

Implementation of Extracurricular Programs in Enhancing Students' Talents and Interests at SMA Negeri 26 Halmahera Selatan, North Maluku Province

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ABSTRACT

Extracurricular programs constitute a vital component of holistic education, providing students with structured opportunities to develop talents, interests, and character traits that formal classroom instruction alone cannot fully cultivate. However, the effectiveness of such programs hinges on sound implementation, adequate facilities, and committed institutional support, challenges that are particularly pronounced in schools situated in geographically remote or resource-limited areas. This study aimed to analyze the implementation of extracurricular programs in enhancing the talents and interests of students at SMA Negeri 26 Halmahera Selatan, North Maluku Province, Indonesia. A qualitative approach with a descriptive design was employed. Data were collected through in-depth interviews, direct observation, and document analysis involving the school principal, vice-principal for student affairs, extracurricular supervisors, and students. Data analysis followed the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing, with triangulation of sources and techniques applied to ensure trustworthiness. Findings revealed that extracurricular implementation was carried out through three systematic stages: planning, execution, and monitoring. The school functioned as a facilitator by providing dedicated time and policy support, while extracurricular supervisors played a pivotal role in guiding, training, and motivating students. Student participation was predominantly positive, driven by intrinsic interest and the social learning opportunities offered by extracurricular activities. Nevertheless, implementation was constrained by limited facilities and time allocation, as well as geographical barriers affecting student attendance consistency. Extracurricular programs at SMA Negeri 26 Halmahera Selatan yielded meaningful positive impacts on student talent development, self-confidence, and social skills, demonstrating that committed human resources and collaborative management can offset resource limitations. Schools in resource-constrained and geographically

remote settings should prioritize relational, mentorship-based approaches in extracurricular management as a viable strategy for optimizing student potential development.

Keywords: extracurricular programs, qualitative research, secondary education, student interests, talent development.

INTRODUCTION

Education is broadly understood as a purposeful process aimed at developing students' full potential, encompassing not only academic competencies but also non-academic dimensions such as talents, interests, social skills, and character. Each student possesses a unique constellation of abilities, and educational institutions carry the responsibility of creating environments that identify and cultivate these potentials systematically. In this context, extracurricular programs have long been recognized as indispensable complements to formal classroom learning, offering structured yet flexible spaces for students to explore and develop capacities that may remain latent in traditional instructional settings (Mulyasa, 2022; Permendikbud No. 62, 2014).

At the policy level, Indonesia's Ministry of Education and Culture, through Permendikbud No. 62 of 2014, formally situates extracurricular activities within the national curricular framework, defining them as educational endeavors conducted outside regular instructional hours to develop student potential, interests, personality, cooperation, and independence. Despite this formal recognition, the practical reality in many Indonesian schools, particularly those in remote or under-resourced areas, remains far removed from policy ideals. Problems such as inadequate facilities, poorly qualified supervisors, irregular scheduling, and low student motivation continue to constrain program effectiveness (Wibowo, 2021; Sagala, 2020).

SMA Negeri 26 Halmahera Selatan, located in the archipelagic district of Halmahera Selatan, North Maluku Province, exemplifies these challenges. Although the school offers extracurricular activities in sports, arts, and scouting, preliminary observations identified sub-optimal implementation: some students participated merely for formality rather than genuine interest, attendance was inconsistent particularly during examination periods, and supervisors reported that limited facilities impeded the quality of activities. At the same time, certain students demonstrated considerable enthusiasm and latent potential that was not being fully realized due to insufficient mentoring and follow-through in program delivery.

Research on extracurricular programs in Indonesian and international secondary education has expanded considerably over the past decade. Meilani et al. (2024) demonstrated that well-managed extracurricular activities significantly improve student talent and interest development, with supervisor engagement identified as the primary enabling factor. Bararah (2023) underscored the importance of systematic management frameworks, arguing that weak extracurricular governance directly impedes talent formation. Internationally, Fredricks and Eccles (2016) found that extracurricular participation correlates positively with identity development and greater overall school engagement, while Farb and Matjasko (2012) established clear links between extracurricular involvement and improved social competence and academic motivation. Studies by Rahman and Suryani (2022) and Lestari (2021) further confirm that systematic planning and evaluation enhance talent development outcomes in sports and arts, and that extracurricular participants consistently outperform non-participants in terms of learning motivation. Collectively, this body of literature establishes a robust theoretical and empirical foundation supporting the positive role of extracurricular programs in holistic student development.

Despite the breadth of existing scholarship, notable gaps remain. The majority of studies have been conducted in urban or peri-urban schools with relatively adequate resources, where the principal constraints are managerial rather than material. Far less attention has been paid to schools operating in geographically remote, island, or resource-scarce contexts where logistical barriers, distance, transportation, limited facilities, and small school populations, impose fundamentally different constraints on implementation. Specifically, the mechanisms by which human resource quality and relational commitment among principals, supervisors, and students can compensate for material deficiencies have not been systematically examined. Furthermore, most prior studies rely on quantitative instruments measuring participation rates or competency outcomes, leaving the experiential and managerial dimensions of extracurricular implementation comparatively unexplored.

This study addresses these gaps by providing a contextually grounded qualitative investigation of extracurricular implementation in a small, remote island secondary school. Its novelty lies in three contributions: first, it documents how collaborative institutional commitment and mentorship-centered supervision can sustain effective extracurricular programs despite material constraints; second, it illuminates the role of emotional and relational factors, student comfort, supervisor proximity, and school appreciation, as independent determinants of participation quality; and third, it offers empirical evidence from an underrepresented educational context that enriches the generalizability of existing theoretical frameworks, including Self-Determination Theory (Deci & Ryan, 2020) and Bronfenbrenner's ecological systems model (1979).

Accordingly, this study aimed to: (1) describe the process of extracurricular program implementation at SMA Negeri 26 Halmahera Selatan; (2) analyze the roles of the school and extracurricular supervisors in developing student talents and interests; (3) examine student participation patterns and responses; (4) identify supporting and inhibiting factors; and (5) assess the impact of extracurricular activities on student talent and interest development.

LITERATURE REVIEW

Extracurricular Programs in Education

Extracurricular programs are conceptualized as educational activities conducted outside compulsory instructional time, designed to develop students' talents, interests, skills, and character (Permendikbud No. 62, 2014). Unlike formal curricular activities, extracurricular programs are typically voluntary and student-selected, making intrinsic motivation a central mechanism of engagement. Mulyasa (2022) argues that extracurricular activities fulfill developmental functions that cannot be achieved through classroom learning alone, as they provide contextual, applied learning experiences aligned with individual potential.

Talent and Interest Development

Talent is understood as an innate capacity that requires cultivation through deliberate practice and supportive environments (Munandar, 2019). Without structured opportunities for development, latent talent rarely reaches its full expression. Sternberg (2020) emphasizes that schools must create environments responsive to individual differences if talent is to flourish optimally. Complementarily, interest, defined by Slameto (2021) as a voluntary affective orientation toward an activity is recognized as a key motivational driver that sustains engagement over time. Hidi and Renninger's (2020) four-phase interest development model further posits that situational

interest triggered by positive experiences can evolve into enduring individual interest when environmental conditions are consistently supportive.

Theoretical Frameworks

Two theoretical frameworks inform this study. Self-Determination Theory (SDT) (Deci & Ryan, 2020) posits that intrinsic motivation is maximized when three basic psychological needs, autonomy, competence, and relatedness are satisfied. Extracurricular activities, by their voluntary and collaborative nature, are particularly well-suited to meeting these needs, thereby generating and sustaining student motivation. Bronfenbrenner's (1979) ecological systems theory complements SDT by situating individual development within a hierarchy of interacting environmental systems, the microsystem of the school, the mesosystem of school-family relationships, and the exosystem of community and geographic context. This framework is especially pertinent for understanding how geographic isolation and family economic conditions function as proximal inhibitors of extracurricular participation.

METHOD

Research Design

This study employed a qualitative approach with a descriptive design, appropriate for investigating complex social phenomena in their natural settings without the imposition of quantitative controls or pre-specified hypotheses (Creswell, 2014). A qualitative design was selected to capture the depth, nuance, and contextual complexity of extracurricular implementation processes, stakeholder perspectives, and the relational dynamics shaping student development outcomes.

Research Site and Participants

The study was conducted at SMA Negeri 26 Halmahera Selatan, located in Jalan Air Bersih Pelita, Desa Pelita Jaya, Kecamatan Mandioli Utara, Kabupaten Halmahera Selatan, North Maluku Province. The school was founded in 2007 and currently enrolls 54 students across three classes, served by 12 teachers. Purposive sampling was employed to select participants with substantive knowledge of extracurricular implementation. The sample comprised the school principal, the vice-principal for student affairs, two extracurricular supervisors, and six students actively enrolled in extracurricular activities.

Data Collection

Three complementary data collection techniques were employed. Semi-structured interviews were conducted with all participants to elicit detailed accounts of planning processes, supervisory practices, participation experiences, and perceived impacts. Direct observation of extracurricular sessions allowed documentation of actual implementation dynamics, student engagement, and facility conditions. Documentary analysis of school profiles, extracurricular work programs, attendance records, and scheduling documents provided corroborating contextual data. Data collection was conducted over a period of approximately three months during the 2025–2026 academic year.

Data Analysis

Data were analyzed following the Miles and Huberman (1994) interactive model, comprising three concurrent processes: data reduction (systematic condensation and abstraction of raw data), data display (organization into narrative and thematic structures), and conclusion drawing (iterative interpretation and verification). Analytical trustworthiness was ensured through triangulation of sources (cross-checking data across principal, supervisors, and students) and triangulation of techniques (cross-validating interview data with observation and document findings). Member checking was applied where feasible to validate emergent interpretations.

RESULTS AND DISCUSSION

Implementation Process of Extracurricular Programs

The implementation of extracurricular programs at SMA Negeri 26 Halmahera Selatan was organized through three systematic stages: planning, execution, and monitoring. During the planning stage, at the outset of each academic year, the school principal convened a coordination meeting with the vice-principal for student affairs and extracurricular supervisors to determine program types, assign supervisory responsibilities, and establish scheduling. The principal articulated the institutional rationale clearly:

“Extracurricular activities serve as a channel for students to develop their talents and interests. Not all student potential can be cultivated through classroom learning alone; extracurricular activities become an essential vehicle for broader capability development.” (School Principal, 2026)

During execution, activities were conducted after regular instructional hours under the guidance of designated supervisors. Supervisors assumed dual roles as trainers and motivators, cultivating both technical skills and character attributes such as discipline and responsibility. Monitoring was conducted by the vice-principal for student affairs to ensure alignment with program goals and to identify areas for ongoing improvement. This tripartite structure reflects Terry's (2014) classical management functions: planning, organizing, actuating, and controlling, confirming that even in resource-constrained settings, adherence to systematic management principles is feasible and beneficial.

These findings align with Wibowo (2021), who identified planning quality and supervisory deployment as determinants of extracurricular program effectiveness, and with Rahman and Suryani (2022), who found that systematic planning and evaluation positively influenced talent development outcomes. The present study extends those findings by demonstrating that organizational commitment and relational investment among staff can partially substitute for material resources, a finding not prominently addressed in previous literature focused on better-resourced schools.

Roles of the School and Extracurricular Supervisors

The school functioned as an institutional enabler, providing policy structures, scheduling allocation, and symbolic encouragement. The vice-principal for student affairs coordinated logistics and ensured that extracurricular activities did not interfere with academic schedules. Beyond

structural support, the school reinforced student participation through public recognition and moral affirmation of involvement, a dimension described by supervisors as critical for sustaining motivation in a small school community.

Supervisors, however, emerged as the most proximally influential actors in talent and interest development. As one supervisor reflected:

"We do not merely teach specific skills; we also motivate students to be confident in developing the talents they possess and create an enjoyable atmosphere so students feel comfortable participating." (Extracurricular Supervisor, 2026)

This evidence supports the findings of Rifai and Anni (2017), who identified supervisor engagement as the primary predictor of extracurricular success, and Kurniawan (2020), who demonstrated that consistent, personalized mentoring substantially increases participation rates. The present study contributes a nuanced additional finding: the relational and pedagogical dimensions of supervision, personal attentiveness, emotional proximity, and individualized encouragement, were identified as independent catalysts of student motivation, distinct from purely technical coaching competence. This extends the existing literature by positioning supervisory relationship quality as a critical factor alongside supervisory content expertise, particularly relevant in small-school contexts where interpersonal dynamics are heightened.

Student Participation and Responses

Student participation in extracurricular activities was predominantly positive, driven by intrinsic interest rather than institutional obligation. Most students reported that extracurricular involvement provided experiential learning opportunities qualitatively different from classroom instruction:

"I am glad to participate in extracurricular activities because here we can learn many things not always taught in class. We can also collaborate with friends and develop the talents we have." (Student, 2026)

Analysis of participation patterns revealed that engagement was most consistent when the type of activity matched students' self-identified interests and when the activity atmosphere was informal and psychologically safe. This finding is consistent with Hidi and Renninger's (2020) interest development model, which holds that situational interest transforms into individual interest through repeated positive, need-fulfilling experiences. It also corroborates Self-Determination Theory (Deci & Ryan, 2020), which predicts that voluntary, need-satisfying activities generate higher intrinsic motivation and more sustained engagement.

Compared with Putri and Suryadi (2021), who found that extracurricular participation enhanced school attachment and peer social skills among urban secondary students, the present findings show a parallel pattern in a rural island context, suggesting that the social and motivational benefits of extracurricular participation may be context-robust. However, the current study adds an important qualification: emotional comfort and sense of belonging within the extracurricular group emerged as independent predictors of participation quality, a dimension underemphasized in previous quantitative studies that focused primarily on participation frequency and outcome measures.

Participation was not uniformly consistent, however. Geographic barriers, family economic obligations, and limited available time following academic instruction were identified as contextual inhibitors of attendance regularity, a finding discussed further in the following section.

Supporting and Inhibiting Factors

Three primary supporting factors sustained extracurricular implementation. First, institutional commitment from school leadership created an enabling policy environment that legitimized and prioritized extracurricular activities. Second, active and personally invested supervision provided students with consistent guidance and motivation. Third, student enthusiasm and intrinsic interest generated dynamic, self-sustaining participation that amplified the effects of formal program structures.

Three significant inhibiting factors were also identified. Facility limitations constrained the range and quality of activities, particularly those requiring specialized equipment or venues. Temporal constraints arising from post-instructional scheduling compressed the available window for meaningful activity conduct. Geographic factors, long travel distances and limited transportation options for students from outlying villages, contributed to attendance inconsistency.

This pattern maps coherently onto Bronfenbrenner's (1979) ecological framework, wherein school-level microsystem supports and community-level exosystem constraints interact to shape student development opportunities. The finding that institutional and supervisory commitment can serve as compensatory mechanisms against material and geographic deficits extends Bararah's (2023) argument about management quality as the primary determinant of extracurricular effectiveness. Whereas Bararah's analysis was situated in schools with moderate resource levels, the present study demonstrates that the compensatory mechanism of human capital and relational investment operates even at the lower end of the resource spectrum, constituting a meaningful contribution to the literature.

Impact on Student Talent and Interest Development

Extracurricular participation yielded multidimensional positive impacts on student development. Participants reported and demonstrated measurable improvements in domain-specific skills through repeated supervised practice. More notably, students consistently described enhanced self-confidence, greater willingness to perform and lead in school contexts, and improved cooperative capabilities. As one student summarized:

"Extracurricular activities have greatly helped me develop my talents. They have also made me more confident and more enthusiastic about learning." (Student, 2026)

These outcomes align with Gardner's (2011) multiple intelligences framework, which holds that optimal talent development requires differentiated learning environments that go beyond cognitive instruction to encompass kinesthetic, musical, interpersonal, and other dimensions of intelligence, precisely the dimensions that extracurricular programs are structurally positioned to cultivate.

In comparison with Farb and Matjasko (2012), who documented social skill enhancement and motivational gains from extracurricular participation in US secondary schools, and Fredricks and Eccles (2016), who found associations between extracurricular involvement and identity development, the present findings demonstrate parallel outcomes in a markedly different contextual setting, a small, remote Indonesian island school, suggesting considerable cross-contextual

generalizability of these developmental benefits. Crucially, however, this study adds that attitudinal and behavioral changes, increased school engagement, self-regulatory development, and articulated clarity about personal interests and aspirations, constituted impacts at least as significant as skill-level improvements, a finding that enriches the outcome taxonomy typically employed in extracurricular impact studies.

CONCLUSION

This study investigated the implementation of extracurricular programs at SMA Negeri 26 Halmahera Selatan, a resource-constrained island secondary school in North Maluku Province, Indonesia. Five principal conclusions emerge from the findings. First, extracurricular implementation followed a systematic three-stage process of planning, execution, and monitoring, conducted collaboratively by school leadership and supervisory personnel. Second, the school and supervisors complemented one another as structural facilitators and relational mentors, respectively, with supervisory relationship quality identified as a particularly potent driver of student motivation and engagement. Third, student participation was predominantly intrinsically motivated and positively responsive, shaped most strongly by the alignment between activity type and personal interest and by the psychological safety of the extracurricular environment. Fourth, institutional commitment and supervisory quality functioned as effective compensatory mechanisms against material and geographic constraints, enabling program continuity and effectiveness despite significant resource limitations. Fifth, extracurricular participation generated meaningful positive impacts across multiple developmental dimensions, including domain-specific skills, self-confidence, social competencies, and the clarity of students' self-understanding regarding their own interests and aspirations.

These findings carry important practical implications. Schools operating in remote or resource-limited contexts should invest strategically in supervisor professional development and in building positive institutional cultures that recognize and celebrate student extracurricular engagement, treating these as high-leverage, low-cost interventions for talent development. Policy actors should ensure that extracurricular program standards and support mechanisms are calibrated to the realities of geographically disadvantaged schools, rather than assuming resource conditions comparable to urban institutions. The study's principal limitation is its single-site focus, which constrains the transferability of findings. Future research should employ multi-site comparative designs across schools with varying resource levels and geographic contexts to establish the boundary conditions and generalizability of the compensatory mechanisms identified here. Longitudinal designs tracking long-term talent and interest development outcomes would further enrich understanding of the cumulative effects of sustained extracurricular participation.

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