Implementation of Education Policy on Extracurricular Activities in Vocational Schools, Gorontalo City

by Novianty Djafri

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| RESEARCH ARTICLE

Implementation of Education Policy on Extracurricular Activities in Vocational Schools, Gorontalo City

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| ABSTRACT

This research aimed to explore and analyze the implementation of educational policies in scout extracurricular activities at State Vocational Schools in Gorontalo City. The study employed a qualitative method with a phenomenological approach. The study was done through action in the field and phenomena observation with the object studied by direct interaction. The results showed that in the implementation of educational policies in scout extracurricular activities, there were still some vocational schools in Gorontalo city that had not included all classes in scouting activities; besides, the coaches and budgets were relatively inadequate. The results of interviews showed that some classes did not join the scouting activities in the current year because the activities had been taken last year Furthermore, the infrastructure to support activities was still limited. This indicated that this scout extracurricular activity must be supported by efforts to make improvements. Thus, this study provides an effort to construct a model for implementing activities in determining human resources and financial resources. As a result, scout supervisors can be fulfilled in schools and can achieve well implementation of educational policies on scout extracurricular activities.

| KEYWORDS

Implementation, Education Policy, Extracurricular

| ARTICLE DOI: 10.32996/bjtep.2022.1.2.1

1. Introduction

Education is one of the main points in life to acquire knowledge. Education is a shared task in society so educational institutions called schools or training centers become the place for the formal educational process to be conducted (Muthia, 2019). Further, education has an influence on individuals to produce permanent changes in their behavior habits, thoughts, and attitudes (Fattah, 2016). Thus, education is a process that influences individuals from their environment and formal educational institutions which makes a process of change in their thoughts and behavior.

In accordance with the educational objectives in Law No. 20 of 2003 concerning the national education system that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, intelligent, creative, independent, and become a democratic and responsible citizen (Khunaifi & Matlani, 2019). Moreover, the purpose of education to create quality, pious and high-achieving human beings must be supported by extracurricular activities such as personality formation and broaden the horizons of students in the world of education. Extracurricular can be interpreted as educational activities carried out outside of face-to-face learning hours (Rahayu, 2018).

Education policy becomes the orientation to regulate education and carry out activities that have been planned to face the challenges of the era of globalization. Therefore, the policy in the field of education aims to achieve the goal of developing the nation-state in the field of education as one part of the overall development goals of the nation-state (Solichin, 2015). The

implication of this educational policy is a principle of shifting the concept of education towards effectiveness, efficiency, and educational progress in an independent nation's educational institution.

The policy orientation that has been programmed becomes the target of government agencies' goals to be realized. Theoretically, the book of Public Policy provides an understanding of policy implementation as a way for a policy to achieve its goals (Nugroho, 2009). Further, Harold and Abraham define policy as a projected program with certain goals, certain values, and certain practices (Marwiyah, 2021).

The policy process becomes a determinant of a program that has been planned in advance with in-depth concepts or ideas in order to achieve the goals desired by policymakers. Nakamura and Wood viewed public policy in three aspects, namely: policy formulation, policy implementation, and policy evaluation. The policy is the result of the formulation of decisions that have been designed by government agencies with the aim of being implemented to obtain good results (Solichin, 2017). Public policy implementation is a decision made by the government that leads to the process of implementing policies to regulate a program that has been decided. Ripley and Frankli (in Budi Winarno, 2014: 148) stated that policy implementation is what happens after the law is enacted, which gives authority to programs, policies, benefits, or a type of tangible output (Ersad & Hidayat, 2016). The term implementation refers to all activities that follow the statement of the aims and objectives of the program and the desired results by government officials.

The basis of the implementation of public policy is a stipulation by the government after the Act is enacted. Thus, the government takes the step of making policies as its authority with the aim of achieving success in government programs. The implementation of public policies contained in the rules made by the government has been agreed upon with the aim of achieving the targets that have been programmed (Winarsih, 2017). Policy implementation is the actions taken by individuals, government officials or groups, or private groups that are directed at achieving the goals outlined in the policy (Sari et al., 2017). Policy implementation is a stipulation or decision in the implementation of policies carried out by individuals or groups or the government with the aim of achieving success and the objectives set out in the policy. In public policy, there is a dynamic process in achieving the objectives of the activities or activities carried out by policymakers.

Policymaking is based on the formula, policy objectives, policy implementation, and policy evaluation. The next process is analyzing the implementation of previous policies and the extent of changes seen in the implementation of these policies (Solichin, 2017). Thus, a policy evaluation emerges that can be understood whether it has added value or has an impact on an implementation related to policy formulation. Policy evaluation aims to obtain clear information about the value of policy performance. Policy objectives become expectations of being achieved or actually being able to solve problems that exist in the field or vice versa. If the problem has not been resolved, the policy evaluation provides a problem-solving formula to be used as learning material that must be followed up. Education policy is the main orientation to improve the quality of education in carrying out activities that have been planned in order to face global competition (Ambarita, 2009). Thus, it is important to conduct extracurricular activities which are carried out by students inside and outside school, such as scouting activities for the formation of student character and shaping the personality of students in achieving educational goals.

The extracurricular program, although it is only a supporting program, has a very important function and role in achieving educational goals (Wulan & Ismanto, 2012). Extracurricular activities are educational activities in developing human resources with character and increasing the potential of students. Therefore, it must be supported by extracurricular activities as it has a very important function and role in achieving educational goals.

Character education is the characteristic of psychological, moral, or character traits that distinguishes a person from others, character, in terms of thinking and behaving that characterizes each individual to live and work together within the family, community, nation, and state (Ahmadi et al., 2020). Character formation is inseparable from the components of extracurricular activities as there are always moral values that involve the words and actions of humans themselves in the family, social, educational, and state settings. The value of character is in relation to God (religion) involving the thoughts, words, and actions of a person who is strived to always be based on divine values and/or religious teachings (Sholeh, 2016). Individuals make a decision or are ready to take responsibility for every consequence of the decision made, by knowing what is good, wanting good, and doing good in habits of thinking, habits of feeling, and habits of acting (Prihatmojo & Badawi, 2020). Character formation is inseparable from the politeness component that is practiced in actions, speech, or words that are conveyed in a kind and subtle way to fellow human beings with actions or behavior that respects others.

The implementation of educational policies is a determinant of the direction of better education goals for the nation and state in building the nation's character through extracurricular activities programmed in schools. Education policy implementation is a complex and evolving process that involves many stakeholders and can lead to failure if it is not well targeted (Viennet & Pont, 2017). This is a common concern in dealing with obstacles as barriers to policy, implementation. George C. Edwards suggested several factors that hinder policy implementation including: communication, human resources, and financial resources (Mursalim,

2017). Hence, one of the contributing factors for policy implementation is largely determined by clear communication supported by qualified human resources in order to achieve the intended target, especially in implementing education policies.

Scouting is one of the mandatory extracurricular activities in every school that must be carried out. However, based on field observations, scout extracurricular activities at vocational schools in Gorontalo City have not been maximal and effective. In extracurricular activities, it has not been fully implemented and only some students participate in scouting activities. In fact, this activity is an obligatory extracurricular activity for all students to form the character of devotion to God Almighty, honesty, discipline, and responsibility to fellow students, teachers, and parents. Thus, this research focuses its study on the efforts to implement educational policies on extracurricular activities in vocational schools in Gorontalo City.

2. Methodology
This qualitative research was conducted in 2015. Qualitative research is research using a natural setting, with the aim of interpreting the phenomena that occur which are carried out by involving various existing methods (Anggito, 2018). Employing a phenomenological approach, this research was done by carrying out actions in the field in observing phenomena with the object of study and interacting directly with school principals/deputy principals and teachers in schools. Further, the data was collected through observation, interviews, and documentation. Moreover, triangulation is needed in the collection procedure to find the truth of the data. The collected data was then analyzed by describing the data through the stages of categorization, classification, comparison, and searching for relationships with the problems raised. Data analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding out what is important and what is learned, and deciding what to tell others (Helaluddin, 2018).

3. Results
3.1. Efforts to Implement Extracurricular Activities
Based on data from research results in extracurricular activities at Vocational Schools in Gorontalo City based on the research focus are as follows:

3.1.1. Formation of Devotion to God Almighty
The results show that scout extracurricular activities at vocational schools in Gorontalo City have been carried out well, but still have limitations. This is due to some vocational schools that have not included all of their students in the reception of Rover Scouts members at school. In fact, this is a mandatory activity in schools as the formation of student character. Furthermore, the involvement of actors in the implementation of scout extracurricular activities at school has not been fully maximized; there are some students who are not included in scouting activities for the reasons that the students have joined last year.

3.1.2. Honesty
This study shows that the implementation of policies on scouting activities in schools is fully operational with the aim of shaping the character of students, especially in instilling the values of honesty in students although only some students participated. Honesty is the most important thing in life. For example: being honest during the exam at school or being honest when asked by teachers, friends, and parents at home about their activities and attendance at school.

3.1.3. Politeness
The implementation of scout extracurricular activities has been implemented in schools and followed by all students in tenth-grade, eleventh-grade, and twelfth-grade. Scout activities contain some character values to shape the personality of students, especially instilling politeness personality in students in communicating with their fellow students and teachers. Scout activities instill the values of politeness in students through the reception of Rover Scouts members at school, although not all students have participated as they had participated last year.

3.1.4. Responsibility
Educational policy on scout extracurricular activities aims to form student character of responsibility through scouting activities. This has been carried out by Scoutmasters to train students during scouting activities, both in the room and in the field, by providing material about the responsibilities of a student in carrying out scouting activities. The materials comprise the responsibilities of scout leaders and scout members at school in carrying out their duties.

3.2. Inhibiting Factors of the Implementation of Education Policy
The inhibiting factors in implementing educational policies in extracurricular activities in schools are as follows:

3.2.1. Communication factor
The problem of communication and coordination in the field with the large number of students participating in scouting activities at school has shown that the actor's involvement had not been maximized in implementing scouting activities. This is because in scouting activities, they have not seen the real situation of students participating in scouting activities so the communication in the field did not optimally implement.

3.2.2. Factors human resources and financial resources

Another obstacle to the implementation of educational policies in scouting activities is the human resource factor. In this case, the scout supervisors are still limited and not proportional to the number of students. Further, the lack of budgeting has an impact on the shortage of scout tools such as tents, compasses, ropes in school scout equipment, and other needs. The problem of inadequate human resources and financial resources will affect the success and achievement of extracurricular activities at school. Therefore, it is necessary to construct a model for implementing activities in strengthening human and financial resources so that good implementation of educational policies in scout extracurricular activities can be achieved. Improvements in policy-making in power and cooperation in school leadership are urgently needed in order to become compliant in the implementation of activities and responses to deficiencies to improve and realize the ideals of good extracurricular activities.

4. Discussion

The implementation of educational policies on scout extracurricular activities at vocational schools in Gorontalo City which aim to form student character has been shown that the implementation of activities in the reception of Rover scouts members, which is a routine activity, to realize the formation of students' character to devotion to God Almighty in everyday life. This activity is attended by all classes with a regular and alternating schedule. Further, the students who have participated in the previous year could not participate in the current year due to limited human resources and this would be optimized in the future.

Scout extracurricular activities are mandatory activities at school to shape the students' characters or personalities. All students must be included with the aim of fostering students in terms of honesty with good speech and action. Thus, the activity can shape the character of students by instilling the values of honesty. In the implementation of this extracurricular activity, it has not been fully implemented because the activities are not implemented routinely and this activity is still limited by the coaching staff to foster students and additional funds are needed.

Educational policy on scout extracurricular activities with the aim of improving the quality of student character formation has been implemented. Some teachers are involved in conducting coaching because the scoutmasters are limited and all students are followed by a rolling system. This activity is very important to be realized in fostering etiquette, both inside and outside the school so that students can form a good personality. Nevertheless, this has not run optimally because there are several classes that do not participate in the activity on the grounds that they have participated in the past.

Extracurricular is a form of activity carried out outside the classroom in scouting activities with the aim of shaping the personality of students. In this activity, it becomes a priority in the implementation to instill the values of a sense of responsibility in students. This activity has been running in vocational high schools, and all students take part in the activity as this scouting activity is a mandatory extracurricular activity in schools for the character building of students at school.

The implementation of extracurricular activities in vocational high schools has not yet been fully implemented due to several communication factors in coordinating activities in the field. Considering a large number of students participating in the activities and the limited human resources and limited financial resources, it is important to establish improvement efforts in policymaking and cooperation in school leadership. In order to become compliance in implementing activities and responding to all deficiencies to be corrected in order to effectively realize the goals of extracurricular activities at school, the researchers provided an effort to construct an appropriate model for implementing activities as shown in Figure 1 below.

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Devotion to God Almighty

1. Schools have carried out activities for fostering devotion to God Almighty.
2. There are still some classes that have not participated in the activity as they have participated last year.

Politeness

1. Fostering politeness has been implemented in schools.
2. The implementation has not been fully implemented due to the limited number of core supervisors in activities.

Honesty

1. Fostering honesty to students has been carried out in schools.
2. Not all students participated because some of them had participated last year.

Responsibility

1. Instilling the values of responsibility to students It has been implemented in schools.
2. The implementation has not been fully implemented due to the limited number of core supervisors in activities

Inhibiting Factors

Communication

It is difficult for the teacher to communicate with students in the field because of the large number of students

Human and Financial Resources

Lack of staff and budget

Efforts

Increase the number of expert teacher, there must be control of leadership and build communication, add budget, and there should be cooperation in the activity unit

Output

The implementation of the activities and the results make students obtained the aforementioned characteristics
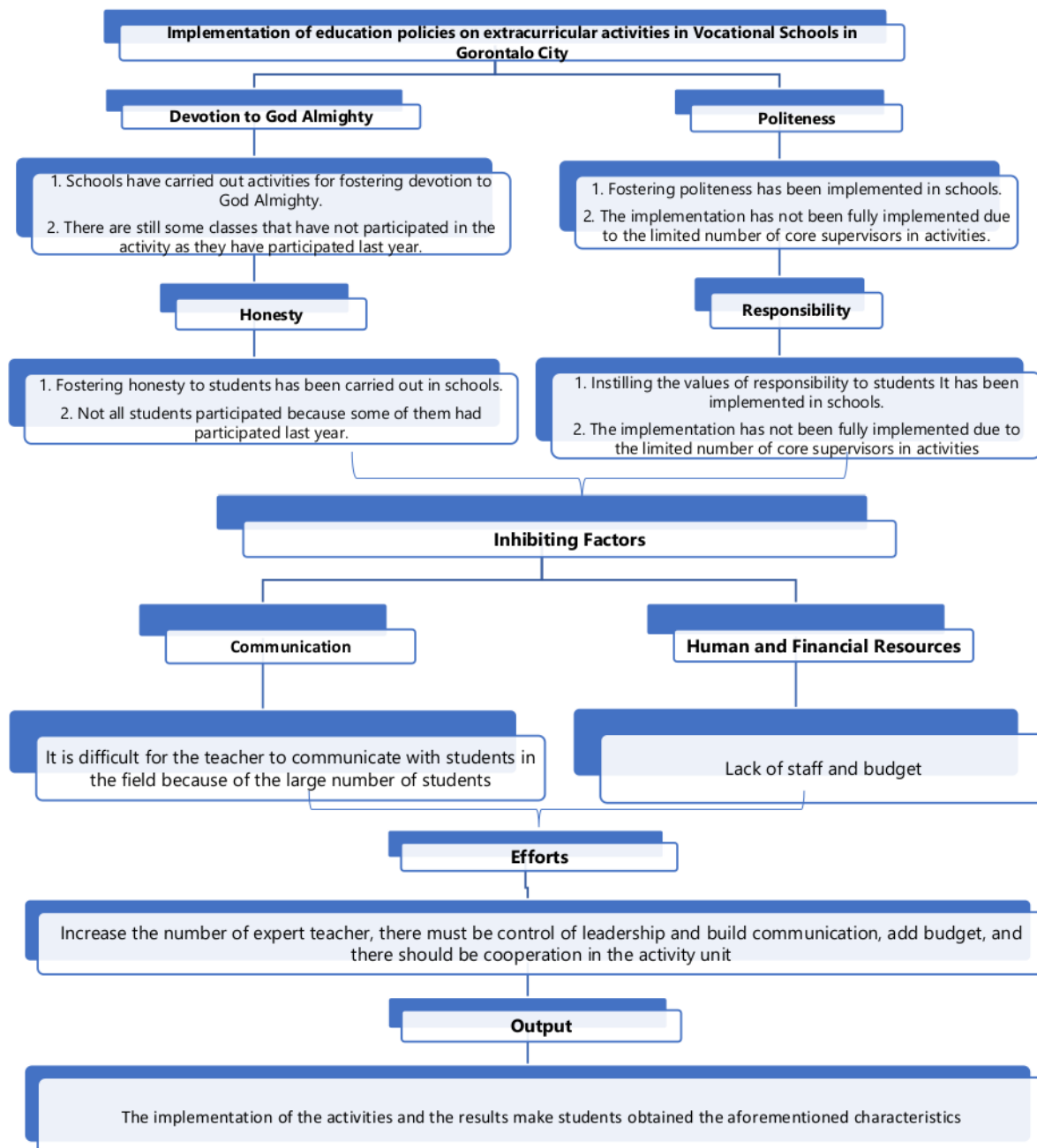
Figure 1. Recommendations for alternative implementation models for extracurricular activities.

In the matters of efforts to construct a model for implementing extracurricular activities in implementing policies for these activities, it is necessary to strengthen mature human resources and financial resources so that scout supervisors are usually met in schools and can achieve good implementation of educational policies on scout extracurricular activities. Improvements in policymaking in power, cooperation, and school leadership are urgently needed. In order to be a control in the implementation of activities, response, and evaluation of deficiencies, so as to improve, and can realize the ideals of effective and efficient extracurricular activities.

5. Conclusion

The study concludes that the educational policies in extracurricular activities at vocational schools in Gorontalo city are in the context of character building towards God almighty, honesty, discipline, politeness, and responsibility have been implemented, although not optimally. This is because, in the implementation of the activities, there are several schools that are not including all of their students in the activities. Some inhibiting factors in this matter are unoptimal communication, limited human resources, and lack of financial resources. Thus, it is important to have optimal efforts in implementing educational policies on scout extracurricular activities with breakthroughs and corrective steps with new models. In order to be able to achieve success, there should be more efforts in improving the implementation of policies related to improving the implementation of activities on the institutions that have a major role as the executor and the government as the institution that controls the implementation of activities in education in schools. As it only limited its study to scouting activities 13 one of the extracurricular activities, this paper suggests that further research be conducted on different types of extracurricular activities.

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