RESEARCH ARTICLE

Management of Calligraphy Extracurricular Programs in Enhancing Students' Achievement at an Islamic Senior High School

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Abstract

Extracurricular activities play a strategic role in supporting holistic student development, particularly in enhancing non-academic achievement and character formation. This study aims to analyze the management of a calligraphy extracurricular program in enhancing students' achievement at Madrasah Aliyah Darus Sholah Jember, an Islamic senior high school operating within a pesantren-based educational environment. Employing a qualitative descriptive approach, data were collected through observations, semi-structured interviews, and documentation involving school administrators, instructors, and students. The data were analyzed using interactive analysis techniques consisting of data reduction, data display, and conclusion drawing. The findings indicate that the calligraphy extracurricular program was managed systematically through integrated planning, implementation, and evaluation processes. Program planning emphasized clear goal formulation, selective student recruitment based on interest and potential, and the involvement of competent instructors. Implementation focused on consistent practice, intensive mentoring, and the development of cognitive, affective, and psychomotor competencies. Evaluation was conducted continuously through portfolio assessment, observation of skill development, and review of student participation in competitions. As a result, the program contributed significantly to students' non-academic achievement, particularly in calligraphy competitions, while also fostering discipline, patience, and learning motivation. This study concludes that effective management of culturally and religiously grounded extracurricular programs can serve as a strategic instrument for enhancing student achievement and strengthening the quality of Islamic educational institutions.

Key words: extracurricular management; calligraphy; student achievement; Islamic education; madrasah

INTRODUCTION

Education plays a fundamental role in shaping human resources and determining the quality of a nation's future. In the context of formal schooling, education is not merely directed toward cognitive achievement but also toward the holistic development of students' potential, including affective and psychomotor domains. The Indonesian National Education System Law emphasizes that education aims to develop learners who are faithful, knowledgeable, creative, independent, and responsible citizens (Republic of Indonesia, 2003). To achieve these objectives, educational institutions are required to design learning environments that facilitate the optimal development of students' talents, interests, and competencies, both through academic and non-academic activities.

One of the strategic instruments for supporting holistic student development is the implementation of extracurricular programs. Extracurricular activities are educational activities conducted outside regular instructional hours and are intended to complement, enrich, and expand students' learning experiences (Mulyono, 2008; Rohiat, 2008). These activities provide opportunities for students to explore their interests and talents that may not be fully accommodated within the formal curriculum. In this regard, extracurricular programs function not only as supplementary activities but also as integral components of educational management that contribute to students' personal growth, character formation, and achievement.

Within Islamic educational institutions, particularly madrasahs operating under the pesantren tradition, extracurricular programs hold a distinctive and strategic position. Madrasahs are often expected to balance religious values, academic competence, and practical skills. However, there remains a persistent perception among some parents and community members that madrasah-based education lacks competitiveness in developing students' skills and achievements compared to general schools. This assumption underscores the urgency for madrasahs to strengthen their educational management, especially in designing innovative extracurricular programs that can enhance students' achievements and institutional reputation (Jahari & Syarbini, 2013; Mujamil Qomar, 2017).

One form of extracurricular activity that has strong relevance within Islamic educational contexts is Arabic calligraphy. Calligraphy is not merely an artistic skill but also a cultural and religious expression deeply rooted in Islamic civilization. Through calligraphy, students can develop aesthetic sensitivity, patience, discipline, creativity, and fine motor skills, while simultaneously strengthening their appreciation of Islamic values. From an educational perspective, calligraphy extracurricular programs can contribute to students' psychomotor development, foster positive attitudes, and support non-academic achievement, which is increasingly recognized as an important indicator of educational success (Bahri, 2010; Hernawan, 2008).

Despite its potential, the success of a calligraphy extracurricular program largely depends on how it is managed. Management in education refers to a systematic process involving planning, organizing, implementing, and evaluating educational activities to achieve predetermined goals effectively and efficiently (Usman, 2014; Athoillah, 2010). In the context of extracurricular activities, management ensures that programs are aligned with institutional goals, responsive to students' needs,

supported by competent instructors, and continuously improved through evaluation (Rodliyah, 2015).

Previous studies have highlighted the importance of management in extracurricular programs. Research on extracurricular activities such as scouting, sports, and student organizations indicates that well-managed programs can significantly contribute to character development, learning motivation, and student achievement (Nur Fitria, 2016; Putri, 2015). However, many of these studies focus on general extracurricular activities and employ either quantitative approaches or limited descriptive analysis. Studies specifically addressing the management of calligraphy extracurricular programs in madrasahs, particularly using a qualitative management perspective, remain limited. This gap suggests the need for more in-depth exploration of how such programs are planned, implemented, and evaluated, and how they contribute to improving student achievement.

Student achievement itself is a multidimensional concept. Achievement is commonly understood as the result of learning efforts manifested in measurable outcomes, whether academic or non-academic (Syah, 2005; Amri, 2009). While academic achievement is often assessed through tests and grades, non-academic achievement includes accomplishments in arts, sports, and other extracurricular domains. Both forms of achievement are influenced by internal factors, such as motivation and interest, as well as external factors, including learning environment, instructional quality, and management support (Syah, 2005; Nurlela & Isnawati, 2009). Consequently, extracurricular programs, when managed effectively, can serve as strategic platforms for enhancing students' non-academic achievement and indirectly supporting academic success.

Madrasah Aliyah Darus Sholah Jember represents an Islamic educational institution that actively implements a calligraphy extracurricular program as part of its student development strategy. Operating within a pesantren-based educational environment, this madrasah seeks to integrate religious values, artistic expression, and educational management to foster students' achievements. Preliminary observations indicate that the calligraphy extracurricular program at this institution has contributed to students' participation in competitions and achievement at regional levels. However, the sustainability and effectiveness of such achievements depend on systematic management practices encompassing program planning, implementation processes, and evaluation mechanisms.

Planning is a critical initial stage in extracurricular management. Effective planning involves student selection, curriculum design, scheduling, and the appointment of qualified instructors (Sagala, 2008; Imron, 2012). In extracurricular contexts, student selection is not intended to discriminate but to identify interests and potentials so that guidance can be provided more effectively. Instructor professionalism is equally essential, as extracurricular learning requires mentors who not only possess technical expertise but also pedagogical competence and commitment (Karwati & Juni, 2015; Borang, 2005).

Implementation represents the operationalization of plans into concrete activities. This stage includes instructional strategies, student engagement, mentoring processes, and the utilization of learning resources. Effective implementation requires coordination, motivation, and continuous supervision to ensure that activities run as

intended and respond to students' developmental needs (Jahari & Syarbini, 2013). In calligraphy extracurricular programs, implementation also involves fostering discipline, patience, and creativity, which are essential attributes in mastering artistic skills.

Evaluation constitutes the final yet continuous stage of management. Evaluation provides information regarding program effectiveness, student progress, instructor performance, and achievement outcomes (Arikunto & Safruddin, 2009; Sukardi, 2010). Through systematic evaluation, educational institutions can identify strengths, weaknesses, and areas for improvement, thereby ensuring program sustainability and relevance. In the context of extracurricular calligraphy, evaluation may include assessing students' skill development, participation in competitions, and overall contribution to institutional achievement.

Based on the foregoing discussion, it is evident that the management of calligraphy extracurricular programs has strategic significance for enhancing student achievement in madrasah settings. Nevertheless, empirical studies that comprehensively examine this issue from a management perspective remain scarce. Therefore, this study aims to analyze the management of the calligraphy extracurricular program at Madrasah Aliyah Darus Sholah Jember, with a particular focus on planning, implementation, and evaluation processes, as well as their contribution to improving student achievement. By adopting a qualitative descriptive approach, this research seeks to provide an in-depth understanding of best practices and challenges in managing extracurricular programs within Islamic educational institutions.

The findings of this study are expected to contribute theoretically to the discourse on educational management and extracurricular development, particularly within madrasah contexts. Practically, the results may serve as a reference for school administrators, educators, and policymakers in designing and managing extracurricular programs that effectively support student achievement and institutional quality.

METHODS

This study employed a qualitative research approach with a descriptive design to explore and understand the management of the calligraphy extracurricular program in enhancing student achievement at Madrasah Aliyah Darus Sholah Jember. A qualitative approach was considered appropriate because the focus of the research was not to measure variables statistically, but to gain an in-depth understanding of processes, experiences, and meanings related to program management as they occur in a natural educational setting (Moleong, 2009; Sugiyono, 2014). Through this approach, the researcher was able to capture comprehensive data regarding planning, implementation, and evaluation practices from the perspectives of key stakeholders involved in the extracurricular program.

The research was conducted at Madrasah Aliyah Darus Sholah Jember, an Islamic senior secondary school operating under a pesantren-based educational system in Jember Regency, East Java, Indonesia. This institution was selected purposively due to its active implementation of a calligraphy extracurricular program and its documented student achievements at various competition levels. The

madrasah integrates formal education with Islamic boarding school values, making it a relevant context for examining how extracurricular programs are managed within Islamic educational institutions. The research was carried out during the 2018–2019 academic year to ensure alignment with the period in which the extracurricular program was actively implemented and evaluated.

This research adopted a descriptive qualitative design, which aims to systematically describe and interpret phenomena related to educational management without manipulating the research setting (Sugiyono, 2010). The descriptive design allowed the researcher to portray real conditions and practices of extracurricular management as they unfolded naturally. The study focused on three main aspects of management: (1) planning of the calligraphy extracurricular program, (2) implementation of the program, and (3) evaluation of the program in relation to student achievement. These aspects were analyzed holistically to provide a comprehensive understanding of program management.

The primary data sources in this study consisted of individuals who were directly involved in the management and implementation of the calligraphy extracurricular program. Participants were selected using purposive sampling, based on their relevance and contribution to the program. They included the head of the madrasah, the vice principal for student affairs, calligraphy instructors, and students participating in the extracurricular program. This selection ensured that data were obtained from multiple perspectives, enabling a richer and more balanced understanding of the management processes (Imron, 2012).

Secondary data sources included institutional documents such as extracurricular program plans, attendance lists, student achievement records, competition certificates, photographs of activities, and evaluation reports. These documents were used to support and verify data obtained through interviews and observations, thereby strengthening the credibility of the findings (Arikunto, 2010).

Data were collected using three main techniques: observation, interviews, and documentation. These techniques were employed complementarily to capture both process-oriented and outcome-oriented data. Observation was conducted to examine directly how the calligraphy extracurricular activities were planned and implemented in practice. The researcher observed training sessions, instructor–student interactions, learning strategies, and students' engagement during activities. Observations were carried out in a non-participant manner to minimize disruption and to maintain the natural flow of activities. Field notes were taken systematically to record relevant events, behaviors, and contextual conditions (Sugiyono, 2014).

Interviews were used to obtain in-depth information regarding management practices, decision-making processes, and perceived outcomes of the extracurricular program. Semi-structured interviews were conducted to allow flexibility while ensuring that key topics related to planning, implementation, and evaluation were covered. The interview guides included questions about program objectives, student selection procedures, instructor qualifications, instructional strategies, evaluation mechanisms, and perceived impacts on student achievement. This approach enabled participants to express their experiences and views freely while maintaining focus on the research objectives (Moleong, 2009).

Documentation served as a supporting data collection technique to provide tangible evidence of program implementation and outcomes. Documents such as program schedules, curriculum outlines, evaluation reports, and records of student achievements were reviewed to corroborate information obtained from observations and interviews. Documentation analysis also helped the researcher understand the historical development and continuity of the extracurricular program (Cepi Safruddin & Arikunto, 2009).

Data analysis in this study followed an interactive model, consisting of data reduction, data display, and conclusion drawing (Miles & Huberman, as cited in Sugiyono, 2010). Data reduction involved selecting, focusing, simplifying, and transforming raw data obtained from field notes, interview transcripts, and documents. During this stage, irrelevant information was filtered out, while data related to the management of the calligraphy extracurricular program were categorized according to the research focus: planning, implementation, and evaluation.

Data display was conducted by organizing the reduced data into narrative descriptions and thematic matrices. This process enabled the researcher to identify patterns, relationships, and key themes related to management practices and student achievement. Presenting data in an organized manner facilitated deeper interpretation and analysis. Conclusion drawing and verification involved interpreting the displayed data to formulate findings and draw conclusions. Throughout this process, conclusions were continuously verified by revisiting the data, ensuring consistency and accuracy. This iterative approach helped prevent premature conclusions and strengthened the validity of the research findings.

Further, To ensure the trustworthiness of the data, this study applied several strategies, including credibility, transferability, dependability, and confirmability. Credibility was enhanced through triangulation of data sources and methods. Data obtained from interviews were cross-checked with observations and documentation to ensure consistency and reliability (Arikunto & Safruddin, 2009). Method triangulation allowed the researcher to validate findings from different angles, while source triangulation ensured that information was confirmed by multiple participants. Transferability was addressed by providing detailed descriptions of the research context, participants, and procedures, enabling readers to assess the applicability of the findings to other similar settings. Dependability was ensured by maintaining a clear and systematic research process, including detailed documentation of data collection and analysis procedures. Confirmability was achieved by ensuring that findings were grounded in the data rather than the researcher's personal assumptions or biases.

Finally, Ethical principles were observed throughout the research process. Participants were informed about the purpose of the study, and their consent was obtained prior to data collection. Anonymity and confidentiality were maintained by using general identifiers rather than personal names. The researcher also ensured that the research activities did not disrupt the teaching and learning processes at the madrasah and that all data were used solely for academic purposes.

RESULTS AND DISCUSSION

Overview of the Calligraphy Extracurricular Program

The calligraphy extracurricular program at Madrasah Aliyah Darus Sholah Jember is designed as a structured non-academic activity aimed at developing students' artistic skills, discipline, and achievements, particularly in the field of Islamic calligraphy. The program is positioned as an integral part of student development and is managed under the coordination of the vice principal for student affairs, in collaboration with calligraphy instructors and the school leadership. The results of this study indicate that the effectiveness of the program is strongly influenced by systematic management practices, especially in the planning and implementation stages.

From an institutional perspective, the calligraphy extracurricular program is not merely viewed as an optional activity, but as a strategic effort to enhance the madrasah's identity as a pesantren-based educational institution that excels in Islamic arts. This orientation aligns with the broader objectives of Islamic education, which emphasize the integration of intellectual, spiritual, and aesthetic dimensions (Hernawan, 2008; Mujamil Qomar, 2017).

Planning of the Calligraphy Extracurricular Program

Planning emerged as a fundamental stage that determined the direction and quality of the calligraphy extracurricular program. The planning process involved several key components, including goal formulation, student selection, instructor recruitment, scheduling, and preparation of learning materials.

The primary objective of the calligraphy extracurricular program was to improve students' non-academic achievements while simultaneously fostering positive character traits such as patience, perseverance, and discipline. These objectives were formulated through internal meetings involving the head of the madrasah, the vice principal for student affairs, and extracurricular coordinators. Planning was oriented toward long-term achievement, particularly student participation in calligraphy competitions at district and provincial levels.

One of the administrators explained during an interview: "The calligraphy extracurricular program is not only for filling students' free time. From the beginning, we planned it as a program that could produce achievements and strengthen the identity of our madrasah as an Islamic institution with artistic excellence."

This statement reflects the management's awareness that extracurricular programs must be aligned with institutional vision and student development goals, as emphasized by Usman (2014) and Athoillah (2010).

An important aspect of planning was the selection of students who would participate in the calligraphy extracurricular program. Rather than opening the program to all students indiscriminately, the madrasah implemented a selection process to identify students with interest, basic talent, and motivation in calligraphy. The selection process involved simple written tests, observation of students' handwriting, and recommendations from teachers.

The vice principal for student affairs stated: "We conduct a selection process, not to exclude students, but to ensure that those who join the program truly have interest and potential. This helps the training process become more focused and effective."

This approach is consistent with the concept of student management, which emphasizes the importance of understanding students' interests and abilities to optimize educational services (Imron, 2012). Additionally, class size was deliberately kept limited to ensure effective guidance. Smaller class sizes allowed instructors to provide more intensive mentoring, which is crucial in skill-based learning such as calligraphy. The findings support the view that effective planning in extracurricular activities requires careful consideration of student characteristics and learning conditions (Priansa & Karwati, 2015).

Instructor professionalism was another critical component of the planning stage. The madrasah prioritized recruiting instructors who had proven competence in calligraphy, including experience in competitions and prior training. In some cases, alumni with strong calligraphy skills were invited to serve as instructors, reflecting a practical and context-sensitive approach to human resource management. One instructor explained: "Teaching calligraphy requires not only skill but also patience and commitment. We prepare lesson plans, training targets, and materials before the program starts so that students' progress can be monitored."

This finding aligns with the notion that professional educators must possess both technical expertise and pedagogical competence (Karwati & Juni, 2015; Borang, 2005). Planning for instructor roles included defining responsibilities, training schedules, and evaluation mechanisms, ensuring that the program was implemented consistently with its objectives.

Implementation of the Calligraphy Extracurricular Program

The implementation stage represented the translation of planning into concrete actions. The results indicate that the success of the calligraphy extracurricular program was closely linked to how learning activities were conducted, how students were engaged, and how instructors guided the learning process.

Calligraphy extracurricular activities were conducted regularly according to a predetermined schedule, usually outside formal class hours. Each session consisted of material explanation, demonstration by the instructor, guided practice, and individual student work. Instructional strategies emphasized hands-on practice, repetition, and gradual mastery of techniques. An instructor described the implementation process as follows: "We usually start with basic strokes and letter forms. Students practice repeatedly, and we correct their work directly. Calligraphy requires consistency, so practice is the key."

This approach reflects experiential learning principles, where skill acquisition is achieved through active participation and continuous feedback. The emphasis on practice and direct guidance is particularly relevant in developing psychomotor skills, as outlined in Bloom's taxonomy (Salim, 2009).

Figure 1. Calligraphy Practice Session

Student Competence Development

The development of student competence was evident in three domains: cognitive, affective, and psychomotor. Cognitively, students gained knowledge about calligraphy styles, tools, and aesthetic principles. Affectively, students demonstrated increased patience, discipline, and motivation. Psychomotor development was reflected in improved handwriting quality, stroke control, and composition skills.

One student participant stated during an interview: "At first, it was difficult because calligraphy needs patience. But over time, I learned to focus and enjoy the process. Now I feel proud when my work is displayed or submitted for competitions."

This testimony illustrates how extracurricular activities can contribute to character formation and self-confidence, supporting previous findings on the educational value of extracurricular engagement (Bahri, 2010; Nurlela & Isnawati, 2009).

In this case, instructor guidance played a central role in program implementation. Instructors not only taught technical skills but also motivated students and monitored their progress. Mentoring was conducted both individually and in groups, depending on students' needs. Instructors provided constructive feedback and encouraged students to participate in competitions as a form of performance evaluation.

One instructor emphasized: "We always motivate students to see competitions as learning experiences, not just about winning. The important thing is improvement and confidence." This mentoring approach aligns with educational management principles that stress the importance of leadership and motivation in achieving program objectives (Jahari & Syarbini, 2013).

The findings of this study demonstrate that effective planning and implementation are key determinants of the success of the calligraphy extracurricular program. Careful student selection, limited class size, and professional instructor recruitment contributed to focused and efficient learning processes. These practices are consistent with management theories that emphasize the importance of aligning resources, goals, and processes (Usman, 2014; Sagala, 2008).

Moreover, the implementation strategies adopted by the madrasah facilitated the holistic development of students. The integration of cognitive, affective, and

psychomotor learning outcomes reflects the comprehensive nature of extracurricular education. This supports the argument that extracurricular programs, when managed effectively, can significantly enhance students' non-academic achievements and contribute to institutional quality (Mulyono, 2008; Rohiat, 2008).

Overall, the results suggest that the calligraphy extracurricular program at Madrasah Aliyah Darus Sholah Jember has been managed systematically, particularly in the planning and implementation stages. These findings provide a foundation for further discussion on evaluation and achievement outcomes, which will be elaborated in the next section.

Evaluation of the Calligraphy Extracurricular Program

Evaluation is a crucial component of educational management, serving as a mechanism to assess program effectiveness, student progress, and the achievement of predetermined objectives. The findings of this study indicate that evaluation of the calligraphy extracurricular program at Madrasah Aliyah Darus Sholah Jember was conducted systematically, albeit in a flexible and context-based manner. Evaluation activities were carried out continuously and involved both formative and summative approaches, focusing on process quality and outcome achievement (Arikunto & Safruddin, 2009; Sukardi, 2010).

The evaluation process primarily emphasized practical assessment of students' calligraphy skills, attendance consistency, discipline, and participation in training sessions and competitions. Instructors assessed students' work through direct observation of practice results, portfolio reviews, and comparison of progress over time. Rather than relying solely on numerical scores, evaluation was descriptive and developmental in nature. An instructor explained the evaluation process as follows:
"We don't use written tests. Evaluation is done by observing students' progress from their early works to the latest ones. We see how their strokes improve, how consistent they are, and how serious they are during practice."

This approach reflects qualitative evaluation principles, which prioritize meaningful assessment of learning processes and outcomes over standardized measurement (Mulyadi, 2010; Sudijono, 2001). The use of portfolios allowed instructors to document students' progress and provided tangible evidence of skill development.

Figure 2. Sample of Students' Calligraphy

At the institutional level, evaluation of the calligraphy extracurricular program was conducted through coordination meetings involving the head of the madrasah, the vice principal for student affairs, and extracurricular instructors. These meetings were used to review program implementation, discuss challenges, and plan improvements for subsequent periods. The vice principal for student affairs stated: "Every year we evaluate the extracurricular programs. For calligraphy, we look at student achievements, participation levels, and obstacles faced by instructors. From there, we decide what needs to be improved."

This evaluation practice aligns with educational management theory, which emphasizes the importance of feedback loops in ensuring program sustainability and continuous improvement (Usman, 2014; Rodliyah, 2015). Evaluation outcomes were used as a basis for revising training schedules, improving facilities, and strengthening instructor support.

Student Achievement as an Outcome of Program Management

One of the most significant findings of this study is the positive contribution of the calligraphy extracurricular program to student achievement. Achievement in this context encompasses both non-academic and indirect academic outcomes. The results indicate that students participating in the calligraphy extracurricular program demonstrated notable improvements in skill mastery, confidence, and competitive performance.

Non-academic achievement was the most visible outcome of the program. Several students successfully participated in calligraphy competitions at district and regional levels, earning awards and recognition for the madrasah. These achievements served as indicators of the program's effectiveness and enhanced the institution's reputation within the local educational community.

A student participant expressed: "When I joined a competition and won, I felt very proud. It motivated me to practice more seriously and represent the madrasah better."

This finding supports previous research suggesting that extracurricular activities can serve as platforms for developing students' talents and achieving excellence outside the academic classroom (Putri, 2015; Nur Fitria, 2016). Non-academic achievements also contributed to students' self-esteem and motivation, reinforcing positive learning behaviors.

Figure 3. Student Achievement Certificates in Calligraphy Competitions

Although the program primarily targeted non-academic achievement, indirect academic and character development outcomes were also observed. Teachers and administrators reported that students involved in the calligraphy extracurricular program exhibited improved discipline, focus, and time management skills, which positively influenced their academic performance.

One teacher noted: "Students who are active in calligraphy tend to be more disciplined and patient. These attitudes also appear in the classroom, especially in their learning habits."

This observation is consistent with educational psychology theories that emphasize the transfer of affective and behavioral skills across learning contexts (Syah, 2005; Amri, 2009). The development of patience, perseverance, and attention to detail through calligraphy practice contributed to students' overall learning readiness.

Challenges in Program Implementation and Evaluation

Despite its positive outcomes, the calligraphy extracurricular program faced several challenges that affected its implementation and evaluation. One of the main challenges was limited facilities and materials. Calligraphy requires specific tools and materials, such as quality ink, paper, and pens, which are relatively costly and need regular replacement.

An instructor explained: "Sometimes we have to adjust the training because materials are limited. We try to be creative, but ideally, facilities should be improved."

Another challenge involved time constraints. As extracurricular activities are conducted outside regular class hours, students sometimes experienced fatigue or scheduling conflicts with other activities. This issue required instructors to adopt flexible strategies to maintain student motivation and attendance.

Additionally, evaluation at the institutional level was not always supported by formal written reports. While evaluation meetings were conducted regularly, documentation of evaluation results was sometimes informal. This limitation reduced the potential for systematic long-term analysis and comparison across academic years.

These challenges highlight the importance of strengthening administrative support and resource allocation in extracurricular program management, as emphasized by Mulyono (2008) and Sagala (2008).

The findings of this study demonstrate that evaluation functions as a critical bridge between program implementation and student achievement. Continuous evaluation enabled instructors and administrators to identify strengths and weaknesses, adjust strategies, and sustain program effectiveness. This supports the view that evaluation is not merely an end-stage activity, but an integral component of the management cycle (Arikunto & Safruddin, 2009; Sukardi, 2010).

Furthermore, the integration of planning, implementation, and evaluation contributed significantly to the program's success. Effective planning ensured focused participation and professional instruction, implementation fostered skill development and character formation, and evaluation reinforced continuous improvement. This integrated management approach aligns with comprehensive educational management models that emphasize coherence and alignment among management functions (Usman, 2014; Athoillah, 2010).

From a broader perspective, the calligraphy extracurricular program illustrates how Islamic educational institutions can leverage cultural and religious arts to enhance student achievement and institutional quality. By aligning extracurricular activities with institutional identity and student needs, madrasahs can challenge stereotypes regarding educational competitiveness and demonstrate excellence in both academic and non-academic domains (Mujamil Qomar, 2017; Sulistyorini, 2006).

CONCLUSION

This study examined the management of the calligraphy extracurricular program at Madrasah Aliyah Darus Sholah Jember and its contribution to enhancing student achievement. The findings indicate that the program has been managed systematically through integrated planning, implementation, and evaluation processes. Planning was characterized by clear goal formulation, selective student recruitment, and the involvement of professional instructors. Implementation emphasized consistent practice, intensive mentoring, and student engagement, while evaluation focused on continuous assessment of skill development and achievement outcomes.

The results demonstrate that effective management of the calligraphy extracurricular program contributed significantly to students' non-academic achievements, particularly in the form of competition awards and skill mastery. In addition, indirect benefits were observed in students' character development, including improved discipline, patience, and motivation, which positively influenced their academic learning behaviors. These findings reinforce the importance of extracurricular programs as strategic instruments for holistic student development within Islamic educational institutions.

Despite its success, the program faced challenges related to limited facilities, time constraints, and documentation of evaluation results. Addressing these challenges requires stronger institutional support, improved resource allocation, and more systematic evaluation documentation to enhance program sustainability and scalability.

In conclusion, the management of the calligraphy extracurricular program at Madrasah Aliyah Darus Sholah Jember provides valuable insights into best practices for extracurricular management in madrasah settings. This study contributes to the field of educational management by demonstrating that culturally and religiously grounded extracurricular activities, when managed effectively, can serve as powerful platforms for enhancing student achievement and institutional quality. Future research is recommended to explore similar programs in different educational contexts and to examine their long-term impact on students' academic and professional trajectories.

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