

THE PRINCIPAL'S STRATEGY IN DEVELOPING EXTRACURRICULAR ACTIVITIES AT MTS TERPADU BERKAH PALANGKA RAYA

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Abstract

The strategy of the head of the madrasah at MTs Terkah Berkah Palangka Raya in developing extracurricular activities with the main goal of fostering student development holistically, through extracurricular it is necessary to make commitment efforts that consider the positive and negative impacts. This study aims to describe the strategy for developing extracurricular activities in the Integrated MTs Berkah Palangka Raya. This study uses a descriptive qualitative method using data sources taken from three informants through in-depth interviews, the selected informants are the Head of the Madrasah, the extracurricular coaching teacher, and the students participating extracurricular at the Berkah Integrated MTs. All interview results were then analyzed using data reduction techniques, data presentation, and conclusion drawn. The results of the analysis in this study are: 1) Extracurricular activities at the Berkah Integrated MTs consist of 2 types of groups, namely 5 compulsory extracurriculars and 4 electives with visions, missions and goals that are closely related to the Qur'an. 2) The strategy for developing extracurricular activities at the Integrated MTs Berkah Palangka Raya consists of 3 steps, namely Strategy Formulation by forming a vision, mission and goals. The principal uses SWOT analysis steps to find opportunities, threats, strengths and weaknesses. Followed by the implementation of the strategy, namely forming an extracurricular organizational structure. Ending with Strategic Control in developing extracurricular activities in schools, namely by setting standards, providing performance recognition, making comparisons of work with work standards, and taking corrective actions that can be seen from the weekly, monthly, and attendance reports of each activity that takes place both weekly and monthly.

Keywords: *Strategy, Extracurricular, Principal, Students.*

INTRODUCTION

Extracurricular activities are an important part that needs to be considered by the school because these activities are a forum to channel and balance the interests and talents possessed by each student. Therefore, good management is needed from schools, especially the principal as a leader, in order to improve and balance the achievements of students in the academic and non-academic fields. Extracurricular activities have an important role to boost the improvement of non-academic achievements, such as getting to know children's abilities and talents to better recognize children's hobbies which lead to skills that the child himself has not yet recognized. Arifah (2024: 12) stated that school principals and teacher councils must strive to optimize the potential of all students by fostering abilities, talents, interests and paying attention to special needs to support extracurricular activities that take place at school.

In Law No. 20 of 2003 concerning the National Education System, it is stated 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, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation, and state (State Secretariat of the Republic of Indonesia, 2012). This law is also fully supported by the regulation of the Minister of National Education of the Republic of Indonesia No. 39 of 2008 concerning Student Development, which states that student development aims to actualize the potential of students in achieving superior achievements according to their talents and interests and is carried out through extracurricular and co-curricular activities (Ministry of National Education, 2008).

The principal at Mts Terpadu Berkah explained that the strategy used by the head of the madrasah is to encourage students to be more active and also participate in extra-curricular activities. According to the head of the madrasah himself, extra-curricular activities aim to foster the development of students holistically by instilling the ideals of character education, social institutions, such as educational institutions in the madrasah environment, have a crucial role in shaping the principles of student sociology. The head of the madrasah realizes the rapid progress in the current era of reform and communication, the school environment must dare to provide a guarantee of creativity to every student who will later become an alumnus of the madrasah. Anticipating the impact of today's breakthroughs in science and technology that are increasingly rapid through extracurriculars needs to be done with commitment efforts that consider their positive and negative impacts. Thus, the head of the madrasah created extracurriculars as a facility for the realization of students' creative potential.

The head of the madrasah stated that face-to-face learning or teaching and learning activities in the classroom are still considered insufficient to describe and foster opportunities for students to express their creativity openly and freely, as a result this only provides limited opportunities for the development of their emotional and physical skills. The cognitive abilities developed are usually centered on understanding academic content, information storage, and logical thinking. As a result, educational achievement is often evaluated solely on students' ability to respond to factual questions, ignoring the development of their creative abilities. To achieve all that, school principals need a good strategy. In developing extracurricular activities, the principal has three important stages, namely strategy formulation, strategy implementation, and strategy control.

MTs Terpadu Berkah which is an independent institution because in providing facilities and infrastructure and also financing extracurricular activities, the principal does not depend entirely on the foundation, where the principal utilizes and manages funds as optimally as possible. Extracurricular activities at MTs Terpadu Berkah can also be upgraded, or it can be said that they are not left behind even if MTs Terpadu Berkah is a private institution, but the principal can balance with other public schools.

Extracurricular activities are indeed needed in schools, in addition to improving and getting to know students' talents, extracurriculars also help increase students' interest in learning and learning achievement at school. So that this research is urgently needed and uses methods that are felt to help and support the sustainability of the research.

LITERATURE REVIEW

As with the research conducted by Fida Mawaddah (2023) regarding "Madrasah Head's Strategy in Improving Students' Non-Academic Achievement Through Extracurricular Activities at MTS Negeri 3 Medan", the results of the study show that MTs Negeri 3 Medan also does not only focus on academic achievement, but non-academic achievements Students' academic achievements can be seen from student learning outcomes where the results are not below the KKM score (Completeness Criteria) Minimal). As for other achievements, it is seen from several activities to develop the skills, potentials, interests, and talents of the students and improve student achievement through extracurricular activities that win various kinds of competitions both between schools and as representatives of a region to participate in national competitions.

Research conducted by Achmad Fahrizal Zulfani (2014) regarding "Implementation of Extracurricular Management to Improve the Achievement of Non-Academic Students at Al-Multazam Mojokerto High School", the strategy carried out includes planning extracurricular activities, implementing extracurricular activity programs, and evaluation, which contains year-end reports submitted to the principal.

Research by Nur Achmadi (2021) states that thanks to the leadership of the madrasah head who is charismatic and focuses on achieving the vision, mission, and goals of the school by turning the vision, mission, and goals of the madrasah into a real work that we can understand so that what is desired in the vision, mission, and goals can be achieved. This phenomenon is certainly interesting to research, whether the condition has anything to do with the type, style and leadership model of the head of the madrasah in managing MTsN 1 East Kotawaringin. Thus, the researcher is interested in conducting a research in the form of a thesis with the title "Leadership of the Head of Madrasah Tsanawiyah Negeri 1 Kotawaringin Timur.

Muchamad Arif N (2018) stated in his research, MA Al Khoiriyyah Semarang has often become champions in championships in various competitions at the Regency/City level of Semarang and has become a representative to the Provincial level, among the achievements of students, namely MTQ, and Pancak Silat. The extracurricular activities held at MA Al Khoiriyyah Semarang include scouting, silat hisbullah, qiroah tilawatil Qur'an, BBC, mading, futsal and modern tambourine. This research will be carried out at MA Al Khoiriyyah Semarang which discusses how to apply Extracurricular Activity Management to develop interests and talents so that it can produce outstanding students in various inter-school competitions.

Asrizal (2018) stated in his research, that extracurricular activities at SMAN 1 Bandar Dua, Pidie Jaya Regency, can be seen from several aspects, namely from extracurricular goals emphasizing on the distribution and fertilization

of individual talents or potentials through intensive activities, from student involvement, that extracurricular activities must be taken by each student based on their own needs and from the perspective of the activities carried out. Extracurricular programs can include a wide variety of activities that interest students. Thus, the development of extracurricular activities in schools, there needs to be good management and coaching actions so that these activities are really beneficial for students.

Previous research can be used as a reference in future research so that there are several strategic overviews that must be carried out by school principals in developing activities in schools, especially extracurriculars.

Strategy Theory

According to Fattah and Ali (2007: 6.32.), as quoted by Yusuf Hadijaya, strategy is an art of using the skills and resources of an organization to achieve its goals through its effective relationship with the environment under the most favorable conditions. So, strategy is the basic framework within which an organization continues its life with adjustments to its environment.

According to Johnson and schools (2016:29) strategy is the direction and scope of an organization in the long term that achieves benefits for the organization through the configuration of resources in a challenging environment to meet market needs and meet stakeholder expectations.

The strategy generates and will direct the organization about what, why, who is responsible, how much it costs, how long, and what results to be obtained. This brings the organization to be able to predict, prepare, run, and evaluate the activities/events that will occur. Thus, every activity at each step needs to be determined as a reference in its operation.

Principal Strategy Theory

Estimologically, a school principal is the equivalent of a school principal who aims to carry out the principalship or school headship. The term school principal means everything related to the main duties and functions of the school principal. In addition to a school principal, there are also other names, namely school administration, school leaders, school managers and so on (Hasan Basri, 2014: 39).

As a leader, the principal has a significant influence in improving the quality of learning outcomes and bears responsibility to ensure the success of the school in achieving educational goals. According to William, the role of the principal as an educational leader is focused on helping achieve educational goals. Therefore, the principal is responsible for supervising and evaluating the work of teachers in schools. Thus, the principal needs to use strategies to make progress in the school itself, both improving teacher performance and student achievement, both academic and non-academic, in order to achieve the vision, mission and goals of the school itself.

The Principal's Strategy refers to a special approach or methodology used by the principal to achieve the goals that have been set effectively with the aim of reducing the occurrence of failure. Strategy refers to top management planning to achieve results that are in accordance with the vision, mission and goals of an organization (Bagus Eko Dono, 2021: 15).

The strategy can be divided into 3 stages, which are as follows.

1. Strategy Formulation

Strategy formulation involves creating a comprehensive plan for efficient management based on environmental analysis. This includes the formulation of visions, missions and objectives as well as the creation of strategies and policy guidelines. Strategy formulation involves the process of identifying and planning specific actions needed to achieve goals. To develop strategies effectively, it is essential to rely on environmental analysis. This process involves collecting accurate and comprehensive data and information from the examination of the surrounding environment. Based on the description above, Fred R. David Forest R. David concluded that the indicators of strategy formulation are as follows (Fred R David & Forest R David, 2015: 8).

a. Vision, Mission and Objectives

Vision refers to a cognitive representation of future conditions that is constructed using logical conjectures and reasonable assumptions about what lies ahead. This mental model is shaped by our own perspective and is centered on something important, which is then defined. Vision is a conceptual framework that can be actualized by individuals and organizations through their involvement and behavior (Nur Fitriyani, 2021: 147).

A mission is a broad and comprehensive statement that outlines the overall purpose and objectives. Mission is also the steps or stages that a company, agency, or organization must go through to achieve the main vision (Misda Sari, 2020: 26).

b. SWOT Analysis

David Hunger and Thomas L. Wheelen define strategy as a series of managerial choices and activities that ultimately shape a company's long-term performance. The initial stage of strategy formulation includes the identification and analysis of all aspects that have the potential to affect the achievement of goals, including the application of SWOT analysis. The authors of the book state that "SWOT analysis is the methodical identification of the institutional factors used to develop a company's strategy." This analysis is based on a logical approach that aims to optimize strengths and opportunities while minimizing weaknesses and dangers. SWOT analysis is a method used to evaluate the strengths, weaknesses, opportunities, and threats of a certain situation or entity (Asep effendi *et al.*, 2018: 28).

1) Opportunities

Opportunities are situations and factors outside the organization that are positive, which help the organization achieve or be able to exceed the achievement of its vision and mission. In the case of opportunities, we need to look for characteristic elements related to the opportunities from the surrounding environment or related sectors that exist for the institution, so as to be able to encourage the institution to experience progress.

2) Threats

Threats pose significant barriers to the organization's current or desired status. Which can result in the organization failing to achieve its vision and mission.

3) Strength

Strength refers to the resources, expertise, and other advantages that one has. The enthusiasm of students is the strength of the implementation of extracurricular activities.

4) Disadvantages

Weakness refers to constraints or weaknesses in resources, talents, and determination that consistently hinder an organization's operations.

2. Strategy Implementation

This stage represents the implementation of the formulated strategy. Today, this includes many stakeholders and requires collaboration between different departments within the company. Parties or working groups, especially those at the management level responsible for implementing the strategy, must understand the essence and maintain consistent interpretation. This implementation is an action of the formulation of the strategy that has been determined, aiming that the formulation of the strategy that has been made can be implemented properly in order to really achieve the goals or directions that have been determined (Nur Kholis, 2014: 153).

It is important to note that a well-formulated plan does not automatically guarantee successful execution. This depends on the dedication and seriousness of the company or institution in running it. Based on the description above, the author can conclude that the signs of strategy implementation are as follows (Hasan Basri, 2014: 11).

a. Organizational Structure Analysis

Organizational structure shows the structure and framework of embodying a fixed pattern of relationships between functions, positions, parts, or people that show different positions, responsibilities, and duties of authority in an organization.

b. Organizational/School Culture Analysis

Organizational culture is a determining factor in the success of implementing a strategy in an organization, while other businesses with similar conditions may struggle to adopt the same strategy. School culture refers to the school's background which includes its values, customs, traditions, and rituals. This culture was developed over a significant period of time through the collective efforts of all members of the school community. School culture has a significant impact on the school community as well as their level of motivation and excitement. In the context of functional schools, the term "school culture" is typically used to describe the overall school atmosphere, which includes the collective thinking and behavior of the school community.

c. Leadership Style Analysis

Leadership is a leader's trait, meaning the elements found in a leader in carrying out his duties and obligations, as well as realizing his vision and mission in leading subordinates, society in a social, organizational, or state environment. Thus, the meaning of leadership is applicable and realistic. Leadership is the power and effort made by a person, who serves as a leader in influencing others to carry out a predetermined work plan for the achievement of goals in an effective and efficient way.

According to Edward Sallis, a particular leadership style in an educational environment has the potential to initiate a significant improvement in the quality of the institution. Studies on the effectiveness of school

principals show that the success of a school is directly related to the success of its principal. A principal is an individual who has optimistic expectations for staff, teachers, and students. Therefore, when adopting a strategy, it is important to analyze the leadership style to facilitate the achievement of the school's organizational goals.

3. Controlling Strategy

Strategy control is all methods and analyses used to monitor, evaluate, and modify strategies in adapting the activities of an organization or an institution to the need for survival brought about by constantly changing external forces, in order to achieve goals. Based on the above argument, the researcher concludes that the indications of strategy control are as follows (Nur Kholis, 2014: 139).

a. Determining Standards and Methods of Measuring Work Performance (Performance)

The standard in question is a basic benchmark of work performance, especially the points selected throughout the program that assesses work performance. These points serve as indicators for managers about the progress that is happening in the organization, thus eliminating the need to closely monitor each step of the plan's implementation.

b. Performance Measurement

The next stage includes the assessment or assessment of work performance in relation to the previously set benchmarks. While this is not always feasible to implement, the ideal approach is to measure work performance against the standard in a proactive way. This allows the identification of any deviations from the standard before they actually occur. If you don't have the necessary talent, it's important to detect any discrepancies as soon as possible.

c. Comparing Performance with Standards

After the previous two procedures have been completed, the next step is to compare the measurement results with the predetermined target or standard. The manager will assess that everything is managed effectively if its performance meets the criteria that have been set.

d. Taking corrective action

The control process is considered incomplete unless action is taken to correct any irregularities that may arise. By aligning standards with organizational structures and measuring work performance based on those standards, the process of addressing negative deviations can be accelerated. This is because managers already have a clear understanding of which aspects of the implementation.

Extracurricular Theory

Extracurricular activities refer to additional activities that are not part of the formal curriculum and are usually elective. These extracurricular activities are designed to provide students with additional opportunities to engage in positive and enriching activities outside of regular class hours. The goal is to help students expand their knowledge and skills, develop their talents and interests, and foster their creativity. Through various activities, students are encouraged to develop and improve their abilities and skills (Nur Hamdiyati, 2023: 50).

In general, it can be said that extracurricular activities are activities that are carried out outside of class hours organized by schools that are designed to develop students' skills, interests, and talents. The main purpose and role of extracurricular activities is to encourage student development holistically, covering emotional, intellectual, and physical aspects. These activities aim to cultivate students' latent talents and interests, enhance their capacity to interact with the surrounding environment, and improve their communication skills, while upholding the principles of justice and equality.

RESEARCH METHODS

This study uses a qualitative descriptive research method using documentation, observation and interview approaches in data collection. The data source was taken from three informants through in-depth interviews, while the selected informants met four criteria, namely understanding the problems being researched, having time to provide information and providing information according to the facts that occurred in the field. After the interview is over, the author carries out the transcript process, then the author takes data according to the needs of the research. The data analysis uses 3 stages, namely data reduction (sorting relevant data), presenting data compiled from combining easy-to-understand information and drawing conclusions based on patterns, regularity or data that has been reduced and presented. Testing the validity of data in research uses triangulation, in this technique triangulation of testing the validity of data by utilizing something other than the existing data, then another test is held to obtain more valid data. In terms of data analysis, the researcher uses the triangulation method, which is checking data from various sources in various ways and at various times.

RESULTS AND DISCUSSION

Education is a means used to develop personal abilities in order to form generations that are faithful, devout, noble, knowledgeable, capable, creative and independent living generations. For the formation and achievement of all this, it is necessary to establish a structured and directed learning program in a curriculum or learning program both academic and non-academic, so that there is a need for extracurriculars that can help support the continuity of student learning in school both inside and outside the classroom to help increase this trust, recognize interests and talents and know themselves. The school's learning objectives are listed in the vision, mission and goals of the school itself. Each school has a vision, mission and purpose in order to be a benchmark for every development and progress in the school itself and the quality of alumni formed. One of them is at the Integrated MTs Berkah Palangka Raya.

MTs Terpadu Berkah has the right Vision, Mission and Goals of the school and is in accordance with the formation of children's character in this era of very rapid globalization, one of which is the existence of a learning system that makes the Qur'an the main guideline in daily life. In realizing the Vision, Mission and Main Goals of the school, the principal takes action by forming extracurriculars with an early formation strategy. The results of the findings in this study are as follows.

Extracurricular Activities at MTs Terpadu Berkah Palangka Raya

Extracurricular activities are one part of school activities that help students to recognize their hobbies, interests and talents. Indirectly, extra-curricular is a place or forum facilitated by the school to help students in knowing their abilities and honing their own abilities. According to Masnawati, Darmawan and Masfufah (2023: 310) in addition to helping students in honing and channeling their interests and talents, participating in extracurricular activities has several benefits such as:

- a. Practice responsibility and independence
- b. A place to hone talents and interests
- c. A means to learn to organize and socialize
- d. Train cooperation
- e. Practice discipline and commitment.

Each school has a Vision, Mission and goals that are almost the same in holding extracurriculars, one of which is MTs Terpadu Berkah Palangka Raya which is one of the private schools under the auspices of the Barokah Foundation in JL. G Obos Main KM. 5.5 No. 51 Menteng Village, Jekan Raya District, Palangka Raya City, Central Kalimantan. MTs Integrated Blessing Palangka Raya has a vision, namely "Realizing a Generation of Qur'an Memorizers with Noble and Outstanding Character" with the Mission of "Organizing Qur'an education.

Extracurricular activities at MTs Terpadu Berkah Palangka Raya have a purpose and function as a place to develop students' potential, build students' character, improve students' skills, and channel students' positive energy. In addition, the purpose and function of extracurricular activities is also to improve non-academic students, make a refreshing forum to achieve the vision, mission and main objectives, and teach independence to students. Extracurricular activities can also create a generation with more character and superiority. According to Sukron Alamsyah, Muslimah and Rio Irawan in their research (2024: 289) stated that in the context of the formation of students' character, the research findings prove that the character of the discipline that is realized includes three main aspects, namely; Discipline of time, discipline of worship and discipline in enforcing rules. Time discipline is reflected in students' compliance with punctual arrival to school, entering class, and worship discipline is reflected in students' punctuality in worship (dhuha and dzuhur prayers). Meanwhile, discipline in enforcing the rules includes students' compliance with school regulations, such as in uniform in accordance with the provisions and complying with applicable rules. This shows that the 3 characters above play a very important role in the principles used in the Integrated MTs Berkah Palangka Raya in carrying out extracurricular activities.

The principle in this extracurricular activity itself is the individual principle, where students must choose according to the potential and talents of the students themselves as well as the principle of choice that is adjusted to their own desires. Some extracurricular activities at school are classified into 2 parts, namely mandatory extracurricular and optional extracurricular as follows.

Yes	Compulsory Extracurricular	Optional Extracurriculars
1	Congregational Dhuha Prayer	Calligraphy
2	Asmaul Husna's Readings	Office
3	Murotal	Futsal

THE PRINCIPAL'S STRATEGY IN DEVELOPING EXTRACURRICULAR ACTIVITIES AT MTS TERPADU BERKAH PALANGKA RAYA

Bambang et al

4	Tahfiz	Habsy
5	Scout	

Strategy for Developing Extracurricular Activities at MTs Terpadu Berkah Palangka Raya

1. Strategy Formulation

The main strategy formulation is the vision, mission, goals and objectives of the formation of the activity itself. Strategy formulation involves creating a comprehensive plan for efficient management based on environmental analysis. This includes the formulation of missions, visions, and goals, as well as the creation of strategies and policy guidelines (M. Nasir, 2024: 6). Strategy formulation involves the process of identifying and planning specific actions needed to achieve goals.

The vision of the formation of extracurriculars at the Integrated MTs Berkah Palangka Raya is "The realization of a forum for developing the potential of superior, characterful, innovative, and noble students" with the mission of "talent and interest development, character formation, achievement achievement and emotional balance". Meanwhile, the purpose in the formation of extracurriculars at MTs Terpadu Berkah is "as a channel of students' talents and interests and to increase student confidence".

In the current era of globalization, the more developed the times, character education is needed and must be instilled in children so that they are not carried away by the social currents that increasingly follow western (free) culture. To overcome this, the principal followed up by holding extracurricular activities at the school. In addition to keeping students busy, this activity also helps students to develop themselves and get to know the characters taught by the school through extracurricular activities such as discipline taught in the extra scouts, congregational Dhuha Prayer routines, and memorization deposits (Tahfiz) on time.

In addition, extracurriculars can be used as a forum for students to get to know their own talents and abilities that must be honed and mastered so that their potential is not lost. For this reason, the principal uses a good strategy in developing extracurricular activities in the school he leads. The principal uses SWOT analysis as a tool that can help analyze various factors systematically to be able to maximize the sustainability of extracurricular activities at MTs Terpadu Berkah Palangka Raya. Asep Effendi, et al (2018:28) stated that SWOT analysis is a methodical identification of the institutional factors used to develop a company's strategy, this analysis is based on a logical approach that aims to optimize strengths and opportunities while minimizing weaknesses and dangers. SWOT analysis is also a method used to evaluate the strengths, weaknesses, opportunities and threats of a particular situation or entity. The results of the SWOT analysis conducted by the Head of Madsarah MTs Terpadu Berkah Palangka Raya are as follows.

a. Strength

- 1) Targeted allocation of school funds
- 2) A huge motivation from teachers
- 3) Great enthusiasm of students in participating
- 4) Facilities and infrastructure that are sufficiently supportive

b. Weaknesses

- 1) Lack of time management Often clashes with activities carried out by the foundation
- 2) Lack of consistency from coaches/teamwork is still in the planning category

c. Opportunity (opportunity)

- 1) Technological advancements that help make it easier for students to explore
- 2) Highly varied student potential

d. Threat

- 1) Instant culture that influences students' enthusiasm for learning
- 2) Gadget addiction where students prefer to play cellphones rather than practicing in the field.

The formulation of the principal's strategy in developing extracurricular activities at MTs Terpadu Berkah Palangka Raya is by sticking to the theory presented by Fred R David, Forest R David, namely strategy formulation includes the development of vision and mission, identifying the organization's external opportunities and threats, determining strengths and weaknesses, creating long-term goals (Fred R. David and Forest R. David. 2015: 4), which has a vision to create a generation of Qur'an memorizers who have noble and accomplished character, so that the extracurriculars required for students are congregational Dhuha prayers, Tahfiz, and scouts to train discipline, hone memorization skills and help with the recitation of Asmaul Husna every time before starting to learn and murotal to create an Islamic learning environment. Meanwhile, one of the missions at MTs Terpadu Berkah Palangka Raya is to create a conducive, Islamic learning environment and support the development of students' character, improve academic and non-academic quality to encourage

overall student learning achievement, and develop students' potential through religion, arts and sports in a balanced manner. So that the principal forms optional extracurriculars such as calligraphy, dance, futsal and habsy. With the findings of a fairly good strength, with the allocation of funds that are right on target, the existence of encouragement or motivation from teachers that are very large, facilities and infrastructure that support and enthusiasm of students in participating in extracurricular activities are used by the principal to be used as the main source of needs analysis in forming extracurriculars that are in great demand by students. Some of the extracurriculars that are in great demand by students are futsal, habsy and dance, apart from being a hobby and interest of the students themselves, the enthusiasm of learning other students who are not very interested is an attraction to create good opportunities in preparing the right strategy formulation. According to Zakiyah and Munawaroh (2018: 44) stated that the enthusiasm of students is the strength of the implementation of extracurricular activities. The existence of technological advances and the potential of students that are very varied will further improve the progress and skills of the students themselves so that new talents emerge that hone students' confidence. Even so, there is a need for anticipation because we see the shortcomings in the development of extracurricular activities at the Integrated MTs Berkah Palangka Raya, namely poor time management due to frequent collisions with activities carried out by the foundation impromptu and the lack of consistency in practice time from the trainers themselves, especially trainers taken from outside the school, this is influenced by cooperation that is still in the planning category (MoU is lacking). strong). This will cause several internal factors due to the threat of instant culture that will affect children's enthusiasm for learning in the field, the existence of gadget addiction that makes students prefer to play cellphones and stay silent in front of the TV screen rather than practicing directly in the field. The need for anticipation and discipline is urgently needed in this extracurricular activity development program.

After it is felt that the strategy formulation is organized and appropriate, the next step is the need to implement a strategy used for the development process of extracurricular programs at the Integrated MTs Berkah Palangka Raya.

2. Strategy Implementation

Strategy implementation is the stage of implementing the strategy formulated. This implementation is an action of the formulation of the strategy that has been determined, aiming that the formulation of the strategy that has been made can be implemented well in order to really achieve the goals or directions that have been determined (Nur Kholis, 2014: 153). The implementation of the strategy itself is divided into several scopes as follows.

a. Organizational Structure at MTs Integrated Berkah Palangka Raya

Organizational structure shows the structure of the framework of manifesting a fixed pattern of relationships between functions, positions, sections, or people that show different positions, responsibilities, and duties of authority in an organization (Bisri Mustofa, 2010: 103).

The organizational structure at MTS Terpadu Berkah Palangka Raya is with the person in charge of the Principal himself, with the coordinator of the Deputy Head of Student Affairs and several classroom teachers and coaches invited from outside according to their respective potentials.

b. Organizational Culture at MTs Integrated Berkah Palangka Raya

Organizational culture is a determining factor for the success of implementing a strategy in an organization. Meanwhile, school culture refers to the background of the school which includes its values, customs, traditions and rituals (Ismayanti, Rahmah, Fathi, Jamaliyah, Rahmadani and Arfinanti, 2020: 120). In the context of functional schools, the term school culture is usually used to describe the overall school atmosphere which includes the collective thinking and behavior of school communication (Djoko Hartomo, 2021: 38).

Likewise with the organizational culture at the Integrated MTs Berkah Palangka Raya. Based on the results of research in the field, the organizational culture instilled in the Palangka Raya Integrated MTs must be a combination and good cooperation between teachers and transparency in organizational management in schools. In addition, it does not distinguish each extracurricular activity from one another so that it supports each other and does not look at each other with a single eye. Most students choose to explore knowledge so there are some students who take more than one extracurricular. This is considered not a problem because considering that there is no difference from one extracurricular to another, only the learning and knowledge part is accepted because it adjusts to the activities in each type of extracurricular.

c. Principal's Leadership Style at MTs Integrated Berkah Palangka Raya

According to Edwan Sallis in the book Hasan Basri (2014: 11) states that certain leadership styles in the educational environment have the potential to initiate a significant improvement in the quality of institutions. Studies on the effectiveness of school principals show that the success of a school is directly related to the

success of its principal. When adopting a strategy, it is important to analyze the leadership style to facilitate the achievement of organizational goals in schools, one of which is at MTs Terpadu Berkah Palangka Raya. This opinion is in line with Sonedi, Tutut Sholihah, and Sihasbi in their research (2018:19) that a madrasah head must have skills not only in the field of administration, but must also have the ability to lead, organize, and be able to motivate and encourage teachers, education personnel, and students to study harder, so that students can get good achievements and the success of the madrasah will also be increases rapidly. This is very necessary because the principal is the main person in charge of every activity that takes place in the school.

Iis Aisul Istianah, Ahmadi and Siminto in their research (2025: 36) which states that school principals are responsible for the achievement of educational goals through efforts to mobilize subordinates towards achieving predetermined educational goals. In this case, the principal is in charge of carrying out leadership functions, both functions related to the achievement of educational goals and the creation of a school climate and culture that is conducive to the implementation of a productive, effective, and efficient learning process.

Based on the results of research in the field, according to the principal and deputy head of student affairs, it is stated that the leadership style in the educational environment has the potential to initiate a significant improvement in the quality of the institution. A good principal is not only good at giving orders but also has to go directly to the field to provide support to teachers. The principal at MTs Terpadu Berkah Palangka Raya prioritizes high tolerance, always coordinates in every activity, listens to and supports positive ideas from teachers, protects and makes good contributions, and provides support and back-up to accompany and find solutions as soon as possible. This was done by the principal to anticipate delays in solving the problem so that a solution must be found immediately so that it does not spread and grow. According to Khaeril Anwar, Fahmi, Ahmadi and Muslimah (2021: 366) the leadership style of madrasah heads is democracy as evidenced by joint activities, so it is held with the deliberation teachers in order to get a mutual agreement, visionary, evidenced by implementing work programs that are in accordance with the vision and mission, conditional as evidenced by being consistent and making appropriate policies and in accordance with needs.

3. Controlling Strategy

Strategy control is very much used in the analysis process. This method is a method used to monitor, evaluate and modify strategies in adjusting the activities of an organization or an institution to the need to survive in order to achieve goals (Nur Kholis, 2014: 139). The steps in making conclusions in the indication of strategy control are as follows.

a. Establishing Standards and Methods for Measuring Work Performance or Performance at the Integrated MTs Berkah Palangka Raya

The standard in question is a basic benchmark of work performance, especially the points selected throughout the program that assesses work performance. These points serve as indicators for managers about the progress that is happening in the organization, thus eliminating the need to closely monitor every step of the plan's implementation (Ismail Yusanto, 2020: 144).

Based on the results of research in the field, the Deputy Head of Student Affairs and the Principal of MTs Berkah Palangka Raya determined the work performance standards of teachers who are responsible for extracurricular activities seen from the attendance of trainers and students at least 80% of each meeting, the extracurricular agenda that is carried out must also be at least 90% and there is at least one extracurricular student who achieves achievements in the competition.

The percentage of attendance is considered to greatly affect the determination of standards and methods of measuring achievement because each meeting will definitely provide new learning or material that is accepted as well as the consistency of teaching so that the generation produced will increase and be able to compete with other schools both outside and within the region (District, Regency, Provincial and National levels).

b. Measurement of Work Achievement in Extracurricular Activities at MTs Integrated Berkah Palangka Raya

According to the Principal and Deputy Head of Student Affairs of MTs Terpadu Berkah Palangka Raya, the measurement of work achievement can be seen from how many achievements or competition results are achieved by students, whether trophies, medals, or other awards. Meanwhile, the teacher's work achievement can be seen from the achievement of planning and realization of reports.

The measurement of the work performance of teachers who supervise extracurricular activities is carried out per month and then per quarter seen from the achievement of planning and based on the realization of reports. Comparison of Work Performance with Work Standards at Integrated MTs Berkah Palangka Raya Based on the results of interviews, observations and documentation about the comparison of work

performance with standards in the development of extracurricular activities at Integrated MTs Berkah Palangka Raya, the principal held a meeting with all waka, with the aim of reviewing the extracurricular activities that had been carried out or what obstacles were faced. The meeting was held once a month before the meeting with all teachers and staff. For the comparison of work performance with work standards, the implementation of extracurriculars is seen through the evaluation process of the extent of program achievement, activity reports, and attendance lists of students and coaches.

c. Corrective Action Taking at the Integrated MTs Berkah Palangka Raya

The control process is considered incomplete unless action is taken to correct any irregularities that may arise. By aligning standards with organizational structures and measuring work performance based on those standards, the process of addressing negative deviations can be accelerated. This is because managers already have a clear understanding of which aspects of the implementation of tasks by individuals or work groups require improvement actions (Nur Kholis, 2014: 140). Corrective action in extracurricular activities is carried out by adjusting the data collected in the form of weekly and monthly reports made and conducting evaluations as soon as possible.

CONCLUSION

Based on the elaboration of the results and the discussion above, it can be concluded that:

1. Extracurricular activities at MTs Terpadu Berkah Palangka Raya consist of 2 types of categories, namely mandatory extracurricular which consists of congregational Dhuha prayers, recitation of Asmaul Husna, murotal, tahfiz and scouts. Meanwhile, optional extracurriculars consist of calligraphy, dance, futsal and habsy. By classifying mandatory extracurriculars and choices, namely adjusting to the vision, mission, goals of the school and the formation of extracurriculars.
2. The strategy for developing extracurricular activities at the Integrated MTs Berkah Palangka Raya uses 3 steps, namely:
 - a. Strategy Formulation as seen from the Vision, Mission, Goals and Objectives of Extracurricular
 - b. Strategy Implementation The implementation of the strategy itself is divided into several parts, namely:
 - 1) Organizational structure of MTs Terpadu Berkah Palangka Raya
 - 2) The Culture of Integrated MTs Organizational Blessings of Palangka Raya
 - 3) The leadership style of the principal of MTs Integrated Blessings Palangka Raya
 - 4) Controlling Strategy
 - c. The control strategy carried out is as follows:
 - 1) Establishing Standards and Methods for Measuring Work Performance or Performance at the Integrated MTs Berkah Palangka Raya
 - 2) Measurement of Work Achievement in Extracurricular Activities at MTs Integrated Berkah Palangka Raya
 - 3) Comparison of Work Performance with Work Standards at the Integrated MTs Berkah Palangka Raya
 - 4) Corrective Action Taking at MTs Terpadu Berkah Palangka Raya.

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