

Management of Leadership through Extracurricular Activities in Achieving SDGs No. 4 at Al-Rosyid Islamic Boarding School

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ABSTRACT: Quality education is not only academic achievement but also the development of character, social skills, and leadership of students. In the context of Islamic boarding schools, extracurricular activities are an important instrument because they take place in a boarding school environment that emphasizes discipline, exemplary behavior, and the instilling of religious values. This study aims to analyze the management of extracurricular activities in the formation of student leadership character and its contribution to the achievement of the Sustainable Development Goals (SDGs), especially SDG 4 on quality education. This study uses a quasi-qualitative method with a phenomenological approach. Data were obtained through in-depth interviews, non-participatory observation, and documentation studies involving Islamic boarding school leaders, teachers, and extracurricular activity documents. Data analysis was carried out through deductive data reduction and thematic analysis. The results of the study indicate that the management of extracurricular activities at Al-Rosyid Islamic Boarding School in Bojonegoro is carried out systematically through the stages of planning, organizing, implementing, monitoring, and evaluating. Scouting, muhadloroh (public speaking groups), discussions, and student organizations have been shown to foster responsibility, discipline, courage, communication skills, and students' readiness to lead and be led. Key supporting factors include the availability of facilities and internal coordination, while the primary constraint lies in limited time. Thus, extracurricular activity management contributes significantly to the development of student leadership character while supporting the achievement of SDG 4 by strengthening skills and character, and creating an effective, inclusive, and sustainable learning environment.

Key words: Management, Leadership, Extracurricular, SDGs

INTRODUCTION

The important aspect of quality education is the development of leadership character. Leadership in students is not merely the ability to lead an organization, but also encompasses values such as responsibility, discipline, self-confidence, decision-making, cooperation, and role modeling.(Armadi et al., 2024) These qualities develop

effectively when students gain real-world experience, practice space, and continuous practice in an educational environment. In practice, extracurricular activities are a powerful vehicle for building leadership character, as they provide hands-on experience, activity-based learning, and broader social interaction than classroom learning.(Emawati, 2022) Several studies show that extracurricular activities contribute to strengthening character values such as discipline, responsibility, cooperation, and communication, as well as providing space for students to take initiative and play an active role.(Mu'in Abdullah, Rochmawati Sholikhah Sukemi, 2025)

In Islamic boarding schools, extracurricular activities are unique because they operate within a culture of intense development, the instillation of religious values, and a system of daily discipline. Extracurricular activities can foster discipline, independence, time management, creativity, and critical thinking skills. Furthermore, activities such as Scouting in Islamic boarding schools have been found to be effective in developing student leadership through training in basic leadership character, managerial skills, and strengthening spiritual values.(Alfia Miftakhul Jannah et al., 2021)

Strengthening the leadership and character of Islamic boarding school students through Scouting activities is also relevant to the global agenda in improving the quality of education formulated in the Sustainable Development Goals (SDGs), especially SDG 4 as an important agenda for the world of education, namely ensuring inclusive and quality education and encouraging lifelong learning opportunities for all.(Kristen Satya Wacana et al., 2017) In this context, education is not only required to produce students who excel academically, but also to shape character, social skills, and leadership that are relevant to the challenges of the times. Quality education today is no longer understood solely as academic achievement, but also encompasses how the educational process shapes students' competencies, attitudes, and character, preparing them to face social challenges. The SDG 4 (Quality Education) framework encourages education systems to strengthen the quality and relevance of learning, so that educational outcomes can have a real impact on individuals and society.

Quality leadership characteristics such as responsibility, discipline, communication skills, role models, and the courage to make more effective decisions develop through habituation and direct experience, not just through delivering material in class.(Moh Taqi Syariati, Syahril, 2022) A comprehensive, practice-based approach to character education is considered capable of supporting the achievement of SDG 4 because it encourages students to experience the process of value formation in real life. Numerous studies have shown that involvement in extracurricular activities is positively associated with character building, and scouting activities in various school contexts have also been

reported to impact student character development through training in discipline, leadership, and teamwork.(Rahayu et al., 2023) In Islamic boarding schools, character and leadership development are unique because they take place within a boarding school culture that emphasizes role models, discipline, and the instilling of everyday values. Research on Scouting in Islamic boarding schools shows that this activity can develop students' leadership and organizational skills, particularly because students are trained to lead groups, manage programs, and learn responsibility in real-life situations.(Mu'in Abdullah, Rochmawati Sholikhah Sukemi, 2025)On the other hand, Islamic boarding schools are also understood to play a role in forming cadres of leaders through strong educational patterns and character building.

Extracurricular activities are not merely supplementary but contribute significantly to character development. A quantitative study of junior high school students found a significant relationship between extracurricular participation and the strengthening of character education (e.g., discipline and responsibility), suggesting that the impact will be more consistent if managed in a targeted manner.(Febrianti, Melizubaida Mahmud, 2022) In addition, studies on extracurricular activities in elementary schools confirm that activities outside the classroom can be a space for habituating values through school culture and practical experiences, so that students are trained to develop positive attitudes that are relevant to leadership.(Armadi et al., 2024)

In the context of Islamic boarding schools, extracurricular activities tend to be stronger due to the support of boarding school guidance and daily habits. Research in modern Islamic boarding schools shows that extracurricular programs play a role in fostering discipline, independence, time management, creativity, and critical thinking skills, with the note that their success is influenced by clear implementation strategies and time management.(Tiara Alivia, 2023)More specifically, a study of Scouting in Islamic boarding schools found that the development of student leadership developed through strengthening basic character, managerial/organizational skills, and strengthening spiritual values, which was evident in increased self-confidence and decision-making abilities.(Mu'in Abdullah, Rochmawati Sholikhah Sukemi, 2025)

For leadership character development through extracurricular activities to be effective, Islamic boarding schools require consistent institutional leadership and sound program management. Research on Islamic boarding school leadership emphasizes the importance of exemplary behavior, consistent rules, planned development strategies, and evaluation of student development.(Ubaidillah, Moch, 2025) The study of extracurricular management in Islamic boarding schools emphasizes the need for a

management cycle (planning, organizing, implementing, monitoring) so that the program is measurable and sustainable. (Siti Nur Laelah, Zahra Khusnul Lathifah, 2025)

METHOD

This study uses a quasi-qualitative research method that aims to understand in depth the role of extracurricular activities in the formation of leadership character of students in Islamic boarding schools through direct experience and phenomenological analysis. The data sources used are qualitative and obtained from various informants, head master of Islamic boarding school, teachers, and documentation related to extracurricular activities. Data collection techniques are carried out through triangulation, which includes in-depth interviews, non-participatory observation, and documentation studies, which are then analyzed using deductive data reduction to identify key patterns. The data analysis technique used is thematic analysis, which aims to uncover central themes in the formation of leadership character through extracurricular activities in Islamic boarding schools.

RESULTS AND DISCUSSION

Management of Extracurricular Activities

Management is the process of planning, organizing, directing, and controlling activities to achieve organizational goals effectively and efficiently by using organizational resources. (Dr Mamduh Hanafi, 2012) Al-Rosyid Islamic Boarding School Bojonegoro has an educational ecosystem such as: curriculum, intracurricular, co-curricular, and extracurricular activities that run in a clear management system, making it a relevant location to study how extracurricular activities shape leadership character and its contribution to the quality of education to realize SDG 4. With such an ecosystem and management system, this study then departs from field data to understand how the boarding school leadership interprets leadership character as the goal of developing students.

Extracurricular activities can be viewed as holistic educational tools that support SDG 4: Quality Education, particularly thru engagement. Extracurricular activities are understood as educational activities that take place outside the classroom, structured by schools or educational institutions, and aim to develop students potential more comprehensively. (Erika González García, Ernesto Colomo Magaña, 2020) Not only in academic aspects but also in social, emotional, leadership, discipline, creativity, school involvement, and readiness to face real-life situations. Therefore, extracurricular

activities can be seen as holistic educational tools that support SDG 4: Quality Education, particularly thru engagement.(Sorooshian, 2024)

Extracurricular activities are understood as educational activities that take place outside the classroom, structured by schools or educational institutions, and aim to develop students' potential more comprehensively, not only in academic aspects but also in social, emotional, leadership, discipline, creativity, school involvement, and readiness to face real-life situations.(Robert J. Sternberg, 2025) Studies literature show that participation in extracurricular activities positively correlates with school engagement and social competence. (Sean T. Wachsmuth, PhD, Timothy J. Lewis, PhD, and Nicholas A. Gage, 2023)

Academic motivation and learning engagement, cognitive skill development in adolescents (Pan, Yangu, Di Zhou, 2022), social-emotional skill development thru time management, character development, and self-confidence, as well as critical and creative thinking relevant to everyday life.(Christison, 2013) Many studies indicate that participation in extracurricular activities positively correlates with school engagement and social competence.(Weihao Wang, Wenye Li, 2024) Academic motivation and learning engagement, cognitive skill development in adolescents,(Sean T. Wachsmuth, PhD, Timothy J. Lewis, PhD, and Nicholas A. Gage, 2023) social-emotional skill development thru time management, character development, and self-confidence, as well as critical and creative thinking relevant to everyday life.(Jan N. Hughes, Qian Cao, 2017)

The Sustainable Development Goals (SDGs) are understood as a global development agenda adopted in 2015 with 17 goals and 169 targets that are universal, integrated, and indivisible in addressing social, economic, environmental, and ecological dimensions; consequently.(Breuer et al., 2019) The SDGs are not only understood as a list of development goals but also as a system of goals that continuously interact, have synergistic or mutually beneficial relationships, and encourage implementation both sectorally and sectorally.(Loredana Bellantuono, Alfonso Monaco, Nicola Amoroso, Vincenzo Aquaro, Angela Lombardi, Sabina Tangaro, 2022) In the context of education, SDG 4 highlights the importance of inclusive, equitable, quality education, and lifelong learning.(Lane, 2017) This is emphasized not only as a personal goal but also as a lever for achieving other development goals. This shows that education in the context of the SDGs encompasses formal, informal, and social skills of the community.(Saini et al., 2023) As a result, educational institutions can achieve SDG 4 thru management practices, leadership, and educational development activities, such as extracurriculars,(Chankseliani & Mccowan, 2021) which promote competence,

participation, and commitment to education. With the title "Management of Leadership through Extracurricular Activities in Achieving SDGs No. 4 at Al-Rosyid Islamic Boarding School, Bojonegoro". The SDG theory can be presented as a normative and strategic framework that prioritizes high-quality education as a component of gradual, cooperative, and progressive social transformation.

Based on the data obtained, the Head of the Al-Rosyid Islamic Boarding School stated that the concept of leadership character at the Al-Rosyid Islamic Boarding School is understood as the readiness of students to lead and be ready to be led, with a strong emphasis on ethics and morals in social relations at the boarding school. This is also in line with what was conveyed by Moch. Imron Rosyidi, S.Pd as the Teacher of MA (Madrasah Aliyah), emphasized that an ideal leader is not only able to direct, but also provide examples and benefits for the surrounding environment. This is in line with the idea of leadership, in educational institutions does not stand alone as an organizational skill, but is part of the formation of character and institutional culture. (Sundari, 2021)

In terms of management, leadership development through extracurricular activities at Al-Rosyid appears to be structured. The boarding school's leadership stated that each activity is planned daily, weekly, and annually, and that the leadership character program has a specific goal of preparing students for life in society and positioning themselves (G1, interview, July 2025). This statement aligns with studies on extracurricular management that emphasize the need for management functions (planning, organizing, implementing, and evaluating) to ensure the impact of character development is more focused and sustainable. (Tiara Alivia, 2023) Internal collaboration is a crucial factor: regular teacher/administrator forums are in place to plan activities and gather ideas for leadership development (PP1, interview, July 2025). The Teacher principal also mentioned the existence of regular guidance and motivation (meetings every Monday) to align the mentors' steps in implementing activities (G1, interview, July 2025).

Consistency in guidance and coordination between leaders, teachers, and administrators is often cited as a prerequisite for non-academic activities to become more than just routine activities, but a character-learning ecosystem. In implementing extracurricular activities, Islamic boarding school leaders stated that leadership development is realized through scouting, muhadloroh (public speaking study groups), discussions, and student organization, which are seen as "processing" students into developing leadership and independence (PP1, interview, July 2025). (Mu'in Abdullah, Rochmawati Sholikhah Sukemi, 2025)

This variety of extracurricular activities reinforces the principle of "learning by doing," which was also emphasized by OSIS students: extracurricular activities are considered effective because they don't just focus on material but also provide hands-on practice, which quickly instills character (G1, interview, July 2025). In secondary schools, participation in extracurricular activities also significantly impacts character development, particularly in areas such as discipline and responsibility. (Febrianti, Melizubaida Mahmud, 2022) "Scouting activities appear to be the primary vehicle for role and responsibility training. Islamic boarding school leaders exemplify pioneering exercises, marching, and ceremonies that foster leadership qualities, such as when students become squad leaders or hold other roles" (PP1, interview, July 2025). This aligns with research findings on Scouting in Islamic boarding schools, which emphasize the internalization of character values through activities that demand discipline, cooperation, and leadership. Furthermore, studies on Scout management in schools also confirm that leadership character development is stronger when the program is managed through four stages: planning, organizing, implementing, and monitoring. (Moh. Ikrom Mubarak, Jamrizal, 2022)

In Muhadloroh activities, giving speeches plays a specific role in strengthening leadership courage and communication. Students are trained in courage and responsibility. A concrete example is seen when students become orators in Muhadloroh, as courage in speaking becomes the gateway to growing responsibility (PP1, interview, July 2025). This also aligns with the findings. (Yusuf Maulana, Agussalim, 2023) Muhadharah is a highly effective activity for developing students' courage and skills. Other findings also confirm that muhadharah fosters courage and confidence in public speaking, key components of leadership. (Riva Syafrina, Elza Paramitha Handayani, Nabila Balkis Rangkuti, Nanda Fradilla, Cindy Fransiska, 2025) Habituation patterns and the mentors' exemplary behavior strengthen character internalization outside of formal training. The boarding school leadership emphasized that "character is not just about knowledge; it must be practiced continuously until it becomes a good habit in the students' daily lives" (PP1, interview, July 2025). This statement confirms that the presence of extracurricular activities at the Islamic boarding school demonstrates that non-academic programs contribute to discipline, independence, time management, creativity, and critical thinking when integrated with the rhythm of Islamic boarding school life. (Emawati, 2022)

Based on these positive contributions, targeted evaluation is needed to ensure the benefits of extracurricular activities remain consistent, measurable, and continually evolve according to the needs of students and the dynamics of Islamic boarding school

life. In terms of evaluation, Al-Rosyid demonstrated a relatively clear reflection mechanism. The head master of Islamic boarding school mentioned the existence of a reporting instrument that is discussed to find solutions and generate ideas for improvement (PP1, interview, July 2025). Interestingly, the head master of Islamic boarding school highlighted a strong focus on psychomotor skills, namely tangible outcomes from students' behavior/actions, which will serve as evidence of the character that is beginning to form. The teacher principal also emphasized that evaluation is conducted directly through guidance, motivation, and post-activity evaluation (G1, interview, July 2025). Academically, this evaluation pattern aligns with recommendations from research on extracurricular management, which emphasizes regular evaluation to monitor and improve effectiveness and participation. (RM.Sholeh Abdul Malik Hamduni, An An Andari, 2023)

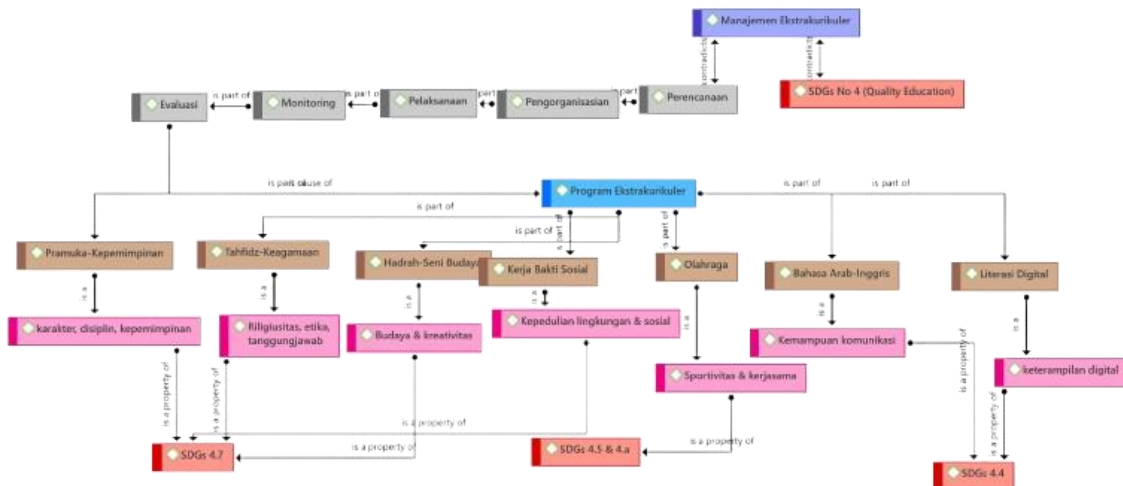
In line with these findings, periodic evaluations are not only important for monitoring program achievements but also help identify more concrete supporting factors and constraints that influence the implementation of activities in the field. Supporting factors and constraints also appear realistic. The head of the Islamic boarding school mentioned the support of facilities (hadroh equipment, field, drumband, study/discussion/speech/student organization) that assisted program implementation (PP1, interview, July 2025). However, on the other hand, teachers acknowledged the main obstacle was limited time so that the schedule must be arranged so that activities run optimally (G1, interview, July 2025).

The Contribution of Extracurricular Activities to the Achievement of SDG No. 4

Quality education is not only influenced by classroom learning, but also strongly supported by extracurricular activities. Through extracurricular activities, students gain direct experience in developing discipline, responsibility, teamwork, creativity, communication skills, and leadership. (Muhamad Khoirul Abdillah, 1907) These activities provide practical learning opportunities that help students build character and social skills. Extracurricular activities play an important role in creating a more meaningful, holistic, and high-quality educational process. (Saini et al., 2023)

From the perspective of SDG 4, support for facilities and time management can be read as part of the effort to build an effective learning environment, in line with SDG target 4.a regarding safe, inclusive, and effective educational facilities. (Bappenas, 2020) When linked to the SDGs, Al-Rosyid extracurricular practices are most strongly connected to indicator 4.7.1 (mainstreaming global citizenship education and education for sustainable development in policy, curriculum, teacher education, assessment). (Bappenas, 2020) The value of "ready to lead, ready to be led" based on

ethics, organizational training, discussions, scouts, and muhadloroh is a form of citizenship and life skills learning that is relevant to 4.7.1, and is supported by the experience of students who assess that extracurricular activities accelerate the internalization of character because they are practice-based. (Bappenas, 2020)



The tabel above shows the management of extracurricular activities which serve as a connecting instrument between program management and its contribution to the achievement of SDG 4. Through the stages of planning, organizing, implementing, monitoring, and evaluating, various extracurricular programs can be directed to develop student skills, strengthen character, instill socio-religious values, and create an inclusive and safe learning environment. Within the framework of SDG 4, these contributions are primarily related to improving relevant skills (4.4), equal access to education (4.5), education for sustainable development and a culture of peace (4.7), providing a safe and inclusive learning environment (4.a), and strengthening the capacity of teachers or mentors (4.c).

CONCLUSION

Management is the process of planning, organizing, directing, and controlling activities effectively and efficiently to achieve organizational goals. Management is the basis for managing extracurricular programs so that they run in a directed, measurable, and sustainable manner. Extracurricular activities are understood as a learning vehicle outside of formal academic activities that provide space for students to learn through direct experience, habituation, social interaction, and leadership practice. The results of the study indicate that the management of extracurricular activities at the Al-Rosyid Islamic Boarding School in Bojonegoro has been implemented systematically through the stages of planning, organizing, implementing, monitoring, and evaluating.

Through activities such as Scouting, muhadloroh (public speaking groups), discussions, and student organizations, extracurricular activities have proven to function not only as supplementary activities but also as a strategic tool in developing student leadership traits, such as responsibility, discipline, courage, communication skills, cooperation, and a readiness to lead and be led. This success is supported by adequate facilities, good internal coordination, and consistent guidance, although there are still challenges in terms of time management.

The findings show that the management of extracurricular activities at Al-Rosyid Islamic Boarding School is significantly aligned with the achievement of the Sustainable Development Goals (SDGs), especially SDG No. 4 on quality education. Al-Rosyid Islamic Boarding School is very aligned with the achievement of the Sustainable Development Goals (SDGs), especially SDG No. 4 on quality education. This relevance is seen in the contribution of extracurricular activities in improving students' skills, namely indicator 4.4, as well as expanding equal and meaningful learning in accordance with indicator 4.5. Instilling educational values for sustainable development, citizenship, and a culture of peace in accordance with indicator 4.7. Supporting the creation of a safe and inclusive educational environment in accordance with SDGs 4.a, and strengthening the role of educators in the character-building process in accordance with SDGs 4.C targets. Therefore, the management of extracurricular activities not only plays a role in the formation of students' leadership character, but also functions as a crucial instrument in realizing effective, inclusive, and sustainable education.

Recommendations for future research include expanding the scope of research to Islamic boarding schools or other educational institutions to gain a more comprehensive understanding of extracurricular activity management in shaping leadership character. Therefore, further research could deepen the measurement of extracurricular activities' contribution to achieving SDG 4 indicators in greater detail and specificity.

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