

# The Role of School Principal in Improving the Quality of Extracurricular Activities in Madrasah Darulhuda Wittaya Yala Province South Thailand

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## ABSTRACT

The study aims to determine and understand the role of the headmaster in improving the quality of extracurricular activities and factors supporting and inhibiting in its implementation in the South Thailand Yala province. This type of research is a qualitative research (field research), i.e. research that is directly in the field or a real life specifically what is happening. The research was conducted in the community environment Wangpaya Yala province South Thailand. The methods of collecting these research data are observations, interviews, and documentation. The results in this study showed that the quality development of extracurricular activities in the Madrasah Darulhuda Wittaya of the southern Thailand Yala Province has been implemented well, in the analysis of the implementation of quality development in Professional development of teachers and builders, delegation, administration management, providing instruction, comsonation, innovation, awarding good appreciation. But in the supervision aspect of the headmaster is lacking in the implementation well because supervision only checks the reports of the monthly extracurricular activities. Then the supporting factor is the availability of adequate place, facilities and infrastructure is very complete, the last obstacle factor is the lack of funding for delegation and salary, the quality of teachers is less roaring.

**Keywords:** Role of School Principal, Extracurricular, Thailand

## INTRODUCTION

Importance of the role of extracurricular activities for the school, the effective supervision must be done by the principal, so that activities that have been planned and executed in accordance with the objectives that have been established and desirable By the school that is, develop the potential of learners through the activities of extracurricular both in terms of social and religious. The headmaster's role strongly determines the progress of his school education; so that there is a phrase that there are only three figures that determine our educative world, namely the Minister, Head of Education Office, and principal. The vision and mission of the school is the responsibility of the principal and the practice of the school principal is the manager and the overall responsibility of the school program.

Based on the above symptoms, the authors feel interested to do research with the title: "The role of the principal in improving the quality of extracurricular activities in the Madrasah Darulhuda Wittaya South Thailand Yala Province" because of the reality in the field Does suggest that extracurricular activities get an unbalanced proportion, less gaining attention, and even tend to be underestimated. The attention of schools is also still less serious, it is evident from the lack of adequate support both in terms of

funding, planning, and implementation, and their role as part of student success evaluation. Whereas among students, many processes actualize potential students that occur through extracurricular activities. For example, the actualisation of leadership, arts, sports, social sensitivity, religious values, etc. often arises when extracurricular. The headmaster can be defined as a functional personnel teacher who is given the task to lead a school where the teaching process is held, or a place where interaction between teachers who give lessons and students received a lesson (Wahjosumidjo, 2008:83).

Basically, the headmaster in Indonesia has not been said to be a professional manager, because the Kater is not based on professional skills and education, but rather a teacher experience. The role of school, which was submitted by E. Mulyasa, as mentioned by the Education Office (formerly: Depdikbud) has determined that the headmaster should be able to perform his job as educator, manager, administrator, and supervisor (EMAS).

Further development, according to the needs of society and the development of the era, the school principal must also be able to act as leader, innovator and motivator in school. Thus in the Paradigmbaru education management, the principal must at least be able to serve as an educator, manager, administrator, supervisor, leader, innovator, and Motivator (EMASLIM) (E. Mulyasa, 2006). (1) As an educator he must be able to embed, promote, and improve at least four values: mental, moral, physical, and artistic. (2) The principal as manager is the process of planning, organizing, conducting, and controlling the efforts of the organization members as well as the utilization of all resources of the Organization in order to achieve the objectives that have been established. (3) The principal as an administrator of education is responsible for the smooth implementation of education and teaching in his school. (4) The principal as a

supervisor means that the headmaster serves as the supervisor, control, builder, director, and example provider to the teachers and employees of the school. (5) The principal as a leader must be able to provide guidance and supervision, increase the willingness of educational power, open two-way communication, and delegate tasks. (6) The head of the school as innovation must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate every activity, give an example to all education personnel in school and Develop innovative learning models. (7) The principal as a motivator must have the right strategy to provide motivation to the education professionals in performing their various tasks and functions.

According to Rohmat Mulyana, he defines extracurricular is "an education event outside the hours of face-to-day in the class". Extracurricular activities are conducted outside of class and outside lesson hours (curriculum) to develop the human resources potential (SDM) that belongs to good learners related to the application of science that It gets and in a specific sense to guide learners in developing the potential and talents that exist in him through compulsory and optional activities.

The above definition can be taken as a sense that extracurricular activities are activities performed by students in the construction and shade or responsibility of the school, which is located at school or outside the school, with scheduled provisions or on Certain times (including holidays) in order to enrich, improve and broaden student knowledge, develop positive values or attitudes and apply further knowledge that students have learned, for the eyes Both core and preferred programs. This extracurricular is more emphasized in the group's activities, but is equally conducted outside of class lesson hours. In order to be effective, these extracurricular need to be prepared in a mature manner, in the supervision of the principal and the need for cooperation between the school and the

relevant parties. These types of extracurricular activities are as follows: (1) The activities of libraries, (2) Laboratory and research activities, (3) visits (tourism) studies, (4) Youth Red Cross (PMR), (5) Adolescent Scientific Works (KIR), and (6) sports activities.

Function and purpose of extracurricular activities to achieve the purpose of national education is needed the existence of institutions that each have their own objectives that are aligned with the national objectives, even have to support/support the achievement of such objectives, including extracurricular activities in schools must have a purpose in parallel with the purpose of national education. (1) The general purpose of self-development aims to provide students with opportunities to develop and express themselves according to the needs, potential, talents, interests, conditions and development of learners by observing the conditions of the school. (2) The specific purpose of self-development aims to support the education of learners in developing: talents, interests, creativity, competence and habits in life, independence, ability of religious life, social ability, learning ability, Career insight and planning, and troubleshooting capabilities.

## **MATERIALS & METHODS**

This type of research includes qualitative research (field research), i.e. research that is directly field or real life specifically what is happening. This research approach uses qualitative descriptive research (Toto Syatori Nasehidin and Nanang Gozali, 2012:55). This research took location in Wangpaya of Yala province South Thailand. The reason is that the location is relatively easy to reach from the research place and the school where the authors learn. While being the subject of research is Principal Darulhuda Wittaya of Yala province South Thailand. Then data collection using interview techniques, observations, and documentation (Iskandar, 2008:252).

The data analysis techniques in the writing of this thesis are as follows: The process of collecting data from various sources is from several informant and direct observation that has been written in field records, transcripts interviews and Documentation. The data is once read, studied and reviewed the next step of holding data reduction done by way of making abstraction. This abstraction is the business of making a summary of the core. The next step is to compose in units that are then integrated in the next step, by creating the coding.

## **RESULT AND DISCUSSION**

### **Professional development of teachers and contractors**

The headmaster has contributed to improve the quality of extracurricular activities following the development of IPTEK. It is recognized he as the principal always doing the development of teachers and the builder of the activities of extracurricular to give an accuracy to the Meraka to follow the various education and training in the regularly and to explore The development of information through electronic media, such as computers and Internet related to extracurricular activities. This is as stated by the principal, as follows:

### **Delegation**

Delegation of tasks to teachers and contractors in accordance with their respective skills and fields, so that the activities of Eketruler and training can run smoothly and achieve satisfactory results. In giving delegates to teachers and contractors, the headmaster divides the activities into several groups of activities, namely; Computer courses, libraries, BTA, Scout, sports, art. Then choose a professional teacher, coach, and trainer. This is as stated by the principal.

### **Administration Management**

The principal as the highest leader in an educational institution must control all the problems that exist in the school. Not only in formal teaching and learning activities but also in extracurricular

activities. In extracurricular activities, the school principal still plays its function in organizing the activities of various activities. The headmaster always conducts various administrative managers such as archiving, recording, and documentation. This is as stated by the principal.

### **Supervision**

To ensure that all activities are running smoothly, the headmaster always provides supervision in two ways, which is the first by looking at the activities of an activity directly to ensure that activities are carried out well. Secondly by examining the monthly report of the contractor and the trainer, relating to the implementation, development, and schedule of activities. This is as stated by the principal.

### **Giving instructions**

In addition to providing control and evaluation, the headmaster also always provides guidance and good direction to the builders and trainers on how to make students can gain knowledge in every extracurricular activities. A concrete example that the headmaster did was to hold a meeting with the teachers before beginning to study at school to talk about extracurricular activities. This is as stated by the principal.

### **Combating**

The headmaster coordinates and establishes a comsonation with the teachers and the constructor of extracurricular activities, both in deliberations, and solving problems. The policy and orders to the teacher or the constructor of extracurricular activities. This is as stated by the principal.

### **Innovation**

In innovating to improve the quality of extracurricular activities in schools, the headmaster completes the extracurricular supporting tools. In addition, the school principal also innovates by holding wheels as a new extracurricular activity in Madrasah Darulhuda Wittaya. Roda is a student activity of such a regiment at high school level with military sort training. These wheel activities are routinely carried out every Wednesday from 14.00 to 16.00

local time. Every month, hands-on training was conducted by the soldiers (Aska) in the Army Basecamp of Yala province. This is as stated by the principal:

### **Award awarding**

To motivate lecturers of extracurricular activities, the principal always rewards the form of reward as a form of appreciation for the struggle of extracurricular activities teachers. In addition to the awards given to the extracurricular teachers, the headmaster also gives appreciation to the students who excel in each extracurricular field of education fund or personal completion of the extracurricular injuring. This is as stated by the principal.

Can the author conclude that the principal in Madrasah Darulhuda Wittaya has been improving the quality of extracurricular activities in aspects of: professional development of teachers and contractors, delegation, administration management, instrumenting, Combating, innovation, award-winning good. However, in the supervision aspects of the headmaster did not perform well because supervision only check reports of monthly extracurricular activities.

### **Supporting factors and the role of school principal in improving the quality of extracurricular activities in the Madrasah Darulhuda Wittaya Yala province South Thailand1**

The supporting factors are the availability of adequate places proved to be an area of 7 hectares, a place for sufficient extracurricular activities strongly, even if all extracurricular activities performed simultaneously. And the availability of facilities and infrastructure of extracurricular activities, the principal rate has been sufficiently fulfilled for all extracurricular fields.

The inhibitory factor is lack of funding in improving extracurricular activities, especially in delegation and for the wages of teachers. In addition, the quality of the teaching staff is still lacking in the training of extracurricular activities. It is

an established level of quality of students in certain extracurricular activities. This is also evident from the teaching model which is still a conflict.

## CONCLUSION

The development of the quality of extracurricular activities has been carried out well, in the implementation of quality development in the aspect: professional development of teachers and contractors, delegation, administration management, providing instruction, Combating, innovation, award-winning good. However, in the supervision aspects of the headmaster did not perform well because supervision only check reports of monthly extracurricular activities. The quality of extracurricular activities in Madrasah Darulhuda Wittaya is influenced by supporting and inhibiting factors. Supporting factors, among others: availability of adequate places with an area of 7 ha, complete facilities and infrastructure. Inhibiting factors, among others: funding less for the delegation and salary of the teacher, the quality of the teacher is less roaring.

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