



The Effectiveness of Extracurricular Management in Developing Student Interests and Talents at MAN Kota Batu

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Keywords:	Abstract
Extracurricular management, development of interests and talents, school management, character education	This study aims to describe the management of extracurricular activities in developing students' interests and talents at MAN Kota Batu. The research employed a descriptive qualitative approach through observation, interviews, and documentation. The findings indicate that extracurricular management at MAN Kota Batu is implemented through systematic planning, organized execution, and regular evaluation involving various stakeholders. The implementation is supported by strong leadership from the principal, adequate facilities and infrastructure, and active participation of extracurricular coaches, students, and parents. However, several challenges were also identified, including limited resources, students' time management constraints, and less optimal parental support. Overall, the study shows that the development of students' interests and talents is closely related to how extracurricular activities are managed in a structured and supportive environment. Therefore, continuous evaluation and collaboration among schools, parents, and the community are necessary to optimize extracurricular programs in fostering students' character, interests, and talents.
Kata Kunci:	Abstrak
Pengelolaan ekstrakurikuler, pengembangan minat dan bakat, manajemen sekolah, Pendidikan Karakter	Penelitian ini bertujuan untuk mendeskripsikan pengelolaan kegiatan ekstrakurikuler dalam mengembangkan minat dan bakat siswa di MAN Kota Batu. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa pengelolaan kegiatan ekstrakurikuler di MAN Kota Batu dilaksanakan melalui perencanaan yang sistematis, pelaksanaan kegiatan yang terorganisir, serta evaluasi yang dilakukan secara berkala dengan melibatkan berbagai pemangku kepentingan. Pengelolaan kegiatan ekstrakurikuler didukung oleh kepemimpinan kepala madrasah, ketersediaan sarana dan prasarana yang memadai, serta partisipasi aktif pembina, siswa, dan orang tua. Namun demikian, penelitian ini juga menemukan beberapa kendala, seperti keterbatasan sumber daya, pengelolaan waktu siswa, dan dukungan orang tua yang belum optimal. Secara keseluruhan, pengembangan minat dan bakat siswa sangat dipengaruhi oleh pengelolaan kegiatan ekstrakurikuler yang terstruktur dan didukung oleh lingkungan yang kondusif. Oleh karena itu, diperlukan evaluasi berkelanjutan dan kolaborasi yang kuat antara madrasah, orang tua, dan masyarakat agar kegiatan ekstrakurikuler dapat berjalan secara optimal dalam mendukung pengembangan karakter, minat, dan bakat siswa.

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INTRODUCTION

Education serves not only as a means of transferring academic knowledge, but also as a vehicle for developing the full potential of students. Law No. 20 of 2003 on the National Education System emphasizes that education aims to develop abilities and shape the character and civilization of a dignified nation. Therefore, educational institutions are required to provide educational services that are able to accommodate the needs, interests, and talents of students optimally (Suryati, 2022). One form of non-academic educational service that plays a strategic role in developing student potential is extracurricular activities. Extracurricular activities are educational programs conducted outside of intraschool and cocurricular class hours with the aim of developing students' interests, talents, creativity, and personality. Through extracurricular activities, students gain space to channel their potential, improve their social skills, and develop positive character traits such as discipline, responsibility, and cooperation.

The success of extracurricular activities is inseparable from the quality of their management. Extracurricular management includes program planning, organization, implementation, supervision, and systematic and continuous evaluation of activities. Several studies indicate that well-managed extracurricular programs support the development of students' non-academic potential and character formation, while poor management may cause extracurricular activities to run merely as routine programs without meaningful outcomes (S. Iskandar et al., 2024). In recent years, a number of studies have examined extracurricular management in Indonesian schools. (Nurochmah, 2025) found that extracurricular management at SMPN 96 South Jakarta contributes to the development of student creativity through structured planning and evaluation processes. Similarly (Ningsih & Nugroho, 2025) reported that character-based extracurricular management at SMK Muhammadiyah Kutowinangun plays an important role in shaping students' discipline and responsibility. (Iskandar, 2025) also highlighted that systematic extracurricular management supports non-academic achievement through consistent guidance and evaluation. In the madrasah context (Syukur & Azahra, 2025) emphasized the role of leadership and supervision in managing extracurricular activities to strengthen student discipline.

Although these studies provide important insights, most previous research tends to focus on quantitative outcomes or specific character dimensions and is largely conducted in general secondary schools. Qualitative studies that comprehensively explore the management process of extracurricular activities in madrasahs particularly how planning, implementation, and evaluation contribute to the development of students' interests and talents remain limited. This indicates a research gap that requires further exploration through an in-depth qualitative approach. The State Islamic Senior High School MAN in Kota Batu offers a variety of extracurricular activities aimed at developing students' academic and non-academic potential, including sports, arts, religious activities, and skill-based programs. However, variations in student participation, differences in achievement, and challenges in program implementation indicate the need for a deeper examination of how extracurricular activities are managed in this madrasah context. MAN Kota Batu was selected as the research site because of its active extracurricular programs and its distinctive characteristics as an Islamic educational institution that integrates academic achievement

with religious and character education. Therefore, this study aims to describe the management of extracurricular activities in developing students' interests and talents at MAN Kota Batu. This research is expected to contribute theoretically by enriching the literature on extracurricular management in madrasah settings and practically by serving as evaluation material and recommendations for schools and policymakers in improving the quality of extracurricular management in a sustainable manner.

METHODS

This study employed a descriptive qualitative approach with field research to gain an in-depth understanding of how extracurricular activities are managed and how they contribute to the development of students' interests and talents at MAN Kota Batu. This approach was chosen because it allows researchers to explore processes, experiences, and perspectives related to extracurricular management in their natural context. The research informants consisted of key stakeholders involved in extracurricular activities, including the principal of MAN Kota Batu, extracurricular coaches, and students who actively participate in extracurricular programs. The selection of informants was carried out using a purposive sampling technique, with the consideration that these informants possess relevant knowledge, experience, and direct involvement in the planning, implementation, and evaluation of extracurricular activities. In addition, a snowball sampling technique was applied when necessary to obtain additional information from informants recommended by initial participants.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted to examine the implementation of extracurricular activities and student participation. Interviews were carried out to explore informants' perspectives on extracurricular management practices, supporting factors, and challenges. Documentation included school records, activity schedules, reports, and relevant policy documents related to extracurricular programs. To ensure the credibility and trustworthiness of the data, this study applied data triangulation by comparing information obtained from different data sources (principal, coaches, and students) as well as different data collection techniques (observation, interviews, and documentation). Data analysis was conducted through several stages: (1) data reduction, which involved selecting, categorizing, and simplifying data relevant to the research focus; (2) data display, in which data were organized into themes and patterns describing extracurricular management practices; and (3) conclusion drawing, which involved interpreting findings and formulating conclusions based on the consistency of data across sources. The entire analysis process was carried out systematically and critically to obtain a comprehensive understanding of extracurricular management in supporting the development of student interests and talents at MAN Kota Batu.

RESULT AND DISCUSSION

Implementation of Extracurricular Management at MAN Kota Batu

The implementation of extracurricular activities at MAN Kota Batu is strongly influenced by the character of the school itself. This madrasah has the motto MULIA, which stands for Advanced, Superior, Loyal, Fair, and Trustworthy, which is not only used as a slogan but is also truly reflected in the school culture. These values are evident in the

way teachers guide students, how students interact, and how school programs are implemented. The spirit of "Advanced" and "Excellent" encourages the madrasah to provide many opportunities for student development, while the values of "Loyalty," "Fairness," and "Trustworthiness" serve as guidelines in managing all forms of activities, including extracurricular activities. Behind the dynamics of the school is the figure of the madrasah principal, Drs. H. Farhadi, M.Si, who is the main driving force behind various programs to develop students. He is known to be close to students and teachers, and often participates in various events at the school. His commitment is evident in the support given to extracurricular instructors, both in terms of facilities, encouragement, and policies. From the results of direct observations in the field, it can be seen that this open and supportive leadership style makes the instructors feel freer to innovate and adjust activities according to the students' needs. MAN Kota Batu is known as one of the Islamic schools (madrasah) that has experienced significant growth in academic achievement, as evidenced by the increasing number of students entering state universities, from around 70 a few years ago to 275 students currently. This increase demonstrates that the coaching pattern at the madrasah, including through extracurricular activities, has a real impact on student motivation to learn, independence, and character development. Many students acknowledge that involvement in extracurricular activities helps them develop discipline, self-confidence, and teamwork skills, which are very useful in facing university entrance selection. This success is also supported by MAN Kota Batu's unique Ma'had program with around 260 students, which serves not only as a residence but also as a forum for intensive religious development. Through the habituation of worship, study of the scriptures, and various spiritual activities, Ma'had students are accustomed to living an orderly and disciplined life, thus developing a strong and consistent character foundation when participating in extracurricular activities and academic activities at school.

MAN Kota Batu offers a wide range of extracurricular activities. These range from sports such as futsal, volleyball, and flag-raising; to arts activities such as hadrah, music, and dance; to academic activities such as journalism, robotics, debate, and scientific research. Furthermore, there are also religious activities such as tahfidz, qira'ah, and holy book studies. With this wide variety, students have ample opportunity to identify their potential and choose activities according to their individual interests. Observations show that extracurricular activities are not carried out spontaneously, but through a thorough planning process. At the beginning of each school year, the advisors gather with student representatives to develop activity plans, determine achievement targets, and prepare practice schedules. Regular activities make it easier for students to manage their time between studying and extracurricular activities. This is also evident in the consistent high attendance of students. Every few months, the school conducts an evaluation of all extracurricular activities. This evaluation involves reviewing instructor reports, observing student activity, and listening to participant feedback. The results of these evaluations then serve as the basis for program improvements. For example, if an activity is lacking in interest, the school will review its coaching methods. If a unit requires additional equipment, the school will strive to provide these facilities within its budget.

Support for Facilities, Infrastructure, and Resources in Developing Interests and Talents

Support for facilities, infrastructure, and resources plays a strategic role in

developing students' interests and talents because comprehensive and high-quality educational facilities can create a conducive and stimulating learning environment for students to explore their full potential. The availability of art rooms, laboratories, libraries, sports facilities, and adequate learning media not only increases motivation and comfort in learning but also expands opportunities for students to actively participate in intracurricular and extracurricular activities relevant to their interests and talents (including popular sports and arts activities at school) and also encourages their creative intelligence and non-academic achievement (Samsu, 2025). The utilization of facilities and infrastructure supported by competent human resources, such as teachers and activity supervisors, enables the process of fostering interests and talents to be carried out in a focused, sustainable manner that is in line with the characteristics of the students. Thus, the synergy between the availability of facilities, quality of management, and resource support is an important factor in creating an educational climate that can develop students' potential comprehensively, both academically and non-academically.

School policy support and the participation of all stakeholders, including school principals, parents, and the community, help strengthen the effective use of facilities and infrastructure in developing students' interests and talents. Careful program planning, continuous monitoring, and periodic evaluation of intracurricular and extracurricular activities are important steps to ensure that the available facilities are optimally and appropriately utilized. With this approach, schools not only function as places for knowledge transfer, but also as spaces for the holistic development of students' potential, character, and creativity, enabling them to grow into competitive, high-achieving individuals who are ready to face future challenges (Assyakhirah, et.al., 2025).

Therefore, the success of developing students' interests and talents is largely determined by the school's commitment to building sustainable synergy between adequate facilities and infrastructure, professional management, and human resource support and educational policies that are tailored to the needs of students. This synergy is an important foundation for creating an inclusive, adaptive educational ecosystem that is oriented towards the comprehensive development of students' potential, so that education does not only produce academic achievements, but also gives rise to a generation that is creative, has character, and is able to actualize their talents optimally (Andreyanto, 2025).

The Impact and Effectiveness of Extracurricular Management on Student Interests and Talents

Extracurricular activities play a strategic role in shaping the character, interests, and talents of students at the high school level. During adolescence, students are in a stage of self-discovery and determining their academic and non-academic interests. Therefore, good management of extracurricular activities is an important means of helping students recognize and develop their potential. Various recent studies show that planning activities tailored to students' needs and interests has a significant impact on increasing learning motivation and self-confidence (Suryani, 2022). According to research by Hidayat and Rachmawati (2024), the effectiveness of extracurricular activities at the high school level is greatly influenced by structured management and the involvement of supervising teachers. Teachers not only act as supervisors, but also as facilitators who help students identify their talents. The results of research at high schools in Bandung show that activities such as art and sports clubs can increase student interest by up to 40% when accompanied by

consistent coaching and support from school facilities. This proves that effective management requires collaboration between educators and school policies (Rachmawati, 2024).

The impact of good extracurricular management is not limited to non-academic interests, but also has an effect on improving academic talent. found that high school students who are active in interest-based activities such as debate, science clubs, or journalism show a significant improvement in academic achievement compared to students who are not active. This is due to the development of important soft skills such as critical thinking, time management, and teamwork. Thus, extracurricular activities serve a dual purpose as a means of self-actualization and social learning. Similar results were found in a study by Santoso and using the CIPP (Context, Input, Process, Product) evaluation model. They emphasized that the “process” aspect, or the implementation of activities, is the most decisive element in the success of extracurricular activities. Implementation that is consistent with educational objectives and active student involvement will foster a sense of responsibility and increase motivation to achieve. Meanwhile, schools that only carry out activities administratively without intensive guidance fail to optimize the development of student interests (Dewi, 2021).

In terms of the relationship between management and learning outcomes (Sari, 2020) found a strong positive correlation between the effectiveness of extracurricular management and the development of student talent. Research in several public high schools in Yogyakarta shows that students who are involved in systematically managed activities have higher self-confidence and creativity. This is because extracurricular activities provide space for exploration and recognition of individual achievements, which indirectly strengthens students' self-identity. Collectively, the five studies describe that the effectiveness of extracurricular management is highly dependent on three main factors: interest-based planning, the active role of guidance counselors, and school facility support. These three factors form an educational ecosystem that is conducive to developing student potential. Schools that are able to balance flexibility and structure in extracurricular activities tend to produce students with higher levels of motivation and social competence. In addition to enhancing interests and talents, extracurricular activities have also been proven to strengthen character values such as leadership, discipline, and cooperation. In student organizations such as the Student Council or Scouting extracurricular activities, students learn to lead, manage their time, and adapt within a group. The social learning that takes place outside the classroom is an important asset in shaping independent individuals who are ready to face academic and social challenges in the future.

However, challenges in managing extracurricular activities are still frequently encountered, especially in terms of consistency of implementation and limited resources (Dewi, 2021), note that many schools face obstacles in terms of time allocation and financing activities. As a result, some extracurricular programs run sporadically without adequate evaluation. This reduces the effectiveness of activities and has an impact on decreasing student interest in participating. Therefore, continuous evaluation is an important part of a professional management system. In a broader context, extracurricular management also plays a role as a character education strengthening strategy (PPK) at the high school level. Through interest- and talent-based activities, students not only learn technical skills but also moral values such as responsibility, sportsmanship, and solidarity. (Rachmawati, 2024) state that extracurricular activities integrated with the P5 (Pancasila

Student Profile Strengthening Project) curriculum can increase learning motivation and build a positive school culture. Overall, the effectiveness of extracurricular management at the high school level cannot be separated from the quality of school management and the role of educators in creating an environment that supports the development of student potential. When activities are designed based on the needs of students, managed with clear strategies, and evaluated regularly, they can have a significant impact on shaping students' interests, talents, and character. Thus, extracurricular activities become an important pillar in realizing holistic education at the high school level.

Factors Supporting and Hindering the Effectiveness of Extracurricular Management

The effectiveness of extracurricular management is supported by both internal and external factors. Internal supporting factors include the competence of coaches whose qualifications are appropriate to the programs they supervise. Competent coaches are able to provide effective guidance, develop students' skills, and facilitate the achievement of program objectives. In addition, principal supervision represents an important internal factor in ensuring the successful implementation of extracurricular activities. The principal's direct involvement enables the provision of constructive direction and feedback to both coaches and students, while active supervision can also encourage greater commitment and participation among program participants. External supporting factors include support from the environment surrounding the madrasah. Some students participate in community activities outside school, which can contribute to the development of their social and leadership skills. Furthermore, students who live in Islamic boarding schools around the madrasah may contribute positively by bringing additional experiences and skills acquired through their boarding-school activities. Parental support also plays an important role, particularly through involvement in school activities and encouragement for students to participate actively in extracurricular programs.

Despite these supporting factors, extracurricular management also encounters several internal and external barriers. Internal barriers include students' involvement in multiple extracurricular activities, which may limit the time, attention, and energy available for each activity. Students who participate in several programs simultaneously may experience difficulties in managing their schedules and maintaining consistent participation, potentially reducing the quality of their involvement in each extracurricular activity. Inadequate facilities and infrastructure also constitute an important internal obstacle because extracurricular programs require appropriate spaces, equipment, and other supporting resources to operate effectively. Insufficient facilities may consequently disrupt program implementation and limit students' opportunities to develop their non-academic competencies and achievements. External barriers are primarily associated with parental responsibilities and scheduling conflicts. Some parents expect their children to assist with household responsibilities or participate in other activities outside school, which may conflict with extracurricular schedules. Such conflicts can reduce students' consistency in attending extracurricular activities and consequently diminish the potential positive impact of these programs (Rachmawati, 2024).

Table 1. Supporting and Hindering Factors in Extracurricular Management

Category	Factor	Description
Supporting	Internal	Coaches' competence and principals' supervision.
	External	Support from the community, Islamic boarding schools, and parents

Hindering	Internal	Students' involvement in multiple activities and limited facilities.
	External	Schedule conflicts between extracurricular activities and students' home responsibilities.

The effectiveness of extracurricular activity management at MAN Kota Batu can be interpreted through the qualitative experiences of students, coaches, and school administrators in how extracurricular activities are implemented and perceived to support student development. Effective management is characterized by organized planning, coherent execution, and ongoing evaluation that aligns with the goals of fostering students' interests and talents. Evidence from studies in Indonesian educational contexts emphasizes that careful planning, structured guidance, and reflective evaluation contribute to meaningful student participation and developmental outcomes (Pratama, 2024). In addition, the role of school leadership and competent extracurricular supervisors significantly enhances the implementation of programs that not only engage students but also offer supportive environments for skill and character growth (Yuliati, 2018).

CONCLUSION

The findings indicate that effective extracurricular management is influenced by the interaction of internal and external factors within the madrasah environment. The competence of extracurricular coaches and active supervision by the principal constitute important internal factors that support effective program implementation, particularly through appropriate guidance, monitoring, and motivation for students. External support from parents, the surrounding community, and students' experiences in Islamic boarding schools also contributes to strengthening students' participation and the development of social, leadership, and non-academic competencies. At the same time, the effectiveness of extracurricular programs may be constrained by students' involvement in multiple activities, inadequate facilities and infrastructure, and conflicts between extracurricular schedules and family responsibilities. These findings demonstrate that successful extracurricular management requires not only effective school-level management but also sustained collaboration among school leaders, coaches, students, parents, and the wider community.

This study is limited by its contextual focus, which may restrict the transferability of the findings to madrasahs with different institutional characteristics, student conditions, resources, and community environments. In addition, the factors identified in this study have not been examined quantitatively to determine the relative contribution of each supporting or inhibiting factor to extracurricular outcomes. Future research should therefore involve broader contexts and employ mixed-method, comparative, or quantitative approaches to examine the relationship between managerial practices, coach competence, parental support, facility availability, student participation, and non-academic achievement. Further studies may also develop an integrated extracurricular management model that emphasizes collaborative leadership, systematic scheduling, adequate resource provision, and stronger partnerships between madrasahs, families, and communities to enhance the sustainability and effectiveness of extracurricular programs.

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