

COLLABORATIVE STRATEGY IN IMPROVING THE QUALITY OF EXTRACURRICULAR SERVICES IN ELEMENTARY SCHOOLS

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Abstract: The aim of this research is to find out the cooperation strategy for improving the quality of extracurricular services at MI Mambaul Ulum Bondowoso. This research uses a qualitative-descriptive approach. School leaders, teachers, and parents are informants who participated in this study. Data collection methods involve in-depth interviews, observations of educational activities, and document analysis. Source triangulation and data triangulation techniques are used to ensure the validity of the data. Research findings reveal some findings. First, extracurriculars can support each other and create holistic education. Second, integrated extracurricular service quality implementation also involves coordinated teacher resources, being a benchmark in reaching students with diverse motivations, and contributing to future development policy formulation.

Keywords: Cooperation strategy, extracurricular service quality, MI Mambaul Ulum Bondowoso

INTRODUCTION

Education is the teaching process given to children and adolescents, both at school and on campus, with the aim of providing the knowledge and development of skills that children possess (Saidah, 2016). Obviously, parents and teachers at school interact pedagogically with children, though not always. Education in the family is called informal education, while school education is called formal education (Syaadah et al., 2022). However, learning in both places seeks to guide the growth of children by protecting healthy bodily development and providing learning in such a way, thus supporting the development of children (Ekaningtyas, 2022). The educational process requires a collaborative management strategy in order to achieve the desired educational objectives (Anggraeni, 2019). If the cooperation strategy is in line with the functions of education management, then the educational objectives can be achieved to the maximum, including the objectives in extracurricular activities (Suarga & Sukmawati, 2023). Extracurricular activities are activities carried out in order to develop certain aspects of what is found in the curriculum in progress (Yanti et al., 2016), including those relating to how the actual application of what students learn fits the demands of their life needs and the environment in general.

Extracurricular activities are a series of activities in which student training is carried out outside of the intra-curricular activity as prescribed in the journal (No, 39). As the activities are non-binding, the participation of pupils in programmed extracurricular activities is more dependent on the talents, interests, and needs of the pupils (Abda'u et al., 2022). In order to provide quality extracurricular services, there are several things to bear in mind, namely the purpose of the extracurricular and the vision to be achieved. Selection of activities that are relevant to the objectives and visions that have been set. Consider the interests and needs of students as well as activities that can bring tangible benefits to their development. Ensure that the teacher or trainer involved has adequate knowledge, skills, and assurances in their field

(Amin, 2023). They must be able to provide elective guidance and guidance to students. Experienced teachers or trainers can also provide inspiration and motivation to students (Sopian, 2016) and adequate schedules for extracurricular activities without interfering with major academic activities. Note also the duration of each activity so that students have enough time to participate in and watch the activities, and ensure that there are adequate facilities to support extracurricular activities. For example, a training room, equipment, musical instruments, or necessary materials and tools. Adequate facilities will help students to develop their potential better.

In relation to the right strategy, it is necessary to create a mutualistic symbiosis between teachers, students, and parents in achieving and realizing common educational goals. In fact, the National Ministry of Education Regulation No. 19 of 2007 (Nursalim, 2016) the Education Management Standards states that each school cooperates with other relevant institutions regarding the input, process, output, and utilization of graduates (Setiabudi, 2022). This collaborative strategy aims to create an environment that supports the development of student's talents and interests beyond regular class hours. The solution of the collaborative strategy is to involve teachers, students, and parents, and it is expected that there will be an exchange of ideas, knowledge, and skills in planning and conducting extracurricular activities. Meanwhile, involving students and parents will provide room for them to participate actively in extracurricular activities (Persada et al., 2017), provide input, and support the overall development of students.

Some studies conducted research related to collaborative strategies in improving the quality of extracurricular services (Suarga & Sukmawati, 2023), but the quality of extracurricular services should also be observed in schools, and no one has yet discussed the quality and quality of extracurricular service (Tunti, 2013). (Saleh & Malik, 2019), Study the quality strategy of integrated Islamic primary school education in the province of East Kalimantan. Furthermore, (Maghfiroh, 2018) researched strategies for improving the quality of education through Total Quality Management (TQM). Lastly, (Saputro & Darim, 2022) researched the head school strategy in learning policy during the COVID-19 pandemic in primary schools. It appears that there is no effort from the above researchers to do research on how to improve the quality of extracurricular services in primary schools through collaboration. Therefore, the author analyzes the management of collaborative strategies in education. However, the research has a different focus and background. Therefore, the author is interested in researching cooperation strategies to improve the quality of extracurricular services at MI Mambaul Ulum.

The quality of extracurricular services is determined by how the quality of extracurricular educators is cared for. One of the influential parties in the Indonesian education world is the presence of educators or teachers. Under Law No. 14 of 2005 on Teachers and Lecturers, it is stated that teachers and lecturers have very strategic functions, roles, and positions in national development in the field of education, so they need to be developed as a dignified profession (RI 2013). At MI Mambaul Ulum, extracurricular activities play an important role in enriching the students' educational experience. However, in recent years, there has been awareness that extracurricular services in schools need to be improved to be more effective and of higher quality. According to observations carried out by Pelneliti on June 11, 2023, through an interview with

the mother of Rolisatul Hasanah, the head of MI Mambaul Ulum school, there are several problems faced by Mi Mambau Ulum, namely time constraints, lack of time in holding extracurricular due to the presence of maternal madrasa activities following formal school activities. To overcome this challenge, a collaborative strategy involving a wide range of stakeholders, such as teachers, students, and parents, is needed. The achievement of the purpose of special services in the school also depends on the professionalism and wisdom of the leader. Educators in extracurricular activities at MI Mambaul Ulum are called mentors. In the field of mining, the extracurricular MI Mambaul Ulum has achievements at the district level and the national level. These achievements are not without the hard work of teachers, students, and parents who continue to build pupils as well as the existing extracurricular management. This empowers the researchers to continue their research at MI Mambaul Ulum. With the involvement of all parties, it is expected that there will be strong synergies and collaborations to improve the quality of extracurricular services at MI Mambaul Ulum.

The research focuses on improving the quality of extracurricular services at MI Mambaul Ulum by forming an extracurricular coordination team, identifying students' talents and interests, and evaluating the quality of extracurricular service at MI. With a good collaborative strategy, the quality of extracurricular services at MI Mambaul Ulum is expected to improve. It will benefit students in developing additional skills, expanding their knowledge, and giving their overall quality of life. Based on the above exposure, the researchers will discuss in depth the cooperation strategy for improving the quality of extracurricular services at MI Mambaul Ulum. The aim of this research is to find out the strategy of cooperation in improving the quality of extracurricular services.

METHOD

This research uses a qualitative case study method. The research was conducted from July to August 2023 at MI Mambaul Ulum Bondowoso district. The data sources in this study are primary and secondary data. Primary data was obtained from in-depth interviews and activity observations. The information determination technique uses purposive techniques by taking information that corresponds to the criteria of this research, namely the head of the school, in order to obtain detailed information about any facilities that support the improvement of the quality of school services, as well as with supporting information from three teachers and two parents and other parties that have policy influence with the aim of obtaining more information about the strategy of cooperation in improving quality of extracurricular services in MI Mambaul Ulum. Information about the results of the interview can be seen in detail in Table 1. The output from the interview is a transcript, while the observations are photos and videos. Secondary data is based on activity reports and documentation.

The analysis of research data is carried out with data reduction, data presentation, conclusion withdrawal, and verification. The researchers minimized data related to the Collaborative Strategy in Improving the Quality of Extracurricular Services at MI Mambaul Ulum Bondowoso and then presented it in the form of tables. The researchers critically analyzed the

data and then compared it with several other approaches related to the Collaborative Strategy in Improving the Quality of Extracurricular Services.

RESULTS AND DISCUSSION

Results

In this section, the researchers described the important points of the interview about the head of the school's strategy, the head's steps in implementing the strategy, and the obstacles in the implementation of the high school strategy. The research results after conducting an interview with three informants about the strategy used by the head of the school-managed teachers in improving the quality of extracurricular services were presented in Table 1 as follows:

Table 1. Strategy to Improve Extracellular Service Quality

No	Information Resources	Position	Interview Result
1.	Informant 1	Headmaster	Apparently, the teacher's strategy at MI Mambaul Uum is almost the same as that of other institutions. My primary task is to plan and organize the activities that will be carried out by the teachers. I also played a part in creating a close bond between my fellow teachers, both new and old, who have long served at this school. Meanwhile, my role is more focused on supervision and providing the necessary support.
2.	Informant 2	Teacher	The head of MI Mambaul City Hall, Bondowoso, has implemented the appropriate strategy. He consistently organizes guidance, regularly performs evaluations to identify weaknesses, and then performs improvements ranging from planning to guidance. The whole process has been run effectively.
3.	Informant 3	Teacher	Although the head of school may implement strategies similar to those of other institutions in Bondowoso, each educational institution has its own distinctive characteristics or advantages used to develop such institutions. That might be the approach used by our head of school.
4.	Informant 4	Teacher	The head of the school has implemented the strategies that we have agreed together to manage and improve the quality of the institution. The process of determining this strategy is not easy because we also collect information and refer to the regulations of the Department of Education.
5.	Informant 5	Parents	The head of the school advises, exercises his role as a leader and educator, and always explains to fellow teachers if there are errors or misunderstandings in the performance of the task.

Source: Primary data based on respondents' answers (2023).

Based on the results of Table 1, it can be concluded that the teacher who became the informant agreed that the head of the school had implemented the strategy correctly, from planning to supervision. One of the strategies expressed by the fourth informant is to involve teachers in designing and shaping policies or strategies in an undercover institution.

The results of interviews with five respondents on measures to improve school quality resulted in answers as documented in Table 2.

Table 2. Extracurricular Services Enhancement Measures

No	Information Resources	Position	Interview Result
1.	Informant 1	Headmaster	The head of the school has an attractive character because it relates to leadership; A leader must be able to understand the vision and mission of the school so as not to mislead in giving the task to the teacher; Facilitating teachers to update their skills through training, courses, and so on; To engage the discretionaries and the student guardians.
2.	Informant 2	Teacher	We did some training on improving the quality of extracurricular services, and then we also frequently conducted visits to the institutions around and student guardians and established good relationships with the student guardians and the community around the institute.
3.	Informant 3	Teacher	The extracurricular quality improvement process is almost like that of other educational institutions or institutions. One of the steps we usually take is to follow a variety of extracurricular quality enhancement training. Besides we are also active in communicating with students' parents and establishing good relationships with the community around the institution.
4.	Informant 4	Teacher	The head of school always holds some training and also always establishes good relationships with the community and institutions around.
5.	Informant 5	Parents	The head of the school and the teacher conduct some training on improving the extracurricular quality, then the head of school and teachers also often engage with the student guardian and engage both with the guardian of the student and the community around the institution.

Source: Primary data based on respondent answers (2023)

Based on Table 2, the head of the school has several steps in implementing the strategy of managing the power of the teacher. The first is to build a strong character, understand the vision and mission of the institution, develop the skills of teachers, establish social relations with the institutions around them, and establish good communication with the student guardian. Other informants agreed that the head of the school often conducted workshops and training inside and outside the school.

The main important point on the strategy used by the head of school to manage teachers in improving the quality of extracurricular services at MI Mambaul Ulum Bondowoso is the obstacle in the implementation of his strategy studied in the following Table 3:

Table 3. Obstacles encountered

No	Informants	Positions	Interview Results
1.	Informant 1	Headmaster	The problem is if the teacher doesn't want to learn but keeps doing the motivation so that the teacher is constantly updating his knowledge by following training around extracurricular.
2.	Informant 2	Teacher	It goes back to the individual because we don't know someone's personality, so sometimes the teacher's crumbling, so it's usually unable to work at the maximum.
3.	Informant 3	Teacher	Each activity in any extracurricular activity must have its own obstacles, so we must be able to quickly find solutions, or we can also prepare a further plan to minimize the unexpected obstacles.
4.	Informant 4	Teacher	If the obstacles to every activity must have obstacles and sometimes there are teachers who want to accept the new rules and the other teachers don't want to, probably because of the age factor, it can also be said that the obstacle continues the head of the school must find solutions to those obstacles by giving motivation and taking other measures of improvement.
5.	Informant 5	Parents	There are still many shortages of facilities, such as teachers being charged with teaching according to the media in the school. Now, there's still something less like the field and other supportive facilities, so because it's guided by how extracurricular activities can run well, students can hold extracurricular activities well.

Source: Primary data based on respondent answers (2023)

Based on the answer in Table 3 about the barrier the head of the school faced in the implementation of his strategy obtained the interesting fact that the biggest barrier is that there are some teachers who feel satisfied with the ability they have at the moment, so do not want to learn new things, so canceled the ability of more than a head of school to motivate the teachers trapped as well as the head is also required to understand the psychic condition of the teacher trapped to work to the maximum.

The head of the school plays a crucial role in improving the quality of extracurricular services optimally (Nurafni et al., 2022) because it's gonna have to implement the right strategy and suit the needs of the school. Related to the strategy applied in improving the quality of extracurricular services at MI Mambaul Ulum, what is done by the head of the school to implement the strategy of cooperation in enhancing the Quality of Extracurricular Services? The result of the interview was the implementation of a cooperative strategy to improve the quality of extracurricular services, as the head of the school presented his strategy for enhancing the quality of extracurricular services. The implementation was focused on identifying opportunities and threats from outside because this implementation already had plans and activities of the strategy that had been planned both the vision, mission, and objectives of the institution, then considered the strengths and weaknesses of the educational institution to be able to develop its education continuously. Furthermore, the strategy that has been implemented is appropriate

because it always holds guidance and evaluation until it is known what is lacking and the shortcomings can be well corrected.

Based on the results of the above interview, it can be drawn the conclusion that the head of the school found that the main factor in improving the quality of extracurricular services is the leadership of the head school teacher students and the curriculum of network cooperation and improved quality of extracurricular service has greatly influenced the performance of the teacher-student educational institute in the institute of MI Mambaul Ulum Bondowoso.

Discussion

An educational institution cannot be denied that it must have a strategy to keep it running well. The head of the school must have a strategy to improve the quality of extracurricular services because not all institutional teachers can improve the quality. So, the head of school really needs a strategy to improve the quality of extracurricular services in MI Mambaul Ulum, namely, among others, through:

First, the formulation is to explain the first stage of the factors that include both internal and external environmental analysis: setting vision and mission, planning and strategic objectives, identifying the environment, which will be introduced by the leader, appointing missions to the vision, conducting internal environmental analyses to measure the strengths and weaknesses and opportunities of the threats to be confronted and defining goals and targets. This is in line with the results of previous research (Itje et al., 2023). As explained by the head of the school, to improve the quality of extracurricular services, one must first determine the vision and mission so that consumers can know the quality of service and also must determine the quality planning of its future services by reading the vision and school mission alone such as managing SDM teachers so that more performance and able to improve quality of services then definitely educational institutions must have a goal so that the educational institution is able to always develop and be able to compete with the other institutions that exist in Bondowoso.

Second, strategy implementation is the process in which strategies and policies are implemented through structural development and program development. Implementation of the strategy is the most difficult stage in the strategy pros, given that there are several factors that can affect the implementation in the field and may not be in line with the school's recommendations (Fitria et al., 2022). MI Mambaul Ulum implemented the strategy to improve extracurricular quality services in accordance with other institutions that exist in the Bondowoso educational institutions, starting from defining the mission and mission of the institutions and then establishing the environment around also good teachers; a) Planning is the process of determining the objectives and implementation guidelines by choosing the best of the available alternatives (Talibo, 2018); b) Organization is a process of determining, grouping, and arranging a variety of activities necessary to a goal (Subekti, 2022); c) Actuating is directing all subordinates to cooperate and work effectively to a goal (Hamidu et al., 2023); d) Surveillance is the process of adjusting the various factors in an institution, to conform to the provisions of a plan (Munawaroh, 2018).

Every educational institution needs what it is. Planning can be called planning and then organizing because we live in a democracy, so we need each other. We need one group and the other group. Then, leadership is important because we SDM teachers need leaders who can direct or lead to improve the quality of extracurricular services and definitely always be observed, and when there is a little mistake, definitely immediately make corrections so as not to be fatal. MI Mambaul Ulum educational institutions also use the strategy because most of the education institutions in Bondowoso also use that strategy, and on the part of the institution, they must evaluate which strategy is the best to improve the quality of extracurricular services. It's in line with the research carried out by (Saputro & Darim, 2022).

When implementing the cooperation strategy at MI Mambaul Ulum Bondowoso, the first step is to define the vision and mission of the institution, which is at the heart of the agency and helps identify the opportunities and threats of the competitive environment in the City of Bondowoso. Institutions need to have the creativity and excellence to compete and continue to improve the quality of extracurricular services. The head of the school must understand the strengths and weaknesses of the entire MI Mambaul Ulum family in order to compete and improve the quality of extracurricular services.

The implementation of a collaborative strategy to improve the quality of extracurricular services at MI Mambaul Ulum involves several steps. First, set short- and long-term goals and targets. The head of the school can motivate and encourage staff through monthly meetings and evaluations, as well as maintain daily communication so that teachers remain enthusiastic about developing the quality of extracurricular service (Bahri, 2022). Assessment of the quality of an educational institution should not only be based on information from outside, such as brochures but should also involve pupils and guardians who have experienced the service of the institution.

Wise, determined, and creative leadership is crucial to improving the quality of extracurricular service, and it's in line with the opinion (Samsu, 2022). Engaging teachers can help teachers give the best knowledge to students, which in turn can improve the quality of extracurricular services (Idris et al., 2022). Regarding curricula, educational institutions must follow the established curriculum but may be able to make improvements according to their respective expertise and needs. Cooperation with other educational institutions is also key to facilitating the exchange of experience and quality improvement.

From the above elaboration, there are some previous studies that are relevant to the research carried out by the researchers, among others, research (Saleh & Malik, 2019). Based on the findings obtained, the author can draw the following conclusions: The Strategy for Improving the Quality of Education at SDIT Cordova Samarinda and SDIT YABIS Bontang was reviewed from the input strategy applied, namely the selection of Human Resources through a rigorous selection process according to the specified criteria; the procurement of common facilities and facilities is complete; partnership support through cooperation with school committees and foundations as well as related educational institutions; guarantees of funding obtained from stakeholders and the integration of national curricula, training networks, and integrated foundations, On the aspects of the strategic process undertaken, are optimization of decision-making process, institutional management process, program management processes, teaching-learning process, and

monitoring and evaluation processes. By recording the learning process, teaching has the highest level of importance compared to other processes. The improvement of output aspects is to improve academic achievement by optimizing existing components and striving to produce qualified graduates, as well as improving non-academic performance by attempting to produce students who are Islamic and superior in the fields of art, sports, and extracurricular.

Second, research on (Ulum, 2017). The results of this research show that the right strategy is a vertical integration strategy. The strategy calls for schools to exercise greater supervision of school performance in improving the quality of service. The strategic plans to improve the quality of services are: (1) Optimize the implementation of the 2013 Curriculum, (2) Implement curriculum diversification, (3) Improve the commitment of all school citizens, (4) Improvement of learning quality, (5) Development of local load curricula, (6) Development of benchmarking, (7) Development of quality and quantity of learning facilities, (8) Improved quality of graduates, (9) Improving the execution of extracurricular and student-building programs, (10) Improves the atmosphere of tranquility and tranquility of learning in achieving school resilience, (11) Efficiency of the role and function of school committees, parents of students, and the community as school work partners, (12) Increase public participation in the financing of education.

Third, research on (Kunjariyanto, 2020). The results of the research show that the efforts made to improve the competitiveness of extracurricular madrasah based in MI Nahdlatul Fata Petekeyan Jepara are: a) Application of management to extracurricular activities. b) The use of trainees who are competent in the training of extracurricular activities. c) Active participation in every race. d) Making the stage of student creativity. The factors that support the competitiveness improvement strategy of Madrasah-based extracurriculars in MI Nahdlatul Fata Petekeyan district of Jepara are as follows: (a) There is an availability of enough extracurricular facilities. b) the availability of a trainer or extracurricular activity builder who has expertise and experience in the field. (c) There is an allocation of funds for extracurricular activities. The hindering factors of the competitiveness improvement strategy of Madrasah-based extracurriculars in MI Nahdlatul Fata Petekeyan district of Jepara are as follows: a) They are related to training time. Many students do not leave for extracurricular exercises because extracurricular activities are carried out day to day, which goes hand in hand with TPQ and Diniyah study time. b) Restricted facilities and infrastructure resources. c) The budget for extracurricular activities remains minimal.

Of the three previous studies above, the focus of his research tends to lie only on the improvement of school quality but does not have a clear basis of reference. So, in this study, researchers tend to focus more on how an educational institution can improve the quality of extracurricular-based school services.

CONCLUSION

The strategy of cooperation is carried out in order to improve the quality of extracurricular services that focus on the organization, implementation, and control of the head of the school on teachers, including integrated extracurricular and quality-based extracurricular services. It involves the preparation of a teacher's SDM, the allocation of physical resources, and assistance in achieving a deeper understanding. Research findings reveal some findings. First,

extracurriculars can support each other and create holistic education. This includes the planning of excellent educational programs and facilities that support in-depth educational practices. Second, integrated extracurricular service quality implementation also involves coordinated teacher resources, being a benchmark in reaching students with diverse motivations, and contributing to future development policy making.

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