

THE IMPLEMENTATION OF MANAGEMENT FUNCTIONS IN EXTRACURRICULAR ACTIVITIES TO ACHIEVE THE INSTITUTIONAL GOALS OF MIS AL-QUBA MEDAN

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Abstract

The management of extracurricular activities plays a strategic role in supporting the achievement of educational institutions' goals, but the implementation of management functions often faces various obstacles that hinder its effectiveness. This study aims to describe the implementation of management functions in extracurricular activities at MIS Al-Quba Medan and identify the obstacles and solutions applied. The research approach uses a descriptive qualitative method with data collection techniques through observation, interviews, and document analysis. The results of the study indicate that management functions are implemented through systematic planning, effective organization, targeted implementation, and routine evaluation. The obstacles faced include a lack of parental support, low student discipline, and a weak administrative system. Solutions were implemented through open communication with parents, motivation- and discipline-based mentoring, strengthening the administrative system, enhancing the capacity of mentors, integrating programs with the institution's vision, and strengthening internal and external synergies. These findings emphasize that the consistent and adaptive application of management functions can enhance the effectiveness of extracurricular activities and support the achievement of educational goals in a sustainable manner.

Keywords: Management Functions; Extracurricular Management; Inhibiting Factors; Solutions

A. Introduction

Extracurricular activities play a vital role in shaping students' character. These activities are organized through various forms such as sports, arts, literature, technology, and student organizations (Agustina et al., 2023). According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2004 concerning Extracurricular Activities in Primary and Secondary Education, extracurricular activities are curricular activities carried out by students outside of regular instructional hours, under the guidance and supervision of the educational institution (Kemendikbud RI, 2014). Through extracurricular activities, students can develop essential life skills such as cooperation, leadership, discipline, and responsibility, which are highly beneficial in facing challenges beyond the school environment (Nada, 2023). In addition, extracurricular activities serve as a medium for students to explore and express their interests and talents more deeply (Yusriyah & Retnasari, 2023). Thus, extracurricular activities function not only

as a complement to formal education but also as a platform for self-identity formation and holistic character development.

Based on a preliminary study conducted at MIS Al-Quba Medan, several issues were identified in the implementation of extracurricular activities. First, the supporting facilities and infrastructure for extracurricular programs remain inadequate; for example, there is no futsal field available to support futsal-related activities. Second, there is a lack of understanding and support from parents regarding the goals and benefits of extracurricular activities for student development, which contributes to low student participation. Third, extracurricular activities are not yet fully integrated with the curriculum and classroom learning processes, resulting in students not gaining a comprehensive learning experience and failing to see the connection between academic content and the extracurricular activities they engage in. Fourth, there is no structured evaluation system in place to assess the effectiveness of extracurricular activities in supporting both learning outcomes and institutional goals, making it difficult for the school to measure program impact and implement necessary improvements.

Previous studies related to the management of extracurricular activities in schools have been widely conducted. Existing research shows that extracurricular activities can help reduce school dropout rates, decrease juvenile delinquency, lessen confusion in career decision-making, and provide students with opportunities to explore various professions (Enăchescu, 2019). Effective management of extracurricular activities encourages schools to achieve accomplishments in non-academic fields, supported by adequate facilities and infrastructure, funding, enthusiastic students, and competent supervising teachers (Juhardi, 2022; Sundari, 2021). In addition, research reveals that one of the factors contributing to the suboptimal implementation of extracurricular activities is the lack of student interest and participation (Nugroho, 2022; Yakhfi, 2022). Other studies have revealed that the success of extracurricular programs in schools is influenced by the presence or absence of clear operational guidelines for assigned supervisors, supported by effective leadership attitudes (Tahira et al., 2013). A comprehensive study on the implementation of management functions in extracurricular activities with a focus on madrasahs has not yet been conducted.

This study aims to describe and analyze the implementation of management functions in extracurricular activities at MIS Al-Quba Medan, as well as to identify obstacles and solutions applied in their implementation. The findings of this study contribute to the development of educational management practices, particularly in managing extracurricular activities at the madrasah level, and can serve as a reference for school principals, guidance counselors, and other stakeholders in enhancing the effectiveness of extracurricular programs to support the achievement of educational institution goals.

B. Method

This study employs a descriptive qualitative approach aimed at providing an in-depth depiction of the implementation of management functions in extracurricular activities at MIS Al-Quba in Medan. This design allows the researcher to explore participants' views and experiences directly through interviews, observations, and documentation techniques. The research subjects consist of the school principal, vice principal for curriculum and student

affairs, extracurricular supervisors (for tahfidz, scouting, and karate), and one student's parent. Participants were selected purposively to include individuals directly involved in managing extracurricular activities. In addition to primary data from informants, this study also utilizes secondary data from school documents, books, archives, and photos of activities (Zed, 2008). The entire data collection process was conducted directly by the researcher to ensure the accuracy and depth of the information.

The primary instrument in this study was the researcher (human instrument), who played a central role in designing the study, collecting data, and conducting the analysis. Three main data collection techniques were employed: observation, interviews, and document analysis (Schildkamp, 2019). Observations were conducted directly and systematically on extracurricular activities at the madrasah to record behavioral patterns, interaction dynamics, and program implementation processes. Interviews were carried out in both structured and unstructured formats with key stakeholders, including school administrators, extracurricular supervisors, teachers, and students, to obtain detailed information on the planning, implementation, and evaluation of activities. Documentation involved the collection of archives, activity agendas, official reports, and meeting notes related to extracurricular management. These three techniques complemented each other to build a comprehensive understanding of the phenomenon under study.

Data analysis employed the interactive model of Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing (Creswell, 2014; Miles & Huberman, 1994). Data reduction was undertaken to filter relevant information and categorize findings into key themes. Data display was organized systematically to facilitate interpretation and informed decision-making. Conclusion drawing was iterative and evolved progressively as additional data were verified in the field. To ensure research validity, four criteria were applied: credibility, transferability, dependability, and confirmability. Credibility was ensured through triangulation of techniques, data sources, and collection times. Transferability was addressed by providing a detailed contextual description of the research setting. Dependability and confirmability were maintained through an audit trail conducted by the academic advisor to ensure objectivity, consistency, and accuracy of the research findings.

C. Finding and Discussion

Implementation of Management Functions in Extracurricular Activities at MIS Al-Quba Medan

The implementation of management functions in extracurricular activities at MIS Al-Quba Medan highlights the pivotal role of the school principal in guiding policy and program execution. Ms. Norma Zauhari, S.Pd, stated that these activities aim to build character, develop students' potential, and strengthen their faith in accordance with the institution's vision. The activities are held once a week, with types adjusted to each grade level, including scouting, tahfidz, karate, and Qur'anic recitation arts. The principal coordinates with the vice principal and supervising teachers to ensure effective implementation. The planning function is realized through the determination of programs,

schedules, and achievement targets, which are evaluated every semester. Evaluation is conducted regularly through reports and meetings.

Furthermore, Mr. Andi Syahputra, S.Pd.I, Vice Principal for Student Affairs, explained that the systematic implementation of management functions begins with the development of activity plans at the start of the academic year, including the mapping of resource needs and strategies for achieving institutional goals. He stated that the types of activities selected are not only aligned with students' interests but are also designed to strengthen the integration of Islamic values, national awareness, and 21st-century skills. Organizational efforts are carried out by forming an implementation team consisting of supervising teachers and external trainers who are professionals in their respective fields. Activities are scheduled separately from regular class hours to maintain students' focus on each activity. The implementation function is realized through guidance, monitoring, and the provision of feedback to students during each session. Evaluation is conducted regularly based on program success indicators, such as active student participation, changes in behavior, and achievement of performance goals.

An interview with Mr. Zainuddin, S.Pd, Vice Principal for Curriculum Affairs, revealed that the recruitment of extracurricular instructors is based on considerations of competence and experience, and is determined through meetings involving school leadership and the school committee. External instructors are selected through a rigorous process to ensure the quality of activities aligns with the institution's values. He explained that internal teachers are also provided with coaching to enable them to serve as adaptive facilitators focused on the development of Islamic character. The organizing function is clearly reflected in the equitable distribution of tasks, delegation of authority, and the establishment of standard operating procedures (SOPs) for activity implementation. The performance of supervising teachers is evaluated through direct supervision and periodic reports submitted to the principal. This process illustrates that the controlling function is exercised to ensure each activity is carried out in accordance with its objectives.

The Scouting activity, guided by Mr. Abdul Rifa'i, S.Pd, is implemented through a training program based on character education, teamwork, and leadership. The front group structure is established in accordance with the regulations of the National Scout Movement and is aligned with the madrasah's organizational structure. Activities are conducted weekly on a regular basis, with coaching that incorporates elements of discipline, responsibility, and patriotism as part of strengthening national values within an Islamic framework. The implementation function is reflected through hands-on practice, simulation activities, and both individual and group assignments. Evaluation is based on attendance, active participation, and the achievement of badges or proficiency marks. The supervising teacher also engages students' parents in monitoring the development of character values at home.

In the karate extracurricular activity supervised by Mr. Khairul Anas, the principles of management implementation are realized through a disciplined, gradual, and continuous training approach. This activity not only hones physical ability and martial arts techniques but also cultivates values such as honesty, courage, and respect for others. Each session

begins with spiritual motivation linked to Islamic values, such as patience and self-control. The controlling function is carried out by the trainer through direct observation of participants' processes and behavior during training. Participant progress is evaluated both individually and in groups through belt promotion tests and participation in competitions. The trainer also fosters personal relationships with participants to create a positive and supportive training environment.

The tahfidz (Qur'an memorization) activity, supervised by Mr. Abdul Habib, S.Pd, is carried out through a highly structured management process, starting from the planning of memorization targets, grouping students based on ability, to regularly conducted progress evaluations. Each student is provided with a memorization monitoring card, which the teacher uses to give personalized feedback and support. The planning and organizing functions are clearly reflected in the development of weekly programs, the use of *talaqqi* and *tasmi'* methods, and the scheduling of practice sessions so as not to interfere with core academic subjects. The tahfidz teacher also provides direct spiritual motivation to reinforce awareness of the importance of preserving Qur'anic memorization. Memorization outcomes are evaluated through weekly recitations and assessments of students' understanding of the meaning of the memorized verses. This tahfidz program is also part of the madrasah's broader strategy to develop students who are faithful, pious, and possess noble character (*akhlaq karimah*).

Overall, extracurricular activities at MIS Al-Quba Medan reflect an integration of academic, spiritual, social, and emotional dimensions, carried out professionally and oriented toward achieving the institution's goals. All stakeholders—from the school principal, vice principals, teachers, to trainers—actively contribute to the planning, implementation, organization, and evaluation of activities that support the madrasah's mission. The collaboration is built upon open communication and joint evaluation, allowing the management system to function dynamically and adaptively in response to change. The implementation of modern management principles is harmonized with Islamic values, positioning extracurricular activities not merely as a supplement, but as a vital component in strengthening students' character.

The implementation of management functions in extracurricular activities appears to be carried out systematically. The processes of planning, implementation, supervision, and evaluation are conducted in accordance with the stages of educational management. Each extracurricular activity follows a schedule and procedures established collaboratively by the madrasah and the respective supervisors. The involvement of the school principal and teachers in decision-making is evident through active participation in weekly coordination meetings. This reflects the application of participatory management principles. In management function theory, this highlights the critical roles of coordination and organization in managing educational activities. These functions align with the view of Nur et al. (2022), who assert that educational management requires systematic steps to achieve the intended objectives (Nur et al., 2022).

The planning of extracurricular activities at this madrasah is carried out at the beginning of the academic year with the involvement of all stakeholders. Each

extracurricular supervisor prepares an annual plan that includes activity targets and success indicators. These plans are aligned with the curriculum and the needs of students, which are identified through an initial assessment. Activities such as scouting, tahfidz, and karate are guided by detailed and structured implementation manuals. This reflects the application of the planning function, as stated by Terry (2015), who defines planning as the effort to determine the direction of activities in a rational manner (Terry, 2015). With well-structured planning, extracurricular activities at MIS Al-Quba appear to be conducted with clear objectives.

In the implementation process, extracurricular supervisors play a crucial role in maintaining the effectiveness of the program. Activities are carried out according to a predetermined schedule, such as tahfidz on Saturdays and karate on Sunday mornings. Supervisors provide guidance, instruction, and character development throughout the sessions. Moreover, student participation is notably high, as reflected in their enthusiasm during training and learning activities. The programs are also directly supervised by the principal or the vice principal for curriculum affairs. This indicates that the directing or actuating function in management is being effectively implemented.

The supervision process in the implementation of extracurricular activities is carried out through regular monitoring by the school management team. The principal and the curriculum coordinator record attendance, student participation, and program progress. Observations indicate that supervision is not merely administrative, but also includes the quality of interaction between supervisors and students. When challenges arise, supervisors promptly report them to seek joint solutions. This aligns with the controlling function in management theory, which aims to ensure that activities proceed according to plan and achieve optimal outcomes. Such effective supervision is also emphasized by Mulyasa as a key component in strengthening the quality of educational activities (Anjani & Dafit, 2021).

Evaluation of extracurricular activities is conducted at the end of each semester, both quantitatively and qualitatively. The evaluation includes assessments of student involvement, achievement, and program quality. The researcher observed that each supervisor prepares an activity report and a reflective review for future program development. The evaluation results are then discussed in internal school meetings to determine strengthening strategies. Evaluation serves as a crucial instrument for improving the quality of activities and ensuring alignment with institutional goals. According to Robbins et al. (2020), evaluation is an integral part of the managerial process used to assess achievements and make data-driven decisions (Robbins, S. P et al., 2020). Through systematic evaluation, the madrasah is able to address its weaknesses and reinforce its strengths.

Inhibiting Factors in the Implementation of Management Functions in Extracurricular Activities at MIS Al-Quba Medan

The obstacles in implementing the management functions of extracurricular activities at MIS Al-Quba Medan can be seen from various aspects, both managerial and technical. Based on an interview with the Principal, Mrs. Norma Zauhari, S.Pd, the school did not explicitly mention the forms of obstacles, but indirectly acknowledged the existence of

certain challenges, which were addressed through specific strategies. These strategies included conducting outreach to parents to foster understanding and support, providing rewards for student achievements as a form of motivation, and organizing activities such as studio tours, outdoor learning, and participation in inter-school events. These measures demonstrate a motivational and participatory approach in response to emerging challenges. In the context of management, such strategies reflect the application of flexible controlling and organizing functions adapted to the needs of the institution.

On the other hand, a significant challenge was revealed in an interview with the Deputy Principal for Student Affairs (PKM III), Mr. Andi Syahputra, S.Pd, who stated that the declining enthusiasm of students was the main obstacle in implementing extracurricular activities. This low level of enthusiasm had a direct impact on the effectiveness of the programs and even led to some activities not being carried out optimally. In addition, the selection system in certain activities such as futsal also became an additional factor limiting student participation. Although the selection procedures were relatively simple – such as dribbling the ball in a zigzag pattern and scoring a goal – for some students, this still posed a challenge. This eliminative selection process could affect the motivation of students who were unable to meet the required standards, leading them to withdraw from the activities. In this case, the challenges are closely related to the planning and implementation functions within extracurricular activity management.

Meanwhile, from the curriculum aspect, an interview with the Deputy Principal for Curriculum Affairs (PKM I), Mr. Zainuddin, S.Pd, revealed that no significant obstacles were encountered, as all activities had been well and systematically planned. This indicates that, in terms of planning and the integration of extracurricular activities into the academic structure, the institution has implemented sound management functions. Good planning reflects effective coordination between academic and non-academic elements in the educational process at the madrasah. This also serves as evidence that the success of extracurricular activities does not rely solely on field implementation but also on thorough preparation. The alignment between extracurricular programs and the formal curriculum allows the activities to run in a balanced rhythm without interfering with one another.

Obstacles were also identified in scouting activities, as explained by the scoutmaster, Mr. Abdul Rifa'i, S.Pd. According to him, the main challenge lies in students' lack of understanding of the patrol system, which is an essential part of scouting implementation. In addition, the incomplete administrative structure of the scout troop has hindered operational and reporting processes. This situation has resulted in suboptimal scouting activities, both in terms of student participation and the achievement of educational objectives. These issues highlight that the lack of system readiness and administrative resources is a significant barrier in the implementation function. It reflects weaknesses in the organizational function and coordination among the activity implementers.

Furthermore, challenges also arise in the karate extracurricular program, as explained by Mr. Khairul Anas, the karate instructor at the madrasah. The main obstacle does not stem from the students themselves, but rather from the lack of understanding and support from parents regarding their children's achievements in karate. Many parents perceive karate

merely as an ordinary sport that does not require special attention, despite their children showing potential and accomplishments. This perspective leads to a decline in student interest and motivation—even those who have achieved success tend to discontinue their skill development due to a lack of family encouragement. This situation represents a barrier in the coordination and communication function between the madrasah and parents, who are essential stakeholders in the educational process.

The supervisor of the tahfidz extracurricular program also reported several complex challenges, including student absenteeism, lack of concentration, and difficulties in memorization—particularly among lower-grade students such as those in grades 2 and 3. These issues are further exacerbated by weak supervision of memorization activities at home, due either to limited parental time or insufficient guidance. These factors contribute to slow and uneven memorization progress among students, ultimately reducing the overall effectiveness of the tahfidz program. These obstacles are closely related to the implementation and supervision functions, which require innovative methods to enhance concentration and foster a habit of *muraaja'ah* (reviewing memorization) outside school hours. Additionally, emotional and spiritual approaches are essential to instill a love for the Qur'an as an integral part of the tahfidz learning process.

Overall, the obstacles in implementing the management functions of extracurricular activities at MIS Al-Quba Medan do not solely originate from the students themselves, but also stem from administrative systems, parental understanding, and internal motivation to participate in activities. This diversity of challenges indicates that each type of extracurricular activity presents its own specific issues that must be addressed contextually and proportionally. Consequently, the solutions cannot be generalized but must be tailored to the unique characteristics of each activity and the stakeholders involved. Management functions—such as planning, implementation, supervision, and coordination—must be continuously evaluated to effectively respond to these challenges.

Some of the main obstacles include the lack of firmness from extracurricular supervisors in enforcing student discipline, both in terms of attendance and seriousness in participating in activities. Some students appear to be insufficiently motivated to be active and consistent, particularly in the Tahfizhul Qur'an program. This lack of motivation results in students struggling to memorize Qur'anic verses effectively. On the other hand, in scout activities, students still show a limited understanding of the group system, such as roles, responsibilities, and collaboration within teams. The lack of educational approaches to introduce the group system contributes to the students' difficulties in carrying out scouting tasks. This highlights the need for improvements in coaching strategies and instructional approaches within extracurricular activities.

Observations also revealed weaknesses in the managerial system of scout activities, particularly in terms of administration and the management of the scout front group. Until now, there has been no dedicated team responsible for administrative completeness, such as member lists, training schedules, activity reports, guest books, and other documentation. The absence of an administrative team has resulted in a lack of systematic and continuous documentation of activities. Furthermore, the unavailability of a coordination team and

logistics team has forced the scout supervisor to handle various aspects of the program single-handedly. This situation complicates structured planning and implementation of programs. Consequently, the quality of scout activities tends to rely on individual initiative rather than a collectively established system. In fact, in activity management, a team-based organizational system is a crucial element of the organizing function (Maghfirah, 2024).

Although the extracurricular supervisors at MIS Al-Quba Medan have been rigorously selected and possess adequate competencies, the primary weakness lies in the supporting structural aspect. While the supervisors are capable of carrying out activities professionally, they are not supported by a team or work unit to assist with the technical and administrative aspects of the programs. For example, the scouting activities have yet to establish an internal organizational structure that actively involves students in the management of activities. This situation places an excessive burden on the supervisor, despite the fact that such programs should ideally be executed collectively. The lack of role distribution hinders students' opportunities to develop management and leadership skills through extracurricular activities. Ideally, these activities should serve as a platform for soft skill development, including organizational competence. Therefore, the weakness in organizational structure constitutes a significant barrier that must be addressed promptly.

In terms of external partnerships, support from the community and external institutions has been established through various academic and non-academic activities. However, their involvement has not yet been systematically directed toward supporting extracurricular activities specifically. Existing collaborations tend to be incidental in nature, such as participation in competitions or short-term training programs. There is still no sustainable partnership model that encompasses the planning, implementation, and evaluation of extracurricular programs. In fact, strengthening cooperation with external parties could provide broader opportunities for students to develop their potential in a more comprehensive manner (Ningrum, 2023). Therefore, an institutional strategy is needed to build a more planned and measurable partnership synergy.

In terms of infrastructure, MIS Al-Quba Medan generally possesses adequate facilities to support the implementation of extracurricular activities. Fields, classrooms, and various equipment are available in sufficient quantity and in supportive condition. However, the optimization of these facilities is still limited to routine usage and not yet based on a programmatic needs assessment. As a result, some activities tend to be monotonous and fail to develop in accordance with the students' full potential. This indicates the need for more strategic and efficient scheduling and utilization of facilities in alignment with program objectives. Effective management of facilities will enhance the success of planning and supervision functions within educational activities (Anggraini et al., 2025). Therefore, a facility utilization strategy needs to be developed based on the needs and achievement targets of extracurricular activities.

In general, many students have yet to fully understand the importance of participating in extracurricular activities as an integral part of character education and the development of social competencies. Extracurricular programs are often perceived as separate from academic learning, and therefore are not given equal priority. This perception leads to low

levels of student engagement, which in turn affects the effectiveness and outcomes of the activities. This lack of involvement is reflected in students' inconsistent attendance and lack of seriousness in participating. Moreover, the absence of a well-documented monitoring and evaluation system makes it difficult to objectively assess the implementation of the programs. In fact, evaluation is a crucial tool for measuring program achievements and designing future improvements. Consequently, the weakness in the evaluation system represents a critical issue that needs to be addressed immediately.

Based on the various challenges identified above, it is evident that the implementation of management functions in extracurricular activities at MIS Al-Quba Medan still faces numerous internal and external obstacles. These challenges must be addressed systematically through improvements in organizational structure, enhancement of the roles of extracurricular supervisors, and optimization of external support. From the perspective of educational management theory, the success of a program is highly influenced by the quality of integrated planning, organizing, implementation, and supervision. Therefore, improving the effectiveness of extracurricular activities requires collaboration among teachers, students, the school principal, and the wider community. Each party holds a strategic role in removing barriers and strengthening support for ongoing programs. Consequently, extracurricular activities should not merely serve as a complement to formal education but should function as a core strategy in achieving the institution's objectives.

Solutions to Overcome the Challenges in the Implementation of Extracurricular Activities at MIS Al-Quba Medan

The solutions implemented by the madrasah in addressing the challenges of extracurricular activities are carried out through systemic, participatory approaches and open communication between the school and parents. The head of the madrasah, Ms. Norma Zauhari, S.Pd., explained that one of the strategies adopted includes intensive outreach to parents, especially when the issues directly involve students and their families. This outreach not only conveys the importance of extracurricular activities but also raises parental awareness of their contribution to students' character development and potential. In addition, awarding outstanding students serves as an effective motivation to increase student interest and engagement in activities outside the classroom. The madrasah also organizes programs such as study tours, outdoor learning, and participation in inter-school competitions to boost students' enthusiasm and broaden their experiences. These efforts demonstrate that parental involvement and the integration of recreational-educational activities are key strategies in overcoming barriers to student participation in extracurricular programs.

Another solution was developed by the Head of Student Affairs (PKM III), Mr. Andi Syahputra, S.Pd., who emphasized the importance of a dialogical approach in resolving issues arising during the implementation of extracurricular activities. According to him, open discussions between students, supervising teachers, and activity coordinators are conducted to identify the root causes of obstacles, such as declining student motivation or ineffective selection processes. This approach allows for collective problem-solving that takes into account student aspirations and promotes a more humane coaching strategy. In

practice, PKM III has established a fairer assessment standard and encourages students to remain motivated and engaged in extracurricular participation. Emphasizing dialogue and deliberation also strengthens democratic values in education, particularly in nurturing students' interests and talents. Therefore, this approach has proven effective in addressing students' psychological issues such as insecurity, shyness, or lack of confidence.

In the context of student discipline, the Head of Curriculum Affairs (PKM I), Mr. Zainuddin, S.Pd., proposed the implementation of a reward and punishment system as an effective solution to foster students' sense of responsibility regarding their participation in extracurricular activities. Although no technical obstacles were identified from a curricular standpoint, he noted that student absenteeism and lack of commitment remain the primary challenges. To address this, students who demonstrate discipline and active involvement are rewarded through praise, certificates, or opportunities to perform in official school events. Conversely, students who show a lack of discipline are given educational sanctions designed to help them understand the importance of participating in school-designed programs. Thus, the management of student discipline in extracurricular activities relies not only on internal regulations but also on a clear system of incentives and consequences. This strategy also supports the early internalization of responsibility as a core value among students.

To overcome challenges in Scout (Pramuka) activities, the supervising teacher, Mr. Abdul Rifa'i, S.Pd., implemented an enjoyable learning approach and adapted the materials to suit students' psychological development. The team system, which was initially difficult for students to grasp, was eventually introduced through simulations, educational games, and more interactive field exercises. These methods were designed to ensure that students could enjoy the learning process while internalizing fundamental Scout principles, including teamwork, leadership, and discipline. Additionally, the Scout instructor expressed the need for the school's support in resolving front group administrative issues so that Scouting activities can be conducted in a more orderly and structured manner. Collaboration between the Scout instructors and the school management is crucial in formulating comprehensive solutions. This pedagogical and administrative approach serves as a direct response to structural and cognitive barriers in the implementation of extracurricular Scouting programs.

In the karate extracurricular activity, the solution proposed by the supervising teacher, Mr. Khairul Anas, involves a familial approach and active communication with students' parents. This approach aims to highlight the child's potential in martial arts and to gain emotional and logistical support from the family. The karate instructor explains to parents that participation in karate is not merely a physical activity, but also a means of developing students' mental resilience, discipline, and courage. Dialogues with parents also create opportunities for collaboration in monitoring the students' progress and facilitating their participation in competitions outside the school. This two-way communication between teachers and parents serves as a solution that addresses not only technical aspects but also psychosocial dimensions. Furthermore, this approach fosters a strong emotional bond between the school and families, which is essential in implementing non-academic

programs like karate.

For the *tahfidz* (Qur'an memorization) extracurricular activity, the supervising teacher, Mr. Abdul Habib, S.Pd., emphasized that firmness in the learning process is key to overcoming obstacles such as students' lack of discipline and seriousness. The strategy implemented includes giving mild sanctions to students who break the rules and providing rewards to those who show progress in memorization and discipline. The *tahfidz* teacher also involves parents in monitoring their children's memorization progress at home, ensuring that the learning process continues not only at school but also within the family environment. Firmness, appreciation, and synergy with parents are essential elements in creating an effective and conducive learning atmosphere. This strategy addresses internal barriers such as laziness or lack of motivation in memorizing, thereby allowing the *tahfidz* program to run effectively while remaining oriented toward developing a strong religious character.

Overall, the solutions to the obstacles in implementing extracurricular activities at MIS Al-Quba Medan highlight the importance of a collaborative approach involving teachers, the head of the madrasah, students, and parents. The strategies employed are not merely reactive responses to problems but are also proactive in establishing a nurturing, educational, and participatory development system. The principle of participatory management serves as the fundamental basis for designing appropriate and contextual solutions. All solutions identified through interviews have implemented key elements of educational management, including planning, implementation, and evaluation. With the involvement of all educational stakeholders, challenges such as lack of interest, discipline issues, system comprehension, and administrative problems can be gradually and sustainably addressed. This demonstrates that the success of extracurricular activities is closely tied to the effectiveness of managerial functions and interpersonal relationships within the school environment. Therefore, management strategies based on communication and collaboration become the primary approach in responding to the various challenges in implementing extracurricular programs.

The first solution that can be implemented is to strengthen collaboration between the madrasah and parents through regular outreach programs that emphasize the importance of extracurricular activities in shaping character and supporting students' academic achievement. Observations indicate that a lack of parental understanding is a key factor behind the limited support for their children's attendance and participation. Therefore, a persuasive and educational approach through parent-teacher communication forums (such as the madrasah committee) is essential. Activities such as parenting education, motivational seminars, or home visits can serve as efforts to foster collective awareness of the benefits of extracurricular engagement. Theoretical references affirm that school-family collaboration is a critical component in the effectiveness of character education (Angkotta et al., 2024). By actively involving parents, it is expected that a shared sense of responsibility will emerge in supporting the growth and development of students. This collaboration also fosters a positive synergy between formal education and support at home.

The next solution concerns enhancing student discipline and motivation in

participating in extracurricular activities through a structured coaching approach. Extracurricular mentors need to design consistent attendance programs, daily monitoring, as well as the implementation of reward and punishment systems. In addition, integrating practice schedules with academic activities will help students maintain balance without feeling overwhelmed. Motivation can also be strengthened through individual mentoring, group encouragement, and assigning responsibilities based on students' interests. Mentors should act as facilitators and motivators capable of creating an engaging, competitive, yet enjoyable atmosphere. This approach is key to increasing student participation and awareness of the importance of extracurricular activities.

The third solution focuses on strengthening the administrative system of extracurricular activities, particularly in scouting, which has yet to establish a comprehensive management structure. It is necessary to form a front-group management team consisting of divisions for administration, equipment, and activity implementation. This team can be recruited from teachers and students who have received training in leadership and organizational management. In practice, each division is assigned specific responsibilities such as attendance recording, activity reporting, logistics management, and documentation archiving. This system not only promotes transparency and efficiency but also reinforces a culture of organizational responsibility. As a result, scouting activities can be conducted in a more professional and well-directed manner.

In addition, the madrasah needs to conduct regular monitoring and evaluation of all extracurricular activities, documented systematically. This monitoring should be carried out by a designated team appointed by the head of the madrasah or the curriculum department, tasked with recording and assessing progress, identifying obstacles, and recommending necessary improvements. The evaluation should not be limited to administrative aspects but must also address the quality of the activities, participant satisfaction, and the achievement of intended goals. The evaluation results should then be discussed in internal madrasah forums to determine appropriate strategic follow-up actions. Through regular and systematic evaluation, the madrasah can continuously improve the effectiveness and relevance of extracurricular programs in accordance with students' needs. This also serves as evidence of institutional accountability in implementing non-academic programs.

The fifth solution involves strengthening training and mentoring for extracurricular supervisors, even though they already possess professional competencies. The goal is not only to enhance their skills but also to adapt their coaching approaches to the characteristics of today's students. The training can focus on student leadership techniques, character development, conflict management, and motivational strategies. In addition, supervisors should be equipped with basic administrative skills to assist in managing activity documentation. This approach ensures that supervisors serve not only as instructors but also as inspirational figures for students. Teacher professionalism will continue to improve in line with capacity building through targeted training and supervision.

Furthermore, the madrasah can establish a synergy team involving teachers, students, and external parties to support the sustainability and development of extracurricular activities. This team may collaborate with partner institutions such as the local Scout Branch

(Kwartir Ranting), regional Karate Dojo, and Qur'anic institutions for tahfiz programs. Such collaboration would provide activity variety, additional resources, and opportunities for students to engage in broader environments. Through this synergy, the madrasah will not only rely on internal resources but also optimize support from the external community. This will strengthen the madrasah's position as a center for holistic student character and competency development.

Finally, the madrasah must integrate extracurricular activities with the institution's core objectives, ensuring that all programs are designed as part of its mission to shape students who are faithful, pious, virtuous, and high-achieving. Each activity should be evaluated based on its contribution to the development of students' character, spiritual values, and intellectual growth. In this context, the head of the madrasah and the school management team must develop a strategic framework that unites the vision of both formal and non-formal education. A systematic and holistic approach is essential to ensure that all aspects of student learning progress in a synergistic manner. Through this integration, extracurricular activities will no longer be viewed as merely complementary but as a core component of a meaningful educational process.

E. Conclusion

The implementation of management functions in extracurricular activities at MIS Al-Quba Medan encompasses four main aspects: systematic planning, effective organizing, directed execution, and periodic evaluation. However, the implementation of these activities faces several challenges, including limited parental support, low student discipline, and suboptimal administrative organization. To address these issues, the madrasah has adopted several strategic solutions, emphasizing a systematic and collaborative approach that includes open communication with parents, motivation- and discipline-based coaching, administrative reinforcement, capacity building for mentors, integration of programs with the institution's vision, and internal and external synergy to ensure the achievement of holistic and sustainable educational goals. The limitation of this study lies in its scope, which focuses solely on a single institution MIS Al-Quba Medan thus, the findings cannot be generalized to other madrasahs with different characteristics. Moreover, the study employs a descriptive qualitative approach without incorporating quantitative measurements to assess the effectiveness of management functions. Therefore, future research is recommended to broaden the scope by including multiple institutions using a comparative approach and to adopt a mixed-methods design to produce more in-depth and measurable analyses of the impact of extracurricular management on students' character development and academic achievement. This study is particularly significant for madrasahs, as extracurricular programs in these institutions not only serve as a medium for skill and character development but also play a crucial role in strengthening Islamic values, which are integral to the holistic mission of Islamic education.

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