



Original Article

Madrasah Head's Strategy in Increasing the Effectiveness of Extracurricular Activities at MTS Zia Salsabila

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Abstract:

Mts Zia Salsabila is a private junior high school that has accreditation B. The madrasa head's strategy in increasing the effectiveness of extracurricular activities is quite good, but in implementing extracurricular activities there are still problems in increasing the effectiveness of extracurricular activities. The aim of this research was to determine the steps taken by the head of the madrasah in increasing extracurricular activities at MTS Zia Salsabila, as well as the inhibiting and supporting factors for the head of the madrasah in increasing extracurricular activities at MTS Zia Salsabila. This research uses qualitative methods using interview, observation and documentation techniques, the results obtained and it can be concluded that the steps taken by the head of the madrasah in increasing extracurricular activities are in the form of providing teachers, extracurricular activities run because they have a role model teacher, then the head of the madrasah provides a place training location, and the head of the madrasah facilitates students who want to take part in the competition, while the supporting factors for the head of the madrasah in increasing extracurricular activities are the spirit of support from teachers to carry out extracurricular activities, as well as support from the students' parents, as well as the inhibiting factor being the lack of adequate infrastructure. inadequate

Keywords: strategy, head of madrasah, extracurricular.

Introduction

The head of the Madrasah has a very central role because it is the leader who determines the success or failure of an institution in achieving the desired achievements achieved by that institution (Maulida, 2021). The quality of education is closely related to the achievements of an educational institution, because achievements will greatly influence the image of society in seeing whether the educational institution is successful

or not, if the school principal has a very central role because it is the leader who decides. success or failure of an institution in achieving the desired achievements. by this institution ([Maisuro, 2018](#)). Quality of education refers to quality education. Quality education is produced by the leadership of quality madrasah heads, quality madrasah heads are professionals. A professional madrasa head is one who is able to manage and develop the madrasa comprehensively, therefore the madrasa head has a very important and strategic role in realizing the vision, mission and goals of the madrasa. Madrasah heads who are professional in carrying out their duties are full of quality improvement strategies, so that they can produce quality output and results. The professionalism of the madrasah head will show the quality of the madrasah's performance ([Wibowo, 2020](#)).

According to Law no. 20 article 1 concerning the national education system ([National Education System](#)) (2007:2), states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, independence. control, personality, intelligence, noble character and skills needed by himself, society, nation and state. The function and objectives of education in Law Number 20 of 2003 concerning the ([National Education System, article 3](#) (2007:5). among other things, emphasizes that National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to realize the intelligent life of the nation, aiming to develop the potential of students to become dignified human beings. have faith and devotion to God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be democratic and responsible citizens.

As a madrasah leader, the head of the madrasah is required to have creative and innovative strategies and breakthroughs so that he is able to take appropriate steps to develop the potential pool and interests of students' talents, namely extracurricular activities so that in the future, graduates of quality and character can be created who are able to compete in society. The development strategy is carried out in order to improve the quality of education itself and with a development strategy it can meet the needs of students in terms of channeling potential interests and talents. In developing extracurricular activities, the Head of Long must pay attention to and carry out the procedures or rules that have been established in the educational unit so that effectiveness and development goals can be achieved. Extracurricular activities are a forum for student development which aims to enable students to develop their personality, talents and abilities in various areas of interest outside the academic field. This activity is organized, directed and integrated with other activities in the school to support the achievement of curriculum objectives, meaning that this activity is carried out in accordance with the program that has been determined. Its implementation is guided by teachers who are competent in their field so that the implementation will run well. This activity is an important element in building students' personality, character and morals.

Extracurricular activities are educational activities outside of study hours which aim to help develop potential, talents and interests through activities specifically organized by educators or education staff who have the ability and authority at the school ([Naelasar, 2021](#)). One example of extracurricular activities at Mts Zia Salsabila is scout extracurricular activities. Scouting is an extracurricular that is familiar to the world of education because it can be found at every level of education. Scout extracurriculars can also shape the character and personality of students, such as discipline, faith, noble character, piety, law-abidingness, patriotic spirit, upholding the nation's noble values and becoming citizens with the spirit of Pancasila, and being good members of society and

useful, who can develop themselves independently, and have concern for fellow humans and the natural environment around them ([Pangabean, 2022](#)). Scouting extracurricular activities are creative, innovative and recreational which contain education (Aji, 2016). Mislia stated that scout activities can form the character of thoroughness, patience, cooperation, responsibility, social awareness, courage, self-confidence, perseverance, creativity, religiousness, patriotism, environmental awareness, independence, discipline, curiosity and hard work ([Ahmad et al., 2017](#)).

Madrasah principals as madrasah leaders are required to have creative and innovative strategies and breakthroughs so that they are able to take the right steps to develop the potential pool and interests of students' talents, namely extracurricular activities so that graduates of quality and character will be created who are able to compete in society. The development strategy is carried out in order to improve the quality of education itself and with a development strategy it can meet the needs of students in terms of channeling potential interests and talents. In developing extracurricular activities, the head of the Madrasah must pay attention to and carry out the procedures or rules that have been established in the educational unit in order to achieve effectiveness and objectives in this development. The Madrasah head's strategy is to carry out extracurricular development in the field of Scouting. The development strategy carried out is guided by the vision and mission of the madrasah. By being guided by the vision and mission, these extracurricular activities not only hone students' interests and talents but can also grow skills and good morals. With the strategy carried out by the Madrasah head, extracurricular activities will run well and properly. Mts Zia Salsabila is a private junior high school that has accreditation B. The madrasa head's strategy in increasing the effectiveness of extracurricular activities is quite good, but in implementing extracurricular activities there are still problems in increasing the effectiveness of extracurricular activities. The problem that occurs in the field is the lack of infrastructure to increase the effectiveness of extracurricular activities at Mts Zia Salsabila. Therefore, the head of the Madrasah should prepare a good strategy to increase the effectiveness of extracurricular activities at school, such as improving extracurricular activities in the field of scouting, including infrastructure in improving extracurricular infrastructure for scouting as supporting extracurricular activities.

Methods

This research uses qualitative research methods with a descriptive approach to field findings. The data used by the author comes from journals, books and the internet (using second hand data). According to Sugiyono, if a research uses objects naturally (directly) to examine the object. We can see that an important role in research lies with the researcher. So data was collected by carrying out data analysis with an inductive nature and the results focused on meaning and triangulation. The techniques used to collect data in this research were interviews, observation and observing each learning activity that took place, because the aim of the research was to obtain data ([Sugiyono, 2018:224](#)). Observations are carried out by observing ongoing activities. Interviews were also conducted with question and answer conversations between researchers and resource persons. Documentation studies are also carried out by making notes that will serve as evidence of past events. According to Boglan and Biklen, data analysis is the process of systematically searching for and organizing interview transcripts, field notes and other materials that have been collected to increase one's own understanding of these materials so as to make these findings available to other parties. It is further explained that data

analysis includes the activities of working on data, arranging it, dividing it into manageable units, synthesizing it, looking for patterns, finding what is important and what will be studied and deciding what will be reported. With data analysis, the data is arranged well and orderly so that the meaning of the findings can be known according to the research focus ([Sudarman, 2002](#)). The author uses data analysis through data reduction, data presentation, and drawing conclusions/verification.

Results

Mts Zia Salsabila Extracurriculars

Through collecting data obtained when conducting field observations by researchers with the head of the MTS Zia Salsabila madrasah, they received information that extracurricular activities at MTS Zia Salsabila were going well, but there were several extracurricular activities that were not running well due to the lack of adequate infrastructure. This was expressed by the head of the madrasah that: extracurricular activities have been running well but there are some activities that have not run well due to the lack of adequate infrastructure and lack of cooperation between teachers in improving extracurricular activities, but from these problems the head of the madrasah always tries to ensure that Extracurricular activities are going well.

Inhibiting factors faced by madrasa heads in helping to increase extracurricular activities

To find out the inhibiting factors faced by madrasa heads at MTS Zia Salsabila, the author conducted interviews and observations with madrasa heads, it was found that the inhibiting factors faced by madrasa heads in increasing extracurricular activities at MTS Zia Salsabila are as follows:

a. Lack of adequate infrastructure

The lack of adequate infrastructure is one of the inhibiting factors faced by madrasah heads in increasing extracurricular activities. If the infrastructure is not met then the process of extracurricular activities will not run well.

b. Students are less enthusiastic about participating in extracurricular activities

The reduced enthusiasm of students in taking part in extracurricular activities is one of the factors inhibiting madrasa heads from increasing extracurricular activities. Many students are less enthusiastic about carrying out extracurricular activities due to the teacher's lack of role in supporting students to carry out extracurricular activities, for example students want to do inter-school competitions but The lack of role of teachers and school principals in supporting these students in carrying out competitions is where students are less enthusiastic about carrying out extracurricular activities or competing in extracurricular activities.

c. There is no good cooperation between teachers and madrasa heads

The absence of good cooperation between teachers and madrasa heads is also an inhibiting factor faced by madrasa heads in increasing extracurricular activities at Mts Zia Salsabila. If there is no good cooperation with the madrasa heads then extracurricular activities will not run well, how will they work? well while teachers do not have good cooperation in improving extracurricular activities, therefore madrasa heads must have good cooperation to improve extracurricular activities better ([Anam et al, 2020](#)).

Strategi Madrasa head's strategy in increasing the effectiveness of extracurricular activities

Based on the results of observations and interviews conducted by researchers, it can be seen that the madrasa head's strategy in increasing the effectiveness of extracurricular activities at MTS Zia Salsabila is as follows

1. Encourage interests and talents

The head of the MTS madrasa Zia Salsabila has strategies in carrying out his duties and responsibilities. Because without the right strategy in carrying out their duties and responsibilities, the results obtained cannot be optimal. So the madrasa head's strategy in increasing extracurricular activities is one way of encouraging students' interests and talents.

2. Provide support

The madrasa head must always provide support to students to carry out all extracurricular activities. Providing support is one of the madrasa head's strategies, not only support from the madrasa head that students want but support from the teacher council which will make students enthusiastic to carry out extracurricular activities.

3. Giving motivation

The principal as a leader in an educational institution must motivate students to always be enthusiastic about carrying out mandatory or non-obligatory extracurricular activities. The motivation in this discussion is intended as an effort made by the madrasah principal as a strategy to encourage students at MTS Zia Salsabila to be more good and enthusiastic in carrying out extracurricular activities in order to achieve the desired extracurricular educational goals.

Steps taken by the madrasa head to increase extracurricular activities at Mts Zia Salsabila.

There are several steps taken by the head of the madrasah to increase extracurricular activities at Mts zia salsabila

a) Provide adequate facilities

As the head of a madrasa, of course you must provide adequate facilities to use for carrying out extracurricular activities. With good support and facilities, students will feel supported and motivated to be active in these activities. This aims to regulate various activities in the student affairs sector so that learning activities at school are smooth, orderly and orderly. In extracurricular activities, there is an increase in time management and organizational skills, students can manage them effectively. Students can balance their academic activities with extracurricular activities, thereby increasing participation and involvement ([Dalanggo, 2019](#)).

b) Teacher collaboration and extracurricular development

This program can also build good collaboration between teachers and extracurricular coaches. With good cooperation, students will get the guidance and support needed to participate in extracurricular activities. This will increase student participation and provide a more meaningful experience for them. Open and effective communication between teachers and extracurricular advisors is key. Teachers need to convey information about available extracurricular activities to students and promote them actively. Extracurricular coaches, on the other hand, need to inform teachers about the development and needs of their programs. Collaboration in Supervision In some cases, teachers may also be involved in supervising extracurricular activities. This is important to ensure that these activities take place safely and in accordance with school rules. ([Ahmad et al,](#)

[2017](#)).

c) Develop social skills

Extracurricular activities can help students develop social and leadership skills that are important for their lives outside of school. The Student Management Program can help identify and develop students' potential in this regard, so that they can actively participate in extracurricular activities and develop these skills. Through extracurricular involvement, students have the opportunity to take leadership roles, collaborate with peers, and work to achieve common goals. These experiences can help students develop important skills such as communication, problem solving, and decision making, which are highly valued by schools. Additionally, participating in extracurricular activities can also help students build self-confidence and purpose, contributing to their overall personal and academic growth. Student management programs can provide the support and guidance students need to make the most of these opportunities and maximize their potential. ([Anam et al, 2020](#)).

Conclusion

The Based on the results of the research and discussion, the researcher presented the following conclusions. Extracurricular activities are good, but there are also some extracurricular activities that run well due to the lack of adequate infrastructure. The inhibiting factors faced by madrasah heads in helping to increase extracurricular activities based on the results of interviews and observations are lack of adequate infrastructure, students are less enthusiastic about participating in extracurricular activities, there is no good cooperation between madrasah heads and teachers. Madrasa head's strategy in increasing the effectiveness of extracurricular activities, providing motivation, support to students and encouraging interests and talents. Steps taken by madrasa heads in increasing extracurricular activities are by providing adequate facilities, good teacher cooperation with extracurricular coaching and developing social skills.

Suggestion

The principal as a leader in an educational institution must motivate students to always be enthusiastic about carrying out mandatory or non-obligatory extracurricular activities. The motivation in this discussion is intended as an effort made by the madrasah principal as a strategy to encourage students at MTS Zia Salsabila to be more good and enthusiastic in carrying out extracurricular activities in order to achieve the desired extracurricular educational goals.

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