

SPORTS MANAGEMENT IMPLEMENTATION IN EXTRACURRICULAR SPORT ACTIVITIES

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7 **SPORTS MANAGEMENT IMPLEMENTATION IN EXTRACURRICULAR SPORT ACTIVITIES**

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Abstract

School is one institution that can create a professional athlete seeds. Cultivation of seedlings athletes performed at the unit level of education is through extracurricular sports. But the problem is less precise organization of activities (management) in order to bring in extracurricular sports to students' development. In general, the educational unit of extracurricular sports activities organized under the condition of schools (depending on the existing extracurricular coaches) is not based on interests and skills (self-developed) students. So that extracurricular sports is supposed to be followed by students who already possess basic skills / specific skills to be developed, but in reality many students are not followed by all who have skills in accordance with the selected extracurricular. This happens because the extracurricular talents / interests of students are not provided by the school. The hope is that the unit can be educational click or call now properly organized extracurricular activities. Which seeks to bring in the personal development of students through extracurricular activities are chosen. Key words: extracurricular, sports, self improvement

Introduction

Development of extracurricular activities rely more on school initiatives. Legally, the development of extra-curricular activities have a strong legal basis, as stipulated in the Decree of the Minister to be implemented by the school, one of the decision of the Minister of National Education No. 125 / U / 2002 on the education calendar and the number of hours of study effectively at school. Setting extracurricular activities in this decision is in Chapter 5 of Article 9, paragraph 2 "in the middle of the 1st and 2nd semester of school sports and arts activities (sports and arts), field trips, learning or practice creativity competition aimed at developing a complete education."

What matters now is an understanding of the importance of ⁵extra-curricular or extra-curricular activities are the core of, and the business school in order to provide proper facilities for the development of the student. In general, education was held to provide an environment that allows students to develop talents and abilities optimally, so that they are able to manifest itself and be fully functional in accordance with the individual needs and the needs of society. Similarly, extra-curricular activities are expected to bring in the interest of students to gain knowledge and experience on a variety of subjects at a later time useful for everyday life.

Concept Self Development Through Student Extracurricular Activities.

²Self-development is not a subject that should be taken care of by the teacher. Self-development aims to provide opportunities for students to develop and express themselves according to the needs, talents and interests. ⁸Facilitated and self-development activities or guided counselor, teacher, or educational staff that can be done in the form of extracurricular (MONE, 2007).

Self-development is not as subjects, implies that the shape, design, and methods of self-development is not carried out as a scene just like learning to teach subject areas. However, when entered into the service of interest and talent development can not be avoided will be associated with the substance of the field of study and / or teaching materials that are relevant to their talents and interests of students and the learning scene will occur there.

Service development in the form of extracurricular implies that it will happen diversified interests and talent-based programs that require special builder services according to their expertise (MONE, 2007). This means that particular extracurricular sports extracurricular interests should be based on the student's choice, which is then facilitated by the school to provide the builder / coach according to their talents /

interests of students, so the expectations of the creation of the Indonesian people fully achieved. Indonesia fully human leads to the use of physical-spiritual aspects of matching, which allows the development dimension of healthy physical, social, emotional, mental, intellectual, and spiritual on a private student / athlete, as the following chart.

Whole Healthy Lifestyle	indicators of Success Learning and Training
1. Bodily Health Aspects (destination side Dikor & Or) a) harmonious and balanced growth b) Skilled c) Fit d) Fresh	Refer to persons who have a physical structure that is handsome, harmonious, balanced.
2. Aspects of Spiritual Health (destination side Dikjas) a) Social Health b) Healthy Emotionally c) Mental Health d) Healthy Property	physical growth and development of organs in harmony and balance. Motion is getting stronger, faster, precise, flexible, coordinated, flexible, beautiful, graceful, and agile, which support the achievement of high performance in sports. Do not have a disease, it can work and learn relatively old, and still has a spare after work and study hard. Looks are always fresh and exciting Referring to the personal noble character Can work together, helping each other, openness, tolerance, and respect of others, including opponents.

WholeHealthy Lifestyle	indicators of Success
	LearningandTraining
	Self-controlled, tolerant,forgiving one another,mutual respect, andcanexpress their opinionspolitely. Being honest, fair,disciplined, willing to sacrifice, tough, steady, independent, and responsible. Has the image ofhealthy livingandstrive toactualizethe intellectualhealth behavior evident inhis daily life, andcananticipatethe game situationin determining thestrategies, techniquesandtacticsappropriateand quick. Cantake lessonsandfeel the pleasureasliveandcanactualizehealthy behavior, becausean abundance ofgraceand of the giftofGod Almighty.

Definition of Extracurricular Activities

Extracurricular activities are part of a program of self-development activities, and is the educational activities outside the hours of subjects. Therefore, extra-curricular activities including integral part of the school curriculum. The development of self is one of the efforts to establish the ⁴character and personality of the students who conducted through counseling services, issues relating to personal, social, learning and career development as well as extracurricular activities. Extracurricular activities specifically aimed at career development that emphasizes creativity and life skills according to the needs of students.

According to Mardikun (2007), extracurricular activities are extracurricular educational activities conducted outside the hours of ¹subjects and counseling services to assist the development of students according to the needs, potential, talents, and interests through activities that are specifically organized by educators or educational personnel capable and berkewenangan ²The school is programmed and directed. Extracurricular activities can be fostered by a counselor, teacher or education personnel in accordance with the field. The purpose of extracurricular activities is

creating ² opportunities for students to develop and express themselves according to their interests, abilities, conditions, and talent possessed by the students, and do not forget to pay attention to the condition of the school students themselves.

Extracurricular activities are programmed and planned activities specifically within a certain time to meet the needs of individual students or groups, and its implementation into the curriculum. In ⁶ Law No. 20 of 2003 on National Education System, Article 12 paragraph 1b which states "that every student is entitled to services according to their talents, interests, and abilities." In Permendiknas No. 22 of 2006 also mentioned about the content standards for elementary and secondary education units containing personal development of students in every academic curriculum structure ² facilitated and / or guided by a counselor, teacher, or educational staff.

Mardikun (2007) also stated that these types of extracurricular activities there are 4, namely:

- (1). Extracurricular civics,
- (2). Extracurricular sports,
- (3). Extracurricular activities and
- (4). extracurricular scientific

Of the four forms of extracurricular subdivided into sections more specifically, for example extracurricular civics subdivided into extracurricular scout, and extra-special forces flag raisers. Extracurricular sports extracurricular subdivided into football, tennis, gymnastics, badminton and others. Extracurricular subdivided into extracurricular arts of dance, music, painting, and more. While scientific extracurricular subdivided into english extracurricular club, basic scientific groups and so on.

Can we know how important extracurricular activities are held at the school, given to develop the creativity, talents, and abilities of students. ¹ Vision extracurricular activities is the development of talents and interests optimally, and the growth of independence and happiness of students that is useful for yourself, family and society.

In line with the vision mentioned above, the mission will be carried out are as follows:

¹ 1) provides a number of activities that can be chosen by the students according to the needs, potential, talents, and interests; 2) conducting activities that give students the opportunity to express themselves freely through independent or group activities. As we know from one of the extracurricular activities, extracurricular sports that can

develop aspects of psychomotor, affective, and cognitive. Because through exercise, students can excel and learn to live in a society directly.

Mutohir and Lutan (the infallible, 2004) suggests there are "three pillars of sport achievements buildings that sport, school sport / sport education, sport and society".

And of the three pillars of building the sport we know that exercise is not merely seeking to compete and win, but also to participate planting attitude, cooperation, community and education. Through extracurricular activities, especially sports extracurricular students can develop the creativity, talent, and ability of the aspects of psychomotor, affective, and cognitive.

Extracurricular Management

Extracurricular Management implemented right (as seen from the function of planning, organizing, actuating, and controlling) will be very helpful in order to make real personal development of students. Therefore, schools need to consider several things, as follows:

1. The importance of knowing the capabilities and responsibilities of students in extracurricular activities that becomes the choice.
2. The importance of the coach or trainer to find out and explore your thoughts and what is desired by the student.
3. The importance for schools to have the facilities and infrastructure that support the extracurricular activities.
4. The importance of choosing the right time for the implementation of extracurricular activities so as not to interfere with students' learning activities.

Furthermore, schools should still consider in depth the function of organizing extracurricular activities, among others:

1. The development, which is a function of extracurricular activities to develop the skills and creativity of students ² in accordance with the potential, talents and interests.

That the student has had the talent / skill base in accordance with extracurricular be chosen.

2. Social, which is a function of extracurricular activities to develop skills and students' sense of social responsibility. That students will always have the social values of the society, the attitude of environmental responsibility, group, duties, and so on.

3. recreational, which is a function of extracurricular activities to develop an atmosphere of relaxed, fun and enjoyable for students that support the development process.

4. Preparation of a career, which is the function of extra-curricular activities to develop students' career readiness. Students will still be able to hone the skills possessed and used as capital to enter the world of work.

Along with the above definition, it can be said that extracurricular activities are important and can be articulated into three educational sphere value (According to Taylor), namely:

1. Education is the value of a planned manner that involves consideration of a number of educational values, whether incorporated in management education and the educational curriculum. From the broadest to most narrow. Steps taken can be represented by the achievement of the vision and mission for the development of values, morals, ethics, and aesthetics as a whole dimension to the act of teacher education in making awareness of values in students.

2. Education is a situation that affects the value of tehada development experience and awareness of the students' grades. The situation can be a good atmosphere, harmonious, orderly, familiar and quiet. In contrast, the situation may be less supportive atmosphere for student growth, for example a hostile atmosphere, chaotic, indifferent, and so on. All the educational situation affect the development of students' moral awareness, because it involves psychological considerations such as perceptions, attitudes, awareness and confidence.

3. Education is the value of instantaneous events experienced by students. This means that the value of education takes place through a number of unexpected events, instantaneous, voluntary, and spontaneity. All was not planned in advance, is not conditioned on purpose and can occur at any time. Fragments of such an event is a hidden curriculum that in the case of a particular experience can be a critical incident (critical incidents) that is able to change the order of the values and behavior of people (students).

Three scope of educational value described above suggests that the value of the students' learning process involved all the way, conditions, and educational events. Therefore, students need direct involvement out of hours face-to-face in classroom or

often referred to as extra-curricular activities.

Principles of extracurricular activities

In practice, extra-curricular activities should also pay attention to the following principles:

1. Individually, namely the principle of extra-curricular activities ⁵ in accordance with the potential, talents, interests of each student. Therefore, it is individual, it is possible many types of extracurricular appears to be provided by the school. This is often an obstacle for schools, in addition to the funds needed too difficult management. However, the school still needs to strive to facilitate this.
2. Options, namely the principle of extra-curricular ¹ activities in accordance with the wishes of the students and followed voluntarily. From the research data showed that many schools are already managing extracurricular activities well, but is not based on the student's choice fit their talents and interests. Students are required to choose extracurricular that had been prepared by the school. So the basis of his election not on students but on the condition of the school only.
3. ¹ Active involvement, namely the principle of extra-curricular activities that require student participation in full. If the points 1 and 2 are carried out correctly, the involvement of the students will be able to be ascertained either, because it really is a pleasure / interest.
4. Fun, namely the principle of extra-curricular activities in an atmosphere that is preferred and encouraging students. Schools need to prepare skilled builder / coach exactly who could potentially provide a good method of training / fun for students.
5. The work ethics, namely the principle of extra-curricular activities that build spirit of the participants to work properly and successfully.
6. Social Benefits, namely the principle of extra-curricular activities carried out for the benefit of society.

Event format

There are several models of formats extracurricular activities that can be done by the school, among others:

1. Individual, the format of extracurricular activities that followed individual students.

2. The group, which is the format of extracurricular activities are followed by groups of students.
3. Classical, which followed the format of extracurricular activities by students in a class.
4. Combined, the format followed ekstrakurikuler activities students between classes or between schools.
5. Field, which is the format that is followed by an extracurricular activity or a number of students through activities outside the classroom or field activities.

The core of Extracurricular Activities

Personality development of students is at the core of the development of extracurricular activities. Therefore, the mature personality profile is the main purpose of extracurricular activities. The development of a mature personality in the context of the development course of extracurricular activities in the stages of a student's ability. They are required to have the maturity and wholeness in the world scope of their occupancy as a child who is learning. They are able to develop their talents and interests, respect for others, was critical of the gap, dare to try positive things challenging, caring for the environment, to perform intellectual activities. In the context of national education, all the way, conditions, and events in extracurricular activities should be directed to the realization of truth values universally. Therefore, in some schools, extracurricular programs integrally developed both in physical and in the experience of psychic experiences. Models of the development of extra-curricular activities should always integrally geared to reach the stages of personality development of students mature.

Closing

From the above discussion it can be concluded that:

1. Extracurricular activities are very important in education because the value of these activities students gain hands-on experience, are actively involved in these activities and provide enough time outside hours of effective learning, so that more value is accommodated through educational activities extracurricular activities.
2. The development of a mature personality profile, the student is at the core of the

development of extra-curricular activities.

3. The principle of operation of extra-curricular activities are: 1) that allows individual schools provide various types of extracurricular; 2) selection based on the talents / interests of students rather than on the type of extracurricular which only provided by the school alone; 3) the active involvement of students in any extracurricular activities; 4) fun for the students; 5) foster good morale and success, and; 6) the activities carried out for the benefit of society.

4. Schools should be a balance between academic building and character building. Extracurricular activities as a means of character building for students should be managed properly and professionally.

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