

Student Management in Developing Calligraphy Talent through Extracurricular Activities: A Qualitative Study at an Islamic Junior High School in Indonesia

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Abstract

Student management plays a strategic role in facilitating students' holistic development, particularly in nurturing talents through extracurricular activities. This study aims to analyze student management practices in developing students' calligraphy talents through extracurricular programs at SMP Plus Darus Sholah Jember, an Islamic junior high school in Indonesia. Employing a qualitative descriptive approach, data were collected through observations, semi-structured interviews, and documentation involving school principals, student affairs coordinators, calligraphy mentors, and participating students. Data analysis followed the interactive model of Miles, Huberman, and Saldaña, encompassing data condensation, data display, and conclusion drawing. The findings reveal that student management in the calligraphy extracurricular program is implemented systematically through integrated planning, organizing, implementation, and evaluation processes. Talent development begins with early identification and structured program planning, supported by clear organizational roles and collaborative coordination. Program implementation emphasizes not only technical calligraphy skills but also character building, discipline, and spiritual values. Evaluation is conducted continuously to monitor students' progress and program effectiveness. Supporting factors include strong leadership commitment, mentor professionalism, and student motivation, while limited facilities and time constraints emerge as inhibiting factors. The study concludes that effective and integrated student management significantly contributes to the success of extracurricular-based talent development and provides practical implications for strengthening student management practices in similar educational contexts.

Key words: Student Management; Talent Development; Extracurricular Activities; Calligraphy; Islamic Junior High School

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INTRODUCTION

Education is a strategic and systematic effort aimed at developing human potential in a comprehensive manner, encompassing intellectual, emotional, social, moral, and spiritual dimensions. In the context of national development, education functions not only as a medium for knowledge transmission but also as a mechanism for cultivating competencies, talents, and character needed to face increasingly complex social challenges. Indonesian national education policy emphasizes that education must actively facilitate learners in developing their inherent potential so that they become individuals who are faithful, knowledgeable, skilled, creative, independent, and responsible citizens (Law of the Republic of Indonesia No. 20 of 2003).

In this regard, schools are required to implement effective educational management to ensure that educational objectives are achieved efficiently and sustainably. One of the crucial components of school management is student management, which focuses on organizing, guiding, and developing students from admission until graduation. Student management is not merely administrative in nature but encompasses holistic services aimed at optimizing students' academic and non-academic potential (Imron, 2014; Prihatin, 2014). Effective student management is therefore indispensable in creating a conducive educational environment that supports students' growth in various domains. Student management plays a pivotal role in fostering students' talents and interests, particularly through structured programs that extend beyond formal classroom instruction. Scholars argue that student management should be oriented toward facilitating students' individual development, social adaptation, and self-actualization (Badrudin, 2014; Komariah & Engkoswara, 2005). This perspective aligns with contemporary educational paradigms that emphasize learner-centered approaches, where students are regarded as active subjects rather than passive recipients of instruction.

One of the most strategic instruments for talent development within schools is extracurricular activities. Extracurricular programs provide students with opportunities to explore, develop, and refine their talents and interests in ways that are often not accommodated within the formal curriculum. According to national education regulations, extracurricular activities are designed to develop students' potential, talents, interests, personality, cooperation, and independence in support of national education goals (Sekretariat Negara RI, 2014). These activities serve as an essential complement to curricular learning by addressing affective and psychomotor domains alongside cognitive development (Rusman, 2009).

Talent, as an individual attribute, refers to a person's inherent capacity to perform certain tasks more effectively than others, often requiring less intensive training to achieve high performance. Talent is multidimensional and may manifest in various fields, including arts, sports, academics, leadership, and religious or cultural expression (Safrina, 2013; Zaini, 2012). Although every student possesses unique talents, these potentials may remain underdeveloped without systematic identification, guidance, and support from educational institutions. Consequently, schools bear a moral and professional responsibility to create environments that recognize and nurture diverse talents among students.

From an Islamic educational perspective, the recognition of individual differences in talent and disposition is deeply rooted in religious teachings. The Qur'an emphasizes that each individual acts according to their innate disposition, and that diversity in abilities is part of divine wisdom (Qur'an, Al-Isra: 84). This theological foundation reinforces the importance of personalized educational approaches that respect and cultivate students' unique capabilities. In Islamic-based schools, talent development is therefore not only an educational mandate but also a form of spiritual responsibility (Ulwan, 2007).

Among various forms of extracurricular activities, Islamic calligraphy (*khath*) holds a distinctive position, particularly within Islamic educational institutions. Calligraphy is not merely an artistic activity but also a medium for expressing religious values, discipline, patience, and aesthetic sensitivity. Engagement in calligraphy fosters fine motor skills, creativity, perseverance, and spiritual reflection, making it a holistic form of talent development (Nurdiansyah, 2021; Ina Magdalena et al., 2020). Despite its educational value, calligraphy is often perceived as a peripheral activity and is not widely institutionalized in many schools.

SMP Plus Darus Sholah Jember represents a notable exception in this regard. As an Islamic junior high school, it has institutionalized calligraphy as a flagship extracurricular program and has achieved significant achievements at regional levels despite limitations in resources, facilities, and specialized instructors. The success of this program raises important questions regarding the role of student management in sustaining and enhancing students' talents through extracurricular activities. Preliminary observations indicate that systematic planning, organization, implementation, and evaluation contribute substantially to the effectiveness of the calligraphy program at the school.

However, misconceptions regarding extracurricular activities persist among some educators and stakeholders, who often regard such programs as secondary to academic instruction. This perception undermines the strategic role of extracurricular activities in fostering students' holistic development. Research indicates that when extracurricular programs are managed effectively, they contribute positively to students' motivation, self-confidence, creativity, and academic engagement (Fatah, 2001; Daulay, 2007). Therefore, understanding how student management practices influence talent development through extracurricular activities becomes increasingly relevant.

Previous studies have examined student management in relation to talent and interest development across various educational settings. For instance, Mu'min (2021) and Ariyani (2021) highlight the importance of systematic planning and evaluation in extracurricular programs to optimize students' talents. Other studies emphasize the role of teachers and mentors in guiding students' creative development through calligraphy and other artistic activities (Nurdiansyah, 2021; Dkk, Ina Magdalena et al., 2020). Nevertheless, empirical research focusing specifically on student management strategies in developing calligraphy talent at the junior secondary level remains limited.

This study seeks to address this gap by examining student management in developing students' talents through calligraphy extracurricular activities at SMP Plus Darus Sholah Jember. By adopting a qualitative descriptive approach, this research

explores how planning, organizing, implementing, and evaluating student management practices contribute to talent development within the context of an Islamic junior high school. The findings are expected to provide theoretical insights into student management practices and practical implications for school administrators, educators, and policymakers seeking to strengthen extracurricular-based talent development programs.

In the broader context of educational management, this study underscores the necessity of integrating student management with talent development strategies in a coherent and sustainable manner. Effective student management not only enhances individual student outcomes but also strengthens institutional quality and public trust in educational institutions (Gunawan & Benty, 2017; Hidayat & Machali, 2018). Therefore, investigating student management practices in successful extracurricular programs offers valuable lessons for improving educational quality in similar contexts.

METHODS

This study employed a qualitative descriptive research design, which was selected to obtain an in-depth understanding of student management practices in developing students' talents through calligraphy extracurricular activities. Qualitative research is particularly appropriate for exploring social phenomena within their natural contexts and for capturing participants' perspectives, experiences, and meanings in a holistic manner (Moleong, 2017; Yusuf, 2014). Through this approach, the researcher sought to describe, interpret, and analyze how student management functions—planning, organizing, implementation, and evaluation—were carried out in a real educational setting.

The descriptive orientation of the study allowed for a detailed portrayal of existing practices without manipulating variables or imposing experimental conditions. This approach aligns with the objective of understanding processes and managerial dynamics rather than measuring causal relationships (Sugiarto, 2015). Consequently, the research focused on describing actual practices of student management as they naturally occurred within the school environment.

The research was conducted at SMP Plus Darus Sholah Jember, an Islamic junior high school located in Jember Regency, East Java, Indonesia. The school was purposively selected due to its reputation and achievements in Islamic calligraphy extracurricular activities at the regional level. Despite limited human resources and infrastructure, the school has consistently demonstrated success in nurturing students' talents in calligraphy, making it a relevant and information-rich research site. The setting provided a contextual background that integrates Islamic values with formal education, allowing for an exploration of how student management practices are implemented within an Islamic educational framework. Such a context is essential for understanding the interaction between management strategies, extracurricular activities, and talent development.

The subjects of this study were determined using purposive sampling, a technique commonly employed in qualitative research to select participants who possess relevant knowledge and experience related to the research focus (Yusuf, 2014). The informants included the school principal, vice principal for student affairs, extracurricular calligraphy coordinator, calligraphy mentors, and selected students

who actively participated in the calligraphy extracurricular program. These informants were chosen because of their direct involvement in planning, organizing, implementing, and evaluating student management and extracurricular activities. By engaging multiple stakeholders, the study aimed to obtain diverse perspectives and ensure a comprehensive understanding of student management practices.

Data were collected using three primary techniques: observation, interviews, and documentation. The use of multiple data collection methods was intended to enhance the depth and credibility of the findings (Moleong, 2017). Observations were conducted to examine the implementation of calligraphy extracurricular activities, student participation, mentor-student interactions, and the overall management process. The researcher adopted a non-participant observation role, allowing for natural interactions and minimizing disruption to routine activities. Observational data provided firsthand insights into how student management was practiced in real situations. Next, semi-structured interviews were conducted with key informants to explore their experiences, perceptions, and roles in managing student talent development. This interview format allowed flexibility for probing while maintaining consistency across informants. Interviews focused on planning processes, organizational structures, implementation strategies, evaluation mechanisms, and challenges encountered in managing the calligraphy extracurricular program (Prihatin, 2014; Imron, 2014). Documentation was used to support and verify data obtained from observations and interviews. Documents analyzed included school profiles, organizational structures, extracurricular activity schedules, achievement records, evaluation reports, and photographs of students' calligraphy works. Document analysis enabled the researcher to triangulate findings and strengthen data validity.

Data analysis followed the interactive model proposed by Miles, Huberman, and Saldaña, which consists of data collection, data condensation, data display, and conclusion drawing or verification (Miles, Huberman, & Saldaña, 2013). This model emphasizes the iterative and cyclical nature of qualitative data analysis. This analytical framework allowed for systematic and rigorous interpretation of qualitative data, ensuring that conclusions were grounded in empirical evidence.

To ensure data trustworthiness, the study applied triangulation techniques, including source triangulation and technique triangulation. Source triangulation was achieved by comparing information obtained from different informants, while technique triangulation involved cross-checking data from observations, interviews, and documentation (Moleong, 2017). Additionally, prolonged engagement in the field and persistent observation were conducted to enhance the credibility of the findings. These strategies ensured that the data accurately represented actual student management practices and minimized researcher bias.

The research procedure was carried out in several stages: preliminary study, data collection, data analysis, and reporting. The preliminary stage involved identifying research problems and preparing research instruments. The data collection stage consisted of systematic observations, interviews, and documentation. Subsequently, data were analyzed using the interactive model, and the final stage involved compiling findings into a coherent academic report.

RESULTS AND DISCUSSION

Student Management Planning in Developing Calligraphy Talent

The findings of this study indicate that student management planning plays a crucial role in the development of students' calligraphy talents at SMP Plus Darus Sholah Jember. Planning is understood as a systematic process of determining objectives, strategies, programs, and resources required to achieve predetermined educational goals (Terry, 2010; Fatah, 2001). In the context of extracurricular activities, effective planning serves as a foundational element that ensures program sustainability and alignment with students' needs and institutional vision. At SMP Plus Darus Sholah Jember, planning for the calligraphy extracurricular program is conducted at the beginning of each academic year through coordination meetings involving the school principal, vice principal for student affairs, extracurricular coordinators, and calligraphy mentors. The planning process includes identifying students' interests and talents, determining training schedules, selecting mentors, and setting achievement targets. This structured planning reflects the principles of student management that emphasize proactive and systematic preparation (Imron, 2014; Prihatin, 2014). Based on interview data, the vice principal for student affairs stated:

"The calligraphy extracurricular program is not formed spontaneously. At the beginning of the academic year, we identify students who show interest and potential, then we design a program that fits their abilities and the school's capacity."

This statement demonstrates that planning is grounded in students' actual conditions rather than institutional assumptions. Talent identification is carried out through observation, student interest surveys, and recommendations from subject teachers. Such practices are consistent with Safrina's (2013) assertion that talent development must begin with early and accurate identification to avoid misalignment between students' potential and educational programs.

Furthermore, the planning process integrates academic and non-academic considerations. While the program emphasizes artistic skill development, it also incorporates character education, discipline, and spiritual values. This holistic approach aligns with the objectives of national education, which stress balanced development across cognitive, affective, and psychomotor domains (Rusman, 2009; Ina Magdalena & Nur Fajrianti, 2020). The existence of documented planning, such as extracurricular work programs and training schedules, reinforces the formal nature of the calligraphy program. Documentation analysis reveals that planning includes clear objectives, such as preparing students for calligraphy competitions at district and provincial levels. This finding supports previous studies indicating that clear goal-setting in extracurricular planning enhances program effectiveness and student motivation (Mu'min, 2021; Ariyani, 2021).

Organizing Student Management for Calligraphy Extracurricular Activities

The second major finding concerns the organizing function of student management. Organizing refers to the process of structuring roles, responsibilities, authority, and coordination mechanisms to implement planned activities effectively (Manullang, 2008; Hasibuan, 2016). At SMP Plus Darus Sholah Jember, organizing the

calligraphy extracurricular program involves assigning specific roles to school personnel and establishing a clear coordination structure.

The school principal holds the highest authority and provides policy direction and institutional support. The vice principal for student affairs acts as the main coordinator, overseeing program implementation and ensuring alignment with school regulations. Meanwhile, calligraphy mentors are responsible for technical training, student guidance, and progress evaluation. This organizational structure reflects a functional division of labor that promotes accountability and efficiency (Gunawan & Benty, 2017). According to the school principal:

"We give full trust to the vice principal for student affairs and the mentors. Each has their own duties, but coordination is maintained so the program runs smoothly."

This delegation of authority indicates a decentralized management approach, which is widely regarded as effective in improving program responsiveness and stakeholder involvement (Manajemen Peningkatan Mutu Sekolah Dasar, 2012; Hidayat & Machali, 2018).

The organizational structure also includes student involvement. Senior students who have demonstrated advanced calligraphy skills are occasionally appointed as peer tutors to assist mentors during training sessions. This strategy not only enhances learning efficiency but also fosters leadership and social responsibility among students. Such practices align with Asrori and Mohammad Ali's (2017) view that adolescent development benefits from participatory and collaborative learning environments.

Student Participation and Grouping

Another important aspect of organizing is student grouping. The findings show that students participating in calligraphy extracurricular activities are grouped based on skill level rather than grade level. Beginners receive fundamental training focusing on basic strokes and letter formation, while advanced students engage in more complex compositions and artistic styles.

A calligraphy mentor explained:

"We cannot treat all students the same. Some already have strong basics, while others are just starting. Grouping them helps us focus on their needs."

This differentiation strategy supports educational theories emphasizing individualized instruction and talent-based grouping to optimize learning outcomes (Zaini, 2012; Sutirna, 2013). It also prevents frustration among beginners and boredom among advanced learners, thereby sustaining student engagement.

The findings on planning and organizing demonstrate strong alignment with established theories of student management. Imron (2014) asserts that effective student management must integrate planning and organizing functions to support student development comprehensively. The structured planning and clear organizational roles observed at SMP Plus Darus Sholah Jember exemplify this integration.

Moreover, the involvement of multiple stakeholders reflects participatory management principles advocated by Komariah and Engkoswara (2005), who argue that collaborative management enhances institutional effectiveness. The use of documentation, coordination meetings, and differentiated student grouping further

supports the notion that systematic management practices contribute significantly to successful talent development programs.

In comparison with previous studies, the findings corroborate Mu'min (2021) and Nadhiro (2019), who emphasize the importance of planning and organizing in extracurricular-based talent development. However, this study extends existing literature by highlighting the unique role of calligraphy as both an artistic and spiritual medium within an Islamic junior high school context.

Implementation of Student Management in Calligraphy Extracurricular Activities

The implementation stage represents the realization of planning and organizing functions within student management. Findings indicate that the calligraphy extracurricular program at SMP Plus Darus Sholah Jember is implemented in a structured, consistent, and student-centered manner. Implementation refers to the process of executing planned activities through coordinated actions involving educators, students, and institutional resources (Terry, 2010; Hasibuan, 2016).

Calligraphy training sessions are conducted regularly outside formal learning hours, typically once or twice a week, depending on students' academic schedules and competition preparation needs. Each session is designed to balance technical skill development, artistic creativity, and character formation. Mentors begin sessions with demonstrations of specific calligraphy techniques, followed by guided practice and individualized feedback. This instructional pattern reflects experiential learning principles, where students actively engage in the learning process (Zaini, 2012). A calligraphy mentor explained:

"We do not only teach how to write beautifully. We emphasize patience, consistency, and discipline. Calligraphy requires calmness, so character building becomes part of the process."

This statement highlights that the implementation of the extracurricular program goes beyond technical instruction and integrates affective dimensions of learning. Such an approach aligns with Islamic educational values that emphasize moral and spiritual development alongside skill acquisition (Ulwan, 2007).



Figure 1. Calligraphy training session activities

The implementation process also incorporates mentoring and coaching strategies tailored to students' developmental stages. Beginners receive intensive guidance, while advanced students are encouraged to experiment with styles and compositions. This adaptive approach supports theories of adolescent development,

which emphasize the need for autonomy and self-expression during this developmental phase (Asrori & Mohammad Ali, 2017).

Evaluation of Student Talent Development

Evaluation is a critical component of student management, serving as a mechanism to assess program effectiveness and student progress. At SMP Plus Darus Sholah Jember, evaluation of the calligraphy extracurricular program is conducted both formally and informally. Formal evaluations take place at the end of each semester, while informal evaluations occur continuously during training sessions. Evaluation criteria include technical accuracy, artistic creativity, consistency, discipline, and students' participation in competitions. The vice principal for student affairs stated:

"Evaluation is not only about results or winning competitions. We also observe students' commitment and progress from time to time."

This comprehensive evaluation approach aligns with educational evaluation principles that emphasize formative and summative assessment to support continuous improvement (Sunarta & Nurkancana, 1986). Documentation analysis shows that evaluation results are used as feedback for program refinement and student guidance.

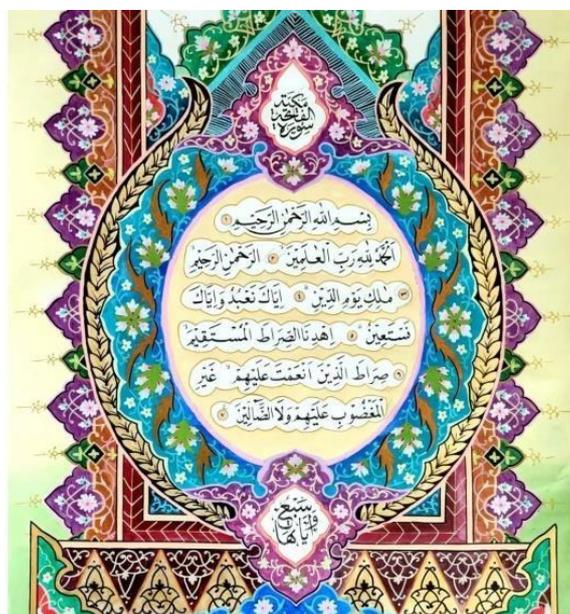


Figure 2. Students' calligraphy works

The use of competition participation as an evaluation indicator further motivates students and provides external benchmarks for program success. This finding supports Badwi's (n.d.) assertion that talent development is closely linked to achievement motivation when supported by appropriate evaluation mechanisms.

Several supporting factors contribute to the success of student management in developing calligraphy talent at SMP Plus Darus Sholah Jember. First, strong institutional commitment from school leadership ensures policy support, resource allocation, and program continuity. Leadership involvement is widely recognized as a key determinant of effective educational management (Pidarta, 2004; Syarifuddin, 2005).

Second, the dedication and competence of calligraphy mentors play a significant role. Mentors' expertise and commitment foster a positive learning atmosphere and sustain students' motivation. This finding is consistent with studies emphasizing the importance of teacher professionalism in extracurricular program success (Mantja, 2007; Deitje S. Borang, 2012).

Third, students' intrinsic motivation and parental support enhance program effectiveness. Parents' encouragement enables students to participate consistently and develop confidence in their abilities. Such collaboration between school and family aligns with the concept of shared responsibility in education (Daryanto & Suwardi, 2017).

Despite its successes, the program faces several inhibiting factors. Limited facilities and learning materials remain a significant challenge, particularly in providing high-quality calligraphy tools and dedicated practice spaces. Additionally, time constraints due to academic demands occasionally affect students' participation intensity.

A mentor noted:

"Sometimes students are tired after regular classes, and we also lack sufficient tools. However, we try to manage with what we have."

These challenges are addressed through adaptive management strategies, such as flexible scheduling, prioritizing essential materials, and fostering students' resilience. Such strategies reflect practical management principles that emphasize problem-solving and resource optimization (Manullang, 2008; Gunawan & Benty, 2017).

The findings from the implementation and evaluation stages reinforce the theoretical premise that student management is most effective when it integrates planning, organizing, implementation, and evaluation in a coherent cycle (Imron, 2014; Rifa'i, 2018). The case of SMP Plus Darus Sholah Jember demonstrates that even with limited resources, systematic management practices can yield significant outcomes in talent development.

Compared with previous studies, this research confirms the importance of leadership support, mentor competence, and student motivation, as identified by Nadhiro (2019) and Mu'min (2021). However, this study uniquely highlights calligraphy as an effective medium for integrating artistic talent development with character and spiritual education, particularly within Islamic junior high school settings.

CONCLUSION

This study concludes that effective student management plays a decisive role in developing students' talents through calligraphy extracurricular activities at SMP Plus Darus Sholah Jember. The planning process is conducted systematically through early talent identification and program design aligned with students' needs and institutional vision. Organizing functions are implemented through clear role distribution, coordination mechanisms, and differentiated student grouping based on skill levels.

The implementation of the calligraphy extracurricular program emphasizes not only technical skill development but also character formation, discipline, and spiritual values. Evaluation is carried out comprehensively to assess both student progress and program effectiveness, serving as a foundation for continuous improvement.

Supporting factors such as leadership commitment, mentor professionalism, and parental support significantly enhance program success, while inhibiting factors are addressed through adaptive management strategies.

The findings contribute to the discourse on student management by demonstrating that extracurricular-based talent development can be optimized through systematic and integrated management practices. Practically, this study provides insights for school administrators and educators seeking to strengthen talent development programs within similar educational contexts. Future research may explore comparative studies across institutions or examine the long-term impact of extracurricular participation on students' academic and personal development.

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