

## Extracurricular Program Strategy Management at Islamic Junior High School

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### ABSTRACT

This study aims to analyze the strategic management of extracurricular programs at MTs Al Ihya Majenang. This study is a qualitative study with a phenomenological research type. Techniques for gathering data include documentation, interviews, and observation. Students, scout leaders, and school principals served as the study's subjects. The four stages of the Miles, Huberman, and Saldana model. The research results show that the formulation stage of the extracurricular program's strategy management involves conducting a SWOT analysis, creating a vision and mission, establishing goals and objectives, and determining activity priorities based on students' interests and talents. The implementation stage is carried out to execute the determined programs, such as assigning human resources as extracurricular activity supervisors and providing training for competency development. Students are required to participate in a minimum of one extracurricular activity. Students are directed to participate in competitions at the local, provincial, and national levels. Evaluation is conducted to measure the extent of success of the implemented programs.

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## **INTRODUCTION**

Education plays a significant role in developing the quality of human resources (Al Faruq et al., 2024; Apriana et al., 2022; Fatimah & Mahmudah, 2017). Educational institutions must be able to keep pace with the rapid advancements in science and technology (Digdowiseiso, 2022). Almost all attention is given to the development and progress of education to improve educational standards and quality (Benbassat, 2024; Fomba et al., 2023). High educational standards create high standards for human resources. This motivates all levels of society to pay attention to the advancement of education.

According to Law Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. The provision of education is aimed at preparing future generations who will play a role in the development of the Indonesian nation and state in the future. This indicates that education has the goal of developing students' personalities, capacities, knowledge, and skills for use in the real world (Abdullah et al., 2019; Fatimah & Mahmudah, 2017).

Schools are educational institutions that aim to realize the goals of education (Daniel et al., 2024; Murray, 2023). A good school is one that can produce high-achieving students and can utilize high-quality teachers, as well as gain the trust of the surrounding community so that the vision and mission that have been formulated can be realized effectively (Apriana et al., 2022; Dalton & Arpon, 2024; Sisouvong & Pasanchay, 2024). Quality human resources can only be achieved through quality education. Quality education is viewed from the aspects of input, process, output, and outcome (Efendi et al., 2024; Fatimah & Mahmudah, 2017; Salam, 2015). Quality in the context of education is a process of continuous improvement starting from the establishment of vision and mission, goals, operationalization, monitoring, and evaluation aimed at meaningful educational substance, starting from input, process, and output.

One effort to realize quality education is through strategic management (Iswanto et al., 2019; Rahma, 2024). Strategic management is a process or series of fundamental and comprehensive decision-making activities, accompanied by the determination of how to implement them, which are made by leaders and implemented by all levels within an organization to achieve goals (Beñalet et al., 2023; Palah et al., 2022). Strategic management helps organizations formulate better strategies by using a more systematic, logical, and rational approach to strategic choices (Triono et al., 2023; Zen & Rodliyah, 2022). Strategic management can strengthen the internal and external systems of the organization along with its programs and policies, because strategic management is a dynamic

procedure that occurs periodically in the organization as the madrasah faces the dynamics of both the internal and external environment (Beñalet et al., 2023; Karabağ Köse & Köse, 2019; Mesra et al., 2024).

## **THEORETICAL REVIEW**

MTs Al Ihya Majenang is a Madrasah Tsanawiyah (Islamic Junior High School) that was established in 1989. At its inception, the number of students at MTs Al Ihya Majenang was relatively low, namely 80 students. In the 2023/2024 academic year, 230 students were admitted. MTs Al Ihya Majenang offers three extracurricular programs: Scouts, Sports, and Dance. The aim is to nurture and develop students' talents and interests. The school's hope through this educational service policy is to produce quality graduates as national assets in the future. This policy has yielded achievements such as scout championships and sports championships.

The existence of strategic management helps in formulating a clear vision and mission related to the development of extracurricular activities (Tawakkal et al., 2025; Tursino & Fakhri, 2021). Strategic management also enables the efficient allocation of resources, the development of innovative programs, and continuous monitoring and evaluation to ensure that goals are achieved (Kanada et al., 2024; Lamri et al., 2023; Palah et al., 2022; Yanto et al., 2021). With the implementation of good strategic management, Madrasah can improve the quality and quantity of extracurricular activities, which will ultimately have a positive impact on the overall development of students. Through the analysis of the internal and external environment (such as SWOT analysis), the school can identify opportunities and challenges and formulate appropriate strategies for developing extracurricular activities.

Many studies have reviewed extracurricular programs in schools. According to Bukhori et al., extracurricular activities clearly improve students' religious character (Bukhori et al., 2023). Both Nureva and Tohir (Nureva & Tohir, 2020) and Pomou et al. (Pomou et al., 2023) consistently found that extracurricular scouting activities help students become more disciplined. This happens as a result of scouting activities' methodical structure and explicit rules and regulations, which continuously teach students to follow instructions and complete assignments on time. Many studies on the implementation of extracurricular programs have been conducted. However, not many have examined the management of extracurricular activities in Islamic junior high schools.

Based on the explanation above, this research aims to analyze the strategic management of extracurricular programs at MTs Al Ihya Majenang.

## **METHODOLOGY**

This research methodology employs a qualitative, phenomenological approach. This research involves direct data collection in a natural setting to obtain a complete and comprehensive understanding of social or human phenomena (Creswell, 2014). Techniques for gathering data include documentation, interviews, and observation. Students, scout leaders, and school principals served as the study's subjects. The four stages of the Miles, Huberman, and Saldana model—data collection, data condensation, data display, and data verification—were used to analyze the data gathered from these methods. The first step in the study is data collection, during which the researcher collects all pertinent information. Gathering comprehensive and rich data that can shed light on research questions is the aim. After a significant quantity of data has been gathered, it must be reduced and transformed. Sorting through, concentrating, streamlining, abstracting, and organizing the data instead of losing crucial information is what this means. Condensed data is arranged and presented visually in the data display stage to assist researchers in identifying trends, connections, and comparisons. Good data visualizations make it easier to comprehend and make inferences. The last step is data verification, in which the researcher analyzes the information presented, finds patterns, and makes deductions that answer the research questions (Miles et al., 2014).

## **RESULTS AND DISCUSSION**

### ***Formulation of Extracurricular Program Strategy Management***

The strategy formulation is conducted and discussed jointly with the head of the foundation, the madrasah treasurer, the deputy head of madrasah for curriculum affairs, the deputy head of madrasah for student affairs, the deputy head of madrasah for facilities and infrastructure, extracurricular teachers and supervisors, and all involved elements. This discussion is acknowledged and approved by the committee or head of the foundation in a meeting held during the strategic planning meeting, and is then detailed in the Program and Operational Formulation as well as the Annual Budget Formulation, where all these strategic plans aim to realize the vision and mission of the madrasah. Based on an interview with the head of the madrasah, it was found that:

“The strategy formulation begins with determining the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats).”



Figure 1. Meeting to formulate extracurricular program management strategy

The formulation of student activities at MTs Al Ihya Majenang is carried out collaboratively in a work meeting agenda at the beginning of the new academic year. As stated by the head of the madrasah:

“The second step in the Formulation is the establishment of the vision and mission through meeting activities. This meeting is conducted with all stakeholders to determine the vision and mission to be achieved.”

To meet the needs of students in developing their potential outside of academic activities, the madrasah has provided various extracurricular activities that suit the students' needs so that their potential can develop holistically. Some examples of extracurricular activities at the madrasah are sports, dance, and scouting.

The next stage is to determine goals and objectives. The general objective in forming extracurricular programs is to broaden students' learning experiences beyond the main academic curriculum by focusing on the development of religious moderation values, fostering positive character, and enhancing social skills, as well as optimally developing students' potential through participation in extracurricular activities. The targets are that 80% of students actively participate in at least one extracurricular activity, and each extracurricular activity has a planned and measurable work program. Extracurricular activities have been planned and organized by considering the established goals and objectives, and are supervised by competent education staff who regularly monitor progress towards each target objective, evaluate the effectiveness of activities, and revise or change programs according to the evaluation results.

The next stage is to identify and prioritize the activities most favored by students and to improve the quality of extracurricular coaches and trainers by consulting with all relevant parties, including school staff, students, parents, and

the local community, to support the achievement of the madrasah's vision and mission through extracurricular program development activities. Based on an interview with the head of the madrasah, it was found that:

“Activity priorities are chosen based on students' needs according to their interests and talents. Furthermore, the madrasah assigns supervisors for each extracurricular program. Each supervisor is given training and workshops for quality development.”

This result is relevant to several previous studies indicating that strategic management requires strategic formulation planning, which begins with a SWOT analysis (Orpa & Madhakomala, 2024; Wati et al., 2023). SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) serves as an important foundation in the strategic management process because it provides a comprehensive understanding of the organization's internal and external conditions. This allows stakeholders to identify competitive advantages that can be leveraged, weaknesses that need to be improved, opportunities that can be exploited, and threats that must be anticipated and mitigated. By having a clear picture through this SWOT analysis, organizations can formulate more focused, realistic, and aligned strategies with their internal capabilities and external environmental dynamics, thereby increasing the likelihood of successful strategy implementation and the achievement of long-term organizational goals.

### *Implementation of Extracurricular Program Strategy Management*

The implementation of extracurricular programs is carried out based on established planning. Students are required to participate in extracurricular activities determined by the madrasah, with a minimum of one extracurricular activity. These activities are held outside of school hours and usually take place in the afternoon or after learning activities are completed. The supervisors consistently motivate students to be disciplined and diligent in participating in extracurricular activities so that they will be prepared for competitions at the local, provincial, and national levels in the future. This is reinforced by the results of interviews with extracurricular supervisors who stated:

“Extracurricular activities aim to develop students' talents and interests. This gives students the opportunity to participate in competitions. The madrasah has prepared trained and competent extracurricular supervisors so that students can develop well.”

This result is relevant to previous research indicating that extracurricular programs are proven in the development of students' talents and interests (Bukhori et al., 2023; Nureva & Tohir, 2020; Pomou et al., 2023). Extracurricular programs provide a space for students to explore their potential beyond formal

classroom learning, thereby creating an environment that supports the development of specific skills according to their passions, whether in the arts, sports, science, or leadership. Through extracurricular activities, students not only hone their technical abilities in their chosen fields but also develop important soft skills such as teamwork, time management, problem-solving, and self-confidence, which are difficult to acquire solely from conventional academic learning. By participating in activities that align with their interests, students also tend to show higher engagement, stronger intrinsic motivation, and greater happiness in the overall learning process, thus having a positive impact on their socio-emotional development and academic achievement. The madrasah provides good guidance to extracurricular supervisors or coaches at MTs Al Ihya Majenang to ensure that extracurricular programs run smoothly and achieve their objectives. With these steps, extracurricular supervisors or coaches at MTs Al Ihya Majenang can carry out their duties effectively, feel supported, and be motivated to continuously improve the quality of the programs they manage.

In general, the students themselves show a good level of interest in the training process. Regarding student interest, the most popular types of extracurricular activities at MTs Al Ihya Majenang are calligraphy, futsal, volleyball, and badminton.



Figure 2. One of the extracurricular activities

### *Evaluation of Extracurricular Program Strategy Management*

The evaluation of the extracurricular management strategy at MTs Al Ihya Majenang can be carried out by measuring the extent to which the established goals have been achieved and how effective the implemented management strategies have been. The success of education at the madrasah is highly determined by the head of the madrasah's success in setting policies. The evaluation conducted must be systematic and continuous to obtain an overview

of the students' level of ability in understanding the learning material that has been delivered.

Several things to be evaluated include the achievement of evaluation objectives, specifically the extent to which the established goals for each extracurricular activity have been achieved. Review the specific goals that have been set for the extracurricular program at the school. Ensure these goals are clear and measurable. Collect data related to activities and participation in extracurricular programs; this data can include the number of students involved, the types of activities carried out, and their impact on students. Analyze the level of student participation in various extracurricular activities. Evaluate whether there are activities that are more or less popular among students. In addition to quantity, also evaluate the quality of extracurricular activities. Consider whether these activities achieve the expected learning objectives and provide added value for students. Gather input from students, teachers, and parents regarding the success of the extracurricular program; their perceptions can provide additional insights into the achievement of program objectives. Compile an evaluation report that includes the findings from the steps above. This report can serve as a basis for recommendations for improvement or adjustments to the extracurricular program in the future.

By conducting a thorough evaluation of the extracurricular management strategy, MTs Al Ihya Majenang can identify successful programs and programs that need improvement, as well as formulate follow-up plans to enhance the effectiveness of extracurricular programs at the madrasah.

## **CONCLUSIONS AND RECOMMENDATIONS**

The research results show that the formulation stage of the extracurricular program's strategy management involves conducting a SWOT analysis, creating a vision and mission, establishing goals and objectives, and determining activity priorities based on students' interests and talents. The implementation stage is carried out to execute the determined programs, such as assigning human resources as extracurricular activity supervisors and providing training for competency development. Students are required to participate in a minimum of one extracurricular activity. Students are directed to participate in competitions at the local, provincial, and national levels. Evaluation is conducted to measure the extent of success of the implemented programs. The recommendation in this research is the need for empirical measurement of the influence of extracurricular activities on students' academic achievement and life skills.

## **FURTHER STUDY**

This study focuses on the strategic management of extracurricular programs at one Islamic Junior High School using a qualitative approach.

Therefore, future research is recommended to expand the scope by involving several madrasahs in different regions to obtain more comprehensive and comparative findings regarding extracurricular strategic management practices. Further studies may also employ a mixed-method or quantitative approach to empirically measure the impact of extracurricular program management on students' academic achievement, character development, leadership skills, and life skills. In addition, future research could examine the role of digital technology integration in extracurricular management and its effectiveness in enhancing student participation and performance.

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