



E-ISSN: 2707-7020

P-ISSN: 2707-7012

JSSN 2023; 4(1): 01-07

Received: 01-10-2022

Accepted: 03-11-2022

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Extracurricular sports management in senior high school (SMA) in Sleman regency

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DOI: <https://dx.doi.org/10.33545/27077012.2022.v3.i2a.135>

Abstract

Aim from study this that is for describe as well as give recommendation form management activity extracurricular sports in high schools throughout Sleman Regency. The method used in the research that is qualitative with subject study is head school, PJOK teacher, coordinator extracurricular sport and coach. The sample used in study this as many as 10 schools in Sleman Regency and were selected in a manner *random sampling*. For bend data collection includes: observation interview, and documentation, meanwhile in technique data analysis using stages: data reduction, data presentation and interesting conclusion as well as for test data validity using technique triangulation source and triangulation technique. Research results show that: (1) planning activity extracurricular sports in high schools throughout Sleman Regency began with coordination from every party for plan a number of related matters _ with activity extracurricular in one year teachings, after that arranged timetable from every activity extracurricular based on discussion with support or coach. (2) implementation activity sports in high schools throughout Sleman Regency are carried out in the afternoon after activity KBM intracurricular is complete so that no bother the course of the KBM. (3) evaluation activity extracurricular sports in high schools throughout Sleman Regency are carried out every three month very with a number of matter yag discussed includes: presence, activity participant learn and result practice from every participant educate. (4) factor supporters in activity extracurricular sports in high schools in Sleman Regency namely covers means infrastructure, activity funds, participants competent students and teachers, meanwhile there is factor inhibitor that is covers presence participant students, lack of activity funds, facilities less infrastructure _ worthy wear and weather that is not erratic.

Keywords: Management, extracurriculars, sports, high school

Introduction

Implementation process learning at school has 3 forms of activities that include intracurricular, co -curricular and extracurricular. From the third form activity they have aim alone start from activity intracurricular that is activity learning carried out with stare advance in allocation that has been arranged structure as well as there is curriculum. Activity co-curricular is purposeful activity for reinforcement, enrichment and deepening from activity intracurricular and activities extracurricular that is activities carried out outside of class time for giving room for creativity and digging talent from every student. Extracurricular programs have sufficient role urgently with curricular programs other because the extracurricular program could reach what not could be reached from learning programs purpose curricular for education. So from That's an extracurricular program should already be managed as well, maybe by party school to realize education.

Basically extracurricular have an aim of one of them that is to upgrade the character discipline participants educate. Character discipline this is must character implanted since early to participant educate because discipline participant educate Saar this already very worrying once. According to Supiana, Heris and Wahyuni (2019: 199) ^[17] said that activity extracurricular aims to support the learning process optimally and can form personality participants' education. With exists activity extracurricular so participant educate will provided so that will get experience participant educate expected could more creative, innovative and daring for disclose something, because from activity extracurricular practice participant educate for could more believe strong self._ Besides that Concerned (2011: 160) ^[2] also revealed the aim to implement activity extracurricular according to Directorate of Secondary Education Vocational must based on available activities_ supporting and supporting curricular and extracurricular programs.

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Following this aim extracurricular, namely: (a) expand interests and talents participant educate in coaching participant teach to be man completely in character positive, (b) can differentiate Among one eye lesson with eye lesson others, (c) increases ability participant teach to have ability affective, cognitive and psychomotor.

In accordance with the Regulation of Government of Education and Culture Number. 62 of 2014 ^[9] concerning activity extracurricular in the realm education basic and education medium that activity extracurricular is a curricular program that can carried out by the participants education carried out outside the learning hours of the intra- curricular program and the co- curricular program, which will always under guidance as well as supervision education in order to aim to be achieved could done in a manner whole. Aim from extracurricular that is for developing potential, talent, personality, work equal and independent participant education optimally use support achievement aim education (Permendikbud, 2014). Besides that Karim (2013) ^[5] also explained same thing, that is activity or extracurricular programs in realm education that is activity extracurricular is something activities that can develop interest as well as talent from each participant learn and get grow character student inside.

Viewed from many benefits, if students follow extracurricular, then students will get many benefits that can upgrade the potential they have. Craft (2013) ^[14] suggests that one benefits for student if follow activity extracurricular that is could Upgrade achievement study students at school, besides that Christison (2013) ^[13] also argues for students who follow activity extracurricular in a manner active so will have great success in field academic, development good character that is, in the field management time and skills leadership, more positive in field social development as well height interest you have. Woro and Marzuki (2016) explained that extracurricular give donations to planting character in students especially in the obligatory extracurricular that is scout. Characters that will develop with one of them are patriotism, as well as cooperativism. Of all many benefits from activity extracurriculars at school, they must also be supported by management. Good management of extracurricular programs also aims and benefits could be achieved in a manner of whole and thorough.

Related to effort to reach success, of course party schools need enough extra effort. In business, parties school will try as well as possible so that the program of extracurricular activities could be managed with fine and running in accordance with hope. In principle party school will manage extracurricular good in a manner system or in a manner implementation. As said by Sayidah (2014) that management extracurricular at school includes the process of planning, organizing, directing, monitoring and assessing extracurricular activities so that you can reach goals and improve quality school. Management in the activity program extracurricular is part from the process that has planned to be organized related outside school activities class as well as outside of class hours as development potency from source power man through students, fine through knowledge knowledge as well as understanding special for guide students so they can develop potential, interests and talents that exist in him through mandatory activity _ or choice (Ubaidah, 2014) ^[12].

Management is the activities that are carried out called with

management and the people who do it called with managers. Management covers some activities. To use reach as well as management is an art and science (Damayanti and Cahyo, 2017) ^[1]. on the container knowledge about organized management, on knowledge explanatory knowledge that could proven the truth in a manner public (George R. Terry, 2014: 9) ^[19]. Aim from management is for Upgrade productivity as well as level satisfaction with using source power in a manner effective as well as efficiency, when implementation must have creativity as well as criteria work in a manner good so can hit the target. To know if beneficial management is already running well or not yet, then We must know several processes that include the following: 1) planning, 2) implementation and 3) evaluation. Because of that, a good job must be planned and implemented with good tools too (Sahnan, 2017) ^[11]. Activity program extracurricular sports at school is very necessary exists planning deep various aspect To use fluency and success aim beginning that has set. A number of schools still heed function from management. Most schools organize extracurricular sports without giving a road for participant education to achieve achievements in non-academic fields. Planning is part base from an extracurricular of sport including, planning goals, planning means infrastructure, finance, trainers, and programs that will run.

Basically _ stages management consists of planning, implementation and evaluation, however along walk time and development knowledge so from third stages the then explained more wide again into five stages that is *planning, organizing, staffing, directing, and evaluating*. To start a program then the very first stage to be carried out is planning (*Planning*) which includes 1) selection or determination goals organization and 2) determination strategies, policies, projects, programs, methods, systems, budgets and standards required for each purpose. After Step planning carried out, he continued Step implementation or movement (*actuating*) that is done after organization have planned and done organizing with structure organization including availability personnel as implementer accordingly with unit requirements or unit formed work. Then after all functions have run, then next will be done *controlling/evaluation* of programs that have been implemented for knowing how much level success and knowing constraint obstacles encountered, then it will make planning new based on results from the previous one.

From the results description above and results observation researcher at SMA Negeri 1 Depok as school the place researcher teach During the covid-19 pandemic, only activity non - physical extracurricular activities that are running and implemented online (online), from meeting start, execution activities and assessments as well as follow continue. But at the moment before the Covid-19 pandemic existed several high schools in Sleman who have carry out extracurricular program activities, there are a number of type extracurricular activities which include volleyball, basketball, soccer, futsal, fur badminton, pencak silat, karate, taekwondo and *dance*. Basically _ activity extracurricular activities held at school means participants could develop potential, talents and interests that exist within himself so that he can channel in the right field and also be given appropriate coaching by responsible teachers. The fact that this has happened in the field lately, still many still party have not yet realized the importance of management in extracurricular specifically in the field sport.

Most people consider the extracurricular program to be a filler time spare to use a refreshing and healthy body, this is of course not wrong but not necessarily right either.. The research will describe management extracurricular activities in high schools throughout Sleman Regency and will give recommendation extracurricular program management appropriate for sports in high schools throughout the district Sleman for supporting enhancement achievement sport participant education. Research results that were later expected could become references for SMA in Sleman Regency managing extracurricular sports programs sport.

Research Methodology

Type study this done with a qualitative method. Study of qualitative often called ethnography, phenomenological, or impressionistic and other similar terms. Method qualitative contains Steps _ with describe, record, analyze and interpret current condition _ occur or there. This was carried out at Senior High School (SMA) throughout Sleman Regency, Yogyakarta. For subject study this is head school, PJOK teacher/ coordinator extracurricular sport at Senior High School (SMA), meanwhile object study is the management of extracurricular sport Senior High School (SMA) throughout Sleman Regency.

Data collection techniques according to Sugiyono, (2019: 308) ^[15] is the most important step in study because the main aim of the study is to get data. In research this technique of data collection is observational data, interviews, and documentation. On instruments deep data collection study this is a researcher alone as the main instrument. As stated by Sugiyono (2019: 306-307) ^[15], namely in qualitative research. The reason is that everything does not yet have definite form.

On technique data analysis using technique data triangulation i.e researcher do check the source data from source information one with source information other. In technique triangulation of the data uses triangulation source and triangulation technique. Triangulation is technique inspection of the validity of the data that utilizes something other than the data for necessity checking or as comparison to that data (Moleong, 2011: 330-334) ^[7]. After the data is collected and felt enough so step next that is to analyze the data obtained. At stage data analysis using 4 techniques analysis, that is data collection, data reduction, data presentation and interesting conclusion or verification.

Results and Discussion results

Research results started from management extracurricular sports in high schools throughout Sleman Regency, which includes: planning, implementation, and evaluation, as well factor supports and inhibitors activity extracurricular sport in Upgrade quality school, as well quality education after held management extracurricular sport. Obtained data from results interviews, observation and documentation, then results study exposed as following:

1. Planning Activity extracurricular Sports in SMA in Sleman Regency

Planning activity extracurricular sports is done in every beginning of the academic year. Planning activity extracurricular sport is done through meeting coordination of the parties involved in activity extracurricular. it will strengthened with statement and explanation by the head SMA Negeri 1 Kalasan:

“Planning is done every approaching new academic year

through meeting coordination, which is planned by participant students, teachers, activities and scheduled activities”.

Planning activity extracurricular sport generally in every high school in Sleman Regency it is carried out with method coordination between the parties involved for plan related matters with implementation activity extracurricular for one year teachings. Analysis results show recruitment participants in activity extracurricular almost the same sport, the method that is done by sharing questionnaires to participant education, containing choice activity extracurricular sports that can be chosen for participant education. Analysis results writer strengthened directly by the coordinator extracurricular sport the Depok 1 Public High School:

“Recruitment through a questionnaire given to participants every new academic year. Lifted, there is a number of choice activity extracurriculars that can be chosen by Students. After questionnaire collected then grouped based on each activity extracurricular for knowing total participants”.

Planning activity extracurricular sport started with making schedule order activities extracurricular sports at school walk with orderly. Preparation timetable activity extracurricular sport becomes not quite enough to answer coordinator activity / coach from every branch sport so no clash with busyness nor other activities. matter this confirmed again by the coordinator extracurricular sports at SMA Negeri 1 Depok Sleman that:

“Drafting timetable is not quite enough answer from coordinator, drafting based on meeting with tutor / coach from increment branch exercise in order to time no clash with other activities”.

2. Implementation Activity extracurricular Sport the SMA in Sleman Regency

Activity extracurricular activities in high schools in Sleman Regency in general grouped Becomes two namely, extracurricular mandatory and extracurricular choice. According to Permendikbud No. 63 of 2014 concerning Activity extracurricular must activity Scouts, then activity scout the must followed by all students of class X, class XI and class XII. Whereas extracurricular choice is activity extra chosen by the students in accordance with their interests and talents they have. As in this study, activity extracurricular sports in SMA Sleman Regency is type extracurricular choice at school.

Implementation alone has the meaning as stated by Mustari (2012), namely its stages plan will be executed however if not in accordance with field or reality so will be customized. Besides that, Oemmar Hamalik (2012) ^[4] also stated that a series of actions or work programs that have been determined at the stage planning then implemented in activity implementation. So from that could conclude that implementation is the process of doing and actuating it planning. Function implementation is a management process for realizing things that have been arranged in function planning. Implementation activity extracurricular sport in SMA in

Sleman Regency walking outside in the afternoon activity school teaching and learning intracurricular. Activity walk in accordance with the schedule that has been organized by the coordinator extracurriculars and deputy head school part student. it is in accordance as stated by the coordinator extracurricular sports at SMA 1 Prambanan Sleman:

“Deeply implemented, thank God already ran in accordance with time that has determined. Everything ran smoothly, also the schedule day Monday, which day Tuesday yes day Tuesday, and other days as well it. So everyone can run well”.

The results of another interview with the coordinating teacher extracurricular sports at SMA 1 Ngaglik Sleman, also supports above statement_ namely:

“For implementation activity extracurricular sport this we have arranged according to what is written in K13 SMA documents. Where extracurricular classified becomes two that is extra mandatory for all participants Class X and Class XI, as well there is extra choice. For extra, that of course must be followed by all students. Whereas for extra choice students can choose a type sport one of them”.

Evaluation Activity extracurricular Sports in SMA in Sleman Regency Planning could be released from element implementation and evaluation.

If deep planning needs evaluation so no deviations occur, then in program implementation is also carried out monitoring and evaluation of order performance activity, extracurricular exercise and results in accordance with planning. Evaluation in PERMENDIKBUD of the Republic of Indonesia No. 19 of 2005 concerning Article 1 paragraph 18 of National Education Standards is control, guarantee, and determination of quality education to various component education on each path, levels, and various type education as form accountability.

According to Muhaimin (2009) that evaluation is a systematic process in collecting, analyzing, and interpreting information for knowing level success implementation of educational institutions programs with criteria certain for necessity making decision or policy. Evaluation could be interpreted as activity for knowing realization behavior performance in school, whether level achievement aims education as desired, then it needs to be repaired. as submitted by the head SMA Negeri 1 Cangkringan Sleman, as following:

“For activity extracurricular that We evaluation every quarter once, evaluation first usually together with test midterm (UTS), for whole activity that walk what no, so expected later semester next one that hasn't walk with good expected can walk”.

It is confirmed by the coordinator activity extracurricular sport namely

“Evaluation done with various parties in the institution. Evaluation activity extracurricular sport done in a manner continuous and sustainable. Every quarter once coach teacher / coach conveys a report to coordinator

extracurricular. Coordinator extracurricular give report to part of the student. Head of schools accept reports from part students every end year. However, at times certain there is also reporting in a manner sudden if they found a hard challenge to overcome”.

From the explanation above could the writer conclude that evaluation activity extracurricular At least sports in SMA throughout Sleman Regency are carried out three months a year and involve various parties in the school institution. What is being evaluated in activity extracurricular sports at school includes: presence, activity students in learning and outcomes practice participant educate. The following carry on from results evaluation is for evaluation implementation activity extracurricular that will be held next, so if there is a problem resolved. As stated by the coordinator extracurricular sport of SMA Negeri 1 Kalasan Sleman:

“If there is a problem, yes We finish, let's say it halt, that We search for the root the problem.

Factor Supporters and Inhibitors Activity extracurricular Sports in SMA in Sleman Regency

There are supporting and inhibiting factors in every activity. Without supporting factors the activities carried out will be hampered and cannot run smoothly. Likewise with the presence of inhibiting factors. Without the inhibiting factors in each activity, the activities carried out will not develop if these obstacles are not overcome in the right way.

Supporting factors in sports extracurricular activities in high schools throughout Sleman Regency are facilities and infrastructure, activity funds, competent students, and teachers/supporters/trainers. Meanwhile, the inhibiting factors in the implementation of extracurricular activities in SMAs throughout Sleman Regency generally lie with students. Students often do not go to participate in extracurricular sports activities even though they have chosen. Judging from the presence of students, many students are often absent. The reason is because sports extracurricular activities are carried out in the afternoon after school hours are over, students sometimes have permission for a number of things. As well as which was conveyed by Mr. Debi Head of MGMP PJOK SMA Sleman Regency that

“In general, the obstacles faced by schools are usually the presence of students. Because, for sports extracurricular activities carried out in the afternoon, there are some students who may not be present for a number of reasons.

Sports extracurricular coordinator teacher at SMA Negeri 1 Prambanan also disclosed that

“What hinders the implementation of extracurricular activities are students. In management, in my opinion, the problem is that it is actually on the students, even though these students have chosen the extra activities they want, but in the presence of students, sometimes they are included, sometimes they are not. It's understandable that the school is still like this, the term on the outskirts of the child's motivation is still lacking.

Other obstacles encountered in sports extracurricular

activities in high schools throughout Sleman Regency are the lack of funds, facilities that are no longer suitable for use and the weather which sometimes interferes with the process of sports extracurricular activities. How to overcome these obstacles, the school does various things, namely helping students in finding funds or donors so that extracurricular activities can be carried out, giving permission to use the room if extracurricular activities carried out outside the room are disrupted and the school always makes repairs to facilities that are no longer unusable or damaged.

Based on the data above, it can be concluded that the supporting factors in sports extracurricular activities in high schools throughout Sleman Regency are facilities and infrastructure, activity funds, competent students, and teachers. While the inhibiting factors lie in the presence of students, lack of funds, facilities and infrastructure that are not suitable for use, and the weather factor.

Discussion

Planning activity for extracurricular sports in high schools throughout Sleman Regency is carried out every beginning year. Planning done through meeting coordination with a number of influential parties. There are several things to be planned like activity extracurricular, teachers, facilities infrastructure, funds and schedules activity extra-curricular. From several thing to be planned the in activity extracurricular sports in senior high schools in Sleman Regency in accordance with Attachment III to Regulation of the Minister of Education and Culture Number 81 A of 2013, planning activity extracurricular has refers to the type activities that also have influence on the elements: target activity, substance activities, executors activities and related parties, as well organization, time and place, and means.

Activity extracurricular sports carried out in high schools throughout Sleman Regency has been mandated as in Regulation of the Minister of National Education no. 39 of 2008 concerning coaching Studentship Article 3 Paragraph 1 that coaching student covers activity extracurricular and co-curricular. Activity extracurricular is one method for building students in non-academic fields, the goal is to strive for participants to educate and grow and develop to become good quality human in accordance with the aim of education through development talent or It's potential.

Implementation activity extracurricular sports in high schools throughout Sleman Regency are carried out every day after activity study teaching and activities implemented in accordance with schedule that has been arranged by each coordinator of extracurricular sports, deputy head school field students and coaches / coaches. In every step implementation activity extracurricular, there will always be evaluation activities that have been carried out. According to Eka Concerned (2011: 168) ^[2] he says that evaluation is a step for knowing level effectiveness and results obtained from existing programs implemented as well as the data collection process for analysis. From the opinion above, then it could be interpreted evaluation is an important thing to do for knowing success in activities carried out.

Besides in activity implemented extracurriculars _ there is activity evaluation, then there are also activities supervision

in implementation activity extracurricular. Activity supervision aims for supervising that the program has been arranged and could be implemented in accordance with should and should not from irregularities / obstacles / irregularities in activity extracurricular. As stated by Engkoswara and Aan (2011: 219) that activity supervision basically _ something for comparing among moderate conditions occurs with the conditions it should be happening. From all many high schools in Sleman Regency, do activity evaluation to agitated extracurricular usually implemented every quarter _ or three month very with results evaluation covers results or targets that have set, such as the target champion desired by the school, participation participant educate in activity extracurricular, total a must meeting fulfilled in one semester, and results from learning activity extracurricular sport.

From the results evaluation obtained, then it will be used for taking decisions in framework improvements to implementation activity extracurricular next. this _ same as stated by Suharsimi Arikunto (2010: 2) ^[16] namely evaluation is activity for gathering information and data about something work that has been implemented, which is next the information and data will be used for determining the right step in collection decision next. Smoothness activity extracurriculars too influenced by factors supporters. Factor supporters in activity extracurricular sports in high schools throughout Sleman Regency that is factor excellent facilities and infrastructure support level success in achievement implementation activity extracurricular sports at school, the factor of funds used for finance all needs and requirements in activity extracurricular activities at school, factor participant enthusiastic students in following and implementing activity extracurricular activities at school, and the factor of teachers/ supporters / trainers who are competent in their fields.

Besides factor supporters above, there are also factors that inhibit implementation activity of extracurricular sports at school. The inhibiting factor is the way extracurricular activities in high schools throughout Sleman Regency, namely presence of students, lack of funds for procurement to carry out activity extracurricular as well as there is the occasional weather so that activity extra-curricular at school cannot be implemented as it should.

Recommendation Management extracurricular Sport

After doing activity interviews and conducting observation as well as scrutiny directly in SMA in Sleman Regency, the author besides process research data, also created product in form guide activity for management extracurricular sports at school. There is hope that the product could be used as reference / guide for school in general, in particular for high school in Sleman Dalam Regency managing extracurricular sports programs in the next academic year. Activity guide management extracurricular sports at school based on: 1) component participant students, 2) trainers, training program materials, 4) facilities, 5) system implementation of extracurricular programs sport and 6) environment implementation of extracurricular programs sport. About form of indicators from each components and descriptions description, explained as in the table under this.

Table 1: Management Reference/Guidelines extracurricular Sports at School

No	Component	Indicator	Description of Extracurricular sports program management
1	Sports Extracurricular Participants	a). Attendance of students	<ol style="list-style-type: none"> 1) The presence of students in participating in extracurricular activities is one of the factors that influence the success of implementing extracurricular activities. Therefore there must be binding regulations from schools through coaches and trainers that regulate the presence of students in extracurricular activities. 2) Through coaching from the school, it is hoped that the attendance and enthusiasm of students in participating in extracurricular activities will increase.
		b). Student discipline	<ol style="list-style-type: none"> 1) Schools issue regulations regarding the discipline of students in participating in extracurricular sports activities. 2) The role of coaches and trainers is to be prioritized and developed in terms of increasing the discipline of students in participating in extracurricular sports training sessions at school.
		c). Student competition	<ol style="list-style-type: none"> 1) The results of student achievements in official and non-official sports events/competitions must be used as a basis for evaluating program development and targets for further student achievement improvement. 2) In terms of improving student achievement, it can be done by creating a training program involving relevant parties who are competent in coaching sports achievement. For example, by working together, involving KONI of Sleman Regency and FIK UNY.
2	Sports extracurricular activities coach	a). Train qualification	<ol style="list-style-type: none"> 1) There must be a related program to evaluate the coach's performance when coaching in sports extracurricular activities at school. 2) Qualifications in training should not only be based on the coaching certificate held by the coach. But there must also be an evaluation, in this case the coordinating teacher as the person in charge of evaluation activities in terms of assessing the trainer's ability to carry out their duties in the field.
		b). Trainer skills	<ol style="list-style-type: none"> 1) There is an evaluation program on the ability of trainers that is macro (comprehensive), including evaluation in terms of: training objectives/objectives, skills in training, mastery of methods in training, and creativity in training. 2) Trainers must always have self-awareness and a personal desire to always strive to improve their training skills.
		c). Trainer experience	<ol style="list-style-type: none"> 1) Coach has a minimum 3 years experience as an instructor in the sport he plays. 2) Coach has a minimum 3 years experience as an instructor branch sport.
3	Sports extracurricular training program material	a). physical training	<ol style="list-style-type: none"> 1) There is a physical exercise program. 2) The preparation of a physical training program can be carried out by involving the KONI of Sleman Regency and FIK UNY. 3) There is a physical material test for students participating in extracurricular sports
		b). Technique training	<ol style="list-style-type: none"> 1) There is a technical training program. 2) The preparation of a technical training program can be carried out by involving the KONI of Sleman Regency and FIK UNY. 3) There is a technical material test for students.
		c). Tactics exercise	<ol style="list-style-type: none"> 1) There is a tactical training program. 2) The preparation of a tactical training program can be carried out by involving the KONI of Sleman Regency and FIK UNY. 3) There is a test of tactics material for students.
		d). Mental exercise	<ol style="list-style-type: none"> 1) There is a mental training program. 2) The preparation of a mental training program can be carried out by involving the KONI of Sleman Regency and FIK UNY. 3) There is a mental material test for students.
4	Infrastructure and facilities	a). Completeness	<ol style="list-style-type: none"> 1) Completeness of infrastructure and facilities in sports extracurricular activities for students must be fulfilled. 2) There are school programs and targets in terms of procuring sports facilities that have not been fulfilled.
		b). Condition	<ol style="list-style-type: none"> 1) The condition of infrastructure and facilities is appropriate and according to standards to be used in supporting sports extracurricular activities for students. 2) There is a school program in terms of treating conditions and procuring infrastructure and sports facilities in schools.
		c). Type	<ol style="list-style-type: none"> 1) Type sar ana pras arana and facilities in accordance with need practice extracurricular sports for students. 2) Type sar ana pras arana and facilities easy and safe to use for needs practice extracurricular sports for students.
5	Sports extracurricular program implementation system	a). Programming	<ol style="list-style-type: none"> 1) The design of the program for sports extracurricular activities for students can be consulted and asked for advice from related parties, for example with KONI Sleman Regency and FIK UNY. 2) There are decisions that have clear goals/objectives in terms of compiling sports extracurricular activity programs for students.
		b). Program management	<ol style="list-style-type: none"> 1) There is a draft a cuan in management of sports extracurricular programs for students. 2) Implementation extracurricular program management Sports for students must be appropriate with references that have been set.

		c). Program financing	1) There is a draft in financing sports extracurricular programs for students. 2) There is detailed financing of sports extracurricular programs for students. 3) Financing must be done in a manner appropriate for supporting implementation of sports extracurricular programs for students. 4) Extracurricular program financing sports for students in a detailed and transparent manner.
6	The environment for implementing sports Extracurricular programs	a). Safe	1) There is a maintenance program regarding the school environment to support the implementation of sports extracurricular activities for students. 2) The school environment must be safe/non-hazardous to be used in the implementation of sports extracurricular activities.
		b). Support	1) The school environment used in sports extracurricular activities must be comfortable for students. 2) Schools must be able to create an environment that is very efficient in supporting sports extracurricular activities. 3) Care environment school done in a manner programmed for support implementation activity sports extracurricular.

Conclusion

From description results research and discussion so could concluded that planning activity extracurricular sports in every high school in Sleman Regency begins with coordination from every involved parties _ for plan a number of related matters _ with activity extracurricular for one year teachings, then arranged timetable from every activity extracurricular by every guarantor answer extracurricular. Preparation timetable arranged based on discussion with support or coach from every extracurricular. For implementation, extracurricular sports in high schools throughout Sleman Regency are carried out in the afternoon outside activity school teaching and learning intracurricular. As for activities evaluation extracurricular SMA sports in Sleman Regency are carried out at least three times a month and involve various parties in the school institution. As for something being evaluated that includes: presence, activity participant learn and result practicum. To support the operation, extracurriculars run with good results so there are supporters in activity extracurricular sports in high schools in Sleman Regency, namely facilities and infrastructure, activity funds, participants, competent students and teachers. Whereas there are also factors the inhibitor that covers presence of participant students, lack of funds, lack of facilities and infrastructure worthy wear and factor weather.

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