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## SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

## Management of Extracurricular Activities In Improving Student Achievement At Madrasah Tsanawiyah Bustanul Faizin

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**Abstract:** This study aims to describe and analyze the management of extracurricular activities at Madrasah Tsanawiyah Bustanul Faizin and its contribution to improving students' non-academic achievements. Extracurricular management is an organized process that includes planning, organizing, implementing, and supervising activities outside of class hours aimed at developing students' potential, interests, and talents. Based on an Islamic management approach, these activities are also directed at shaping students' spiritual character and responsibility. This research uses a qualitative approach with data collection techniques through interviews. The results showed that extracurricular management in the madrasah has been running well. Planning is carried out regularly at the beginning of the school year through coordination meetings. Organizing includes the distribution of tasks to coaches according to their fields of expertise. Implementation focuses on fostering students through various positive activities, while supervision is carried out by comparing actual conditions with predetermined standards and followed by corrective action if necessary. The implementation of effective extracurricular management significantly contributes to the improvement of students' non-academic achievements. This is evidenced by the various awards won by students in district and provincial level competitions. Thus, extracurricular management that is structured and based on Islamic values has proven to be a means of character building and improving the overall quality of students.

**Keywords:** Extracurricular Management, Non-Academic Achievement, Islamic Education, Madrasah Tsanawiyah.

### 1. INTRODUCTION

Education is a fundamental aspect in the development of a nation. In Indonesia, education is not only directed at academic achievement, but also at character building and developing the potential of students as a whole. One important component in the national education system that has a strategic role in supporting the development of students' potential is extracurricular activities. These activities are an integral part of education that is carried out outside the formal curriculum, but make a significant contribution to the formation of a complete student personality. In the context of education in Indonesia, extracurricular activities have a very vital function, namely as a means of developing students' potential as a whole, both in cognitive, affective and psychomotor aspects. These activities are not only a place for students to channel their interests and talents, but also an effective medium in growing and strengthening character, social skills, and leadership. In line with the opinion of Madinah et al. (2023), student involvement in extracurricular activities is proven to be able to strengthen the values of responsibility, discipline, solidarity, and increase self-confidence which are needed in social life.

Various studies have shown that students' involvement in extracurricular activities not only impacts their non-academic development, but also indirectly supports their academic achievement. Taufik and Ma'arif (2023) revealed that students who are active in extracurricular activities tend to have better academic performance because they have high learning motivation, better time management skills, and critical thinking skills developed through non-formal activities. This shows



that extracurricular activities are not merely complementary activities, but have become an important part of the school education ecosystem.

However, the implementation of extracurricular activities in various educational institutions, including madrasah, still faces a number of challenges that need serious attention. One of the main challenges is the lack of resource support from the school, such as limited budget, facilities and infrastructure, and the availability of competent coaches. In addition, high academic loads and time constraints are also factors that cause low student participation in extracurricular activities. Some students even view these activities as an additional burden, not as a means of self-development. This condition is certainly an irony considering the great potential extracurricular activities have in supporting character education and holistic student self-development.

Therefore, an effective and systematic managerial approach is needed in managing extracurricular activities so that they can have a maximum positive impact on students. Nasution (2023) states that good extracurricular activity management includes a thorough and continuous process of planning, implementation, supervision, and evaluation. With proper management, extracurricular activities can run optimally and become an important part of the educational process at school. Within this managerial framework, the planning stage is a crucial initial phase. Good planning not only includes the preparation of activity programs, but also involves mapping the interests and talents of students so that the activities designed are truly relevant and interesting to them. At this stage, active participation from students, supervising teachers, and the school is needed so that the activities organized are able to achieve the set goals. Rosidi (2022) emphasizes that involving students in the planning of extracurricular programs will increase their sense of ownership and responsibility for these activities, so their participation and motivation will also increase.

The implementation stage is the next phase that determines the success or failure of the extracurricular program. In implementation, solid cooperation between coaches, extracurricular administrators, as well as support from the school and parents is required. Adequate facilities and infrastructure as well as a conducive environment are important prerequisites for activities to run well. Equally important is the flexibility in implementation so that it does not clash with students' academic schedules, so that they can still participate in activities without sacrificing their learning tasks. Furthermore, supervision of extracurricular activities aims to ensure that the implementation of activities is in accordance with the plans that have been prepared. Supervision is carried out not only on the administrative aspect, but also on the implementation aspect in the field. This supervision is important to identify obstacles or barriers that arise during the implementation process and provide quick and appropriate solutions. Meanwhile, evaluation is the last stage that aims to assess the effectiveness and efficiency of the activities that have been implemented. Through evaluation, the school can find out the strengths and weaknesses of the program, and formulate improvement strategies for future activities.

This research specifically focused on Madrasah Tsanawiyah Bustanul Faizin as the object of study. The selection of this madrasah is based on the consideration that the institution has shown success in organizing extracurricular activities that have a positive impact on students' non-academic achievements. This madrasah is an interesting example to study because in its implementation it has implemented the principles of extracurricular management in a structured and planned manner. This study aims to analyze in depth how the management of extracurricular activities in this madrasah is implemented, as well as the extent to which it contributes to increasing students' involvement and non-academic achievement.

The main hypothesis in this study states that there is a positive relationship between the effectiveness of extracurricular activity management and increased student achievement. Good management, which includes participatory planning, organized implementation, continuous supervision, and reflective evaluation, is believed to be able to create a learning environment that supports the development of students' potential as a whole. Activities such as sports, arts, and student organizations are very effective mediums to train students' leadership skills, teamwork, communication, and discipline. All of these skills have a major contribution to students' academic achievement and readiness to face the challenges of life in the future. In addition, the success of extracurricular activities is also inseparable from the support of various parties, such as dedicated supervising teachers, visionary principals, as well as the involvement of parents and the community.

Therefore, collaboration between stakeholders is essential to ensure the sustainability and quality of extracurricular activities in schools. The results of this study are expected to not only provide empirical contributions to the academic literature on education management, but also provide practical recommendations that can be applied by other educational institutions in Indonesia in order to improve the quality and effectiveness of extracurricular activities.

Thus, this research is expected to enrich studies in the field of education management, especially in the context of managing extracurricular activities in the madrasah environment. This study is important considering the urgency of extracurricular activities in forming a generation that is not only intellectually intelligent, but also emotionally and spiritually mature. A quality education is one that is able to balance academic and character intelligence, and extracurricular activities are one of the main instruments in achieving this goal.

## 2. Literature Review and Hypothesis Development

## 3. Research Method and Materials

This research uses qualitative research, while the approach in this research is a case study. Case studies tend to examine a small number of units but regarding a large number of condition variables. Case studies are intensive, illuminating important variables, processes and interactions that require extensive attention. While the data obtained from case studies provide useful examples of findings that are generalized by statistics, the data obtained from case studies can be used as a basis for research. (Pahkeviannur, 2022). Data collection was done by observation, interview, documentation. Data validity checks used data triangulation techniques. Data analysis was carried out using an interactive model consisting of data reduction, data presentation and conclusions.

## 4. Results and Discussion

### 4.1. Extracurricular Management

Extracurricular Management is the entire process that is planned and attempted in an organized manner regarding school activities that are carried out outside the classroom and outside of class hours (curriculum). (Fauzan Wakila, 2021). The concept of management in Islam explains that every human being should pay attention to what has been done in the past to plan for tomorrow. Extracurricular activities are basically given/provided for all students according to their potential, interests, talents, and abilities. Extracurricular activities are in principle based on applicable policies and the ability of the school, the ability of the parents/community, and the conditions of the school environment. With the existence of extracurricular activities, it can prevent students from taking actions that lead to negative things, such as when they come home from school or on vacation, students can spend their time at school together with their peer groups in carrying out useful activities guided by extracurricular coach teachers. They can carry out positive activities regarding extracurricular activities at school. These extracurricular activities can be used as a tool to motivate students to improve and develop the potential that exists in themselves. Learners can apply the favors that Allah SWT has given them by training themselves through extracurricular activities. Extracurricular Management in this case has a function as a series of activities in an organization carried out by a manager in managing the organization. Meanwhile, management or management has an activity function, namely, planning, organizing, actuating, controlling. (Yudi Firmansyah & Nurul Anriani, 2023).

### 4.2. Planning

Planning can be defined as determining in advance the things that must be done, when they are done, and who does them. planning involves an element of determination which means that the planning implies decision making. (Cangara, 2017).

Based on the findings obtained from the results of interviews from several sources, the planning of extracurricular activities at Madrasah Tsanawiyah Bustanul Faizin is carried out at the beginning of each new school year. Planning is done through a coordination meeting. Things that are planned include participants in extracurricular activities, recruitment of supervising teachers, activity schedules, provision of infrastructure and facilities, activity funds.

#### 4.3. Organizing

The purpose of organizing is to group the activities of human resources and other resources owned so that the implementation of a plan can be achieved effectively and economically. The first very important step in organizing, which generally must be done after planning, is the process of designing the organization, namely determining the most adequate organizational structure for the organization's strategy, people, technology and tasks. (Warti'ah, 2020). Based on the findings obtained from the results of interviews, the organization of extracurricular activities at Madrasah Tsanawiyah Bustanul Faizin has been carried out well by the principal and the head of student affairs, namely by dividing tasks for extracurricular coaching that have been adjusted to their respective fields and expertise. The organization is carried out with the aim that these extracurricular activities can run optimally and achieve maximum goals in improving students' non-academic achievements.

#### 4.4. Implementation

Implementation will be carried out by the leader to provide explanations, instructions and guidance to subordinates before and during carrying out the task. Leadership is a process to influence the activities of organized groups in an effort to achieve predetermined goals. Leading is the process of influencing others to work towards achieving certain goals. (Rony, 2021). Based on the findings obtained from the results of interviews, extracurricular activities carried out at Madrasah Tsanawiyah Bustanul Faizin are a form of coaching or training for students. Extracurricular activities are activities to foster students in the non-academic field. The aim is to strive for students to grow and develop into quality human beings in accordance with educational goals, through the development of all the potential that students have.

#### 4.5. Surveillance

Supervision is a systematic effort to set achievement standards with the planning objectives of designing a real information feedback system by setting standards in advance, determining whether there are deviations and measuring the significance of these deviations, and taking the necessary corrective actions to optimally ensure that organizational resources are used in the most effective and efficient way to achieve organizational goals. So, the main purpose of control is to ensure that the results of activities are in accordance with what has been planned. (Kartiko & Azzukhrufi, 2019). Based on the findings obtained from the results of interviews, extracurricular supervision activities at Madrasah Tsanawiyah Bustanul Faizin basically compare existing conditions with what should happen. If in the process there are deviations / obstacles / irregularities, corrective action is immediately taken.

#### 4.6. Non-academic Achievements of Students

Achievement is the result of educational assessment of student development and progress in learning. Achievement shows the results of the implementation of activities that students participate in at school. Non-academic achievement is the achievement or ability achieved by students outside of curricular hours or can be called extracurricular activities. Achievement in the language of life is often characterized by the achievement of better status or conditions or at least achievement is if someone is still able to maintain the status and conditions that have been achieved. The benchmark of achievement can be by comparing oneself, other people, institutions or other organizations to the level of achievement. In fact, in order to pursue these achievements in reality, many humans take the path by breaking through the signs that have been outlined in Islamic sharia.

The real achievement in the view of Islam is not only at the peak of achieving success, but also intended, processed and obtained in accordance with Islamic faith because in the Islamic concept every deed must be recorded and later will be held accountable and Allah will reward all his efforts and hard work.

Based on the findings obtained from the results of interviews, non-academic achievement after the management of extracurricular activities in the existing Madrasah Tsanawiyah Bustanul Faizin is classified as good and increasing. Judging from the educational process that runs smoothly and the existence of supporting infrastructure. When viewed from the results of its achievements, it is also classified as very good, it can be seen from the many achievements that have been achieved by students in every competition. Both those held at the Regency and Provincial levels. With good extracurricular management, Madrasah Tsanawiyah Bustanul Faizin can achieve achievements in the non-academic field. Non-academic achievements that have been achieved by Madrasah Tsanawiyah Bustanul Faizin students include first place in the UN competition in East Java Province 2018, second place in Scout gymnastics in East Java Province 2018, first place in karate championship between students in East Java Province 2018.

## 5. Conclusion

Extracurricular Management in Improving Students' Non-Academic Achievements at Madrasah Tsanawiyah Bustanul Faizin is running well because of (1) well-conducted planning such as holding meetings to determine activity participants, recruitment of supervising teachers, determining activity schedules, determining supporting infrastructure for activities, determining activity funding. Then there is (2) organizing which makes it easy to determine the duties of each activity coach, the parties involved in the organizational structure, the principal, the vice principal of the curriculum, the vice principal of student affairs, the coach teacher. (3) The implementation of extracurricular activities is a form of coaching or training for students. Extracurricular activities are activities to foster students in the non-academic field. The aim is to strive for students to grow and develop into quality human beings in accordance with educational goals, through the development of all the potential that students have. (4) Supervision of extracurricular activities is carried out by the head of student affairs and the supervising teacher basically comparing existing conditions with what should happen. If in the process there are deviations / obstacles / deviations, corrective action is immediately taken. Students' non-academic achievements after extracurricular management at Madrasah Tsanawiyah Bustanul Faizin have been good and are increasing. Judging from the educational process that runs smoothly and the existence of supporting facilities and infrastructure. With good extracurricular management, Madrasah Tsanawiyah Bustanul Faizin can achieve achievements in the non-academic field. Non-academic achievements that have been achieved by Madrasah Tsanawiyah Bustanul Faizin students include: first place in the UN competition in East Java Province 2018, second place in Scout gymnastics in East Java Province 2018, first place in karate championship between students in East Java Province 2018.

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