

## **MANAGEMENT OF EXTRACURRICULAR ACTIVITIES IN CHARACTER BUILDING OF HIGH SCHOOL STUDENTS IN BANDUNG CITY**

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### **Abstract**

The management of extracurricular activities plays a crucial role in shaping the character of high school students. This study aims to describe and analyze the management of extracurricular activities in character building at SMAN 1 and SMAN 23 in Bandung City. The research method used is a qualitative approach with case studies, involving data collection through in-depth interviews with school principals, extracurricular supervisors, and students; surveys of student participation; and documentation studies. The results show that integrated extracurricular management through stages of policy planning, human resource organization, participatory program implementation, and regular evaluation significantly contributes to the enhancement of students' self-discipline and social responsibility. Good extracurricular management can serve as a strategic tool in character education. Extracurricular activities focused on social skill development, such as student organizations and youth activities, are more effective in shaping students' character. Strategic recommendations include the need for schools to strengthen student participation while also providing the necessary moral and logistical support for program sustainability. Regular and comprehensive evaluations of extracurricular activities are essential. Developing diverse and inclusive extracurricular programs is crucial to reach all students' interests and potentials. Diversity in activity choices will create a more holistic learning environment and encourage comprehensive character development among students.

**Keywords:** Extracurricular management, Character building, High school

### **Abstrak**

*Pengelolaan kegiatan ekstrakurikuler memainkan peran penting dalam pembentukan karakter siswa sekolah menengah atas. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis pengelolaan kegiatan ekstrakurikuler dalam pembentukan karakter di SMAN 1 dan SMAN 23 Kota Bandung. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus, melibatkan pengumpulan data melalui wawancara mendalam dengan kepala sekolah, pengawas kegiatan ekstrakurikuler, dan siswa; survei partisipasi siswa; serta studi dokumentasi. Hasil penelitian menunjukkan bahwa pengelolaan kegiatan ekstrakurikuler yang terintegrasi melalui tahap perencanaan kebijakan, organisasi sumber daya manusia, implementasi program partisipatif, dan evaluasi rutin secara signifikan berkontribusi pada peningkatan disiplin diri dan tanggung jawab sosial siswa. Pengelolaan kegiatan ekstrakurikuler yang baik dapat berfungsi sebagai alat strategis dalam pendidikan karakter. Kegiatan*

*ekstrakurikuler yang berfokus pada pengembangan keterampilan sosial, seperti organisasi siswa dan kegiatan pemuda, lebih efektif dalam membentuk karakter siswa. Rekomendasi strategis meliputi kebutuhan sekolah untuk memperkuat partisipasi siswa sambil juga memberikan dukungan moral dan logistik yang diperlukan untuk keberlanjutan program. Evaluasi rutin dan komprehensif terhadap kegiatan ekstrakurikuler sangat penting. Pengembangan program ekstrakurikuler yang beragam dan inklusif sangat krusial untuk menjangkau minat dan potensi semua siswa. Keragaman pilihan kegiatan akan menciptakan lingkungan belajar yang lebih holistik dan mendorong pengembangan karakter yang komprehensif di kalangan siswa.*

**Kata kunci:** Manajemen ekstrakurikuler, Pembentukan karakter, Sekolah menengah atas

## INTRODUCTION

Extracurricular activities are an important part of education, especially at the high school level. These activities are not merely a supplement to the formal education curriculum, but also an effective means of developing students' potential, interests, and talents. According to data from the Ministry of Education and Culture of the Republic of Indonesia, around 70% of students in Indonesia are involved in extracurricular activities, which shows how important these activities are in students' lives (Kemdikbud, 2021). With this significant involvement, we can see that good extracurricular activities will ensure that students not only learn in the classroom but also gain valuable experiences outside the classroom that can shape their character and skills.

Effective extracurricular management contributes to the achievement of national education goals. With structured activities, students can learn to organize, communicate, and work together in teams. These skills are essential in an increasingly competitive world of work. Education needs to be placed as a top priority in efforts to create a better Indonesia, one that is advanced and developed in the future. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. It aims to develop the potential of students to become people who are faithful, pious, healthy, knowledgeable, noble, independent, creative, capable, and responsible democratic citizens (Depdiknas, 2003).

The guidance of high school, vocational school, and special needs high school students is carried out through extracurricular activities in the form of intra-school student organizations. Student guidance is a regulation to support the maximum and integrated growth of students' potential. This regulation stipulates that student development is carried out through independent extracurricular activities that include guidance on faith, excellent personality, noble character, national defense, national insight, as well as academic, sports, and arts achievements in accordance with the talents and interests of students (Ministry of Education and Culture, 2018).

The guidance and development of students is an integral part of student management, which aims to equip students with a variety of learning experiences as a foundation for preparing themselves to face the challenges of life in the future. Extracurricular activities are an important medium for shaping students' character because they do more than just

convey academic knowledge; they also provide valuable practical experiences for their future lives. It is important for schools to design effective strategies for managing extracurricular activities. One solution that can be implemented is to involve students in the planning and implementation of extracurricular activities. Thus, students will feel a sense of responsibility and be more motivated to participate. The results of a study by Devi et al. (2023) reveal that students who are involved in the decision-making process usually show a higher level of commitment to the activities they participate in.

Facing this challenge, collaboration between schools, parents, and the surrounding community is also very necessary. Through good collaboration, it is hoped that there will be a conducive and supportive environment for students to actively participate in extracurricular activities. This will have a positive impact on the character development of students and improve the overall quality of education in schools. In the context of research on “Extracurricular Management in Character Building (Discipline and Responsibility) of High School Students in Bandung,” several research gaps can be identified by analyzing previous studies. Many previous studies have shown the impact of extracurricular activities on student character development. However, variables such as socioeconomic background, gender, and individual student motivation to participate have not been studied in depth (Febrianti et al., 2022), (Sriwahyuningsi, 2017). Further research is needed to explore how these factors influence the results in character building. For example, it is necessary to explore whether students from low socioeconomic backgrounds have different motivations for participating in extracurricular activities compared to students who come from more supportive environments and backgrounds. Most existing studies rely on quantitative approaches (Anjum, 2021). More in-depth qualitative approaches, such as interviews and case studies, can provide a more comprehensive understanding of students' experiences and the impact of extracurricular activities on character building. The importance of qualitative methods in understanding social phenomena (Brinkmann and Kvale, 2018), (Patton, 2015). Using this approach, researchers can explore more deeply how students feel about their experiences in extracurricular activities and how these experiences influence their character.

Most recent studies focus on the short-term impact of extracurricular activities. There is a positive influence on the development of students' life skills, but there are no studies that specifically explore the long-term impact of participation in these activities on students' character after they complete their education (Rohmanasari et al, 2018). Longitudinal studies can provide insights into how involvement in extracurricular activities affects students' character in adulthood. This is important to understand whether the values and skills acquired during high school can be sustained and applied in daily life after completing education.

Parental participation in extracurricular activities, but research on how community support and collaboration between schools and communities can contribute to the success of extracurricular management is still limited (Yulianti, 2021). The importance of

partnerships has been recognized, but in-depth research on effective implementation in schools in Bandung has not yet been conducted (Yasmansyah et al, 2024). Further research in this area could provide guidance for schools in building strong partnerships with the community to improve the effectiveness of extracurricular activities.

Other studies have compared the level of life skills between sports and non-sports extracurricular activities, but further research is needed to investigate the differences in the character impacts of various types of extracurricular activities (Paramesti et al, 2023). For example, how arts, science, or sports activities differently influence students' discipline and responsibility. Each type of activity has unique characteristics that can influence how students learn and interact with others. Opportunities exist for the use of technology in extracurricular management, but no studies have explored how technology can be utilized to increase student participation in extracurricular activities and its impact on character building (Kim et al, 2022). Further research could examine the use of applications or online platforms in the management of extracurricular activities.

Challenges faced by schools in remote areas have been studied, but there have been no studies examining the obstacles faced by schools in urban environments, such as in the city of Bandung (Indrianjani, S. E., and Pramono, 2023). Research on the challenges of extracurricular management in urban areas could provide new perspectives for developing more effective programs. By understanding the specific challenges faced by schools in large cities, we can design more targeted strategies to increase student participation in extracurricular activities. The importance of evaluation in extracurricular programs (Ordás, et al, 2019) is clear, but further research is needed to design a comprehensive evaluation framework that can be implemented by schools in Bandung to assess the effectiveness of extracurricular activities in shaping student character. A good evaluation framework will help schools identify the weaknesses and strengths of their extracurricular programs and provide useful feedback for future improvement.

From the above analysis, it can be concluded that although many studies have discussed extracurricular management and student character building, there are still significant gaps that require further exploration. More in-depth and diverse research in methodological approaches, analyzed variables, and local contexts can contribute more significantly to the understanding and development of effective extracurricular programs in the city of Bandung. This study aims to describe and analyze the management of extracurricular activities in shaping student character at SMAN 1 and SMAN 23 in the city of Bandung.

## **METHOD**

This study adopts a qualitative approach that was chosen to obtain a more comprehensive understanding of extracurricular management in character building of students at SMAN 1 Kota Bandung and SMAN 23 Kota Bandung. Qualitative research is designed to explore and capture the meaning behind complex phenomena. Qualitative research provides an opportunity for researchers to explore a deeper understanding of individual experiences and their social context (Creswell, 2014). Qualitative research reaches the complexity of

human behavior and interactions that would not be revealed through simpler quantitative methods. The method used in this study is a case study, which focuses on two high schools in Bandung City, namely SMAN 1 Bandung City and SMAN 23 Bandung City. The case study method was chosen because it can provide an in-depth picture of the specific context being studied. Case studies in social research are very important because they can reveal complex dynamics that cannot be captured through other research methods (Yin, 2014).

The data collection techniques used in this study were observation, case studies, and interviews. Observation is a data collection technique that allows researchers to directly observe the processes and interactions in extracurricular activities. In this study, the observation process will focus on various extracurricular activities taking place in several high schools. By observing directly, researchers can understand group dynamics, interactions between students, and the impact of these activities on character building. The research may involve participatory observation, which allows researchers to participate in extracurricular activities as observers. This will provide researchers with deeper insights into how the activities take place and how students interact in the extracurricular context. Good observation can provide rich and contextual data that is difficult to obtain through other methods (Patton, 2015).

The data obtained from observation will be analyzed descriptively, focusing on patterns of interaction and group dynamics. The findings from this analysis are expected to provide valuable insights into how extracurricular activities can be improved to support character building in high school students. Interviews are used as a method in the data collection process that allows researchers to obtain more in-depth information from respondents. In this study, interviews will be conducted with extracurricular advisors, principals, and several students who are active members of extracurricular activities. Through interviews, researchers can explore their perspectives and experiences related to extracurricular activities and their impact on student character building.

Semi-structured interviews will be used in this study, in which the researcher has prepared key questions but still gives respondents the freedom to explain their views in depth. Good interviews can produce in-depth and meaningful data, making them highly relevant to qualitative research such as this (Kvale, 2015). The data obtained from the interviews will be analyzed qualitatively to find themes related to extracurricular activities and student character building. The results of this analysis will provide a more holistic explanation of the role of extracurricular activities in character education for students in high school. The third data collection method applied in this study is documentation study. The documentation study process was carried out to collect important documentation or photos relevant to the research, namely those related to the principal's leadership in improving student discipline and responsibility. The researcher then conducted an analysis to enrich the research data. Documentation is always used as a source of data

because it can be used for testing, interpreting, and even predicting. By using the documentation method, written variables can be obtained.

The location of this research is two high schools in Bandung City, namely SMAN 1 Bandung City and SMAN 23 Bandung City. These two schools were chosen because they have a good reputation in implementing extracurricular programs and have contributed to shaping student character. SMAN 1 and SMAN 23 have various extracurricular activities including sports, arts, student organizations, and social activities. This makes both schools ideal places to conduct research on extracurricular management. The data sources in this study include primary and secondary data. Primary data was obtained from interviews with the principal, vice principal for student affairs, extracurricular coordinator, extracurricular advisor, extracurricular coach, and students involved in extracurricular activities. Meanwhile, secondary data was obtained from official school documents, activity reports, and statistical data on student participation in extracurricular activities. This secondary data is important to provide context and support the analysis of the main data obtained from interviews and observations.

In this study, the data analysis method used was descriptive qualitative analysis. This approach allows researchers to describe events that take place in the field in an in-depth and comprehensive manner. Qualitative analysis helps researchers explore the meaning contained in the data collected, rather than just counting frequencies or percentages (Creswell, 2014). In the context of extracurricular management, this analysis will focus on how extracurricular activities at SMAN 1 and SMAN 23 Bandung contribute to character building in students. Thematic analysis can help in understanding how extracurricular activities shape student character (Febrianti et al, 2022). Finally, the results of the qualitative data analysis will provide a more complete explanation and understanding of extracurricular management in shaping student character at SMAN 1 Bandung and SMAN 23 Bandung. With this approach, it is hoped that it will have a positive impact on the development of more effective extracurricular programs that have a positive impact on student character.

The data collection process took several months. With sufficient time, it is hoped that researchers can collect comprehensive and representative data so that the research results can provide a clear understanding of extracurricular management in shaping student character at SMAN 1 and SMAN 23 Kota Bandung. Finally, this data analysis report will form the basis for drawing conclusions and recommendations in this study. Thus, it is hoped that this study will make a significant contribution to the development of better extracurricular activity management at SMAN 1 Bandung and SMAN 23 Bandung.

Data validation is an important step in this study to ensure that the data obtained is accurate and reliable. The validation process was carried out through several methods, including triangulation, member checking, and discussions with peers. Triangulation was carried out by comparing data obtained from various sources, such as interviews, surveys, and other supporting documents. This was done to ensure the consistency and accuracy



of the data collected (Pasolong & Yahya, 2024). In addition, discussions with peers were also conducted to obtain input and constructive criticism on the data collection and analysis process. These discussions helped researchers to see from different perspectives and identify potential biases that might arise during the research. Collaboration with peers can improve the overall quality of the research (Drucker, 2018). After going through the validation process, researchers will revise the analysis report if necessary. This revision aims to correct or add information that may have been overlooked previously. By conducting a thorough validation, researchers hope to produce more accurate and accountable findings (Indrianjani et al, 2023).

Finally, the results of this validation will be an important part of the final research report. Therefore, it is hoped that this research will make a meaningful contribution to the advancement of extracurricular activity management and character building of students at SMAN 1 Kota Bandung and SMAN 23 Kota Bandung. The data in this study will be presented in a structured and systematic manner to facilitate reader understanding. The results of data analysis and validation will be presented in the form of descriptive narratives and supporting tables. Good data presentation will help illustrate the research findings and provide a clear picture of the role of extracurricular management in shaping student character.

In presenting the data, the researchers will prioritize clear and concise delivery so that readers can clearly follow the line of reasoning presented. In addition, the researcher will also include direct quotes from participants to provide empirical evidence to support the analysis. This is in line with the principle of transparency in qualitative research, which emphasizes the importance of showing how data is collected and analyzed (Setyaningrum et al, 2023). Furthermore, the researcher will also include direct quotes from respondents to provide a more concrete illustration of the findings. These quotes will strengthen the arguments presented and give a voice to the respondents in the research report. In this way, readers can directly experience the experiences and views of students and teachers regarding extracurricular management (Yasmansyah et al, 2024). With systematic and clear data presentation, it is hoped that this research report will be able to present useful information for stakeholders, such as school administrators, teachers, and other researchers interested in this topic. This research is expected to make a positive contribution to the development of better extracurricular management for character building of students at SMAN 1 and SMAN 23 in Bandung City.

## **RESULTS AND DISCUSSION**

SMAN 1 Bandung is one of the leading high schools in the city of Bandung. Founded in 1955, this school has a strong reputation in both academic and non-academic fields. With approximately 1,200 students, SMAN 1 Bandung focuses not only on academic achievement but also on character development through various extracurricular activities. According to data from the Bandung City Education Office, SMAN 1 Bandung has a graduation rate of 99%, and many of its alumni continue their studies at renowned

universities in Indonesia. As of December 6, 2021, Tuti Kurniawati, S.Pd. M.Pd became the permanent principal of SMAN 1 Bandung. The organizational structure of SMAN 1 Kota Bandung, as shown in one of the images, demonstrates a clear and structured hierarchy. The principal, as the highest leader, is assisted by several vice principals and other important departments such as curriculum, student affairs, facilities and infrastructure, and administration. This structure explains the division of responsibilities and tasks that must be carried out properly to ensure effective school management.

Based on current data, SMAN 1 Kota Bandung has a large number of teaching and non-teaching staff. There are 68 civil servant teachers and 7 non-civil servant teachers, as well as other educational staff such as administrative staff, cleaning service staff, and school security guards. Extracurricular activities at SMAN 1 Kota Bandung are very diverse, ranging from sports and arts to student organizations. The school has more than 24 active extracurricular activities, including Scouting, Paskibra, and various sports clubs. Student involvement in these extracurricular activities is not only intended to fill their free time but also to build discipline and responsibility. Active involvement in extracurricular activities has the potential to hone students' social and leadership skills (Febrianti et al, 2022).

In addition, SMAN 1 Kota Bandung also implements a structured extracurricular activity management system. The principal, vice principal, extracurricular coordinator, extracurricular advisor, and coaches work together to design programs that suit the interests and talents of students. Good management of extracurricular activities is essential to achieve the goal of character education (Setyaningrum et al, 2023). SMAN 1 Kota Bandung has adequate facilities and infrastructure, including ideal classrooms, laboratories (Physics, Chemistry, Biology, Computers, and Multimedia), and special rooms (Principal, Vice Principal, Teachers, Administration, Guidance and Counseling, School Health Unit, Student Council, Extracurricular, Library, Duty Room, etc.). SMAN 1 Kota Bandung is a well-organized and neatly arranged educational institution with competent personnel and facilities and infrastructure that support the holistic learning and development of students.

SMA Negeri 23 Bandung is a public high school located on Jl. Malangbong Raya, Antapani, Bandung City. The school was founded in 1994 and is currently led by Mr. H. Solihin, M.Pd. Like other high schools in Indonesia, the study period at SMA Negeri 23 Bandung lasts for three years, starting from grade X to grade XII. This school has achieved an accreditation score of 90.60. SMAN 23 Kota Bandung, which was founded in 1992, is also an educational institution that prioritizes character building through extracurricular activities. With approximately 800 students, this school has a vision to prepare a generation that is not only strong academically, but also has strong character. Data from the Education Office shows that SMAN 23 Bandung has a fairly good graduation rate, with an average of 95% in national exams.



SMAN 23 Bandung provides a variety of facilities to support the teaching and learning process. These facilities include classrooms, laboratories for biology, physics, chemistry, computers, and languages, a library, and a hotspot area for internet access. In addition, there are also sports fields, a multimedia room, a greenhouse, a mosque, a public canteen and an honesty canteen, a school cooperative, an OSIS room, toilets, a CCTV system, and a UKS room. At SMAN 23 Bandung, research findings reveal that extracurricular activities play an important role in developing student character, particularly in terms of creativity and cooperation. Of the 100 respondents surveyed, around 75% of students felt that the arts and cultural activities they participated in helped them to be more confident and able to work together in a team. This is in line with research conducted by Hakama et al (2017), which found that outdoor education, including extracurricular activities, can improve cohesion and communication among students.

Interviews with students and teachers at SMAN 23 show that activities such as theater and music not only improve artistic skills but also build a sense of responsibility. Students involved in theater performances must prepare themselves well and work together with other team members to achieve satisfactory results. Extracurricular activities that involve collaboration can help students develop important social skills (Sundari, 2021). However, the challenge faced by SMAN 23 Bandung is the lack of support from external parties, such as parents and the community, in the implementation of extracurricular activities. This can affect the quality of the activities carried out. Therefore, efforts are needed to build partnerships with parents and the community so that extracurricular activities at school can run more optimally (Yasmansyah et al, 2024).

Unlike SMAN 1 Kota Bandung, SMAN 23 Kota Bandung focuses more on developing students' creativity through arts and cultural activities. Extracurricular activities such as theater, dance, and music are very popular among students. Research by Rohmanasari et al (2018) shows that involvement in arts activities can improve students' ability to express themselves and strengthen their self-confidence. In addition, SMAN 23 Kota Bandung also has active sports programs, including soccer and basketball, which aim to build teamwork and discipline. SMAN 23 Kota Bandung has 14 active extracurricular activities, including Scouting, Paskibra, PMR, Badminton, Basketball, English Club, Choir, Futsal, IT Club, Rohis, Journalism, Taekwondo, Kazuko, and Cabaret.

The extracurricular activities at SMAN 23 Bandung City are supervised or handled by reliable and licensed coaches. Extracurricular activities are held both inside and outside the school environment according to a predetermined and mutually agreed schedule. The management of extracurricular activities at SMAN 23 Bandung is carried out using a participatory approach, in which students are involved in decision-making related to the activities to be carried out. This is in line with the research by Devi et al (2023), which shows that student involvement in decision-making can increase their sense of responsibility and ownership of the activities they participate in. Thus, SMAN 23

Bandung strives to build an atmosphere that supports student character development through beneficial extracurricular activities.

Research results at SMAN 1 Kota Bandung show that extracurricular activities have a positive impact on student character building, especially in terms of discipline and responsibility. From the results of observations, documentation studies, and interviews conducted with several students, the students admitted that they felt more disciplined in their daily activities after participating in extracurricular activities. This is in line with the findings of Shabiha (2021), who stated that involvement in extracurricular activities can increase students' motivation and discipline in learning. Involvement in extracurricular activities can improve students' academic performance, which is an important indicator of discipline and responsibility (Shabiha, 2021). Extracurricular activities contribute positively to the development of students' character, creating more responsible and disciplined individuals (Shabiha, 2021).

The management of extracurricular activities in character building for students at State Senior High School 1 in Bandung is integrated into four main stages: planning, organizing, implementing, and evaluating. In its implementation, there are several research findings as follows:

The planning of extracurricular activities at SMAN 1 Kota Bandung is carried out in a structured manner by the deputy principal in charge of student affairs, the extracurricular activity coordinator, and the extracurricular activity supervisors. At the beginning of each school year, a coordination meeting is held to determine the types of activities, training schedules, supervisors, coaches, and character development objectives for each extracurricular activity. Extracurricular activities include Scouting, Paskibraka, Student Council, Rohis, PMR, KIR, Music, Dance, Sports, etc. In planning these activities, the school also takes into account student aspirations through surveys of student talents and interests.

In an effort to create an effective, focused, and sustainable extracurricular management system, SMAN 1 Kota Bandung has developed an organizational structure that involves various human resources components in an integrated manner. This organization aims to ensure that each role carries out clear roles and responsibilities and can work together in realizing the school's vision of fostering the character and potential of students through non-academic activities.

**Principal** As the highest leader in the school environment, the Principal plays a strategic role in setting the general policy direction related to the development of extracurricular activities, providing full support in the form of policies, facilities, and budgets, and conducting periodic evaluations of extracurricular program performance together with the school management team. The Vice Principal for Student Affairs acts as the main coordinator for the implementation of extracurricular activities, with responsibilities including designing strategic plans for extracurricular development, supervising the

implementation of activities in the field, and acting as a liaison between the principal, advisors, and extracurricular coordinators. Extracurricular Coordinator. Extracurricular coordinators are appointed from among teaching staff who have experience and competence in student activity management. The main tasks of coordinators are to compile the overall extracurricular activity schedule, manage activity administration, such as attendance records, activity reports, and documentation, and provide direct assistance to extracurricular advisors in the implementation of work programs.

Extracurricular Advisors. The advisor is a teacher or educational staff member who is directly responsible for supervising one type of extracurricular activity. The role of the advisor is very important in developing extracurricular work programs according to the interests and needs of students. They consistently and structurally train and guide participants, as well as foster students' attitudes and ethics during the training process and when performing in competitions. Improving the competence of extracurricular advisors is also an important aspect. Continuous training focused on character learning methods, activity management, and creative and innovative approaches will help advisors perform their roles optimally. Trained advisors are not only able to manage activities well, but also serve as role models in instilling positive values in students (Sundari, 2021).

Students. As the main subjects of extracurricular programs, students have an active role as well as being the beneficiaries of these activities. Their involvement includes choosing and participating in extracurricular activities according to their interests and talents, maintaining commitment and responsibility in participating in training and routine activities, and representing the school in competitions or social activities according to their respective extracurricular fields.

Each element in this organization works as an integrated system. The coordination mechanism is carried out through regular meetings between the principal, vice principal, and extracurricular coordinator, as well as a coaching forum to share experiences and strategies for training and evaluating students, which is done periodically through reports and activity portfolios. With this clear and participatory organizational system, SMAN 1 Kota Bandung hopes to create a learning environment that not only focuses on academic aspects but also strengthens students' character and social competencies as a whole. Extracurricular activities are carried out every week, generally outside of school hours, namely in the afternoon after school and on Saturday mornings, with a time limit of 5:00 p.m. Each activity is guided by a supervising teacher or professional trainer from outside the school.

Character building in the implementation of these activities can be seen from the values instilled, such as: Discipline through attendance and punctuality; Responsibility, through the role of students in committees or organizing activities; Cooperation and leadership, especially in activities such as the Student Council, Scouts, and Paskibra; Creativity, in youth arts and science activities (KIR); Empathy and care, in social activities by PMR and Rohis. Character building in the implementation of these activities can be seen from

the values instilled. Activities are evaluated periodically through monthly reports from each extracurricular advisor to the Vice Principal for Student Affairs.

The evaluation includes student attendance, work program achievements, and the impact of activities on student attitudes and behavior. In addition, there is also an evaluation from students through satisfaction questionnaires and suggestions for future activity development. Monitoring is also carried out through direct observation and documentation of activities, including student achievements at the city and national levels, which demonstrate the success of character building through extracurricular activities. Data was obtained through documentation, observation, and in-depth interviews with several informants, namely the principal, the vice principal in charge of student affairs, the extracurricular activity coordinator, extracurricular activity advisors, and students actively participating in extracurricular activities. The following are the findings based on the interviews that were conducted. Interview with the Principal of SMAN 1 Kota Bandung, held in the principal's office at 10:00 a.m. The interview was conducted in person and took place in a conducive and open atmosphere. The principal in question has been in office for more than three years and is very concerned with shaping student character through various school activities, including extracurricular activities.

During the interview, the principal emphasized that extracurricular activities are an important part of the school's strategy in building student character, especially discipline and responsibility. He explained that extracurricular activities are not only complementary activities but also an integral part of a systematic and planned character-building process. "We direct extracurricular activities not only to develop students' interests and talents, but also to shape attitudes of discipline, responsibility, and cooperation. Students who are active in extracurricular activities usually demonstrate more orderly behavior, both in following school rules and in classroom learning."

The interview was conducted with the Vice Principal for Student Affairs in his office. He explained that extracurricular management at the school is designed in a systematic and structured manner. Planning is carried out through coordination meetings at the beginning of the school year involving coaches, teachers, and other school officials. He emphasized that extracurricular activities are not only complementary, but also a means of character building, especially in terms of discipline and responsibility. According to him, "We see that students who are active in extracurricular activities have a better level of discipline. They are accustomed to following rules, valuing time, and being responsible for their tasks." In addition, activities are evaluated periodically to ensure the effectiveness of the program. Activities such as scouting, flag-raising, and sports are the main platforms that train students to obey rules, work in teams, and have commitment.

Interview with the Extracurricular Coordinator He explained that the management of extracurricular activities begins with a planning stage that involves all coaches and student representatives. The types of extracurricular activities available are tailored to the interests and talents of the students. According to him, one indicator of the success of

extracurricular activities is a change in student behavior towards greater discipline. He said, “Students who participate in extracurricular activities will become accustomed to rules, routine training, and specific targets. From there, they learn to be responsible and manage their time well,” both academically and in terms of character. According to him, good habits formed through extracurricular activities can be carried over into daily life, including at home.

In addition, parents also emphasized the importance of communication between schools and families. She felt involved and informed about her child's activities, which made her even more convinced that extracurricular activities at school were carried out seriously and purposefully. Parents also appreciated the role of coaches and teachers who guided students during activities. She felt that the school had provided the right platform for students to develop, not only academically but also in terms of character. According to them, good habits formed through extracurricular activities can be carried over into daily life, including at home. In addition, parents also emphasize the importance of communication between school and family. They feel involved and informed about their children's activities, which makes them even more convinced that extracurricular activities at school are carried out seriously and purposefully. The active role of parents in non-formal educational activities can encourage the development of character values such as responsibility, cooperation, and discipline (Yulianti, 2021).

The interviews lasted approximately 30 minutes for each source. Overall, the sources gave positive views on extracurricular management and assessed that these activities play a significant role in character building, particularly in terms of student discipline and responsibility. Based on observations, document studies, and interviews conducted with the extracurricular staff at SMAN 1 Bandung, consisting of the principal, vice principal for student affairs, extracurricular coordinator, extracurricular advisor, extracurricular trainers, and students, the following results were obtained:

The planning of extracurricular activity management policies in character building for high school students at SMAN 1 Bandung has been well planned with the following aspects assessed: The school has a clear plan for extracurricular programs. Extracurricular activities are planned according to student interests, students are involved in planning extracurricular activities, extracurricular activity plans are communicated to all students, and the school evaluates the extracurricular plans that have been developed. The organization of human resources (principal, vice principal in charge of student affairs, extracurricular activity coordinator, extracurricular activity supervisors, and students) and the management of extracurricular activities in character building for high school students at SMAN 1 Kota Bandung are running well, with the following aspects being assessed: Extracurricular activities are well organized, with the assessed aspects being a clear division of tasks in each extracurricular activity, extracurricular advisors having adequate competence, students being involved in the organization of extracurricular activities, and communication between advisors and students in extracurricular activities running well.

The implementation of extracurricular activity management steps in shaping the character of high school students at SMAN 1 Kota Bandung has been carried out well with the following aspects being assessed: extracurricular activities are carried out according to a predetermined schedule, extracurricular activities attract students to participate in a variety of extracurricular activities, satisfaction with the implementation of extracurricular activities, extracurricular activities provide valuable experiences for students in character building. The evaluation of the management of extracurricular activities in shaping the character of high school students at SMAN 1 Kota Bandung was carried out well with the following aspects being assessed: the school conducted periodic evaluations of extracurricular activities, opportunities to provide input on extracurricular activities, the results of the evaluation of extracurricular activities were used for future improvements, there is transparency in the evaluation process of extracurricular activities, and the evaluation of extracurricular activities influences planning for the following year.

From the results of observations, document studies, and interviews, it was found that many students showed an increase in responsibility after participating in extracurricular activities. For example, students involved in the Scout organization demonstrated the ability to lead and organize activities, as well as responsibility for the tasks assigned. Extracurricular activities can be a means of teaching students the value of responsibility (Sriwahyuningsi, 2017). However, even though many students feel the benefits, this study also notes several challenges in extracurricular management at SMAN 1 Bandung. Some students complain about the lack of time to participate in extracurricular activities due to their heavy academic workload. Therefore, a more flexible approach to scheduling activities is needed so that students can balance their academic and extracurricular activities (Baharuddin et al, 2024).

Based on the results of observations, documentation, and interviews, extracurricular activities at SMAN 1 Bandung have been proven to contribute positively to the character building of students. Some of the main characters that have developed include: Integrity and responsibility: students are accustomed to carrying out tasks and completing them well; Leadership and confidence: especially in students who are involved as extracurricular administrators or event committees; Social awareness and empathy: evident in students' social and humanitarian activities; Cooperation and tolerance: because the activities are carried out with the active participation of students as a team and involve students from various backgrounds. A concrete example can be seen in the success of the Paskibra team, which not only achieved city-level achievements but also demonstrated a high level of discipline and responsibility in the school environment. The results of research at SMAN 23 Bandung state that extracurricular activities play an important role in shaping students' character, especially in terms of responsibility and discipline. The information was obtained through observation, documentation studies, and in-depth interviews with various sources, including the principal, the vice principal in charge of student affairs, the extracurricular activities coordinator, extracurricular



activity advisors, and students who actively participate in extracurricular activities. The following findings are based on the interviews that were conducted.

Interviews with the principal and vice principal in charge of student affairs at SMAN 23 Bandung revealed that extracurricular management is an important aspect of the learning process at their school. They have various extracurricular activities designed to support student development outside the formal education curriculum. These activities include sports, arts, and student organizations. We monitor and evaluate these programs regularly to ensure they are in line with our educational goals. Extracurricular management is very important because these activities play a role in character development. Through extracurricular activities, students learn to cooperate, communicate, and lead. These activities also help students manage their time and stress, as well as hone their social skills. We believe that experiences gained outside the classroom will equip students with the competencies necessary for their future lives. The main objective of the extracurricular program at SMAN 23 Bandung is to develop students' potential holistically. We want to provide opportunities for students to explore their interests and talents outside of academics. In addition, we want to shape well-rounded individuals, both intellectually, emotionally, and socially. We also strive to increase the involvement of parents and the community in supporting these activities, so as to create a positive environment for student development.

Interviews with extracurricular advisors and coaches at SMAN 23 Bandung revealed the following statements. In planning, we involve the principal, teachers, student representatives, and sometimes parents who have an interest in a particular field. The main criteria include student interest, relevance to the school's vision and mission, and the availability of resources. We want activities that can support the development of students' character and artistic skills. We refer to the school's vision and mission in every activity plan. Every program designed must support our educational goals. We conduct evaluations every semester. If there is important feedback from students or external developments, we will make adjustments. The challenges we often face are budget and time constraints, and sometimes it is difficult to get active participation from students. We hold student forums to listen to their ideas and invite them to participate in activity planning. We use survey data collected at the beginning of the school year to understand student preferences. We prepare budgets based on the needs of each activity, submit proposals for funding, and seek outside sponsors.

Parents act as consultants who can provide input. We also invite them to support joint activities. The Vice Principal of Student Affairs and the Extracurricular Coordinator are responsible for supervising all activities, supported by their respective coaches and trainers. "We regularly hold workshops led by speakers who are experienced in activity management.

Communication is carried out through WhatsApp groups and regular meetings between the Vice Principal of Student Affairs, the Extracurricular Coordinator, extracurricular

advisors, and extracurricular coaches. We hold open discussions to find the best solutions for the common good. We evaluate each activity in meetings to discuss what needs to be improved." The most popular activity is basketball, which has a high level of student participation. Students play an active role as administrators, participants, and often as initiators of ideas for activities. The innovations we have implemented include the use of social media for promotion and reporting, as well as collaboration with alumni. We collaborate with clubs outside the school for competitions and experience exchanges, and invite guest speakers.

The evaluation process involves collecting participation data, feedback from students, and analyzing the results of the activities. The evaluation results show that some activities need to be improved in terms of organization, but student participation is increasing. We use the evaluation results as a basis for planning better activities that are relevant to the needs of students. Based on observations, documentation studies, and interviews conducted with 12 extracurricular staff at SMAN 23 Bandung, consisting of the principal, vice principal for student affairs, extracurricular coordinator, extracurricular advisor, extracurricular trainers, and students, the following results were obtained:

The planning of extracurricular activity management policies in shaping the character of high school students at SMAN 23 Bandung has been well planned with the following aspects assessed: The school has a clear plan for extracurricular programs, extracurricular activities are planned according to student interests, there is student involvement in the planning of extracurricular activities, the extracurricular activity plan is communicated to all students, and the school evaluates the extracurricular plan that has been developed. The organization of human resources (principal, vice principal in charge of student affairs, extracurricular coordinator, extracurricular advisor, and students) and the management of extracurricular activities in character building for high school students at SMAN 23 Bandung City are running well, with the following aspects being assessed: Extracurricular activities are well organized, with the assessed aspects being clear division of tasks in each extracurricular activity, extracurricular advisors having adequate competence, students being involved in the organization of extracurricular activities, and communication between advisors and students in extracurricular activities running well.

The implementation of extracurricular activity management steps in shaping the character of high school students at SMAN 23 Bandung City has been carried out well with the following aspects being assessed: extracurricular activities are carried out according to a mutually agreed schedule, extracurricular activities attract students to participate in extracurricular activities, extracurricular activities provide valuable experiences for students in character building. The evaluation of the management of extracurricular activities in shaping the character of high school students at SMAN 23 Bandung City was 77.45% well implemented with the following aspects assessed: the school conducted periodic evaluations of extracurricular activities, opportunities to provide input on extracurricular activities, the results of the evaluation of extracurricular activities were

used for future improvements, there is transparency in the evaluation process of extracurricular activities, and the evaluation of extracurricular activities influences planning for the following year.

Interviews with students at SMAN 23 show that activities such as theater and music not only improve artistic skills but also build a sense of responsibility. Students involved in theater performances need to make thorough preparations and collaborate with other team members to achieve satisfactory results. Extracurricular activities that involve collaboration can help students develop important social skills (Heriwando & Ma'mun, 2024). However, the challenge faced by SMAN 23 Bandung is the lack of support from external parties, such as parents and the community, in the implementation of extracurricular activities. This can affect the quality of the activities carried out. Therefore, efforts are needed to build partnerships with parents and the community so that extracurricular activities at SMAN 23 can run more optimally. Based on the results of research in both schools, it can be concluded that good extracurricular management contributes significantly to character building in students at SMAN 1 Bandung and SMAN 23 Bandung.

Both schools have different approaches to extracurricular management, but both show that student involvement in non-academic activities is crucial for character development. Supported by the participation of the school, parents, and the community, extracurricular activities can be an effective means of shaping students to be disciplined, responsible, and have good social skills. In both schools, extracurricular activities are planned systematically and structurally. At SMAN 1 Bandung, planning involves the deputy principal in charge of student affairs, extracurricular coordinators, mentors, coaches, and student aspirations through interest and talent surveys. Regular coordination meetings are held at the beginning of each school year to determine the types of activities, practice schedules, and character development goals for each extracurricular program.

SMAN 23 Bandung also applies a participatory approach in planning by involving students in decision-making related to the types of activities to be carried out. This aims to increase students' sense of responsibility and ownership of the programs they participate in. Human resource management at both schools involves various parties, from the principal as the highest leader to professional mentors and coaches, both internal and external to the school. SMAN 1 has a structured organizational structure with clear allocation of responsibilities between the principal, vice principal for student affairs, extracurricular coordinator, and advisors/coaches. SMAN 23 emphasizes collaboration between these elements with an emphasis on the active involvement of students as part of the activity management team to create a conducive atmosphere of cooperation to support the success of the program.

Activities at both high schools are generally carried out after regular school hours, namely in the afternoon or on Saturday mornings, with a limited duration until around 5 p.m. so as not to interfere with students' main academic activities. Various activities ranging from

sports (soccer, basketball), arts (theater, music), youth organizations (student council, scouts) to scientific clubs such as KIR or journalism are carried out regularly according to a programmed schedule. Character values such as discipline are embodied through punctuality; responsibility through active roles in committees; cooperation through group activities; creativity, especially in the arts; and empathy through social involvement are the main focus during this implementation process. Evaluations are conducted periodically using monthly reports from the advisors to the deputy head of student affairs, accompanied by direct observation by the school management team of the activities and documentation of student achievements at both the city and national levels as indicators of the program's success.

SMAN 1 Kota Bandung: The main focus of its extracurricular management is to build student discipline and personal responsibility through various types of extracurricular activities such as Scouts, Paskibra, OSIS, PMR, and other sports/arts clubs. The school has adequate facilities and infrastructure to support the smooth running of these activities. Interviews showed that around 80% of students felt a significant increase in discipline after participating in extracurricular activities. SMAN 23 Kota Bandung: This school emphasizes creativity and teamwork, particularly through cultural arts extracurricular activities (theater, music, dance) and popular sports such as futsal and basketball. The participatory nature of student involvement in decision-making makes them more responsible for the success of events. However, the challenge of a lack of support from parents/the community still requires serious attention.

## **CONCLUSION**

Based on the findings of the discussion of the results of research on the management of extracurricular activities in shaping the character of high school students at SMAN 1 Bandung and SMAN 23 Bandung, the following conclusions can be drawn: The management of extracurricular activities in high schools, particularly at SMAN 1 and SMAN 23 Bandung, plays a significant role in shaping student character, especially in terms of discipline and responsibility. Based on the research results, students who are active in extracurricular activities show a significant increase in self-discipline and social responsibility. The management of extracurricular activities in shaping the character of students at SMAN 1 and SMAN 23 Bandung has empirically been carried out in accordance with the stages of management theory and is oriented towards the management policy of extracurricular activities in shaping student character, although there are still obstacles and limitations in terms of human resources and facilities, which have an impact on producing high-quality and competitive graduates.

From the results of the case studies at SMAN 1 and SMAN 23, it was found that types of extracurricular activities oriented towards the development of social skills, such as student organizations and youth activities, are more effective in shaping student character. Students who are active in these activities reflect progress in communication and collaboration skills, which are key elements of social responsibility. Good extracurricular

management can be a strategic tool in character education. In terms of planning, extracurricular activity management policies have been designed based on planning management principles that include analyzing student needs, setting clear goals, and aligning with the curriculum and school vision and mission. This planning also refers to character education theory, which emphasizes the importance of integrating moral and ethical values into every activity, and is in line with government policies related to Strengthening Character Education (PPK). This reflects the school's seriousness in placing character building as one of the main objectives of extracurricular activities. In terms of organization, the management of extracurricular activities in schools such as SMAN 23 Kota Bandung shows a well-organized structure, with a clear division of tasks between advisors, students, and other supporting parties. This organizational process follows management principles that emphasize coordination, delegation of authority, and the formation of effective work teams. Activities have also been designed to be in line with character education objectives, such as fostering cooperation, leadership, and social responsibility among students. This shows that the organizational structure of extracurricular activities has supported the systematic implementation of character values.

In terms of implementation, the extracurricular activities carried out at SMAN 1 and SMAN 23 in Bandung City have demonstrated compliance with national education policies. The implementation not only reflects the fulfillment of administrative targets but also demonstrates a real effort to build student character through contextual, enjoyable, and value-building activities. This is reflected in the active involvement of students, their enthusiasm in participating in activities, and the positive impact felt in both academic and non-academic aspects. In terms of evaluation, both schools have carried out a routine and structured assessment process on the effectiveness of extracurricular activities. The evaluation was conducted not only to measure the technical success of the activities but also to assess the extent to which these activities contributed to the character building of students. This evaluation is in line with government policy directives and is an important basis for decision-making for future program improvements. With continuous evaluation, schools can ensure that extracurricular activities remain responsive to change and have a positive impact on students' personal development.

Based on the findings of this study, there are several strategic recommendations that can be proposed to improve the effectiveness of extracurricular activity management in supporting student character building. Schools need to strengthen student participation, but also provide the moral and logistical support necessary for the program's sustainability. Regular and comprehensive evaluation of extracurricular activities is essential. This evaluation must cover the aspects of planning, implementation, and the impact of activities on student character development. By conducting evaluations, schools can identify existing strengths and weaknesses so that programs can be adjusted to be more effective in achieving character education goals. It is important for schools to develop diverse and inclusive extracurricular programs in order to reach all students'

interests and potential. Varied programs not only expand the space for students' self-actualization, but also provide opportunities for each individual to learn social values, empathy, tolerance, and leadership. Diversity in the choice of activities will create a more holistic learning environment and encourage comprehensive character building among students.

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