

Implementation of Extracurricular Management Policy in Developing Student Achievement and Character: A Qualitative Study at MAN 1 Jembrana

¹Rizqi Nur Amalya, ¹Ziyadah El Fadllilah, ¹Harits Mafaza Ahsan,

¹Mohammad Fikri Fadilah, ¹Ahmad Faridh Ricky Fahmy

¹KH Abdurrahman Wahid State Islamic University Pekalongan, Indonesia

DOI: <https://doi.org/10.70115/cahaya.v4i3.743>

Article Info	ABSTRACT
Article history Received: 05-07-2026 Revised: 05-08-2026 Accepted: 16-09-2026 Published: 19-09-2026	<i>The management of extracurricular activities is part of an educational strategy that is not only directed at achieving achievements, but also at developing the character, skills, and potential of students. This study aims to analyze the management of extracurricular programs at MAN 1 Jembrana Bali, including madrasa policies, program implementation, student achievement, character and competency development, and supporting and inhibiting factors based on the George C. Edward III policy implementation model. The study uses a descriptive qualitative approach with MAN 1 Jembrana as the research context. The main data sources are the MAN 1 Jembrana Profile in 2025, extracurricular program documents and guidelines, and information on student achievement supplemented by scientific literature and relevant regulations. Data were collected through documentation and literature studies, then analyzed through data reduction, data presentation, and drawing conclusions using four Edward III variables, namely communication, resources, disposition, and bureaucratic structure. Data validity was strengthened through source triangulation and cross-checking between documents. The results of the study indicate that extracurricular management forms a structured pattern and is oriented towards continuous development through clear communication, resource support, implementer commitment, and systematic task distribution and evaluation. This management relates to student achievement, character development, and competency development. Obstacles identified include limited time, infrastructure, and budget. These findings imply the need for strengthened evaluation, equitable distribution of facilities, budget management, and inter-stakeholder coordination</i>
Keywords Extracurricular Management, Policy Implementation, Student Achievement, MAN 1 Jembrana.	
Corresponding Author Fadlila Al Hasanah KH Abdurrahman Wahid State Islamic University Pekalongan, Indonesia *E-mail: fadlilahalhasanah@gmail.com	



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Copyright © 2026 Rizqi Nur Amalya et al.

How to Cite:

Example: Amly, R. N., et al. (2026). Implementation of Extracurricular Management Policy in Developing Student Achievement and Character: A Qualitative Study at MAN 1 Jembrana. *CAHAYA: Journal of Research on Science Education*, 3(2), 289-306. <https://doi.org/10.70115/cahaya.v4i3.743>

INTRODUCTION

Education is fundamentally directed not only at achieving academic competence, but also at developing the character, skills, talents, interests, and potential of students as a whole. This orientation positions schools and madrasahs not only as venues for intracurricular learning but also as environments that provide a variety of educational experiences to support students' holistic development. context said, the activities extracurricular own position strategic Because give room for participant educate for develop potential through appropriate activities with his interests and talents. Based on Minister of Education and Culture Regulation Number 62 of 2014, activities extracurricular is activity education held outside of school hours for develop potential, talent, interest, personality, ability Work equal, and independence participant educate. Thus, extracurricular no should positioned just as activity additional, but as part from the educational process that can support achievement objective education through development competence and character participant educate.

Position strategic the demand activity extracurricular for managed in a way planned and sustainable. Good management covers determination program policies and objectives, selection activity in accordance need participant educate, provide mentor and resource power, implementation coaching, as well as evaluation on the process and program achievements. A number of study show that management extracurricular activities carried out in a way systematic can contribute to development performance academic and non-academic , formation characters , as well as skills participant educate (Arifudin, 2022) . The success of the program is also related with policy institutions , competence of supervising teachers , availability facilities and infrastructure , support head school , and function management which includes planning , implementation , coaching and evaluation (Yunianto et al., 2021) . Findings the show that achievements extracurricular No only determined by type available activities, but also by how policy the translated to in practice management at the level unit education.

However, studies on extracurricular activities still face issues in terms of their management as a comprehensively implemented policy. previously tend put extracurricular in relation with results certain, such as formation character, improvement achievement, or development skills participant educate. Approach the important, but not yet fully explain How policy extracurricular designed, communicated, supported by resources power, run by the implementer, as well as placed in structure madrasah organization to produce program achievements. In other words, it is still there is room study for see relatedness between policies, implementation processes, program governance, and achievements extracurricular in One framework comprehensive analysis. Limitations the the more relevant in the context of the Islamic high school which has characteristics education that integrates development academic, religious, character, skills, and power competition participant educate.

For understand problem said, research This use perspective implementation George C. Edward III's policies. Edward III's model of looking at success implementation policy through four variables main, namely communication, resources power, disposition, and structure bureaucracy. Fourth variables the relevant For analyze management extracurricular Because program implementation in units education No only depends on the existence of policy, but also on clarity program delivery and distribution assignments, availability source Power man

as well as means supporters, commitment of implementers, and clarity structure as well as mechanism Work organization. Use perspective the allows study No stop at the description type activities and achievements achievements, but also identify pattern underlying implementation management extracurricular activities at the madrasah level.

This context can be found at MAN 1 Jembrana Bali, which develops various extracurricular activities in the fields of academics, religion, arts, sports, leadership, literacy, and technology. document madrasah program profile and information, activities extracurricular No only provided as choice activity participant educate but managed through supervisor, work program, schedule coaching, as well as activities directed at development potential and achievement achievements. Madrasah also has achievements participant educate in various fields and levels competition, start from level district, province, national, up to international. Conditions the in harmony with the vision of MAN 1 Jembrana , namely realize source Power intelligent , skilled , creative , competitive and moral human beings Karimah . Diversity of programs and achievements the make MAN 1 Jembrana relevant for reviewed No solely because many activity or the resulting achievements, however Because there is practice necessary management understood For see How policy extracurricular implemented and directed towards development participant educate.

On the basis of that, research This directed for analyze management of extracurricular programs at MAN 1 Jembrana Bali as part from development strategy achievements and character participant educate. Analysis covers madrasah policy in management extracurricular, program implementation, achievements achievements , program contributions to development character and competence participant education , factors supporters and inhibitors , as well as its implementation based on four George C. Edward III variable , namely communication , resources power , disposition , and structure bureaucracy . Research This expected can produce synthesis about pattern management extracurricular activities found in the madrasa context, so that give contribution conceptual for study management and implementation policy education as well as contribution practical for madrasahs in developing governance more extracurricular activities directed, sustainable, and harmonious with objective development participant educate.

METHOD

Study This use approach qualitative with type study descriptive approach qualitative chosen Because study aim for describe and analyze management of extracurricular programs at MAN 1 Jembrana Bali as part from effort development achievements and character participant educate. Focus study covering policy management extracurricular, program implementation, form activities and coaching, achievements performance participant educate, contribute activity to development character and competence, factors supporters and inhibitors, as well as implementation policy management extracurricular based on George C. Edward III's theory.

Study implemented with taking MAN 1 Jembrana, Regency Jembrana, Bali Province as context research. Research data sourced from relevant documents and literature with focusresearch. Primary data source in the form of document official madrasah, especially Profile of MAN 1 Jembrana In 2025, the document or related guidelines with extracurricular

programs, as well as information about performance participant available education in madrasa documents. In addition, research use source supporters in the form of books, articles journal scientific, regulatory legislation, and results study relevant previous with management extracurricular, management education, education characters, as well as implementation policy education.

Data collection techniques were carried out through documentation and studies library. Documentation done with identify, examine, and interpret related documents with policy, form activity extracurricular, system management, coaching participant education, achievement, and information supporters others at MAN 1 Jembrana . Literature study done with examine various source relevant scientific for strengthen runway theoretical and provide perspective in analyze research data. Thus, research data No obtained through interview, but rather through analysis to documents and sources available literature.

Data analysis was performed in a way descriptive qualitative through stages data reduction, data presentation, and data extraction conclusion as developed by Miles, Huberman, and Saldaña. At stage reduction, data from documents and literature selected, classified, and grouped based on focus research. The data that has been grouped Then served in form description narrative and categorization findings so that the relationship inter-information can identified in a way systematic. Stage furthermore is withdrawal conclusion based on patterns and relationships findings obtained. For strengthen analysis, findings study analyzed use theory implementation George C. Edward III's policies which included four variables main, namely communication, sources resources, disposition, and structure bureaucratic *structure*.

Data validation is carried out through triangulation sources and inspection cross interdocument. Triangulation source done with compare the information contained in document official madrasah with source scientific and documents supporters other relevant matters. While that, the examination cross interdocument done with observe suitability information about policy, implementation activities, forms coaching and achievements achievements found in various source. The steps done for increase credibility and consistency findings study as well as reduce possibility mismatch information between source.

RESULTS AND DISCUSSION

1. School Policy on Extracurricular Management

The management of extracurricular activities at MAN 1 Jembrana is one of the madrasah's strategic policies in realizing the vision of "Creating intelligent, skilled, creative, competitive, and morally upright human resources." This vision is the basis for the implementation of various educational programs, including extracurricular activities that are directed not only as activities outside of formal learning, but also as a means of developing the potential of students as a whole. Based on Profile of MAN 1 Jembrana , development talents and interests student done through systematic planning with supported improvement quality power educators , provision facilities and infrastructure , as well as implementation of madrasah governance that prioritizes principle partnership , participation , transparency , and accountability (Profile of MAN 1 Jembrana, 2025) .

Based on results analysis document MAN 1 Jembrana profile, policies the has realized in implementation various structured extracurricular programs. At MAN 1 Jembrana, the activities extracurricular No only functioning as activity addition after school hours, but become a medium for development achievement, strengthening character and development competence participant educate. Every type extracurricular be under not quite enough answered the coaching teacher who prepared the work program, arranged timetable practice, and guide participant educate in face various competition. Coaching pattern the show that management extracurricular has apply functions management education that includes stage planning, implementation, to evaluation in a way sustainable (Arifudin, 2022). Findings This in harmony with opinion Arifudin who emphasized that success activity extracurricular activities are greatly influenced by the implementation of effective management so that capable become vehicle formation character, improvement discipline, responsibility answer, and development potential participant educate.

Effectiveness implementation policy is also reflected from many choice activity extracurricular activities that can followed by participants educate. Based on results analysis, MAN 1 Jembrana provide various activities, including Flag Raising Team, Scouts, Marching Band, PMR/UKS, Journalism, Music Arts, Theater Arts, Choir, Graphic Design, Al- Quran Memorization, Tilawah, Calligraphy, Basketball, Futsal, Volleyball, Karate, Archery, Athletics, E-Sports, and a number of activity development others (MAN 1 Jembrana Profile, 2025). Diversity the show existence madrasah commitment in give room for every participant educate for develop interests, talents and abilities in accordance potential owned. Policy This at a time reflect that development participant educate No only achievement - oriented academic, but also in aspects creativity, leadership, religiosity, art, sports, and skills relevant technology with need 21st century (Arifudin, 2022).

In addition to providing various choice activities, MAN 1 Jembrana also built culture achievement - oriented school. Based on results analysis document Profile of MAN 1 Jembrana, madrasah in general consistent give support to participant educate For follow various competition at the level district, province, national, and international. Commitment the seen through provision gallery achievements, publications achievement participant educate regularly through page official madrasah, as well as giving appreciation to successful students reach Achievement (MAN 1 Jembrana Profile, 2025). Culture like This create motivation Study at a time increase Spirit compete in a way healthy, so that activity extracurricular be one of instrument important in support improvement quality education at MAN 1 Jembrana (Yunianto et al., 2021).

Implementation policy the impact positive to achievements performance participant Based on data published by the madrasah, students of MAN 1 Jembrana succeed get various awards, including 1st Place in the Arabic Language Olympiad, 1st Place in the Arabic Language Competition National Mathematics Award Flag Raising Team Bali Province, Awards Flag Raising Team Regency Jembrana, Table Tennis Champion, Poetry Reading Competition Champion, English Storytelling Champion, and Winner of the Young Researcher Competition (MAN 1 Jembrana Profile, 2025). Various performance the show that the coaching process carried out by the madrasah is capable produce excellent graduates No only

in the field academic, but also in field arts, sports, leadership, language, research, and religion. These results strengthen findings study previously stated that management extracurricular in a way systematic contribute to improvement performance at a time formation character participant educate (Arifudin, 2022) .

Success the supported by the system coaching carried out in a way sustainable. In addition to activities extracurricular regularly, MAN 1 Jembrana also develops coaching programs olympiads in various field studies, such as Mathematics, Physics, Chemistry, Biology, Informatics, Arabic, English, Islamic Religious Education, and Scientific Writing. The program designed as effort prepare participant educate to be able compete in various competition in accordance field his expertise. Besides that, the madrasah establishes Work The same with Active Learning Club (ALC) Indonesia as partners in coaching academic. Consistency coaching the proven with success ten participant MAN 1 Jembrana students pass to National Science Olympiad (OSN) level Bali Province in 2026. Achievements the show that system development achievements in madrasahs have walk in a way directed , sustainable , and produces real output (Profile of MAN 1 Jembrana, 2025) .

Success management extracurricular activities at MAN 1 Jembrana are also not can released from role head of madrasah as taker policy. The support provided covering compilation policy coaching, provision adequate facilities, appointment of supervising teachers in accordance competence, up to giving chance to participant educate for follow various event the race. The role show that the head of the madrasah does not only operate function administrative, but also plays a role as capable leader directing, motivating, and evaluating the entire coaching process participant educate. Condition This in line with study Yunianto, et al. (2021) who stated that leadership head school is one of the factor the main determining factor success management activity extracurricular.

In a way general, results study show that policy management extracurricular activities at MAN 1 Jembrana has implemented with good. This is indicated by the presence of systematic program planning , diversity choice extracurricular , coaching carried out in a way sustainable , culture achievement -oriented schools , as well as support full from madrasah principal and supervising teacher (MAN 1 Jembrana Profile, 2025) . Thus, the activities extracurricular activities at MAN 1 Jembrana No Again positioned as a complementary program learning, but has become one of the main strategies of madrasahs in produce participant superior, high - achieving, possessing education competence 21st century, and moral Karim in accordance with the vision carried by the madrasah.

2. Implementation of Extracurricular Programs at MAN 1 Jembrana Bali

Extracurricular programs is one of the instrument important in organization functioning education develop potential participant educate in a way comprehensive, good aspect academic and non-academic. Based on Minister of Education and Culture Regulation Number 62 of 2014, activity extracurricular is activity education carried out outside class hours For develop talent, interest, potential, personality, ability Work equal, and independence participant educate. Thus, the activities extracurricular No only become complement curriculum, but also becoming integral part in reach objective education national through formation character and development competence participant educate . This matter in line with opinion Forgiveness for stating that

management extracurricular must designed in a way systematically to be able to develop ability participant educate in accordance with potential . At MAN 1 Jembrana , the implementation of extracurricular programs become one of the strategies for realize vision of the madrasah in form participant students who are high achievers , have character and good morals Karim (Maghfiroh, 2021) .

Success implementation a program can analyzed use theory implementation policies put forward by George C. Edward III. According to Edward III, the success of implementation influenced by four factor main, namely communication, sources resources, disposition or commitment implementer (*disposition*), and structure bureaucratic *structure*. Fourth component the each other related so that if one of them component No walk optimally, the implementation of the program will experience obstacles. In the context of extracurricular programs at MAN 1 Jembrana , communication between head of madrasah, deputy head field students , supervising teachers , and participants educate become factor important in ensure every activity can walk in accordance with goals that have been planned . In addition , support source Power adequate human resources and facilities are also a indicator success implementation of extracurricular programs in madrasahs (Edenia et al., 2025 ; Kasmad, 2018) .

Based on results analysis document Profile of MAN 1 Jembrana which was carried out researcher at MAN 1 Jembrana , implementation of extracurricular programs show that the madrasah provides various receptacle development potential participant educate through activity religion , leadership , arts , sports , literacy , to technology . Researchers observe that participant educate given freedom for choose activity in accordance with interests and talents, while every activity accompanied by a responsible supervising teacher answer towards the coaching and evaluation process. Some activity active extracurricular activities implemented covering Scouts, Paskibra , PMR, PKS, Tahfidz Al-Qur'an, Tilawah , Calligraphy , Journalism , Choir, Marching Band, Music Arts, Theater, various branch sports , as well as *E-Sports* . Findings the show that MAN 1 Jembrana apply principle development participant educate in a way holistic (holistic student development) that is give chance to every participant educate For develop competence in accordance with potential that is owned. According to Forgiveness , management good extracurricular activities must capable facilitate development talent , interest , creativity , and skills social participant educate through planned and continuous development . Thus , the results analysis show that implementation extracurricular activities at MAN 1 Jembrana No only development - oriented ability academic , but also on formation character , leadership , and skills life participant educate (Maghfiroh, 2021; Edenia et al., 2025) .

From the aspect source power, implementation of extracurricular programs at MAN 1 Jembrana supported by the supervising teacher in accordance field skill as well as availability facility adequate learning. Support the in line with Edward III's theory explains that source Power is factor main in determine success implementation something policy. Mulyasa also emphasized that quality source Power human, leadership head school, and availability facilities and infrastructure is determining components effectiveness implementation of educational programs . With the existence of support mentioned , the coaching process participant educate No only ongoing in a way administrative , but also capable produce various performance

academic and non-academic achievements achieved by participants MAN 1 Jembrana students (Sardawi et al., 2026) .

Implementation activity Extracurricular activities at MAN 1 Jembrana also have contribution to formation character participant educate. This matter seen from various activities that instill mark religious, disciplined, responsible responsibility, leadership, work same, and caring social, such as Scouts, PMR, PKS, and Al-Qur'an memorization. According to Lickona , education character covers three dimensions main , namely *moral knowing* , *moral feeling* , and *moral action* . The three dimensions the can developed through experience Study in a way direct in activity extracurricular activities. Research results Rabbaniyah, et al. also shows that activity extracurricular capable become an effective medium in internalize values character if implemented in a way sustainable and supported by all inhabitant school (Rabbaniyah et al., 2020) .

The implementation of extracurricular programs at MAN 1 Jembrana is also reflected through various achievements achieved participant educate at the level district, province, and national. Achievement the show that activity extracurricular No only functioning as activity filler time free time, but also become means development competence, creativity, and power competition participant study results literature show that management designed extracurricular activities in a way systematic capable increase competence social, sense of responsibility answer, ability Work the same, and performance Study participant educate . Therefore that, success implementation extracurricular can measured through improvement quality character at a time achievement performance participant educate.

In a way overall, the implementation of extracurricular programs at MAN 1 Jembrana has show suitability between policy national, theory implementation and practice organization education in madrasas. Analysis use Edward III's theory shows that effective communication, support source resources, commitment of coaching teachers, as well as structure clear organization become factor main success program implementation, In addition, diversity activity extracurricular as well as various achievements achieved participant educate show that the program has give contribution to improvement quality education , formation characters , as well as development potential participant educate optimally . Thus , the implementation of extracurricular programs at MAN 1 Jembrana can made into as one of the *best practice* in management activity student affairs in the madrasa environment (Kasmad, 2018) .

3. Achievements and Extracurricular Achievements of MAN 1 Jembrana

Extracurricular achievements and accomplishments are one indicator of the success of education in madrasas. Extracurricular activities not only serve as a platform for developing students' interests and talents but also serve as a means of developing character, leadership, responsibility, and social skills. In the context of madrasa education, extracurricular activities play a strategic role in supporting the institution's vision of producing outstanding graduates in both academic and non-academic areas (Sasmito, 2021) .

MAN 1 Jembrana demonstrates a strong commitment to developing students' potential through the implementation of various structured extracurricular activities. Based on the MAN 1 Jembrana Profile for 2025, the madrasah provides a variety of extracurricular activities, including volleyball, soccer, basketball, Scouts, the Youth Red Cross (PMR), the Youth

Scientific Group (KIR), sepak takraw, pencak silat, karate, archery, theater arts, music, drum band, Paskibraka, Rumah Binar, chess, and various other self-development activities. The diversity of these activities shows that the madrasah strives to facilitate the needs of students according to their talents, interests, and potential so that each student has the opportunity to develop optimally. (Profile of MAN 1 Jembrana, 2025) .

The implementation of extracurricular activities at MAN 1 Jembrana is also in line with the madrasah's vision, which is oriented towards developing intelligent, creative, competitive, and virtuous human resources. The development of students' talents and interests is part of the strategy to improve the quality of education, supported by the provision of infrastructure, teacher training, and planned madrasah management. Even in the madrasah's strategic objectives, there is a target for increasing academic and non-academic achievements at the district, provincial, national, and international levels as one indicator of the success of education implementation (MAN 1 Jembrana Profile, 2025) .

The success of this development is reflected in the achievements achieved by students of MAN 1 Jembrana. The madrasah profile explains that the achievements obtained are not only at the district level, but also reach the provincial, national, and even international levels. One of the achievements shown is the success of students in the National Science Olympiad (OSN) in various fields, such as Mathematics, Biology, Geography, Economics, Informatics, and Astronomy. This achievement shows that academic development through self-development activities and scientific clubs runs continuously so that it is able to produce competitive students in various academic events (MAN 1 Jembrana Profile, 2025) .

In addition to academic achievement, various non-academic extracurricular activities also contribute to improving student quality. Activities such as Scouting, Red Cross (PMR), Paskibraka (Flagship Movement), sports, arts, and martial arts not only develop technical skills but also foster character development, discipline, teamwork, leadership, and a sense of responsibility. Research shows that well-managed extracurricular activities can improve non-academic achievement while building student character more comprehensively (Hartina & Siahaan, 2024) .

MAN 1 Jembrana's success in achieving various achievements is inseparable from its well-planned extracurricular management system. The school provides students with the freedom to choose activities according to their interests and talents, supported by competent instructors, a regular coaching schedule, and ongoing evaluation of each program. This condition aligns with research by Hartina & Siahaan (2024) , which states that systematic management of extracurricular activities through the stages of planning, implementation, and evaluation can improve students' non-academic achievements sustainably.

Optimizing extracurricular activities also improves the image and competitiveness of madrasahs in the community. The various achievements of students demonstrate that MAN 1 Jembrana has successfully created a learning environment that supports the development of academic competencies and 21st-century skills. This finding aligns with research by Sasmito (2021) , which states that optimally managed extracurricular activities can improve student achievement and strengthen the school's reputation as a leading educational institution.

Based on the above description, it can be concluded that the achievements and extracurricular achievements of MAN 1 Jembrana are the result of synergy between madrasah management, the competence of the instructors, the support of infrastructure, and the active participation of students. The existence of various extracurricular options supported by continuous development has resulted in academic and non-academic achievements at the national level. Therefore, extracurricular activities at MAN 1 Jembrana are not only a complement to the learning process, but have developed into a strategic instrument in shaping students who are superior, have character, and are competitive.

4. The Impact of Extracurricular Activities on Student Character and Competency Development

Extracurricular activities are a vital part of education, helping students develop their potential beyond classroom instruction. At MAN 1 Jembrana, various activities such as Scouting, Red Cross (PMR), Rohis (Islamic Student Council), sports, arts, KIR (Student Religious Education), and student organizations provide opportunities for students to hone their skills, channel their interests and talents, and develop positive character.

a. Impact on Character Development

Participating in extracurricular activities has a very positive impact on student character development. By doing so regularly, students learn to be more disciplined, responsible, honest, independent, and able to work together, as well as develop leadership skills. For example, students who are active in Scouting are trained to obey rules, complete group assignments, and make bold decisions when faced with problems. Meanwhile, students who join the Red Cross (Red Cross) typically develop a stronger sense of empathy and social awareness because they are accustomed to helping others in various humanitarian activities.

Research also shows that extracurricular activities are one of the most effective media for instilling character values such as discipline, responsibility, cooperation, leadership, and social concern (Lukitosari & Indonesia, 2024) .

b. Impact on Student Competence

Besides character building, extracurricular activities also play a significant role in enhancing students' competencies. These competencies extend beyond academic grades to encompass social skills, communication, leadership, creativity, critical thinking, and problem-solving.

Through organizational activities, students learn to develop work programs, write proposals, manage administration, express opinions in forums, and resolve conflicts that arise. These experiences hone communication skills, which are essential both in social life and in the workplace.

Students' social skills also develop as they frequently interact with peers with diverse characters, abilities, and backgrounds. They learn to respect differences of opinion, work collaboratively, and build harmonious relationships. The ability to adapt to social environments is one of the important advantages gained from extracurricular activities. In academic-based activities such as the Youth Scientific Group (KIR), students are encouraged to think critically, identify problems, seek information from various sources, conduct simple research, and

compile scientific reports. All of this significantly improves analytical thinking and problem-solving skills, both in school and in everyday life.

Meanwhile, arts extracurricular activities provide students with a platform to develop creativity, expressiveness, and cultural appreciation. Through music, dance, theater, or visual arts training, students learn to express their creative ideas while also increasing their confidence when performing in front of a crowd. Through sports activities, students benefit from physical fitness, sportsmanship, fighting spirit, and the ability to manage emotions during wins and losses. These values are essential for developing resilient individuals who are prepared to face life's challenges (Himmah & Nafi'ah, 2026) .

c. Impact on Achievement and Self-Confidence

Students' involvement in extracurricular activities also positively impacts their academic achievement. Although they take place outside of class hours, the experiences gained can actually improve their motivation to learn, their time management skills, and their sense of responsibility for academic tasks. Students who are active in extracurricular activities tend to be better at managing their time because they are accustomed to balancing their schedule between studying, practicing, and organizational responsibilities.

Furthermore, extracurricular activities provide numerous opportunities for students to participate in various competitions, seminars, and events at the district, provincial, and even national levels. These experiences empower students with confidence in showcasing their abilities. When they achieve success, their motivation to learn increases, as they feel empowered to compete and develop their potential.

Students' self-confidence also grows through opportunities to speak in public, lead meetings, emcee events, or perform in art performances. These experiences help reduce nervousness, improve communication skills, and build the courage to express ideas and thoughts (Putra et al., 2024) .

d. Supporting and Inhibiting Factors in the Implementation of Extracurricular Activities

The implementation of extracurricular activities at MAN 1 Jembrana is heavily influenced by several supporting factors. Support from the principal, competent instructors, adequate facilities, and active student participation are key to the program's success. Furthermore, parental support plays a crucial role in motivating students to consistently participate in activities.

However, this doesn't mean there are no challenges. One frequently encountered issue is time constraints, as extracurricular schedules must be aligned with regular lessons. Furthermore, not all students share the same motivation, resulting in suboptimal attendance and participation. Other challenges include limited facilities and infrastructure for some activities, as well as a limited budget to support the program.

Therefore, regular evaluation of all extracurricular activities is necessary to ensure their implementation is improved and effective. Schools also need to continuously improve the quality of instructors, provide adequate facilities, and reward active and high-achieving students to maintain their motivation (Edenia et al., 2025) .

5. Supporting and Inhibiting Factors in Extracurricular Management

Extracurricular activity management is an integral part of educational management, aimed at developing students' potential beyond intracurricular activities. The success of this management is not only determined by the quality of the program designed, but also influenced by various interrelated supporting and inhibiting factors. Supporting factors are the main capital in realizing an effective program, while inhibiting factors are challenges that must be anticipated so that the goals of developing students' talents, interests, character, and achievements can still be optimally achieved. Therefore, evaluation of both factors needs to be carried out continuously as part of efforts to improve the quality of extracurricular management (Rahma & Mus, 2025) .

Based on the analysis of the MAN 1 Jembrana Profile document , the success of extracurricular management is supported by the commitment of the principal who provides policies and full support for various student development activities. This support is realized through the preparation of work programs, the appointment of competent supervisors, providing opportunities for students to participate in various competitions, and the implementation of periodic activity evaluations. In addition, the high enthusiasm of students in participating in extracurricular activities shows that the programs implemented are able to meet the needs of developing their interests and talents. This condition shows the existence of synergy between the madrasah, supervisors, and students in realizing quality extracurricular activities (Rahma & Mus, 2025) .

These findings align with research by Nugraha & Rahmatiani (2018) , which explains that the main supporting factors in implementing extracurricular activities include the leadership of the principal, the competence of the supervising teacher, student motivation, and support from the school environment. Effective leadership can create a conducive organizational climate so that every element of the school has a shared responsibility in developing extracurricular activities. On the other hand, student motivation is an internal factor that greatly determines the success of the program because students are the main subjects in every extracurricular activity (Nugraha & Rahmatiani, 2018) .

In addition to leadership and student motivation, extracurricular management also requires a structured management system. Rahma & Mus (2025) explain that every extracurricular program should begin with a thorough planning process, human resource organization, scheduled implementation, and periodic evaluation. Through these stages, each program can run according to its stated objectives and facilitate schools in identifying various obstacles and opportunities for future program development. Thus, the management function is a crucial instrument in maintaining the sustainability of extracurricular activities.

Based on the analysis, the culture of achievement that the madrasa has developed is one of the supporting factors contributing to the successful management of extracurricular activities. Students' achievements in various competitions not only enhance the madrasa's image but also motivate other students to actively develop their potential through extracurricular activities. This condition indicates that the success of extracurricular management is inseparable from good planning, continuous guidance, and the support of the entire madrasa community. This finding aligns with research by Arifudin (2022) , which explains that

optimizing extracurricular activities is influenced by program planning, systematic implementation, regular evaluation, and support from supervising teachers, students, and the school, thus fostering discipline and responsibility in students. Obstacles that are still encountered, such as limited supervisors and infrastructure, require attention so that the goal of character development through extracurricular activities can be optimally achieved (Arifudin, 2022).

However, the implementation of extracurricular activities is not without various obstacles. Based on the analysis, the most frequently encountered obstacles include limited time due to tight learning schedules, unequal availability of facilities and infrastructure for each type of extracurricular activity, and limited budgets to support student development and participation in various competitions. These obstacles have the potential to impact the effectiveness of activity implementation if not balanced with appropriate management strategies.

The results of the study, "Analysis of the Effectiveness of Extracurricular Activities at SDN Jaddih 5 on Improving Non-Academic Achievement" (2024), also revealed that limited facilities, activity space, weather conditions, and funding support are obstacles frequently encountered in organizing extracurricular activities. These conditions have prevented several programs from being implemented optimally, especially those requiring special facilities and relatively large funding. Therefore, schools need to optimize the use of existing resources through collaboration with various parties, including the school committee and the community, to support the sustainability of extracurricular programs.

In addition to supporting madrasah facilities and policies, coordination between stakeholders is also a crucial factor in managing extracurricular activities. Good collaboration between the madrasah principal, vice principal for student affairs, supervising teachers, students, and parents will create a more effective coaching system so that each program can run according to its stated objectives. Conversely, weak coordination, low student participation, or suboptimal supervision can hinder activity implementation. This is in line with research by Reka et al. (2023), which states that the success of coaching through extracurricular activities is influenced by the quality of coordination, supervision, supervisor discipline, student motivation, and support from various parties. Therefore, regular evaluation and intensive communication are important strategies to improve the effectiveness of extracurricular management (Sanianingtyas et al., 2023).

Overall, the analysis at MAN 1 Jembrana shows that supporting factors outweigh the inhibiting factors. The commitment of the madrasah leadership, the competence of the mentors, the motivation of the students, the culture of achievement, and a structured management system are the main strengths in the implementation of extracurricular activities. Meanwhile, various obstacles that are still found can be minimized through improving infrastructure, strengthening coordination between madrasah members, effective budget management, and continuous program evaluation. Thus, extracurricular management at MAN 1 Jembrana has great potential to continue to develop as a forum for character building, developing talents and interests, and improving student achievement.

6. Program Implementation Analysis Based on George C. Edward III's Theory

The implementation of an educational program is not only determined by the quality of planning, but also by the effectiveness of its implementation in the field. In public administration studies, one of the most widely used policy implementation models is the model developed by George C. Edward III. According to Edward III, the success of a policy implementation is influenced by four main variables, namely communication, *resources*, disposition, and bureaucratic structure. These four variables are interrelated so that weaknesses in one aspect will affect other aspects and impact the achievement of policy objectives (Makmur, 2023). This model has been widely applied in various studies of educational policy implementation, such as the implementation of the Pancasila Student Profile Strengthening Program (P5), the Smart Indonesia Program, and the School Mover Program, so it is relevant to use to analyze the implementation of extracurricular programs at MAN 1 Jembrana (Untari et al., 2025).

a. Communication

Communication is the primary factor determining the success of policy implementation. Edward III emphasized that policy objectives, implementation procedures, task allocation, and targets must be communicated clearly, consistently, and continuously to all policy implementers. Ineffective communication can lead to differing perceptions, misinterpretations, and even program implementation failure. Therefore, clarity of information, consistency of delivery, and transmission of information are important indicators in assessing the effectiveness of policy communication (Makmur, 2023).

Based on the analysis at MAN 1 Jembrana, the communication aspect of the extracurricular program implementation has been running effectively. The principal, vice principal for student affairs, supervising teachers, and students maintain continuous coordination in developing work programs, determining practice schedules, discussing development targets, and preparing students for participation in various competitions. Information is delivered through coordination meetings, internal madrasah communication media, digital communication groups, and direct mentoring by supervising teachers to students. This communication pattern demonstrates clear and consistent information transmission so that each implementer understands their respective roles and responsibilities. This condition has an impact on increased student participation, smooth activity implementation, and the creation of good coordination between program implementers.

b. Resources

Resources are the second variable influencing the success of policy implementation. Edward III explained that even a well-designed policy cannot be implemented optimally without adequate resources. These resources include human resources, budget, facilities, authority, information, and other supporting facilities needed during the implementation process (Sitorus, 2019).

In their research on the implementation of the P5 Program, Untari et al. (2025) found that teacher competence, school facilities, and the availability of learning media were critical factors in determining the success of the program's implementation. Similarly, Sururi et al. (2023) explained that the successful implementation of the School Mover Program is

determined not only by the quality of the policy but also by the readiness of human resources and the completeness of the school's supporting facilities.

The analysis at MAN 1 Jembrana shows that the implementation of extracurricular programs is supported by relatively adequate resources. The school has competent instructors in their respective fields, such as Scouts, Paskibra, Youth Red Cross (PMR), Quran memorization, Youth Scientific Group (KIR), sports, arts, and various other extracurricular activities. The competence of the instructors is a key asset in the process of developing students, both in technical aspects and character building.

In addition to human resources, the madrasah also provides various supporting facilities such as sports fields, art practice rooms, organizational activity rooms, extracurricular equipment, learning media, and administrative support that facilitate the implementation of each program. The availability of these facilities allows extracurricular activities to be carried out in a planned and sustainable manner. This resource support contributes to increased student achievement in various academic and non-academic competitions at the district, provincial, and national levels. Thus, the resource aspect at MAN 1 Jembrana has fulfilled one of the important prerequisites for policy implementation according to Edward III.

c. Disposition

Disposition refers to the attitude, commitment, integrity, and willingness of policy implementers to carry out their duties in accordance with established objectives. Edward III emphasized that successful implementation depends not only on the availability of resources and good communication, but also on the implementers' willingness to diligently implement the policy. Highly committed implementers will strive to resolve various obstacles during the implementation process so that program objectives can be optimally achieved (Makmur, 2023)

Sitorus (2019) explains that disposition directly influences the effectiveness of education policy implementation because it is related to the motivation, responsibility, and loyalty of implementers. Research by Nursilawat et al. (2026) also shows that the high commitment of school principals and teachers is a factor that strengthens the implementation of the Smart Indonesia Program, thus positively impacting education services.

The analysis at MAN 1 Jembrana shows that the supervising teachers demonstrate a high level of commitment to their coaching duties. This is evident in the regular implementation of training, intensive mentoring leading up to competitions, providing motivation to students, and regular evaluations of student development. The principal also provides support through policies that encourage improved student achievement, including opportunities to participate in various competitions and personal development activities.

On the other hand, students demonstrated high enthusiasm in participating in various extracurricular activities. High attendance rates, enthusiasm for training, and willingness to participate in various competitions indicate that the extracurricular program received a positive response from students. The synergy between the commitment of leaders, supervising teachers, and students created a conducive coaching environment, enabling effective program implementation.

d. Bureaucratic Structure

The final variable in Edward III's model is bureaucratic structure. Bureaucratic structure relates to organizational mechanisms, division of authority, operational procedures, and coordination between policy implementers. A clear organizational structure facilitates program implementation because each implementer understands their duties, responsibilities, and the required coordination flow. Conversely, an unclear organizational structure can lead to overlapping authority and hinder policy implementation (Makmur, 2023).

Research by Sururi et al. (2023) shows that a systematic organizational structure is a factor in the successful implementation of the School Mover Program. Similarly, Untari et al. (2025) emphasized that a clear division of tasks and a structured evaluation mechanism can increase the effectiveness of the P5 Program implementation in schools.

Based on the analysis, the extracurricular management structure at MAN 1 Jembrana has been systematically structured. The principal acts as the primary policy-maker, while the vice principal for student affairs coordinates all extracurricular activities. Supervising teachers are responsible for program implementation in their respective areas, from developing work programs and conducting training sessions, mentoring students, to evaluating activity outcomes. Furthermore, each extracurricular activity has a structured schedule, mentoring targets, and reporting mechanisms, facilitating monitoring and evaluation.

This clear division of tasks creates effective coordination between implementing elements and minimizes overlapping authority. A sound bureaucratic structure also supports program sustainability because each activity has operational standards that serve as guidelines for its implementation.

CONCLUSION

Study This find that management of extracurricular programs at MAN 1 Jembrana form pattern structured, participatory, and development - oriented management sustainable. The pattern shown through relatedness between program planning, distribution not quite enough answer to coaching teachers, providing various choice activity in accordance interest and talent participant education, regular coaching, as well evaluation activities. Management the No stop on implementation activities, but directed at achieving performance targets and development participant educate in a way more wide. Diversity activity academic, religious, leadership, arts, sports, and technology become form of madrasah strategy in provide room development potential participant educate.

If analyzed using the George C. Edward III implementation model, the pattern the supported by four interconnected components related. Communication functioning ensure program delivery, distribution tasks, schedules, and coaching targets ongoing in a way clear. Source Power in the form of supervising teachers and facilities become supporters main implementation activities. Disposition reflected through commitment head of madrasah and supervising teacher as well as enthusiasm participant educate in follow coaching and competition, meanwhile that, structure bureaucracy seen from distribution authority between head of madrasah, deputy head field student affairs, and supervising teachers as well as

existence schedule, targets, and mechanisms evaluation. Fourth element the form mechanism management that allows the program to run in a way consistent and focused.

Implications from pattern the seen in two outputs main, namely achievements and development character as well as competence participant education. Achievements in the field academic and non-academic show that coaching carried out in a way sustainable can become means development Power competition participant educate. At the same time, the activities like Scouts, PMR, Paskibra , Tahfidz , organizations , arts and sports provide related experiences with discipline , responsibility answer , work same , leadership , creativity , and skills social . Thus, the findings study show that strength management extracurricular activities at MAN 1 Jembrana lies in synergy between structured governance, support source power, commitment implementing, and continuous coaching, right solely on the number type activity or amount achievements obtained.

However, the pattern the Still face limitations in the form of collision time with learning regular, not yet evenly distributed facilities and infrastructure, as well as limitations budget on several activities. Therefore that, the implications practical study is the need strengthening program evaluation, equity facilities, management more budget effective, and improvement coordination between parties for sustainability coaching can maintained. Findings This put management extracurricular No just as activity companion learning, but rather as mechanism coaching participant integrated education development potential, achievement achievements, and formation character in One system madrasa management.

BIBLIOGRAPHY

- Arifudin, O. (2022). Optimizing Extracurricular Activities in Building Student Character. *JIIP-Scientific Journal of Educational Sciences* , 5 (3), 829–837.
- Edenia, B., Syarifuddin, & Pamulaan, AB (2025). Extracurricular Management Strategies In Improving Students' Social Competence And Character. *Pendas: Scientific Journal of Elementary Education* , 10 (2), 465–478.
- Hartina, D., & Siahaan, A. (2024). Extracurricular Activity Management in Improving Student Non-Academic Achievement at SMA Negeri 1 Aek Natas. *Journal of Education Research* , 5 (2), 2025–2034.
- Himmah, AF, & Nafi'ah, J. (2026). Contribution Of Extracurricular Science Programs In Improving Students' Learning Competencies In Madrasah Ibtidaiyah. *Pendas: Scientific Journal of Elementary Education* , 11 (2), 211–225.
- Kasmad, R. (2018). *Public Policy Implementation Study* .
- Lukitosari, ZO, & Indonesia, UP (2024). Strengthening Character Education in PMR Extracurricular Activities. *Indonesian Journal of Education and Learning (JPPI)* , 4 (1), 166–172.
- Maghfiroh, I. (2021). Extracurricular Management at Al-Ishlahiyah Integrated Vocational High School (SMK) Singosari Malang. *Leadership: Journal of Islamic Education Management Students* , 3 (1), 63–80.
- Makmur, S. (2023). Misinterpretation Of Communication, Resources, Disposition And Bureaucratic Structure In Policy Implementation. *Lentera: Multidisciplinary Studies* , 1 (3), 172–176.

- Nugraha, Y., & Rahmatiani, L. (2018). Supporting and inhibiting factors in the implementation of extracurricular activities in fostering students' disciplined character. *Journal of Community Morals* , 3 (2), 64–70.
- Nursilawati, Kesumawati, N., & Wardiah, D. (2026). Communication, Resources, Disposition, and Bureaucracy: Evaluating the Smart Indonesia Program Implementation at SMA Negeri 1 Sungai Lilin. *Journal of Social Work and Science Education* , 7 (3), 2137–2155.
- Profile of MAN 1 Jembrana. (2025). *Profil MAN 1 Jembrana Year 2025* .
- Putra, JM, Mahadewi, EP, & Saragih, L. (2024). *Analysis of High School Students' Character Development in Determining Careers Through Extracurricular Activities (Field Survey of High School Students in Tangerang City)* . 7 , 545–548.
- Rabbaniyah, S., Pascasarjana, M., Negeri, U., Sudjanto, B., Pascasarjana, D., Negeri, U., Universitas, D., & Jakarta, N. (2020). Implementation of Character Education in Scout Extracurricular Activities at MAN 4 Jakarta. *Scientific Journal for Improving the Quality of Education* , 6 (1), 21–30.
- Rahma, M., & Mus, S. (2025). Extracurricular Management at Hang Tuah Elementary School, Makassar. *JAPPI: Indonesian Journal of Educational Administration and Policy* , 1 (1), 1–7.
- Sanianingtyas, E., Burhanuddin, & Arifin, I. (2023). Extracurricular Management in Elementary Madrasah as a Means of Educating Student Character. *JAMP: Journal of Educational Administration and Management* , 6 (4), 403–414.
- Sardawi, Anzani, ZS, Kamus, Syukri, M., Sumarlin, & Rayani, I. (2026). School-Based Management (Sbm): Concept, Implementation, And Strategy To Improve The Quality Of Education In Indonesia. *Pendas: Scientific Journal of Elementary Education* , 11 (2), 194–203.
- Sasmito, S. (2021). OPTIMIZING EXTRACURRICULAR ACTIVITIES: A GOOD PRACTICE. *Indonesian Journal of Educational Development* , 2 (3), 524–533. <https://doi.org/10.5281/zenodo.5681650>
- Sitorus, M. (2019). The Effect Of Communication, Resources, Disposition, And Bureaucratic Structure On The Implementation Of Education Policy (Case Study of the Formation of the Tobasamosir Regency Education Council). *Journal of Administrative Sciences (JIA)* , 4 (1), 59–81.
- Sururi, Afifah, DE, Kurniatun, TC, & Hafidh, Z. (2023). Program Driving Schools: An Analysis of Implementation in Junior High Schools. *INDONESIAN JOURNAL OF EDUCATIONAL RESEARCH AND REVIEW* , 6 (3), 669–680.
- Untari, S., Lestari, ID, Zayyan, KA, Ilma, T., & Astuti, W. (2025). Implementation of the P5 program according to George C. Edward III's theory at SMA Negeri 9 Malang. *Journal of Integration and Innovative Harmony of Social Sciences* , 5 (7). <https://doi.org/10.17977/um063.v5.i7.2025.5>
- Yunianto, T., Surohman, A., & Hasanah, N. (2021). Principal Leadership in Extracurricular Management. *Journal of Educational Science Research* , 14 (1), 22–30.