

## Extracurricular management and student learning motivation: a comparative study of senior high schools in indonesia

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### ABSTRACT

This study examines the effectiveness of extracurricular activity management in enhancing students' learning motivation through a comparative analysis of two educational approaches, using the Plan-Do-Check-Act (PDCA) cycle framework and Self-Determination Theory. A comparative descriptive qualitative study was conducted at SMA Negeri 5 South Tangerang (conventional school) and SMA Dharma Karya Open University (open education system) during July–September 2025. Data were collected through in-depth interviews, participatory observations, and document analysis involving 45 participants, including principals, extracurricular coordinators, supervisors, and students. The findings indicate that both schools positively influenced students' motivation with distinctive characteristics: the conventional school achieved higher participation (85%) and better academic performance (average 84.2 vs. 78.6), while the open system school, despite lower participation (45%), fostered stronger intrinsic motivation and higher quality motivational scores. These results highlight that PDCA-based management, when adapted to institutional contexts, is a key factor for developing sustainable and responsive extracurricular programs that optimize students' learning motivation.

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## Introduction

### 1. Research Background

Education in Indonesia is undergoing a transformation towards a holistic approach that emphasizes the balance of academic, social, emotional, and moral aspects of students. Within this framework, extracurricular activities are seen as an important means to foster learning motivation while optimizing students' potential outside of formal learning (Gunawan, 2023). The holistic approach also demands joint involvement between schools, families, and communities so that student development takes place comprehensively, not only oriented to cognitive achievement, but also to the formation of character and life skills that are relevant to today's needs (Ambariani & Suryana, 2022). Furthermore, extracurricular activities play a role in developing 21st century skills, such as critical thinking, creativity, communication, and collaboration, which if managed consistently and structured can equip students with the ability to face global challenges (Mustafa & Dwiyojo, 2020). In addition, the development of

information and communication technology (ICT) further expands the range of extracurricular activities by opening up opportunities for non-formal learning innovations that are more interactive and allow for wider student involvement (Salehudin & Asiyani, 2022).

Although extracurricular activities have great potential in supporting student development, their implementation in Indonesia faces a number of significant challenges. Many schools are still constrained by inconsistent management, limited resources, and variations in the quality of programs between schools, so that the sustainability and effectiveness of activities are often hampered (Anugrah et al., 2022; Munna et al., 2024). Human resource factors, including the competence of teachers and trainers, also determine the extent to which activities can run optimally and provide a meaningful learning experience for students (Gandang et al., 2022). Additionally, uneven facility support and funding can limit students' access to different types of extracurricular activities, which in turn affects their overall participation and engagement. In this context, the use of information and communication technology (ICT) can be one of the solutions to improve program management, facilitate monitoring and evaluation, and encourage innovation in non-formal activities.

Structured management of extracurricular activities can be strengthened through the implementation of the Plan-Do-Check-Act (PDCA) cycle, which allows schools to plan, implement, evaluate, and improve programs on an ongoing basis (Sulistiyani, 2023). This approach, when combined with Kaizen principles for continuous improvement, helps create extracurricular management that is more effective and responsive to student needs (Añas, 2025). In addition, management that pays attention to students' intrinsic motivation through the principles of *Self-Determination Theory* (SDT) which emphasizes autonomy, connectedness, and competence can increase student participation and involvement in non-formal activities (Chakrabarty, 2020). The integration of PDCA, Kaizen, and motivational principles in extracurricular management not only improves the quality of program implementation, but also has the potential to increase students' learning motivation and academic achievement (Rodríguez et al., 2022)

In line with that, the Independent Curriculum policy gives greater authority to schools in Indonesia to manage extracurricular activities independently, so that each school can design programs according to local potential and student needs. This autonomy allows schools to present activities that not only focus on academic achievement, but also encourage the development of character, non-academic skills, as well as 21st-century competencies relevant to global challenges (Ngaga et al., 2023; Salim et al., 2022; Sundari et al., 2023). With this flexibility, schools can tailor extracurricular programs based on arts, sports, or environmental issues to be more contextual to the needs and conditions of students. However, the implementation of this policy still faces obstacles in the form of managerial capacity gaps between schools, where differences in facilities, resources, and institutional support between urban and rural schools have an impact on the quality of the implementation of extracurricular activities (Munna et al., 2024; Tamala et al., 2022). Schools with more mature management are able to optimize extracurricular activities as a means to support students' academic achievement and self-development, while schools with low managerial capacity often make such activities just a routine with no significant impact (Anugrah et al., 2022). This condition emphasizes the importance of continuous support from the government and related institutions, through training, workshops, and the provision of adequate facilities and funding, to improve the school's ability to plan, implement, and evaluate extracurricular programs effectively (Gandang et al., 2022).

However, the practice of managing extracurricular activities in many Indonesian schools still shows limitations, especially in terms of efficiency and use of technology. Management that relies on manual systems leads to variations in the quality of programs and students' access to

different activities (Munna et al., 2024). The school-based management (SBM) approach suggests that community participation and school committees can improve the quality of management, but its implementation has not been consistent, especially in schools with limited financial resources and managerial capacity (Lestaringtyas, 2024). Schools with strong management are able to plan and evaluate activities effectively so that they have a positive impact on academic achievement and student character (Abimanyu et al., 2024), while schools with low capacity often face obstacles that limit program outcomes (Sanianingtyas et al., 2024). The use of web-based management information systems has been proven to improve efficiency and effectiveness, but its adoption is still uneven across schools (Fridayanthie et al., 2024; Suswanto et al., 2023). In addition, the difference in the types of public and private schools is another factor that affects the effectiveness of activities, where private schools tend to have more flexibility and adequate resources than public schools which are often limited by regulations and facilities (Latifah et al., 2023). This condition emphasizes the need for adaptive management strategies and systematic support so that extracurriculars can run optimally and provide real benefits for student development.

## **2. Previous Literature Review**

International studies on the management of extracurricular activities show significant developments in the last decade. A systematic review and meta-analysis by Owen et al. (2022) confirmed that high-quality extracurricular programs have a positive association with diverse student achievements, including academic achievement, social-emotional skills, leadership, and readiness to pursue higher education and careers. Longitudinal research also reinforces the findings. A study based on Education Longitudinal from Feldman & Matjasko (2005) shows that involvement in extracurricular activities in grade 10, both in terms of number and intensity, is positively related to educational attainment eight years after high school graduation, with educational expectations as an important mediator. These findings confirm that extracurricular activities are not just an additional activity, but a strategic instrument for the long-term development of students. Another perspective comes from comparative studies that emphasize the variety of extracurricular management approaches. Hughes et al. (2016) found that extracurricular participation not only directly improves academic competence, but is also influenced by the prosocial norms of peers as mediators. This emphasis on social factors shows that the management context and group dynamics play an important role in the success of the program. Furthermore, a recent meta-analysis of sports participation from Alvarez-Bueno et al. (2017) among children and adolescents concluded that sports-based extracurricular engagement was consistently associated with improved academic achievement, although the effects varied depending on the quality of program implementation and the intensity of engagement.

In general, previous research has shown a consistent pattern: systematic extracurricular management (clear goals, structured implementation, routine evaluation, continuous improvement) yields more optimal results than programs with minimal governance. On the other hand, contemporary studies have also increasingly emphasized the importance of cultural responsiveness, fairness considerations, and contextual adaptation in program design and implementation.

## **3. Research Novelty**

Although international empirical evidence supports the strategic role of extracurricular management, much of the research is still rooted in a relatively homogeneous Western context. This condition leaves an important question about the extent to which these principles are relevant when applied to the context of Indonesian education which is very

diverse in terms of philosophy, resources, and characteristics of students. Other gaps arise from the results of various studies. Some studies support the effectiveness of structured approaches for quantitative indicators such as participation and target achievement Feldman & Matjasko (2005), while other studies highlight the advantages of flexible approaches for more qualitative outcomes such as intrinsic motivation, creativity, and independent learning Hughes et al. (2016). This debate shows that there is no consensus on the most effective management model. To date, empirical research focusing on the integration between systematic and flexible approaches in extracurricular management is still very limited. This gap is a strategic space for research in Indonesia, which, with its heterogeneity, can make a substantial contribution to the global understanding of best practices in extracurricular management across educational contexts.

#### **4. Research Objectives**

This study aims to analyze the implementation of extracurricular activity management with the Plan-Do-Check-Act (PDCA) framework and identify its contribution to students' learning motivation and academic engagement through the perspective of Self-Determination Theory. In addition, this study is intended to compare the effectiveness of extracurricular management in conventional public schools and schools with open education systems, in order to find best practices that can be adapted across contexts. The results of the research are expected to provide policy recommendations and practical guidance for schools in developing extracurricular management that is synergistic with academic learning, in accordance with the direction of the Independent Curriculum and the needs of 21st century education.

#### **Research Methods**

This study uses a qualitative approach with a comparative case study design to analyze the implementation of extracurricular activity management in two schools with different educational philosophies. The research subjects consisted of two schools, namely conventional public schools and schools with an open education system that were purposively selected to represent the diversity of Indonesia's educational context. Data collection techniques include structured observation, in-depth interviews with school principals, extracurricular coordinators, coaching teachers, and students, as well as analysis of extracurricular program documents. The research instrument was developed based on the theoretical framework of the Plan-Do-Check-Act (PDCA) cycle and the Theory of Self-Determination to measure the quality of management and its impact on students' learning motivation. The validity of the data is ensured through source triangulation, method triangulation, and member checking to increase the credibility of the research findings.

Data analysis was carried out using qualitative analysis techniques with a phenomenological approach to understand the experience of implementing extracurricular management from the perspective of the actors in both schools. The analysis process begins with data reduction through categorization and coding of information obtained from interviews, observations, and extracurricular program documents. The presentation of data was carried out by organizing information in the form of descriptive narratives and comparative matrices to identify patterns of management implementation in both school contexts. Conclusions are drawn through a process of in-depth interpretation of the meanings that emerge from the data, taking into account the eic perspective of the informants and the ethical perspective of the theoretical framework used. Validation of research results is ensured through a member checking process with key informants and data triangulation to ensure the credibility and transferability of qualitative research findings.

## Research Results

The qualitative data presented below come from structured interviews with key informants, participatory observation, and document analysis at two research schools: SMA Negeri 5 Kota Tangerang Selatan and SMA Dharma Karya Open University. Data collection was carried out in July-September 2025 involving school principals, vice principals for student affairs, extracurricular coaching teachers, and active students. All data has gone through a triangulation, reduction, and verification process so that it has adequate credibility.

**Tabel 1. Budget Allocation Comparison**

Component	SMAN 5 Tang-Sel	SMA DK UT
Extracurricular budgets	IDR 280,000,000/year	IDR 95,000,000/year
Percentage of total budget	12%	8%
Number of activities	5 types	4 types
Average per activity	IDR 56,000,000	IDR 23,750,000

*Source: Analysis of school financial documentation, August 2025*

**Tabel 2. Participation Rate Analysis**

indicator	SMAN 5 Tang-Sel	SMA DK UT
Active participation rate	85% (723/850 student)	45% (144/320 student)
Consistency of attendance	82%	67%
Student satisfaction level	4,2/5,0	3,7/5,0
Prestasi ekstrakurikuler	25 achievement/year	8 achievement/year

*Source: School data and survey of researchers, August 2025*

**Tabel 3. Learning Motivation Results – SMA Negeri 5 Tang-Sel**

Motivation Aspect	Extracurricular Participants	Non-Participants
Intrinsic motivation	4.1/5.0	3.4/5.0
Extrinsic motivation	3.9/5.0	3.5/5.0
Self-efficacy	4.0/5.0	3.3/5.0
Engagement	4.2/5.0	3.6/5.0

*Source: Student learning motivation survey, 2025*

**Tabel 4. Learning Motivation Results – SMA Dharma Karya UT**

Motivation Aspect	Extracurricular Participants	Non-Participants
Intrinsic motivation	4.3/5.0	3.5/5.0
Extrinsic motivation	4.1/5.0	3.6/5.0
Self-efficacy	4.2/5.0	3.4/5.0
Engagement	4.4/5.0	3.7/5.0

*Source: Student learning motivation survey, 2025*

**Tabel 5. Academic Performance Analysis**

Student Category	Average Score	Difference
Extracurricular participants	84.2	+5.6
Non-extracurricular participants	78.6	-

Source: 2024/2025 even semester report card data, SMAN 5 Tang-Sel

**Tabel 6. Comparison of Management Approaches**

Aspect	SMAN 5 South Tangerang	SMA Dharma Karya UT
Organizational structure	Hierarchical and formal	Flexible and adaptive
Evaluation system	Data-based and digital	Manual and narrative
Main focus	Achievement and competition	Exploration and self-development
Coaching method	Structured and intensive	Flexible and student-centered

Source: Extracurricular principal, coordinator, and coach interviews, 2025

SMAN 5 South Tangerang City is a conventional public school with 1,033 students, 49 teachers, and 24 study groups. The school was established in 2002 with a structured and performance-oriented management system. The extracurricular budget reaches Rp 280 million per year (12% of the total school budget). Meanwhile, SMA Dharma Karya UT is under the Open University Foundation with 344 students, 22 teachers, and 12 study groups. The school adopts an open education system that emphasizes flexibility. The extracurricular budget is Rp 95 million per year (8% of the total school budget).

## Discussion

### 1. Analysis of Findings Based on PDCA Cycles

The results of this study show a clear difference in the implementation of extracurricular management between conventional schools (SMAN 5 South Tangerang) and schools with an open system (SMA Dharma Karya UT). The findings are consistent with the methodology used, namely a comparative case study based on the PDCA framework. The Plan stage at SMAN 5 is formally designed with measurable targets, while at SMA Dharma Karya UT it is flexible and adaptive. The Do stage shows a difference in the participation rate, where conventional schools are higher (85%) than open schools (45%). In the Check stage, SMAN 5 implements a data-based and digital system, while SMA Dharma Karya UT is still manual and narrative. The Act stage in the two schools is also different, with conventional schools focusing on improving facilities and coaches, while open schools emphasize flexibility-based innovations such as peer-to-peer mentoring. This difference shows how PDCA can be adapted to the institutional context.

### 2. Relationship with Self-Determination Theory

The measurement of student learning motivation through four indicators (intrinsic motivation, extrinsic motivation, self-efficacy, and involvement) showed that extracurricular participants had higher scores than non-participants in both schools. This supports the framework of Self-Determination Theory which emphasizes the fulfillment of three basic psychological needs: autonomy, competence, and connectedness. The extracurricular program at SMAN 5 is able to meet the needs of competence and interconnectedness through structured exercises and team collaboration, while at SMA Dharma Karya UT stands out more in fulfilling

student autonomy through the flexibility of activity choices. Thus, although the approaches are different, both schools demonstrate the effectiveness of extracurricular management in increasing students' motivation to learn.

### **3. Linkages to Research Gaps and Previous Research**

The findings of this study also answer the gaps that have been described previously and place the results of the study within the framework of previous research. As explained in the introduction, most research on extracurricular management is still rooted in the relatively homogeneous Western context. This study shows different dynamics through the comparison of conventional schools and schools with open systems in Indonesia, thus contributing to the understanding of how management principles such as PDCA can be adapted to more heterogeneous local contexts. The results of this study also strengthen the conclusions of Owen et al. (2022) meta-analysis regarding the positive contribution of high-quality extracurricular programs to academic and non-academic achievement. More specifically, the quantitative findings of this study are in line with Feldman & Matjasko (2005) who affirmed the long-term relationship of extracurricular involvement with further education achievement. Meanwhile, Hughes et al. (2016) view of the importance of peer prosocial norms is expanded with evidence that an adaptive management system is also a determining factor for program success. Similarly, Alvarez-Bueno et al. (2017) meta-analysis of sports activities showed that extracurricular involvement did have a positive impact on academic achievement, but this study added that the quality of management is more decisive than just the type of activity. Thus, this study not only answers the gap in the literature on the Indonesian context, but also enriches the global study by showing that the effectiveness of extracurricular management is strongly influenced by contextual adaptation, the balance between formal structure and flexibility, and the ability of schools to meet the psychological needs of students as affirmed by Self-Determination Theory.

Theoretically, this study confirms the relevance of the integration of PDCA with Self-Determination Theory in understanding extracurricular management. Practically, the results of the study provide recommendations that schools need to adjust their extracurricular management strategies to their institutional characteristics. Conventional schools can maintain their formal structure while adopting certain flexibility, while schools with open systems can strengthen the consistency of participation through more measurable evaluation mechanisms. Thus, this research contributes to the development of extracurricular management practices that are responsive to the needs of students while being relevant to Indonesia's diverse educational context.

### **Conclusion**

This study shows that the management of extracurricular activities in conventional schools (SMAN 5 South Tangerang) and schools with an open system (SMA Dharma Karya UT) have different characteristics but are both able to increase students' motivation to learn. The implementation of the PDCA cycle results in a structured, formal, and achievement-oriented management pattern in conventional schools, while open schools emphasize flexibility, personalization, and meeting the autonomy needs of students. Analysis of learning motivation based on Self-Determination Theory proves that extracurricular participants, both in conventional and open schools, have higher levels of intrinsic motivation, self-efficacy, engagement, and academic achievement than non-participants. This confirms the strategic role of extracurriculars in meeting students' basic psychological needs. Theoretically, this study confirms the relevance of the integration of PDCA with Self-Determination Theory to understand extracurricular management. In practical terms, the results of the study confirm

the importance of adjusting management strategies according to the school context: formal structures can be strengthened with flexibility, while flexibility needs to be complemented by a more measurable evaluation system. Thus, this research not only fills the gap in the literature on the Indonesian context, but also enriches the global discourse on extracurricular management practices across education systems.

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