

Professional Teacher Competencies in Optimizing Science for Extracurricular Activities: Case study of SDN Dadap III Tangerang Regency

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Abstract:

The school action research (SAR) conducted at SDN Dadap III in Tangerang regency in academic year 2019/2020, as many as 3 cycles. Each cycle consist of planning, acting, observing and reflecting. As for the formulation of the problem: 1) how is the condition of paskibra students extracurricular activities at the SDN Dadap III until academic year 2019/2020?; 2) how is the professional competence of paskibra teacher/trainer extracurricular at the SDN Dadap III in academic year 2019/2020?; 3) how is the use of teacher's professional competence in order to optimize extracurricular activities students / teams SDN Dadap III in academic year 2019/2020. The research method uses participatory observation. Students / teams of SDN Dadap III already have a big name for the SD / MI level on the Java in 2018, because it has a professional teacher / trainer. To reach the top of achievement at the national level, the utilization of professional competence of teachers is carried out through efforts to: a strict and cyclic training program, strong personal, professional trainer, companion coaches who is always ready, physical, mental and social resilience of students / teams as well as support from various parties, so that it creates a very proud achievement.

Keywords: *Teacher professional competence, Extracurricular activities, Paskibra SDN Dadap III.*

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INTRODUCTION

Extracurricular activities are basically activities carried out outside of compulsory subject matter, outside of study hours or even on holidays, with the aim of developing students' talents and interests through various activities. (Minister of Education and Culture 1993. concerning Extracurricular activities). The existence of extracurricular activities in schools is important in improving student achievement, especially extracurricular achievements that are of interest. The reality of all extracurricular activities which refers to the school's own initiatives such as: (Minister of Education and Culture. 1984). Concerning preliminary education for the defense of the State).

- a. Able to prepare and organize several types of extra-curricular activities such as: drum bands, scouts, PMR, post-humans, arts, nature lovers,

sports and others. Students can take more than one type of activity.

- b. Carry out extracurricular activities but not much. Students are only allowed to take one type of activity.
- c. Only organizing scout extracurricular activities.

The basis of extracurricular activities directed to function in all program activities are: (Ministry of Education. 2008. Concerning Student Development)

- a. Supporting and supporting intracurricular activities which include conditions with the content of students' character formation.
- b. Developing the talents and interests of students whose delivery is voluntary and open. Students are free to choose activities that suit their potential.

- c. Desiring to open up the potential stimulus of students, the school will provide opportunities for students to take on more than one type of activity.

Since the 2014/2015 school year. Dadap III Elementary School, Kosambi District, Tangerang Regency held extracurricular activities and their classifications, (Kwartir National Movement 1983. Advanced Level Scout Guidance Training Materials). Namely:

- a. Extracurricular mandatory such as: scout and flag ceremony.
- b. Excellent extracurriculars such as: drum, paskibra, art and karate.
- c. Annual extracurricular national art festival student competitions such as: batik, woven crafts and traditional dance.
- d. Incidental extracurricular activities such as solo vocal and marawis.

The prominent extracurricular activities in the 2019/2020 school year were the marching regulations and flag raisers. (Kotler, P. & Keller LK 2012. Pearson Education Inc). The marching activities are very useful in carrying out ceremonial activities, both on Monday morning ceremonies, as well as ceremonies outside of school, in turn the marching rules competition in the form of a flag ceremony, the flag raisers and the scouting line skill competition are effective tools in optimize the ability and skills and enthusiasm in compactness students always practice and compete in achieving extracurricular achievements. The ability to line up which is the ability that students need to have is also a basic educational material. If this has been done well, then ceremonial activities or other activities that have to do with student discipline will feel comfortable and orderly. Line up activities are taught from kindergarten to college and even in the world of work. (Petrie. K., Clive M.C., 2012). Teacher Professional Development). Through these activities are taught about discipline, hard work, cohesiveness, never give up, learn to listen to orders, and learn to obey the rules. Activities like this are very important to be taught in order to form a strong person and have a winning mentality, in participating in competitions in various places, with different times and levels of competition, it needs to be addressed:

- a. Doing exercises by following the rules of the race.

- b. Participating in competitions in various places and times with the level of implementation as an extracurricular activity.
- c. Motivation to students is done by teachers and trainers to win enthusiasm and become champions as feedback.

Based on the background of the problem, it is necessary to formulate and limit the problem as a framework for thinking, (Rahmawan, A., 2012). The Role of Paskibra Extracurricular Activities. Namely:

- a. What is the condition of the post-extracurricular activities of the students / team of SDN Dadap III until the 2019/2020 school year?
- b. What is the professional competence of postkibra extracurricular teachers at SDN Dadap III in 2019/2020 school year?
- c. How is the use of teacher's professional competence in optimizing extracurricular activities after students / teams of SDN Dadap III, 2019/2020 school year?

The initial planning is carried out in accordance with the stages, which begin in the first cycle until the next cycle until completion, while the details are as follows: Prasiclus a). Recruitment of class IV-VI students to form a team in early August 2019. (b). Selection of basic UN skills (c). Commander Selection. (John D.M in Sukarna, 2011:2. Management In The Public Service)

I.1 Cycle 1.

- a. Planning (1). The teacher makes the exercise scenario of the PBB movements according to the competition guidelines (2). Training is scheduled for 5 days in the afternoon (3). Researchers collaborate to prepare observation sheets for teacher and student activities (4). Make documentation using camera tools.
- b. The implementation of acting as an action postkibra extracurricular teacher and students / team, while the collaborator researchers acted as observers.
- c. Observing. The collaborator researcher prepares observations of students who are practicing and follows the commands of the teacher giving commands, as for the observed factors (1). The teacher's activity as a commander prepares the team for concentration and giving the command

according to the guidelines (2). Process in student / team activities during training

- d. Reflecting the results of acting cycles. I was evaluated through the Tangerang District Scouts elementary school (SD) scout competition.
- e. Feedback is carried out discussion between students / teams, teachers / trainers with researchers / collaborators to make decisions, how the competition and the next cycle. (Afriana, J., Permanasari, A., &Fitriani, A., 2016. Project Based Learning Integrated

I.2 Cycle 2.

- a. Planning (1). Training is scheduled for 5 days in the afternoon (2) The teacher / trainer trains the material according to the competition guidelines (3). Researchers as collaborators prepare observation sheets of teacher and student activities (4) Cameras are used for photographs and documented
- b. Acting. Implementation of the actions taken by the teacher / trainer and postkibra
- c. student / team; researchers / collaborators act as observers.
- d. Observing, researchers / collaborators observe the activities of the competition (1). Teacher / trainer activity as commander prepares the team to concentrate, and gives a signal according to the competition guidelines (2). Team training activities during the race.
- e. Reflecting, the results of acting cycles. II was evaluated through the post-competition competition at the island level. Java.
- f. Feedback, a discussion of students / teams, teachers / trainers, researchers / collaborators, with accompanying teachers, after the competition took place in the next cycle, in order to win national level championship. (Aaby, N.E., 1989. Management Influences on Export Performance).

I.3 Cycle 3.

- a. Planning, (1). Training is scheduled for 5 days in the afternoon (2). The teacher / trainer uses the training scenario according to the

competition guidelines (3). researchers / collaborators prepare observation sheets for teacher and student activities (4). Prepare the camera.

- b. Acting, the implementation of actions taken by the teacher / coach and students / team, while the researcher / collaborator acts as an observer.
- c. Observing, researchers / collaborators observe the process of activities (1). The activity of the teacher / trainer as a commander prepares students / teams to concentrate and gives the signal according to the competition guidelines (2). Process / activity, students / teams during training.
- d. Reflecting, the results of acting cycles. III which is the optimization of the exercise was evaluated through a national post-race competition.
- e. Feedback, a discussion of students / teams, teachers / trainers as commanders, researchers / collaborators, with accompanying teachers about the success or success won the championship in the competition. (Akgun, O.E., 2013). Technology in STEM project based learning).

1.4 Indicators of success in this study consisted of: (Barrat. C., 2014). Higher Order Thinking and Assessment).

- a. Internal indicators, namely (a). The results of teacher / trainer and assistant teacher assessments at each level of the competition are based on the competition assessment guidelines (b). The results of the assessment of researchers / collaborators at each level of the competition based on the same assessment guidelines.
- b. External indicators (a). Judges' evaluation results at each level are based on the competition's evaluation guidelines (b). A prestigious indicator is the acquisition of ranking / nominations for the event. For example General Champion (JU) or First Champion with the rotating trophy, First Champion II, First Champion III, and so on.

Table II.1
List of Researchers and Collaborators

No	Nama	Tugas	Keterangan
1.	Aceng Lukman N	Researcher,	- Principal

		Writer	- Guidance Companion - Lecturer
2.	ErlytaTresnaDiany	Collaborator	- Class teacher - Companion
3.	Sutarman	Researchers, Writers	- Teachers - Lecturer
4.	Rira Nuradhawati	Researchers, Writers	- Teachers - Lecturer
5.	AgusIwanMulyanto	Researchers, Writers	- Teachers - Lecturer

Extracurricular activities are a means of student self-development carried out outside class hours, students are directed to develop the potential, interests and talents in various fields in accordance with their choices. (Dinni, H.N., 2018). High Order Thinking Skills). In a decree explained, that extracurricular activities are one of the ways of student coaching outside the path of intraschool student organizations (OSIS) and wiyata mandala insight. The objectives of extracurricular activities carried out outside class hours are as follows: (Bloom, B.S., Ed. 1956). Taxonomy of Educational Objectives).

- Developing the potential of students in an optimal and integrated manner which includes talent, interest and creativity.
- Strengthening the personality of students to realize school resilience as an educational environment, so as to avoid the efforts and negative influences and conflict with educational goals.
- Actualize the potential of students in improving excellent performance according to students' talents and interests.
- Prepare students to become noble, democratic citizens who respect human rights in order to realize civil society.

The main purpose of education and learning is to develop students' potential optimally. Bloom, B.S., etal. 1956:56. Taxonomy of educational objectives). Therefore, various activities carried out in schools are aimed at managing the development of this potential. Likewise learning objectives are not only aimed at the development of knowledge and skills, but also the personal development of students as a whole. Based on the observations of researchers / collaborators at SDN Dadap III, students are active in extracurricular activities and always get a

champion, starting the nomination, bina I champion at the north coast level (pintura) in Tangerang, 25 November 2017, getting the General Champion, Java level, 31 March 2018 , and National level, 14 September 2019.

2. Literature Review

Education is a conscious and planned effort that is carried out continuously to shape humans so that they can actualize themselves fully and completely in social life. Human development and survival, as self-actualization, can be realized through optimizing the capabilities and potential that can be carried out in various extracurricular activities.

Extracurricular is part of student coaching to improve the quality of education in order to improve competence. (Danim., Sudarwan., 2012. Motivation of Leadership and Group Effectiveness) through activities outside of class hours. Extracurricular activities are all school activities carried out outside class hours. According to government regulations contained in the Decree of the Director General of Primary and Secondary Education 1992. Explain: Extracurricular activities as activities outside regular school hours and during school breaks carried out both inside and outside school, with the aim of deepening and broadening student knowledge, recognizing the relationship between various lessons, channeling talents and interests as well as completing efforts to develop fully human beings. Here is the Minister of Education Decree 1993. Extracurricular activities are activities that are held outside of the school hours listed in the program arrangement in accordance with the conditions and needs of the school. Extracurricular activities in the form of enrichment activities and improvement

activities with curricular programs. According to Danim (2012: 5). teachers who meet professional criteria will be able to carry out the main functions effectively and efficiently to realize the process of education and learning in order to achieve national education goals, namely the development of the potential of students to become people of faith and piety, noble, healthy, knowledgeable, capable, capable, creative, independent, as well as being a democratic and responsible citizen. Based on the above analysis that the low ability of teachers will affect the quality of student learning outcomes is low, and vice versa, means the teacher has a strategic role in the acquisition of student learning outcomes through the transformation of science, skills and attitudes. (Broling, D.E., 1989. Life-Centered Career Education) the view of the development of a teacher's professionalism is to improve the quality of teaching and learning, so students will get more knowledge, skills and increase self-confidence.

3. Research Methodology

Research conducted on classroom action research, with the setting in SDN Dadap II, which began on August 24, 2019. Received an assignment from the Kosambikwarran chairman, on August 23, 2019. Participated in the 2019 Scout Extracurricular Contest in Tangerang Regency and Junior High School Levels in Tangerang Regency, Organized by the Department of Education in the framework of implementing the 2013 curriculum. (Bloom, B.S., 1956. Taxonomy of educational objectives). Enjoyable School Movement on Thursday, August 29, 2019. Equipment activities in the form of programs and training schedules, competition brochures in which there are marching rules with 20 Aba -aba, training facilities and infrastructure in the field of school ceremonies. Subjects studied were: (a). The students / team of SDN Dadap III, numbering 16 people consisting of 8 men and 8 women of the mixed team). From that number, 5 students are senior players, while 11 students are new players and 4 reserve students are the result of recruitment which is still new in the post-Kibra world (b). (Cohen, Louis, Lawrence Manion, and Keith M. 2013. Research methods in education) teacher / trainer in preparing schedules, training programs, implementing exercises, evaluating the training process and feedback from the activities and exercises. Data collection techniques in the form of participatory observation, validation techniques using

triangulation from teachers/trainers, judges and accompanying teachers, while analysis techniques used Milles and Huberman's interactive analysis models, including: data collection, data reduction, data presentation, and drawing conclusions. The research design consisted of 4 stages. (Creswell, J.W., 2018. Research Design). Namely: planning, acting, observing, and reflecting which was carried out feedback by researchers collaboratively.

4. Results and Discussion

The findings at SDN Dadap III already had a big name at the level of Java, on March 31, 2018. This success certainly did not emerge by itself, but because of strong students, educated by professional teachers / trainers, coupled with reliable advisors. Bloom, (1956). Taxonomy of educational objectives.

4.1. Precycle

The school selects its team members in early August, recruits students in grades IV - VI, the results are obtained by 5 seniors, 11 potential core players, and 4 potential reserve players, then the school notifies parents and school committees about plans to participate in the postkibra competition National level. (DirjenDikdasmen. 1992. About Extracurricular Activities)

4.2. Cycle I

The school has an effective 5 days free time from the 23-24, the 25th of Sunday with the remaining time of 26-28 August 2019, by doing the stages, (Azwar., Saefuddin., 2015. Human Attitude Theory & Measurement)

Namely:

- a. Planning cycle - I. Everything planned at this stage has been prepared
- b. mature namely: training in 5 days students / teams are educated by teachers / professional trainers, with a predetermined schedule, materials, tools, and places.
- c. Acting cycle - I. The activities are: (1). Starting on August 23-26, 2019. (2). On August 27 students / teams and teachers / trainers held a clean rehearsal (3). On August 28 students / teams along with the teacher / trainer and assistants make final preparations (4). August 29, 2019 was the D-day of the Line of Line Regulations (PBB), the implementation of scout extracurricular

competitions at the Tangerang Regency level, especially in the UN field.

- d. Observing the I-cycle. It was held during the March Line Regulations (PBB) competition, in Post V, while the other posts were not included in the assessment, because only the appearance of the March Line Regulations (PBB) was observed, which had a direct relationship with the post-bidra. The team's performance was good, neat and compact, but two cues were missed: face right and front fast.
- e. Reflecting cycle-I. This cycle-I acting was evaluated at the district level scout LKBB. Tangerang, and obtained 4 trophies from the son and daughter team, but not from the Line of Line Regulations (PBB). Cycle-I activities do not win, which means that Cycle-II is very much needed.
- f. Cycle Feedback-I. Intensive discussions were held about mistakes and shortcomings, and were motivated to add enthusiasm to the next race.

The writer/collaborator considers the competition to be the culmination of an external assessment, which concludes the first cycle.

4.3. Cycle 2

- a. Planning cycle-II. (1). Students / teams conduct exercises for 5 days to take part in the Java Island competition at SMAN 12 South Tangerang by professional trainers, but the materials and equipment have been determined and adjusted to the training schedule and place.
- b. Acting cycle-II. (1) date, 2 - 4 September the material of the Regulation of the Marching Line (PBB), along with its variations and formations (2). On September 5, students / teams conducted a clean rehearsal as well as a mental test of students / teams in the field of SMPN 2 Teluknaga Regency, Tangerang (3). On 6 September 2019, the final preparations for the race (4) were carried out. September 7, 2019. It's the D-day of the competition.
- c. Cycle-II observing. Improvement in discipline in students / teams is very good, although there are still some points that are not quite right, especially in the position of the hands when perfect posture, front taut, and right taut, thus the overall movement has increased significantly.

- d. Reflecting cycle-II. The movement is getting better, although there are still those who are late in the movement, still nervous when moving while turning around, ie when the commander gives a signal, right backward motion is still slow, so the movement goes and right steps on the field boundary line, resulting in students / teams got a reduction of 58 points, so the total value was 1605 points, which should have been 1663 points, however, Dadap III SDN won the Main Champion III at the Java Island level.
- e. Cycle Feedback II. Hold intensive discussions to provide positive extrinsic motivation if you can get a nomination at the national level.

Researchers/collaborators consider the competition to be the peak of the assessment, both internal and external in the field, with the end of the competition, cycle-II ends. (Government Regulation. 2005). Concerning National Education Standards. But for improvement at the national level the following cycle is needed.

4.4. Cycle 3

- a. Planning cycle-III. 1) students/training team for 5 days starting September 9, 2019, to take part in the national competition on September 14, 2019, guided by professional teachers, materials and equipment have been determined by the rules of the competition, adjusting the schedule and place of practice.
- b. Acting cycle-III. Emphasis on the aspects of discipline, cohesiveness, and independence in attitude and act in the field. The training program was added to tidying up the whole movement, and carried out carefully, so that more focus.
- c. Cycle-III observing. Planting discipline and self-confidence is better overall movement in cycle-III, better and more advanced.
- d. Reflecting cycle-III. Movement is getting better, neater, mature, and self-confidence is increasing, because there is confidence in students / teams. The coaches and assistants appear doubtful because their opponents have many advantages, in addition to good moves, good clothes, but in turn appear SDN Dadap III, very good and won the Main Champion II at the National Level.

- e. Cycle-III feedback. It has been done and succeeded that needs to be thankful for and prayers that ended with a meal and a gift in the form of a paskibra uniform and some amount of coaching money.

The researcher/collaborator considers that with the end of the race at the national level. Huston C.L., 2005. Management of Project Procurement. the end of the third cycle with great pride, the research is ended because the data and information are sufficient, from the description and explanation above that was carried out, from the pre-cycle to the achievement of the peak achievement with a range within 6 weeks, this happens because applying the following strategies:

- a. Exercise program (1). The frequency of training is done routinely, twice a week, but when facing a race, the frequency of training is done every day, including training centers and rehearsals (2). Determine training schedules

and cycles that end with an out-of-school competition (3. Participating in competitions at the Regency, Java Island, and national level.

- b. Professionalism in personal pad (1). Experienced and accomplished teacher / trainer (2). Experienced assistants and coaches in the field of scouting (3). Physical, mental and social resilience and resilience of students / teams in the field. The number of students / paskibra team consists of 16 people, 11 students (65%) junior players who have just joined paskibra and 4 reserve students.
- c. Supporting factors (1). Class teacher and homeroom teacher support (2). The treasurer provides the supplies and requirements needed in the race (3). Parents of student guardians and school committees are very supportive.

Table 4.1

Evaluation of SDN Dadap III Flag Raiser Competition Competition School Year 2019/2020

NO	Cycle Results			
	Pre-Cycle	Cycle - I	Cycle - II	Cycle - III
1.	Starting on August 23, 2019	The first 5 days of training	Exercise the second 5 days	Exercise the third 5 days
2.	There is no competition	Race date, August 29, 2019	Race date, September 7, 2019	Race date, September 14, 2019
3.	Most students do not understand PBB or Paskibra	On cue the PBB missed two movements	Command and slow motion, step on the boundary of the field	Movement seems very good and in rhythm
4.	Student movements are very rigid	The PBB at this event is very good, neat and compact	The appearance of the United Nations movement is very charming	The PBB Movement is very good and timely
5.	The pattern of exercise is routinely feared	The physical, mental and social conditions of the students not stable, because of the start of competition	The physical, mental and social condition of the students is stable	Physical, mental and social conditions of students are very fit
6.	Not yet achievers	Not yet won the championship	The third place winner at the P. Java	Champion II at the national level

		achievements	level	
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Table 4.2

Grading of Paskibra Achievement in SDN Dadap III. School Year 2019/2020

Main Champion I				
Main Champion II				
Main Champion III				
Initial conditions				
	Pre-Cycle (School)	Cycle - I (District)	Cycle - II (P. Java)	Cycle - III (National)

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5. Conclusions and Recommendations

- a. SDN Dadap III Elementary School students / team have routine training patterns, which are added to compaction and training centers, so they have a big name for the SD / MI level in Java.
- b. Teachers / trainers and assistants have achievements, excellence in experience, have various types of certificates according to their fields, and are always ready to assist.
- c. Achieve top achievements at the national level by utilizing the professional competence of teachers, so they can achieve proud achievements.

Researchers/collaborators provide recommendations to related parties in the research process as follows:

- a. The principal should be proactive in exploring the potential of students according to their interests and talents in creating achievement.
- b. School principals should have achieved the achievements of students notified to schools and related institutions through: written reports, facebook, instagram, youtube and other media so that students and other schools can develop their own potential.

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