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## Efforts to improve by provision of infrastructure services and extracurricular implementation learning achievement

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### ABSTRACT

The main objective of this research is to define and explain, through the provision of facilities and extracurricular implementation, the enhancement of student learning achievement. The data collection tool is observation, questionnaires and documentation. Quantitative research is the type of research performed in this study. The sampling technique in this study was purposive random sampling, namely all 125 students of MTs N Sekecamatan Sekayu. The approach used is the methodology of descriptive analysis and multiple linear regression. Using SPSS version 23 for windows, the data was analyzed descriptively. From the results of the analysis test shows that; The simultaneous influence of the provision of infrastructure and implementation of extracurricular activities on improving learning achievement. There is a substantial rise in the provision of learning achievement facilities. The implementation of extracurricular activities on student achievement is dramatically growing



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## Introduction

Each institution of education wants every student to achieve satisfactory accomplishments. The accomplishments of the students are the primary measurement instrument to assess the success of an educator. In relation to the educational process, learning facilities and infrastructure have a very significant role. In the educational process, its presence is completely important, such that learning facilities and infrastructure are included in the components that must exist and are met in the implementation of the educational process. The educational process would encounter the educational process without these facilities and infrastructure.

It is also necessary to promote the availability of support facilities when implementing and coaching extracurricular activities in schools. These extracurricular events are also aimed at improving one of the subject areas of interest to a community of students, such as athletics, arts, and different skills and scouting activities (Daryanto, 2013: 145-146). In this study, the extracurricular activities include Tahfidz Qur'an and science. This practice is carried out outside of face-to-face hours, in order to expand horizons or abilities, increase and apply discipline, value awareness and motor skills at school or outside of school.

The stronger and optimal the availability of facilities and resources for tahfiz in schools, the greater the extracurricular growth of tahfiz and of science in schools. Students that are involved in extracurricular

activities are one of the variables that impact students' progress in engaging in the teaching and learning process and achieving learning achievement.

## Study Literature

### Learning Achievement Concept “

According to Slameto (2013: 2), learning is a business activity carried out by a person as a result of his own experience of contact with his environment to create a whole new shift in behavior. According to Syah (2010: 48), learning is a stage of transition in all human actions that is relatively concentrated on as a result of cognitive processes' experience and interaction with the environment. Learning is a process of effort carried out by a person, as a result of his own experience in contact with his environment, to achieve a whole new change in behavior. Measuring method for job quality.

Learning achievement is the mastery of skills or abilities acquired by subjects, typically indicated by test scores or grades provided by the instructor, according to Hasan Alwi (Slameto, 2013: 38). The importance gained by students after directly / actively involving all their potential, both cognitive (knowledge), affective (attitude) and psychomotor (skills) elements in the teaching and learning process, can be recognized by the achievement of learning outcomes achieved by students by involving their potential.

### Actors Influencing Success In Learning

According to Soeryabrata (2013: 26), which notes that there are two variables that influence student performance in general, namely :“

1. Internal factors, including: (a) Physiological factors related to physical conditions, including vision and hearing, in particular. (b) Psychological factors, such as desires, feelings, motivation, intellect, skills, and attitudes, which involve non-physical variables.
2. External influences, including: (a) the family environment, which concerns the family's socio-economic status, schooling, the attention of parents, and the climate of family members' relationships. (b) the school environment, including facilities and equipment, teacher competence, student competence, curriculum and the consistency of the teaching and learning process. (c) Cultural climate, which is concerned with socio-culture and engagement in education.

### Infrastructure concept

School facilities and infrastructure are all movable and immovable objects required, either directly or indirectly, to facilitate the implementation of the teaching and learning process in school educational institutions. In particular, educational facilities and educational infrastructure can be distinguished. All products and equipment used during the instructional phase at school are included in school facilities. School infrastructure is all things that help the teaching and learning process indirectly, or all existing facilities prior to the presence of school facilities, such as school roads, yards, etc (Musfiquon and Widodo, 2016: 119). All supplies, materials and training facilities are Educational infrastructure, meanwhile, is all basic equipment that indirectly supports the implementation of the Daryanto and Farid school education process (2013: 106).

The distinction between educational facilities and educational infrastructure was made by Depdiknas, (2008: 37). All tools, supplies, and furniture that are specifically used in the educational process in schools are educational facilities. Educational infrastructure is, in this regard, all the basic facilities which indirectly support the implementation of the education process in schools. Regulation No 24 of 2007 of the Minister of National Education (Permendiknas) on Standard Infrastructure for SD / MI, SMP / MTS, and SMA / MA. The hope is that the educational goals of each education unit outlined in the 2003 National Education System Law No. 20 will soon be realized.

Law No. 20 of 2003 on the National Education System states that people have the right to a quality education. In support of this expectation, as set out in the Minister of National Education Regulation No 16 of 2007, the Indonesian Government sets requirements for academic qualifications and teacher competencies. Every teacher must have competencies, including pedagogical, personal, technical, and social competencies. The meanings of each of these skills are:

1. The ability to handle student learning is pedagogical competence, which involves understanding students, preparing and executing learning, determining learning outcomes, and developing students to realise their different potential.
2. Personality competence is the skill of a healthy, stable, mature, wise, and dignified personality that becomes a role model for learners and has a noble character.

3. Technical competence is the ability to master learning materials widely and profoundly, allowing them to direct students to comply with the requirements of competency set out in the national standards of education.
4. Students, fellow learners, school workers, parents or guardians of students and the local community interact and socialize effectively.

Pedagogic competency is one form of competence that teachers absolutely need to master. Basically, pedagogical competence is the capacity of teachers to handle learning for students. Pedagogical competence is a distinctive ability that separates teachers from other occupations and influences the level of success of their students' processes and learning outcomes.

### Extracurricular meaning

Extracurricular activities are activities that are beyond the written program in the curriculum, such as leadership preparation and student coaching, according to the Major Indonesian Dictionary (2002: 291). Adam and Tolla (2014: 60) say that extracurricular activities are curricular activities that facilitate structured education in schools. Extracurricular activities are activities outside of the written program of the curriculum, such as leadership preparation and student coaching, according to the Major Indonesian Dictionary (2002: 291). Adam and Tolla (2014 :60) say that extracurricular activities are curricular activities that are used to facilitate formal education in schools. Extracurricular activities are an inner part of the learning process, according to Lutan (2012: 72), which emphasizes satisfying students' needs. Also extracurricular activities are a complementary extension or enhancement of intracurricular activities to channel talent between intracurricular and extracurricular activities Or to promote the growth of students' ability to achieve the highest stage. According to Suryosubrata (2013: 171), extracurricular activities are learning activities carried out in school or outside school outside face-to-face class hours in order to expand the horizons or skills gained from different subjects. According to Usman and Setyowati (2013), extracurricular activities are activities carried out outside of classroom hours, both at school and outside of school, in order to enrich and expand the awareness and skills of students from different fields of research. From the above description, it is inferred that it is called extracurricular coaching for students outside the school setting. Extracurricular activities are usually selected according to what they are good at by the students themselves. It was kept to harness students' secret abilities and desires to accomplish achievements.

#### 1. Extracurricular Targets

The extracurricular activities of Nasir (2014) can take the form of enrichment activities and related improvement activities. The aims of extracurricular activities are: (a) Enhance the cognitive and affective skills of students (b) Creation of learners' talents and interests in personal development efforts towards the whole individual (c) Knowing and differentiating the connection between one subject and another (Usman and Lilis, 2013: 59).

Extracurricular activities are an organizational outlet for students to channel their talents and desires by Sugiyono (2016). It is anticipated that the presence of an extracurricular activity program in schools is capable of producing quality, skilled students, The willingness to encourage learning outcomes and the standard of education that educators want to achieve, as well as to recognize what interests and abilities they need to cultivate, and to have a superior character. The school offers many forms of extracurricular sports, such as scouting, paskibraka, PMR, and others. Similarly, extracurricular activities have the following goals, revealed by Nasrudin (2014: 12).

- a. Students will deepen and extend their understanding of the relationship between different topics, channel their talents and interests, and complement efforts to grow whole human beings who: (a) have faith and fear i Almighty God. (b) Virtuous existence. (c) To possess expertise and skills. (d) Mentally and physically balanced. (e) Steady personality, independent. (f) Have a sense of duty at the social and national level.
- b. Students should take advantage of personality education and relate the information gained in the curriculum program to the environment's needs and conditions.

Based on Regulation No 39 of 2008 of the Minister of National Education of the Republic of Indonesia relating to the growth of students, extracurricular activities have the following objectives:

- a. Developing students' ability in an optimal and integrated way that involves strengths, interests, and imagination.

- b. Strengthen students' personality to understand school resilience as an educational atmosphere in order to escape harmful factors and contrary to educational objectives.
  - c. Updating the potential of students according to their abilities and interests in achieving superior potential.
  - d. Prepare students to become noble, egalitarian, conscientious citizens of society with regard for human rights in order to establish an autonomous society (civil society).
2. Types of sports for extracurricular use
- The types of extracurricular activities are as follows, according to the Ministry of Education and Culture (2014: 41): (1) Youth Science Study Competition (LPIR), (2) Scouts, (3) PMR, (4) School Cooperatives, (5) Sports/Recreation Achievement, (6) Traditional/Modern Arts, (7) Nature and Environment Love, (8) Social Service Activities, (9) Big Holidays Commemoration, (10) Journalism, (11) Patrol for School Security. The types of extracurricular activities, according to Nawawi, are: (a) school scouts, (b) health sports, (c) progress and safety at school, (d) savings for students and scouts (tapelprum), (e) school magazines, (f) food stalls / school canteen, (g) UKS

## Method

There is a particular research design for the research process. This model outlines the procedures or steps to be followed, the time of the analysis, the sources of data and the circumstances under which the data is collected and how the data is collected and processed (Sukmadinata, 2015: 52). Quantitative research is the type of research carried out in this study. In this analysis, the sampling technique was purposeful random sampling (purposive random sampling). Based on Isaac and Michael's formula, the sampling process is determined. (2019: 138, Sugiyono). In order to obtain the desired data, data collection is an essential phase in scientific research. There are many ways or strategies that can be used to obtain quantitative data, including surveys, questionnaires, systematic interviews, formal observation and unobtrusive measurements, which can be narrowly categorized into five (Hadjar, 1996: 170).

The data analysis approach used in this study is multiple linear regression data analysis techniques with the help of the SPSS version 23 software. Multiple regression is done since the influence of the independent variable on the dependent variable is calculated by 3 variables tested. Multiple linear regression is a forecast study of the importance of the independent variables' effect To show whether or not there is a functional relationship or a causal relationship between two or more independent Kesumawati and Aridanu variables or more to the dependent variable (2018: 159). This research uses multiple techniques of linear regression analysis, so multiple linear regression analysis must satisfy the data assumptions. The implementation stage of the study involves: analisis deskriptif, analisis inferensial (uji prasyarat dan uji asumsi klasik), analisis Regresi Linear Berganda, analisis hipotesis dan analisis koefisien Determinasi.

## Results and Discussions

**The provision of facilities and the introduction of extracurricular activities for the achievement of student learning have seen a substantial increase.**

As mentioned above, the results of the data analysis show the simultaneous effect of the provision of infrastructure and the execution of extracurricular activities on the improvement of student success in In Sekayu District, Negeri MTs. This suggests that, if all aspects are achieved concurrently, the provision of facilities and the introduction of extracurricular activities would boost student achievement. The joint contribution to student achievement from the provision of facilities and extracurricular activities was 40.1 percent. And the remaining 59.9% is Other variables that are not researched, such as motivation, interest, methods of learning, and so on, are affected. "

**In the provision of facilities for student learning achievement, there is a substantial increase.**

The findings of testing the hypothesis that "there is a significant increase in the provision of infrastructure for student achievement in MTs Negeri in Sekayu District" are proven to be accurate. This means that the learning achievement of State MTs students in Sekayu District is affected by the learning achievement of State MTs students in Sekayu District Impacted by the facilities supplied by the madrasah. If students can use the existing facilities provided at State MTs in Sekayu District, the learning achievement demonstrated and produced by the students will also be high. "

**The introduction of extracurricular programs on student learning achievement" has seen a substantial increase.**

It is proven that the test results stating that "there is a significant increase in the implementation of extracurricular activities on the learning achievement of State MTs students in Sekayu District" are valid. This suggests that extracurricular activities greatly impact the growth in learning achievement. If extracurricular activities are higher, achievement in learning appears to be high. " Infrastructure provision has an average response score of 3.71 which is in the very good category with the education infrastructure and equipment metric being the highest average response score. "

### **Conclusion Against**

The simultaneous effect of the provision of facilities and the introduction of extracurricular activities on enhancing learning achievement is shown by the results of the study test. There is a substantial rise in the provision of learning achievement facilities. The implementation of extracurricular activities on student achievement is dramatically growing.

### **Consultance**

It can increase and apply to other factors that are not addressed in this report, so that the factors that influence student performance can be generalized again. Observation. Observation "It can be developed further research again with a scale that is wider than the scope of this research."

### **Conclusions**

The conclusion are: 1) Terdapat pengaruh antara sistem zonasi terhadap mutu pendidikan SD Negeri se - kecamatan Betung. 2) Terdapat pengaruh antara budaya sekolah terhadap mutu pendidikan SD Negeri se-kecamatan Betung. 3) Terdapat pengaruh secara bersama-sama antara sistem zonasi dan budaya sekolah terhadap mutu pendidikan SD Negeri se-kecamatan Betung.

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