



MANAGEMENT OF EXTRACURRICULAR JOURNALISM PROGRAMS AS A STRATEGY FOR DEVELOPING STUDENT CREATIVITY AT THE STATE MADRASAH ALIYAH



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Abstract

This study aims to describe the management of the journalism extracurricular program as a strategy for developing student creativity at State Madrasah Aliyah 6 Tasikmalaya. This qualitative study collected data through observation, interviews, and document analysis, followed by data condensation, presentation, and conclusion drawing. The results show that planning is conducted through working meetings involving advisors, officers, and members to develop work programs, establish objectives and schedules, and assign responsibilities. Organization is implemented through a structure comprising divisions based on members' interests and competencies, including writing, photography, videography, and graphic design. Implementation includes journalism training, coverage of madrasah events, social media management, magazine and newsletter production, and digital content creation. Supervision is conducted through monitoring, evaluation, meetings, activity reports, and guidance from advisors and madrasah officials. Program success is supported by student enthusiasm, madrasah support, technology, and teamwork, despite limited resources, scheduling conflicts, and different skill levels. These findings demonstrate that management functions support creativity, digital literacy, and 21st-century skills.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pengelolaan program ekstrakurikuler jurnalistik sebagai strategi pengembangan kreativitas siswa di Madrasah Aliyah Negeri 6 Tasikmalaya. Penelitian kualitatif ini mengumpulkan data melalui observasi, wawancara, dan analisis dokumen, dilanjutkan dengan pemaparan data, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa perencanaan dilakukan melalui rapat kerja yang melibatkan pembimbing, pengurus, dan anggota untuk menyusun program kerja, menetapkan tujuan dan jadwal, serta membagi tanggung jawab. Pengorganisasian dilaksanakan melalui struktur yang terdiri dari divisi-divisi berdasarkan minat dan kompetensi anggota, termasuk penulisan, fotografi, videografi, dan desain grafis. Pelaksanaan mencakup pelatihan jurnalistik, peliputan acara madrasah, pengelolaan media sosial, produksi majalah dan buletin, serta pembuatan konten digital. Pengawasan dilakukan melalui pemantauan, evaluasi, rapat, laporan kegiatan, serta bimbingan dari pembimbing dan pejabat madrasah. Keberhasilan program ini didukung oleh antusiasme siswa, dukungan madrasah, teknologi, dan kerja sama tim, meskipun sumber daya terbatas, adanya konflik jadwal, dan perbedaan tingkat keterampilan. Temuan ini menunjukkan bahwa fungsi manajemen mendukung kreativitas, literasi digital, dan keterampilan abad ke-21.

INTRODUCTION

Developments in the 21st century require the education sector to focus not only on the mastery of factual knowledge, but also on the development of skills needed for life



and the future workplace. Various studies confirm that skills or competencies such as critical thinking, collaboration, communication, and creativity are essential competencies that students must possess to face increasingly complex social, technological, and economic changes (Sidiq et al., 2025). Among these competencies, creativity plays a crucial role because it enables students to generate new ideas, find solutions to various problems, and adapt to the dynamics of the changing times (Hapsari & Prasetyarini, 2025).

The development of creativity in education not only contributes to students' academic success but also has a broader impact on society (Assa'diy et al., 2025). Students with creative skills tend to be able to generate innovations, actively participate in social life, and become agents of change who can make positive contributions to their communities (Mita Tri Wahyuni et al., 2025). Education that emphasizes the development of creativity plays a vital role in shaping individuals who are innovative, productive, and capable of supporting the realization of an inclusive and sustainable society (Adhia et al., 2025).

One strategy schools can implement to foster students' creativity is through extracurricular programs (Nuraini et al., 2025). Extracurricular programs are educational activities conducted outside of formal class hours and designed to optimally develop students' potential, interests, talents, and skills. According to (Delviana et al., 2025), extracurricular activities are an integral part of education that play a crucial role in developing students' skills and shaping their character. Extracurricular activities can enhance students' social skills, such as the ability to collaborate, communicate effectively, and develop leadership qualities (Barokah et al., 2024). Thus, extracurricular programs play a vital role in efforts to improve the overall quality of education.

One type of extracurricular activity with great potential for developing students' creativity is journalism. Journalism activities provide students with the opportunity to develop critical thinking skills, observe social phenomena, gather and process information, write news stories, document events, and convey information through various communication media (Alinssan, 2023). In addition, journalism also encourages students to develop verbal creativity through writing and visual creativity through photography, graphic design, and the management of publication media. Therefore, according to (Santoso et al., 2025), journalism extracurricular activities not only support the development of academic abilities but also foster communication skills and digital literacy relevant to the needs of today's digital age.

The journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya is a relatively new student development program, yet it has shown quite positive progress. This activity provides students with an opportunity to develop their creativity in news writing, photography, event documentation, and the publication of school-related information. In fact, according to information from the program advisor, State Senior High School 6 Tasikmalaya is one of the schools in the Bantarkalong District of Tasikmalaya that has established a journalism extracurricular program as a platform for fostering student creativity. This program not only serves as a means of developing students' talents and interests but also acts as a publication platform that can enhance the madrasah's image in the community.

The existence of a journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya is also an interesting phenomenon worthy of further study. Amid a variety of extracurricular activities that generally focus on sports, the arts, and religion, journalism serves as a platform capable of integrating students' critical thinking, creativity, communication, digital literacy, and social skills. This program provides students with the opportunity to be directly involved in the process of gathering information, writing news

stories, documenting events, taking photographs, and publishing content through various media. These experiences not only enrich students' skills but also encourage them to be more attuned to their surroundings and the flow of information around them. Another unique aspect of State Senior High School 6 Tasikmalaya is its bold initiative to introduce a journalism extracurricular program within the madrasah setting. This demonstrates the madrasah's commitment to responding to advancements in information technology and students' growing need for increasingly complex 21st-century skills (Winaryati et al., 2022). The existence of this program also serves as a distinctive feature and added value that sets State Senior High School 6 Tasikmalaya apart from other educational institutions in the surrounding area.

Based on various previous studies, research on journalism extracurricular activities generally focuses more on the impact of such activities on improving students' writing skills, media literacy, critical thinking, and creativity. Other studies have also highlighted the implementation of journalism programs as a means of developing students' character and digital literacy. However, most of these studies still focus on the outcomes of journalism activities, while studies examining the management process of journalism extracurricular activities including aspects of planning, organizing, implementation, and supervision as strategies for developing student creativity remain relatively limited, particularly in the context of madrasah aliyah. Furthermore, there has been little research examining how these management functions are implemented in an integrated manner within journalism extracurricular activities at madrasahs with Islamic educational characteristics. Yet, an understanding of program management practices is crucial as the foundation for developing an effective extracurricular management model to enhance students' creativity.

The success of an extracurricular activity is determined not only by the existence of the program itself, but also by how the program is planned, managed, implemented, and evaluated on an ongoing basis. Effective management will determine the extent to which journalism activities can serve as an effective means of fostering students' creativity (Anggraini et al., 2025). Therefore, it is important to gain a deeper understanding of the journalism extracurricular management process implemented at Madrasah Aliyah Negeri 6 Tasikmalaya, so that it can be determined how the program fosters various forms of student creativity whether in writing, photography, media design, or information management. This understanding is expected to provide a more comprehensive picture of the practices of journalism extracurricular program management in madrasahs and their contribution to the development of students' creativity.

RESEARCH METHODOLOGY

This study employs a qualitative approach through field research conducted at Madrasah Aliyah Negeri 6 Tasikmalaya to gain an in-depth understanding of the management of journalism extracurricular activities in fostering student creativity. The research data sources consist of primary and secondary data (Sugiyono, 2023). Primary data were obtained through interviews with the journalism extracurricular advisor, the extracurricular chairperson, and educators involved in journalism activities. These informants were selected using *purposive sampling*, which involves selecting informants based on the consideration that they possess the knowledge, experience, and direct involvement in managing the journalism extracurricular program, thereby enabling them to provide relevant and in-depth information aligned with the research focus (Moleong, 2014). Extracurricular advisors were selected because they are responsible for the planning, implementation, and evaluation of the program; extracurricular club presidents

were selected because they play a role in coordinating all of the organization's activities; and educators were selected because they are involved in the process of guiding and mentoring journalism activities.

The interviews were conducted in a semi-structured manner using an interview guide developed based on the research focus. Before the interviews took place, the researcher sought permission from the madrasah administration and explained the purpose of the research to each informant. Subsequently, the interviews were conducted face-to-face, with the posing key questions that were then expanded upon based on the informants' responses to elicit more in-depth data. All interview results were recorded—with the informants' consent—and subsequently transcribed and reconfirmed through member checking before being analyzed alongside observational and documentary data through triangulation to ensure data credibility. Meanwhile, secondary data was obtained from various supporting documents, such as madrasah profiles, organizational structures, extracurricular work programs, activity documentation, and other relevant documents.

Data collection techniques included observation, in-depth interviews, and a documentary study (Creswell, 2022). Observation was used to directly observe the planning, implementation, and evaluation of journalism extracurricular activities, as well as student involvement in various journalism activities. Interviews were conducted to gather in-depth information regarding the management of activities, mentoring strategies, and efforts to foster student creativity. The documentary study was used to supplement and verify the data obtained through observation and interviews by analyzing various documents related to journalism extracurricular activities.

Data analysis was conducted using the interactive model which includes *data condensation*, *data display*, and *conclusion drawing and verification*. During the data condensation stage, the researcher selected, grouped, simplified, and focused the data from observations, interviews, and documentation into themes related to planning, organizing, implementing, evaluating, and enhancing student creativity through journalism extracurricular activities. Next, the condensed data is presented systematically in the form of narrative descriptions, matrices, and categorizations of findings, thereby making it easier for the researcher to understand the patterns, relationships, and trends emerging from the data. Based on the presented data, the researcher then continuously draws and verifies conclusions by comparing various data sources until consistent and credible findings are obtained.

To ensure the validity of the data, this study employed extended observation to enable the researcher to gain a deeper understanding of the research context, enhanced rigor through careful and repeated observation and data analysis, *conducted checks* by confirming the findings with informants, and ensured the adequacy of references by utilizing various literature sources, documents, and relevant previous research findings as comparative material and to support the research results (Sopwandin, 2020) .

RESULTS AND DISCUSSION

RESULTS

The management process for the journalism extracurricular program at State Senior High School 6 Tasikmalaya involves several stages: planning, organizing, implementation, and supervision, as described below.

First, planning for the journalism extracurricular program. Planning for the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya is carried out through a working meeting involving the vice principal for student affairs, the

extracurricular advisor, the core committee, and the division coordinators. During these meetings, the annual work program, activity targets, funding sources, implementation schedules, and the division of responsibilities among members are discussed. These activities are illustrated in the image below.



Figure 1. Extracurricular Planning Meeting

This statement was reinforced by the results of an interview with the journalism extracurricular advisor, who stated: "Before the program begins, we always hold a working meeting with the madrasah's vice principal for student affairs, the executive board, and all division coordinators. During these meetings, we drew up a one – year work plan, set the goals we wanted to achieve, created a schedule of activities, and assigned tasks to each member to ensure the program's implementation was well – directed" (Nida, 2026a) . The same point was also conveyed by the chair of the journalism extracurricular club: "Each member was given the opportunity to propose programs according to their division's needs. After all proposals were discussed together, we agreed on a work program to be implemented during one term of office so that every member understands their duties and responsibilities." (Fitri, 2026) .

Second, the organization of the journalism extracurricular program. The journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya has a relatively comprehensive organizational structure. This structure consists of an advisor, chairperson, vice chairperson, secretary, treasurer, a training and education division, a human resources development division, a media and communications division, as well as several technical divisions such as photography, videography, graphic design, and *content writing*(Masnunah, 2026) . Furthermore, the organizational process within this journalism extracurricular program, as described by the advisor, indicates that coordination among divisions runs smoothly through regular meetings and intensive communication between the advisor, the executive board, and the members (Nida, 2026a) . This effective coordination is a key factor in ensuring the smooth implementation of work programs, as each division can carry out its duties and functions synergistically. Thus, the organization of the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya has been effective. This is evidenced by a clear division of tasks, the placement of members according to their interests and competencies, and well – established coordination among the various components of the organization.

Third, the implementation of journalism extracurricular activities. Journalism extracurricular activities are carried out through various regular and special programs. Regular programs include weekly workshops, social media management, coverage of madrasah activities, and digital content production. Examples of weekly workshops include those on graphic design and cinematography, as shown in the image below.



Figure 2. Graphic Design and Cinematography Sessions

Interviews with journalism extracurricular advisors revealed that the program is not only focused on teaching theory but also emphasizes hands – on practice. *“Every week, we hold practice sessions according to a set schedule. The topics rotate, ranging from news writing techniques, photography, videography, graphic design, to video editing. After the material is presented, students immediately put it into practice by covering madrasah activities or creating content for the madrasah’s social media”* (Nida, 2026a) . This statement is reinforced by the head of the journalism extracurricular program, who stated that *“Our activities aren’t just about learning theory; they’re mostly about practice. For example, when there is an event at the madrasah, members are immediately assigned tasks—some cover the event, take photos, make videos, write news articles, and even upload the results to the journalism social media accounts.”* (Fitri, 2026) .

In addition, there are also special programs that include journalism training in the form of magazine or newsletter production, interclass competitions, and various other skill – building activities. An example of such a magazine or newsletter is shown in the image below.



Figure 3. Magazines or Newsletters Produced During the Training Process

In addition to the above, some of the work programs that have been carried out routinely are shown in the table below.

Table 1. Journalism Extracurricular Programs at State Senior High School 6 Tasikmalaya That Have Been Implemented

No	Program	Activity	Implementation Date	Funding Source
1	Recruitment of new members for the journalism extracurricular club	Conducting open recruitment for new members of the journalism club through the distribution of questionnaires and interviews	July 2025	Madrasah Budget
2	Formation of the Journalism Club Executive Board	Holding a meeting to form the journalism extracurricular club's executive board	August 2025	
3	Formation of the Team Structure	Hold a meeting to establish the team structure	August 2025	
4	Inauguration of the Executive Board and Team	Holding a meeting to establish the team structure	September 2025	
5	Working meeting of the journalism extracurricular executive board	Holding a working meeting of the executive board to develop the journalism extracurricular program	September 2025	
6	Implementation of the journalism extracurricular program's routine activities	Filling the school bulletin board as a platform for student creativity, Producing regular coverage of activities at the madrasah and managing the journalism social media accounts	October 2025 – June 2026	
7	Implementation of special journalism extracurricular programs	Conducting interclass journalism training and team meetings Produce a magazine (both print and digital) and showcase posters and graphic design projects, and organize inter – class competitions	February 2026 March – June 2026 June 2026	
8	Activity Report for the Journalism Extracurricular Committee		July 2026	

Source: (Masnunah, 2026)

Based on the work program that has been implemented, it is evident that the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya has been carried out systematically and sustainably. This is evident from a series of activities that include the recruitment of members, the formation of an executive board, the development of a work program, the implementation of routine activities, and special activities focused on developing students' competencies. The various programs carried out—such as managing the school bulletin board, covering school events, developing social media, conducting journalism training, and producing media content—demonstrate that the journalism extracurricular program serves not only as a platform for students to channel their interests and talents but also as a learning tool capable of fostering creativity, communication skills, digital literacy, and the ability to collaborate. Thus, the implementation of the journalism extracurricular program has made a positive contribution to supporting the development of students' potential in line with the educational goals of the madrasah.

Fourth, Supervision of the Journalism Extracurricular Program. Supervision of the journalism extracurricular program at State Senior High School 6 Tasikmalaya is carried out in a tiered manner by the program advisor, the vice principal for student affairs, and the school principal. Supervision is carried out through various mechanisms, such as routine evaluation meetings, ad hoc meetings, activity logs, attendance sheets, and accountability reports from the". The involvement of these various elements demonstrates the school's commitment to ensuring that every program runs in accordance with its established objectives. This was expressed by the journalism extracurricular advisor: *"We always evaluate every activity. Usually, after an activity is completed, we hold a meeting with the executive board to review what went well and what still needs improvement. In addition, we also review the activity log, member attendance, and accountability reports to ensure that all programs remain in line with the established plan"* (Nida, 2026b) . This statement is reinforced by the head of the journalism extracurricular program, who stated that *"We are required to submit a report after completing each activity. These reports are then discussed with the advisor as a basis for evaluation so that future activities can run more smoothly and any shortcomings can be promptly addressed."* (Fitri, 2026) .

The implementation of oversight through periodic evaluation meetings reflects the application of the principle of continuous monitoring and evaluation. Through these activities, all parties involved have the opportunity to reflect on program implementation, identify achievements, and develop steps for program improvement in the next period. In this context, the oversight process serves not only as a control mechanism but also as a means of organizational learning that supports the improvement of the quality of extracurricular activities.

DISCUSSION

Journalism extracurricular management is a series of systematic management processes carried out in journalism extracurricular programs to achieve educational goals through activities that develop students' interests, talents, and creativity. The research findings indicate that the management of the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya has implemented the management functions as outlined by the " , which include planning, organizing, executing, and controlling. These four functions are interrelated and form a system that supports the development of students' creativity through journalism activities.

First, planning for the journalism extracurricular program. Planning is the most fundamental management function because it serves as the starting point for all organizational activities (Sasoko, 2022) defines planning as a process that outlines the organization's goals and determines the strategies to be used to achieve those goals. Without proper planning, program implementation will lack direction and it will be difficult to achieve optimal results. The planning mechanism implemented by State Senior High School 6 Tasikmalaya has incorporated participatory principles. According to (et al., 2022), participatory planning is a planning model that involves various stakeholders so that the resulting decisions are more realistic and gain support from all members of the organization. Student involvement in the development of work programs provides them with the opportunity to directly convey their ideas and the organization's needs.

The planning process is not only oriented toward administrative activities but is also aimed at developing students' competencies in digital literacy. This is evident in the programs designed, such as social media management, newsletter production, videography, photography, and graphic design. These programs demonstrate a paradigm

shift in school journalism—from a focus solely on print media to digital media, which is better suited to the characteristics of today's generation. The planning of the journalism extracurricular program is also aligned with the madrasah's vision, mission, and development programs. This alignment demonstrates the integration between the goals of the extracurricular organization and the overall institutional goals of the madrasah. Furthermore, the planning process reflects a systematic effort to identify program needs, determine activity priorities, and design various organizational development strategies.

From the perspective of fostering creativity, careful planning plays a strategic role in creating a learning environment conducive to student learning. According to (Virganta, 2025), creativity requires space for expression, opportunities for exploration, and programs capable of stimulating the emergence of new ideas. Therefore, the systematic development of a journalism program provides greater opportunities for students to develop creative thinking skills, communication skills, and the ability to produce innovative works. In general, planning for the management of the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya has been carried out well and in a structured manner. The involvement of various parties in program development, the clarity of activity objectives, and the focus on developing students' competencies and creativity indicate that the planning process has served as a strong foundation for the sustainability and success of the journalism extracurricular program.

Second, the organization of the journalism extracurricular program. Organization is the process of managing human and other resources so that they can work effectively toward achieving the organization's goals. According to (Subekti, 2022), organization is the effort to coordinate the necessary human and non – human resources into a unified whole to carry out activities as scheduled in order to achieve predetermined goals. From an organizational theory perspective, the structure within the journalism extracurricular club at Madrasah Aliyah Negeri 6 Tasikmalaya demonstrates *a division of labor* (Taufiqurrahman, 2018). Each member is assigned based on their interests and abilities, thereby enabling work efficiency. Members with photography skills are focused on visual documentation, while those with writing skills are assigned to the content writer division. This division of tasks can boost the organization's productivity while also serving as a means for developing individual competencies.

The diversity of divisions within the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya demonstrates that this activity serves not only as a platform for students to pursue their interests and talents but also as a learning tool that supports the holistic development of students' competencies. Through their involvement in photography, videography, graphic design, and content writing, students gain experiential *learning* experiences (Rahmi, 2024), thereby enhancing their creative thinking skills, communication abilities, and digital literacy—all of which are relevant to the demands of today's educational landscape. Furthermore, the existence of these various divisions highlights the diversity of members' abilities, which serves as a resource that can foster varied *peer-to-peer learning* processes. This environment facilitates the continuous transfer of knowledge and skills, thereby not only enhancing individual capacity but also strengthening the organization's overall capacity (Leilani et al., 2026). Through targeted mentoring, every member has equal opportunities to develop according to their potential and interests. The presence of members with diverse competency levels also provides the organization with opportunities to build a sustainable leadership development system. This leadership development process can be carried out through mentoring, training, and involving members in various journalistic activities. Thus, leadership renewal can take

place systematically and support the continuity of the organization's programs in the following period.

Third, the implementation of the journalism extracurricular program. Implementation is the core of all management functions because it is at this stage that all plans and organizational structures are translated into concrete actions. During implementation, there is a process or set of activities aimed at mobilizing people—understood as the function of directing and motivating them to work effectively to achieve organizational goals (Yusuf & Mahmud, 2025). When analyzed using Maslow's theory of motivation, journalistic activities provide students with the opportunity to fulfill their need for self—actualization (Calysta & Adezira, 2025). Students are not merely consumers of information but also become producers of information through the works they create. The opportunity to express ideas, gain recognition, and showcase their work are factors that foster intrinsic motivation. Meanwhile, from the perspective of Guilford's theory of creativity, journalistic activities also provide space for the development of divergent thinking skills (Fatmawati, 2022). Students are trained to generate various ideas, perspectives, and different forms of information presentation. This process is crucial for the development of creativity because creativity is fundamentally the ability to generate valuable new ideas. The production of posters, magazines, or newsletters is one of the successes achieved through the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya. These products serve as concrete indicators that students' creativity has not only developed at the conceptual level but has also been realized in the form of works that can be enjoyed and utilized by the school community.

Fourth, supervision of the journalism extracurricular program. Supervision aims to ensure that all activities proceed according to the established plan. According to (Muhasebi & Purnomo, 2026), supervision is understood not merely as an activity of administrative control, but as a process of professional development oriented toward the continuous improvement of the institution's performance. Monitoring the implementation of work programs, member engagement, and activity reporting demonstrates accountability in organizational management. This serves as an indicator that every activity carried out consistently receives attention and guidance from the madrasah. Furthermore, the oversight conducted also fosters the development of an evaluation culture within the organization. This culture of evaluation is crucial for driving continuous improvement in program quality, both in terms of activity implementation and the outcomes achieved by students (Mahmudah et al., 2025). Through systematic oversight, various data and information regarding program implementation can serve as the basis for decision—making regarding the development of future activities.

In the context of fostering students' creativity, ongoing monitoring is one of the factors that supports the creation of a conducive learning environment (Aisyah et al., 2025). Through targeted monitoring and evaluation, madrasahs can ensure that every journalism program provides students with opportunities to develop skills in writing, photography, videography, and graphic design, as well as communication and digital literacy. Thus, the supervisory function not only plays a role in ensuring program implementation but also supports the achievement of educational goals oriented toward developing students' potential and creativity. In the process, several supporting and hindering factors were identified in the management of journalism extracurricular activities at State Senior High School 6 Tasikmalaya; these factors include the following.

First, factors supporting the management of journalism extracurricular activities. Based on the results of the study, there are several factors that support the success of journalism extracurricular management in enhancing student creativity, including: (1)

High enthusiasm and interest among students in journalism activities. Students demonstrated a strong interest in creating digital content, videography, photography, covering madrasah events, and managing social media. This high level of interest serves as a crucial asset in implementing the program because it encourages students to actively participate in every activity carried out. This finding aligns with Abraham Maslow's theory of motivation as described in (Annisa & Utami, 2026), which states that individuals have a need to self–actualize through the development of their potential and creativity. Journalism activities serve as a means for students to fulfill their need for self–actualization through the various creative works they produce. (2) Support from madrasah administration and extracurricular advisors. This support is manifested in the form of providing dedicated space and time for journalism activities, ongoing guidance, motivation, and the freedom for students to develop creative ideas. According to (Tajudin & Aprilianto, 2020), support from the madrasah demonstrates the organization's commitment to developing students' potential through non–academic activities. (3) Technological advancements and the availability of basic facilities. Developments in digital technology make it easier for students to create, edit, and disseminate journalistic works. In addition, the availability of a secretariat room, cameras, and internet access further supports the smooth implementation of journalistic activities at State Senior High School 6 Tasikmalaya. (4) Collaboration among extracurricular members. Through regular discussions and group work, students can exchange ideas, share experiences, and develop new concepts. According to (Putri et al., 2026), these conditions foster students' creativity because they are given the opportunity to learn collaboratively. Furthermore, this aligns with Vygotsky's theory of social constructivism as described in , which emphasizes that the learning process and the development of individual abilities occur through social interaction, collaboration, and the exchange of experiences with others.

Second, factors hindering the management of journalism extracurricular activities. In addition to supporting factors, this study also identified several factors that act as obstacles in the implementation of journalism extracurricular management, including: (1) Schedule conflicts between extracurricular activities and academic activities or other madrasah activities. The heavy workload of students causes some members to have difficulty managing their time, preventing them from fully participating in the entire series of journalism activities. This situation aligns with the view (Rossida et.al) which states that the success of a program's implementation is greatly influenced by time management and organizational skills. Schedule conflicts can hinder the effectiveness of achieving organizational goals. (2) Limitations on certain multimedia facilities and equipment. Although basic facilities are available, some supporting equipment such as clip–on microphones, lighting equipment, and drones remain limited (Fitri, 2026). Consequently, these limitations can certainly affect the quality of the journalistic works produced by students. (3) Differences in students' basic skills in journalism. Not all members have the same experience and skills. Some students already possess basic skills in photography, videography, or news writing, while others still require guidance starting from the basics. These differences in competency require the advisor to provide more intensive guidance. (4) Lack of consistency in members' attendance and participation. Academic commitments and involvement in other activities prevent all members from attending regularly. As a result, the workload often falls on a few core members, making the program's implementation less than optimal. From the perspective of human resource management theory, which states that an organization's success is greatly influenced by the level of participation, commitment, and engagement of its members in carrying out their assigned

tasks and responsibilities, if this situation persists, the impact on achieving organizational goals will not be optimal.

Thus, overall, the findings of this study present a novel contribution in the form of a conceptual model for the management of journalism extracurricular activities based on creativity and digital literacy in the madrasah setting. Unlike previous studies, which generally addressed only the management of extracurricular activities or the development of creativity separately, this study demonstrates that the application of management functions—including participatory planning, competency-based organization, implementation through hands-on digital journalism learning, and supervision oriented toward continuous development—forms a management system capable of comprehensively developing students' creativity, communication skills, digital literacy, collaboration, and critical thinking skills. Thus, this study offers a conceptual contribution in the form of a journalism extracurricular management model that can serve as a reference for madrasahs and other schools in developing extracurricular activities relevant to 21st-century competency requirements.

CONCLUSION

The management of the journalism extracurricular program at Madrasah Aliyah Negeri 6 Tasikmalaya has been effectively implemented through the application of management functions that include systematic planning, organizing, execution, and supervision. Planning is carried out in a participatory manner by involving various parties; organizing is implemented through the division of tasks based on members' interests and competencies; execution is realized through various practice-based journalism activities such as writing, photography, videography, graphic design, and digital media management; while supervision is conducted through periodic monitoring and evaluation. The success of this management approach is supported by high student interest, support from the madrasah, technological advancements, and collaboration among members, although it still faces challenges such as limited resources, scheduling conflicts, varying baseline abilities, and inconsistent member attendance. Thus, the journalism extracurricular program not only serves as a platform for developing students' interests and talents but also functions as an effective strategy for fostering creativity, communication skills, digital literacy, and the 21st-century competencies students need to navigate the changing times.

This study contributes to the development of educational management research, particularly by reinforcing the understanding that the systematic application of management functions to digital literacy-based extracurricular activities can support the development of students' creativity. Furthermore, the results of this study can serve as a practical reference for madrasah principals, extracurricular advisors, and education administrators in designing, implementing, and evaluating journalism-based extracurricular programs more effectively as a strategy for developing students' creativity, digital literacy, communication skills, and 21st-century competencies.

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