

ABSTRAK

KENDALA IMPLEMENTASI EKSTRAKURIKULER SAINS DI SEKOLAH DASAR NEGERI SE-KECAMATAN GAMPING KABUPATEN SLEMAN

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Kendala implementasi ekstrakurikuler sains adalah suatu halangan rintangan dengan keadaan yang membatasi dan menghalangi jalannya pelaksanaan ekstrakurikuler sains yang berhubungan dengan manajerial dan teknis-teknis tertentu di sekolah. Kendala manajerial dan kendala teknis tersebut mengakibatkan beberapa sekolah dasar di Indonesia belum mengimplementasikan ekstrakurikuler sains, terutama di Sekolah Dasar Negeri di Kecamatan Gamping Kabupaten Sleman. Penelitian ini bertujuan untuk mengetahui kendala manajerial dan kendala teknis dalam implementasi ekstrakurikuler sains di Sekolah Dasar Negeri se-Kecamatan Gamping.

Jenis penelitian adalah penelitian deskriptif kualitatif. Pengumpulan data penelitian melalui kuesioner, wawancara, dan studi dokumenter. Analisis data penelitian meliputi tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Subjek penelitian adalah 16 kepala sekolah dan 8 perwakilan guru di Sekolah Dasar Negeri se-Kecamatan Gamping Kabupaten Sleman. Objek penelitian adalah kendala implementasi ekstrakurikuler sains.

Hasil penelitian menunjukkan bahwa kepala sekolah dan guru mengalami berbagai macam kendala manajerial dan kendala teknis dalam mengimplementasikan ekstrakurikuler sains. Kendala manajerial yang paling banyak dialami oleh Sekolah Dasar Negeri di Kecamatan Gamping untuk mengimplementasikan ekstrakurikuler sains ini, meliputi: (1) penyediaan fasilitas (peralatan) sains (83%); (2) penyusunan model kegiatan (79,1%); (3) penyediaan tenaga pengajar dalam bidang sains (79,1%); (4) penyediaan prasarana tempat seperti laboratorium IPA (75%); (5) ketidakpahaman guru terhadap makna ekstrakurikuler sains (50%); dan (6) menjalin kerja sama dengan berbagai pihak (50%). Sedangkan kendala teknis yang paling banyak dialami oleh Sekolah Dasar Negeri di Kecamatan Gamping, yaitu kurangnya dana untuk menyelenggarakan ekstrakurikuler sains (70,8%).

Kata kunci: kendala, ekstrakurikuler sains

ABSTRACT

**CONSTRAINTS IN IMPLEMENTING EXTRACURRICULAR SCIENCE IN
PUBLIC ELEMENTARY SCHOOLS IN GAMPING DISTRICT, SLEMAN
REGENCY**

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Obstacles to the implementation of science extracurriculars are obstacles with conditions that limit and hinder the implementation of science extracurriculars related to certain managerial and technical aspects in schools. These managerial and technical constraints have resulted in several elementary schools in Indonesia not implementing science extracurriculars, especially in Public Elementary Schools in Gamping District, Sleman Regency. This study aims to determine managerial and technical constraints in the implementation of extracurricular science in public elementary schools in Gamping District.

This type of research is descriptive qualitative research. Collection of research data through questionnaires, interviews, and documentary studies. Analysis of research data includes the stages of data collection, data reduction, data presentation, and drawing conclusions. The research subjects were 16 school principals and 8 teacher representatives in public elementary schools in Gamping District, Sleman Regency. The object of research is the constraints of implementing science extracurriculars.

The results showed that school principals and teachers experienced various managerial and technical constraints in implementing science extracurriculars. The most managerial constraints experienced by Public Elementary Schools in Gamping District in implementing this extracurricular science include: (1) provision of science facilities (equipment) (83%); (2) preparation of activity models (79.1%); (3) provision of teaching staff in science (79.1%); (4) provision of infrastructure such as science laboratories (75%); (5) teachers do not understand the meaning of extracurricular science (50%); and (6) establishing cooperation with various parties (50%). Meanwhile, the most technical obstacle experienced by Public Elementary Schools in the Gamping District was the lack of funds to organize extracurricular science (70.8%).

Keywords: constraints, extracurricular science