

Extracurricular Activity Management for Enhancing Students' Non-Academic Achievement: A Qualitative Case Study in an Indonesian Islamic Primary School

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ABSTRACT

This research was conducted with the aim of knowing how extracurricular activities management improves students' non-academic achievements at MI Roudlotul Ulum Mojokerto. This research was conducted directly at MI Roudlotul Ulum Mojokerto with the aim of describing the management functions in the madrasah, starting from planning, organizing, driving and supervising extracurricular activities. The data sources in this study were the Head of Administration and Extracurricular Supervisors as well as the Teachers of MI Roudlotul Ulum Kebondalem who were involved in extracurricular management. The research method used was qualitative. The results of the study showed that (1) Planning includes designing activities, determining activity schedules and extracurricular supervisors; (2) Implementation includes the implementation of extracurricular activities, student participation and student assessment methods; (3) Evaluation is carried out by the Party responsible for supervising the running of extracurricular activities at the school, namely the extracurricular activity supervisor under the direction of the vice principal for student affairs, then reporting will be presented verbally and in writing.

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INTRODUCTION

Education plays a crucial role in improving the quality of human resources. Through education, people become intelligent, possess skills, and develop a positive attitude, enabling them to socialize with others and help themselves, their families, and society (Muslim & Kartiko, 2020; Tajudin & Aprilianto, 2020). Education is an investment that provides social and personal benefits, enhancing

the dignity of the nation and transforming individuals into human beings of dignity (Engkoswara, 2004). In the process Education is known to consist of two fairly elementary activities, namely curricular activities and extracurricular activities (Oktadiana et al., 2019; Sj et al., 2021). First, curricular activities are the main activities of education in which the teaching and learning process takes place between students and teachers to deepen knowledge materials related to educational objectives and the skills to be acquired by students (Matwaya & Zahro, 2020; Rofi'ah, 2020). Second, extracurricular activities are activities carried out in order to develop certain aspects of what is found in the current curriculum, including those related to how the knowledge learned by students is actually applied according to the demands of their lives and the surrounding environment (Mulyono, 2009).

Extracurricular activities are activities outside of class hours that serve as a means for students to express their creativity or channel their talents and interests. A variety of extracurricular activities at schools or madrasas encompass education, discipline, sports, arts and culture, and much more. These activities aim to provide a platform for channeling students' talents and interests while simultaneously developing their skills. Within the school environment, some students may develop or discover a love for sports, art, creativity, and other disciplines outside of class hours. These activities can further develop their potential, create a sense of achievement, and build a unique identity.

The quality of extracurricular activities at an educational institution serves as a benchmark for the overall quality of education within it. Extracurricular activities serve as a brand image for the school or madrasah, increasing its bargaining power among prospective students. In fact, at leading educational institutions, extracurricular activities are a primary focus to enhance the school's reputation (Pakpahan & Habibah, 2021). The intense competition in the extracurricular sector in the world of education recently demonstrates that institutions must strive to manage educational activities effectively and with high quality. Educational institution administrators are expected to guide their students to become high achievers in various fields in competitions held at the student level, both academic and non-academic. Schools that are able to achieve victory will be those that will gain greater trust from the surrounding community (Astuti, 2025, p. 3).

According to Mulyono, financial management of extracurricular activities is a management that includes all processes that are designed and managed regularly in relation to school activities that take place outside the classroom and outside of lesson time (curriculum) to develop the potential of human resources owned by students, both related to the application of knowledge that has been learned and in a special context to help students explore their potential and talents through mandatory and optional activities. (Kompri, 2015, p. 238). Success in managing this extracurricular will contribute to achievements in non-academic fields. (Mulyono, 2009, p. 188) also states that non-academic achievements are achievements or abilities that students achieve outside of curriculum lesson time or can be called extracurricular activities.

Furthermore, Gesi and colleagues (2019:53) state that management is a regulatory process carried out by a group of people or organizations with the aim of achieving common goals through collaboration in utilizing available resources. Etymologically, the word "management" refers to the art of planning and implementing, which comes from Old French. Another definition of management includes the process of organizing, controlling, and coordinating resources in order to achieve goals effectively and efficiently. In this case, effectiveness means achieving goals according to plan, while efficiency means carrying out activities correctly and orderly. Besides Furthermore, there is another definition that states that planning, organizing, mobilizing, and supervising are the four main actions that make up management, as expressed by Wardoyo (in Beddu, 2020: 76). Another definition defines management as a term derived from the word "manage" and refers to a series of actions taken to explore and utilize all potential in an effective and efficient manner to achieve predetermined goals.

Non-academic achievements have a significant impact on a student's personal growth. Today, success is not only seen as a mere grade; it is also crucial to develop skills and interests to enhance

abilities. By participating in extracurricular activities at MI Roudhotul Ulum Mojosari, students can develop valuable skills such as teamwork, creativity, discipline, leadership, and a sense of responsibility. Of course, developing non-academic achievements is inseparable from extracurricular management. Extracurricular management is essential to improving both curricular and extracurricular achievements, from planning, organizing, implementing, and evaluating extracurricular activities at MI Roudhotul Ulum Mojosari. However, the success of extracurricular activities must also be supported by adequate facilities and infrastructure.

MI Roudhotul Ulum has been implementing extracurricular activities since 2015. Along with the development of technology and information, there have been many additions and changes to extracurricular activities at MI Roudhotul Ulum Mojosari. In the 2025-2026 academic year, there are 14 types of extracurricular activities running. All of them are attended by students from grades 1-6 with different extracurricular mentor teachers (Laily Faridah, 2025). Considering the importance of extracurricular activities, this article will discuss the management of extracurricular activities in improving students' non-academic achievements at MI Roudhotul Ulum Mojosari Mojokerto. This study uses qualitative research methods. The qualitative research we obtained comes from the results of observations, interviews with teachers and extracurricular activity mentors at MI Roudhotul Ulum Mojosari Mojokerto.

METHODS

This research uses a qualitative approach, employing a case study method. Case studies typically focus on a small number of units while exploring variables within a relatively large set of conditions. This approach is in-depth, highlighting key variables, processes, and interactions that require close attention. Data obtained from case studies provide valuable examples related to statistically generalizable findings (Djam'an Satori, 2013). Data collection was conducted through observation, interviews, and documentation. To ensure data validity, a triangulation technique was used. Data collection was conducted through observation and interviews with the Principal, the person in charge of extracurricular activities, the extracurricular instructor, and several students at MI Roudhotul Ulum Mojosari. Data analysis applied an interactive model that included data reduction, data presentation, and conclusion drawing.

FINDINGS AND DISCUSSION

MI Roudhotul Ulum Mojosari is one of the Madrasah schools located in Kebondalem District, Mojosari City, Mojokerto Regency, East Java. Based on the findings of observations and interviews at MI Roudhotul Ulum Mojosari. Extracurricular activities have an important role in the world of education in order to hone the talents and interests of students. In accordance with the results of interviews with the principal, extracurricular teachers and several students, data was obtained regarding the management of extracurricular activities consisting of three main aspects, namely planning, implementation, and evaluation of extracurricular activities:

Extracurricular Planning at MI Roudhotul Ulum Mojosari

At the beginning of the school year, the school identifies students' interests and talents. Students can choose from a selection of extracurricular activities determined by the school. Students may choose more than two. The selection of these extracurricular activities is coordinated between the students and their families, and then coordinated with the person in charge of extracurricular activities at MI Roudhotul Ulum Mojosari (Laily Faridah, 2025). Furthermore, a schedule is created for regular extracurricular activities, and a supervisor is appointed to lead each activity. The planning process also involves parental participation to support the facilities and infrastructure of these activities.

Implementation of Extracurricular Activities at MI Roudlotul Ulum Mojosari

Extracurricular activities at this madrasah are carried out for 5 working days. They are held from Monday to Friday after the Teaching and Learning Activities (KBM). The extracurricular activities at this madrasah consist of 14 types of extracurricular activities, including; scouts, chess, dancing, badminton, table tennis, qiro'ah, banjari, calligraphy, abacus, silat, tahfidz, soccer, drum band and painting. These activities are carried out both outdoors (outside the classroom) and indoors (in the classroom) with alternating times (M. Tarno.2025).

MI Roudlotul Ulum Mojosari has two extracurricular areas: sports, arts, religion, and science. Sports extracurricular activities include soccer, badminton, table tennis, and silat. Religious extracurricular activities include tahfidz (memorization of the Quran) and banjari (banjari). Arts and culture extracurricular activities include dancing, drum band, calligraphy, abacus, and painting. In addition to these activities, the madrasa also holds olympiad guidance included in the extracurricular activities in the field of science every day, such as Mathematics, English, religion, Indonesian Language Science, etc. The task of the supervising teacher is to provide direction, guidance, and motivation to students. In addition, the school also participates in various competitions at the sub-district and district levels.

Table 1. MI Roudlotul Ulum Extracurricular Activities Manager

No.	Day	Types of Extracurricular Activities	Class	O'clock	Name of Supervisor
1.	Monday	Little Chess	1 – 2	11.00 – 12.00	Mr. Adi
2.		Little Dance	1 – 2	12.00 – 13.00	Mrs. Winda
3.		Big Dance	3 – 6		
4.		Badminton	3 – 6		Mr. Tarno
5.		Table tennis	3 – 6	1:00 PM –	Mr. Haris
6.		Qiro'ah	1 – 6	2:00 PM	Mr. Munir
7.		Big Chess	3 – 6		Mr. Adi
8.		Small Banjari	1 – 2	12.00 – 13.00	Mr. Mujib
9.		Big Banjari	3 – 6		Ustad Rohman
10.	Tuesday	Calligraphy	1 – 6		Mr. Yasin
11.		Olympic	3 – 6	1:00 PM – 2:00 PM	Mother of Creation Mr. Faisal
12.		Big Abacus	3 – 6		Mrs. Ninis
13.	Wednesday	Martial arts	1 – 6	11.00 – 13.00	Mr. Heri
14.		Minor Tahfidz	1 – 2	11.30 – 12.30	Ustadzah Fidhoh
15.		Major Memorization	3 – 6	1:00 PM –	Ustad A'an
16.		Football	3 – 6	2:00 PM	Mr. Yasir
17.		Small Abacus	1 – 2	12.00 – 13.00	Mrs. Ninis
18.	Thursday	Drum band	3 – 6	1:00 PM – 2:00 PM	Mr. Arif Mr. Sugeng
19.				09.30 – 10.30	Sister Dea

To support the findings of the extracurricular activity schedule above, several photos of the implementation of extracurricular activities are included, including;

The Badminton extracurricular at MI Roudlotul Ulum is a non-academic activity aimed at developing students' interests, talents, and athletic abilities, particularly in badminton. This activity is

held regularly every Monday outside of class hours under the guidance of experienced extracurricular teachers. Through this activity, students not only learn basic badminton techniques such as how to hold a racket, serve, and hit, but also train to uphold sportsmanship, teamwork, and a healthy competitive spirit. Furthermore, badminton activities also serve as a means to instill the values of discipline, responsibility, and never giving up. Students are encouraged to practice diligently and participate in various school-level and inter-Islamic school competitions.

This activity also aims to maintain students' physical fitness and support their growth and development, balancing academic and non-academic aspects. With the badminton extracurricular activity, it is hoped that MI Roudlotul Ulum students will be able to develop their potential, excel in sports, and represent the school in various competitions.



Figure 1. Badminton Extracurricular

Extracurricular Painting at MI Roudlotul Ulum is an activity aimed at developing students' creativity, imagination, and aesthetic sensitivity from an early age. This activity provides a forum for students with interests and talents in the fine arts to express their ideas and feelings through painting. In this activity, students are taught various basic painting techniques, such as mixing colors, sketching, arranging image composition, and using various media such as watercolors, crayons, or colored pencils. The supervising teacher accompanies students with a fun approach so that the activity is full of enthusiasm and creativity. In addition to improving artistic skills, painting activities also serve to train students' patience, precision, and concentration. Through this activity, students can learn to express themselves, appreciate the work of others, and develop confidence in their own work.

The extracurricular painting activity also frequently provides students with an opportunity to participate in art competitions at the school and inter-Islamic school level. Through these activities, it is hoped that MI Roudlotul Ulum students will be able to develop their artistic talents, excel in the visual arts, and foster a love of the beauty and culture of the nation.



Figure 2 Painting Extracurricular

Extracurricular Abacus at MI Roudlotul Ulum is an additional activity aimed at developing students' numeracy, concentration, and memory skills in a fun way. Through this activity, students

learn to use the traditional abacus as a means to practice speed and accuracy in arithmetic. Abacus activities are carried out routinely outside of class hours and are guided by experienced teachers in their fields. In this activity, students are taught basic concepts of using the abacus, such as recognizing place value, addition, subtraction, multiplication, and division using visual and motor methods. In addition to improving math skills, the abacus extracurricular activity also plays an important role in honing students' concentration, accuracy, and logical thinking skills. Through regular practice, students become more focused, confident, and able to solve calculation problems quickly and accurately.

This activity also fosters a sense of enjoyment in math, a subject often considered difficult by some students. With a play-while-learning approach, the abacus helps create an active, interactive, and enjoyable learning environment.

With the abacus extracurricular, it is hoped that MI Roudlotul Ulum students will not only be proficient in counting, but also have the ability to think quickly, creatively, and be confident in facing future learning challenges.



Figure 3 Abacus Extracurricular

The Pencak Silat extracurricular activity at MI Roudlotul Ulum is a leading activity aimed at developing discipline and resilience, as well as developing strong, confident, and noble character in students. Pencak Silat, a traditional Indonesian martial art, teaches not only self-defense techniques but also high moral and spiritual values. Silat activities at MI Roudlotul Ulum are conducted regularly under the guidance of competent and experienced trainers. In these activities, students are taught various basic pencak silat movements such as horse stances, punches, kicks, and defense and attack techniques. In addition to the physical aspects, silat training also emphasizes the mental and spiritual development of students. They are trained to be polite, respect teachers and friends, and uphold sportsmanship. Discipline and responsibility are the main values instilled in every training session.

This activity also provides a way for students to maintain their fitness and channel their energy in a positive way. Students with greater interest and ability are often included in silat competitions at the school and between Islamic schools.



Figure 4 Pencak Silat Extracurricular Activities

Extracurricular Chess at MI Roudlotul Ulum is a non-academic activity aimed at developing students' logical, strategic, and analytical thinking skills from an early age. Through chess, students are trained to think critically, make accurate decisions, and cultivate patience and concentration. This activity is carried out routinely outside of class hours and is guided by a teacher or coach who understands the basic techniques of chess. Students are taught to recognize the chess board, the names and moves of each piece, and basic strategies in the game such as opening, defense, and attack. In addition to improving thinking and concentration skills, the chess extracurricular activity also instills the values of sportsmanship, discipline, and responsibility. In each game, students learn to respect their opponents, accept defeat gracefully, and strive to improve their strategy to win in an honest and honorable manner (Susiloadi Purwanto; 2025).

Through this activity, MI Roudlotul Ulum students also frequently participate in inter-school and inter-Islamic school chess competitions as a platform to develop their achievements and experience. The chess extracurricular activity is expected to hone students' logical thinking skills, foster a healthy competitive spirit, and develop character traits such as intelligence, patience, and sportsmanship.



Figure .5 Chees Extracurricular Activities

Extracurricular Tahfidz Al-Qur'an at MI Roudlotul Ulum is a religious activity aimed at fostering students' love for the Qur'an and getting them used to reading and memorizing it from an early age. This activity is an important part of fostering students' morals and spirituality so that they grow into a generation of Qur'anic believers and noble morals. Tahfidz activities are carried out routinely outside of school hours under the guidance of teachers who have the ability to read and memorize the Qur'an well and correctly according to tajwid. Students are guided to memorize short verses first, then continue gradually according to their respective abilities. In addition to memorization, this activity also emphasizes the habit of reading the Qur'an with tartil, understanding the meaning of the verses, and instilling Qur'anic values in everyday life. With a patient and fun approach, students are encouraged to love the memorization process as a form of worship, not just an obligation.

The Tahfidz extracurricular activity also serves as a means to foster discipline, perseverance, and a sense of responsibility in students towards the knowledge they have learned. Students who have achieved certain memorization targets are usually given the opportunity to participate in school religious activities such as Khataman (commemoration) ceremonies, Islamic holiday commemorations, and inter-Islamic school (Madrasah) Tahfidz competitions. Through Tahfidz activities at MI Roudlotul Ulum, it is hoped that students will not only possess strong academic abilities, but also possess strong spiritual intelligence, noble morals, and become a generation that loves and practices the Quran in their daily lives.



Figure 1.5 Tahfidz Extracurricular

Extracurricular Soccer at MI Roudlotul Ulum is a highly sought-after sporting activity among students. This activity aims to develop physical abilities and playing skills, as well as foster sportsmanship and teamwork among students. Soccer activities are held regularly on the school field under the guidance of experienced sports teachers and coaches. In these activities, students are taught basic techniques such as dribbling, kicking, passing, and team play strategies. Learning is conducted in a fun way to encourage students to participate in training.

In addition to developing physical skills and playing techniques, extracurricular soccer also instills important values such as discipline, responsibility, honesty, and an unyielding spirit. Students are taught to respect both teammates and opponents, and to understand the importance of teamwork in achieving victory. This activity also serves as a platform for discovering and developing student talent in sports. Students who demonstrate high ability and enthusiasm are often included in inter-class, inter-school, or inter-Islamic school competitions.

Through the soccer extracurricular, it is hoped that MI Roudlotul Ulum students can grow into healthy, active, disciplined, and sporty individuals, and be able to excel in sports while still upholding the values of character and togetherness.



Figure 1.5 Football Extracurricular Activities

Extracurricular Drumband at MI Roudlotul Ulum is a popular arts and sports activity among students. It aims to foster self-confidence, discipline, and teamwork, as well as develop musical skills and movement coordination. Drumband activities are conducted regularly under the guidance of experienced instructors and coaches. Students are trained to play various drumband instruments, including the snare drum, bass drum, cymbals, and pianica. They are also taught marching techniques in harmony with the music.

In addition to developing musical skills, the drum band extracurricular activity also instills the values of discipline, responsibility, and a spirit of teamwork. Each member is required to practice regularly, maintain unity, and respect their respective roles within the group. Drum band activities are often featured in various school events such as ceremonies, parades, national holiday celebrations, and inter-school competitions. Through these activities, students can channel their talents and interests in music while developing their confidence to perform in public.

With the drum band extracurricular, it is hoped that MI Roudlotul Ulum students can develop their artistic potential and skills, foster a sense of togetherness, and make this activity a means of forming creative, disciplined, and highly enthusiastic characters.



Figure 1.5 Drumband Extracurricular Activities

Extracurricular Banjari at MI Roudlotul Ulum is a religious and artistic activity aimed at fostering students' love for the Prophet's blessings and developing their talents in Islamic music. This activity provides a platform for students to learn to play the traditional rebana instrument and deepen their Islamic values through the recitation of blessings.

Banjari activities are held regularly under the guidance of experienced teachers and trainers. In this activity, students are taught basic techniques for playing the tambourine, rhythmic control, synchronized percussion, and vocal training to perform various Islamic prayers and songs. In addition to developing musical skills, the Banjari extracurricular activity also plays a role in developing religious character, discipline, and self-confidence in students. Through group practice, students learn to work together in groups, respect different voices, and maintain unity in every performance. The Banjari extracurricular often performs at various madrasah activities such as religious events, commemorations of the Prophet's birthday, Isra Mi'raj, or inter-school competitions. Their performances are always a source of pride for the madrasah because they reflect the spirit of love for the Prophet Muhammad and the spirit of Islamic art.

With the Banjari activity at MI Roudlotul Ulum, it is hoped that students can develop their talents and interests in the field of Islamic music arts, strengthen their love for shalawat, and become a generation with noble morals, creativity, and love of Islamic culture.



Figure 1.5 Banjari Extracurricular Activities

The Calligraphy extracurricular at MI Roudlotul Ulum is a self-development activity aimed at fostering students' love of the art of beautiful Islamic writing, particularly Arabic script. This activity provides a platform for students to channel their talents and interests in the art of writing Arabic letters beautifully and correctly. Through this extracurricular calligraphy activity, students are taught various Arabic writing techniques, starting from the basics, such as how to hold a calligraphy pen, recognizing letter shapes, and creating works of art in the naskhi, riq'ah, and diwani script styles. The instructors

for this activity are usually Islamic Education teachers or teachers with expertise in the art of calligraphy.

In addition to developing beautiful writing skills, this activity also instills the values of diligence, patience, and beauty in creative work, in accordance with the principle that "beauty is part of faith." Students with good abilities are often included in sub-district and district-level calligraphy competitions to foster a spirit of achievement. With the calligraphy extracurricular, MI Roudlotul Ulum not only focuses on academic achievement, but also fosters religious character and an appreciation of Islamic art in its students. This activity is expected to produce a generation with noble character, creativity, and a love of Islamic culture.

Extracurricular dancing is an arts activity introduced at MI Roudlotul Ulum in the academic year.2025-2026 as part of a program to develop students' interests and talents outside of formal school hours. This Dance Extracurricular Activity is a new addition to other extracurricular activities. This activity provides students with the opportunity to learn and develop rhythmic movement skills through dance, promoting self-expression, collaboration, and increasing self-confidence.

The purpose of the Dance Extracurricular is to train motor coordination and overall physical fitness through structured and rhythmic body activities. It develops aesthetic sense and appreciation for the art of dance. It fosters students' confidence in performing in public. It encourages cooperation, discipline, and a sense of responsibility within a group. It provides a creative outlet for channeling students' positive energy, as well as a beneficial form of recreation. It is hoped that these activities will foster appreciation for performances that can be presented at End-of-Year activities or at the Arts Performance at the end of the class.

With the addition of dance as an extracurricular activity, MI Roudlotul Ulum reinforces its vision of developing students who are not only academically intelligent but also possess creative, cultured, and virtuous character. Dance becomes part of character education while enriching students' experiences beyond textbooks.



Figure 1.7 Dancing Extracurricular

Evaluation of the Implementation of Extracurricular Activities

Evaluations are conducted regularly at the end of each month and semester through teacher-supervisor meetings. Assessments include student activity, student achievements, and any problems encountered. The assessment results indicate that extracurricular activities at MI Roudhotul Ulum have successfully improved students' non-academic achievements in the arts, sports, and religious fields. In 2025, students at MI Roudlotul Ulum Mojosari achieved many non-academic achievements, including (M. Tarno, 2025). The non-academic achievements of MI Roudlotul Ulum students above are from the past year and the current year. These achievements range from the sub-district, district, and provincial levels. These achievements are derived from the talents and interests developed through extracurricular activities at the school.

Research Discussion

Extracurricular activities are generally available to all students, based on their abilities, interests, talents, and potential. Fundamentally, extracurricular activities are based on existing policies, the school's capacity, the capabilities of parents, the community, and the school's environment. This extracurricular program can help students avoid negative behaviors, such as staying home late or staying late during the holidays. Students can utilize their time at school by engaging with their peers in positive activities guided by the extracurricular advisor. They can participate in various constructive activities related to extracurricular activities at school. These extracurricular programs can serve as a means to encourage students to develop and improve their potential. Students can utilize the blessings bestowed by God Almighty by training themselves through extracurricular activities. Extracurricular activities at school require activity management to ensure their implementation is directed and structured according to the school program.

According to Mulyono (Kompri, 2015), extracurricular activity management is a series of systematically designed and implemented activities related to school activities conducted outside of class and outside of lesson time (curriculum). The principle of management from an Islamic perspective states that each individual should consider past actions to plan for the future. This is explained in QS. Al-Hasyr 59:18. Extracurricular management here functions as a set of activities within an organization carried out by a manager to run the organization. On the other hand, management functions include planning, implementing, and evaluating extracurricular activities at MI Roudlotul Ulum Mojosari. Interviews with the principal revealed that student achievement outside of academics has shown positive and increasing progress since the implementation of extracurricular activity management at MI Roudlotul Ulum Mojosari. The educational process runs smoothly, supported by various adequate facilities. Student achievement is also considered very satisfactory, as evidenced by the numerous awards received for adequate facilities.

Student achievement is also quite satisfactory, as evidenced by the numerous awards they have received in various competitions, including those held at the district level, as well as championships at the sub-district, district, and provincial levels. With effective extracurricular management, MI Roudhotul Ulum Mojosari has been able to achieve success in non-academic areas.

CONCLUSION

Every new academic year, the school identifies students' interests and talents. Students can choose from a selection of extracurricular activities determined by the school. Students may choose more than two. The selection of these extracurricular activities is coordinated between the student and their family, and then communicated to the MI Roudlotul Ulum extracurricular coordinator. The most important research finding (something surprising, shocking): something that was only discovered after the research was conducted. Extracurricular activities at the Roudlotul Ulum Islamic School are carried out for 5 working days. They are held from Monday to Friday after the Teaching and Learning Activities (KBM). MI Roudlotul Ulum Mojosari has two extracurricular areas, namely sports, arts, religion, and science. Extracurricular activities in sports include; soccer, badminton, table tennis, and silat. While extracurricular activities in the religious field include tahfidz and banjari. Extracurricular activities in the arts and culture include dancing, drumband, calligraphy, abacus, and painting. In addition to these activities, this madrasa also holds olympiad guidance which is included in extracurricular activities in the field of science every day such as Mathematics, English, religion, Indonesian Language Science, etc. The task of the supervising teacher is to provide direction, guidance, and provide motivation to students. In addition, the school also participates in various competitions at the sub-district and district levels. Evaluation of Madrasah Roudlotul Ulum's extracurricular activities is conducted regularly at the end of each month and semester through teacher-supervisor meetings.

Assessments cover student engagement, student achievements, and any identified issues. The assessments indicate that extracurricular activities at MI Roudlotul Ulum have successfully improved students' non-academic achievements in the arts, sports, and religious studies.

The management of extracurricular activities in improving the non-academic performance of students at MI Roudlotul Ulum Mojosari is running well because of the planning that has been done well such as holding meetings to determine the participants of the activities, as well as the distribution of extracurricular mentors. The purpose of extracurricular activity management is to ensure that students grow and develop into quality individuals in accordance with educational facilities, through the development of all existing potentials. This activity is supervised by the principal, vice-president of student affairs, the person in charge of the neighborhood and the supervising teacher. This supervision basically compares the existing situation with what should happen. With this management of extracurricular activities, it is able to win non-academic student achievement championships at the sub-district, district and provincial levels.

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