

TEACHERS' STRATEGIES IN IMPROVING STUDENTS' COMPETITIVENESS THROUGH EXTRACURRICULAR ACTIVITIES

Suwaibatul Aslamiyah¹, Ansharuddin M²

^{1,2}Institut Agama Islam Hasan Jufri Bawean, Gresik, Jawa Timur, Indonesia

ABSTRAK

The relatively low competitiveness of elementary school students in academic and non-academic arenas remains a critical issue in primary education. Learning processes are still predominantly classroom-oriented, while extracurricular activities have not been optimally managed as strategic instruments to develop students' talents, interests, skills, and self-confidence. In response to this problem, this study focuses on examining teachers' strategies in enhancing students' competitiveness through extracurricular activities at SD Muhammadiyah 1 Bawean, as well as identifying supporting and inhibiting factors in their implementation. This research employed a qualitative approach using a case study method. Data were collected through in-depth interviews with the school principal, vice principal for curriculum affairs, extracurricular supervisors, and parents, supported by relevant documentation. The findings indicate that teachers implemented several strategic efforts, including providing attractive and competitive extracurricular programs such as roller skating and coding, conducting regular and gradual coaching, and establishing collaboration with parents and external parties to support facilities and funding. The effectiveness of these strategies was reflected in increased student participation in various competitions and periodic program evaluations. The study implies that well-planned and collaboratively managed extracurricular activities can serve as an effective means to enhance students' competitiveness. Nevertheless, challenges such as unfavorable weather conditions, limited facilities and infrastructure, and high costs for participating in out-of-area competitions remain significant obstacles that require strategic solutions.

Kata Kunci: Teacher Strategies, Extracurricular Activities, Competitiveness Improvement, SD Muhammadiyah 1 Bawean

ABSTRACT

Rendahnya daya saing siswa sekolah dasar dalam menghadapi kompetisi akademik maupun nonakademik menjadi permasalahan yang perlu mendapatkan perhatian serius dari lembaga pendidikan. Selama ini, pengembangan potensi siswa masih cenderung berfokus pada pembelajaran di kelas, sementara kegiatan ekstrakurikuler belum dikelola secara optimal sebagai sarana strategis untuk meningkatkan bakat, minat, keterampilan, dan kepercayaan diri siswa. Berdasarkan permasalahan tersebut, penelitian ini berfokus pada strategi guru dalam meningkatkan daya saing siswa melalui kegiatan ekstrakurikuler di SD Muhammadiyah 1 Bawean, termasuk faktor pendukung dan penghambat dalam pelaksanaannya. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus. Pengumpulan data dilakukan melalui wawancara mendalam dengan kepala sekolah, wakil kepala sekolah bidang kurikulum, pembina ekstrakurikuler, serta orang tua siswa, didukung oleh dokumentasi kegiatan. Hasil penelitian menunjukkan bahwa strategi guru meliputi penyediaan kegiatan ekstrakurikuler yang menarik dan kompetitif seperti roller skating dan coding, pembinaan yang dilakukan secara rutin dan bertahap, serta kolaborasi dengan orang tua dan pihak eksternal dalam penyediaan fasilitas dan pendanaan. Implikasi penelitian ini menunjukkan bahwa pengelolaan ekstrakurikuler yang terencana dan kolaboratif mampu meningkatkan daya saing siswa, meskipun masih menghadapi kendala cuaca, keterbatasan sarana prasarana, dan tingginya biaya kompetisi di luar daerah.

Keywords: Strategi Guru, Kegiatan Ekstrakurikuler, Peningkatan Daya Saing, SD Muhammadiyah 1

A. Introduction

Basic education plays a crucial role in shaping the character, skills, and competitiveness of the younger generation. Amidst the tide of globalization with its



miyaaliya902@gmail.com



Lebak, Sangkapura, Kabupaten Gresik,
Jawa Timur 61181

multidimensional competition, students cannot rely solely on academic achievement, but must also have non-academic excellence as preparation for facing future challenges.¹ Therefore, the development of extracurricular activities is an important element in the education system to stimulate students' potential in a comprehensive and sustainable manner.²

Xtracurricular activities are an integral part of education that aims to support the optimal development of students' interests, talents, and potential. This is in line with Permendikbud Number 62 of 2014, which emphasizes that extracurricular activities are not merely complementary but have a strategic function in shaping the character, social skills, and leadership of students. In the era of 21st-century education, students are required to master critical, creative, collaborative, and communicative thinking skills, most of which can be honed through active participation in extracurricular activities.³

In the education system, there are two main types of activities: curricular and extracurricular. According to Wiayani in ,curricular activities focus on the teaching and learning process in the classroom to deepen material in accordance with educational objectives, while extracurricular activities aim to develop aspects of the curriculum through the practical application of knowledge so that it is relevant to the needs of life and the environment.⁴ adds that extracurricular activities are learning activities outside of class hours and classrooms to broaden students' horizons, improve their skills, and apply their knowledge, while also channeling their interests and talents.⁵

Extracurricular activities are coordinated by the deputy head of the madrasah in charge of student affairs, as part of student management that regulates all aspects of student development from admission to graduation. emphasizes that the principal plays an important role in creating ideal conditions for the development of student potential, both through curricular and extracurricular means.⁶

Extracurricular activities are usually conducted outside of school hours, adjusted to the school schedule, and directed at developing specific areas such as

¹ Taylor A Hughson and Bronwyn E Wood, "The OECD Learning Compass 2030 and the Future of Disciplinary Learning: A Bernsteinian Critique," *Journal of Education Policy* 37, no. 4 (2022): 634-654.

² Muhammin, *Pengembangan Kurikulum Pendidikan Agama Islam* (Jakarta: PT. Raja Grafindo, 2007).

³ Amir Mahmud, "Dinamika Pengembangan Kurikulum Pendidikan Di Pesantren Rifaiyah (1974-2014)" (UNIVERSITAS ISLAM NEGERI SUNAN KALIJAGA, 2014).

⁴ Amir Mahmud and Zaini Tamin Ar, "Transformasi Pesantren (Studi Terhadap Dialektika Kurikulum Dan Kelembagaan Pondok Pesantren Rifaiyah Pati)," *EL-BANAT: Jurnal Pemikiran dan Pendidikan Islam* 9, no. 2 (2019): 156-176.

⁵ Muhammin, *Pengembangan Kurikulum Pendidikan Agama Islam*.

⁶ Endah Rahayu Lestari, *Manajemen Inovasi: Upaya Meraih Keunggulan Kompetitif* (Universitas Brawijaya Press, 2019).

sports, arts, skills, and scouting Based on Permendikbud Number 62 of 2014, these activities are divided into compulsory extracurricular activities, such as Scouting, and elective extracurricular activities, such as OSIS, UKS, and PMR, which are generally an application of certain subjects.⁷

Education System emphasizes that education aims to develop the potential of students to become individuals who are faithful, pious, noble, healthy, knowledgeable, skilled, creative, independent, and responsible. This goal cannot be achieved through formal education alone, but also requires the support of non-formal education, including extracurricular activities.

The quality of extracurricular activities is one of the benchmarks of educational quality. In many leading madrasahs, extracurricular activities have even become an identity and competitive advantage that enhances the attractiveness of the institution. Increasingly fierce competition in this field requires focused and high-quality management to maintain the reputation and competitiveness of educational institutions.⁸ Educational institution administrators are expected to guide their students to achieve excellence in various fields, both academic and non-academic, through inter-school competitions. Madrasahs that achieve success and become champions will gain greater trust from the community.

A number of previous studies have made important contributions to enriching the study of the role of extracurricular activities, particularly in character building and student skill development. These findings form a valuable foundation for the development of educational theory and practice in elementary schools. However, most of these studies still tend to focus on the character dimension or the general benefits of extracurricular activities, while discussions that specifically review teacher strategies to improve student competitiveness, especially in island regions with limited infrastructure and access, are still rare.

This gap is important to critique because geographical contexts such as Bawean Island present unique challenges that are not fully accommodated in extracurricular development models in urban areas. SD Muhammadiyah 1 Bawean is a prime example of a school that has successfully developed innovative extracurricular programs such as roller skating, coding classes, and The Club (academic coaching), which are rarely

⁷ M Iqbal Arrosyad and Fandi Nugroho, "Pengembangan Model Pembelajaran Membaca Dan Numerasi Di Tengah Evolusi Konsep Literasi," *Jurnal Basicedu* 5, no. 6 (2021): 6378-6384.

⁸ Mustika Abidin, Hasyim Haddade, and Muzakkir, "Transformation of the Western Education System Through Islamic Contributions: A Historical Analysis," *al-Ittizam: Jurnal Pendidikan Agama Islam* 9, no. 1 (2024): 150-162.

found in other elementary schools. Teachers at this school not only act as coaches, but also as talent scouts, program managers, and motivators for students in competitions up to the national level.⁹

However, the implementation of extracurricular activities at this school is not without obstacles, such as limited facilities, unpredictable weather conditions, and the cost of participating in competitions outside the region. Nevertheless, with the high dedication of the teachers and an adaptive coaching approach, the school is still able to maintain the enthusiasm of students in participating in activities according to their interests.

In terms of conducting an in-depth study of teachers' strategies in improving student competitiveness through extracurricular activities in elementary schools in island regions, which has not been widely discussed in previous studies. Focusing on the geographical context of Bawean Island, the combination of innovative extracurricular activities, and the analysis of the role of teachers as coaches, managers, and motivators makes this research unique and contributes theoretically to the development of non-academic coaching models and practically as a reference for other schools in areas with similar characteristics.¹⁰

B. Method

This research is a qualitative descriptive study conducted at SD Muhammadiyah 1 Bawean, Sangkapura District, Gresik Regency, East Java, in the even semester of the 2024/2025 academic year, namely March to May 2025. The aim is to gain an in-depth understanding of teachers' strategies in improving student competitiveness through various extracurricular activities.¹¹

The research subjects included extracurricular advisors in the fields of sports (roller skating, futsal), arts (music, dance), and academics (The Club). In addition, the principal, vice principal for curriculum, and parents were also interviewed to provide diverse perspectives.

Data collection was conducted through semi-structured in-depth interviews, direct observation of extracurricular activities at school, and documentation in the form of activity schedules, photos, competition participation data, and student achievement

⁹ Adisel Adisel and Suryati Suryati, "Pendidikan Merdeka Belajar Dalam Perspektif Filsafat Progresivisme," *Journal of Education and Instruction (JOEAI)* 5, no. 2 (2022): 467-477.

¹⁰ Piet A Sahertian, "Dimensi-Dimensi Administrasi Di Sekolah," *Surabaya: usaha nasional* (1994).

¹¹ John W Creswell, "Penelitian Kualitatif & Desain Riset," *Yogyakarta: pustaka pelajar* (2015).

records. Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. Data reduction focuses on sorting important information, data presentation organizes information systematically, while conclusions are drawn through comprehensive interpretation of findings.

Data validity is tested using triangulation of sources, techniques, and time, to ensure consistency and accuracy of data from various perspectives, methods, and collection periods, so that the research results have high validity and are scientifically accountable.

C. Results And Discussion

1. Teacher Strategies in Improving Student Competitiveness Through Extracurricular Activities at SD Muhammadiyah 1 Bawean

Teachers' efforts to improve student competitiveness are a crucial part of the educational process, which aims to prepare students to face the ever-changing dynamics of the times. As stated by Suprihatiningrum, learning strategies are a series of structured steps that include methods, approaches, and the utilization of resources to achieve educational goals optimally.¹² In this context, the role of teachers is not limited to conducting classroom learning, but also includes planning and managing extracurricular activities as a medium for developing students' character and potential in a comprehensive manner.¹³

Student competitiveness in today's era reflects their ability to adapt, innovate, and contribute in various aspects of life, both academic and non-academic. Wahyudi states that competitiveness includes critical thinking, collaboration, creativity, and positive character in line with the demands of the 21st century.¹⁴ Therefore, strategies to improve student competitiveness must be designed comprehensively, covering the strengthening of cognitive, affective, and psychomotor aspects through real experiences.

Extracurricular activities play an important role in shaping students' soft skills. According to a statement by the Ministry of Education, Culture, Research, and Technology, these activities support the development of students' interests,

¹² Astri Hanjarwati and Jamil Suprihatiningrum, "Is Online Learning Accessible During COVID-19 Pandemic Voices and Experiences of UIN Sunan Kalijaga Students with Disabilities," *Nadwa: Jurnal Pendidikan Islam* 14, no. 1 (2020): 1-38.

¹³ Adisel and Suryati, "Pendidikan Merdeka Belajar Dalam Perspektif Filsafat Progresivisme."

¹⁴ Wahyudi Wahyudi and Denok Sunarsi, "Manfaat Penerapan Manajemen Pengetahuan Bagi Kinerja Dosen Di Masa Pandemi Covid-19," *JPPI (Jurnal Penelitian Pendidikan Indonesia)* 7, no. 2 (2021): 285-291.

talents, and character traits such as leadership, cooperation, and social responsibility. Active student involvement in extracurricular activities can increase self-confidence, mental resilience, and intrinsic motivation to achieve.¹⁵

In this case, teachers have a strategic position in designing, guiding, and evaluating extracurricular activities to suit the potential and needs of students. Some strategies that can be applied include identifying interests and talents, collaborating with competent mentors, applying character values in every activity, and providing constructive feedback. These strategies are in line with a student-centered learning approach, where students are the main actors in the educational process.¹⁶

Therefore, teachers' strategies in supporting the improvement of students' competitiveness through extracurricular activities are an important part of efforts to realize education that is adaptive to global challenges. The balance between academic achievement and character building through non-formal activities is the foundation for producing a generation that excels intellectually, emotionally, and socially. This also supports the realization of the Pancasila Student Profile, which reflects the values of faith, independence, mutual cooperation, critical thinking, creativity, and openness to global diversity.

2. Strategies for Improving Student Competitiveness

Based on interviews with school officials, the strategy implemented by SD Muhammadiyah 1 Bawean to improve student competitiveness is carried out systematically and collaboratively. The strategy focuses not only on academic achievement but also on developing students' non-academic potential through innovative and competitive extracurricular activities.

First, the school provides unique extracurricular activities that are not commonly found in other elementary schools in the surrounding area. These include roller skating and coding (basic programming).¹⁷ These extracurricular activities are selected based on student interests and trends in 21st-century skills, such as technology and modern sports. Modern sports are types of sports that have developed over time, are usually regulated by official organizations, have

¹⁵ Fitri Dwi Yanti, Yesi Franita, and Fadhilah Rahmawati, "Implementasi Aktivitas Quick on the Draw Melalui Model Pembelajaran Thinking Aloud Pair Problem Solving Terhadap Kemampuan Pemecahan Masalah Matematis Siswa," *Delta: Jurnal Ilmiah Pendidikan Matematika* 11, no. 2 (2023): 205-212.

¹⁶ Ahmad Ahmad and Muslimah Muslimah, "Memahami Teknik Pengolahan Dan Analisis Data Kualitatif," in *Proceedings of Palangka Raya International and National Conference on Islamic Studies (PINCIIS)*, vol. 1, 2021.

¹⁷ Opan Arifudin, "Optimalisasi Kegiatan Ekstrakurikuler Dalam Membina Karakter Peserta Didik," *JIIP-Jurnal Ilmiah Ilmu Pendidikan* 5, no. 3 (2022): 829-837.

internationally or nationally recognized rules, and are often competed in official events such as the Olympics, World Cup, or other world championships.¹⁸ Unlike traditional sports, which are usually born from local cultures and played for the entertainment of local communities, modern sports tend to: (1) Competitive in nature There are winners and losers, as well as clear scoring. (2) Has international standard rules Regulated by official federations or associations. (3) Uses modern equipment Such as balls, rackets, special shoes, or technological equipment. (4) Widely broadcast Broadcast globally and followed by many countries Examples of modern sports at SD Muhammadiyah 1 Bawean: Music, Futsal, Ping-pong, Marching Band, Roller skating, Binatari, Volleyball (FIVB). The existence of this activity sets the school apart (added value) and opens up opportunities for students to demonstrate their excellence in areas that are less competitive in other schools.

Second, the school actively encourages students to participate in competitions outside the Bawean region, including at the district and provincial levels, particularly in East Java. Several activities have been included in competitions at the sub-district level, namely table tennis and futsal, district mipas and futsal Olympics, provincial roller skating, national KMNR and KSNR (realistic science/mathematics competitions), and even international competitions such as the IKMC and IKSC (International Kangaroo Mathematics/Science Contest). This strategy aims to accustom students to facing greater challenges and build a competitive mindset. These efforts not only enrich students' experiences but also introduce the school's identity on a broader stage.¹⁹

Third, there is close collaboration between teachers, students, and parents. The school has established special forums such as Work Meetings (Raker) and online communication groups that are actively used to discuss the progress of extracurricular activities. This communication ensures that parents are involved in the student development process, understand their children's potential, and provide moral and logistical support during activities or competitions.²⁰

Fourth, the school conducts weekly evaluations of extracurricular activities. These evaluations include assessments of students' skills, discipline, and readiness

¹⁸ Khusna Shilviana and Tasman Hamami, "Pengembangan Kegiatan Kokurikuler Dan Ekstrakurikuler," *Palapa* 8, no. 1 (2020): 159-177.

¹⁹ Fadia Puja Ainun et al., "Peran Pendidikan Sebagai Pondasi Utama Dalam Menyikapi Dekadensi Moral Pada Generasi Z," *Dewantara: Jurnal Pendidikan Sosial Humaniora* 3, no. 1 (2024): 14-24.

²⁰ Andarusni Alfansyur and Mariyani Mariyani, "Seni Mengelola Data: Penerapan Triangulasi Teknik, Sumber Dan Waktu Pada Penelitian Pendidikan Sosial," *Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah* 5, no. 2 (2020): 146-150.

to participate in competitions or performances. In addition, further training is provided outside of regular extracurricular hours, especially in the lead-up to specific competitions. This approach is taken to intensively hone students' skills and ensure optimal readiness.

Through these strategies, the school hopes that students will be highly competitive, both locally and regionally. Innovation in the selection of extracurricular activities, active involvement of various parties, and a sustainable coaching system are the main strengths in achieving these goals. Supporting and Hindering Factors in Extracurricular Activities at SD Muhammadiyah 1 Bawean According to the Big Indonesian Dictionary, the word "extracurricular" means additional to official matters, while "curricular" relates to the curriculum. Thus, extracurricular activities can be interpreted as activities carried out outside of school hours and not included in the core curriculum, but still in line with educational objectives. These activities generally take place outside the classroom or outside formal learning hours, and serve to support the learning process that is carried out formally at school.

States that extracurricular activities are a form of learning that takes place outside of regular school hours, serving as a means of developing students holistically in terms of knowledge, skills, and attitudes. The purpose of these activities is to provide a broader learning experience, strengthen character building, and support the achievement of the Pancasila student profile.²¹ extracurricular activities also serve as complementary learning activities that provide added value, as they are designed to strengthen students' affective and psychomotor aspects, which are often not fully accommodated in the core curriculum. These activities enable students to develop their interests, talents, and potential in a more flexible manner that is in line with the times.²²

Extracurricular activities do not only take place within the school environment, but can also be held outside of school as a means of broadening horizons, fostering positive attitudes, and implementing the knowledge and skills acquired through classroom learning. Sulistyorini explained that extracurricular activities are a form of education that takes place outside of official school hours. In line with this, Abdul Ghofur and Muhammin stated that extracurricular activities

²¹Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. (2022). Panduan Pengembangan Kurikulum dan Pelaksanaan Kegiatan Ekstrakurikuler. Kemendikbudristek.

²²Putri, A., & Santosa, B. (2021). Penguanan aspek afektif dan psikomotor melalui kegiatan ekstrakurikuler.

are activities outside the lesson schedule that aim to broaden the horizons of students, instill values and attitudes, and apply knowledge from various subjects covered in the curriculum.²³

In this context, extracurricular activities are an important means of supporting the achievement of educational goals in schools, especially in developing students' talents and interests. who states that even though extracurricular activities are outside the curriculum, these activities are still pedagogical in nature and serve to support educational success.²⁴ The existence of extracurricular activities is no less important than intracurricular activities. These activities are a means of self-development that encompasses important values in the process of student maturation. In fact, these activities are believed to reduce juvenile delinquency. Hamalik emphasized that this statement can be clarified and developed into a complete scientific form as follows: Extracurricular activities contain a number of important values, including meeting group needs, channeling students' interests and talents, and providing meaningful learning experiences outside of formal learning. Through these activities, students not only develop academic and non-academic skills, but also build social skills, a sense of responsibility, and cooperation that are beneficial for personal development and community life.²⁵

Based on these various views, it can be concluded that extracurricular activities serve to shape students' personalities, enrich their knowledge, and develop skills acquired from the learning process. Thus, these activities provide significant benefits, not only for students but also for teachers, as part of efforts to achieve national education goals through non-formal approaches outside of class hours.

3. Factors Supporting Extracurricular Activities

a) School Support and Academic Management

The principal of SD Muhammadiyah 1 Bawean emphasized the importance of extracurricular activities as the school's main attraction. For this school, these activities are not just a way to fill free time, but part of a strategy to improve students' competitiveness in the arts, sports, and

²³ Ilda Arafa and Supriyanto Supriyanto, "Strategi Guru Dalam Pengelolaan Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa," *Inspirasi Manajemen Pendidikan* (2021): 1-9.

²⁴ Oemar Hamalik, "Evaluasi Kurikulum Pendekatan Sistematik," *Bandung: Yayasan Al Madani Terpadu* (2007).

²⁵ Fauza Djalal, "Optimalisasi Pembelajaran Melalui Pendekatan, Strategi, Dan Model Pembelajaran," *SABILARRASYAD: Jurnal Pendidikan dan Ilmu Kependidikan* 2, no. 1 (2017).

academics. The Vice Principal for Curriculum added that mapping students' interests and talents is done early on through psychological tests, so that extracurricular programs can be tailored to students' potential in a holistic manner.

b) The Role Of Parents

Parents show their full support, both morally and materially. They contribute by providing musical instruments, roller skates, and even facilitating private lessons at home. According to interviews with several parents, extracurricular activities help channel children's potential while reducing their dependence on gadgets.

c) Program Variety and Uniqueness

Muhammadiyah 1 Bawean Elementary School offers a variety of extracurricular programs, such as sports (futsal, volleyball, roller skating), arts (music, dance), academics (The Club), and technology (coding classes). The uniqueness of this school can be seen from its roller skating program, which no other school in Bawean has, and its achievements in music at the provincial level.

d) Teacher Development and Competency

Extracurricular activities are carried out regularly, not only before competitions. This reflects continuous coaching and habit formation. The coaches also have expertise in their respective fields, such as arts, sports, and technology.

Geographical and Weather Constraints; The location of the school on Bawean Island means that activities outside the area are often hampered by bad weather and sea transportation. Several competitions that should have been participated in had to be canceled due to high waves.

Limitations in Costs and Facilities; As a private school, SD Muhammadiyah 1 Bawean does not always have sufficient funds to meet extracurricular needs such as roller skates or musical instruments. As a result, talented students are sometimes unable to participate in activities outside the region due to financial constraints.

Fatigue and Time Constraints; The full-day system causes students to become exhausted after their main classes, resulting in a decline in interest in

participating in additional activities. Limited time—for example, only one hour per week—is also an obstacle to maximum development.

Inappropriateness of Initial Choices; Sometimes students are not suited to the extracurricular activities initially chosen by their parents, resulting in a change of activities. Schools are required to be flexible in facilitating students' true interests and talents.

The development and guidance of extracurricular activities should take into account several important aspects that support the sustainability of extracurricular activities. The material provided should be appropriate and enriching. In addition, it should provide opportunities to channel talents and interests in a positive manner without disturbing or damaging natural resources and the environment. This is as stated by Saputra²⁶ that there are three program developments, namely:

The program is designed for a specific period, integrating learning experiences and coaching strategies according to student needs. (1) Alignment with School Objectives; Although these activities are included in the basic curriculum, schools have the freedom to develop them in accordance with their vision and local conditions. (2) Educational Function; These activities serve to foster responsibility, channel interests and talents, and guide students toward specific specializations such as sports, arts, or religion.

The development of extracurricular activities also needs to take into account the balance of students' workload, the potential of the environment, and collaboration with the business world. Its implementation must be directed at improving students' knowledge, attitudes, and skills, as well as being able to provide meaningful learning experiences.²⁷

In addition to arts and sports, SD Muhammadiyah 1 Bawean has an excellent program called Tahfidz Al-Qur'an. This program is attended by students who have completed the Qira'ati method and is held regularly every Monday to Thursday for memorization and on Fridays for recitation. Each class is accompanied by two supervising teachers. As a result, several students have successfully memorized up to six juz of the Qur'an. This program demonstrates

²⁶ Muhammad Kristiawan et al., *Inovasi Pendidikan* (BuatBuku. com, 2018).

²⁷ Alan Sigit Fibrianto and Syamsul Bakhri, "Pelaksanaan Aktivitas Ekstrakurikuler Paskibra (Pasukan Pengibar Bendera) Dalam Pembentukan Karakter, Moral Dan Sikap Nasionalisme Siswa Sma Negeri 3 Surakarta," *Jurnal Moral Kemasyarakatan* 2, no. 2 (2017): 75-93.

the school's commitment to shaping strong spiritual and religious character in students.²⁸

The role of the principal, vice principal, and teachers/advisors/coaches in extracurricular activities;

1) Role of the principal;

In educational institutions, principals play a central role in ensuring the continuity of the educational process in accordance with the provisions set forth in applicable regulations. Principals hold two strategic positions: as overall education managers and as formal leaders within the school environment. According to Anwar, as an education manager, the principal is responsible for the implementation of education through comprehensive administration. He or she must also ensure the quality of human resources at the school so that educational functions can be carried out optimally. As a formal leader, the principal is tasked with mobilizing all elements of the school to achieve educational goals, creating a conducive school atmosphere, and implementing leadership functions effectively and efficiently.²⁹ Based on this description, it can be concluded that the principal has a strategic role in improving the quality of education. Their success in creating a harmonious work environment, fostering a spirit of collaboration, building a conducive learning atmosphere, and encouraging the professional development of teachers is highly dependent on the quality of their leadership.

2) Role of the Vice Principal (Student Affairs and Curriculum)

The vice principal is the principal's main partner in carrying out administrative tasks and managing educational programs. Specifically, the vice principal for student affairs is responsible for the guidance and development of students, including the management of extracurricular activities. These duties include providing information, guidance, and positive motivation to create an environment that encourages healthy and responsible creativity among students.

²⁸ Dian Cahyo Tri Handoko, "Strategi Kepala Madrasah Dalam Meningkatkan Daya Saing Lembaga Pendidikan Di MTs Uyun Al-Hikam Ponorogo (Analisis Fungsi-Fungsi Manajemen)" (IAIN Ponorogo, 2023).

²⁹ Ursula Mai Cruz Maria, "Konsumen Ramah Lingkungan: Perilaku Konsumsi Hijau Civitas Academica Universitas Diponegoro" (Faculty of Social and Political Sciences, 2017).

The roles of the vice principal for student affairs include: (1) Managing new student admissions, from developing the selection system and forming the committee to coordinating implementation; (2) Developing student potential through extracurricular programs tailored to their interests, talents, and creativity; (3) Providing guidance and counseling services, including planning, coordination, evaluation, and supervision of students; (4) Preparing student progress reports through a structured reporting system and data analysis to be submitted to relevant parties.

Thus, the vice principal for student affairs plays a strategic role in the administrative management of all student activities from the beginning of enrollment to the end of their education at the school.

3) The Role of Teachers, Mentors, and Extracurricular Coaches

Teachers or extracurricular activity supervisors play an important role in implementing programs outside the core curriculum. All teachers are expected to participate in supporting these programs so that they can be implemented optimally. To that end, schools need to provide teachers who are responsible for these programs, adequate budgets, and other supporting facilities.³⁰

Based on Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005, educators, including advisors, are required to have the competence, academic qualifications, and abilities as agents of learning who are physically and mentally healthy in order to achieve national education goals. According to Suryosubroto (2019), extracurricular supervising teachers are educators appointed by the principal to guide and mentor students in extracurricular activities, with the task of ensuring that these activities run smoothly without disrupting the academic process. Therefore, supervising teachers bear full responsibility for the continuity of extracurricular programs, while ensuring that their implementation is in line with formal learning so that they do not have a negative impact on students' academic achievement.³¹

D. CONCLUSION

³⁰ Maria, "Konsumen Ramah Lingkungan: Perilaku Konsumsi Hijau Civitas Academica Universitas Diponegoro."

³¹ Mia Noprika, Ngadri Yusro, and Sagiman Sagiman, "Strategi Kepala Sekolah Dalam Peningkatan Mutu Pendidikan," *Andragogi: Jurnal Pendidikan Islam Dan Manajemen Pendidikan Islam* 2, no. 2 (2020): 224-243.

Based on the results of the study, it can be concluded that the teachers' strategy in improving student competitiveness at SD Muhammadiyah 1 Bawean through extracurricular activities is systematic and focused. Teachers not only act as activity coaches, but also as program designers, mentors, and motivators who understand the potential and interests of students. The extracurricular programs developed—such as scouting, hadrah, dance, tilawah, computers, and sports—are tailored to the school's vision and the characteristics of the students, which shows that these activities are not designed haphazardly, but are based on the needs and potential of the students.

The strategies implemented include a personal approach, continuous coaching, cross-party collaboration, and the application of leadership and independence values to students. Teachers actively communicate with students and parents and involve various parties in creating a conducive learning environment. The success of this program is supported by the principal's openness to innovation, the teachers' enthusiasm in mentoring, and the students' high interest in non-academic activities. This shows that the collaboration and commitment of all elements of the school are the main keys to achieving optimal results.

Despite facing challenges such as limited facilities, geographical constraints, the full-day school system, and a lack of initial interest from some students, extracurricular activities at SD Muhammadiyah 1 Bawean have been able to improve.

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