

Developing Students' Talents and Interests through Extracurricular Activities

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ABSTRACT

Extracurricular activities are a place for students' abilities that can advance the quality of schools through extracurricular activities. Therefore, this study intends to analyze extracurricular activities that can develop students' interests and talents. This study is a qualitative study taking place at Madrasah Aliyah Nurul Iman Kesugihan. Data collection techniques are carried out using observation, interviews, and documentation. Data analysis techniques by reducing data, displaying data, and drawing conclusions. Data validity checks use triangulation of sources and techniques. The results of the study show that the extracurricular program at Madrasah Aliyah Nurul Iman Kesugihan begins with planning (including: formulating extracurricular activities and forming a work team), continues with organizing (including the formation of extracurricular organizational structure management); implementation of extracurricular activities (carried out Monday to Sunday at hours outside of school); and ends with student evaluation in extracurricular activities (carried out every semester and at the end of the school year) to see active student participation.

INTRODUCTION

Education plays a very important role, not only for the development and realization of individuals but also for the development of a nation and state (Jahantab, 2021). The general goal of education is to provide an environment that allows students to develop their talents and abilities optimally so that they can realize themselves according to their personal needs and the needs of their environment. Schools as formal institutions that provide education in the academic field also have the task of making students able to grow and develop into physically and mentally healthy individuals, aware and responsible for their existence (Hoover & Bostic, 2021).

A reference states that in this world around 10-15% of children are gifted in the sense of having extraordinary intelligence or advantages when compared to children of the same age (Klimecká, 2023). Talent is a natural ability to acquire knowledge or skills, which can be relatively general (for example general intellectual talent) or special (special academic talent) (Lamri & Lubart, 2023). Special talent is also called talent. Talent greatly determines the extent of a person's success and satisfaction in carrying out an activity. Talent has great urgency in a person because it is the strongest behavioral drive. In addition to talent, interest is also an important thing that drives a child's success. Interest is a trait possessed by someone who tends to pay more attention to something they like (Silahuddin, 2017). Interest is a personal aspect that encourages someone to focus more on things they are interested in. According to Parnawi (2019), interest and talent are one part of psychology that greatly determines the success of an individual's education.

Children who have this interest need differentiated education programs and services beyond the reach of school programs to realize their contribution to themselves and to society. As a child who is developing, they also have natural abilities and talents. The development of talents and interests is what can be done early on by parents and educators. Therefore, all components involved in the realm of education should ensure equal education, improved quality, and effective education management. To ensure that talents are not neglected, special attention is needed to develop the potential of students (Kurniawan, 2017).

Educational institutions as facilities prepared by the government have the responsibility to help students become individuals who are ready to face future challenges. However, this effort is not only the task of educational institutions alone but also a shared obligation from the family, parents, and society (Wardan, 2019). Schools as educational units that are required to provide adequate quality have the goal of preparing quality humans both intellectually, in terms of integrity, and their roles in life. For this reason, schools must equip themselves with an adequate curriculum.

The current phenomenon shows students who are reluctant to participate in activities outside of school hours (Suprayitno & Wahyudi, 2020). Students tend to choose to go straight home and are less interested in participating in extracurricular school activities. It is not uncommon for some students not to go straight home, but to play online games at their friends' houses or in certain places. Nufi, Agansya, Pertiwi, and Yuani (2018) added that there are also students who fill their free time after school with negative activities such as smoking, hanging out for no reason, and so on. Therefore, to anticipate these unexpected things, the school must play an active and creative role in organizing extracurricular activities to ensure that students are involved in positive activities after school hours are over (Wahyuni, 2018).

Extracurricular activities are formal activities designed by the government to support the implementation of the 2013 curriculum. These activities have been regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013. Extracurricular activities are activities carried out to develop certain aspects (Tambunan, 2019). Extracurricular activities are activities carried out outside the classroom and outside of class hours (curriculum) to develop the potential of human resources owned by students, as well as to develop the potential and talents that exist within themselves through mandatory and optional activities.

Ali (2018) explains that extracurricular activities in schools are generally very diverse. Some are intellectual, religious, leadership, arts, health, and so on. The presence of these activities at school is expected to be able to help students manage their time between class time and activities outside of class hours (Dahliyana, 2017). Munastiwi (2018) believes that extracurricular activities have many benefits in them. One of them is that it can improve student achievement at school. The process of implementing these extracurricular activities must involve all parties, including the principal, teachers, mentors who educate, parents, and the students themselves. This is very important to note so that the process of implementing the program can be implemented properly so that the goal of developing students' interests and talents is achieved optimally (Wurdianto, 2020).

Based on initial observations, MA Nurul Iman Kesugihan has many extracurricular activities. The types of extracurricular activities at MA Nurul Iman Kesugihan include Sports (Volleyball, Football, Table Tennis, Pencak Silat), Arts and Culture (*Nasyid*, Choir, Islamic Dance, *Hadroh*), Language (Arabic Sermon, Arabic Sermon, Tartil Qur'an, Journalism, Qiraatul Qur'an), Al Quran (*Qiraatul Qur'an*, *Tahfidz*), Scouts, PMR (Young Red Cross). The large number of extracurricular activities is proof that the school pays attention to the interests and talents of its students. This madrasah also has many achievements related to extracurricular activities. Based on this, this study intends to investigate the process of extracurricular activities in schools so that they become a means to develop the interests, talents, and potential of MA Nurul Iman Kesugihan students.

THEORETICAL REVIEW

Education plays a very important role, not only for the development and realization of individuals but also for the development of a nation and state (Jahantab, 2021). Talent is a natural ability to acquire knowledge or skills, which can be relatively general (for example general intellectual talent) or special (special academic talent) (Lamri & Lubart, 2023). Special talent is also called talent. Talent greatly determines the extent of a person's success and satisfaction in carrying out an activity. Talent has great urgency in a person because it is the strongest behavioral drive. In addition to talent, interest is also an important thing that drives a child's success. Interest is a trait possessed by someone who tends to pay more attention to something they like (Silahuddin, 2017).

METHODOLOGY

This study uses a qualitative paradigm approach method. Qualitative research is a research procedure that produces descriptive data in the form of written words or through oral from people who can be observed (Moleong, 2014). The researcher took the background or location of the research at MA Nurul Iman Kesugihan. In this study, primary data sources were obtained from the head of the madrasah, deputy head of curriculum, deputy head of student affairs, teachers, and students.

This study uses three forms of data collection procedures, namely observation, interviews, and documentation (Pandey & Pandey, 2021). Observation is a technique or way of collecting data by observing ongoing activities. This method is used to see and observe extracurricular activities and what is done by data sources in the process of extracurricular activities in developing the talents and interests of students at MA Nurul Iman Kesugihan. Meanwhile, the researcher also used unstructured interview techniques in the study. Interview guidelines were used to collect data. This method is used to obtain data on how the implementation of extracurricular activity management at MA Nurul Iman Kesugihan. The documentation is used as a complement to the use of observation and interview methods.

Triangulation is used to check the validity of the data. The types used are source and method triangulation (Moleong, 2014). Data source triangulation is an activity of checking data from one informant with another different informant. Meanwhile, technical triangulation is checking data from the same source with different techniques. Data analysis is carried out before entering the field, while in the field, and after finishing in the field. Researchers use interactive analysis that contains four components, namely data collection, data reduction, data presentation, drawing and submitting conclusions (Miles, Huberman, & Saldaña, 2014).

RESULTS AND DISCUSSION

Extracurricular activities include self-development facilities according to the needs, potential, talents, and interests of students which are carried out outside of class hours and counseling services. The process of developing talents and interests through extracurricular activities is carried out in a series of stages.

First, the planning of extracurricular programs is carried out according to the talents and interests of students. Based on the results of the study, the planning of extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan begins with a meeting with all components of the madrasah at the beginning of the school year. The meeting participants consisted of the head of the madrasah, vice principal of student affairs, vice principal of curriculum, coordinator of extracurricular activities, teachers, and supervisors. The results of the meeting include arranging the time, teachers, and supervisors of extracurricular activities. They systematically prepare a schedule of activities according to the objectives of the extracurricular activity work program. Then, the madrasah forms a work team and prepares the organizational structure of the program. The existence of the organization is created to design creative and innovative extracurricular programs (Wu & Fernando, 2023).

These extracurricular activities are supported by the availability of madrasah facilities. All madrasah facilities are intended for students in carrying out school activities and services. In addition, the school facilities are also mentioned to create an environment that supports the potential, talents, and interests of students. In this regard, extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan have been well managed, even starting from the initial activities of students entering. The principal said:

"Extracurricular activities are very important in education and teaching. This is because all activities in the madrasah have good goals. These goals are to improve the expertise, skills, abilities, and skills of students. In the extracurricular program, Madrasah Aliyah Nurul Iman Kesugihan uses 4 principles, namely planning, organizing, implementing, and evaluating. Planning must be done very carefully. Then, planning must accommodate activities with supervisors, implementing activities, making targets in one year, and finally, conducting evaluations."

These activities must also be attempted to unite all kinds of student backgrounds so that they can understand and respect each other. The types of extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan are determined by coordinating between the principal, vice principal for student affairs, and vice principal for curriculum. In this coordination, the school is offered many types of extracurricular activities and is selected through deliberation with several considerations. Extracurricular options help students to determine according to their interests so that they will run wholeheartedly. The many types of extracurriculars can shape their character according to the chosen program (Armadi, Jamilah, Wahdian, & Astutik, 2024).

The types of extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan has 23 types of extracurricular activities. The determination of the types of extracurricular activities is adjusted to Regulation of the Minister of Education and Culture No. 62 of 2014 concerning Extracurricular Activities in Elementary and Secondary Education, Article 3, namely mandatory and elective extracurricular activities. Mandatory extracurricular activities are types of extracurricular activities that must be followed by students. For example, *pencak silat* extracurricular activities for male students, language and scouting extracurricular activities for all students. Elective extracurricular activities are types of extracurricular activities that are purely the choice of each student's heart. For example, *tahfidul quran* and yellow book extracurricular activities. The following is a list of types of extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan.

Table 1. List of Types of Extracurricular Activities at Nurul Iman Kesugihan Islamic Senior High School

No	Types of Extracurricular	Characteristic
1	Arabic, English	Must
2	Quran memorization, Yellow Book,	Must
3	Arabic, English, Indonesian and Javanese speech	Must
4	Scouts	Must
5	Hadroh / Rebana, Marching Band, Graphic Design, Junior Red Cross, tilawah art	Choice
6	Sports (Football, basketball, volleyball, takraw, badminton, Pencak Silat Pagar Nusa, Table Tennis)	Choice
7	Culinary Arts, Muhadatsah, Scientific Writing, Entrepreneurship	Choice
8	Organizational and Leadership Training	Choice

All types of extracurricular activities have been adjusted to the schedule of the Madrasah and Islamic boarding school. The Arabic and English language programs at Madrasah Aliyah Nurul Iman Kesugihan are held every morning from 05.30-06.00 and are attended by all students. This program provides Arabic and English vocabulary to all students, then they practice pronouncing and making sentences according to the vocabulary provided by the instructor. English practice methods can train students' courage, fluency, and flexibility when speaking in front of a forum. Other types of methods include role-playing so that students get used to English pronunciation (Permatasari & Wulandari, 2025).

The Tahfidul Quran extracurricular at Madrasah Aliyah Nurul Iman Kesugihan is held every night except Friday night. This activity starts after the Maghrib prayer until before the Isha prayer. This activity is attended by all students. This program begins with students reading the Al-Quran (*tahsin*) and submitting their memorization to the instructor. This Tahfidul Quran extracurricular program aims to produce students who can read the Al-Quran well and as memorizers of the Al-Quran. Previous research has proven that the Qur'an memorization program has an impact on students' cognitive abilities, forming individuals with noble morals, and attitudes that love goodness (Hasanah, Yusuf, & Fatahillah, 2022; Mukarromah & Pujiastutik, 2022).

The Yellow Book extracurricular at Madrasah Aliyah Nurul Iman Kesugihan is held every Tuesday, Wednesday, Thursday, and Saturday, 16.00-16.45. This activity is mandatory for all students to participate in. The books studied include the *al Jurumiyah* and *Imriti* books, which are books for studying Arabic language rules, the *aqidatul* lay books, namely books about monotheism and fiqh, such as the *mabadi* book, the *safinah* book, the *riyadul badingah* book, the *durorul bahiyah* book, the *fathul qarib* book, and others. Books about morals such as the *taklimul mutangalim* book, the book about hadith (the Nawawi *arbain* book), and the *risalatul mahid* book (books relating to womanhood and so on).



Figure 1. Yellow Book Extracurricular Activities

The *Pencaksilat Pagar Nusa* extracurricular activity at Madrasah Aliyah Nurul Iman Kesugihan is held every Sunday, from 08.00-11.00 WIB which is mandatory for students, especially male students. The supervisor or person in charge of this extracurricular activity is Mr. Heri Wahyono, while the trainer is taken from the Nurul Iman Rayon Leader. The *Pencaksilat Pagar Nusa* extracurricular activity aims to foster a sense of trust, discipline, and dexterity, and as a place for mental formation for students. Level-increase exams are held at the end of each semester, aiming to measure students' abilities in the knowledge that has been learned. Students who pass the exam will move up to a higher level and be given a colored belt as a sign of moving up.

Tilawah extracurricular is an optional program for students. Tilawah extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan are held on Mondays, from 16.00-17.00. The goal is to equip students to have the ability to read the Quran with a beautiful tone. In addition, this activity is also to integrate the values in the Quran with the values of piety to God Almighty, so that students are equipped in their religious field. The extracurricular activity of reciting the Qur'an has been proven to help students strengthen their religious character and develop their talents and interests in reciting the Qur'an (Ali & Winaryo, 2021).

The *Al Muhadloroh* extracurricular or the art of speech at Madrasah Aliyah Nurul Iman Kesugihan applies 4 languages, namely Arabic, English, Indonesian, and Javanese. This extracurricular activity is taught by Mr. RL and is held on Sundays, from 20.00-21.00. The goal is to equip students to dare to speak on stage to the general public.

The Scout extracurricular at Madrasah Aliyah Nurul Iman Kesugihan is taught by Mr. ZCN, and Mrs. F. This activity is held on Fridays, from 08.00-10.00. The extracurricular scouting activities at Madrasah Nurul Iman Kesugihan aim to produce students who are agile, capable, have a high sense of discipline, and are social. This activity is an extracurricular activity that must be followed by all students. According to previous research, scouting activities have the potential to improve leadership skills, social-emotional competencies, student integrity, self-awareness, responsible decision-making, and ethical behavior (Suratman, Kasih, & Ruslaini, 2024). In addition, the scouting method is also useful for achieving leadership and independence (Septian, Yuliyanto, Affandi, & Nurkhofifah, 2024).



Figure 2. Scouting Extracurricular Activities

Hadroh or *Rebana* extracurricular is taught by Mr. Azmi. *Hadroh* extracurricular is an optional extracurricular activity followed by some students who want to develop their talents and interests in Islamic music. This activity is held on Monday afternoons, from 16.00 to 17.00. *Hadroh* extracurricular activities at Madrasah Aliyah Nurul Iman have produced results, namely by winning competitions in the Kesugihan and Cilacap areas.

The Marching Band extracurricular activity at Madrasah Aliyah Nurul Iman Kesugihan is a new extracurricular activity. The person in charge of the Marching Band Extracurricular activity is Mr. Siyam. This activity is an optional extracurricular activity followed by some students who want to develop their talents and interests in modern music. This activity is held on Friday afternoons, from 14.00 to 16.00. Marching band allows students to develop themselves as musicians while pursuing opportunities in education (Key Jr, 2024).



Figure 3. Marching Band Extracurricular Activities

The extracurricular leadership organization at Madrasah Aliyah Nurul Iman Kesugihan is an activity that must be followed by students from grades XI to XII. This extracurricular leadership organization is led by Mr. RL. This activity aims to produce a generation that is ready to be led and ready to lead. This activity is also intended to train the maturity of students. This finding is agreed with previous researchers who stated that extracurricular leadership programs are positively correlated with student achievement (Kim, 2022).

Extracurricular Sports include soccer, volleyball, basketball, table tennis, badminton, and *takraw*. Extracurricular Sports an optional. This activity is led by Mr. Sobir. This activity is held on Friday afternoon and Sunday afternoon at 16.00-17.00 WIB. This activity aims to produce a healthy, strong generation and most importantly to develop the talents and interests of students. Other research results provide evidence of the important role of extracurricular sports activities in this educational context (Gonzalez-Santamaria, Borrajo, Sanchez-Mencia, & Aurrekoetxea-Casaus, 2024). There are effects on student motivation, adherence to respect values, and self-well-being. Another important component relates to physical health.

Extracurricular culinary arts are an optional extracurricular followed by female students. Extracurricular culinary arts activities aim to provide provisions on how to create delicious, attractive and marketable food and beverage creations. This activity enables the growth of entrepreneurial behavior in students and becomes a bridge for them to become entrepreneurs (Niedlich, Kallfaß, Pohle, & Bormann, 2021). The results of the documentation are as follows.



Figure 4. Culinary Arts Extracurricular

Scientific Writing is a mandatory activity for final-year students, namely class XII. This activity is to enrich and deepen the knowledge of students. Through the process of research and critical thinking, students can gain better insight and develop deeper knowledge. The Head of Madrasah Aliyah Nurul Iman Kesugihan revealed that the Supervisor, coordinator, deputy head of student affairs, deputy head of curriculum and together with the head of the madrasah will evaluate to see the achievements of students for one year. All extracurricular activities are provided with adequate facilities, experienced teachers or supervisors and the schedule is also adjusted to the supervisor's time. Thus, teachers can be very active in extracurricular activities.

Second is the organizing stage. In this extracurricular activity, Madrasah Aliyah Nurul Iman Kesugihan forms an extracurricular team. The extracurricular team selects students, especially those who are included in the choice category. Students can choose the extracurricular they want according to their hearts and abilities so that no students are burdened. The selection process makes it easier for tutors to understand the level of intelligence of students so that they can adjust the teaching with the grouping of students, and make teaching more conducive.

Third is the implementation stage. The implementation or execution of extracurricular activities is an important part that must be considered in organizing educational activities in madrasahs. This activity is carried out after careful planning. In organizing programs or activities, student management must be based on the interests and improvement of student abilities as desired, and following the talents and interests of students (Maspupah, 2022).

In implementing extracurricular activities prepared at Madrasah Aliyah Nurul Iman Kesugihan, especially its implementation, the extracurricular coordinator always monitors the extracurricular tutors to work according to the written plan and according to their job descriptions. Several efforts have been made to develop the talents and interests of students. One of them is student coaching. The implementation of extracurricular coaching aims to develop the talents and interests of students. Extracurricular activities can provide positive values for schools or students (Buckley & Lee, 2021). Students will provide achievement in the extracurricular activities they are interested in. The role of extracurricular activities is very significant in educational institutions. Management of extracurricular activities is expected to always improve progress and improve student skills. The existence of extracurricular activities is expected to create good graduate students.

Fourth, the evaluation stage. Madrasah Aliyah Nurul Iman Kesugihan conducts evaluations or assessments of students in extracurricular activities at the end of each semester and at the end of each school year. Evaluation is carried out by looking at student enthusiasm, student response speed and student attendance which will be described on student report cards (Astuti, Maulana, & Ali, 2022). Extracurricular activities are also evaluated once every semester. For example, the Supervisor looks at the achievements that have been obtained from the extracurricular activities so that they can be known, staged, and improved in the extracurricular activities. Evaluation steps are carried out to see the success or development of an activity, the achievement of an activity, and the next stages. The evaluations carried out at MA Nurul Iman Kesugihan include extracurricular team coordination meetings and student success tests.

Evaluation activities at Madrasah Aliyah Nurul Iman Kesugihan aim to measure the progress and success of students during extracurricular activities and to find out the success of teachers/extracurricular instructors in providing learning programs to students. From the evaluation results, it was confirmed that many achievements have been achieved by students at Madrasah Aliyah Nurul Iman Kesugihan. These achievements consist of district, provincial, national and even international championships. Success in the Olympics and other

achievements show that extracurricular activities at Madrasah Aliyah Nurul Iman are running and producing good results. Extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan have been proven to encourage the potential and talents of students.

The explanation above can be concluded that extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan which include planning, organizing, implementing, and evaluating are based on efforts to develop the talents and interests of students. This is in accordance with the theory according to George R. Terry who stated that management is an activity consisting of four sub-activities. These four sub-activities are known as P.O.A.C, namely planning, organizing, actuating, and controlling (Hartono, Aliyah, Safitri, & Ciputri, 2023).

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan have encouraged the potential and talents of students. These activities are realized by following four stages, namely planning, organizing, implementing, and evaluating. The planning of extracurricular activities initiated by Madrasah Aliyah Nurul Iman Kesugihan has been implemented well with planning indicators carried out according to targets and objectives. The organizational process at Madrasah Aliyah Nurul Iman Kesugihan involves several components in the management of the extracurricular organizational structure which function to facilitate each division of tasks and train the responsibility of each member. Extracurricular activities are carried out according to schedule, supported by the professionalism of teachers and trainers, and the availability of school facilities and infrastructure. Evaluation of extracurricular activities at Madrasah Aliyah Nurul Iman Kesugihan is carried out every semester in the form of continuous and ongoing reports.

FURTHER STUDY

This research was limited to a qualitative descriptive approach conducted only at Madrasah Aliyah Nurul Iman Kesugihan, focusing on the planning, organizing, implementation, and evaluation of extracurricular activities. Therefore, the results cannot be generalized to other educational institutions that may have different characteristics, management systems, or student backgrounds. Future studies are encouraged to expand the research scope by using a quantitative or mixed-method approach to measure the level of effectiveness of extracurricular activities in developing students' talents and interests. Comparative research can also be conducted between public and private madrasahs or schools with different cultural and organizational settings to identify factors that influence the success of extracurricular management. In addition, further investigations may examine the impact of extracurricular activities on students' academic performance, discipline, motivation, and mental well-being, as these aspects were not deeply explored in this study. It is also

important to analyze the role of teachers, school leaders, and parents in supporting extracurricular programs to ensure their sustainability and relevance to students' needs. Finally, subsequent research could explore innovation and digital integration in extracurricular management, such as online coaching or hybrid extracurricular programs, to adapt to the current educational trends and to broaden students' opportunities to develop their potential beyond the school environment.

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