

Extracurricular Management as an Internal Strategy for Strengthening Madrasah Image: A Case Study at MAN 2 Probolinggo

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ABSTRACT

Purpose – This study analyzes extracurricular management practices, integrative management strategies, and the internal mechanisms perceived to support institutional branding at MAN 2 Probolinggo.

Design/methods/approach – This study employed a qualitative approach with a single-case study design. Data were obtained from 11 purposively selected informants through semi-structured interviews, observations, and documentation. The data were analyzed through inductive and deductive coding using the planning, organizing, actuating, and controlling functions and the Positive Youth Development perspective. Data trustworthiness was strengthened through triangulation, informant confirmation, peer review, and expert examination.

Findings – Extracurricular activities were managed through student potential mapping, competency-based role allocation, flexible coaching, and continuous monitoring and evaluation. The integrative strategy linked achievement and character development, academic coordination, stakeholder support, and digital publication. The synthesis of the findings produced the Achievement- and Publication-Based Management Model (MMBPP) as an analytical framework. These findings explain the internal mechanisms perceived to support visibility, reputation, and institutional branding, but do not directly demonstrate changes in public image.

Research Implications – Research implication – This study integrates extracurricular management, student development, and institutional communication within a single contextual conceptual framework. Madrasahs with comparable characteristics may consider documented potential mapping, clear role allocation, evaluation of achievement and character, academic coordination, and credible publication of accomplishments.

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1. Introduction

The image of an educational institution represents public perceptions of service quality, organizational culture, graduate quality, and the institution's capacity to develop students' potential. In an increasingly competitive educational environment, image not only influences public trust but also determines the competitiveness and sustainability of educational institutions (Kotler & Fox, 1995). This issue is particularly important for madrasahs because Islamic educational institutions are expected to integrate academic excellence with the development of religious, moral, social, and spiritual character. Nevertheless, madrasahs are still frequently regarded as a secondary option compared with



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general schools (Hafid et al., 2022). This perception is associated with resource limitations, variations in management quality, and the suboptimal development of flagship programs capable of strengthening institutional reputation (Efendi et al., 2024).

A madrasah's image is not formed instantaneously, but through the planned, consistent, and sustainable management of educational programs. One program with the potential to support this objective is extracurricular activities. These activities are no longer merely supplementary to learning, but can serve as instruments for developing students' potential while strengthening institutional reputation (Juhairin & Wahab, 2019). From a regulatory perspective, extracurricular activities are intended to develop students' talents, interests, abilities, personalities, collaboration, and independence (Republik Indonesia, 2014). Effective management can also enrich learning experiences by developing character, creativity, communication, leadership, collaboration, and social skills that are not always acquired through intracurricular learning (Firmansyah et al., 2022).

The contribution of extracurricular activities to student development has been demonstrated in several studies. From the Positive Youth Development perspective, students' involvement in these activities can foster competence, confidence, connection, character, and caring as foundations for holistic development (Vandell et al., 2015). Student participation is also associated with improved academic achievement (Anjum, 2021), adaptability and grit (Feraco et al., 2023), and the development of character, leadership, and social competence (Munadi & Khuriyah, 2023). Thus, extracurricular activities have strategic value because they connect individual student development with the formation of an institutional culture of achievement.

However, these contributions depend heavily on management quality. Extracurricular management requires systematic planning, organizing, implementation, supervision, and evaluation to ensure that programs operate effectively and sustainably (Terry, 1977). Integrated management of program inputs, processes, and outputs can strengthen the quality of Islamic education (Masyhuri & Sutiah, 2024), while the management of flagship activities, such as robotics extracurricular programs, can enhance student creativity and strengthen the quality of educational services (Fitriani et al., 2023). Therefore, extracurricular management not only regulates student activities but also has the potential to become an institutional strategy for improving educational outcomes and institutional image (Shulruf, 2010).

From the perspective of Islamic Education Management, extracurricular activities are managed to promote balanced student development across spiritual, moral, social, and intellectual dimensions. This orientation aligns with the concept of holistic human development, or *insān kāmil*, and the principle of professionalism, or *itqan*, which require education to be managed in a planned, systematic, high-quality, and sustainable manner (QS. At-Tin [95]: 4; Nata, 2016; Qomar, 2007). Within this framework, extracurricular achievement is understood not merely as competitive success, but as the outcome of managing students' potential in ways that can support the quality, identity, and reputation of the madrasah.

Previous studies have demonstrated the contributions of extracurricular activities to students' character, creativity, leadership, social competence, and achievement. However, this evidence has primarily focused on individual outcomes and has not adequately explained the institutional mechanisms linking management functions, professional coaching, a culture of achievement, the publication of accomplishments, and stakeholder involvement. Studies examining how this sequence of processes is integrated as an internal strategy to support madrasah image, reputation, and institutional branding remain relatively limited (Walid & Malik, 2023). This gap is both empirical and conceptual because the issue is not only whether extracurricular activities benefit students, but also how those benefits are managed, communicated, and transformed into representations of institutional quality.

MAN 2 Probolinggo was selected as the case because it demonstrates a relatively structured connection among student potential mapping, program development, intensive coaching, the provision of facilities and infrastructure, periodic evaluation, achievement attainment, and institutional publication. The madrasah has recorded student achievements in various district-, provincial-, national-, and international-level competitions in sports, the arts, literacy, foreign languages, science, and technology (INF-02, personal communication, January 20, 2025). These achievements are publicized through achievement boards, social media, the official website, and institutional documentation (researcher observation, 2025). These case characteristics enable the study to examine how extracurricular management is implemented as an internal strategy perceived to support the madrasah's quality, visibility, and image (INF-01, personal communication, October 24, 2025).

The case of MAN 2 Probolinggo was used to understand the broader issue of the changing function of extracurricular activities, from student development activities into institutional practices that connect the quality of coaching, achievement, character, public communication, and reputation. This study distinguishes madrasah image as stakeholders' perceptions of institutional quality, institutional reputation as the cumulative assessment of consistent performance, and institutional branding as the strategic process of building and communicating the madrasah's identity, values, and achievements. This distinction is important because achievements and publication are positioned as sources and mechanisms of reputational communication, rather than as direct evidence that public perceptions have changed.

Based on this gap, this study aims to analyze the practices and internal mechanisms of extracurricular management perceived to support the strengthening of MAN 2 Probolinggo's image. The study addresses three questions: (1) how are extracurricular management functions and practices applied to support the formation of a positive madrasah image; (2) how does the integrative management strategy support institutional visibility and reputation; and (3) through what mechanisms does extracurricular management connect achievement, student character, and institutional communication in the madrasah's institutional branding process? Through a qualitative case study, this research provides a contextual explanation of the relationships among the development of students' potential, a culture of achievement, educational quality, publication, and madrasah competitiveness from the perspective of Islamic Education Management. The findings are intended to generate analytical understanding that may be considered by other educational institutions with comparable characteristics, rather than to provide statistical generalization.

2. Methods

2.1 Research Approach and Design

This study employed a qualitative approach with a single-case study design. The case was bounded by the extracurricular management system at MAN 2 Probolinggo, with the unit of analysis comprising managerial practices that connect planning, organizing, coaching, supervision, student achievement, and institutional communication. This design was selected because the research questions require a contextual explanation of processes and relationships among components, rather than a causal measurement of changes in image (Creswell & Creswell, 2018). A case study enables researchers to interpret participants' experiences and managerial practices within a specific institutional context. The interpretive process draws on the qualitative research tradition, which emphasizes the meaning of experience, data-based category development, and in-depth analysis of the phenomenon under investigation (Abdul Mutalib et al., 2017; Pangestu et al., 2024; Strauss & Corbin, 2009).

Data collection and interpretation were conducted naturalistically, with attention to participants' internal perspectives and the context of managerial practice (Guba & Lincoln, 1994; Lincoln & Guba, 1985). The analysis employed hybrid logic. The planning, organizing, actuating, and controlling functions and the five dimensions of Positive Youth Development were treated as sensitizing concepts, while more specific codes and categories were developed from the data. This approach maintained alignment with the conceptual framework presented in the Introduction without precluding the emergence of patterns that had not been fully predetermined. The principles of credibility, dependability, confirmability, and interpretive traceability were used to enhance confidence in the research findings (Enworo, 2023; Lincoln & Guba, 1982). Because the data were derived primarily from internal actors, this design was used to explain institutional strategies and mechanisms perceived to support image and reputation, rather than to estimate causal changes in public perceptions.

2.2 Research Context and Participants

The study was conducted at MAN 2 Probolinggo, a state *madrasah aliyah* that develops extracurricular activities as part of student achievement development and the communication of institutional image. The site was selected because of its relevance to the research focus, as the madrasah demonstrates practices of potential mapping, coaching, competition facilitation, monitoring, evaluation, and the publication of accomplishments within a single management system. The case was selected to obtain an in-depth understanding of these internal mechanisms, not to represent all madrasahs. Participants were selected purposively based on their direct involvement, managerial responsibilities, coaching experience, and capacity to provide information on extracurricular management (Jaya, 2021; Sinta et al., 2023).

A total of 11 informants participated, comprising six administrators and advisors and five high-achieving students. The administrators included the head of the madrasah, two vice principals responsible for student affairs, the English Student Club advisor, the *tahfidz* advisor who was also involved in new student admissions, and the extracurricular activities coordinator. The student informants represented physics, mathematics, chemistry, arts and literacy, and scouting. This composition provided varied internal perspectives on policy, program planning, interest and talent mapping, coaching, activity coordination, competition facilitation, achievement monitoring, publication of accomplishments, and student experiences. Because parents, alumni, prospective students, and community members were not interviewed as primary informants, the research data were not used as a direct measure of public perceptions. To maintain confidentiality, informants' identities were anonymized using the codes INF-01–INF-06 for administrators and advisors and INF-07–INF-11 for students; these codes were used consistently in presenting interview quotations.

2.3 Data Collection

Data were collected through in-depth semi-structured interviews, direct observation, and documentation. These three techniques were used to obtain data from participants' perspectives, observed management practices, and institutional evidence relevant to the research questions.

In-depth interviews were conducted in a semi-structured format to allow informants to explain their experiences, responsibilities, and views openly while keeping the discussion focused on the research objectives. The interviews covered extracurricular policy, program planning and organization, achievement coaching, coordination among parties, facility provision, monitoring and evaluation, publication of achievements, and the program's perceived contribution to the madrasah's image. A flexible format was used to explore previously identified information in greater depth while also examining aspects that emerged during the dialogue with informants (Samsu, 2021). Data were collected through

cooperative interactions between the researcher and informants so that experiences and meanings related to management practices could be explored in depth (Resi, 2022).

Direct observations were conducted of the implementation and management of extracurricular activities within the madrasah (Rofiah, 2023). Observations focused on behavior, actions, communication, interpersonal interactions, activity coordination, student coaching, facility use, and program monitoring practices (Munawir & Ardiansyah, 2017; Al Arif & Mubarak, 2022). The observations were focused and systematically recorded to obtain evidence concerning the application of extracurricular management principles and their relationship to achievement, character, publication, and the representation of institutional image (Hermawan & Amirullah, 2016; Juhairin & Wahab, 2019).

Documentation was used to complement and confirm the interview and observational data. The documents collected included program authorization documents, letters, forms, activity photographs, organizational structures, activity records, official minutes, meeting outcomes, activity reports, periodic reports, achievement data, information on the official website, and data stored in the institution's digital media (Murdiyanto, 2020). Documents were selected based on their relevance to planning, implementation, evaluation, achievement attainment, activity publication, and the strengthening of the madrasah's image. The program inventory for the 2024/2025 academic year and digital media documentation from 2025 were used insofar as they were available and relevant to the analytical focus. Documentation enabled the researcher to trace historical information, institutional conditions, policies, and evidence of program implementation more systematically (Hasibuan & Amela, 2019; Jaya, 2021; Samsu, 2021). Written sources, images, reports, and other documentary materials were used to strengthen the traceability of the research findings (Muslim, 2021; Putri, 2021).

2.4 Data Analysis

Data were analyzed using a hybrid approach through four interrelated stages. First, interview data, observation notes, and documentation were organized by source, read repeatedly, and mapped according to their relevance to the research questions. Second, relevant data segments were assigned initial codes. Some codes were developed inductively from the data, while the planning, organizing, actuating, and controlling functions and the five dimensions of Positive Youth Development were used as deductive sensitizing concepts. Third, codes were compared across informants and sources and then grouped into categories representing extracurricular management, integrative strategies, a culture of achievement, coaching patterns, institutional coordination, publication of accomplishments, reputation strengthening, and institutional branding. Fourth, relationships among categories were interpreted to identify patterns, differences, connections, and mechanisms that addressed each research question.

Cross-source comparison was used to assess the consistency of the evidence and determine whether interpretations were supported simultaneously by interviews, observations, and documentation. Information that differed or was not fully aligned was not immediately excluded, but was reexamined to understand its contextual conditions. Once the main categories had stabilized, the relationships among categories were synthesized into an analytical framework explaining the connections among extracurricular management, student achievement, character development, publication, institutional reputation, and madrasah image. The classification process and category development drew on data-based qualitative analysis without positioning this study as a grounded theory design (Jaya, 2021; Kosasih, 2018; Strauss & Corbin, 2009).

2.5 Data Trustworthiness

Data trustworthiness was strengthened through methodological and source triangulation, informant confirmation, peer review, and expert examination. Triangulation

was conducted by comparing information obtained through interviews, observations, and documentation to assess consistency and deepen understanding of the findings (Purba et al., 2021; Samsu, 2021). Differences in information across sources were retained as part of the analysis and reexamined to ensure that the interpretation did not represent only one informant's position or one type of evidence.

Informant confirmation was conducted by presenting the research findings or interpretations to informants so that they could correct, clarify, or refine information related to extracurricular management (Creswell, 2015). The analytical process was also reviewed by peers and experts familiar with extracurricular management. Their feedback was used to reexamine data classification, relationships among categories, and the consistency of interpretations with the available evidence (Hermawan & Amirullah, 2021). These procedures were intended to strengthen credibility, dependability, confirmability, and the consistency of the relationships among data, interpretation, and conclusions. The restriction of the data sources to internal perspectives was considered in the interpretation; consequently, findings concerning image and branding are expressed as perceived implications rather than as direct measures of changes in public opinion.

3. Results

3.1 Context and Overview of Findings

MAN 2 Probolinggo is an A-accredited state *madrasah aliyah* in Probolinggo Regency that implements the Kurikulum Merdeka (Independent Curriculum) and positions self-development as part of its institutional vision. The madrasah enrolls approximately 370 to 400 students per year and has 52 teachers and 28 education personnel. Its extracurricular programs cover religious activities, sports, the arts, scouting, languages, science, broadcasting, and skills development. Interview, observation, and documentation data indicate that these programs are not managed merely as supplementary activities, but as a development system that connects students' potential development, achievement attainment, character formation, and the madrasah's public communication.

The findings reveal six interrelated dimensions: planning based on potential mapping, competency-based organization, flexible and coaching-oriented implementation, monitoring- and evaluation-based supervision, supporting and inhibiting conditions, and the synthesis of relationships among these dimensions into an analytical framework. The framework is introduced after the detailed presentation of the findings so that its development can be traced to evidence from interviews, observations, and documentation. A summary of the findings is presented in Table 1.

Table 1. Summary of findings on extracurricular management at MAN 2 Probolinggo

Dimension	Key findings	Primary empirical evidence
Planning	Planning was conducted systematically and participatively, based on potential mapping, and directed toward achievement, character, and publication.	Questionnaires, observations, and interviews during MPLM (Madrasah Environment Orientation Period); Extracurricular Program Plan; competition calendar; budget, facility, and publication planning.
Organizing	The work structure was established hierarchically and collaboratively, with a clear division of roles and the placement of advisors based on competence.	Organizational structure, job descriptions, training schedules, monitoring forms, external coaches, broadcasting team, and collaboration with parents, alumni, the committee, and partner institutions.
Implementation	Coaching was implemented through routine and intensive training, the strengthening of technical and mental capacities, character formation, the use of technology, and participation in competitions.	Observations of drumband, wushu, olympiad, student club, and broadcasting training; interviews with administrators, advisors, and high-achieving students; competition documentation.
Supervision and evaluation	Supervision was conducted periodically through progress reports, postcompetition evaluations, character monitoring, publication evaluation, and the provision of awards.	Weekly progress forms, evaluation meetings, regulations, social media reports, documentation of award presentations during assemblies, and follow-up plans.
Supporting and inhibiting conditions	The program was supported by leadership, advisor competence, student participation, stakeholder support, facilities, and digital media. Constraints included time, funding, variations in motivation, parental support, and limitations in certain spaces and equipment.	Interviews with leaders, advisors, and students; attendance data; competition proposals; facility documentation; and the involvement of parents, the committee, alumni, and sponsors.
Integrative model	MMBPP was formulated as an analytical framework connecting the planning, organizing, actuating, and controlling functions with achievement, character, digital publication, feedback, and stakeholder support.	Synthesis of interviews, observations of activities and social media, achievement documentation, and monitoring and evaluation reports.

3.2 Extracurricular Management Practices in Supporting the Formation of a Positive Madrasah Image

The first finding indicates that the functions and practices of extracurricular management at MAN 2 Probolinggo are implemented as a data-based institutional process oriented toward student development and directed at achieving outcomes that can be communicated to the public. The process begins by mapping new students' interests, talents, experiences, and character through questionnaires, brief interviews, and observations during the Madrasah Environment Orientation Period. These data are used to place students in appropriate fields and serve as the basis for preparing the Extracurricular Program Plan, determining advisor needs, schedules, facilities, budgets, and achievement targets.

Informant INF-02 explained the relationship between mapping and program planning as follows:

"At the beginning of every academic year, we always map all new students to identify their interests, talents, and potential. The process begins with the completion of interest and talent questionnaires ... direct observation of students during MPLM activities and brief interviews ... The mapping results are very important because they serve as the primary basis for preparing the Extracurricular Program Plan (RPE), including determining the number of training groups, advisor needs, activity schedules, the provision of facilities and infrastructure, and the development and achievement targets that the madrasah seeks to attain" (INF-02, student affairs administrator, interview, March 12, 2025).

Observations during MPLM activities showed that mapping also served as a forum for introducing the programs. Extracurricular activities were introduced through demonstrations of drumband, pencak silat, language student clubs, broadcasting, *tahfidz*, and exhibitions of achievement documentation. Thus, the identification of potential and the communication of image occurred within the same process. The madrasah not only obtained information about students' inclinations but also presented its program capacity to new students and parents.

Planning was then translated into measurable coaching and competition targets. Each advisor established activity objectives and achievement targets at the beginning of the year. Competition calendars from the subdistrict to the national level were mapped and then aligned with the academic calendar. This arrangement was intended to prevent routine training, intensive coaching, examinations, and students' academic obligations from interfering with one another. The head of the madrasah emphasized that the program's orientation extended beyond the implementation of routine activities:

"We do not want extracurricular activities at this madrasah to be merely ceremonial or simply supplementary activities after formal learning has ended. For us, extracurricular activities must genuinely provide a forum for the directed and sustainable development of students' potential ... Every advisor is required to establish coaching and achievement targets at the beginning of the academic year ... These achievements indirectly become promotional and branding media for the madrasah" (INF-01, madrasah head, interview, March 25, 2025).

This management concept also encompasses resource support. The 2024/2025 inventory documentation shows the procurement of drumband equipment, wushu mats, sports equipment, multimedia devices, cameras, and a mini broadcasting studio. Facility needs are evaluated and incorporated into the madrasah's planning and budgeting. Support from parents, the committee, alumni, and external partners is used to supplement the internal budget. Facilities therefore not only support training but also demonstrate the institution's commitment to developing students' potential.

At the organizing stage, extracurricular activities are placed within a structure involving the head of the madrasah as the person in charge, the vice principal for student affairs as coordinator, the extracurricular coordinator as the technical implementer, advisors as those responsible for coaching, and student committees as field implementers. This structure is supported by administrative, documentation, publication, and competition assistance teams. Informant INF-03 explained:

"We established a clear and well-directed organizational structure for extracurricular activities so that every program implemented has a definite division of duties, authority, and responsibilities ... We also formed specialized support teams, such as documentation, publication, administration, and competition assistance teams, so that every activity

could be conducted in a more orderly and professional manner” (INF-03, student affairs administrator, interview, April 2, 2025).

Observations in the student affairs office and duty allocation documents confirmed the existence of an organizational structure, job descriptions, schedules, and requirements for reporting activity progress. Advisors were selected based on competence and experience. For certain activities, such as wushu, drumband, sports, and foreign languages, the madrasah involved professional coaches and partner institutions. This organization expanded coaching resources while creating a division of labor that enabled programs, competitions, documentation, and publication to be coordinated.

Analytically, the internal findings indicate that extracurricular management extends beyond the application of administrative functions. Potential mapping, achievement targets, character formation, advisor placement, facility provision, and publication are organized as a single system. This system is perceived to support image formation through two interrelated pathways: the quality of the coaching process and the visibility of its outcomes in institutional communication. Achievement is an important outcome, but discipline, responsibility, cooperation, leadership, and sportsmanship are also positioned as representations of the madrasah's educational quality. These findings explain the internal mechanism of image formation, rather than directly measured changes in public perceptions.

3.3 Integrative Extracurricular Management Strategies in Supporting the Strengthening of Institutional Reputation

The second finding indicates that the integrative strategy is implemented by connecting coaching, academic coordination, partnerships, monitoring, evaluation, and publication. Training is conducted routinely according to a weekly schedule, but its intensity is increased before competitions. Additional sessions are held in the afternoon, on weekends, or at other agreed times, while maintaining coordination with the curriculum division and teachers. This flexibility allows the program to adapt to the needs of each activity without entirely separating extracurricular coaching from academic responsibilities.

The extracurricular coordinator explained:

“Routine training is usually conducted according to the established weekly schedule, but when preparing for a competition, the intensity of training is increased by adding sessions in the afternoon, on weekends, or at other mutually agreed times. These additional sessions are provided so that students are more thoroughly prepared in terms of technical ability, team cohesion, competition strategy, and mental readiness when facing the competition” (INF-06, extracurricular coordinator, interview, March 19, 2025).

The coaching strategy also utilizes external resources. The language student club participates in an intensive program at Kampung Inggris Pare, while wushu and several sports activities collaborate with clubs and professional coaches. Training observations showed that advisors and coaches provided technical corrections, demonstrations, performance simulations, and repeated practice. These collaborations broadened students' experiences and increased the intensity of coaching beyond the madrasah's internal resources.

In addition to technical skills, coaching encompasses psychological readiness and character. Before competitions, students receive motivation, guidance, and support to manage nervousness, maintain concentration, and build self-confidence. One student described this experience as follows:

“Before participating in a competition, we always receive motivation, guidance, and mental support from the advisors so that we are better

prepared. The advisors not only train our technical skills and competition material, but also encourage us, build our self-confidence, and teach us how to control nervousness and pressure during competition” (INF-09, student informant in chemistry, interview, April 18, 2025).

Character formation is implemented by habituating students to arrive on time, comply with rules, fulfill responsibilities, maintain team cohesion, and demonstrate sportsmanship. Observational findings showed that advisors provided guidance on discipline and responsibility during training. Students with low attendance or those who violated regulations received special guidance from advisors and counseling teachers. Thus, the implementation strategy combines competitive achievement with the formation of behaviors expected to represent the madrasah's Islamic educational identity.

Technology integration is evident in the involvement of student clubs and broadcasting in producing podcasts, educational videos, competition documentation, social media designs, and promotional content. Students are not merely the subjects of publication, but are involved in content creation. A dedicated team documents training sessions, performances, competitions, and achievements and then disseminates them through the official website, Instagram, YouTube, Facebook, TikTok, and local online media. Informant INF-04 stated:

“We consistently strive to document and publicize every activity and student achievement through various media, such as the madrasah website, Instagram, YouTube, and other social media, because publication is an important part of building a positive madrasah image in the eyes of the community” (INF-04, extracurricular advisor, interview, April 10, 2025).

The publication strategy does not operate independently, but forms part of the supervision cycle. Each advisor prepares a report covering attendance, skill development, target achievement, obstacles, and follow-up plans. Coordination meetings use written reports, training documentation, and competition results to assess student readiness and facility needs. Postcompetition evaluations discuss technical mastery, strategy, time management, mental readiness, and factors affecting outcomes. Informant INF-06 explained:

“After every competition has concluded, we always conduct a joint evaluation involving advisors, coaches, and students to review the entire activity process comprehensively ... The evaluation results are then used as material for reflection and as a basis for developing the next coaching strategy so that the training process and competition preparation can be more effective and of higher quality” (INF-06, extracurricular coordinator, interview, March 19, 2025).

Supervision also encompasses publication quality. The broadcasting team monitors the numbers of viewers, comments, likes, shares, and other forms of content interaction. Social media documentation from 2025 indicates interactions with achievement-related posts, but does not provide comparative data that would allow the magnitude of change to be assessed. These metrics are therefore used as descriptive information on content engagement, rather than as direct measures of reputation or changes in public image. In addition, high-achieving students and advisors receive certificates, publicity, recognition during assemblies, or development grants. These awards function as both internal recognition and material for institutional communication.

The integrative strategy is reinforced by leadership commitment, advisor competence, student enthusiasm, support from parents, the committee, and alumni, facility availability, and external networks. In the available attendance forms, several documented flagship activities recorded participation rates above 80%. This figure is treated as a description of the documents analyzed and is not used to estimate participation rates across all extracurricular programs. Parents are involved in competition assistance, while the

committee, alumni, and sponsors help provide facilities or funding. These relationships enable coaching to extend beyond the madrasah's internal capacity.

However, program integration faces four principal constraints. First, training schedules may conflict with assignments, examinations, and university entrance preparation, particularly for Grade XII students. Second, competitions outside the region require transportation, accommodation, meals, registration fees, and equipment that cannot always be covered by the madrasah's budget. Third, some parents still view extracurricular activities as supplementary activities that may reduce study time. Fourth, growth in participant numbers means that the multimedia room, field, hall, and certain equipment must be used in rotation.

The time constraint was summarized by the extracurricular coordinator:

"One obstacle frequently encountered in managing extracurricular activities is students' difficulty in dividing their time between training and academic obligations, especially Grade XII students ... the madrasah and advisors always strive to adjust training schedules and provide a certain degree of flexibility so that extracurricular activities do not interfere with students' classroom learning" (INF-06, extracurricular coordinator, interview, March 19, 2025).

The madrasah responds to these obstacles by adjusting schedules, coordinating with teachers, providing academic assistance, dividing facility-use sessions, communicating with parents, and seeking support from the committee, alumni, sponsors, and partners. From the perspective of internal informants, institutional reputation is not perceived as the result of a single program or achievement, but as a consequence of the organization's ability to coordinate resources, maintain coaching quality, address constraints, and communicate outcomes consistently.

3.4 Perceived Implications for Madrasah Institutional Branding

The third finding reveals internal mechanisms perceived to connect extracurricular management with institutional branding through achievement, student character, public visibility, and consistent digital communication. Informants view achievements at the regional, provincial, national, and international levels as evidence of the madrasah's coaching capacity. Students also recognize that their behavior and achievements in competitions carry the institution's name. Therefore, participation in competitions entails symbolic responsibility, not merely individual experience.

Informant INF-10 stated:

"When we participate in competitions and represent MAN 2 Probolinggo, we feel a major responsibility to achieve the best possible results because every achievement is not only for ourselves, but also to maintain and enhance the madrasah's good name ... We realize that the public will assess the madrasah's quality through the achievements and conduct of students who participate in various competitions" (INF-10, student informant in arts and literacy, interview, 2 April 2, 2025).

The representation of image developed through internal practices does not rely solely on trophies. The head of the madrasah and advisors consistently associate reputation with students' discipline, responsibility, honesty, cooperation, sportsmanship, communication, and self-confidence. Within this framework, students function as representations of institutional quality. Achievement expands visibility, while character gives meaning to that visibility. This relationship represents an interpretation of informant perspectives and institutional evidence, rather than a direct assessment by the public.

Digital media strengthen the representational process by transforming internal

activities into public information. Based on observations of the madrasah's official accounts, published content includes training processes, performances, competition documentation, student interviews, awards, and creative content. Informants associate these publications with public awareness, social media interaction, prospective student interest, and parental trust. Because the data do not include external measurements of public perceptions, these relationships are understood as perceived implications based on interviews, media observations, and institutional documentation, rather than as causal estimates of changes in public image.

Cross-category synthesis of the interviews, observations, and documentation produced an analytical framework referred to in this study as the Achievement- and Publication-Based Management Model (MMBPP). This framework provides a conceptual explanation of the relationship patterns in the case under study, rather than an externally tested causal model. MMBPP comprises five elements. First, the integration of the planning, organizing, actuating, and controlling functions from potential mapping to evaluation follow-up. Second, an orientation toward achievement and character formation as complementary outcomes. Third, digital publication as a mechanism connecting internal accomplishments with public awareness. Fourth, a feedback cycle that uses monitoring results, competition outcomes, and media responses to improve the program. Fifth, stakeholder support and adaptive strategies to address constraints related to time, cost, motivation, and facilities.

The framework also integrates competence, confidence, connection, character, and caring. Interview and observational findings demonstrate the strengthening of technical skills, self-confidence, cooperation, discipline, responsibility, and concern for the good name of the group and the madrasah. Achievement is therefore not positioned as the sole objective, but as an outcome of coaching, material for publication, a source of appreciation, and input for subsequent planning.

Thus, institutional branding at MAN 2 Probolinggo is explained through a recurring internal cycle. Student mapping informs planning; organizational structures and advisor competence support implementation; training, character, and competition produce accomplishments; monitoring and evaluation improve the program; and publication makes accomplishments visible within the public communication sphere. In MMBPP, publication is positioned as a cross-functional mechanism that complements POAC, rather than as a separate management function. This framework explains the branding mechanism from an internal perspective, does not causally demonstrate an improvement in public image, and requires further testing using data from external stakeholders.

4. Discussion

This study aimed to analyze extracurricular management practices in supporting the image of MAN 2 Probolinggo. The findings show that the contribution of extracurricular activities to the madrasah's image is determined not only by the number of activities or student achievements, but also by the integration of potential mapping, planning, organizing, coaching, evaluation, character formation, and publication. Thus, extracurricular activities serve not merely as a means of developing interests and talents, but also as a strategic instrument for representing institutional quality and identity.

The application of the planning, organizing, actuating, and controlling functions forms the principal foundation of program management. Planning begins with mapping students' interests, talents, experiences, and character. The mapping results are used to determine the types of activities, advisors, schedules, competition targets, facilities, and budgetary requirements. This finding is consistent with Terry (1977), who emphasized that organizational effectiveness depends on the interconnection of management functions. However, in the context of this study, management functions not only ensure that activities

are implemented but also transform students' potential into competence, character, achievement, and sources of institutional reputation.

Organizing is implemented through the allocation of roles among madrasah leaders, the student affairs division, the extracurricular coordinator, advisors, coaches, and student committees. The placement of advisors based on competence and the involvement of professional coaches demonstrate that the quality of human resources is an important element of program success. This finding supports Fitriani et al. (2023) and Masyhuri and Sutiah (2024), who emphasize the importance of coaching, coordination, and resource integration in improving educational quality. Nevertheless, the findings show that program success is not solely the result of advisors' work, but an outcome of coordination among organizational functions.

Extracurricular coaching is also directed toward both achievement attainment and character formation. Discipline, responsibility, cooperation, sportsmanship, leadership, and self-confidence are integrated into training and evaluation processes. This finding is consistent with the Positive Youth Development perspective, which explains that structured activities can develop competence, confidence, connection, character, and caring (Vandell et al., 2015). The findings also support previous studies linking extracurricular participation with adaptability, grit, achievement, leadership, and social competence (Anjum, 2021; Feraco et al., 2023; Munadi & Khuriyah, 2023). Unlike those studies, this study shows that students' individual development can become a source of reputation when it is managed and communicated as part of the madrasah's identity.

Program management strategies also encompass academic coordination, external partnerships, monitoring, evaluation, recognition, and publication. Aligning training schedules with academic obligations indicates that extracurricular activities are managed as part of a comprehensive educational experience. This supports Shulruf's (2010) view that the benefits of extracurricular activities do not emerge automatically, but depend on management quality and the context of student involvement.

Partnerships with parents, the committee, alumni, professional coaches, external institutions, and sponsors broaden support for expertise, facilities, and funding. However, external support should be used to strengthen internal capacity, rather than replace institutional responsibility. Excessive dependence on partners may disrupt program sustainability when collaboration is not managed systematically.

Monitoring and evaluation are important components of organizational learning. Progress reports, character monitoring, post-competition evaluations, and discussions of obstacles are used to improve subsequent programs. Competition outcomes are assessed not only in terms of victory or defeat, but are analyzed based on students' technical readiness, strategy, time management, and mental condition. This finding indicates that supervision not only controls activities but also generates knowledge for improving program quality.

With regard to institutional branding, achievement serves as evidence of coaching capacity, while student character provides substantive legitimacy for these accomplishments. Publication through the official website, social media, videos, podcasts, and activity documentation transforms internal outcomes into information accessible to the public. This finding supports Kotler and Fox (1995), who state that the image of an educational institution is formed through perceptions of service quality, identity, and institutional performance.

However, educational branding cannot rely solely on promotional messages. Publication is more credible when it is based on verifiable educational processes and accomplishments. Therefore, the madrasah's image is shaped not only by student victories, but also by the discipline, responsibility, honesty, cooperation, and sportsmanship demonstrated when students represent the institution.

These findings are also relevant to Islamic Education Management, which positions intellectual, moral, social, and spiritual development as an integrated whole. The principle of *insān kāmil* emphasizes holistic human development, while the principle of *itqan* emphasizes professional, high-quality management (Nata, 2016; Qomar, 2007). Thus, strengthening the madrasah's image requires the integration of achievement excellence with Islamic educational values.

Although social media increase program visibility, the numbers of viewers, comments, likes, and shares cannot be directly equated with improved reputation. These metrics indicate only interactions with content, not changes in public perceptions. Similarly, the increased interest of prospective students and parental trust identified in this study are still based on the perceptions of internal informants. Therefore, this study is stronger in explaining the internal mechanisms of institutional branding than in directly demonstrating changes in public image.

Theoretically, the findings produced the Achievement- and Publication-Based Management Model, or MMBPP. This model encompasses the integration of management functions, an orientation toward achievement and character, digital publication, feedback cycles, and stakeholder support. The model indicates that institutional branding is a cyclical process. Effective management produces competence and achievement, accomplishments are publicized, responses to publications are monitored, and evaluation results are used to improve the program.

MMBPP's principal contribution lies in integrating extracurricular management, student development, and institutional communication. Achievement provides visibility, while character provides value and credibility. Publication serves as a bridge between internal quality and external perceptions. However, MMBPP remains conceptual and contextual because it was developed from a single case study.

In practical terms, madrasahs need to conduct documented mapping of students' potential and use the results as the basis for program planning. The management structure, allocation of responsibilities, criteria for advisor placement, and academic coordination must also be clearly established. Program evaluation should not rely solely on indicators of victory, but should also include the development of skills, discipline, leadership, cooperation, and self-confidence.

Publications should present not only competition results but also coaching processes, student development, character, and advisors' contributions. Communication evaluation should also be supplemented by feedback from parents, alumni, prospective students, and the community. In addition, collaboration with external partners should be managed transparently and sustainably so that programs do not depend on a single source of support.

This study has several limitations. First, the single-case study design makes the findings contextual. Second, the informants were dominated by leaders, administrators, advisors, and high-achieving students; consequently, the experiences of students who were less active or had not yet achieved distinction were not adequately represented. Third, parents, alumni, prospective students, and community members were not included as primary informants. Fourth, social media interaction data were only descriptive and could not demonstrate changes in reputation. Fifth, MMBPP has not been tested in other institutional contexts or through longitudinal research.

Future research should involve external stakeholders to measure perceptions of the madrasah's image and trust. Comparative studies are also needed to test MMBPP in madrasahs with different characteristics. Longitudinal approaches and mixed methods may be used to analyze the relationships among management quality, achievement, character, publication, and reputation in greater depth. Future studies should also examine program inclusivity,

student well-being, training loads, family support, and access for students who have not yet achieved distinction.

Overall, strengthening a madrasah's image through extracurricular activities is not directly produced by achievement or publication. The process depends on the institution's ability to manage students' potential, maintain coaching quality, develop character, coordinate resources, evaluate programs, and communicate accomplishments consistently. The findings primarily explain internal mechanisms perceived to support reputation and institutional branding, while changes in public perceptions require further testing.

5. Conclusion

This study concludes that extracurricular management at MAN 2 Probolinggo functions as an internal strategy connecting the development of students' potential, character formation, achievement attainment, publication, and the madrasah's institutional branding. The three research questions were addressed by the findings that the functions of planning, organizing, implementation, and supervision are applied in an integrated manner through potential mapping, competency-based coaching, academic coordination, partnerships, evaluation, and the communication of accomplishments to the public. Achievement strengthens the madrasah's visibility, while student character provides value and credibility to these accomplishments.

The synthesis of the findings produced the Achievement- and Publication-Based Management Model, or MMBPP, which integrates management functions, character formation, achievement, digital publication, feedback, and stakeholder support. This model can be applied through documented potential mapping, clear task allocation, continuous coaching, evaluation encompassing both achievement and character development, and credible publication that does not focus solely on competition victories.

The findings are contextual because they derive from a single-case study and are dominated by internal perspectives. The involvement of parents, alumni, prospective students, community members, and students who have not yet achieved distinction also remains limited. Social media data cannot directly demonstrate changes in public image, while MMBPP has not been tested in other institutions. Future research should employ comparative, longitudinal, or mixed-methods studies and involve external stakeholders to test the model's applicability and the relationships among extracurricular management, character, achievement, publication, reputation, and madrasah image.

Declarations

Author contribution statement

Siti Sururin Nasihin Robiati contributed to conceptualization, investigation, data curation, formal analysis, project administration, and writing the original draft. Sutiah contributed to methodology, validation, supervision, and writing, review and editing. M. Samsul Hady contributed to investigation, interpretation of the findings, visualization, and writing, review and editing. All authors read and approved the final manuscript.

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Data availability statement

The data supporting this study are available from the corresponding author upon reasonable request.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

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