular program so that it is hoped that later students' understanding of the subject matter can be more in-depth, as well as students so that they are trained to be responsible in completing their assignments. Meanwhile, in developing co-curricular activities, several things must be considered, including: 1) must refer to activities that can directly support intra-curricular activities and what is the learning interest of students. 2) there is no excessive burden which will actually be burdensome for students. 3) the need for administration, guidance or assistance, monitoring, and assessment.

Whereas in the development of extracurricular activity programs in schools, it is usually carried out through several stages including: 1) needs analysis which also aims to find out what are the needs, potential and interests of each student. 2) determining several types of extracurricular activities by means of tests, questionnaires, and interviews. 3) compile various extracurricular activity programs. 4) implementation stage. 5) monitoring and evaluation stage. The development of extracurricular activities is also supported by the rules made by the education unit, thepresence of coaches, and the existence of educational unit facilities and infrastructure.

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