



## EXTRACURRICULAR MANAGEMENT AT MTsN 1 PESAWARAN LAMPUNG PROVINCE

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### Abstract:

*Madrasahs not only have the responsibility and duty to carry out the learning process in developing science and technology, but must maintain and improve both physical and spiritual health. The development of extracurricular activities is very important to be part of the self-development of students in the madrasah. So the management of learner development is a factor that must be taken seriously and must be managed through effective management of learner development. This study aims to describe Extracurricular Management at MTsN 1 Pesawaran with indicators: planning, organizing, implementing and supervising. This research uses a qualitative approach with descriptive research type. The data sources of this research are the Head of Madrasah, head of curriculum, head of student affairs, counseling teacher, extracurricular coaches and students. The data collection techniques were carried out through observation, interviews and documentation. The results of this study indicate that extracurricular management at MTs N 1 Pesawaran through: (1) extracurricular planning which is carried out at the beginning of each new school year, by involving counseling teachers through the "SELAKSA PEMIKAT" website (2) extracurricular organization is carried out based on meetings in each new school year and a decree of the madrasah head which is carried out by extracurricular coaches and trainers by dividing tasks according to their abilities and expertise. (3) extracurricular implementation is carried out according to schedule, with an extracurricular coach approach, (4) extracurricular supervision which is directly supervised by the coach every day and is carried out quarterly by the head of curriculum and head of student affairs, by making reports every week and discussed at the end of the school year. Judging from the extracurricular management process at MTsN 1 Pesawaran, it runs well and is conducive as evidenced by the achievements achieved both at the madrasah, district, provincial and international levels.*

**Keywords:** Management and Extracurricular

### INTRODUCTION

Special Service Management (SCM) in a school/madrasah is an important part of effective and efficient School-Based Management (SBM). Madrasah is one of the facilities that can be used to improve the quality of the Indonesian nation. This is in accordance with the mandate of the National Education System Law which contains the objectives of national education. To fulfill these duties and responsibilities, madrasahs require special service management that can manage all the needs of their students, so

that these educational objectives can be achieved. In student management itself, there are special student services in a school, and are an important part of effective and efficient School-Based Management (SBM). (Hakim, 2016)

The tight competition in extracurricular activities in the world of education lately shows that madrasahs must strive to manage their educational activities well and efficiently. Educational management is expected to be able to deliver students to become students who excel in various fields in competitions held for students both in terms of academics and non-academically. Madrasahs that can become champions will gain more trust from the community. Ina Magdalena, Fitri Ramadanti, and Nurul Rossatia, "Efforts to Develop Elementary School Students' Talents or Abilities Through Extracurricular Activities," 2020, 122.

In the era of technology and global competition, social skills and soft skills are becoming increasingly important. Extracurricular activities encourage students to interact, collaborate, and communicate with others. (Intan Oktaviani Agustina et al., 2023) At the junior high and high school levels, extracurricular activities increase in type, such as the School Health Program (UKS), arts activities, school security patrols, and sports activities. This is adjusted to the target students who have begun to find their identity. Wildan Zulkarnain, Special Service Management in Schools (Bumi Aksara, 2022). pp. 59-60.

Extracurricular activities are activities that are often intended to develop one of the subject areas of interest to a group of students, such as sports, arts, and various skills and scouting activities. Muhammad Bahagia, "Extracurricular Management in Improving Graduate Quality," *Journal of Education and Teaching* 3, no. 1 (2024): 1–9. The scope of extracurricular activities is in the form of activities that can support and support intracurricular programs. (Wurdianto, 2020) These extracurricular activities are carried out outside of class hours as a means of developing students' personal lives through various activities. (Hanafi et al., 2020)

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2013 concerning the implementation of the curriculum guidelines for extracurricular activities in Appendix III, it is stated that in the 2013 Curriculum, extracurricular activities are divided into mandatory extracurricular activities and optional extracurricular activities. Article 3 of Law Number 20 of 2003 concerning the National Education System states that national education aims to develop the potential of students to become people who believe and fear God, have noble character, are healthy and knowledgeable as well as capable and creative, independent, and become democratic and responsible citizens. Nurholis, "Extracurricular Student Management in Improving Student Achievement" (PT Arr rad Pratama, 2023), 23.

So to realize the educational goals are not only enough to be achieved with formal education but also with non-formal education or extracurricular education. Educational institutions are one of the means to achieve the nation's ideals as above. Success in organizing educational institutions will depend greatly on the management of supporting components for implementing activities, such as curriculum management, students and financing, implementing personnel and facilities and infrastructure in schools.

The existence of extracurricular activities is a forum for students to gather based on their interests, talents, and tendencies to be active and creative outside the curricular program. (Wahyudin & Zohriah, 2023) In terms of supporting students' self-development, according to Suryosubroto, extracurricular activities are very possible to develop the potential that students already have outside of learning activities, through the help of guidance and counseling teachers or supervising teachers who are competent in their fields. (Mus & Basri, 2022) Extracurricular activities are activities that are usually carried out outside the classroom and outside of class hours to develop the potential of human resources owned by students, both related to the application of the knowledge they have obtained or in a special sense to guide students in developing their potential and talents. Qiqi Yulianti Zakiyah and Ipit Saripatul Munawaroh, "Management of Madrasah Extracurricular," *Jurnal Isema: Islamic Educational Management* 3, no. 1 (2018): 41–51. . In surah Al-Isra verse 84 it is stated:

قُلْ كُلٌّ يَعْمَلُ عَلَى شَاكَلَتِهِ فَرَبُّكُمْ أَعْلَمُ بِمَنْ هُوَ أَهْدَى سَبِيلًا (الاسراء/17: 84)

Meaning: Say (Prophet Muhammad), "Every person acts according to his own disposition." So your Lord knows best who is best guided in the way. (Al-Isra'[17]:84)

The verse above explains that every human being (student) has potential, drive and disposition (talent) according to the tendencies and desires of his conscience. This potential, if bad/not good, must be immediately avoided/prevented, while if it is good, it must be nurtured, maintained and developed. Quoted from a journal according to Ali & Asrori, talent is an innate ability that is still potential or hidden, while talent must go through serious and systematic training and development in order to become a reality. And according to Silahudin, Interest is a person's tendency to focus on things they like, while talent is an ability that requires special training to develop it into skills, knowledge, and special abilities in certain fields, such as sports, dance, language and so on. (Yusriyah & Retnasari, 2023)

Extracurricular work is part of student management under the coordination of the vice principal for student affairs. Student activities are divided into curricular and extracurricular activities. These two types of learning simultaneously determine the quality of the outcome of educational institutions. The principal of the madrasah plays an important role in building good conditions, namely by providing the best possible curricular and extracurricular learning facilities to create good and quality graduates. Extracurricular activities can be said to be successful if they can develop the talents and interests of students well and broaden students' horizons. Effective extracurricular management can not only support the success of intracurricular programs, but also support the success of education in general.

Management is an activity that cannot be separated from the world of education, because it greatly influences the development of the world of education, even educational problems in the world of education are also caused by management activities that are not carried out properly. The development of national education today increasingly requires better management or administration. It can be said that the education crisis faced by the nation today revolves around a management crisis. Suyitno Suyitno, "Increasing Madrasah Competitiveness Through Optimization of Extracurricular Programs," *EDUKATIF: Journal of Educational Sciences* 3, no. 4 (2021), 61–69.

Erjati Abas according to George R. Terry, in his book *Malayu Hasibuan Management* is a process consisting of planning, organizing, mobilizing and supervising which is carried out to achieve the goals set by using human resources and other resources. Erjati Abas, *Basics of Islamic Education Management*, ed. Riyuzen Praja Tuala (Bandar Lampung: Pusaka Media, 2021). h 7. According to George R. Terry, the stages of management implementation go through 4 stages, namely: Planning, Organizing, Actuating and Controlling. George R Terry, *Basics of Management Revised Edition* (Bumi Aksara, 2021), 26. These four management functions are abbreviated as POAC

Based on the preliminary research results conducted by the author on February 28, 2024, MTsN 1 Pesawaran conducted coaching with various activities, both co-curricular and extracurricular activities. MTs N 1 Pesawaran is a state madrasah within the Ministry of Religion of Pesawaran Regency located in Kedondong Village, Kedondong District, Pesawaran Regency. With a total number of students reaching 1058 with 463 male students and 595 female students and are required to participate in activities that have been arranged by the Madrasah. In extracurricular activities, students are required to participate in at least one extracurricular activity.

The success of MTs N 1 Pesawaran in fostering students through extracurricular activities in the form of superior achievements is in the field of sports, meaning that coaching in extracurricular activities shows success in the form of student achievements in competency events. In 2019, MTs N 1 Pesawaran became a superior madrasah because it won various competitions, and none other than because MTsN 1 Pesawaran won the KSM (Madrasah Science Competition) competition at the Ministry of Religion of the Republic of Indonesia level., recently the madrasah won second place in the KSM at the Pesawaran district level. added on Sunday, October 27, 2024, MTsN 1 Pesawaran was trusted by FYBI (Indonesian Youth Band Federation) Lampung at the 2024 Kemenpora

Cup national championship and proudly won the overall champion in the championship.

**Table 1.1**  
Non-Academic Achievements or Student Competition Winners at MTs N 1 Pesawaran

NO	TAHUN	JUMLAH	KETERANGAN
1.	2020	-	The achievements of students at MTsN 1 Pesawaran this year were passive and did not participate in any competition branches because this year there was a Covid-19 outbreak.
2.	2021	11 Peserta didik	The achievements of students at MTs N 1 Pesawaran this year have non-academic achievements only in the madrasah scope.
2	2022	27 Peserta didik	In 2022, MTs N 1 Pesawaran has student achievements in the field of sports including 1st place in futsal, 2nd place in badminton between districts and 3rd place in basketball between schools. While in the field of arts, including 3rd place in creative dance organized by SMK Gading Rejo, 1st place in Pomsae organized by Fopda Lampung Province. Then in the field of scouts, 2nd place in PBB organized by district level
3	2023	36 Peserta didik	Data on the achievement of MTs N 1 Pesawaran students in 2023 amounted to 36 people, with organizers throughout Lampung province. The author mentions some of them in the field of sports, 1st place in badminton, inter-provincial competition, 1st place in futsal at the district level and 3rd place in futsal at the provincial level, in the field of arts, winning creative dance, tahfidz, poetry, preacher, favorite poetry, pomsai, while in the field of scouts, including PBB champion, Tapak camping, cheers.

Source: Document of MTs N 1 Pesawaran

MTs N 1 Pesawaran has various extracurricular activities, including: Muhadoroh sports, 2) Hadroh, 3) Scrabble, 4) Scouts, 5) Religion, 6) Social Studies Olympiad, 7) Mathematics Olympiad, 8) English Olympiad, 9) Physics Olympiad, 10) Biology Olympiad, 11) Tahfidz, 12) Tilawah, 13) Dance, 14) Taekwondo, 15) Table Tennis, 16) Badminton, 17) Football.

Extracurricular activities at MTs N 1 Pesawaran have often won various competitions at the Regency, Ministry of Religion of the Republic of Indonesia, and even at the national level. MTs N 1 Pesawaran's achievements in sports include: 1st place in the Provincial Pomsai Team, 1st place in the Regency LKBB, and others. In addition to extracurricular activities in the form of sports, MTs N 1 Pesawaran also carries out other extracurricular activities such as Islamic spirituality, including: congregational prayer, dhuha prayer, tilawahtul qur'an, and tahfidzul qur'an. Madrasah is famous for its excellence in the field of religion where MTsN 1 Pesawaran also excels in various types of religious competitions including: 2nd place in the D'ai Radar TV competition, 2nd place in 1 juz tahfiz held by the Pesawaran Ministry of Religion, 2nd place in the provincial MTQ, 2nd place in the provincial Daiyah, 2nd place in the provincial MTQ, 4th place in female tilawah and 4th place in the Qur'an recitation.

This activity was motivated by the desire of the Madrasah for students to have good morals. Currently, the issue of morals is very important to pay attention to, because students live and socialize with friends who have different backgrounds. There are students who need attention because they have not fully obeyed school regulations related to religious activities such as not participating in congregational prayers.

Conditions like this require extracurricular activities in the form of rohis (Islamic spirituality). Rohis is very much needed by the Madrasah to foster students so that they have good religious behavior.

By looking at the situation and conditions at MTsN 1 Pesawaran, the author chose MTsN 1 Pesawaran as the location of the study, because the madrasah is one of the superior madrasahs and is committed to fostering generations to develop their potential and prepare an intelligent, creative, competitive, and independent Islamic generation. Based on the explanation above, the author is interested in researching "Extracurricular Management at MTs N 1 Pesawaran". With the purpose of this study: Knowing the Planning, Organization, Implementation of Extracurricular and Supervision of Extracurricular Activities at MTs N 1 Pesawaran.

## **RESEARCH METHODS**

Research Approach using qualitative research is an approach in conducting research that is oriented towards natural events or symptoms. Zuchri Abdussamad, *Qualitative Research Methods* (cv Syakir Media Press, 2021), 30. Qualitative research is research that intends to understand the phenomena of what is experienced by research subjects, for example behavior, perception, motivation, actions, in a comprehensive manner, by describing in the form of words and language, in a natural context by utilizing various natural methods. The type of research used in this study is field research or case study, namely research conducted by exploring data sourced at the research location.

Data sources consist of primary data and secondary data. Primary data is obtained or collected directly. Therefore, the primary data are the head of the madrasah, Deputy Head of Student Affairs, Deputy Head of Curriculum, BK teachers, Extracurricular Supervisors, Students. Secondary data is data that can support primary data, secondary data is obtained through literature studies sourced from books, journals, articles, and previous research. Diding Bajuri M.Si, *Analysis of the Quality of Public Services of Pagandon Village Apparatus, Kadipaten District, Majalengka Regency*, *Journal: State Administration Science*, Vol. VI, No. 1 (2013), 14. In this case, secondary data comes from previous research in the form of school data.

Data collection is carried out in order to obtain the information needed to achieve the research objectives. Maryam B. Gainau, *Introduction to Research Methods* (Yogyakarta: PT. Kanisius, 2021), 105. In this study, several techniques were used, namely 1) direct interviews (head of madrasah, curriculum vice principal, student affairs vice principal, guidance and counseling teacher, extracurricular instructor, students. 2) Observation is data collection that involves social interaction between researchers and research subjects or information, 3) Documents needed in this study are documents regarding the profile and history of the madrasah, vision and mission, student data, and madrasah achievement documents.

The data analysis technique used by the author in this study is descriptive data analysis. Data analysis according to Miles and Huberman is divided into three streams of activities that occur simultaneously. The three streams are as follows: 1) Data Reduction Zuhri Abdussamad, *Qualitative Research Methods*, (Publisher: CV Syakir Media Press, 2021), 161. 2) After the data is reduced, the next step is to display the data, it will make it easier to understand what is happening, presenting data in qualitative research is with narrative text. Prof. Dr. Sugiyono, *Qualitative Quantitative Research Methods and R & D* (Bandung: Alfabeta CV, 2013), .248. 3) The next step in data analysis is drawing conclusions and verification. Zuhri Abdussamad, *Qualitative Research Methods*, (Publisher: CV. Syakir Media Press 2021), 162. Testing the validity of data in qualitative research uses the terms credibility, transferability, dependability and confirmability. Rifa'i Abubakar, *Introduction to Research Methodology* (Yogyakarta: Suka-Press, 2021), 130. Checking the validity of the data in this study uses source triangulation techniques.

## **RESULTS AND DISCUSSION**

This research was conducted in one of the educational institutions located in Kedondong, Pesawaran Regency. More precisely in MTsN 1 Pesawaran, Lampung

Province. The researcher conducted a study on Extracurricular Management at MTsN 1 Pesawaran. The researcher obtained the data through observation, interviews and documentation. The following are the results and data analysis that the author did as follows:

### 1. Planning Extracurricular Activities at MTsN 1 Pesawaran

Based on the results of interviews in the field with 6 informants related to planning in Extracurricular Management at MTsN 1 Pesawaran, Lampung province, it is carried out by holding a meeting at the beginning of each new school year to determine the goals and objectives of the activities, structure, activity schedule, activity location, making work programs in one semester, and the form of activities in each extracurricular activity at MTsN 1 Pesawaran. MTsN 1 Pesawaran conducted a needs analysis using a website created by the BK teacher, namely SELAKSA PEMIKAT where students were asked to fill in google foam regarding what interests and talents they would choose. In compiling this extracurricular activity program, there are several programs, namely religious programs, sports programs, arts and skills programs, with the most popular programs being football, scouts, tahfidz and dance. The parties involved in extracurricular activities at MTsN 1 Pesawaran are the head of the madrasah, the vice principal for curriculum, the vice principal for student affairs, the guidance and counseling teacher, and the extracurricular teacher/supervisor.

This is in line with the theory presented by Wildan in his book stating that in the planning stage includes analysis of the need for special extracurricular services for school residents and the preparation of special extracurricular service programs for students. Several things that need to be considered by schools in planning extracurricular activities, namely: activity materials can provide benefits for students' mastery of subject matter, do not burden students too much, can utilize the potential of the surrounding environment, and do not interfere with the main tasks of students and teachers. In QS. At-Taubat verse 122 Allah SWT says:

﴿ وَمَا كَانَ الْمُؤْمِنُونَ لِيَنزِرُوا كَافَّةً فَلَوْلَا نَفَرَ مِن كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ ﴾ (التوبة/9: 122)

*Meaning: It is not appropriate for all believers to go (to the battlefield). Why didn't some of each group of them go (stay with the Messenger of Allah) to deepen their religious knowledge and warn their people when they returned, so that they could protect themselves? (At-Taubah[9]:122)*

This verse emphasizes the importance of planning and managing existing resources, as well as a deeper understanding of needs (in this context, for religious purposes) to achieve greater goals. In the context of extracurricular activities, this can be interpreted as the need for a needs analysis to ensure that the activities held can develop students' potential in a way that suits their interests and talents.

Extracurricular activities are a forum for students to gather based on their interests, talents, and tendencies to be active and creative outside the curricular program. Before extracurricular activities take place, the teacher supervising the extracurricular activities should prepare a plan for the extracurricular activities that will be implemented.

The scope of extracurricular activities are activities that can support and support intracurricular programs, namely developing students' knowledge and reasoning abilities, skills through their hobbies and interests, and developing attitudes in intracurricular and curricular programs. Abdul Majid Et Al., "Extracurricular Management in Increasing Student Independence," Mubtadiin Journal 8, No. 02 (2022), 55. In the planning process carried out by MTsN 1 Pesawaran, this is in accordance with what is contained in the Al-Qur'an, Surah Al-Hasyr verse 18, Allah SWT says:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَانْتظِرُوا نَفْسَ مَا قَدَّمْتُمْ لِعَدَاةٍ وَأَتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ (الحشر/59: 18)

*Meaning: O you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the afterlife). Have faith in Allah. Indeed, Allah is very careful about what you do. (Q.S Al-Hasyr[59]:18)*

The verse explains that planning activities are very important to determine a number of jobs that must be carried out later. Each individual is required to be able to make plans about the activities to be carried out. Formulate planning activities by choosing and making future estimates with certain activity formulations that follow.

Basically, what is wanted to be achieved in every organization, institution or is how the planning made can achieve the target. In essence, planning is a series of processes of activities to prepare decisions about what is expected to happen (events, conditions, atmosphere, and so on) and what is done (intensification, existence, revision, renovation, substitution, and so on). Jhonny Syahkuan et al., *Strategic Management in Organizations* (NEM Publisher, 2022), 57.

Based on the explanation above, it can be seen that there is a match between theory and practice in the field. This can be seen from extracurricular activities that require planning. By planning, things that are possible to be considered first, what needs to be prioritized is prioritized so that it can be considered in

## **2. Organizing Extracurricular Activities at MTsN 1 Pesawaran**

Based on field data with 6 informants related to the organization of extracurricular activities at MTsN 1 Pesawaran before carrying out extracurricular activities, the madrasah organizes where in the organizing process carried out at MTsN 1 Pesawaran it begins with determining each management structure that is implemented when starting a new school year by dividing tasks in each field of extracurricular activities, vice principal for student affairs, vice principal for curriculum, the teachers and supervisors of each extracurricular activity will discuss the division of who is responsible for extracurricular activities at MTsN 1 Pesawaran through a selection process and is appointed directly by the principal of the Madrasah. Then within the scope of students, they form a chairman, secretary and treasurer in each extracurricular activity as those responsible within the scope of students.

This is in line with what is explained in Wildan Zurkanain's book that in the stage of organizing extracurricular activities according to Wildan, it begins with forming the management structure of each existing extracurricular activity. In this case, the chairman, vice chairman, treasurer, and management section that handles extracurricular activities are determined. Each extracurricular certainly has a different management structure from each other. The most important thing in organizing extracurricular activities is the division of tasks, authority, and responsibility, which should be adjusted to the experience, talents, interests, knowledge, and personality of each person needed to carry out these tasks. Bafadal quoted from Erjati Abbas' book, that organizing is the entire process of arranging and allocating work, distributing authority to resources among members of the organization. Abas, *Basics of Islamic Education Management*.h 73. Organizing is a way of arranging work and allocating work among members of the organization so that the goals of the organization can be achieved effectively and efficiently. One of the principles of organization is the division of all tasks into various elements of the organization proportionally, in other words, effective organization is dividing and structuring tasks into sub-sub. Rusdin Tahir et al., *Management: Concepts, Principles, and Applications* (PT. Sonpedia Publishing Indonesia, 2023), 34. The coordination process is carried out based on policies or decrees from the principal. Extracurricular activities will not be successful if they are not managed properly by the madrasah. In line with Juhaeti Yusuf's theory that in terms of organization, the main division of tasks that have the obligation and authority to manage is the principal of the madrasah followed by the vice principal for student affairs, student council and extracurricular supervisors. Wildan Zulkarnain, *Special Service Management in Schools* (Bumi Aksara, 2022), 51.

Determining each management in extracurricular activities at MTsN 1 Pesawaran, the principal of the madrasah makes a decree by coordinating and communicating with teachers regarding extracurricular activities based on Law no. 20 of 2003 and Permendikbud no. 62 of 2014. The process of organizing and regulating is very necessary in an organizational group in the field of student affairs, this is evidenced by

the division of tasks and responsibilities in each member of extracurricular activities in order to facilitate the implementation of extracurricular activities so that they can run effectively and efficiently. To support the smooth running of efficiency and effectiveness of extracurricular activity guidance, it is necessary to prepare a student guidance activity program. Components that need to be included in the preparation, implementation, assessment, and follow-up stages of extracurricular activities. In the program, the instructor also makes a connection between the training material and its integration with the subjects at school, then the scout extracurricular training schedule is also well documented. (Triyono, 2019)

At MTsN 1 Pesawaran, each extracurricular instructor has a program related to the material from extracurricular activities by making preparations, compiling activity programs in the follow-up of extracurricular activities from year to year. To make a good organization, to become an administrator, you also choose the membership and the competent parts are chosen.

### **3. Implementation of Extracurricular Activities at MTsN 1 Pesawaran**

Based on the results of research findings in the field with the implementation of extracurricular activities at MTsN 1 Pesawaran are arranged and regulated through meetings to determine who and when extracurricular activities are carried out then in the form of a decree of the head of the madrasah so that the implementation of extracurricular activities carried out can run smoothly and directed in accordance with the decree of the head of the madrasah. In the implementation of extracurricular activities at MTsN 1 Pesawaran, it starts from the beginning of the school year, with the formation of supervisors and trainers from each activity and a schedule that has been made for each activity so that in its implementation it does not collide by utilizing the facilities and infrastructure that have been provided by the madrasah, students can participate in extracurricular activities according to their talents and interests. Students at MTsN 1 Pesawaran are given the freedom to choose what extracurricular activities they want according to their talents and interests, and students themselves are required to choose at least one extracurricular activity that they are interested in. In the implementation of extracurricular activities at MTsN 1 Pesawaran, it facilitates religious, sports, arts and skills activities with competent instructors and trainers in their fields. The facilities provided by the madrasah in extracurricular activities have also been fulfilled, even if there are deficiencies in the facilities, the madrasah is immediately alert to be able to fix them so that extracurricular activities can run optimally.

This is in accordance with what Wildan stated in his book explaining that every implementation of extracurricular activity programs should be attempted in a conducive atmosphere, not too burdensome for students, and not detrimental to school curricular activities. The implementation of activities is consistent as scheduled and published. It is explained in Wildan's book according to Sopiadin that in the implementation of extracurricular activities it refers to several things, namely the spectrum of activities including religious activities, sports, arts and culture, organizing, entrepreneurship and social activities.

A Muslim must have prime physical fitness, namely by routinely exercising. One of the sports recommended by the Prophet is horse riding, as he said in the hadith narrated by Bukhari Muslim.

Teach your children horse riding, swimming and archery” (HR Bukhari Muslim).

This hadith shows the importance of teaching physical skills, which can also be part of extracurricular activities, such as sports, martial arts, or other physical activities. Then the Prophet Muhammad SAW also encouraged his people to have skills and expertise in various fields, including art. One of the hadiths related to skills is:

“Indeed, Allah loves that if someone among you does a job, then he does it well.” (HR.Muslim)

This principle can be applied in extracurricular activities in the field of art, where students are taught to hone their skills in art seriously and with good intentions.

The instructor who is appointed and responsible to the head of the madrasah,



each student has the same right to be able to participate in extracurricular activities, and each student should be required to be able to participate in one form of extracurricular activity that they are interested in.

This implementation is the third step after planning and organizing. In simple terms, implementation can be interpreted as application. Quoted from a journal, Siagian S.P stated that the Definition of Implementation is the entire process of providing work motivation to subordinates in such a way that in the end they are willing to work sincerely in order to achieve organizational goals efficiently and economically. Syamsuddin Syamsuddin, "Implementation of Management Functions in Improving the Quality of Education," *Idaarah* 1, no. 1 (2017), 33.

In Islam, actuating has been explained by Allah SWT in the Al-Qur'an surah At-Taubah verse 105 which reads:

وَقُلْ اَعْمَلُوا فَسَيَرَى اللّٰهُ عَمَلَكُمْ وَرَسُولُهُ وَالْمُؤْمِنُونَ وَسَتُرَدُّونَ اِلَىٰ عِلْمِ الْغَيْبِ وَالشَّهَادَةِ فَيُنَبِّئُكُمْ بِمَا كُنْتُمْ تَعْمَلُونَ (التوبة/9: 105)

*Meaning: "And say, "Work, then Allah will see your work and so will His Messenger and the believers, and you will be returned to (Allah) the Knower of the unseen and the seen, then He will inform you of what you did." (QS At-Taubah [9]: 105)*

The content of the verse above explains that hard work, smart work and cooperation are needed. In the movement there is also a mandate, namely the mandate regarding the work assigned to him. The mandate that will be held accountable is not only from humans but also from Allah SWT. All existing resources must be optimized to achieve the vision, mission and work program of the organization. The implementation of work must be in line with the work plan that has been prepared.

Quoted from the book by Erjati Abbas according to Hersay and Blanchard, Actuating is an activity to foster a situation that can directly direct the drives that exist within a person to activities to achieve organizational goals. Abas, *Basics of Islamic Education Management*.h 78-79. This implementation is an activity where managers direct and influence their subordinates so that they carry out the tasks assigned to them, well and efficiently. A conducive work atmosphere and environment (helps) carry out tasks well.

With the conformity between theory and practice in the field, the Head of the Madrasah at MTsN 1 Pesawaran gave advice to each instructor in this extracurricular activity so that its implementation can run conducive. The implementation of extracurricular activities is fully carried out within the Madrasah on Fridays and Saturdays after class hours are over. Students themselves are the main actors in the implementation of extracurricular activities, with students participating in extracurricular activities, participating in several competitions that can bring the name of the Madrasah to the outside world through the implementation of extracurricular activities, obeying the rules and forming good character and morals, it is a form of the result of the implementation of extracurricular activities at MTsN 1 Pesawaran.

#### **4. Supervision of Extracurricular Activities at MTsN 1 Pesawaran**

Based on the results of research findings in the field related to the supervision of extracurricular activities at MTsN 1 Pesawaran. In the supervision of extracurricular activities at MTsN 1 Pesawaran is carried out directly by the principal of the madrasah related to the assessment of all personnel involved, with the performance of the coordinator or supervisor supervised by the vice principal for student affairs, the performance of the trainer is supervised by the supervisor, and the students are supervised by the trainer and sometimes the Government or related education office supervises extracurricular activities at the madrasah through broader inspections or evaluations, for example to ensure the quality standards and relevance of extracurricular activities. Supervision at MTsN 1 Pesawaran is carried out continuously and all of these supervisions have different criteria. The preparation of reports at the end of each school year is in the form of a rubric of the results of what has been implemented. Supervision is carried out daily by the extracurricular supervisor and quarterly by the deputy for curriculum and student affairs, intended to control the development of extracurricular

activities at MTsN 1 Pesawaran. The supervisors of each extracurricular are asked to make reports and results of the extracurricular activities they supervise, then the reports made are submitted to the deputy for student affairs to be able to see the support and obstacles in extracurricular activities. And with the reporting it will be known whether the extracurricular activities are running according to what has been planned.

This is in line with the supervision stage According to Wildan in the book Management of special services in schools This stage of the evaluation of extracurricular activity programs is intended to collect data or information regarding the level of success achieved by students. Quoted from the book Erjati Abbas According to Sondang P. Siagian, supervision is all efforts to empower operational activities to ensure that the situation is in accordance with the plan that has been set.

In connection with this, Allah SWT says in the Qur'an, Surah Al-An'am verse 103:  
لَا تَدْرِكُهُ الْأَبْصَارُ وَهُوَ يُدْرِكُ الْأَبْصَارَ وَهُوَ اللَّطِيفُ الْخَبِيرُ ( الانعام/6: 103 )

*Meaning: He cannot be reached by eye sight, whereas He can reach all sight. He is the Most Subtle, Most Accurate. (Al-An'am/[6]:103)*

If we pay attention to the verse above, then the first and foremost supervisor is Allah SWT, not humans. If there is a high moral awareness from everyone about the existence of Allah in every time and opportunity and in every place where humans are active, then deviations will not occur. What has been planned will be carried out correctly according to the results of the deliberation and by utilizing material resources as needed to achieve organizational goals. Islam strongly emphasizes theological awareness of the presence of Allah in every person, place and situation. Therefore, extracurricular activities at MTsN 1 Pesawaran in every activity are always supervised by the supervisor of each extracurricular activity, then the madrasah also does not let go, which means always controlling the development of students who participate in the activity.

## CONCLUSION

Based on the research that the researcher has conducted at MTsN 1 Pesawaran regarding Extracurricular Management, it can be concluded that MTsN 1 Pesawaran has experienced an increase in non-academic achievements from 2019 to 2024. This is evidenced by superior achievements in the field of sports. The Madrasah is famous for its excellence in the field of religion where MTsN 1 Pesawaran also excels in various types of religious competitions. There are many achievements in terms of non-academics achieved by MTsN 1 Pesawaran due to the extracurricular management that is implemented. Where at the beginning of each school year a meeting is held regarding extracurricular activities at MTsN 1 Pesawaran. By analyzing the needs of students through a website specially created by the Madrasah to be able to find out the talents and interests of students through SELAKSA PEMIKAT. In the preparation of a special extracurricular service program related to what programs will be implemented, the preparation of the specified schedule is on Friday and Saturday after the learning activities are completed, the place of the activities carried out entirely in the madrasah environment, by utilizing human resources from the madrasah itself as mentors for each extracurricular activity and calling special experts from outside. MTsN 1 Pesawaran in the formation of the structure and also the division of tasks, authority and responsibility is based on the results of the meeting then a decree from the madrasah is issued where the mentors for each extracurricular activity are people who are competent in their fields, plus calling special trainers to be able to help train students at the madrasah. Extracurricular activities are directly supervised by the mentors and trainers of each activity, which are then reported to be able to assess the development of students with adequate facilities. The head of the madrasah is always alert every time he receives a report of obstacles or obstacles in extracurricular activities.

Therefore, the author would like to convey recommendations, including for extracurricular instructors and extracurricular activity trainers, to continue to upgrade and foster students so that they can continue to develop and compete in the outside

world, and continue to provide support to students in madrasas so that they always participate in extracurricular activities at MTsN 1 Pesawaran.

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