

Contextual-Based Extracurricular Management in Elementary School: A Good Practice from Taruna Papua Elementary School Timika (SATP)

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ARTICLE INFO

Article history:

Received : 05-09-2025

Accepted : 02-10-2025

Published : 03-10-2025

Keywords:

Contextual-Based Extracurricular;
Educational Management;
Elementary School Student

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Competing interest:

The author(s) have declared that no competing interests exist

ABSTRACT

The objective of this research is to analyze the contextual-based extracurricular management implemented at Taruna Papua Timika Elementary School (SATP). The present research employs a qualitative methodology, specifically a case study approach, and utilizes six key informants who have implemented the program. A comprehensive investigation encompassing interviews, observations, documentation, and archival records was conducted to ascertain the management of contextual-based extracurricular programs. The findings of this investigation are: (1) The planning process is comprised of the following elements: directing the grand design of extracurricular programs; identifying the needs, potential, and interests of students (psychological examination); preparing extracurricular guidelines; arranging extracurricular financing; and, providing extracurricular facilities and infrastructure. (2) The organizing process consists of the following elements: registration and determination of extracurricular types and participants; recruitment and determination of extracurricular instructors; creation of extracurricular activity schedules; technical guidance and creation of extracurricular program targets and achievements; and formation of program supervisor teams. (3) The implementation process consists of the following elements: preparation of instructors; implementation of extracurricular sports, arts, and general knowledge; technical management of the program by instructors; and reporting in the form of daily journals. (4) Monitoring and evaluation consists of the following elements: program supervision; utilization of *WhatsApp* facilities; reporting of activity documentation; accountability for extracurricular equipment; monthly evaluations; end-of-semester evaluations, and the act of documenting the advancement of students in their academic pursuits. It is recommended that education stakeholders implement the aforementioned management process.



Citation: Walewangko, S. A., Rawis, J. A. M. ., Tambingon, H. N. ., Wullur, M. M. ., Lomban, E. A. ., Tamboto, F. I. ., Mandolang, E. ., & Mangundap, J. M. . (2025). Contextual-Based Extracurricular Management in Elementary School: A Good Practice from Taruna Papua Elementary School Timika (SATP). *Abdurrauf Science and Society*, 1(4), 952-965. <https://doi.org/10.70742/asoc.v1i4.401>

INTRODUCTION

At the elementary school level, three main domains must be cultivated for students, as delineated by Bloom's taxonomy: the cognitive domain, the affective domain, and the psychomotor domain (Lidyasari et al., 2022; Magdalena et al., 2020). It is imperative that these three domains be cultivated in a balanced manner, as they play a pivotal role in the comprehensive development of learners. Research has demonstrated that curricular activities, encompassing the diverse academic programs and subjects available, can enhance learners' cognitive abilities. Concurrently, extracurricular activities, encompassing a diverse array of non-academic initiatives, have been shown to enhance students' competencies, outlooks, and moral character (Armadi et al., 2024; Bansal, Pal, & Kumar, 2022; Vispo & Macalinao, 2024; Aqodiah, Hasanah, & Humaira, 2023). Extracurricular activities are defined as character development activities that take place outside of the classroom. These activities are designed to broaden the scope of students' potential, talents, interests, abilities, personality, cooperation, and optimal independence. They are implemented with the guidance and supervision of designated education units. This activity is conducted outside of standard educational hours. The primary objective of extracurricular programs is to cultivate students' talents, interests, and competencies in domains that are not addressed by conventional academic subjects (Sunandari, Alimuddin, Anam, 2024). Examples of extracurricular activities include sports, arts, multimedia, scouts, and special clubs such as science and language clubs.

Moreover, extant research has demonstrated a positive and significant relationship between students' academic success and their involvement in extracurricular and cocurricular activities. In his study, Meadows (2019) examined the relationship between extracurricular participation and elementary school students' Grade Point Average (GPA). The study's findings indicated a positive correlation between the hours of student involvement in extracurricular activities and their academic performance. The enhancement of academic quality and success through students' extracurricular activities is also emphasized by Karthikeyan (2011) and Ahmad (2020). Extracurricular programs, which manifest in non-academic activities outside the classroom, have been shown to help students be more focused, disciplined with time, hone their skills, as well as increase motivation and self-confidence. Consequently, it can be concluded that extracurricular activities are an important and integral part of the curriculum that can facilitate students' self-development process in primary schools.

However, it is important to acknowledge that the noble goals of extracurricular activities at the elementary school level cannot be achieved through a simple implementation of these programs. In this context, effective management is essential, and it must adapt to the unique circumstances and conditions of the students themselves. The study of extracurricular management is included in the study of

education management, especially curriculum management (Sukmanegara & Hakim, 2023; Sundari, 2021). Extracurricular activities represent a fundamental component of the curriculum, alongside intracurricular and co-curricular programs. Its management is closely related to the process of planning, organizing, implementing, and monitoring and evaluating, as stated by G. R. Terry (Budiwibowo & Sudarmiani, 2018). This assertion is corroborated by Akadira's (2024) findings, which emphasize that the initiation of extracurricular management activities is contingent upon a meticulous planning process, effective coordination, and systematic evaluation practices. The term "structured evaluation" in the context of extracurricular programs signifies an initiative aimed at ensuring that students and extracurricular instructors engage in activities with a high degree of seriousness and motivation (Tawakkal, Nawas, & Sanusi, 2025).

The following questions are of particular importance and should be addressed promptly: Which extracurricular management model is most appropriate for elementary school students? At this stage, the aspect of contextuality merits emphasis. In the study of extracurricular activities, the management process must give careful consideration to the contextual aspects of students, including: their needs, interests, talents, habits and tendencies, their way of life, their environment, and their potential abilities (Ifenatuora, Awoyemi, & Atobatele, 2021). The context, defined as the situation and condition of the students, serves as the primary foundation for the determination of the most suitable extracurricular activities and the management process that is deemed appropriate to achieve educational objectives. Consequently, extracurricular activities may encompass a variety of contextual elements, including the interests, talents, lifestyle, living environment, and potential of the learners. Additionally, the management model employed must demonstrate adaptability to the unique context of these students. The implementation of extracurricular activities without taking into account the context of the learners has been shown to impede their development (Guest & Schneider, 2003).

In Papua, Indonesia, particularly in the Timika area, an elementary school has been found to develop its curriculum by accommodating the needs of students comprehensively. The school is Taruna Papua Elementary School (SATP). The institution, which is owned by the Amungme and Kamoro Community Empowerment Foundation (YPMAC), has a student body of 765, all of whom are indigenous Papuans from the Amungme, Kamoro, Moni, Mee/Paniai, Damal, Nduga, and Dani tribes. In addition to emphasizing the cultivation of academic cognitive aspects, which are referred to as intracurricular elements, the SATP curriculum incorporates extracurricular components that address students' attitudes, character, and skills. In practice, the extracurricular program at SATP is uniquely managed, as it addresses contextual aspects, especially as the needs, interests, talents, and potential of learners who are Indigenous Papuans are prioritized in its development.

At present, SATP offers at least 32 different extracurricular activities, which are divided into three categories: arts (13 activities), sports (14 activities), and general knowledge (5 activities). The extracurricular programs administered by SATP have demonstrated positive outcomes. In June 2024, 10 SATP students participated in the Broadway Mainstage Finale Showcase 2024, which was organized by Camp Broadway Indonesia (CBI). The students presented short films they had produced (<https://fajarpapua.com/2024/07/03/sebanyak-10-siswa-satp-mimika-berpotensi-tampil-ditingkat-internasional-di-new-york/>). This activity is the result of an extracurricular program entitled "acting class." In addition, the SATP football team, which engages in extracurricular soccer, emerged victorious in the Freeport Junior Cup

2024 soccer tournament held in Timika (<https://salampapua.com/2024/05/freeport-junior-cup-2024-ditutup-pfa-a-juara-dan-satp-runner-up.html>). The most recent development is the participation of SATP students in the International Mathematical Olympiad (IMO) program in July 2025. SATP students have been selected to participate in the AIMO program, representing Indonesia in Japan (<https://youtu.be/oU9eQAu6ve0?si=MrKwq-MUEh7SZ-sd>). This phenomenon raises a critical question, which is also the formulation of the problem to be examined in this paper, namely: how is the contextual extracurricular program management implemented at SATP? This study will delve more profoundly into the process of planning, organizing, implementing, and monitoring and evaluating the contextual extracurricular program. The findings of this study will contribute to the application of good practices in the context of extracurricular management at the primary school level. In turn, this will serve as an example for educational institutions in the development of their own extracurricular programs.

METHOD

The research method employed is qualitative research, utilizing a case study approach, as articulated by Robert Yin (2018). Case studies are deliberately selected for their ability to elucidate complex phenomena, provide detailed explanations of specific policies or series of policies, elucidate the implementation process, and offer a comprehensive analysis of the results and effects. In order to obtain the required data, a variety of research techniques were employed, including in-depth interviews, participant observation, documentation, and archival records related to the contextual-based extracurricular management at SATP. The research was conducted from March 2023 to March 2024 at SATP Timika. The study's data were derived from six key informants who were selected using the purposive sampling technique (Friedman, 2012) and several supporting documents that were used as secondary data. The six key informants are listed below: The following individuals have been appointed to the following roles: Representative Head of Lokon Education Foundation - SATP (KPYPL-SATP), Deputy Representative Head of School and Dormitory (WKPBS&A), SATP Principal (KS-SATP), Deputy Principal of Student Affairs (WKS BKS), Extracurricular Instructor/PIC (PICEP), and Phase A Teacher (GFA). To obtain strong and empirical findings, the following research steps were carefully taken: interviews, transcribing data, reading data repeatedly, coding, categorizing and tabulating data, then testing propositions (Yin, 2014), arriving at data confrontation with a series of credibility, dependability, confirmability, and transferability tests (Sugiyono, 2023).

RESULTS AND DISCUSSION

A thorough investigation encompassing the analysis and open coding phases yielded numerous findings pertinent to the administration of contextual-based extracurricular programs at SATP, comprising the following four components constitute the extracurricular planning process, including (1) the identification of five activities; (2) the organization of seven activities; (3) the implementation of five activities; and (4) the monitoring and evaluation of seven important activities. The ensuing results will be expounded in the subsequent section.

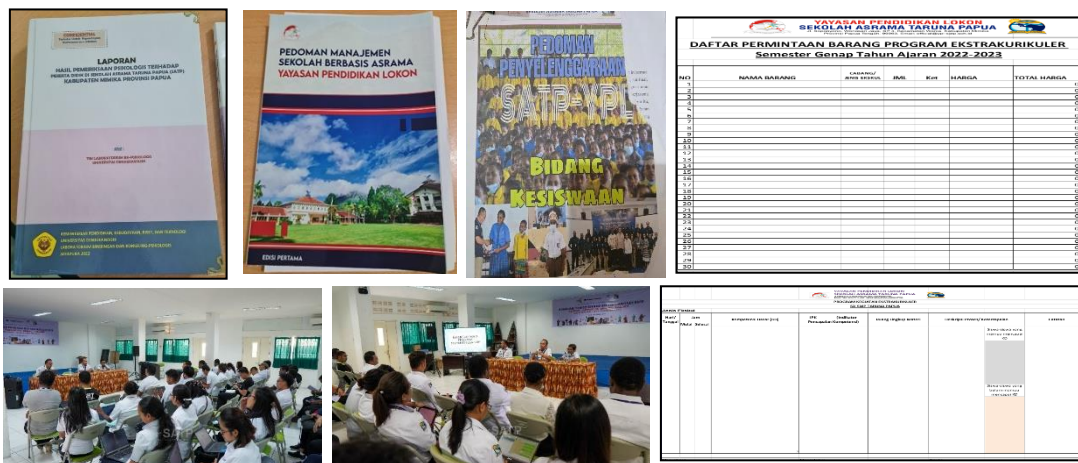
RESULT

Extracurricular Program Planning at SATP Timika

The extracurricular program planning process at SATP is multifaceted and involves a series of activities, including: the formulation of the overarching framework for the extracurricular program; the identification of students' needs, potential, and interests through a psychological examination; the development of extracurricular guidelines; the allocation of financial resources for extracurricular activities; the provision of facilities and infrastructure for extracurricular pursuits. This assertion is corroborated by the following interview excerpt, in which informants explicitly state their perspective on the matter:

“Before this extracurricular program was implemented, we gave a direct briefing on the grand design of the extracurricular program. This briefing was conducted with school leaders: the principal, vice principal for curriculum, vice principal for student affairs, vice principal for community relations, and vice principal for facilities and infrastructure. Next, we conducted a study of the social anthropological background of the Timika community to find out the background of the students, which was then complemented by psychological tests conducted by the BK-Psychology team of Cendrawasih University Papua. The study found that SATP students have very high physical skills. After that, we came up with some guidelines for extracurricular activities that would meet students' needs. These guidelines are then paired with plans for paying for extracurricular programs and setting up the necessary facilities and infrastructure. This makes sure everything is clear before the program is put into action”(KPYPL-SATP.4/5/2023)

The interview results were further corroborated by documentation data pertaining to planning activities. The following is a representation of the documentation data in question:



Figur 1. Documentation of Extracurricular Planning at SATP

The series of extracurricular program planning at SATP involves numerous parties, including foundation leaders, principals, vice principals, and program instructors, comprising both teachers and employees. Furthermore, SATP collaborates with the University of Cendrawasih Papua to administer psychological assessments, aiming to ascertain students' interests, talents, and potential. The program's meticulous planning is evident in the availability of extracurricular guidelines, the financial framework, and the subsequent facilities and infrastructure.

Organizing the Extracurricular Program at SATP Timika

Some of the activities carried out and classified under the organization of extracurricular activities at SATP include registration and determination of extracurricular types and participants, recruitment and determination of extracurricular instructors, creation of extracurricular activity schedules, technical guidance, creation of program targets and achievements, and formation of supervisory teams for programs. The principal and vice principal of student affairs conveyed this important information in the following explanation:

“The extracurricular program is organized by the vice principal for student affairs. For grades 1 and 2, a suitable extracurricular activity, such as soccer, is selected; while for grades 3 to 6, they usually choose their own extracurricular activities.” (KS-SATP.4/5/2023) “The grouping of students participating in extracurricular activities is carried out through 2 stages, namely directly selected by students using google form, and determined by their respective teachers. Each student can choose 2 extracurricular branches. After that, we recruit extracurricular instructors, who can be class teachers or other SATP employees who have the ability. Those who become instructors are required to attend technical guidance (bimtek) activities on extracurricular programs and how to target and achieve the program. To ensure the program runs well, we also form a team of program supervisors who are tasked with carrying out supervision when extracurricular activities are carried out.” (WKSBSK.4/5/2023)

SATP's extracurricular organization is supported by documentation from interviews. Here's a picture of the documentation:



Figur 2. Documentation of Extracurricular Organization at SATP

The organization of extracurricular programs involves the types of activities offered, the organization of activity participants (students), the organization of

extracurricular instructors, the creation of extracurricular schedules, and the formation of a supervisory team in charge of monitoring extracurricular activities.

Implementation (Actuating) of Extracurricular Program at SATP Timika

At the implementation stage, the extracurricular program is meticulously organized into several pivotal activities, including instructor preparation, extracurricular sports, arts and general knowledge, technical management of the program by the instructor, and reporting in the form of a daily journal. The following is an explanation of the extracurricular program implementation that was provided by several informants:

“As an extracurricular instructor, I start extracurricular activities by making preparations, including providing formats that must be filled in for reporting, preparing materials and tools, and preparing some other important things. For sports extracurricular activities, the instructor prepares the necessary equipment, such as balls or rackets. For arts instructors, for example, they need to prepare musical instruments. As for general knowledge instructors, they usually prepare the classes and tools. After that, the activities are carried out in accordance with their respective programs and achievement targets. Each instructor has their own way of implementing extracurricular activities, but what is very important is the need for persuasive action and patience, so that students can follow happily. After the activity, we are required to take a photo with the students, send it to the what's app group, and fill out a daily journal.” (PICEP.20/2/2024) *“As one of the instructors, I always start the extracurricular activities with a prayer and close with a prayer as well. It is also often difficult for students to follow the movements that are trained. To make it easier, I usually ask other students to demonstrate the movements so that they can be easily understood. Sometimes the dance movements can be easily understood by students and done with the help of friends. So the teacher acts as a facilitator who directs. It can be seen in the journal that I made”* (GFA.20/2/2024)

Photographs of extracurricular activities were also used as evidence of implementation. The image below shows the documentation.



Figur 3. Documentation of Extracurricular Activities at SATP

The implementation of extracurricular activities is the domain of the instructors. An analysis of the interviews reveals that each instructor employs a distinct approach in managing extracurricular activities. However, it is evident that the initiation of activities is contingent upon the preparation of instructors, the implementation and

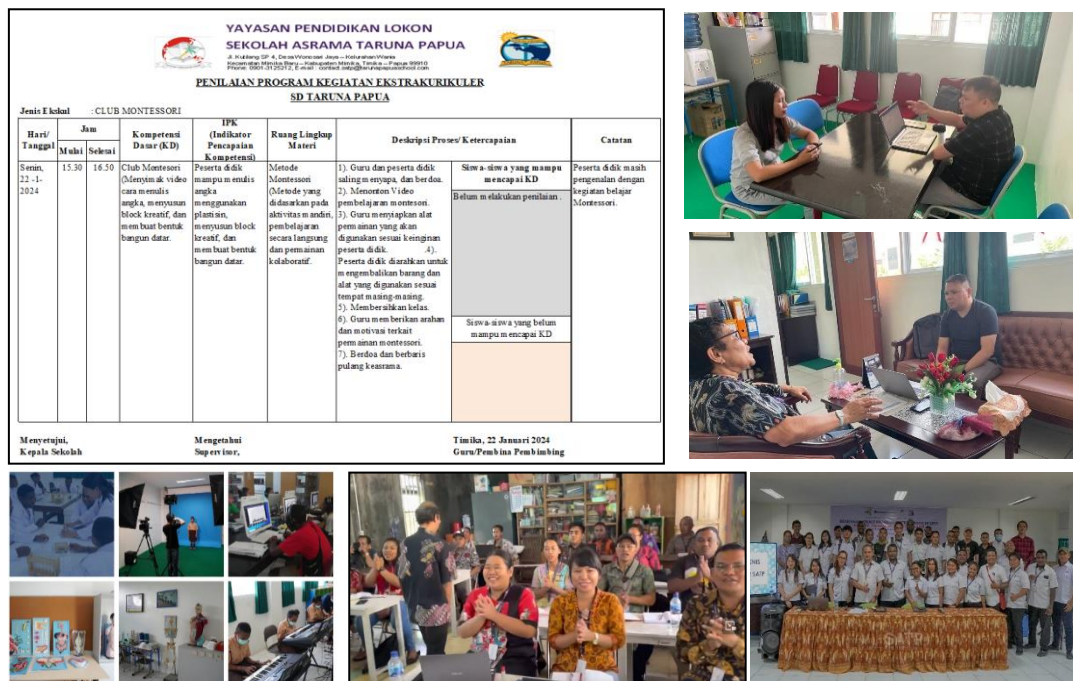
technical oversight of each instructor within their respective domains, and culminates in the preparation of a daily journal report that meticulously documents all activities and techniques employed by each instructor during the implementation phase of the extracurricular program.

Monitoring and Evaluation of Extracurricular Program at SATP Timika

The final process of contextual-based extracurricular management at SATP is monitoring and evaluation. The execution of this managerial process entails a series of activities, including program supervision, the utilization of WhatsApp facilities, the documentation of activities, the accountability for extracurricular equipment, monthly evaluations, end-of-semester evaluations, and the reporting of student progress. With regard to extracurricular monitoring and evaluation, the vice principal for student affairs furnished the following information:

“Monitoring is indeed an important aspect in the success of the extracurricular program at SATP. We have a large number of students; all of whom participate in extracurricular activities. A team of supervisors runs every extracurricular activity to ensure that everything is running smoothly. The team then informs real time about extracurricular activities through the what's app group. Extracurricular instructors are also required to report daily activities in a journal. All facilities used must also be returned to their original place. There is usually a report to be made. This process is always discussed and evaluated and monthly cross-sector evaluations and then also end-of-semester evaluations to determine the level of success of extracurricular programs and assessments to students. The results of the assessment are then submitted to the student's guardian” (WKSBS.4/5/2024)

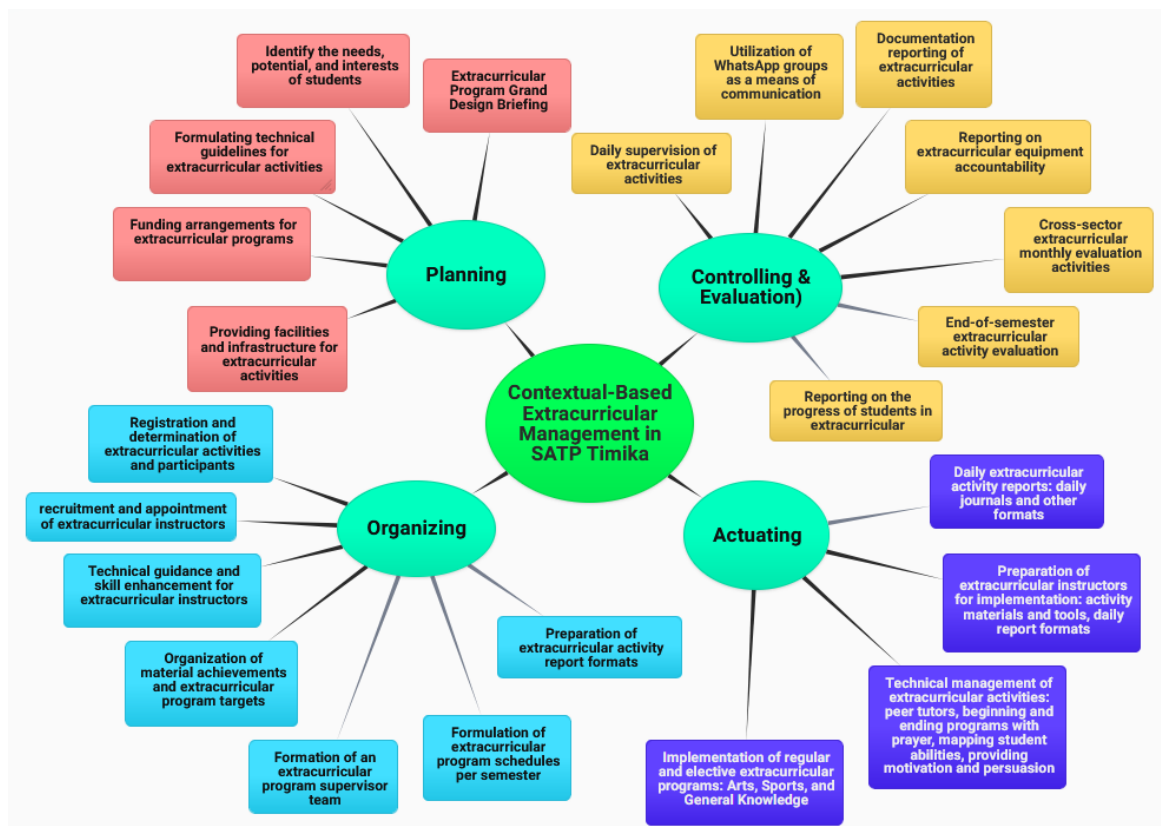
The following documentation of the monitoring and evaluation process of extracurricular programs was found at SATP and is evidence of its implementation:



Figur 4. Documentation of Extracurricular Monitoring and Evaluation at SATP

The research results indicate a wide variety of activities that comprise the contextual-based extracurricular management implemented at SATP Timika. The results of the study can be presented in the form of an infographic that summarizes the

findings of the contextual-based extracurricular management study, accompanied by several supporting documents.



Figur 5. Summary of Contextual-Based Extracurricular Management at SATP

DISCUSSION

The planning process of the KBKKP extracurricular program commences with a briefing on the grand design of the KBKKP extracurricular program to the relevant units. The briefing is conducted by the head of the SATP curriculum development team to the principal, vice principal, teachers, and program instructors. The extracurricular program grand design briefing highlighted at least the following two significant points: Firstly, the extracurricular program is regarded as a medium through which students' needs, interests, and talents are addressed, in addition to a mechanism for enhancing students' competencies in pursuit of a more refined civilization. Secondly, the comprehensive design of the extracurricular program encompasses its conception, implementation, and evaluation in a holistic manner, encompassing program objectives, implementers, and the designated individuals responsible for its management, organization, and coordination. It also includes financial aspects, facilities, and monitoring and evaluation processes. All components involved were informed and briefed on the intricacies of extracurricular activities so that their implementation would be right on target. The subsequent phase of planning entails the administration of psychological assessments to SATP students, with the objective of ascertaining their potential, talents, and interests. These evaluations are of paramount importance in ascertaining the fundamental requirements of students and providing substantiated evidence to inform the selection of suitable extracurricular

activities. The present study explores the contextual aspect (Adhikari & Kunwar, 2023) of extracurricular programs as part of the curriculum offered at SATP.

Subsequent to the acquisition of the results of the aforementioned psychological tests, which illustrate the elevated physical competence of SATP students, the student coordinator formulates extracurricular implementation guidelines. These guidelines are subsequently approved and endorsed by foundation leaders and school leaders. This guideline meticulously delineates the management of extracurricular program implementation. The guidelines are also equipped with provisions for financing extracurricular programs, including the facilities and infrastructure necessary for their implementation. The financing and facilities of extracurricular programs are among the key aspects of their success. The level of comfort experienced by students and program instructors is contingent upon the presence of adequate facilities and the provision of suitable financial assistance (Tawakkal, Nawas, & Sanusi, 2025).

The subsequent stage in the program planning process is organization. The efficacy of a program is contingent upon its organizational structure. The organization of extracurricular activities at SATP has been a matter of concern for curriculum developers. This is a reasonable expectation, given the considerable number of SATP students and the wide range of their needs. It is also important to note that all students are required to participate in extracurricular activities. Program organization is not merely a convenience but rather an imperative for achieving success. Terry posits that organization is the process of arranging and coordinating activities, personnel, and all work components to achieve established objectives (Syahputra & Aslami, 2023). With regard to the organization of people (human resources), the SATP extracurricular program is responsible for the recruitment and assignment of instructors, the placement of students in extracurricular activities through registration, and the establishment of a supervisory team. In addition, the program's operational alignment with established targets and achievements is facilitated by the organization of program materials in the form of technical guidance. These two steps are of particular strategic importance, as they serve to enhance the probability of achieving program objectives.

Up to this point, extracurricular management has not touched the real aspect, namely program implementation. In the domain of management studies, program implementation constitutes a pivotal component of the driving process, signifying the manner in which activities are guided and executed in alignment with the principles of planning and organization. At this stage, it can be seen how students and instructors are involved in extracurricular activities, which has an impact on how effectively the extracurricular program is run (Bodolica et al., 2021; McDaniel et al., 2022).

In practice, instructors employ a variety of methods to motivate students to engage in extracurricular activities. The activities are initiated and concluded with prayer. During the implementation phase, peer tutorials are conducted to demonstrate and illustrate the proper execution of specific movements, such as in extracurricular soccer or marching band activities (Iskandar et al., 2025). This approach appears to be more efficacious, as evidenced by the physical attributes and agile body movements exhibited by Indigenous Papuan students (Marpaung, Sinaga, & Womsiwor, 2022). This phenomenon can be attributed to their superior physical kinesthetic abilities. Furthermore, students are actively engaged in extracurricular pursuits. In the process of creating "noken" (Papuan school bags), students exhibited and constructed their own forms according to the provided template. The instructors meticulously document the implementation process in their daily journal reports. The systematic documentation of extracurricular activities is instrumental in facilitating the collection

of data relevant to student development. This data is necessary to report the results of students' development and abilities related to extracurricular activities, including their shortcomings and dexterity. However, it is also important information to assess the extent to which instructors implement their programs using appropriate contextual methods according to students' needs. This final point is of particular significance in determining whether extracurricular programs are genuinely aligned with students' needs, interests, and talents. The extracurricular program implemented at SATP is predicated on this notion of contextuality.

Moreover, in order to ascertain the degree of success of the program, the subsequent management process will be dedicated to the monitoring and evaluation of relevant information. The supervision of these activities is conducted on a daily basis, in accordance with the extracurricular schedule. A pre-appointed supervisor team is tasked with ensuring that extracurricular activities proceed according to schedule by walking around and overseeing them. Supervisory findings indicate frequent issues with student attendance. The large number of SATP students often makes it difficult for supervisors to identify students. A notable recommendation that merits subsequent consideration is the necessity of coordination between the academic institution and the dormitory where students reside. This coordination is imperative to ensure the timely attendance of students at extracurricular activities. The supervision data is subsequently discussed in the monthly cross-sector evaluation and end-of-semester evaluation activities.

The sustainability of the extracurricular program is determined through a joint evaluation process. In the context of the monthly evaluation, the identification of a problem necessitates the formulation of a solution by the work team, thereby facilitating program control. The evaluation process involves a discussion of students' progress, shortcomings, and successes with the aim of enhancing the quality of the extracurricular program. At the conclusion of the semester, extracurricular instructors are obligated to submit a report detailing the developmental progress of each student enrolled in the extracurricular program. Subsequently, the instructor prepares a comprehensive report, which is then submitted to the parents or guardians of the students. This process ensures comprehensive management of extracurricular activities.

CONCLUSION

The context-based extracurricular management implemented at SATP is designed to accommodate the needs, interests, potentials, and talents of students. This process unfolds within a multifaceted yet methodical empirical framework, ensuring its accountability and reliability. In the planning stage, curriculum developers have taken into account all important aspects that must be present, starting from the direction of the grand design of the program, the provision of extracurricular guidelines, to the provision of costs and supporting infrastructure. During the organizing stage, a series of meticulous steps are taken to ensure the smooth execution of the program. These include the registration process, the determination of extracurricular types and participants, the recruitment and appointment of extracurricular instructors, the formulation of extracurricular activity schedules, the provision of technical guidance, and the establishment of extracurricular program targets and achievements. Additionally, a team of program supervisors is appointed to oversee the implementation of the program. Furthermore, a number of pivotal activities were executed during the implementation stage. These activities includes: the

preparation of instructors, the implementation of extracurricular sports, arts, and general knowledge activities, the technical management of the program by instructors, and the reporting process, which was conducted in the form of daily journals. Finally, monitoring and evaluation activities manifested themselves in program supervision, utilization of *WhatsApp* tools, reporting of activity documentation, accountability for extracurricular equipment, monthly evaluations, end-of-semester evaluations, and reporting of student progress. These recommended practices are intended for application by stakeholders in the management of extracurricular activities, with the primary objective of contextualization.

ACKNOWLEDGEMENT

The research on contextual-based extracurricular management at SATP Timika was supported by several parties, including: the Lokon Education Foundation Representative of SATP Timika, which provided financial assistance for this research; the De La Salle Catholic University Manado, the Institute for Research and Community Service of De La Salle Catholic University Manado, and the Faculty of Education of De La Salle Catholic University Manado, which provided researchers with the opportunity to carry out research at SATP Timika. It is imperative to express profound gratitude and appreciation to the parties that have provided unwavering support to this research initiative, thereby facilitating the realization of the recommended outcomes.

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