



Integrated Management of Foreign Language Development Extracurricular Activities Based on George R. Terry's Management Functions

Wardatul Asfiyah^{1*}, Fathoni Arifandi², Sofiyatut Dananiseh³

^{1,2,3} Sekolah Tinggi Agama Islam Al-Utsmani, Bondowoso, Indonesia

Email: wardah.asfiyah@gmail.com¹, fathoniarifandi11@gmail.com², sofis9411@gmail.com³

*Corresponding Author

Received: 9 January 2026. Revised: 6 April 2026. Accepted: 11 April 2026. Published: 21 June 2026

ABSTRACT

This study investigates the management of foreign language development extracurricular activities at Al-Utsmani Islamic Senior High School by employing George R. Terry's management framework. The issue addressed in this research is the absence of a well-documented and integrated management model covering planning, organizing, actuating, and evaluating within foreign language extracurricular programs. The research aims to analyze how these managerial functions are implemented in the Foreign Language Development Institute to improve students' linguistic competence and overall educational quality. This study uses a qualitative descriptive method with data collected through interviews, observations, and documentation involving the vice principal for student affairs, Foreign Language Development Institute mentors, and participating students. The findings show that planning is carried out through weekly meetings, program formulation, and the determination of learning objectives. Organizing is reflected in the establishment of organizational structures, task division, and resource allocation. Actuating is implemented through tiered language training, collaborative learning, presentations, and international seminars. Evaluation is conducted through oral and written tests to measure students' vocabulary mastery, sentence structure, and speaking performance. The study concludes that integrated management of all four functions significantly enhances students' foreign language skills and supports the improvement of school quality.

Keywords: Integrated Management, Ekstracurricular Activities, Foreign Language Development.

ABSTRAK

Penelitian ini mengkaji manajemen ekstrakurikuler Pengembangan Bahasa Asing di SMA Islam Al-Utsmani dengan menggunakan kerangka fungsi manajemen George R. Terry. Permasalahan utama yang dikaji adalah belum adanya model manajemen yang terdokumentasi dan terintegrasi pada aspek perencanaan, pengorganisasian, pelaksanaan, dan evaluasi dalam pengelolaan ekstrakurikuler bahasa asing. Penelitian bertujuan untuk menganalisis penerapan keempat fungsi manajemen tersebut pada Lembaga Pengembangan Bahasa Asing (LPBA) sebagai upaya meningkatkan kemampuan berbahasa dan mutu peserta didik. Metode yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi yang melibatkan wakil kepala sekolah bidang kesiswaan, mentor Lembaga Pengembangan Bahasa Asing (LPBA), dan peserta didik. Hasil penelitian menunjukkan bahwa perencanaan dilakukan melalui penyusunan program, tujuan pembelajaran, dan rapat mingguan. Pengorganisasian terlibat dari pembentukan struktur LPBA, pembagian tugas, dan penyesuaian sumber daya. Pelaksanaan dilakukan melalui pembelajaran bertahap, diskusi, presentasi, dan seminar internasional. Evaluasi dilaksanakan dengan melakukan tes lisan dan tes tulis untuk mengukur penguasaan kosa kata, struktur kalimat, dan kemampuan berbicara. Penelitian ini menyimpulkan bahwa manajemen yang terarah dan terpadu pada setiap fungsi mampu meningkatkan kemampuan berbahasa asing dan mutu peserta didik secara signifikan.

Kata Kunci: Manajemen Terintegrasi, Kegiatan Ekstrakurikuler, Pengembangan Bahasa Asing.

INTRODUCTION

Education is a planned way to make people's lives better. It serves as both a conduit for knowledge transfer and a humanizing process designed to enhance individuals' cognitive, social, and emotional abilities, facilitating meaningful societal participation.¹ Education is also important for shaping behavior and developing learning habits that help students adapt to and come up with new ideas in response to changes in science and technology.² In this context, extracurricular programs, such as activities for learning foreign languages, have been shown to improve students' motivation, language exposure, and communication skills when they are planned and carried out in a way that lasts³. So, good management that includes planning, organizing, financing, implementing, and evaluating is important for figuring out how well extracurricular programs help students reach their educational goals.⁴ In addition to management, getting involved in the community and focusing on character development make extracurricular activities even better for students' overall growth⁵.

Foreign language development extracurricular activities serve as one of the school's strategic approaches to improving student educational quality. Enhancing the quality of education is a collective responsibility shared by teachers and all stakeholders within the educational institution. Enhancing the quality of education is a collective responsibility shared by teachers and all stakeholders within the educational institution.⁶ Within this framework, the management of extracurricular programs which includes planning, organizing, implementing, and evaluating holds significant potential as a strategic vehicle for strengthening students' learning outcomes and character development when integrated into the school's internal quality assurance system.⁷ The effective implementation of educational quality assurance demands the active involvement of teachers, school leaders, school committees, parents, and the broader community so that program policies and quality evaluations become more relevant, contextual, and aligned with students' needs.

Moreover, the application of quality management principles such as the PDCA cycle, stakeholder engagement, and accountability helps bridge the gap between extracurricular program planning and the actual outcomes reflected in students' cognitive and non-cognitive

¹ Jose Wilmar Quintero Pena, Louis Volante, and Kristof De Witte, "The Impact of the Pandemic and School Closures on Non-Cognitive Characteristics: Evidence from PISA," *International Journal of Educational Research Open* 9, no. May (2025): 100489, <https://doi.org/10.1016/j.ijedro.2025.100489>.

² Gary Chapman, Washad Emambocus, and Demola Obembe, "Higher Education Student Motivations for Extracurricular Activities: Evidence from UK Universities," *Journal of Education and Work* 36, no. 2 (2023): 138–52, <https://doi.org/10.1080/13639080.2023.2167955>.

³ Azzahira Mustika, Arinda Putri, and Yuri Lolita, "The Correlation Between English Extracurricular Students' Self - Efficacy and Speaking Performance," *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 26394–403.

⁴ Abdurrahman Gibol and Muhammad Deni Santoso, "Management of Extracurricular Activities In Improving Student Achievement At Madrasah Tsanawiyah Bustanul Faizin," *Golden Ratio of Social Science and Education* 4, no. 2 (2024): 287–92, <https://doi.org/10.52970/grsse.v4i2.1321>.

⁵ Ayu Puji Rahayu and Yinshi Dong, "The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 459–74, <https://doi.org/10.35445/alishlah.v15i1.2968>.

⁶ Moh Ali Fauzi, Nur Alim, and Roni Harsoyo, "Implementation of the Internal Quality Assurance System (Spmi) As an Effort To Improve the Quality of Higher Education in Indonesia," *Jurnal Pendidikan (Teori Dan Praktek)* 9, no. 2 (2024): 175–83, <https://doi.org/10.26740/jp.v9n2.p175-183>.

⁷ Gibol and Santoso, "Management of Extracurricular Activities In Improving Student Achievement At Madrasah Tsanawiyah Bustanul Faizin."

development, including foreign language competence, learning motivation, and essential 21st-century soft skills.⁸ Consequently, school policies that integrate extracurricular management into the internal quality assurance system can strengthen program continuity, facilitate systematic monitoring and evaluation, and enhance accountability as well as the sustainable achievement of educational quality targets.⁹ Quality management is not only concerned with meeting academic standards but also with how schools create a supportive learning environment that fosters creativity, character development, and 21st-century competencies through non-formal activities such as foreign language extracurricular programs.

Research on extracurricular management, particularly in the area of foreign language development, has been widely conducted and has demonstrated significant contributions to improving educational quality. Kadwa et al. examined the role of the Access Program as an extracurricular initiative and its impact on EFL achievement in Morocco.¹⁰ Aliyah conducted a descriptive study on the practices of English language communities at the school level, highlighting activity methods and their effects on students' speaking skills.¹¹ Fadhlan's research focused on designing a management model for extracurricular programs aimed at improving students' Arabic language performance.¹² Gibol and Santoso discussed a case study of extracurricular management in Islamic schools, describing planning, implementation, and control processes in a descriptive manner.¹³ Febriani reported the implementation of an English Club in an Islamic elementary school, outlining program planning, parent engagement, and improvements in oral fluency.¹⁴ Duygu evaluated extracurricular courses or activities at the university level.¹⁵ Juliana carried out a correlational study showing a positive relationship between student participation in extracurricular activities and their academic achievement.¹⁶ Meanwhile, Tursino elaborated on the planning

⁸ Rosida Kerin Meirani, Achmad Supriyanto, and Ali Imron, "Implementasi Total Quality Management Melalui Penjaminan Mutu Dan Pelibatan Stakeholder Dalam Penyusunan Kurikulum SMK PK," *Kelola: Jurnal Manajemen Pendidikan* 10, no. 2 (2023): 115–31, <https://doi.org/10.24246/j.jk.2023.v10.i2.p115-131>.

⁹ Jaya Yanti, Nur Istiqomah, and Ghufron Abdullah, "Implementation of Academic Quality Management Through The PDCA Cycle at SD Negeri Pringap 02 Semarang Regency" 14, no. 3 (2025): 1680–87.

¹⁰ Mohammed Siddique Kadwa and Hamza Alshenqeeti, "International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program," *International Journal of Linguistics, Literature and Translation (IJLLT)* 3, no. 11 (2020): 55–67, <https://doi.org/10.32996/ijllt>.

¹¹ Sofiatil Aliyah, Moch. Imam Machfudi, and Suratinah Suratinah, "English Extracurricular Activities in Developing Language Intelligence at SMP Plus Al Munawaroh Jember," *Journal of English for Academic and Specific Purposes (JEASP)* 6, no. 2 (2023): 91–102, <https://doi.org/10.18860/jeasp.v6i2.23328>.

¹² Muhammad Fadhlan, Mochammad Firdaus, and Ahmad Fikri, "Improving Student's Arabic Achievement by Implementing Extracurricular Program Management," *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 1792–1804, <https://doi.org/10.35445/alishlah.v16i2.4722>.

¹³ Gibol and Santoso, "Management of Extracurricular Activities In Improving Student Achievement At Madrasah Tsanawiyah Bustanul Faizin."

¹⁴ Rendra Ari Ekawati and Rina Febrina Sarie, "English Club to Develop English Language Skills: A Case Study of An Elementary School in Indonesia," *Elementary Education Journal* 1, no. 1 (2021): 55–59, <https://doi.org/10.53088/ej.v1i1.159>.

¹⁵ Duygu İleritürk, "Evaluation of Extracurricular Activities in Education According to Pre-School Teacher Candidates' Views," *Social Sciences and Humanities Open* 8, no. 1 (2023), <https://doi.org/10.1016/j.ssaho.2023.100524>.

¹⁶ Juliana Juliana and Novi Afrianti, "The Effect of Extracurricular Activity Toward English Learning Achievement of Nursing Students," *Premise: Journal of English Education* 9, no. 2 (2020): 183,

and control of extracurricular activities aimed at strengthening students' character formation.¹⁷

Additional studies have been conducted by Isnaniah, who presented the process of establishing a language community and reported pretest–posttest results emphasizing the importance of a topical syllabus for community-based language programs.¹⁸ Rahayu identified a positive relationship between extracurricular activities and character development, as well as internal and external influencing factors such as teachers, school climate, and parental support.¹⁹ Erum Khan conducted a quantitative study in Pakistan assessing the impact of extracurricular activities on academic performance and providing correlational evidence of their effects.²⁰ Vispo carried out a quantitative survey among secondary school students examining participation levels and their relationship with academic outcomes, revealing variability influenced by the quality of program management.²¹ Suherman described the implementation stages of an English club and highlighted its operational challenges.²² Meanwhile, Hanif proposed a model for planning extracurricular activities at the junior high school level, emphasizing the necessity of written procedures and adequate resource allocation.²³

Based on the review of previous studies, it can be concluded that the research gap lies in the absence of an integrated and systematically documented model of extracurricular management across all managerial stages. This management model encompasses planning, organizing, implementation, and evaluation. Most existing studies primarily emphasize the benefits of foreign language extracurricular activities for students' language abilities, while paying limited attention to how effective management processes serve as a determining factor in program success. This study investigates the implementation of management functions and their optimization in extracurricular activities for foreign language development to holistically improve student quality.

To analyze this optimization, the present study employs the theoretical framework proposed by George R. Terry. Terry's theory was selected because it provides a comprehensive, systematic, and applicable managerial structure for examining school-based programs. According to Terry, management effectiveness consists of four main functions: planning, organizing, actuating, and evaluating. These functions are highly relevant to the

<https://doi.org/10.24127/pj.v9i2.3075>.

¹⁷ Tursino Tursino and Jamal Fakhri, "Management of Extracurricular Activities Shaping the Character of Students in Madrasah," *Journal of Advanced Islamic Educational Management* 1, no. 2 (2021): 93–108, <https://doi.org/10.24042/jaiem.v1i2.11724>.

¹⁸ Kadwa and Alshenqeeti, "International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program."

¹⁹ Rahayu and Dong, "The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review."

²⁰ Erum Khan, "Impact of Learning Environment on Academic Performance of Students at Secondary Level," *Sjesr* 6, no. 1 (2023): 187–95, [https://doi.org/10.36902/sjesr-vol6-iss1-2023\(187-195\)](https://doi.org/10.36902/sjesr-vol6-iss1-2023(187-195)).

²¹ Genesis B . Vispo and Zenvi Ann Macalinao, "Extent of Students Involvement in Extracurricular Activities and Academic Performance Among Grade 8 Students," *International Journal of Multidisciplinary: Applied Business and Education Research* 5, no. 6 (2024): 2151–61, <https://doi.org/10.11594/ijmaber.05.06.18>.

²² Hana Lusiyana. Basuki, Danang Dwi. Jami, Fitri Yessi Suherman, "Implementasi Kegiatan Esktrakurikuler English Club Dalam Keterampilan Berbahasa Inggris," *Jurnal Al Amin* 3, no. 1 (2022): 108–16.

²³ Hanif Hanif Al Kadri et al, "Planning for Extracurricular Activities" 382, no. Icet (2019): 381–84, <https://doi.org/10.2991/icet-19.2019.95>.

contexts of decision-making, coordination, resource management, activity implementation, and measurable outcome monitoring. Terry's framework enables the researcher to assess the extent to which foreign language development extracurricular activities have implemented effective management processes in accordance with established standards.

One of the educational institutions that seeks to enhance educational quality through foreign language development extracurricular activities is Al-Utsmani Islamic Senior High School. The school demonstrates a strong commitment to preparing a globally competitive generation that excels not only in academic and religious aspects but also in cross-cultural communication skills. To facilitate and develop students' potential, the school has established an organization known as the Foreign Language Development Institute. This institute focuses on strengthening students' proficiency in English and Arabic, regarded respectively as an international language and the language of the Qur'an.

Foreign Language Development Institute functions as the central coordinating body for foreign language programs conducted outside formal instructional hours. These activities aim not only to enhance students' language skills but also to cultivate discipline, self-confidence, and achievement-oriented character traits. Observations of the students' progress and achievements within Foreign Language Development Institute indicate the presence of effective management practices in organizing and implementing the programs. Integrated and effective management across the stages of planning, organizing, implementation, and evaluation is essential to creating extracurricular activities that produce a tangible impact on improving student quality. Therefore, this study seeks to conduct an in-depth analysis of how management functions are applied in foreign language development extracurricular activities at Al-Utsmani Islamic Senior High School through Foreign Language Development Institute.

METHOD

This study employs a qualitative descriptive approach to examine the management of foreign language development extracurricular activities at Al-Utsmani Islamic Senior High School. This approach was selected because it enables an in-depth exploration of management processes as they occur in real field conditions. The research was conducted at the Foreign Language Development Institute of Al-Utsmani Islamic Senior High School. The research subjects included the vice principal for student affairs, Foreign Language Development Institute mentors, and students participating in English and Arabic extracurricular activities.

Data were collected through semi-structured interviews, observations, and documentation. Interviews were conducted to obtain information related to planning, organizing, implementation, and evaluation processes. Observations were carried out during language training activities and coordination meetings. Documentation was obtained from program plans, activity schedules, and assessment records.

Data analysis was conducted through three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting essential information relevant to the research focus. Data were then organized into thematic categories for presentation, and

conclusions were drawn based on the research findings. Data validity was ensured through source and technique triangulation.

RESULTS AND DISCUSSION

Planning of Foreign Language Development Extracurricular Activities at Al-Utsmani Islamic Senior High School

According to George R. Terry, management refers to the ability to guide organizational activities and achieve desired outcomes through the effective utilization of human and material resources. Terry conceptualizes management as a systematic process encompassing planning, organizing, actuating, and controlling to accomplish predetermined objectives.²⁴ Accordingly, management may be understood as a structured social process designed to ensure collaboration, participation, and stakeholder engagement in the effective attainment of institutional goals. Within the context of educational management, management involves leadership, coordination, and supervision of individuals and groups to align organizational efforts with educational objectives and performance standards.

According to George R. Terry, planning is a fundamental management function that serves as the foundation for all other managerial activities.²⁵ Planning involves determining organizational goals, formulating strategic actions, and allocating the necessary resources to achieve the intended objectives. The vice principal for student affairs and one of the foreign language development mentors stated that foreign language extracurricular activities at Al-Utsmani Islamic Senior High School have been implemented effectively through continuous mentoring and training conducted by the Foreign Language Development Institute management team. To make sure that learning a foreign language is effective, these activities need to be based on careful and systematic planning.

The planning process starts with formulating extracurricular activities and identifying specific objectives to be achieved. Planning is carried out through weekly coordination meetings, enabling language teachers and mentors to develop a shared understanding of how the extracurricular program should be implemented in alignment with institutional expectations. The outcomes of the planning process include the determination of appropriate instructional methods. At Foreign Language Development Institute of Al-Utsmani Islamic Senior High School, the instructional approach integrates *al-Hiwar* (speaking practice), *al-Qawaid* (grammar instruction), and translation activities. This integrated approach aims to create an effective and engaging foreign language learning program. The extracurricular activities are crafted to showcase the unique features of Pondok Pesantren Salafiyah Al-Utsmani by incorporating training focused on understanding and explaining classical Islamic texts in both Arabic and English.

This step demonstrates the presence of a continuous planning process as articulated by Terry. Planning involves setting objectives and ensuring that all implementers clearly

²⁴ Rifaldi Dwi Syahputra and Nuri Aslami, "Prinsip-Prinsip Utama Manajemen George R. Terry," *Manajemen Kreatif Jurnal* 1, no. 3 (2023): 51–61, <https://doi.org/10.55606/makreju.v1i3.1615>.

²⁵ Koppel Tavo and Romann Rasmus, "The Role of Planning in Management: Strategies to Achieve Organizational Success," *Sharia Oikonomia Law Journal* 2, no. 2 (2024): 106–15, <https://doi.org/10.55849/solj.v2i2.1148>.

understand the strategies and procedures to be followed. Consequently, well-structured planning enables foreign language development extracurricular activities to be implemented effectively and to make a tangible contribution to the improvement of overall student quality.

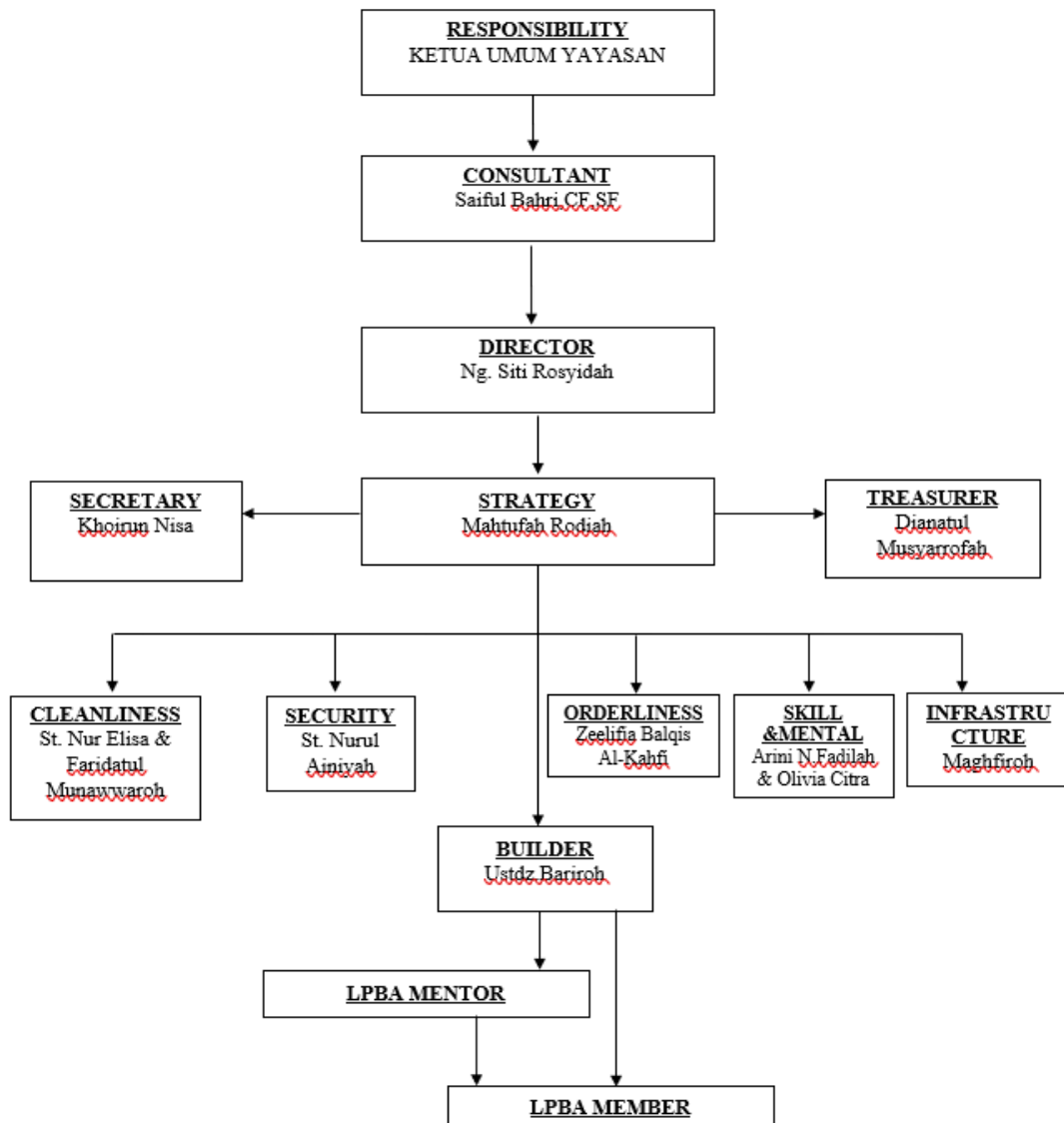


Figure 1. Organizational structure of the Foreign Language Development Institute

Organizing of Foreign Language Development Extracurricular Activities at Al-Utsmani Islamic Senior High School

Organizing is the process of grouping activities, establishing an organizational structure, assigning tasks, and distributing resources. George R. Terry defines organizing as the act of arranging and structuring activities and human resources in such a way that effective relationships are created to achieve organizational goals.²⁶ This indicates that an organization needs a clear structure, defined workflows, and effective coordination to ensure that all programs are executed as intended. In this context, organizing foreign language

²⁶ Nurhikmah, "Intiha: Islamic Education Journal Educational Management Functions: Planning, Organizing, Actuating, Controlling," *Education Manajemen Functions: Planing, Organizing, Actuating, Controlling*, 2024.

development extracurricular activities at Al-Utsmani Islamic Senior High School focuses on enhancing student quality through the delegation of functions and responsibilities for implementing these programs.

Organizing extracurricular activities for foreign language development at Al-Utsmani Islamic Senior High School plays a crucial role in enhancing the quality of learning. Activities are grouped according to the types of foreign language programs developed, such as Arabic and English, in alignment with students' needs. Furthermore, the organizational structure is established by appointing program coordinators and mentors and clearly defining the roles and responsibilities of all involved parties. The alignment between supervising teachers, students' needs, and available facilities constitutes a critical aspect of the organizing process, enabling the extracurricular programs to be implemented optimally.

Implementation of Foreign Language Development Extracurricular Activities at Al-Utsmani Islamic Senior High School

Actuating (implementation) refers to the process of mobilizing human resources to work in accordance with established plans. According to George R. Terry, actuating means influencing individuals so that they are willing to contribute their best efforts toward the achievement of organizational goals.²⁷ This function goes beyond merely ensuring that tasks are completed; it aims to stimulate motivation, commitment, and enthusiasm among individuals and groups to perform optimally. The actuating process also involves effective communication, clear instruction, and appropriate leadership approaches, enabling organizational members to feel valued, supported, and motivated to deliver their best performance.²⁸

The researcher conducted an analysis of the active implementation of extracurricular activities at Al-Utsmani Islamic Senior High School. By directly participating in these activities, the researcher obtained various forms of information regarding the instructional practices applied by the mentors. The learning process begins at a basic level, such as vocabulary memorization for beginner students, and gradually progresses to constructing simple sentences and developing coherent paragraphs. For students at more advanced levels, mentors guide them to produce academic written works, including scholarly articles written in Arabic or English in accordance with the specific program they participate in.

In addition, the extracurricular program adopts a collaborative approach designed to enhance students' critical thinking abilities and communication skills. At the upper levels, senior students are organized into discussion groups to explore specific topics in a foreign language, followed by presentation sessions. These presentations are conducted on a daily basis as a form of habituation and as an evaluative mechanism to assess students' mastery of previously memorized vocabulary. This approach has proven effective in reinforcing students' retention of foreign language material while encouraging greater confidence in expressing ideas and arguments using the target language. To further strengthen foreign

²⁷ Neni utami, Muhammad Yoga Aditia, and Binti Nur Asiyah, "Penerapan Manajemen POAC (Planning, Organizing, Actuating Dan Controlling) Pada Usaha Dawet Semar Di Kabupaten Blitar," *Jurnal Penelitian Ekonomi Manajemen Dan Bisnis* 2, no. 2 (2023): 36–48, <https://doi.org/10.55606/jekombis.v2i2.1522>.

²⁸ Abdurrahman Abdurrahman and Abdurrahman Abdurrahman, "Manajemen Komunikasi Untuk Membentuk Iklim Kerja Efektif OSIM Madrasah Aliyah Nurul Jadid Paiton Probolinggo," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 6 (2023): 2549–57, <https://doi.org/10.31004/edukatif.v5i6.5823>.

language proficiency, Foreign Language Development Institute also invites international speakers through the organization of international seminars. This program helps students improve their foreign language skills by letting them talk to people from other countries directly.

Overall, the research findings indicate that extracurricular activities at Al-Utsmani Islamic Senior High School function not only as a platform for developing students' interests and talents but also as a means of strengthening academic competencies, particularly in foreign language proficiency. The diversity of instructional methods employed ranging from memorization and discussion to the production of academic writing reflects a tiered, collaborative, and practice-based learning system. This approach contributes significantly to improving student quality, especially in fostering linguistic potential and developing foreign language literacy skills in a sustainable manner.



Figure 2. International Seminar for Female Students



Figure 3. International Seminar for Male Students



Figure 4. Arabic Language international seminar in collaboration with Al-Utsmani Islamic Higher Education Institute

Evaluation of Foreign Language Development Extracurricular Activities at Al-Utsmani Islamic Senior High School

According to George R. Terry, evaluation constitutes an integral component of the controlling function in management. In conducting controlling activities, several essential steps must be undertaken, including establishing performance standards or criteria, measuring the implementation of activities through continuous monitoring of ongoing processes and outcomes, comparing actual results with predetermined standards, and implementing corrective actions when deviations occur.²⁹ Thus, within Terry's framework, evaluation is not merely an assessment of what has been accomplished but a systematic, continuous, and corrective process aimed at improving organizational performance.

The evaluation conducted by extracurricular mentors is aligned with George R. Terry's controlling framework. At the initial stage of the evaluation process, competency standards are established, including vocabulary mastery, sentence construction ability, and understanding of foreign language structures. The evaluation process is carried out through two main methods: oral and written assessments. First, students' vocabulary mastery and sentence construction skills are measured through oral tests in the form of public speaking activities. Subsequently, mentors assess students' achievement through written tests consisting of questions designed based on the learning materials covered during the extracurricular activities. These evaluation results enable mentors to obtain an objective overview of each student's level of knowledge and skill development.

After conducting the measurement process, mentors then compare students' test results with the predetermined competency standards. Through this step, mentors are able to identify competencies that have been achieved as well as areas requiring further reinforcement. The evaluation process also provides valuable information regarding the effectiveness of the instructional methods employed during the extracurricular activities.

²⁹ AnnisaHasanah Nasution, Cindri Madelta, and Siti Khairuna Salwa, "Operasionalisasi Fungsi-Fungsi Manajemen Manajemen Dalam Lembaga Pendidikan Dan" 02, no. 01 (2025): 468–77.

When discrepancies are identified between actual outcomes and the expected standards, mentors implement corrective actions, including providing additional practice, refining instructional strategies, and offering targeted mentoring for students who experience learning difficulties.



Figure 5. Oral Assessment Through Public Speaking Activities



Figure 6. Evaluation Through Written Tests

CONCLUSION

Based on the research findings, it can be concluded that the implementation of George R. Terry's management functions has been effectively carried out and has contributed to the improvement of students' foreign language proficiency. In terms of planning, the school formulates objectives, designs programs, and conducts regular coordination meetings as a foundation for program implementation. In the organizing function, Foreign Language Development Institute establishes an organizational structure, assigns responsibilities, and manages resources to support program effectiveness. Regarding implementation, extracurricular activities are conducted through language training,

mentoring, and supporting activities such as discussions, speaking practice, and seminars. Meanwhile, the evaluation function is implemented through oral and written assessments, as well as periodic monitoring of students' progress.

Overall, this study demonstrates that well directed and integrated management across all managerial functions is capable of enhancing student quality, particularly in foreign language competence. This finding confirms that the effectiveness of extracurricular management is highly dependent on the quality of planning, organizing, implementation, and evaluation processes.

This study has several limitations. It was conducted in a single institution, which may limit the generalizability of the findings. The use of a qualitative descriptive approach also restricts the study from providing measurable statistical evidence. In addition, the data were obtained from a limited number of informants and did not fully involve broader stakeholders. Therefore, future research is recommended to involve multiple institutions to enhance generalizability, apply quantitative or mixed-method approaches to obtain more objective measurements of program effectiveness, and include broader stakeholder perspectives. Further studies may also explore the integration of technology and innovation in foreign language extracurricular management to support more sustainable program development.

BIBLIOGRAPHY

- Abdurrahman, Abdurrahman, and Abdurrahman Abdurrahman. "Manajemen Komunikasi Untuk Membentuk Iklim Kerja Efektif OSIM Madrasah Aliyah Nurul Jadid Paiton Probolinggo." *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 6 (2023): 2549–57. <https://doi.org/10.31004/edukatif.v5i6.5823>.
- Aliyah, Sofiatil, Moch. Imam Machfudi, and Suratinah Suratinah. "English Extracurricular Activities in Developing Language Intelligence at SMP Plus Al Munawaroh Jember." *Journal of English for Academic and Specific Purposes (JEASP)* 6, no. 2 (2023): 91–102. <https://doi.org/10.18860/jeasp.v6i2.23328>.
- Chapman, Gary, Washad Emambocus, and Demola Obembe. "Higher Education Student Motivations for Extracurricular Activities: Evidence from UK Universities." *Journal of Education and Work* 36, no. 2 (2023): 138–52. <https://doi.org/10.1080/13639080.2023.2167955>.
- Ekawati, Rendra Ari, and Rina Febrina Sarie. "English Club to Develop English Language Skills: A Case Study of An Elementary School in Indonesia." *Elementary Education Journal* 1, no. 1 (2021): 55–59. <https://doi.org/10.53088/ej.v1i1.159>.
- Erum Khan. "Impact of Learning Environment on Academic Performance of Students at Secondary Level." *Sjesr* 6, no. 1 (2023): 187–95. [https://doi.org/10.36902/sjesr-vol6-iss1-2023\(187-195\)](https://doi.org/10.36902/sjesr-vol6-iss1-2023(187-195)).
- Fadhlan, Muhammad, Mochammad Firdaus, and Ahmad Fikri. "Improving Student's Arabic Achievement by Implementing Extracurricular Program Management." *AL-ISHLAH: Jurnal Pendidikan* 16, no. 2 (2024): 1792–1804. <https://doi.org/10.35445/alishlah.v16i2.4722>.

- Gibol, Abdurrahman, and Muhammad Deni Santoso. "Management of Extracurricular Activities In Improving Student Achievement At Madrasah Tsanawiyah Bustanul Faizin." *Golden Ratio of Social Science and Education* 4, no. 2 (2024): 287–92. <https://doi.org/10.52970/grsse.v4i2.1321>.
- Hanif Al Kadri, Hanif, Hanif Al Kadri, Tia Ayu Ningrum, Yulianto Santoso, and Ratnawati Ratnawati. "Planning for Extracurricular Activities" 382, no. Icet (2019): 381–84. <https://doi.org/10.2991/icet-19.2019.95>.
- İleritürk, Duygu. "Evaluation of Extracurricular Activities in Education According to Pre-School Teacher Candidates' Views." *Social Sciences and Humanities Open* 8, no. 1 (2023). <https://doi.org/10.1016/j.ssaho.2023.100524>.
- Juliana, Juliana, and Novi Afrianti. "The Effect of Extracurricular Activity Toward English Learning Achievement of Nursing Students." *Premise: Journal of English Education* 9, no. 2 (2020): 183. <https://doi.org/10.24127/pj.v9i2.3075>.
- Kadwa, Mohammed Siddique, and Hamza Alshenqeeti. "International Journal of Linguistics, Literature and Translation (IJLLT) The Impact of Students' Proficiency in English on Science Courses in a Foundation Year Program." *International Journal of Linguistics, Literature and Translation (IJLLT)* 3, no. 11 (2020): 55–67. <https://doi.org/10.32996/ijllt>.
- Meirani, Rosida Kerin, Achmad Supriyanto, and Ali Imron. "Implementasi Total Quality Management Melalui Penjaminan Mutu Dan Pelibatan Stakeholder Dalam Penyusunan Kurikulum SMK PK." *Kelola: Jurnal Manajemen Pendidikan* 10, no. 2 (2023): 115–31. <https://doi.org/10.24246/j.jk.2023.v10.i2.p115-131>.
- Moh Ali Fauzi, Nur Alim, and Roni Harsoyo. "Implementation of the Internal Quality Assurance System (Spmi) As an Effort To Improve the Quality of Higher Education in Indonesia." *Jurnal Pendidikan (Teori Dan Praktik)* 9, no. 2 (2024): 175–83. <https://doi.org/10.26740/jp.v9n2.p175-183>.
- Mustika, Azzahira, Arinda Putri, and Yuri Lolita. "The Correlation Between English Extracurricular Students ' Self - Efficacy and Speaking Performance." *Jurnal Pendidikan Tambusai* 7, no. 3 (2023): 26394–403.
- Nasution, Annisa Hasanah, Cindri Madelta, and Siti Khairuna Salwa. "Operasionalisasi Fungsi-Fungsi Manajemen Manajemen Dalam Lembaga Pendidikan Dan" 02, no. 01 (2025): 468–77.
- Neni utami, Muhammad Yoga Aditia, and Binti Nur Asiyah. "Penerapan Manajemen POAC (Planning, Organizing, Actuating Dan Controlling) Pada Usaha Dawet Semar Di Kabupaten Blitar." *Jurnal Penelitian Ekonomi Manajemen Dan Bisnis* 2, no. 2 (2023): 36–48. <https://doi.org/10.55606/jekombis.v2i2.1522>.
- Nurhikmah. "Intiha: Islamic Education Journal Educational Management Functions: Planning, Organizing, Actuating, Controlling." *Education Manajemen Functions: Planing, Organizing, Actuating, Controlling*, 2024.
- Pena, Jose Wilmar Quintero, Louis Volante, and Kristof De Witte. "The Impact of the Pandemic and School Closures on Non-Cognitive Characteristics: Evidence from PISA." *International Journal of Educational Research Open* 9, no. May (2025): 100489. <https://doi.org/10.1016/j.ijedro.2025.100489>.

- Rahayu, Ayu Puji, and Yinshi Dong. "The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review." *AL-ISHLAH: Jurnal Pendidikan* 15, no. 1 (2023): 459–74. <https://doi.org/10.35445/alishlah.v15i1.2968>.
- Rifaldi Dwi Syahputra, and Nuri Aslami. "Prinsip-Prinsip Utama Manajemen George R. Terry." *Manajemen Kreatif Jurnal* 1, no. 3 (2023): 51–61. <https://doi.org/10.55606/makreju.v1i3.1615>.
- Suherman, Hana Lusiyana. Basuki, Danang Dwi. Jami, Fitri Yessi. "Implementasi Kegiatan Esktrakurikuler English Club Dalam Keterampilan Berbahasa Inggris." *Jurnal Al Amin* 3, no. 1 (2022): 108–16.
- Tavo, Koppel, and Romann Rasmus. "The Role of Planning in Management: Strategies to Achieve Organizational Success." *Sharia Oikonomia Law Journal* 2, no. 2 (2024): 106–15. <https://doi.org/10.55849/solj.v2i2.1148>.
- Tursino, Tursino, and Jamal Fakhri. "Management of Extracurricular Activities Shaping the Character of Students in Madrasah." *Journal of Advanced Islamic Educational Management* 1, no. 2 (2021): 93–108. <https://doi.org/10.24042/jaiem.v1i2.11724>.
- Vispo, Genesis B, and Zenvi Ann Macalinao. "Extent of Students Involvement in Extracurricular Activities and Academic Performance Among Grade 8 Students." *International Journal of Multidisciplinary: Applied Business and Education Research* 5, no. 6 (2024): 2151–61. <https://doi.org/10.11594/ijmaber.05.06.18>.
- Yanti, Jaya, Nur Istiqomah, and Ghufron Abdullah. "Implementation of Academic Quality Management Through The PDCA Cycle at SD Negeri Pringap 02 Semarang Regeny" 14, no. 3 (2025): 1680–87.