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School Management's Contribution to Students' Activity Level in Extracurricular Activities

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ABSTRACT

Objective: *This study aims to investigate the relationship between school management and student participation in extracurricular activities, emphasizing the role of schools in fostering both academic and non-academic development, including character building and social skills.* ***Method***: *A quantitative research design with a correlational approach was employed, involving 39 student respondents. Data were analyzed using validity, reliability, correlation, and hypothesis testing.* ***Results***: *The study found that all statement items were valid, with Cronbach's Alpha reliability coefficients of 0.675 and 0.670. A Pearson correlation coefficient of 0.996 (p = 0.000) demonstrated a very strong, positive relationship between school management and extracurricular activity involvement.* ***Novelty***: *This study provides valuable insights into how effective school management positively influences student engagement in extracurricular activities, contributing to the holistic development of students. It highlights the importance of school management practices in enhancing student activity and potential growth beyond academic achievement.*

INTRODUCTION

Schools play a crucial role in developing students who excel not only academically but also possess strong personalities, leadership qualities, and social skills. One means of developing this potential is extracurricular activities, which are a vital part of the Indonesian education system [1]. Outside the classroom, extracurricular activities and student organizations play a crucial role in shaping students' character, skills, and self-confidence. From arts and sports to technology, these diverse activities provide a platform for students to explore their interests and broaden their social horizons. A report from the Central Statistics Agency (BPS) for the 2023/2024 academic year shows that Scouting is the most popular extracurricular activity among Indonesian students, with 64.46% participating, followed by sports at 32.66%, and arts and culture at only 9.44% [2].

However, the management of extracurricular activities in schools still faces various challenges. Some schools lack thorough planning, effective coordination between supervisors, and a continuous monitoring system. This situation results in low student participation and motivation in extracurricular activities. In fact, these activities play a strategic role in realizing the national education goals as stipulated in Law Number 20 of 2003 concerning the National Education System, namely to shape individuals who are faithful, pious, have noble character, are competent, creative, independent, and responsible towards their social environment. This emphasizes the

importance of directed and effective school management so that extracurricular activities run in accordance with non-academic learning objectives [3].

Several previous studies have shown that extracurricular activities play a crucial role in developing student character. However, little research has examined how school management functions can influence student engagement. This gap is important to examine because the success of extracurricular activities depends not only on student interest but also on the effectiveness of school management functions such as planning, organizing, implementing, and supervising [4].

George R. Terry states that management consists of four main functions: planning, organizing, implementing, and supervising. These four functions serve as a crucial foundation for managing extracurricular activities to ensure they are directed and achieve their goals. Furthermore, Abraham Maslow's theory of needs also provides a psychological basis for understanding students' motivation to participate in extracurricular activities. According to Maslow, humans have a hierarchy of needs ranging from physiological needs to self-actualization. Students who are active in extracurricular activities are at the self-actualization stage, namely the need to develop their potential and gain recognition from their social environment. When schools are able to provide a management system that supports these needs, student motivation and engagement will increase [5].

This study aims to examine the role of school management in increasing student engagement through planned and sustainable management of extracurricular activities.

RESEARCH METHOD

This research employed a quantitative method with a descriptive approach. This approach is scientific, systematic, and structured, designed to objectively explain phenomena using numerical data from respondents. The study population consisted of individuals relevant to the research topic. The sample was determined using a simple random sampling technique to ensure that each member of the population had an equal opportunity of being selected, thus allowing for representative generalizations of the research findings [6], [7].

Data collection was conducted using a structured questionnaire based on theoretical indicators and research variables. Prior to use, the instrument was tested for validity (to ensure that each question measures the intended construct) and reliability (to ensure consistency of measurement results). Data collection was conducted by distributing the questionnaire directly to respondents. Before completing the questionnaire, respondents were explained the purpose of the study and assured of data confidentiality to ensure honest and voluntary participation [8], [9], [10].

The collected data were analyzed descriptively and inferentially in accordance with the research objectives and hypotheses. The analysis was conducted using statistical software, SPSS, to obtain objective, measurable, and verifiable results. This research also adheres to the principles of research ethics, such as maintaining the confidentiality of respondents' identities, obtaining informed consent, and ensuring that no one is harmed during the research process [11], [12], [13], [14], [15].

RESULTS AND DISCUSSION

Results

The collected questionnaires were assessed according to the previous provisions. The quantitative data obtained through questionnaire distribution and subsequent analysis yielded the following findings:

Table 1. School Management and Extracurricular Activity Questionnaire

No	Variable X (School Management)	Variable Y (Extracurricular Activity Participation)
1	53	53
2	57	57
3	52	52
4	52	52
5	55	55
6	57	56
7	57	57
8	50	50
9	53	53
10	56	55
11	54	54
12	47	47
13	54	54
14	55	55
15	56	56
16	60	60
17	60	60
18	57	57
19	54	54
20	54	54
21	53	54
22	55	55
23	53	53
24	57	57
25	56	55
26	51	51
27	52	52
28	56	56
29	56	56
30	53	53
31	56	56
32	62	62
33	61	61

No	Variable X (School Management)	Variable Y (Extracurricular Activity Participation)
34	52	52
35	62	62
36	48	48
37	51	51
38	60	60
39	60	60

In this study, the instrument used was a questionnaire designed to measure two variables: school management as the independent variable and student extracurricular activity as the dependent variable. Data selection required validity and reliability testing, as data represent the variables being studied and serve as a means of proving hypotheses. Therefore, the accuracy of the data significantly determines the quality of the research results. The questionnaire must also be tested for validity and reliability to ensure that the instrument is truly capable of measuring the intended variables and producing consistent results. A good instrument must also meet two important requirements: validity and reliability.

1. Validity Test

Researchers conducted validity tests on the questions to determine their suitability for testing. As a measuring tool, research instruments must be piloted before being used for data collection.

Figure 1. Validity Test Results

Variabel	Jumlah Pernyataan	Cronchach's Alpha	Syarat	Keterangan
Manajemen Sekolah	16	0,675	0,6	Reliabel
Keaktifan Ekstrakurikuler	16	0,670	0,6	Reliabel

Based on the validity test results of the research instrument, conducted using the Pearson Product Moment formula in SPSS, the following results were obtained. The number of respondents in this study was 39 (N = 39) with a significance level of 5%, resulting in a r-value of 0.316. The validity calculation results indicate that all statements in the School Management variable (X01–X16) have a calculated r-value greater than the calculated r-value (r-value > r-value) and a significance value (p-value) less than 0.05. These results indicate that each statement in the School Management variable has a significant correlation with the total score, thus concluding that all statements in the School Management variable are valid.

Similarly, for the Extracurricular Activity variable (Y01-Y16), all statements in this variable also showed a calculated r-value greater than the table r-value (calculated r-value > table r-value). The number of respondents, totaling 39, showed an r-value of 0.316 and a p-value <0.05, indicating that all statements in this variable were also declared valid. Thus, it can be concluded that the instrument used in this study met the validity criteria.

2. Reliability Test

Figure 2. Reliability Test Results

Variabel	Pernyataan	r - Hitung	r - Tabel	P (Sig)	Keterangan
Manajemen Sekolah	X01	0,389	0,316	0,014	VALID
	X02	0,484	0,316	0,002	VALID
	X03	0,345	0,316	0,032	VALID
	X04	0,335	0,316	0,037	VALID
	X05	0,390	0,316	0,014	VALID
	X06	0,484	0,316	0,002	VALID
	X07	0,382	0,316	0,016	VALID
	X08	0,331	0,316	0,039	VALID
	X09	0,484	0,316	0,002	VALID
	X10	0,317	0,316	0,049	VALID
	X11	0,582	0,316	0,000	VALID
	X12	0,329	0,316	0,041	VALID
	X13	0,369	0,316	0,021	VALID
	X14	0,369	0,316	0,021	VALID
	X15	0,619	0,316	0,000	VALID
	X16	0,461	0,316	0,003	VALID
Keaktifan Ekstrakurikuler	Y01	0,411	0,316	0,009	VALID
	Y02	0,482	0,316	0,002	VALID
	Y03	0,321	0,316	0,046	VALID
	Y04	0,316	0,316	0,050	VALID
	Y05	0,372	0,316	0,020	VALID
	Y06	0,482	0,316	0,002	VALID
	Y07	0,367	0,316	0,022	VALID
	Y08	0,333	0,316	0,038	VALID
	Y09	0,482	0,316	0,002	VALID
	Y10	0,321	0,316	0,046	VALID
	Y11	0,596	0,316	0,000	VALID
	Y12	0,346	0,316	0,031	VALID
	Y13	0,346	0,316	0,031	VALID
	Y14	0,360	0,316	0,025	VALID
	Y15	0,619	0,316	0,000	VALID
	Y16	0,468	0,316	0,003	VALID

Based on the results of the reliability test using Cronbach's Alpha, it was found that school management had an alpha of 0.675, while extracurricular activity had an alpha of 0.670. A variable can be considered a variable if it produces a significance value greater than 0.6. Therefore, the reliability calculations for both the school management and extracurricular activity variables in this study were greater than 0.6 and can be declared reliable.

3. Correlation Test

Correlations

		Manajemen_ Sekolah	Keaktifan_Ekstrakurikuler
Manajemen_Sekolah	Pearson Correlation	1	.996**
	Sig. (2-tailed)		.000
	N	39	39
Keaktifan_Ekstrakurikuler	Pearson Correlation	.996**	1
	Sig. (2-tailed)	.000	
	N	39	39

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 3. Correlation Test Results

Based on the results of the Pearson Product Moment correlation test between the variables School Management (X) and Extracurricular Activity (Y), a coefficient (r) value of 0.996 was obtained, with a significance value (Sig. 2-tailed) of 0.000. This correlation result indicates a very strong and positive relationship between the variables School Management (X) and Extracurricular Activity (Y), with the correlation value approaching 1. This means that the better the implementation of school management, the higher the level of student activity in extracurricular activities. See the coefficient (r) interpretation table below to determine the level of correlation:

Table 2. Interpretation of Coefficient (r) Values in the Correlation Test

Interval Coefficient	Strength of Relationship
0.00 – 0.199	Very Low
0.20 – 0.339	Low
0.40 – 0.559	Moderate
0.60 – 0.779	Strong
0.80 – 1.000	Very Strong

4. Hypothesis Testing

Based on the Pearson correlation test results in the table above, the correlation coefficient (r) between the variables School Management (X) and Student Activeness (Y) was 0.996, with a significance value (Sig. 2-tailed) of 0.000. This correlation value of 0.996 indicates a very strong relationship between the two variables. Hypothesis testing should be based on comparing their significance levels:

a. If the Sig. (p-value) is > 0.05, the correlation is declared insignificant, and the null hypothesis (H0) is accepted.
b. If the Sig. (p-value) is < 0.05, the correlation is declared significant, and the alternative hypothesis (Ha) is accepted.

In this study, the correlation test results obtained with a Sig. value of 0.000, which is less than 0.05, indicate a significant relationship between the two variables. Furthermore, to strengthen the results of this study, the calculated r-value (0.996) can be compared with the calculated r-table. The following are the details regarding the product-moment correlation analysis:

a. If calculated r > calculated r, then the Null Hypothesis (Ho) is rejected.
b. If calculated r < calculated r, then the Null Hypothesis (Ho) is accepted.

The following are the details of the explicit research hypotheses:

a. HO: There is no significant relationship between school management and student activity in extracurricular activities.
b. H1: There is a significant positive relationship between school management and student activity in extracurricular activities.

The correlation coefficient was 0.996 with a significance level of 0.000, with a sample size (N) of 39, and an r-table value of 0.316. From these results, it can be concluded that calculated r (0.996) > calculated r (0.316). Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted. Thus, the results of this test show that school management contributes very strongly and significantly to student activity in extracurricular activities.

Discussion

This study aims to determine the relationship between school management and student extracurricular activity. Based on the data analysis, the research instrument used met the criteria for good validity and reliability, and there was a very strong and significant relationship between the two variables, School Management (X) and Student Activity (Y). The results of this study indicate that the better the implementation of school management, the higher the student's extracurricular activity.

Based on the results of the validity test on 39 respondents, it was found that all statements in the school management variables (X01-X16) and extracurricular activity variables (Y01-Y16) had calculated r values greater than the table r values (calculated r > table r) and with a p-value less than 0.05. These results indicate that all statements are valid. Therefore, the research instrument used met the validity criteria and is suitable for use as a data collection tool. This is also relevant to the opinion [16], who stated that an instrument can be declared valid if it can demonstrate that the data from the tested variables are accurate and in accordance with actual conditions in the field.

In addition to testing for validity, this study also conducted a reliability test to determine whether the data were reliable. This reliability test demonstrated that the research instruments for the variables School Management (X) and Extracurricular Activity (Y) had a good level of reliability. The school management variable had a Cronbach's Alpha value of 0.675, while the extracurricular activity variable had a Cronbach's Alpha value of 0.670. Both variables showed a Cronbach's Alpha value greater than 0.6. Therefore, it can be concluded that both variables are reliable. These results support the opinion proposed by [17], who stated that this reliability test will help researchers demonstrate the extent to which research instruments can be trusted in measuring data consistency and stability.

In the next test stage, the results of the Pearson Product Moment correlation test have shown that there is a very strong and positive relationship between school management and students' extracurricular activities, with a correlation coefficient value of 0.996 and a significance value of 0.000. Based on the interpretation criteria for the

correlation coefficient value, the value of 0.996 is in the very strong category (0.80–1.000), which means that the better the implementation of school management, the higher the level of student activity in participating in extracurricular activities. This shows that the effectiveness of school management has an important contribution in increasing student participation and involvement outside of academic activities.

The results of the hypothesis testing also confirmed these findings. The calculated r-value was 0.996, which was greater than the calculated r-value of 0.316 (calculated r-value > r-value), with a significance value of 0.000 < 0.05. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. Therefore, it can be concluded that there is a significant relationship between school management and student extracurricular activity. This means that the higher the quality of school management, the higher the level of student activity activity.

In a practical context, the results of this study have implications for schools needing to improve management effectiveness in all aspects, particularly in terms of fostering student activities. Principals, as leaders, need to carry out thorough planning, clear organization, and ongoing supervision of the implementation of extracurricular activities [18]. Furthermore, support from teachers and activity supervisors is crucial for creating a conducive school climate and motivating students to actively participate. Thus, extracurricular activities are expected to serve not only as a means of filling students' free time, but also as a platform for developing their character, discipline, responsibility, and social skills.

Overall, the results of this study confirm that school management plays a strategic role in supporting policies to improve educational quality. The very strong and significant correlation between school management and student engagement in extracurricular activities demonstrates that effective school management can directly contribute to the development of participatory and productive school quality. These findings indicate that school policies need to focus on strengthening management systems that are oriented toward student participation and empowering non-academic activities. Therefore, improving the quality of school management will not only impact organizational efficiency but also impact the development of student character and independence, as an integral part of national education goals [19].

CONCLUSION

Fundamental Finding : This study highlights the significant role of school management in enhancing student participation in extracurricular activities, with strong and significant validity and reliability results. It emphasizes the importance of extracurricular activities in achieving national educational goals, particularly in shaping well-rounded individuals. **Implication** : The findings suggest that educational institutions should strengthen their managerial functions, improve communication channels, and regularly monitor extracurricular programs to optimize student engagement and development. **Limitation** : This study is limited by the sample size of 39 students, which may not fully represent the larger student population. Additionally, the research focused solely on school management's role without considering other

potentially influential variables. **Future Research** : Future studies are recommended to expand the sample size, incorporate diverse research methods, and explore additional variables that could impact student participation in extracurricular activities, providing a more comprehensive understanding of the factors involved.

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