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MANAGEMENT OF EXTRACURRICULAR ACTIVITIES TO IMPROVE SANTRI'S FASHION DESIGN AND TEXTILE SKILLS AT THE TRAINING CENTER OF PONDOK PESANTREN SALAFIYAH ISLAMIYAH PADANG BUJUR

MANAJEMEN KEGIATAN EKSTRAKURIKULER DALAM MENINGKATKAN KETERAMPILAN DESAIN MODE DAN TEKSTIL TATA BUSANA SANTRI PADA BALAI LATIHAN KERJA PONDOK PESANTREN SALAFIYAH ISLAMIYAH PADANG BUJUR

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Abstract

This study aims to describe and analyze the management of extracurricular activities for improving santri's fashion design and textile skills at the Training Center of Pondok Pesantren Salafiyah Islamiyah Padang Bujur, North Padang Lawas, Indonesia. The study was motivated by the importance of vocational skills development in Islamic boarding schools and the need for effective management of training programs. This study employed a qualitative descriptive approach. Data were collected through observation, semi-structured interviews, and documentation, involving individuals responsible for the program and santri participating in the training activities. NVivo 12 was used to assist in organizing and visualizing qualitative data. The findings indicate that program management encompasses four functions: planning, organizing, implementation, and supervision. Planning involves establishing program objectives, preparing the curriculum and learning schedules, developing instructional strategies, and identifying facilities and infrastructure. Organizing involves establishing an organizational structure and assigning responsibilities to the program coordinator, instructors, and other personnel. Implementation includes motivation, guidance, demonstrations, group discussions, peer tutoring, the use of design applications, and participation in production activities. Supervision is conducted by the pesantren leadership and program coordinator to evaluate program achievements. However, the study identifies areas requiring improvement, particularly the availability of facilities and infrastructure and the need to strengthen recruitment practices based on professional qualifications and transparent selection procedures. These findings highlight the

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importance of integrated management in supporting vocational skills development in Islamic boarding schools.

Keywords : Extracurricular Management, Fashion Design, Textile Skills, Santri, Vocational Training.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis manajemen kegiatan ekstrakurikuler dalam meningkatkan keterampilan desain mode dan tekstil tata busana santri pada Balai Latihan Kerja Pondok Pesantren Salafiyah Islamiyah Padang Bujur, Kabupaten Padang Lawas Utara, Indonesia. Penelitian ini dilatarbelakangi oleh pentingnya pengembangan keterampilan vokasional di lingkungan pesantren serta perlunya pengelolaan program pelatihan yang efektif. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi dengan melibatkan pihak yang bertanggung jawab terhadap program serta santri yang mengikuti kegiatan pelatihan. NVivo 12 digunakan untuk membantu pengorganisasian dan visualisasi data kualitatif. Hasil penelitian menunjukkan bahwa pengelolaan program mencakup empat fungsi manajemen, yaitu perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Perencanaan meliputi penetapan tujuan program, penyusunan kurikulum dan jadwal pembelajaran, penyiapan strategi pembelajaran, serta identifikasi sarana dan prasarana. Pengorganisasian dilakukan melalui pembentukan struktur organisasi dan pembagian tugas kepada koordinator program, instruktur, dan personel lainnya. Pelaksanaan meliputi pemberian motivasi dan bimbingan, demonstrasi, diskusi kelompok, tutor sebaya, penggunaan aplikasi desain, serta keterlibatan peserta dalam kegiatan produksi. Pengawasan dilakukan oleh pimpinan pesantren dan koordinator program untuk mengevaluasi pencapaian kegiatan. Meskipun demikian, penelitian ini mengidentifikasi beberapa aspek yang perlu diperbaiki, terutama ketersediaan sarana dan prasarana serta penguatan sistem rekrutmen berdasarkan kualifikasi profesional dan prosedur seleksi yang transparan. Temuan ini menegaskan pentingnya penerapan fungsi manajemen secara terpadu untuk mendukung pengembangan keterampilan vokasional santri di lingkungan pesantren.

Kata Kunci : Manajemen Ekstrakurikuler, Desain Mode, Keterampilan Tekstil, Santri, Pelatihan Vokasional.

1. INTRODUCTION

Education plays an important role in developing students' knowledge, attitudes, and practical competencies. In addition to academic learning, educational institutions need to provide opportunities for students to develop skills that can support their independence and participation in society. Extracurricular activities are one means of developing students' interests, talents, and practical competencies beyond formal classroom instruction. When managed effectively, these activities can complement the educational process and contribute to students' personal development (Mulyono, 2009).

Islamic boarding schools, commonly known as pesantren, have an important role in providing religious education and developing students' life skills. The development of vocational training programs within pesantren represents an effort to connect educational experiences with practical needs. Such programs can provide students with opportunities to acquire competencies that may be useful for employment, entrepreneurship, and productive activities after completing their education.

One of the vocational programs offered at Pondok Pesantren Salafiyah Islamiyah Padang Bujur, North Padang Lawas, North Sumatra, is the fashion design and textile skills program organized through its training center. The program is intended to develop students' competencies in areas such

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as sewing, batik, pattern making, and fashion design. Through theoretical instruction and practical activities, students are expected to acquire skills that can be applied in productive work and everyday life (Rijai, 2024).

The successful implementation of a vocational training program depends not only on the content of instruction but also on the quality of its management. Management provides a framework for establishing objectives, organizing personnel, implementing activities, and supervising program performance. Robbins and Coulter (2007) emphasize the importance of management in coordinating resources and activities to achieve organizational objectives. In educational settings, management is therefore essential for ensuring that programs are planned systematically, responsibilities are distributed appropriately, and activities remain aligned with their intended goals.

The management of extracurricular activities in vocational education can be examined through four principal functions: planning, organizing, implementation, and supervision. Planning involves establishing objectives, preparing learning programs, determining schedules, and identifying the resources required. Organizing concerns the establishment of an organizational structure and the distribution of responsibilities. Implementation involves carrying out planned activities through instruction, guidance, and motivation. Supervision is needed to evaluate program implementation and identify areas requiring improvement (Mustari, 2014).

The findings presented in Saipul Rijai's thesis indicate that the fashion design and textile skills program at Pondok Pesantren Salafiyah Islamiyah Padang Bujur has implemented these four management functions. Planning includes determining program objectives, preparing the curriculum and learning schedules, developing instructional strategies, and preparing facilities and infrastructure. Organizing involves establishing a program structure and assigning responsibilities to the coordinator, instructors, and other personnel. Implementation includes motivation, guidance, demonstrations, group discussions, peer tutoring, the use of design applications, and participation in production activities. Supervision is conducted by the pesantren leadership and program coordinator to review program achievements (Rijai, 2024).

Despite these practices, the thesis identifies several issues that require attention. The availability of facilities and infrastructure has not been fully adequate. In addition, the recruitment of instructional personnel raises concerns regarding the tendency to prioritize alumni or close relatives. These findings indicate the need to strengthen resource planning and ensure that personnel recruitment considers professional qualifications and the requirements of the training program.

Previous discussions of educational management emphasize the importance of planning, coordination, implementation, and evaluation in achieving organizational objectives. Mulyono (2009) discusses management in educational administration, while Mustari (2014) examines management in educational institutions. These perspectives provide a conceptual basis for analyzing how vocational extracurricular programs are managed in a pesantren environment.

However, the practical management of vocational skills programs needs to be examined in its specific institutional context. Understanding the activities carried out by program coordinators and instructors, the distribution of responsibilities, the strategies used to guide students, and the supervision process can provide useful information for program improvement.

Based on this background, this study aims to describe and analyze the management of extracurricular activities for improving santri's fashion design and textile skills at the Training Center of Pondok Pesantren Salafiyah Islamiyah Padang Bujur. Specifically, the study examines planning, organizing, implementation, and supervision. The findings are expected to contribute to the improvement of vocational program management and provide insights into the development of practical skills in Islamic boarding schools.

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2. RESEARCH METHOD

Research Design

This study employed a qualitative descriptive approach. The approach was used to describe and understand the management of extracurricular activities in the fashion design and textile skills program at the Training Center of Pondok Pesantren Salafiyah Islamiyah Padang Bujur, North Padang Lawas, North Sumatra, Indonesia.

Qualitative research is appropriate for examining activities, experiences, and management practices in their natural context. Moleong (2000) explains that qualitative research is concerned with understanding phenomena through descriptive data and interpretations of the situations being studied. Accordingly, this study focused on describing the implementation of management functions rather than measuring the program through numerical indicators.

The research focused on four management functions: planning, organizing, implementation, and supervision. These functions were used as the main analytical categories for examining the management of the fashion design and textile skills program.

Research Location and Participants

The research was conducted at the Training Center of Pondok Pesantren Salafiyah Islamiyah Padang Bujur, North Padang Lawas, North Sumatra, Indonesia. The research subjects consisted of individuals responsible for the training program and santri who participated in the vocational activities. These participants served as primary sources of information about program planning, organizational arrangements, instructional practices, and supervision.

Secondary data were obtained from relevant documents and information related to the training center, including its official website and publications associated with the program (Rijai, 2024).

Data Collection Techniques

Data were collected through observation, semi-structured interviews, and documentation.

Observation was conducted to examine the implementation of extracurricular activities, including the sequence of learning activities, student participation, and the availability and use of facilities. The observation framework covered the timing of activities, opening activities, core learning activities, closing activities, student participation, and supporting infrastructure.

Semi-structured interviews were used to obtain information from individuals responsible for the program and participating santri. The interviews focused on program planning, the division of responsibilities, instructional implementation, supervision, and the challenges encountered during program management. This technique allowed the researcher to use prepared questions while providing opportunities to explore relevant information in greater depth.

Documentation was used to complement the information obtained from observations and interviews. Relevant documents helped provide additional context for understanding the organization and implementation of the vocational training program.

Data Analysis Techniques

The qualitative data were analyzed descriptively through data organization, presentation, interpretation, and conclusion drawing. The analysis focused on identifying information relevant to the four management functions and examining the relationship between program planning, organizational arrangements, implementation practices, and supervision.

NVivo 12 Plus for Windows was used to assist with qualitative data management. The software supported the organization and coding of data, the development of analytical categories, and the visualization of themes emerging from the research materials. Its use was intended to facilitate systematic data management rather than replace the researcher's interpretation (Bandur, 2019).

The findings were organized into four main categories: planning, organizing, implementation, and supervision. Information obtained through observation, interviews, and documentation was compared to develop a descriptive account of the program's management practices.

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Data Trustworthiness

Data trustworthiness was examined through source triangulation and method triangulation. Source triangulation involved comparing information obtained from different participants and supporting documents. Method triangulation involved comparing findings from observation, interviews, and documentation.

Triangulation was used to examine the consistency of the information and strengthen the credibility of the findings. Sugiyono (2016) describes triangulation as a means of checking information through different sources or data collection methods. The findings were subsequently interpreted in relation to the research objectives and the management functions under investigation.

3. RESULT AND DISCCUSSION

Planning of Extracurricular Activities

Planning is a fundamental management function because it establishes program objectives and determines the activities and resources needed to achieve them. At the Training Center of Pondok Pesantren Salafiyah Islamiyah Padang Bujur, planning for the fashion design and textile skills program includes establishing objectives, preparing the curriculum and learning schedules, developing instructional strategies, and preparing facilities and infrastructure (Rijai, 2024).

The program aims to provide santri with practical skills in fashion design and textile-related activities. The competencies addressed include sewing, batik, pattern making, and garment production. These skills are intended to provide students with practical knowledge that may be developed further through productive work or entrepreneurship.

The planning process also involves preparing learning activities that combine theoretical explanations and practical exercises. Theoretical learning introduces students to relevant equipment, materials, and procedures, while practical activities provide opportunities to apply that knowledge. The combination is important because vocational skills require both conceptual understanding and the ability to perform tasks.

The preparation of learning schedules and instructional strategies helps organize training activities. Clear planning can assist coordinators and instructors in determining the sequence of instruction and ensuring that students receive appropriate guidance during practical sessions.

Nevertheless, the thesis identifies the availability of facilities and infrastructure as an area that has not been fully addressed. This finding suggests that the planning process needs to include a more systematic assessment of the resources required for training. Equipment, workshop facilities, and materials should be considered in relation to the learning objectives and the number of students participating in the program.

Thus, the planning function has established the direction of the training program, but the adequacy of supporting resources remains an important concern. Further improvement in resource planning would help align the program's objectives with the practical conditions in which learning takes place.

Organizing the Training Program

Organizing involves establishing a structure, assigning responsibilities, and coordinating the individuals involved in program implementation. The thesis reports that the fashion design and textile skills program has an organizational structure that includes personnel responsible for program coordination, workshop activities, production, instruction, and technical support (Rijai, 2024).

The program coordinator is responsible for overseeing the program as a whole, while instructors are directly involved in teaching and guiding the participating santri. Other personnel support workshop operations, production activities, and technical requirements. The distribution of responsibilities provides a basis for coordinating the various activities involved in vocational training.

A clear division of tasks is important because the program involves several connected processes, including preparing lessons, delivering theoretical instruction, conducting practical exercises,

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managing equipment, and supervising students. When roles are understood by the people involved, coordination and accountability can be strengthened.

However, the thesis identifies a concern related to the recruitment of instructional personnel. It reports a tendency to prioritize alumni or close relatives in the recruitment process. This issue raises questions about the consistency of recruitment practices with the professional requirements of a vocational training program.

The recruitment of instructors should consider relevant educational backgrounds, technical competencies, teaching abilities, and the specific requirements of the subjects being taught. Transparent selection criteria can help ensure that personnel are appointed according to their ability to contribute to program objectives.

Consequently, although the organizational structure provides a basis for distributing responsibilities, personnel recruitment remains an area requiring improvement. Strengthening the transparency of recruitment and emphasizing professional qualifications would help support the quality and sustainability of the program.

Implementation of Extracurricular Activities

Implementation is the stage at which plans are translated into instructional and practical activities. In the fashion design and textile skills program, implementation includes motivation, guidance, theoretical instruction, and practical training.

The thesis identifies several strategies used to support student participation. These include demonstrations, group discussions, ice-breaking activities, peer tutoring, the use of design applications, and the introduction of successful alumni experiences. Students and alumni are also involved in production activities, providing opportunities to connect training with practical work.

Motivation is provided both by the program coordinator to personnel and by instructors to students. The coordinator provides an example through preparation for learning activities, the development of new work, and participation in training relevant to fashion design and textile skills. Instructors encourage students through instructional methods and practical guidance.

Demonstrations allow instructors to show procedures that students can subsequently practice. Group discussions provide opportunities to exchange ideas, while peer tutoring allows students to assist one another during learning activities. The use of design applications introduces an additional resource for supporting the development and presentation of design ideas.

Guidance is integrated into theoretical and practical instruction. Instructors direct students when errors occur and provide assistance to help them understand the correct procedures. This guidance is particularly important in vocational learning, where students need to develop accuracy and confidence through practice and feedback.

The involvement of students and alumni in production activities also provides a connection between training and productive work. Such involvement can expose students to practical activities beyond the immediate learning session and help them understand how vocational skills may be applied.

These findings show that implementation involves more than the delivery of instructional content. It also includes motivation, direct guidance, peer support, the use of design tools, and participation in production activities. However, the effectiveness of these practices depends partly on the availability of appropriate facilities and the competence of instructors.

The findings therefore suggest that the program has established several practical strategies for supporting vocational learning, while improvements in facilities and instructional resources remain necessary to strengthen implementation.

Supervision of the Training Program

Supervision is necessary to review the implementation of activities and determine whether program objectives are being pursued appropriately. According to the thesis, supervision of the fashion design and textile skills program is conducted by the pesantren leadership and the program coordinator. Evaluation takes place at the end of the academic year to review program achievements (Rijai, 2024).

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The supervision process provides an opportunity to examine the implementation of training activities and identify issues that require attention. It can help the program's management assess whether planned activities have been carried out, whether responsibilities have been fulfilled, and whether resources are sufficient to support the training process.

The findings indicate that the program has established a supervision function. Nevertheless, the issues identified in the thesis, particularly the inadequacy of some facilities and concerns about personnel recruitment, show the importance of using evaluation findings to guide improvement.

Supervision can be strengthened through documented evaluation criteria, regular monitoring of training activities, feedback from instructors and students, and records of follow-up actions. These measures would help the program move beyond reviewing activities to ensuring that identified problems are addressed systematically.

The findings also suggest that supervision should be connected with the planning function. Information obtained during evaluation can be used to revise future plans, identify priority equipment needs, and improve recruitment procedures. In this way, supervision becomes part of an ongoing process of program improvement.

Discussion of Overall Management Practices

The findings demonstrate that the management of the fashion design and textile skills program encompasses four interconnected functions: planning, organizing, implementation, and supervision. Each function contributes to the overall management of the program, but the quality of implementation depends on how effectively these functions support one another.

Planning establishes the program's objectives, curriculum, schedule, and resource requirements. Organizing provides a structure for distributing responsibilities among the coordinator, instructors, and other personnel. Implementation translates the plans into learning activities through instruction, guidance, motivation, and practical work. Supervision reviews program implementation and identifies areas that need improvement.

These findings are consistent with the general view of management as a process of coordinating activities and resources to achieve organizational objectives (Robbins & Coulter, 2007). In educational settings, the management process needs to support both the organization of activities and the conditions required for learning.

The program demonstrates several practices that support vocational learning, including combining theoretical instruction with practical exercises, using demonstrations and peer tutoring, introducing design applications, and involving students in production activities. These practices provide opportunities for santri to engage with vocational content in a practical context.

At the same time, the findings reveal that the presence of management functions does not automatically mean that all aspects of program management are optimal. The availability of facilities and infrastructure remains a concern, while recruitment procedures need to place greater emphasis on professional qualifications and transparent selection.

The implications are that program improvement should focus on the relationship between management planning, resource provision, personnel quality, and instructional practice. Facilities should be assessed according to training requirements, while instructors should be selected and supported based on the competencies needed to deliver the program. Supervision should then evaluate whether these improvements have been implemented.

It is also important to distinguish between evidence of management practices and evidence of measurable improvements in student competencies. The thesis describes the organization and implementation of the program, but the findings presented here do not establish the extent of changes in student skills through standardized competency measurements. Further evaluation using documented assessments of students' practical performance would provide additional evidence of the program's contribution to vocational skill development.

Overall, the program provides an example of vocational extracurricular activities being managed within an Islamic boarding school. Its continued development requires the integration of

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systematic planning, clear organizational responsibilities, effective instructional practices, adequate facilities, and supervision that leads to concrete follow-up actions.

4. CONCLUSION

This study examined the management of extracurricular activities for improving santri's fashion design and textile skills at the Training Center of Pondok Pesantren Salafiyah Islamiyah Padang Bujur, North Padang Lawas. The findings indicate that the program has implemented four main management functions: planning, organizing, implementation, and supervision.

Planning includes establishing program objectives, preparing the curriculum and learning schedules, developing instructional strategies, and preparing facilities and infrastructure. Organizing involves establishing an organizational structure and assigning responsibilities to the program coordinator, instructors, and other personnel. Implementation includes motivation, guidance, demonstrations, group discussions, peer tutoring, the use of design applications, and participation in production activities. Supervision is conducted by the pesantren leadership and program coordinator to evaluate program achievements at the end of the academic year.

Despite these practices, the thesis identifies several areas requiring improvement. The availability of facilities and infrastructure remains insufficient in some respects, while recruitment procedures need to give greater attention to professional qualifications and transparent selection. These issues should be addressed through systematic resource planning, improved personnel recruitment, and follow-up actions based on evaluation findings.

The study concludes that integrated management is important for supporting vocational extracurricular activities in Islamic boarding schools. The combination of practical instruction, student guidance, organizational coordination, and supervision provides a basis for developing the program. However, further evaluation using documented assessments of student competencies would be necessary to establish the extent to which participation in the program improves students' practical skills.

Future program development should prioritize the improvement of training facilities, the strengthening of professional recruitment procedures, and the use of systematic evaluation to guide continuous improvement. These measures could help the training center provide more effective vocational learning opportunities and better prepare santri to apply their skills in productive activities.

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