

## Physical Education, Sports and Health Management (PJOK) in Fostering Student Achievement Through Futsal Extracurricular

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**Abstract.** This study explores the management of Physical Education, Sports, and Health (PJOK) in futsal extracurricular activities at SMAN 1 Cihaurbeuti and SMAN 1 Sindangkasih, focusing on the aspects of planning, organizing, implementation, and evaluation. The research aims to identify the comparative characteristics of management practices in both schools and to analyze their impact on students' achievements, character development, and school reputation. A qualitative comparative approach was employed, using interviews, observations, and documentation, with data analyzed through triangulation to ensure validity. The findings show that SMAN 1 Cihaurbeuti adopts a top-down and achievement-oriented management model, emphasizing structured planning, hierarchical organization, intensive technical training, and summative evaluation. Meanwhile, SMAN 1 Sindangkasih applies a bottom-up and participatory model characterized by inclusive planning, collaborative organization, holistic implementation, and formative evaluation. Each model demonstrates its respective strengths: the first excels in competitive performance, while the latter fosters character building, teamwork, and student engagement. Overall, the study concludes that effective PJOK management in futsal extracurricular activities requires harmonizing formal structure with participatory collaboration. Such integration ensures not only the achievement of competitive excellence but also the holistic development of students in cognitive, affective, and psychomotor domains.

**Keywords:** Extracurricular management, Physical Education, futsal, participatory approach, student development

# **1 Introduction**

## **1.1 Background**

The urgency of providing quality education has become increasingly important in shaping excellent and competitive human resources. Good education not only ensures intellectual intelligence but also develops character, creativity, and adaptability, which are essential in today's global dynamics [1], [2]. Studies show that the quality of education is directly correlated with societal welfare and sustainable development, as quality education can open access to broader economic and social opportunities [3], [4].

Furthermore, quality education also contributes to the development of 21st-century skills, which are highly required in an increasingly competitive world disrupted by technological change [5], [6]. This condition requires educational institutions to integrate character education and soft skills development into the curriculum so that graduates are well-prepared to face future challenges [7]. Therefore, investing in quality education is a strategic step in creating human resources that are resilient and adaptive to the changing times.

The role of schools as strategic institutions in formal education is vital in achieving national education goals. Schools are responsible for organizing quality learning processes, including providing adequate facilities and infrastructure, as well as relevant media and learning resources [1]. A supportive school environment not only creates a positive learning climate but also contributes to improving teacher competence through continuous training and collaboration [2].

An inclusive and conducive learning environment encourages the development of students' potential in a balanced manner in the academic and non-academic realms through a holistic approach to education [8]. Holistic education also emphasizes well-rounded learning and character formation [9], [10]. The implementation of an integrated curriculum improves learning through the synergy of materials, learning processes, and school management [11]. Therefore, the quality of schools needs to be comprehensively improved by involving all aspects of the learning and management process [12]. Student achievement as a key indicator can be measured through curriculum evaluation, exam results, graduates, and participation in competitions [13]. Holistic evaluation to assess knowledge, attitudes, and skills can be supported by a holistic evaluation model [14].

Meanwhile, non-academic achievement represents students' abilities to express their interests and talents through activities such as sports, arts, and leadership [15]. Well-managed extracurricular activities can enhance students' interpersonal and leadership skills while strengthening the school's reputation in the community [16]. Therefore, success in both aspects not only serves as a benchmark for educational quality but also plays a crucial role in building public trust and a positive school image.

Extracurricular activities play a strategic role in developing students' potential beyond formal learning activities [17]. Through these programs, students can train their social skills, responsibility, discipline, and teamwork. Participation in extracurricular activities has also been proven to enhance character development and interpersonal skills, which are essential for both everyday life and professional success [16].

One of the most popular extracurricular activities is futsal. This sport not only serves as a platform for achievement in the field of sports but also as a medium for building sportsmanship, including attitudes of respect, teamwork, and the ability to handle both victory and defeat gracefully [18]. Active participation in futsal can also increase students' learning motivation and sense of belonging to the school, ultimately having a positive impact on their academic performance [19].

In the context of Physical Education, Sports, and Health (PJOK), futsal serves as a practical implementation of efforts to improve students' physical fitness, motor skills, and character development [19]. Through futsal, students not only learn about game techniques and strategies but also internalize values such as discipline, cooperation, and responsibility. Effective, well-planned, and sustainable management of futsal extracurricular activities is essential to support students' sports achievements and strengthen overall educational quality [18]. Research by [20] has shown that active participation in sports-based extracurricular activities has a positive correlation with improvements in both academic performance and student character.

Thus, futsal as part of PJOK activities not only focuses on physical aspects but also plays a key role in shaping resilient, sportsmanlike, and competitive student character. Through effective extracurricular management, schools can optimize the holistic function of education to produce intelligent, healthy, and virtuous generations.

## 1.2 Previous Research and Rationale

A number of previous studies have highlighted the importance of extracurricular management in improving students' achievements, both academic and non-academic. Zainuddin et al. (2023), in their study at SMK Negeri 1 Bone, found that effective student management within extracurricular activities had a significant impact on enhancing students' non-academic achievements. Their research emphasized the importance of planning, organizing, implementing, and evaluating activities in a structured way to maximize students' potential [21].

Similarly, Gibol and Santoso (2024), in their research at Madrasah Tsanawiyah Bustanul Faizin, discovered that a systematic approach to managing extracurricular programs could enhance students' learning motivation and discipline. Their findings also revealed that the roles of school principals and activity supervisors were key factors in ensuring the success of extracurricular management [22].

In another study, Madinah et al. (2023) examined the role of extracurricular management in improving student performance. They concluded that the effectiveness of extracurricular programs not only depended on the availability of facilities but also on the commitment and motivation provided by the supervisors, who guide students to develop healthy competitive attitudes [23].

Zaironi et al. (2021) also demonstrated that well-managed extracurricular programs at MAN 1 and MA Al-Khoirrot Malang significantly contributed to improving students' non-academic achievements. They argued that such success was driven by the active involvement of teacher-coaches and the institutional support provided by schools, including proper facilities and structured training schedules [24].

In a different context, Padang et al. (2024) studied the optimization of school management at MTsN 2 Deli Serdang and found that extracurricular activities played a crucial role in fostering students' enthusiasm for achievement. Their study emphasized the importance of collaboration among teachers, activity supervisors, and school management in creating an adaptive and student-centered management system [25].

Furthermore, Gustianti et al. (2025) highlighted the influence of student management on non-academic achievement at UPT SMP Negeri 1 Sungai Rumbai. Their research indicated that well-managed extracurricular activities, particularly in sports, enhanced students' self-confidence, responsibility, and teamwork, which also contributed to their academic success [26].

From these findings, it can be concluded that effective management of extracurricular activities plays a vital role in the holistic development of students. However, most previous studies have focused on general aspects of extracurricular management without deeply exploring specific types of sports-related activities and their integration with Physical Education, Sports, and Health (PJOK) programs. Research that investigates how sports activities, particularly futsal, are managed and how they contribute to students' achievements at the senior high school level remains limited.

This research gap indicates the need for a focused investigation into how futsal extracurricular programs are planned, implemented, and evaluated within the context of PJOK. Such a focus is significant because futsal is not merely a sport but also a medium for developing students' character, teamwork, discipline, and sportsmanship, which are key elements of holistic education.

Therefore, this study introduces a novelty by integrating educational management principles with sports coaching approaches within the high school context. The research aims to provide a comprehensive understanding of how the management of Physical Education, Sports, and Health (PJOK) contributes to the development of student achievement through futsal extracurricular activities. It also seeks to describe the managerial practices implemented at SMAN 1 Cihurbeuti and SMAN 1 Sindangkasih, Ciamis Regency, identify supporting and inhibiting factors in futsal program implementation, and offer strategic recommendations for schools to optimize extracurricular sports management in order to enhance overall educational quality.

## **2 Method**

This study employed a qualitative research method aimed at presenting structured, factual, and accurate explanations of the phenomenon under investigation, namely the management of Physical Education, Sports, and Health (PJOK) in developing student achievement through futsal extracurricular activities at SMAN 1 Cihaurbeuti and SMAN 1 Sindangkasih, Ciamis Regency. The qualitative approach was chosen because it is suitable for observing events, activities, social interactions, and managerial strategies that occur naturally in the school environment without interference from the researcher. According to Sari et al. (2021), qualitative research seeks to explore, discover, describe, and explain the characteristics of social influences that cannot be quantified or represented through numerical data [27].

To provide a comprehensive and systematic understanding of the phenomenon, this research adopted a descriptive qualitative design. The descriptive method focuses on accurately portraying facts, processes, and existing conditions in a systematic and objective manner. Descriptive research aims to describe events or phenomena in a factual and precise way. This design is relevant for examining how PJOK management is implemented through all its phases, including planning, organizing, implementing, and evaluating, in the context of developing students' achievements through futsal extracurricular programs [28], [29].

Through this approach, the study seeks to portray key elements of PJOK management, including the roles and responsibilities of PJOK teachers as coaches and mentors, the strategies and training techniques applied in futsal activities, the utilization of available facilities and resources, and the challenges encountered during the development process. In addition, this approach allows for an in-depth understanding of how interactions among coaches, students, and school administrators contribute to the success of extracurricular management in enhancing student performance [30].

The research was conducted at SMAN 1 Cihaurbeuti and SMAN 1 Sindangkasih in Ciamis Regency, which were selected as research sites because both schools actively implement futsal extracurricular activities as part of their PJOK programs and have demonstrated notable achievements in inter-school competitions. The participants in this study consisted of PJOK teachers, futsal coaches, school principals, and selected students who participated in futsal extracurricular activities.

Data were collected through three main techniques: (1) observation, which aimed to examine the management process and student participation during futsal activities; (2) semi-structured interviews, conducted with teachers, coaches, and students to obtain insights into their experiences, perceptions, and strategies in managing extracurricular activities; and (3) documentation study, which involved reviewing school documents, activity schedules, and achievement records related to the futsal programs [31], [32].

The collected data were analyzed using a descriptive analysis technique consisting of three stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying the data obtained from the field. The data were then organized and presented descriptively to identify patterns and relationships among the observed aspects. Finally, conclusions were drawn to interpret how PJOK management contributes to the development of student achievement through futsal extracurricular activities [29].

To ensure the credibility and trustworthiness of the data, several validation techniques were employed, including triangulation of data sources and methods, extended engagement in the research field, and member checking. These procedures were intended to ensure that the findings accurately represent the actual conditions in the study settings [30], [33].

### **3 Results**

This section presents the findings on the management of Physical Education, Sports, and Health (PJOK) in futsal extracurricular activities at SMAN 1 Cihaurbeuti and

SMAN 1 Sindangkasih, Ciamis Regency. The results are organized based on four management functions: planning, organizing, implementation, and evaluation, followed by an overview of the observed impacts on students and schools.

**3.1 Planning of Physical Education, Sports, and Health (PJOK) Management in Futsal Extracurricular Activities**

The planning of the futsal extracurricular program in the two schools reveals distinct differences in approach. SMAN 1 Cihaurbeuti adopts a top-down and centralized planning system, with initiatives primarily coming from school leadership and oriented toward achieving tournament success. In contrast, SMAN 1 Sindangkasih applies a bottom-up and participatory planning approach, involving multiple stakeholders in the process.

The Vice Principal of SMAN 1 Cihaurbeuti explained on the interview "We, the leadership, set achievement targets at the beginning of the academic year. The main focus is to win the Indonesian Student Gala at the sub-district level and reach the top four in the district tournament. These targets guide the work of teachers and coaches." Meanwhile, the PJOK Teacher of SMAN 1 Sindangkasih said "Our planning process starts with analyzing student interests through questionnaires. The collected data show high enthusiasm for futsal, which forms the basis for designing programs that truly meet participants' needs."

Table 1. Comparison of Planning Processes and Focus		
Aspect	SMAN 1 Cihaurbeuti	SMAN 1 Sindangkasih
Approach	Top-Down and Centralized	Bottom-Up and Participatory
Initiator	School Leadership	Multi-Party (Teachers, Students, Committee)
Main Target	Tournament achievement (Output-Oriented)	Achievement and character building (Process-Oriented)
Stakeholder Involvement	Internal school; committee for budget approval	School committee and parents actively provide input

In summary, SMAN 1 Cihaurbeuti prioritizes structured planning focused on performance results, while SMAN 1 Sindangkasih emphasizes participatory planning that balances achievement with character formation.

**3.2 Organizing of PJOK Management in Futsal Extracurricular Activities**

After planning, the organizing stage determines how each school structures human resources and communication systems to support futsal program development. The organizational structures of both schools show different patterns. SMAN 1 Cihaurbeuti applies a hierarchical and formal system with clear reporting lines, while SMAN 1 Sindangkasih develops a collaborative and dynamic model that allows broader participation.

The PJOK Teacher of SMAN 1 Cihaurbeuti described "Our organizational structure is clear and firm. As the supervisor, I am responsible to the Vice Principal, while the coach reports to me. Specific task divisions prevent overlapping authority." (Interview)

Meanwhile, the Futsal Team Captain of SMAN 1 Sindangkasih explained "Through the WhatsApp group, all team members including coaches and supervisors can express opinions about training schedules and match strategies. This participatory atmosphere strengthens team unity." (Interview)

Table 2. Comparison of Organizational Structure and Mechanisms		
Aspect	SMAN 1 Cihaurbeuti	SMAN 1 Sindangkasih
Organizational Structure	Hierarchical and Formal	Collaborative and Dynamic
Coordination Mechanism	Formal semester and monthly meetings	WhatsApp group and participatory meetings
Task Division	Specific based on structural roles	Flexible with student empowerment

Overall, SMAN 1 Cihaurbeuti emphasizes clarity and authority within a formal structure, whereas SMAN 1 Sindangkasih promotes open communication and shared responsibility.

3.3 Implementation of PJOK Management in Futsal Extracurricular Activities

The implementation stage reflects how planned programs are executed in daily training and competition activities. SMAN 1 Cihaurbeuti focuses on intensive technical and strategic coaching, while SMAN 1 Sindangkasih integrates technical, character, and health aspects holistically.

The Futsal Coach of SMAN 1 Cihaurbeuti stated "We implement a periodization system with clear phases. The general preparation phase focuses on physical development and basic techniques, then moves to the competition phase emphasizing tactics and match simulations."

A student participant from SMAN 1 Sindangkasih expressed "Every training session begins and ends with joint prayers. Reflection on sportsmanship values and positive communication is always an integral part of training, strengthening the sense of togetherness within the team."

Table 3. Comparison of Implementation Methods and Practices		
Aspect	SMAN 1 Cihaurbeuti	SMAN 1 Sindangkasih
Training Approach	Intensive Technical-Strategic	Holistic (technique, character, health)
Character Building	Through training discipline and sportsmanship	Integrated in sessions (prayer, reflection)
Health Education	Focus on injury prevention	Comprehensive (diet, rest, hydration)

In brief, SMAN 1 Cihaurbeuti emphasizes performance optimization, while SMAN 1 Sindangkasih integrates moral, physical, and social development within its futsal training.

**3.4 Evaluation of PJOK Management in Futsal Extracurricular Activities**

Evaluation plays a crucial role in ensuring program effectiveness and continuous improvement. The two schools demonstrate clear differences in evaluation orientation. SMAN 1 Cihaurbeuti focuses more on administrative and outcome evaluation, whereas SMAN 1 Sindangkasih employs formative and participatory evaluations that assess broader dimensions.

The Principal of SMAN 1 Cihaurbeuti explained: "We measure program success through concrete indicators including attendance reports, budget accountability, and the number of achievements the team has accomplished."

The Coach of SMAN 1 Sindangkasih shared: "Our evaluation process is not limited to technical aspects. We also assess character development, teamwork spirit, and empathy among team members through video analysis of matches and group discussions."

Table 4. Comparison of Evaluation Methods and Scope		
Aspect	SMAN 1 Cihaurbeuti	SMAN 1 Sindangkasih
Assessment Focus	Administrative, Technical, Behavioral	Technical, Behavioral, Psychological
Evaluation Techniques	Observation, reports, meetings	Video analysis, group discussions
Evaluation Nature	Summative	Formative and participatory
Evaluators	School leadership and teachers	Multi-stakeholder (including students)

Thus, evaluation at SMAN 1 Cihaurbeuti emphasizes measurable outcomes, while SMAN 1 Sindangkasih focuses on reflective learning and collective improvement.



### **3.5 Impact of Futsal Extracurricular Management Implementation**

#### **Impact on Student Achievement and Skills**

The futsal extracurricular program successfully improved student achievement and technical skill mastery. SMAN 1 Cihaurbeuti won various awards, including championships at the sub-district level. A student reflected: "The experience of competing and achieving accomplishments significantly increased my self-confidence. Now I am more motivated to reach higher goals."

#### **Impact on Character Building**

The program contributed meaningfully to student character formation. The Counseling Teacher of SMAN 1 Sindangkasih noted: "The behavioral transformation of students is very evident. Participants who were initially shy became more confident leaders, while those who were previously individualistic learned to value teamwork."

#### **Impact on School Environment and Reputation**

The program's success also strengthened the school's positive image within the community. The Committee Chair of SMAN 1 Cihaurbeuti stated: "The futsal team's achievements have become a shared source of pride that enhances the school's reputation. The community now has greater trust in sending their children here."

## **4 Discussion**

### **4.1 Planning of PJOK Management in Futsal Extracurricular Activities**

Planning is the initial phase that determines the direction and quality of extracurricular program implementation. The findings show clear distinctions between SMAN 1 Cihaurbeuti and SMAN 1 Sindangkasih in how they design their futsal programs. SMAN 1 Cihaurbeuti applies a top-down and performance-oriented approach, in which key decisions come from school leaders focusing on measurable competition outcomes. Conversely, SMAN 1 Sindangkasih adopts a bottom-up and participatory approach, engaging teachers, students, and the school committee in designing the program.

These differences represent two contrasting management paradigms. The top-down approach at SMAN 1 Cihaurbeuti aligns with a rational management model, emphasizing efficiency, clarity of direction, and measurable objectives. This model enables schools to set explicit success indicators such as tournament rankings, training frequency, and budget allocation and ensures formal accountability.

Meanwhile, the participatory planning at SMAN 1 Sindangkasih emphasizes collaboration and inclusiveness. The process begins with analyzing students' interests and needs, reflecting a student-centered management approach that fosters emotional engagement and a sense of belonging among participants.

This finding supports Zainuddin et al. (2023), who emphasized that effective extracurricular management depends on systematic planning that actively involves multiple stakeholders. Similarly, Gibol and Santoso (2024) found that involving teachers and students in planning enhances motivation and discipline. In this regard, the participatory pattern seen at SMAN 1 Sindangkasih exemplifies that principle.

The performance-oriented planning at SMAN 1 Cihaurbeuti also aligns with Madinah et al. (2023), who argued that successful extracurricular management depends on the leaders' ability to set realistic targets and foster achievement commitment. Therefore, the two approaches demonstrate complementary strengths: the top-down model ensures efficiency and accountability, while the participatory model promotes sustainability and intrinsic motivation.

#### **4.2 Organizing in PJOK Management of Futsal Extracurricular Activities**

The organizational structures of both schools show contrasting characteristics. SMAN 1 Cihaurbeuti employs a hierarchical and formal structure, where the roles of coaches, supervisors, and players are clearly defined. Decision-making follows a vertical reporting line led by school authorities. In contrast, SMAN 1 Sindangkasih exhibits a collaborative and flexible structure, encouraging horizontal communication and allowing student participation in decision-making.

The hierarchical structure at SMAN 1 Cihaurbeuti reflects Weber's bureaucratic theory, emphasizing clear authority, a chain of command, and written rules. As Zaironi et al. (2021) noted, such organizational design can strengthen coordination and accountability, especially in competition-oriented programs.

Meanwhile, SMAN 1 Sindangkasih's collaborative structure represents a shift toward participatory management, where effectiveness relies on communication and teamwork. The use of digital platforms (e.g., WhatsApp groups) enhances coordination and strengthens social cohesion. This is consistent with Padang et al. (2024), who found that effective extracurricular management depends heavily on collaboration among teachers, coaches, and students.

Each approach offers distinct advantages: the formal structure ensures procedural order, while the collaborative one nurtures belonging and shared responsibility. The implication is that adaptive organizations must balance structural clarity with flexibility to achieve both efficiency and engagement.

#### **4.3 Implementation of PJOK Management in Futsal Extracurricular Activities**

Implementation is the phase where plans materialize into actions. At SMAN 1 Cihaurbeuti, implementation focuses on technical and tactical training using a structured periodization system. This method prioritizes the mastery of physical and strategic skills for competitive success. In contrast, SMAN 1 Sindangkasih adopts a holistic approach, combining technical practice with health education, teamwork, and moral development.

The approach at SMAN 1 Cihaurbeuti represents an output-oriented management model, emphasizing measurable results, while SMAN 1 Sindangkasih reflects a process-oriented model, focusing on student development and well-being. Both approaches, in essence, complement each other. In physical education management, skill enhancement must go hand in hand with character formation and emotional balance.

These findings corroborate Gustianti et al. (2025), who observed that well-managed sports activities improve students' self-confidence, responsibility, and cooperation especially when coaches integrate technical, mental, and social dimensions. Likewise, Madinah et al. (2023) highlighted that the commitment and motivation of activity supervisors play a key role in cultivating students' competitive spirit.

In this context, SMAN 1 Cihaurbeuti's approach successfully develops competitiveness, while SMAN 1 Sindangkasih excels in nurturing character and team cohesion. The integration of both approaches could form an ideal management model for sports-based extracurricular activities in secondary schools.

#### **4.4 Evaluation of PJOK Management in Futsal Extracurricular Activities**

Evaluation serves as a critical stage for assessing both process and outcomes. SMAN 1 Cihaurbeuti implements a summative and administrative evaluation, focusing on attendance reports, tournament results, and financial accountability. Conversely, SMAN 1 Sindangkasih adopts a formative and participatory evaluation, involving students and coaches in reflecting on technical progress, behavioral changes, and teamwork quality.

The summative evaluation model at SMAN 1 Cihaurbeuti reflects a control-oriented approach, prioritizing measurable outputs and accountability. This aligns with Zaironi et al. (2021), who emphasized that transparency and systematic evaluation are essential in maintaining institutional quality.

Meanwhile, the formative evaluation model at SMAN 1 Sindangkasih embodies reflective learning, as described by Gibol and Santoso (2024), where involving students in evaluation enhances self-awareness and personal responsibility. The practice of using video analysis and group reflections demonstrates an innovative, student-centered evaluation method.

From a theoretical perspective, both evaluation styles can be situated within the PDCA (Plan–Do–Check–Act) cycle, where evaluation is not merely assessment but also a feedback loop for continuous improvement. This implies that effective extracurricular management must treat evaluation as an ongoing learning process rather than an end result.

#### **4.5 The Impact of Futsal Extracurricular Management**

The outcomes of futsal extracurricular management can be seen in three major dimensions: student achievement, character development, and school reputation.

In terms of achievement, SMAN 1 Cihaurbeuti demonstrated significant success in competitions, validating the effectiveness of structured technical training. This finding

reinforces Zainuddin et al. (2023), who argued that systematic management enhances students' non-academic achievements.

In terms of character, SMAN 1 Sindangkasih showed notable improvements in students' self-discipline, teamwork, and leadership. This supports Gibol and Santoso (2024) and Gustianti et al. (2025), who both concluded that extracurricular activities can serve as powerful tools for moral and social education when managed reflectively and inclusively.

Regarding the school environment, both schools experienced a boost in institutional reputation and stakeholder trust. The involvement of parents, committees, and local sports communities fostered a sense of solidarity and external support. This echoes Padang et al. (2024), who found that extracurricular success directly contributes to the public image and social credibility of educational institutions.

Overall, these impacts show that futsal extracurricular management functions not only as a medium for developing athletic skills but also as a strategic instrument for holistic character education and community engagement.

#### **4.6 General Synthesis**

The findings of this study reaffirm previous research (Zainuddin et al., 2023; Gibol & Santoso, 2024; Madinah et al., 2023; Zaironi et al., 2021; Padang et al., 2024; Gustianti et al., 2025) that effective extracurricular management depends on the integration of planning, organizing, implementation, and evaluation. However, this study contributes novel insights by providing a comparative analysis between two schools with distinct management paradigms one emphasizing a structured top-down approach, and the other promoting a participatory and holistic model.

The synthesis suggests that successful PJOK management in extracurricular futsal activities is achieved through a balance between performance orientation and character formation. While formal structures ensure efficiency and accountability, participatory cultures foster student engagement, motivation, and long-term sustainability. Consequently, effective extracurricular management should harmonize both paradigms to create programs that are competitively strong, educationally meaningful, and socially integrative.

### **5 Conclusion**

The management of Physical Education, Sports, and Health (PJOK) in futsal extracurricular activities at SMAN 1 Cihaurbeuti and SMAN 1 Sindangkasih demonstrates distinct approaches that yield complementary outcomes. SMAN 1 Cihaurbeuti applies a top-down, achievement-oriented planning and hierarchical organization, emphasizing technical-strategic training and competitive performance. In contrast, SMAN 1 Sindangkasih adopts a bottom-up, participatory approach with a collaborative structure, integrating technical, character, and health aspects holistically while fostering student involvement. Evaluation methods also differ, with SMAN 1 Cihaurbeuti focusing on administrative and summative assessments, and SMAN 1 Sindangkasih employing

formative, participatory assessments encompassing technical, behavioral, and psychological dimensions. Both models positively influence student achievement, skill development, character formation, and school reputation. Overall, effective PJOK management in extracurricular futsal depends on balancing structured organization with participatory practices, enabling schools to achieve athletic excellence while supporting holistic student development

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