

Implementation of Student Management in the Supervision of Extracurricular Sports Activities at MAN 8 Jombang

¹Anis Khoirunisak, ²Nur 'Azah

^{1, 2} Universitas Hasyim Asy'ari Tebuireng Jombang.

¹aniskhorunisak@gmail.com ²azahnur31@gmail.com

ABSTRACT: This study aims to analyze the implementation of student management in the supervision of extracurricular sports activities at MAN 8 Jombang. The study employs a qualitative, descriptive approach. Data were collected through participant observation, semi-structured interviews, and documentation with informants consisting of the school principal, the vice principal for curriculum, the vice principal for student affairs, extracurricular activity advisors, and students. Data analysis utilized the Miles and Huberman interactive model through data reduction, data presentation, and drawing conclusions. Data validity was tested through source, technique, and time triangulation as well as member checking. The results of the study indicate that the implementation of student management in the development of sports extracurricular activities has been carried out systematically through the application of the POAC functions (planning, organizing, actuating, controlling). Planning is carried out through talent identification and the development of training programs; organization is achieved through collaboration with professional sports clubs; and implementation is realized through regular training, academic flexibility, the provision of awards, and the development of students' religious character. Monitoring is conducted periodically through academic and non-academic evaluations. This study concludes that the implementation of adaptive and collaborative student management is capable of supporting improved athletic performance as well as the holistic character development of students, although there are still obstacles in the form of limited facilities and infrastructure and the synchronization of academic schedules with sports competitions.

Key words: *Student Management, Sports Extracurricular Activities, Sports Coaching, Student Achievements, Senior High School.*

INTRODUCTION

In today's era of globalization, society is showing increasing concern for the quality of children's education. This is evident in the growing trust that parents place in educational institutions deemed capable of providing optimal academic and non-academic guidance (Mantau, 2021), (Siregar et al., 2024). Education is not only understood as a process of transferring knowledge, but also as a means of fostering character, discipline, creativity, and the holistic development of students' potential (Gustiara et al., 2024). The National Education System Act states that the purpose of education is to develop students' potential so that they may become individuals who

are faithful, devout, of noble character, competent, creative, independent, and responsible citizens. Therefore, the delivery of education must be supported by various programs capable of developing students' potential in a holistic manner, one of which is through extracurricular activities.

Extracurricular activities are an important part of the educational process because they provide a platform for students to develop their interests, talents, and skills outside of formal classroom instruction. Through extracurricular activities, students have the opportunity to explore their interests, develop their talents, and discover potential they may not have realized before (Saputri & Sa'adah, 2021), (Salsabila et al., 2023). Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 81A of 2013 defines extracurricular activities as educational activities conducted outside of school hours as an extension of the curriculum, with the aim of developing students' personalities, talents, interests, and abilities. Through extracurricular activities, students can gain broader learning experiences, build character, improve social skills, and develop non-academic achievements (Komariyah & Hudha, 2024). In the context of modern education, extracurricular activities are no longer viewed as a supplement, but rather as an integral part of educational strategies aimed at producing outstanding and competitive students.

The success of extracurricular activities is closely linked to the implementation of effective student management. Student management is a series of administrative processes that includes planning, organizing, implementing, supervising, evaluating, and guiding students from the admission process through graduation (Komariyah & Hudha, 2024). Student management is derived from the combination of the words "management" and "students." Management refers to administration and leadership. The combination of these two words forms "student management," which refers to the organization or administration of activities related to students, from their admission to their graduation from the educational institution (Azah et al., 2023). Student management serves to provide services, guidance, and support for the development of students' potential both inside and outside the classroom. Thus, students are not merely viewed as objects of education, but also as key participants in the learning process and their own personal development (Abror et al., 2025). Student management focuses not only on student activities but also on outcomes (Jannah & Azah, 2023). The implementation of a structured and systematic student management system is a key factor in supporting the success of extracurricular programs, including sports development.

Implementation is understood as the process of putting ideas, programs, or policies into practice in a concrete and targeted manner to achieve predetermined goals. In the context of education, student management implementation refers to the concrete execution of various student management strategies and policies to ensure that student

development programs are effective and sustainable (Hasnadi, 2022). This management encompasses the selection of students, the development of their talents and interests, the provision of facilities, the supervision of activities, and the evaluation of student achievement (Fatimah & Faridah, 2024). Therefore, students' success in both academic and non-academic areas is greatly influenced by the quality of management practices implemented by educational institutions.

One form of student development that has received significant attention is sports-related extracurricular activities. These activities are not only aimed at improving physical fitness, but also play a role in fostering character, discipline, sportsmanship, responsibility, and teamwork skills (Nuraeni et al., 2025). Targeted sports development can produce high-achieving students while enhancing the image of educational institutions in the community (Silalahi et al., 2023). Therefore, a student management system is needed that can support the ongoing development of sports through program planning, intensive training, the provision of facilities, and the provision of motivation and recognition for students.

MAN 8 Jombang is one of the senior high schools that actively promotes sports extracurricular activities as a means of nurturing students' talents and achievements. This madrasah offers various sports, such as badminton, volleyball, wushu, futsal, and track and field, which have achieved success at the district, provincial, national, and even international levels. Based on initial observations during the implementation of the Field Experience Program (PPL), it was found that MAN 8 Jombang has implemented student management quite effectively in the development of sports extracurricular activities. Interviews with the principal, the vice principal for curriculum, the vice principal for student affairs, the physical education teacher, and students revealed that the development of sports extracurricular activities at MAN 8 Jombang is carried out through various systematic strategies. These strategies include talent selection from the very beginning of student admission, curriculum flexibility for high-achieving athletes, continuous coaching, the provision of awards, and collaboration with sports clubs outside the madrasah. However, there are still several constraints, particularly regarding sports facilities and infrastructure that are not yet fully adequate to support optimal training. This situation indicates that the implementation of student management in sports extracurricular programs needs to be continuously reviewed and developed to ensure consistent and sustainable achievements.

Based on the above description, this study is unique in that it focuses on the implementation of student management in the development of sports extracurricular activities within Islamic high schools. This study not only examines student achievements but also explores management processes, development strategies, policy support, and various factors influencing the success of sports extracurricular programs. Therefore, this study aims to describe the implementation of student management in

the development of extracurricular sports activities at MAN 8 Jombang as an effort to develop students' potential and improve their performance in a sustainable manner.

METHODOLOGY

This study employs a qualitative approach using a descriptive research design to gain an in-depth understanding of the implementation of student management in the development of sports extracurricular activities at MAN 8 Jombang. This approach was chosen because it allows for the natural and contextual depiction of phenomena, with the researcher serving as the primary instrument. The research was conducted at MAN 8 Jombang, which was selected because it actively develops sports extracurricular activities and has achieved various accomplishments at the district and national levels. The research data sources consisted of the principal, the vice principal for curriculum, the vice principal for student affairs, extracurricular activity advisors, and students. Research data was obtained through primary data in the form of observations and interviews, as well as secondary data in the form of madrasah program documents, activity archives, and sports extracurricular achievement data.

Data collection techniques included participant observation, semi-structured interviews, and documentation. Data analysis utilized the Miles and Huberman interactive model, which encompasses data reduction, data presentation, and drawing conclusions or verification. Data validity was assessed through tests of credibility, transferability, dependability, and confirmability. Credibility was assessed through extended observation, increased diligence, triangulation of sources, methods, and time, as well as member checks to ensure that the data obtained corresponded to field conditions. Using these techniques, the study is expected to produce data that is valid, systematic, and scientifically accountable.

RESULTS AND DISCUSSION

1. Implementation of Student Management at MAN 8 Jombang

a. Planning

The implementation of student management at MAN 8 Jombang begins with the planning function as the primary foundation for determining the direction of student development, particularly in the field of sports. Planning is not merely understood as the formulation of administrative programs but as a strategic process for identifying needs, setting performance targets, and determining operational steps to effectively achieve educational goals (Habibah et al., 2025). Planning, as the process of selecting facts and formulating actions, is reflected in the madrasah's efforts to develop a systematic, measurable, and performance-oriented sports development program (Astuti, 2023). In this context, planning serves as a vital tool for maintaining a balance

between students' academic achievements and the development of their athletic talents.

The research findings indicate that planning in madrasahs is carried out through a talent scouting mechanism integrated into the New Student Admission (PPDB) process and the Madrasah Student Orientation Period (Matsama). This strategy demonstrates that madrasahs have been conducting student needs assessments from the outset as a means of identifying potential to be developed (Aluf & Sutiah, 2024), (Aisah & Sadiyah, 2024). Identifying talent at an early stage allows madrasahs to determine development programs tailored to students' characteristics, while also preparing supporting resources more effectively (Noho et al., 2022). This practice is consistent with the concept of student management, which views the selection process and the assessment of abilities as the foundation for improving the quality of educational outcomes.

Planning is carried out through regular coordination meetings between the Madrasah Principal, the Vice Principal for Student Affairs, the Vice Principal for Curriculum, physical education teachers, and external coaches to align the academic calendar with training and competition schedules. This coordination demonstrates a managerial awareness that the success of sports development requires collaborative integration across various fields. Adjustments to training schedules and academic policies for athletes serve as a tangible example of the flexibility in educational services provided by the madrasah. Consequently, students can continue to participate in sports competitions without compromising their academic rights. Planning at MAN 8 Jombang also includes the development of character-building programs through sports extracurricular activities. This aligns with the principle that character education is more effectively fostered through students' real-life experiences and hands-on activities. (Maemunah, 2015), (Makrufah & Abror, 2026). Thus, sports activities are not only aimed at achieving competitive success, but also at fostering discipline, responsibility, sportsmanship, and teamwork. With this approach, the planning process is not only focused on short-term success, but also on developing high-quality human resources with strong character.

b. Organization

The organizing function at MAN 8 Jombang is carried out through the division of tasks, the establishment of a guidance structure, and the systematic management of resources. Organization is a crucial step in ensuring that all guidance programs run effectively in accordance with their planned objectives (Putri et al., 2022). Organization is the process of coordinating resources to achieve work efficiency (Syukran et al., 2022). This is evident in the organizational structure for sports development, which involves cross-departmental collaboration among the madrasah principal, the vice principal for student affairs, the vice principal for curriculum, extracurricular advisors,

homeroom teachers, and even professional coaches from outside the madrasah. Responsibilities are clearly and proportionally assigned. The vice principal for student affairs is responsible for character development, discipline, and student welfare, while the vice principal for curriculum focuses on adjusting academic services for students actively participating in sports competitions. Meanwhile, external coaches are tasked with developing students' technical sports skills according to their respective disciplines. This clear work structure fosters effective coordination, ensuring that each party fully understands their tasks and responsibilities.

Effective organization can expedite decision-making, particularly when students need academic leave to participate in training camps or tournaments outside their local area (Yusuf, 2019). A flexible coordination system helps madrasahs maintain a balance between academic demands and non-academic activities (Yenti & Pohan, 2025), (Sandy et al., 2026). Thus, the organizational structure in madrasahs serves not only as a means of dividing administrative tasks but also as an educational service mechanism that adapts to students' needs. Collaboration with professional sports clubs plays a vital role in organizing sports training programs within madrasahs. This collaboration demonstrates that madrasahs apply the principle of open management by utilizing external resources to improve the quality of training. The presence of professional coaches provides students with a more competitive training experience while broadening their horizons in the world of professional sports (Purbaningrum & Wulandari, 2021). This strategy demonstrates that the organizational structure at MAN 8 Jombang is not only focused on internal efficiency but also on developing a network of partnerships that support improvements in student achievement.

c. Implementation

The implementation phase (actuating) is at the heart of student management implementation, as all planning and organizing are translated into concrete actions. At MAN 8 Jombang, the implementation of sports extracurricular activities is carried out through regular training, participation in competitions, providing motivation, and offering flexible academic services for high-achieving students. Implementation is an effort to mobilize organizational members so that they have the awareness and willingness to achieve common goals (Luqman et al., 2023), (Fauzi et al., 2024). This principle is evident in the educational approach adopted by the madrasah, which emphasizes motivation and a humanistic perspective. The madrasah provides full support to students who actively participate in sports competitions, whether through the provision of self-study modules, online learning, or adjustments to academic assignments (Fauzi et al., 2024). This policy demonstrates that madrasahs strive to meet students' learning needs in a flexible manner without compromising the quality of education. This approach reflects the implementation of student management that is focused on student service and well-being.

Student motivation is also bolstered through the provision of awards and merit-based scholarships in addition to academic recognition. This recognition system has proven to boost students' enthusiasm for training and competitions (Kirana & Al Badri, 2020). The rewards provided are not only material in nature but also take the form of social recognition that helps build students' self-confidence. Therefore, student management focuses not only on the technical aspects of sports training but also on strengthening students' intrinsic motivation. Sports training also applies the principle of "learning by doing" through students' direct participation in various tournaments and competitions (Mulyana et al., 2024). Competitive experiences serve as a real-world learning environment that helps students develop technical skills, teamwork abilities, leadership, and mental resilience. In this context, sports extracurricular activities serve as a means of character building while fostering the holistic development of students' competencies.

d. Supervision

Supervision (controlling) at MAN 8 Jombang is carried out to ensure that all student development programs are implemented in accordance with established objectives. Supervision is carried out by the principal, the vice principal for student affairs, extracurricular advisors, and coaches through observation of practice sessions, performance evaluations, attendance monitoring, and regular discussions regarding student progress. The supervisory function is crucial because it enables the school to identify obstacles and take corrective action promptly. Evaluations are conducted periodically on both the academic and non-academic aspects of student performance. (Andini et al., 2025). The madrasah monitors students' academic progress after they participate in tournaments to ensure that sports activities do not have a negative impact on their academic performance (Permatananda, 2022). If a decline in academic performance or discipline is observed, the madrasah adjusts its guidance strategies, such as reducing the intensity of practice or providing additional academic support. This approach demonstrates that supervision is not repressive in nature, but rather emphasizes guidance and continuous improvement.

Supervision is also focused on the character development of students. The madrasah emphasizes the importance of sportsmanship, discipline, and Islamic values in every athletic activity. Thus, the success of student development is not measured solely by the number of medals won, but also by the students' moral character and sense of responsibility. This approach demonstrates that student management at the madrasah has implemented a holistic educational concept focused on character development.

2. Development of Extracurricular Sports Activities at MAN 8 Jombang

The development of extracurricular sports activities at MAN 8 Jombang is carried out through a model that integrates internal madrasah training with collaboration with

professional sports clubs. This strategy allows students to gain broader and more competitive training experiences. Regular training at the madrasah is combined with Training Center (TC) programs at professional clubs so that students can optimally improve their technical and mental competitive abilities. One of the key findings in this study is the implementation of a regeneration system through peer mentoring. Senior students who already have competition experience are empowered to guide junior students in training and match preparation (Akbar & Suherman, 2025). This system not only facilitates the transfer of experience and skills but also instills values of leadership, social responsibility, and solidarity among students. This mentoring model aligns with the concept of character education, which emphasizes real-world experiences as a means of character development.

The findings in the field indicate positive results; despite facing facility limitations—such as a lack of gym facilities and standard training equipment—the madrasah has been able to maintain the quality of its training through adaptive and collaborative management. Physical limitations have been overcome by building partnerships with external parties and maximizing available resources. (Fauziah, 2022), (Reza et al., 2025). This indicates that the success of sports development is determined not only by the adequacy of facilities, but also by the effectiveness of program management and the quality of coordination among stakeholders. The support of the madrasah principal, as an educational administrator, plays a strategic role in the success of sports development (Luthfi et al., 2025). The principal plays a role in establishing supportive policies, allocating budgets, awarding scholarships, and evaluating development programs (Maghfuri et al., 2023). Collaboration among the madrasah principal, the vice principal for student affairs, physical education teachers, coaches, and parents is a key factor in the success of the madrasah's sports extracurricular program.

3. Implementation of Student Management in the Supervision of Extracurricular Sports Activities at MAN 8 Jombang

The implementation of student management in the supervision of extracurricular sports activities at MAN 8 Jombang demonstrates that management functions have been comprehensively applied, ranging from planning, organizing, and implementation to supervision. These four functions are interrelated and form a structured, adaptive development system oriented toward the holistic development of students' potential. In terms of planning, the madrasah has successfully developed a development program that takes into account students' needs, performance targets, and academic balance (Nisak, 2022), (Nasution et al., 2024). During the organizational phase, a clear division of responsibilities among coaches, mentors, and management fosters effective coordination. The implementation phase is carried out through regular training sessions, motivation, a recognition system, and academic flexibility for students who actively participate in competitions. The monitoring phase is conducted periodically to

ensure the program aligns with its objectives and has a positive impact on student development.

The success of student management implementation in madrasahs is also influenced by supporting factors such as managerial support, parental cooperation, reward systems, and partnerships with professional sports clubs. However, several obstacles remain, such as limited facilities, the need to synchronize academic schedules with competition schedules, and challenges related to student discipline. Therefore, continuous innovation is needed in the provision of facilities, the strengthening of internal motivation, and the improvement of communication patterns between madrasahs, parents, and coaches.

CONCLUSION

A conclusion is not merely a repetition of data, but rather a substantive interpretation. Based on the research findings, it can be concluded that the implementation of student management in the development of sports extracurricular activities at MAN 8 Jombang has been carried out systematically and adaptively through the application of the POAC management functions (Planning, Organizing, Actuating, Controlling). This management is realized through talent identification, collaboration with professional clubs, academic flexibility, and periodic evaluations to maintain a balance between students' athletic and academic achievements. Sports extracurricular development is carried out professionally through the integration of internal training and external partnerships, thereby creating a competitive development ecosystem that fosters the emergence of high-achieving athletes up to the international level with religious character. The success of this development is supported by accommodative madrasah policies, family motivation, and synergy between the school and coaches, although there are still obstacles in the form of limited facilities and infrastructure, challenges with student discipline, and conflicts between academic schedules and sports competitions. Therefore, madrasahs are expected to improve their sports facilities and strengthen character development programs for students, while communication between schools, parents, and coaches needs to be enhanced to ensure a balance between academic and non-academic achievements is maintained. Furthermore, this study is expected to serve as a reference for future research on student management and sports extracurricular programs in other educational institutions.

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