

# Extracurricular Theater Management at Silo 1 State Middle School

Kalya Belvana Amalia Fawzie<sup>1\*</sup>

<sup>1</sup>Manajemen Pendidikan Islam, Universitas Islam Negeri K.H. Achmad Siddiq, Jember, Indonesia

Email: kalyabelvana@gmail.com<sup>1</sup>

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## Abstract:

*This study examines the management of theater extracurricular activities at Silo 1 State Junior High School, known as Teater Zero. The background of the study is based on the success of this theater in attracting the attention of the community and local government through colossal drama performances at official events in Jember Regency. The study used a qualitative approach with a descriptive case study method through observation, interviews, and documentation. The results showed that planning was carried out systematically at the beginning of the school year by involving supervisors, coaches, and extracurricular administrators; the implementation of activities was structured through routine practice, discipline management, and full support from the school; while evaluation was carried out continuously through self-assessment and coach assessment after the performance. These findings confirm that theater extracurricular management at Silo 1 State Junior High School is able to shape character, improve communication skills, and foster student self-confidence. This study contributes to an in-depth understanding of best practices in theater extracurricular management at the junior high school level and can be used as a model for other educational institutions in optimizing extracurricular activities.*

**Keywords:** *extracurricular management, theater*

## Abstrak:

Penelitian ini membahas manajemen ekstrakurikuler teater di Sekolah Menengah Pertama Negeri 1 Silo yang dikenal dengan Teater Zero. Latar belakang penelitian didasarkan pada keberhasilan teater ini dalam menarik perhatian masyarakat dan pemerintah daerah melalui pementasan drama kolosal pada acara resmi Kabupaten Jember. Penelitian menggunakan pendekatan kualitatif dengan metode studi kasus deskriptif melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa perencanaan dilakukan secara sistematis pada awal tahun ajaran dengan melibatkan pembina, pelatih, dan pengurus ekstrakurikuler; pelaksanaan kegiatan berjalan terstruktur melalui latihan rutin, pengelolaan disiplin, serta dukungan penuh dari pihak sekolah; sedangkan evaluasi dilakukan secara berkelanjutan melalui penilaian mandiri dan penilaian pelatih setelah pementasan. Temuan ini menegaskan bahwa manajemen ekstrakurikuler teater di SMPN 1 Silo mampu membentuk karakter, meningkatkan keterampilan komunikasi, serta menumbuhkan rasa percaya diri siswa. Penelitian ini memberikan kontribusi berupa pemahaman mendalam mengenai praktik terbaik pengelolaan ekstrakurikuler teater di tingkat sekolah menengah pertama dan dapat dijadikan model bagi institusi pendidikan lain dalam mengoptimalkan kegiatan ekstrakurikuler.

**Kata Kunci:** *manajemen ekstrakurikuler, teater*

## INTRODUCTION

This research was conducted considering the importance of extracurricular activity management as a key determinant of direction and effectiveness. SMPN 1 Silo is the only school in Silo District offering a recognized theater extracurricular

program in Jember Regency. This theater, known as Teater Zero, is frequently invited to stage colossal dramas depicting the Indonesian nation's struggle for independence during flag-lowering ceremonies in Jember Regency. This demonstrates that the school's theater extracurricular management is effectively organized, encompassing program planning, organizational structure, activity implementation, and ongoing evaluation.

While previous studies have emphasized the importance of extracurricular activity management in fostering student interest, talent, and achievement, studies focusing on the application of management principles to theater activities at the junior high school level are still limited. Yet, theater, as a means of self-development, contributes significantly to building student character, fostering collaboration skills, and enhancing confidence when speaking in front of a crowd.

This suggests an urgent need to investigate how the planning, implementation, and evaluation of extracurricular theater activities can be effectively managed to support the goals of character education and the development of students' potential. This study aims to explain the management of extracurricular theater activities at SMPN 1 Silo, including the planning, implementation, and evaluation of these activities. By studying the management practices of extracurricular theater at this school, it is hoped that this study can provide new contributions in the form of a deeper understanding of best practices in managing theater activities in junior high schools, as well as suggestions and management strategies that can be applied by other educational institutions to optimize extracurricular activities.

Etymologically, the word management comes from the term "to manage," which means to manage or organize. In education, management is defined as a series of steps that include planning, organizing, implementing, and supervising to achieve specific goals with the help of others (Fajar et al., 2024). According to Tidjani in the journal Fauziyyah Nur Azmi Nst, Aprilinda, and Budiman, educational management plays a crucial role in maximizing school resources so that learning objectives can be achieved effectively (Fauziyyah Nur Azmi Nst et al., 2021). Thus, educational management functions as a collaborative strategy to optimize school resources in achieving learning objectives. Extracurricular activities are activities that students participate in outside of regular class hours to enhance their learning experience (Farida et al., 2021). Dewa Ketut Sukardi, in a journal by Said Himyari, M. Syahran Jailani, and Abd Malik, stated that these activities are an important part of education, not merely a supplement but also a way to broaden students' knowledge and shape their character. This opinion is supported by Said Himyari, M. Syahran Jailani, and Abd Malik, who emphasized that managing extracurricular activities contributes to the formation of morals and the development of students' potential (Himyari et al., 2023). Meanwhile, theater is a form of performing arts derived from the Greek word "theatron," meaning "a place for watching." Over time, theater has become understood as a performing art that presents imaginative stories while reflecting the realities of life (Himyari et al., 2023). Theater is not only entertainment but also serves as a learning tool

that hones communication, expression, and collaboration skills.

According to Yudha M. Saputra, the goal of extracurricular activities is to develop students' overall potential. The goal of extracurricular activities is to contribute to the character development of students, especially those involved. Furthermore, Novan Ardy argues that these activities also play a role in enhancing students' independence, creativity, and faith and piety (Intan Oktaviani Agustina, Juliantika, Selly Ade Saputri, 2023).

George R. Terry states that there are four main functions in management: planning, organizing, implementing, and supervising. These functions are also applied in the management of extracurricular activities to ensure that all activities run smoothly (Ana & Arsyadana, 2025). Good planning, regular implementation, and continuous evaluation are key to the success of extracurricular theater programs in schools.

Several previous studies have emphasized the importance of managing extracurricular activities. Research conducted by Avifahtur Nur Rohma and Lukman Hakim emphasizes the importance of systematic planning in extracurricular programs, involving various school stakeholders. The similarity with this study is that both discuss extracurricular management, but differ because the research is general in nature, while this study focuses on theatre (Avifahtur Nur Rohma & Lukman Hakim, 2025). Rizkia Ramadhania Nurbani, Yulianti Fitriani, et al. research on the implementation of dance extracurricular activities in shaping nationalistic character, the similarity lies in the qualitative method, but the object is different because this study focuses on theatre (Nurbani et al., 2024). Sartini, Bambang Sumardjoko, et al. researched PMR management with rational and systematic planning, the similarity is in the management aspect, but the focus of activities is different (Sartini, Bambang Sumardjoko, 2021). Meanwhile, Feri Riski Dinata and Ali Kuswadi highlighted the management of music extracurricular activities that succeeded in forming a school band, the similarity is in the qualitative method, but the difference is because this study focuses on theatre (Dinata & Kuswadi, 2024). The innovation of this research is in the in-depth approach that investigates how the planning, implementation, and assessment of extracurricular theater activities at SMPN 1 Silo can be managed well to support the formation of character, communication skills, and students' self-confidence.

## **RESEARCH METHOD**

This study applies a qualitative approach using a descriptive case study method to analyze the management of theater extracurricular activities at SMPN 1 Silo. Data collection techniques were carried out through observation, interviews, and documentation with the extracurricular coaches as informant.

## **RESULTS AND DISCUSSION**

### **Result**

#### **Planning**

Planning is the process of identifying desired outcomes and determining the steps necessary to achieve them. According to Roger A. Kauffman, planning is

the process of identifying desired goals and determining the objectives and resources needed to achieve those goals effectively and efficiently. Koontz adds that planning is a conscious thought process for determining actions based on accurate information and future circumstances (Arifudin, Moh., 2021).

Interviews indicate that planning for extracurricular theater activities at SMPN 1 Silo takes place at the beginning of the school year. The planning program involves mentors, coaches, and the head of the Teater Zero extracurricular activity. The main goal of this program is to foster student interest and talent and develop strong character. Planning also includes the need for equipment, costumes, and props according to the performance schedule. The process of accepting new members takes place during the School Environment Introduction Period (MPLS), with the number of new members reaching approximately 150 students each year.

### Implementation

According to George R. Terry, implementation is about inspiring and motivating all parties to strive to achieve goals sincerely and in accordance with predetermined plans. This aligns with the principle in Al-Kahfi verse 2 concerning "moving" or "pushing" as an act of implementation in accordance with Islamic law (Rifaldi Dwi Syahputra & Nuri Aslami, 2023).

The extracurricular theater program at SMPN 1 Silo is implemented through regular weekly rehearsals. As performances approach, the intensity of rehearsals is increased to more than once per week. Training methods include script review, body language, expression, vocal skills, and blocking. This demonstrates the instructor's commitment to encouraging students to reach level C6 in Bloom's taxonomy. Discipline is managed through regular attendance and direct mentoring. Attendance reports are submitted to parents to reduce miscommunication. A challenge arises from the mentality of new students still adapting from elementary to secondary school. School support is quite strong, as evidenced by the provision of a rehearsal stage and dedicated time outside of class hours.

### Evaluation

Evaluation is a process for assessing the quality of an activity, not just the final product (Hakkurahmy, 2023). Program evaluation is conducted to determine the success of implementation.

Theater Zero coaches conduct regular evaluations through tests of expression, body language, and other skills. After a performance, evaluations take two forms: self-evaluation by the cast and an overall evaluation by the coach. Self-evaluation emphasizes reflection on the overall performance, while the coach's evaluation assesses the overall quality of the performance. Evaluation results serve as a reference for improving routine rehearsals and preparing for the next performance.

### Discussion

The results of this study indicate that the management of the theater

extracurricular activity at SMPN 1 Silo operates in accordance with George R. Terry's management functions: planning, implementation, and evaluation. Systematic planning, intensive implementation, and ongoing evaluation are key factors in the program's success.

This finding is consistent with research by Avifahtur Nur Rohma & Lukman Hakim (2025), which emphasizes the importance of systematic planning in extracurricular activities (Avifahtur Nur Rohma & Lukman Hakim, 2025). However, this study focuses more specifically on theater extracurricular activities, thus providing a novel contribution in the context of the performing arts. Furthermore, the results support the findings of Nurbani et al. (2024) regarding the influence of extracurricular management on student achievement, using a qualitative approach that emphasizes character development (Nurbani et al., 2024).

The practical implication of this study is that theater extracurricular management can improve students' self-confidence, communication skills, and collaboration. This is relevant to the national education goal of developing students' holistic potential.

## CONCLUSION

This study concludes that the management of the theater extracurricular activity at SMPN 1 Silo is implemented in a planned, systematic, and sustainable manner. Thorough planning, implementation with active student involvement, and ongoing evaluation are key factors in the success of the theater extracurricular activity.

The contribution of this study is to provide a concrete illustration of the application of management principles in arts extracurricular activities, particularly theater, which impacts student character development.

### Recommendation:

- 1) The school needs to strengthen its evaluation system to improve the quality of activities.
- 2) Further research can be conducted on other extracurricular activities to compare the effectiveness of management across disciplines.

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