



Developing Santri's Soft Skills through Engaging Extracurricular Activities at Pondok Pesantren

Aminullah^{1✉}, Uryatul Hikmah², Yusril Ihza Saputra³, Hafidatun Nabila⁴, Moh. Holidi⁶, Hefniy⁶

^{1,2,3,4,5,6} Nurul Jadid University, Paiton, Indonesia

Article History:

Received: 28 February 2025

Revised: 08 March 2025

Accepted: 22 March 2025

Published: 19 April 2025

Keywords:

Soft Skills, Development, Extracurricular, Activities

✉ Correspondence

nullah2806@gmail.com

Abstract:

This study aims to analyze the development of students' soft skills through extracurricular activities at the An-Nashiriyah Islamic Boarding School, Bawean Gresik Island, especially in the aspects of communication, confidence, leadership, teamwork, discipline, and responsibility. The research method used is qualitative with a case study approach and grounded research. Data was collected through observation, in-depth interviews, and documentation studies, then analyzed through the stages of data condensation, data presentation, and verification with content and interpretive analysis techniques. The results of the study show that extracurricular activities play a significant role in shaping students' soft skills through the process of habituation, active involvement, and direct experience in organizational activities, committees, and routine exercises. Strengthening communication skills and self-confidence occurs through speech and discussion activities, while leadership and teamwork are formed through student organizations. Discipline and responsibility develop through obedience to rules and the execution of duties. The implications of this study emphasize the importance of managing structured and sustainable extracurricular activities as an effective strategy in developing students' soft skills, so as to support the formation of Islamic boarding school graduates who are socially competent and adaptive to the demands of modern life.

INTRODUCTION

Highlighting the gap between theory and social facts related to the development of students' soft skills. Theoretically, educational institutions, including Islamic boarding schools, not only function to transfer cognitive knowledge, but also to form soft skills such as communication, leadership, cooperation, and self-management (Ahwarumi et al., 2025). However, in practice, many Islamic boarding schools still focus solely on cognitive and religious aspects. This happens because of the academic orientation of the curriculum and the limitations of integrative learning strategies. Some studies show that Islamic boarding school graduates often have a strong understanding of religion, but lack

How to Cite:

Aminullah, Et. al. (2025) Developing Santri's Soft Skills through Engaging Extracurricular Activities at Pondok Pesantren
Copyright © 2025 The Author



confidence in public communication and social adaptation in the world of work. This fact indicates that there is a gap between the ideals of holistic education and the reality of implementation in the field. Therefore, an alternative approach is needed that is able to bridge this gap, one of which is through extracurricular activities oriented to the development of students' soft skills systematically and sustainably (Muhamad, 2024).

Attributing the gap to the real conditions at the An-Nashiriyah Islamic Boarding School, Bawean Gresik Island. Empirically, this pesantren has various extracurricular activities such as student organizations, speech training, sports, and Islamic arts (Saputra, 2022). These activities have great potential in forming students' soft skills, but their implementation has not been fully directed and measured. This is due to the lack of competency-based planning and the lack of evaluation of the results of extracurricular activities. Initial observations show that some students are active in activities, but not all have received optimal benefits in developing interpersonal and leadership skills. In addition, the involvement of coaches and the mentoring system still varies. This condition illustrates that the potential of extracurricular activities as a means of developing soft skills has not been maximized strategically. Thus, an in-depth study is needed to understand how these activities can be optimized to really contribute to the development of students' soft skills.

Discuss relevant previous research. A number of studies show that extracurricular activities have a significant influence on the development of students' soft skills, such as improving communication skills, teamwork, and leadership (Tahrim, 2025). Other studies in the context of pesantren also reveal that student organizational activities can increase independence and responsibility. However, most of these studies are still general and have not specifically examined the integration between extracurricular programs and soft skills development in a structured manner. In addition, research focusing on Islamic boarding schools in archipelago areas such as Bawean is still very limited. This shows that there are research gaps that need to be filled. The position of this research is to deepen the study by focusing on how extracurricular activities are designed, implemented, and evaluated in the context of Islamic boarding schools, as well as the extent of their contribution to the development of students' soft skills in real terms.

Explain the novelty of the research. This research offers a more comprehensive approach by examining the development of students' soft skills through extracurricular activities holistically, starting from planning, implementation, to evaluation. In contrast to previous research which tended to be partial, this study emphasizes the relationship between extracurricular program design and specific soft skills achievements. In addition, the local context of the An-Nashiriyah Islamic Boarding School on Bawean Island provides a new perspective related to the dynamics of education in the archipelago which has its own social and cultural characteristics. This study also seeks to identify supporting and inhibiting factors in the implementation of extracurricular activities, so that it can provide practical recommendations for pesantren managers. Thus, the novelty of this research lies in the integration between conceptual and contextual approaches in studying the development of students' soft skills (Asyhari & Budianto, 2025).

Explain the objectives and arguments of the research. The main problem that wants to be studied in this study is: how do extracurricular activities at the An-Nashiriyah Islamic Boarding School on Bawean Gresik Island contribute to the development of students' soft skills? This question includes aspects of program planning, implementation of activities, and evaluation of the results achieved. Argumentatively, this research departs from the assumption that extracurricular activities that are systematically designed and supported by effective coaching can be a strategic means in developing students' soft skills. It is based on a contextual learning theory that emphasizes the importance of hands-on experience in shaping non-cognitive skills. Preliminary evidence from various studies suggests that active involvement in organizational and social activities is capable of improving interpersonal competence. Therefore, this study aims to test and prove the extent to which these arguments apply in the context of pesantren, while contributing to the development of a more holistic educational model.

RESEARCH METHOD

This research uses a qualitative design with a case study and grounded research approach. The point of this design is to understand in depth the process of developing students' soft skills through extracurricular activities in the natural context of the pesantren (Mukromin, 2024). The reason for using this approach is based on the characteristics of the problem that are contextual, dynamic, and require the exploration of meaning from the perspective of the research subject. Evidence shows that qualitative research is able to explore social phenomena comprehensively, especially in value-based educational environments such as Islamic boarding schools. Case studies allow researchers to focus on one location intensively, while grounded research is used to build concepts or theories based on field data. The conclusion of this design selection is that the qualitative approach of a case study based on grounded research is the most appropriate to reveal in depth the patterns, processes, and meanings of developing students' soft skills through extracurricular activities.

The location of this study is the An-Nashiriyah Islamic Boarding School, Bawean Gresik Island. The location selection point is based on the characteristics of pesantren that have a variety of active extracurricular activities (Aceh et al., 2022). Another reason is that this pesantren is located in an archipelago that has unique social and cultural dynamics, so it provides a different contextual perspective than pesantren in urban areas. Preliminary evidence shows that activities such as student organizations, speech training, and religious arts activities have been running, but have not been systematically mapped in the development of soft skills. The conclusion of this location selection is that the An-Nashiriyah Islamic Boarding School is a relevant and representative setting to study in depth the phenomenon being studied.

The sources of information in this study include respondents, informants, and documents or texts. The main respondent points are students who actively participate in extracurricular activities, while key informants include pesantren caregivers, activity coaches, and student organization administrators. The reason for choosing these sources is because they are directly involved in the process of planning, implementing, and evaluating extracurricular activities. Evidence was obtained from their direct interactions and experiences that reflect the reality of

soft skills development in Islamic boarding schools (Chodimuddin & Wafirah, 2025). In addition, data sources also come from texts such as activity program manuscripts, books that are references for educational values, and relevant online news. Conclusion with the triangulation of this source, the data obtained is expected to be more valid, comprehensive, and able to describe the phenomenon in its entirety.

The data collection process is carried out through several techniques, namely desk-review, observation, and interview. Point desk-review is used to review documents such as extracurricular work programs, curriculum, and activity archives. This technique is important to understand the formal framework of the existing activities. Evidence is in the form of written documents that are the basis for the implementation of activities. Furthermore, observation is carried out in a participatory manner to directly observe the activities of students in extracurricular activities (Education et al., 2025). Interviews are conducted in depth using semi-structured interview guidelines to keep the data obtained directional but flexible. In addition, questionnaires or questionnaires can be used as supporting data to capture the perception of students more broadly. The conclusion of this combination of techniques allows for rich and in-depth data collection, as well as reinforces validity through triangulation of methods.

Data analysis is carried out through several stages and methods. The point of the analysis stage includes data condensation, data reduction, data display, and data verification. This stage of reason is used to simplify, organize, and interpret data systematically. Evidence can be seen from the process of sorting important data, presenting it in the form of a matrix or narrative, to drawing conclusions that continue to be verified throughout the research. The analysis methods used include content analysis to study documents and texts, discourse analysis to understand meaning in interaction and communication, and interpretive analysis to interpret phenomena in depth. Conclusion With this combination of stages and analysis methods, the research is expected to be able to produce findings that are valid, meaningful, and relevant to the research objectives related to the development of students' soft skills through extracurricular activities (Robi & Npm, 2023).

RESULTS AND DISCUSSION

Strengthening Communication Skills and Student Confidence

In this study, strengthening students' communication skills and confidence is defined as the process of improving students' skills in conveying ideas, interacting effectively, and showing the courage to appear in public through extracurricular activities (Shalihah & Tohet, 2020). The reason for this definition is compiled based on indicators that arise from the real activities of students, such as the ability to speak in forums, lead discussions, and active participation in organizations. Evidence in the field shows that students who are involved in activities such as muhadharah (speech exercises), student organizations, and group discussions experience an increase in the courage to speak and the clarity of message delivery (Zamroni et al., 2020). Conclusion Thus, strengthening communication and self-confidence is not only understood as an abstract concept, but as a practical ability that is manifested in the active behavior of students in various extracurricular activities.

The first interview with the extracurricular supervisor showed that muhadharah activities routinely train students to speak in public. He stated that "students who were initially afraid to perform, after several exercises began to be brave and able to convey the material smoothly." The reason this happens is because of habituation and a supportive environment. The second interview with one of the students revealed that his involvement in the organization made him more confident in communicating with friends and administrators. He mentioned that "I used to be afraid to speak, now I am more courageous to express my opinion in meetings." Evidence from these two interviews shows a change in students' attitudes and communication skills. The researcher's conclusion is that extracurricular activities provide an effective practice space in building confidence and communication skills gradually (Rozi & Hasanah, 2021).

The results of the observation showed that the students actively participated in activities such as speeches, group discussions, and organizational leadership. This engagement creates a hands-on experience that encourages courage and communication skills. Evidence can be seen from the increasing number of students who are willing to appear in public and their ability to convey ideas in a coherent manner. In addition, the interaction between students in group activities also showed an increase in the ability to listen and respond communicatively. The researcher's conclusion interprets that a participatory and supportive extracurricular environment plays an important role in shaping students' communication skills and confidence.

Overall, the data shows that the strengthening of students' communication skills and confidence occurs through the process of habituation, active involvement, and environmental support. Reason extracurricular activities provide space for students to try, learn from mistakes, and develop themselves gradually. Evidence from both interviews and observations showed significant changes in the attitude and ability of students. Conclusion Thus, it can be understood that strengthening soft skills is the result of the interaction between activity programs, the role of coaches, and the active participation of students (Jannah & Baharun, 2025).

The pattern that emerges is that the more intense the involvement of students in extracurricular activities, the higher the level of communication skills and confidence they have. The reason for this is due to the frequency of exercise and social experience obtained. Evidence of students who are active in organizations and speech activities shows more significant development than students who are less involved. In addition, there is a pattern that the support of coaches and a positive environment accelerates the process of strengthening these soft skills. Conclusion Thus, the pattern of the relationship between active participation, practical experience, and environmental support is the main factor in strengthening the communication skills and confidence of students at the An-Nashiriyah Islamic Boarding School, Bawean Gresik Island.

Leadership and Teamwork Development

In this study, the development of leadership and teamwork is defined as the ability of students to direct, influence, and work with group members to achieve common goals through extracurricular activities. The reason for this definition is based on concrete indicators such as the ability to make decisions, divide tasks,

take responsibility for roles, and establish effective coordination in the group. Evidence in the field shows that students who are involved in student organizations, activity committees, and group work have the opportunity to practice leadership and cooperation directly (Subagja, 2016). They learn to manage conflicts, negotiate, and build team solidarity. Conclusion Thus, leadership development and teamwork are understood as a social learning process that is manifested in the collective actions of students while participating in extracurricular activities.

The first interview with the student organization coach revealed that organizational activities provide space for students to learn to be leaders. He stated that "students who become learning administrators manage members, divide tasks, and are responsible for work programs." The reason this happens is because they are given trust and direct responsibility. The second interview with one of the students who was the leader of the activity group mentioned that "teamwork is very important, because without helping each other, activities cannot run well." The evidence of this statement shows that there is a collective awareness of the importance of collaboration. The researcher's conclusion is that direct experience in organizations and group activities is an effective means in forming the spirit of leadership and teamwork skills of students.

The results of observations showed that students were actively involved in various group activities such as event committees, student organizations, and joint community service. The reason for this activity requires coordination and a clear division of roles. It can be seen from the existence of a management structure, systematic division of tasks, and interaction between team members that shows good cooperation. In addition, in certain situations such as event preparation, students who play the role of Evidence as leaders are able to direct team members and make decisions quickly. The researcher's conclusion interprets that the extracurricular environment in pesantren provides a real practice space that supports the development of leadership and teamwork effectively.

Overall, the data show that the development of leadership spirit and teamwork of students is formed through active involvement in structured collective activities. The reason for these activities provides hands-on experience in managing groups, interacting, and completing tasks together. Evidence from both interviews and observations showed an increase in the ability of students to lead and work together. Conclusion Thus, it can be understood that extracurricular activities play a role as an effective social learning medium in forming soft leadership skills and teamwork.

The pattern that emerges is that students who have an active role in organizations or committees tend to have better leadership and teamwork skills. The reason for this is due to the intensity of their involvement and responsibility. Evidence of students who are often involved in group activities show more mature coordination, communication, and decision-making skills compared to those who are less involved. In addition, there is a pattern that the support of coaches and a clear organizational structure strengthen the development process. Conclusion Thus, active involvement, direct experience, and environmental support are the main factors in forming the spirit of leadership and team cooperation of students at the An-Nashiriyah Islamic Boarding School, Bawean Gresik Island.

Formation of Discipline and Responsibility

In this study, the formation of discipline and responsibility attitudes is defined as the ability of students to obey rules, manage time, and complete tasks given consistently in extracurricular activities. The reason for this definition is based on concrete indicators such as punctuality of presence in activities, compliance with rules, and seriousness in carrying out the assigned role. Evidence in the field shows that students who are active in extracurricular activities such as organizations, committees, and routine exercises have more regular habits and show commitment to their duties (Mundiri & Muthmainnah, 2021). They not only follow the rules, but also begin to have an internal awareness to carry out responsibilities without having to be constantly supervised. Conclusion Thus, discipline and responsibility in this study are understood as attitudes formed through the habituation process and direct experience in extracurricular activities.

The first interview with the activity supervisor revealed that extracurricular activities are an effective means to train student discipline. He stated that "students are trained to come on time and follow the rules of activities, so that they are used to being disciplined in their daily lives." The reason this happens is because there is a consistent system of rules and supervision in every activity. The second interview with one of the students showed that his involvement in the committee made him more responsible for the tasks given. He said that "if I have been given a task, I feel that I have to complete it well because it is a mandate." Evidence from these two interviews shows a change in attitude from compulsion to awareness. The researcher's conclusion is that extracurricular activities are able to foster discipline and responsibility through a combination of rules, habituation, and internalization of values.

The results of the observation showed that the students participated in extracurricular activities with an organized schedule and complied with the rules that had been set. The reason for structured activities encourages students to adjust to the existing rules. Evidence can be seen from the relatively timely presence of students, the implementation of tasks according to the division of roles, and seriousness in completing responsibilities in group and individual activities. In addition, in certain activities such as the event committee, students show initiative to complete tasks without having to be constantly reminded. The researcher's conclusion interprets that an organized and consistent extracurricular environment plays an important role in shaping students' attitudes of discipline and responsibility.

Overall, the data shows that the formation of discipline and responsibility of students occurs through a continuous habituation process in extracurricular activities. The reason for these activities is to provide real experience in complying with the rules and carrying out tasks consistently. Evidence from interviews and observations shows a change in the behavior of students towards a more disciplined and responsible attitude. Conclusion Thus, it can be understood that extracurricular activities are an effective medium in shaping the character of students through direct experience and internalization of values.

The pattern that emerges is that the more often students are involved in activities that have clear rules and responsibilities, the higher the level of discipline and responsibility they have. The reason for this is due to a repetitive and consistent habituation process. Evidence of students who are active in

organizations and committees shows a more organized and responsible attitude compared to those who are less involved. In addition, there is a pattern that supervision and example from coaches help strengthen the formation of this attitude. Conclusion Thus, active involvement, a clear rule system, and consistent coaching are the main factors in the formation of discipline and responsibility attitudes of students at the An-Nashiriyah Islamic Boarding School on Bawean Gresik Island.

The results of the study show that extracurricular activities in pesantren play a significant role in developing students' soft skills, especially communication, leadership, cooperation, and discipline (Safira, 2025). The reason for this finding is in line with various previous studies that stated that extracurricular activities are an effective means of forming soft skills through experiential learning. Research evidence on extracurricular management in Islamic boarding schools shows that the development of soft skills is carried out through the stages of habituation, assignment, and internalization of religious values. In addition, other studies confirm that activities such as muhadharah and student organizations are able to improve students' communication and social interaction skills. Conclusion Thus, the findings of this study have a strong suitability with the literature, while strengthening that pesantren has great potential in developing soft skills through a value-based extracurricular approach.

This study found that the development of soft skills at the An-Nashiriyah Islamic Boarding School is still not fully structured and measurable. The reason for this is due to the lack of a systematic evaluation system for the achievement of students' soft skills. Evidence from several previous studies emphasizes the importance of planned extracurricular management, including the evaluation stage as an important part of soft skills development, while in the findings of this study evaluation is still informal. The conclusion of this difference shows that this study makes a new contribution in the form of affirming the importance of an evaluation system in Islamic boarding school extracurricular activities so that the development of soft skills is more optimal and directed.

The main implication of the results of this study is that extracurricular activities function as an effective medium in forming students' soft skills holistically. The reason for this is because these activities provide hands-on experience that is not obtained in formal learning. Research evidence shows that the involvement of students in organizations and group activities increases leadership, cooperation, and responsibility skills (Kintara, 2025). However, there is also a potential for dysfunction if activities are not managed properly, such as a lack of equitable student participation or dominance of certain groups. Conclusion, therefore, good extracurricular management is the key so that the soft skills development function can run optimally without causing negative impacts.

The development of soft skills through extracurriculars is influenced by the interaction between habituation, direct experience, and the social environment of the pesantren. Reason social learning theory explains that individuals learn through experience and interaction with the environment. Research evidence shows that habituation in extracurricular activities such as time discipline, task responsibility, and group work is able to shape the character of students in a sustainable manner. In addition, the existence of a "hidden curriculum" in Islamic

boarding schools also plays a role in internalizing values such as sincerity, independence, and ukhuwah (Inayah et al., 2025). This conclusion shows that the development of soft skills does not only occur formally, but also through the social and cultural structures that exist in the pesantren environment.

This research emphasizes that extracurricular activities are a strategic instrument in developing students' soft skills, but they require strengthening in terms of management and evaluation. Without clear planning and evaluation, the great potential of extracurricular activities will not have the maximum impact. Evidence from various studies shows that the success of soft skills development is highly dependent on the integration between programs, coaching, and continuous evaluation. The implication is that pesantren need to develop an extracurricular model that is more systematic, competency-based, and integrated with educational goals, so as to be able to produce students who are not only religiously superior, but also have soft skills that are relevant to the demands of modern life (Mubarok et al., 2025).

CONCLUSION

This research produced the main finding that extracurricular activities at the An-Nashiriyah Islamic Boarding School on Bawean Gresik Island have a strategic role in the development of students' soft skills, especially in the aspects of communication, confidence, leadership, teamwork, discipline, and responsibility. The lesson that can be drawn is that learning is not only effective through formal channels, but also through hands-on experiences that are participatory and contextual. The active involvement of students in organizations, committees, and routine activities has been proven to be able to form character and social skills gradually through the process of habituation and internalization of values. Thus, extracurricular activities become an important medium in building a balance between the intellectual, emotional, and social intelligence of students.

The strength of this paper lies in the contribution of science in enriching the study of soft skills development in the pesantren environment with a more comprehensive approach. This research not only highlights the results, but also the process of developing soft skills through the stages of planning, implementing, and evaluating extracurricular activities. In addition, the use of a qualitative approach with case study design and grounded research provides depth of analysis of the phenomenon being studied. Another contribution is to strengthen the perspective that pesantren as traditional educational institutions have great potential in developing soft skills contextually based on Islamic values. This study also presents important variables such as the role of coaches, student participation, and social environment as determining factors for the success of soft skills development.

However, this study has some limitations. First, this study is limited to one location, namely the An-Nashiriyah Islamic Boarding School on Bawean Gresik Island, so the results cannot be generalized to all Islamic boarding schools. Second, the limitations in the variation of respondents, both in terms of gender and age, make the picture obtained not fully representative. Third, the use of qualitative methods causes the results of the research to be more in-depth but less to provide a broad quantitative picture. Therefore, further research is needed by involving more locations, considering gender and age variations in students,

and using mixed methods or surveys to obtain more comprehensive data. The results of the follow-up research are expected to be the basis for formulating education policies that are more targeted in developing students' soft skills in various Islamic boarding school contexts.

REFERENCES

- Aceh, U. M., Bata, L., Aceh, B., Masyitah, I., Aceh, U. M., Bata, L., & Aceh, B. (2022). Ekstrakurikuler di Pesantren Moderen: Sebuah Upaya dalam Pembentukan Karakter Santri Extracurricular at Modern Islamic Boarding School: An Effort in Character Building Santri. *Jurnal Ilmiah Edukasi Islam*, 5(2), 278–304. <https://doi.org/10.22373/jie.v5i2.13453>
- Ahwarumi, B., Munir, A. S., & Hidayah, L. (2025). Pelatihan dan Pengembangan Soft Skill Santri Pondok Pesantren Sunan Drajat Lamongan. *Jurnal Pendidikan Islam*, –, 117–129.
- Asyhari, M. S., & Budianto, K. (2025). Integrasi Nilai-Nilai Tradisional dan Manajemen Modern dalam Transformasi Kelembagaan Pesantren: Studi Multi-Kasus pada Pesantren Unggulan di Indonesia. *Jurnal Manajemen Pendidikan Islam*, 9, 1096–1115.
- Chodimuddin, M., & Wafirah, M. (2025). Manajemen Strategi Pondok Pesantren Al Mushafiyah dalam Mengembangkan Soft Skill Santri. *Jurnal Manajemen Pendidikan*, 4, 32–48.
- Inayah, S., Umami, I., Mujib, A., Jurai, U., & Lampung, S. (2025). Hidden Curriculum dalam Pengembangan Soft Skill Santri di Pondok Pesantren Darul A'mal Kota Metro. *Jurnal Pendidikan Islam*, 2(3), 3591–3600.
- Jannah, U. Q., & Baharun, H. (2025). Strategi Komunikasi Organisasi untuk Keuntungan Public Trust Pondok Pesantren Advantage: Focus on Building Trust. *Journal of Educational Management Research*, 1(1).
- Kintara, A. F. (2025). Peran Kultur Pesantren dalam Penguatan Karakter Kepemimpinan Santri Berbasis Nilai-Nilai Islam. *Intelektualita*, 14. <https://doi.org/10.19109/intelektualita.v14i2.33964>
- Mubarok, M. S., Hariani, L. S., & Farida, O. (2026). Integrasi Manajemen Pendidikan Karakter Berbasis Pesantren dalam Penguatan Keterampilan Sosial. *DSJPIPS*, 5(1), 93–102. <https://doi.org/10.18860/dsjpips.v5i1.24145>
- Muhamad. (2024). Pengembangan Ketrampilan Soft Skill Santri di Pondok Pesantren Tahfizh Wadil Quran Tangerang. *Jurnal Pendidikan Islam*, 4(2), 165–175.
- Mukromin, M. (2024). Yogyakarta 2024. –, –, 2045.
- Mundiri, A., & Muthmainnah, A. (2021). Power and Ability in Increasing Compliance; The Origin of Leaders' Influence in Pesantren. *Managere: Indonesian Journal of Educational Management*, 3(3), 211–224. <https://doi.org/10.52627/managere.v3i3.117>
- Pendidikan, J., Ibtidaiyah, M., Pondok, D. I., & Nurudluha, P. (2025). El Robih: Heni Faturrohmah. *El Robih*, 2(1), 50–65.
- Robi, O., & Npm, A. R. (2023). Melalui Ekstrakurikuler di Pondok Pesantren Putri Al-Mahrusiyah Universitas Islam Tribakti (UIT) Lirboyo Kediri Fakultas Tarbiyah Program Studi Pendidikan Agama Islam dan Keguruan. –.
- Rozi, F., & Hasanah, U. (2021). Nilai-Nilai Pendidikan Karakter; Penguatan Berbasis Kegiatan Ekstrakurikuler Pramuka di Pesantren. *MANAZHIM: Manajemen*

Safira. (2025). 21502300431. –.

Saputra, M. R. (2022). Efektivitas Manajemen Ekstrakurikuler dalam Pengembangan Keterampilan Pidato Santri di Pondok Pesantren. *Jurnal Pendidikan Islam*, 1(2), 1–16.

Shalihah, H., & Tohet, M. (2020). Implementasi Trilogi Santri dalam Menumbuhkan Kesadaran Berbangsa dan Bernegara di Pondok Pesantren Nurul Jadid Paiton Probolinggo. *Inspiratif Pendidikan*, 9(2), 53. <https://doi.org/10.24252/ip.v9i2.14620>

Subagja, S. (2016). Paradigma Nilai-Nilai Kepemimpinan Profetik (Spirit Implementasi Model Kepemimpinan di Lembaga Pendidikan Islam). *Progresiva: Jurnal Pemikiran dan Pendidikan Islam*, 3(2). <https://doi.org/10.22219/progresiva.v3i2.2062>

Tahrim, T. (2025). Efektivitas Program Ekstrakurikuler dalam Meningkatkan Soft Skill. *Jurnal Pendidikan*, 10(2), 276–290.

Zamroni, Z., Baharun, H., Hefniy, H., Bali, M. M. E. I., & Hasanah, K. (2020). Leader Member Exchange dalam Membangun Komunikasi Efektif di Pondok Pesantren. *El-Buhuth: Borneo Journal of Islamic Studies*, 77–89. <https://doi.org/10.21093/el-buhuth.v3i1.2850>