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Managing Extracurricular Activities to Develop Elementary School Students' Interests and Talents: A Case Study

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Abstract. Extracurricular activities can provide elementary school students with opportunities to explore interests and practice emerging abilities. Their value depends on how schools plan, organize, implement, monitor, and evaluate these programs. This qualitative case study examines extracurricular management at SD Negeri 1 Sukorejo, Indonesia, and describes reported supporting and constraining conditions. Data were collected in October 2026 through observation, interviews with the principal, teachers, extracurricular supervisors, and participating students, and document analysis. Informants were purposively selected because of their involvement in program management or participation. Data were analyzed through condensation, display, and conclusion drawing, with source and method triangulation used to assess credibility. The findings describe five connected management functions: planning activities in relation to students' expressed interests and school capacity; allocating responsibilities; conducting scheduled, practice-oriented activities; monitoring participation and implementation; and evaluating programs to inform follow-up. School leadership, supervisor involvement, student enthusiasm, and parental support were identified as enabling conditions, while constraints included facilities, time, funding, and human resources. Recorded activity participation increased from 69 in 2021 to 115 in 2025; these totals are not confirmed counts of unique students. The study describes program management and opportunities for development but does not measure individual talent progression or establish causal effects.

Keywords: Extracurricular Management, Elementary Education, Student Interests, Student Talents.

1 Introduction

Education in elementary school is expected to support children's development across cognitive, affective, social, and psychomotor domains. Classroom instruction is central to this responsibility, but it does not provide every opportunity students need to discover and practice abilities that emerge through sports, arts, scouting, and other organized activities. Extracurricular programs can complement the formal curriculum by offering structured experiences in which students explore preferences, develop practical skills, interact with peers, and assume responsibilities. In this sense, extracurricular activities

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are not merely optional additions to the school timetable; they can form part of a broader effort to support students' development.

The availability of extracurricular activities alone, however, does not guarantee that students' interests and talents will be developed. Program quality also depends on whether activities respond to students' needs, whether supervisors have suitable competencies, whether schedules and facilities are adequate, and whether progress is monitored. Studies of student management and extracurricular provision have discussed the role of program planning and school-level coordination in creating opportunities for talent development [1]–[6]. Research has also connected extracurricular participation with social skills, character development, and the development of elementary students' potential [7]–[10]. These studies indicate that extracurricular programs require purposeful management rather than routine delivery.

A management perspective is useful because it directs attention to the whole program cycle. Planning concerns the identification of students' interests, selection of activities, formulation of objectives, scheduling, and allocation of resources. Organizing concerns the distribution of responsibilities among the principal, teachers, and activity supervisors. Implementation concerns the learning experiences and coaching provided to students. Monitoring checks whether activities proceed as planned and whether students participate consistently. Evaluation examines program implementation and student development and provides a basis for subsequent improvement. These functions are interdependent: weaknesses in planning may affect implementation, while inadequate evaluation may prevent schools from responding to students' changing needs.

Previous studies provide relevant insights into extracurricular management and the development of students' interests and talents. Jaenullah et al. examined extracurricular management as a means of developing interests and talents [11], while Mahoney and Cairns examined whether extracurricular participation protects students against early school dropout [12]. Studies focused on elementary education have highlighted program analysis, student participation, and the role of extracurricular activities in developing students' potential [8], [9], [13]–[15]. Other work has discussed management strategies, institutional support, and constraints such as limited facilities, time, funding, and qualified supervisors [3], [16]–[19]. This literature provides a basis for examining how management functions operate together in a particular elementary school.

Despite these contributions, the practical relationship among planning, organizing, implementation, monitoring, and evaluation needs to be described in the context of an individual school and its available resources. The present study therefore focuses on SD Negeri 1 Sukorejo. It examines how the school manages extracurricular activities and how the management process is oriented toward students' interests and talents. The study addresses three questions: (1) How are extracurricular activities planned, organized, implemented, monitored, and evaluated? (2) What evidence in the available school records describes student participation in extracurricular activities? and (3) What factors support or constrain the management of these activities? The study contributes a contextual account of the management cycle and its practical conditions. Its purpose

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is descriptive; it does not seek to estimate a causal effect of extracurricular participation on student achievement.

2 Methods

2.1 Research Design and Setting

This study used a qualitative case-study design to examine extracurricular management in its school context. A case-study approach was selected because the research focused on the processes, roles, and conditions involved in managing extracurricular activities at one elementary school. The research was conducted at SD Negeri 1 Sukorejo, Indonesia, in October 2026.

2.2 Participants and Sampling

Informants were selected purposively because they were directly involved in program planning, coordination, delivery, or participation. The groups represented were the principal, teachers responsible for student affairs, extracurricular supervisors, and participating students. The available records do not state the number of informants in each group, their age or other relevant characteristics, or explicit inclusion and exclusion criteria.

2.3 Data Collection

Three data-collection techniques were used. First, observation examined the implementation of extracurricular activities, student involvement, supervisors' roles, and the availability and use of facilities. Second, in-depth interviews with the principal, teachers, supervisors, and participating students explored planning, organizing, implementation, monitoring, evaluation, and perceived enabling or constraining conditions. Third, document analysis covered program plans, schedules, participant lists, supervisor assignments, photographs, student-development records, and evaluation documents. This study does not specify the interview protocol, duration and number of observation visits, or document inclusion criteria.

2.4 Data Analysis and Trustworthiness

Data analysis followed an interactive qualitative approach of data condensation, data display, and conclusion drawing within the case-study logic described by Baxter and Jack [20]; source and method triangulation were used to assess credibility.

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2.5 Research Ethics

The study involved school personnel and children. This study does not report an ethics committee, approval or exemption reference, informed-consent procedure, parental or guardian consent, or student assent.

3 Results

3.1 Overview of Extracurricular Participation

The school records list six extracurricular activities: football, volleyball, futsal, badminton, athletics, and pencak silat. The recorded totals across the six activities increased from 69 in 2021 to 115 in 2025. Football and badminton had the highest recorded figures in 2025 (25 and 22, respectively), while athletics had the lowest (14). The source records do not establish whether one student could enrol in more than one activity, nor do they provide student-level identifiers that would allow duplicate enrolments to be removed. The figures are therefore treated strictly as recorded activity enrolments/participation entries, not as a count of unique students. This trend describes program reach in the available records; it cannot be attributed to improved management without evidence that alternative explanations—such as changes in total school enrolment, program availability, staffing, school policy, or parental encouragement—were examined.

Table 1. Extracurricular Activity Participation from 2021 to 2025

Extracurricular activity	2021	2022	2023	2024	2025	Mean
Football	15	18	20	22	25	20.0
Volleyball	12	14	15	18	20	15.8
Futsal	10	12	15	16	18	14.2
Badminton	14	16	18	20	22	18.0
Athletics	8	10	10	12	14	10.8
Pencak silat	10	11	12	15	16	12.8
Total recorded activity participation	69	81	90	103	115	91.6

Table 2. Summary of Extracurricular Management Functions at SD Negeri 1 Sukorejo

Management function	Activities described in the study	Contribution to program development
Planning	Identify students' needs, interests, talents, and potential; select activities; determine schedules, supervisors, participants, and objectives.	Activities are directed toward students' interests and the school's available resources.

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Management function	Activities described in the study	Contribution to program development
Organizing	Distribute responsibilities among the principal, teachers, and extracurricular supervisors.	Roles and coordination support orderly program delivery.
Implementation	Conduct scheduled activities using practice and direct participation under supervisor guidance.	Students practice activity-specific skills and social behaviors such as cooperation, discipline, and responsibility.
Monitoring	Observe implementation, attendance/participation, discipline, skill development, and emerging constraints.	The school can identify whether activities follow the program and respond to implementation issues.
Evaluation	Review participation, skills, discipline, responsibility, and achievements; use findings to adjust programs.	Evaluation informs follow-up support and improvement of activities.

3.2 Planning of Extracurricular Activities

The findings describe planning as the initial stage of extracurricular management. The school considered students' needs, potential, interests, and talents, alongside its capacity to provide supervisors and facilities. Planning included decisions about the types of activities offered, schedules, supervisors, participating students, and program objectives. This process provided a basis for supervisors to conduct activities with a clearer direction.

The approach described in this study places students' interests and abilities among the considerations for program selection. This is important because participation is more likely to be meaningful when students have opportunities to choose activities that correspond to their preferences. At the same time, the school's resources shape which activities can be offered and sustained. The findings therefore suggest that planning involves balancing student-oriented choices with the operational capacity of the school.

3.3 Organizing Roles and Responsibilities

The school organized extracurricular activities through the distribution of responsibilities among the principal, teachers, and activity supervisors. The principal provided policy direction and support, while supervisors prepared and conducted activities and guided students. Teachers involved in student affairs contributed to coordination. The findings describe role allocation as a way to support coordination and continuity.

The supervisors' role extended beyond teaching activity-specific skills. They were also expected to encourage students, develop discipline, foster responsibility, and promote cooperation. This indicates that organizing concerned both administrative coordination and the educational responsibilities attached to extracurricular coaching. However, the school did not provide a formal organizational chart or detailed written

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job descriptions. The description should therefore be understood as the reported arrangement rather than evidence of a formally documented structure.

3.4 Implementation of Extracurricular Activities

Activities were reportedly conducted according to established schedules and program plans. Students were given opportunities to participate in activities that matched their interests and abilities. Supervisors used practical activities and direct practice so that students could learn through participation. Such practice-oriented activities provided opportunities to develop skills that may not receive the same emphasis during classroom lessons.

Volleyball is presented in this study as an example of an activity in which students practice sport-specific skills and encounter shared rules and team responsibilities. The activity may provide opportunities to practice cooperation, discipline, sportsmanship, and responsibility. However, because the study did not collect standardized baseline and follow-up measures of these attributes, these statements are framed as potential educational functions of participation rather than findings that students' character or social-emotional competencies improved.

3.5 Monitoring and Evaluation

Monitoring was described as a process for checking whether activities followed the program and whether students remained involved. The principal monitored implementation, while supervisors observed participation and students' activity during practice. The findings mention attendance or activeness, discipline, skill practice, and implementation difficulties as areas of attention. However, the supplied records do not identify a standardized observation instrument, scoring rubric, monitoring frequency, or procedures for ensuring consistency across supervisors and activities. Consequently, the reported monitoring should be interpreted as an informal management practice, not as a reliable or validated assessment of student development.

Evaluation was described as considering participation, developing skills, discipline, responsibility, and achievements, with the intention of informing subsequent program decisions. The available records do not provide operational definitions for these indicators, student-level baseline measures, an activity-specific rubric, assessment frequency, inter-rater procedures, or documentary examples of decisions made for particular students. It is therefore not possible to determine how consistently supervisors judged progress or to verify individual talent development. In this study, evaluation is reported as a school management function; claims about demonstrated student improvement are not made.

3.6 Supporting and Constraining Factors

This study identifies school leadership commitment, supervisor competence and involvement, student enthusiasm, and parental support as perceived enabling conditions. It also identifies constraints involving facilities, infrastructure, funding,

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time, differences in students' abilities, and human resources. The available version does not provide verbatim participant quotations, supervisor qualification records, or documentary evidence that would allow the relative influence of each factor to be compared. These factors are therefore reported as contextual themes identified in this study, not as ranked determinants or quantified effects. The authors should add supporting quotations and documentary examples only where these can be verified in the original interview transcripts and school records.

Table 3. Supporting and Constraining Factors in Extracurricular Management

Factor	Classification	Relevance to implementation
School leadership commitment	Supporting factor	Provides direction and institutional support for extracurricular activities.
Supervisor competence and involvement	Supporting factor	Supports activity guidance, skills practice, discipline, and student motivation.
Student enthusiasm	Supporting factor	Encourages participation and continuity of activities.
Parental support	Supporting factor	Strengthens students' opportunity and encouragement to participate.
Limited facilities and infrastructure	Constraining factor	May restrict the quality, scope, or continuity of activities.
Limited funding and resources	Constraining factor	Limits provision and maintenance of facilities and program support.
Scheduling and time constraints	Constraining factor	May complicate coordination and consistent participation.

3.7 Extracurricular Management–Student Development Evidence Matrix

To distinguish program management, participation, and student development, Table 4 maps the school-level practices described in this study to each listed activity. The available evidence supports general statements about planning, scheduled practice, monitoring and possible program adjustments, but it does not provide activity-specific student records. Accordingly, the matrix does not infer individual selection, attendance, achievement or follow-up outcomes. "Not reported" indicates a reporting gap in the available records, not proof that the school did not maintain such records.

Table 4. Extracurricular Management–Student Development Evidence Matrix

Activity	Selection and baseline interest/talent	Supervision and attendance	Monitoring, skills and achievements	Follow-up decisions
Football	School-level planning considered students' needs, interests,	Activities were delivered through scheduled, practice-oriented	General monitoring covered participation, discipline and	The manuscript describes further guidance for students

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Activity	Selection and baseline interest/talent	Supervision and attendance	Monitoring, skills and achievements	Follow-up decisions
	potential and talents. Activity-specific selection criteria and individual baseline records were not reported.	sessions under supervisor guidance. Supervisor qualifications and individual attendance records were not reported.	skill development. Football-specific skill scores, achievement records and standardized assessment indicators were not reported.	showing potential and possible adjustments to coaching, schedules or facilities. Football-specific student follow-up decisions were not documented.
Volleyball	School-level planning considered students' needs, interests, potential and talents. Activity-specific selection criteria and individual baseline records were not reported.	Activities were delivered through scheduled, practice-oriented sessions under supervisor guidance. Supervisor qualifications and individual attendance records were not reported.	General monitoring covered participation, discipline and skill development. Volleyball-specific skill scores, achievement records and standardized assessment indicators were not reported.	The study describes further guidance for students showing potential and possible adjustments to coaching, schedules or facilities. Volleyball-specific student follow-up decisions were not documented.
Futsal	School-level planning considered students' needs, interests, potential and talents. Activity-specific selection criteria and individual baseline records were not reported.	Activities were delivered through scheduled, practice-oriented sessions under supervisor guidance. Supervisor qualifications and individual attendance records were not reported.	General monitoring covered participation, discipline and skill development. Futsal-specific skill scores, achievement records and standardized assessment indicators were not reported.	The study describes further guidance for students showing potential and possible adjustments to coaching, schedules or facilities. Futsal-specific student follow-up decisions

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Activity	Selection and baseline interest/talent	Supervision and attendance	Monitoring, skills and achievements	Follow-up decisions
				were not documented.
Badminton	School-level planning considered students' needs, interests, potential and talents. Activity-specific selection criteria and individual baseline records were not reported.	Activities were delivered through scheduled, practice-oriented sessions under supervisor guidance. Supervisor qualifications and individual attendance records were not reported.	General monitoring covered participation, discipline and skill development. Badminton-specific skill scores, achievement records and standardized assessment indicators were not reported.	The study describes further guidance for students showing potential and possible adjustments to coaching, schedules or facilities. Badminton-specific student follow-up decisions were not documented.
Athletics	School-level planning considered students' needs, interests, potential and talents. Activity-specific selection criteria and individual baseline records were not reported.	Activities were delivered through scheduled, practice-oriented sessions under supervisor guidance. Supervisor qualifications and individual attendance records were not reported.	General monitoring covered participation, discipline and skill development. Athletics-specific performance records, achievement records and standardized assessment indicators were not reported.	The study describes further guidance for students showing potential and possible adjustments to coaching, schedules or facilities. Athletics-specific student follow-up decisions were not documented.
Pencak silat	School-level planning considered students' needs, interests, potential and talents. Activity-	Activities were delivered through scheduled, practice-oriented sessions under supervisor	General monitoring covered participation, discipline and skill development. Pencak silat-	The study describes further guidance for students showing potential and

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Activity	Selection and baseline interest/talent	Supervision and attendance	Monitoring, skills and achievements	Follow-up decisions
	specific selection criteria and individual baseline records were not reported.	guidance. Supervisor qualifications and individual attendance records were not reported.	specific skill scores, achievement records and standardized assessment indicators were not reported.	possible adjustments to coaching, schedules or facilities. Pencak silat-specific student follow-up decisions were not documented.

4 Discussion

4.1 Extracurricular Management as an Integrated Cycle

The findings indicate that extracurricular management at SD Negeri 1 Sukorejo can be described through five connected functions: planning, organizing, implementation, monitoring, and evaluation. This framework provides an organizing lens for the case rather than proof that all relevant experiences necessarily fit these categories. The analysis was structured around the five functions; it does not document an independent open-coding stage, multiple-coder comparison, or a systematic search for disconfirming cases. The possibility of framework-driven confirmation bias therefore cannot be ruled out. To avoid overstating analytic rigor, the results retain contextual constraints and enabling conditions that cut across the five functions, and the limitation is made explicit. The authors should verify against the original analytic notes whether any themes emerged outside the initial framework and report them if documented.

The planning process described in this study considers both students' interests and the school's capacity. This balance is consequential in elementary education. A program designed only around the resources already available may offer too few opportunities for students with different interests. Conversely, a program that is not aligned with available supervisors, facilities, and funding may be difficult to sustain. The school's planning therefore needs to combine student-oriented identification with a realistic assessment of implementation capacity. Previous research on extracurricular programs similarly emphasizes the importance of program objectives, participation, and support from school personnel and families [8], [13].

4.2 Organizational Roles and the Educational Role of Supervisors

The division of responsibilities among the principal, teachers, and supervisors provides an organizational basis for program delivery. Leadership support matters because extracurricular activities require decisions about schedules, facilities, staffing, and the

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integration of activities into school routines. Supervisors, in turn, translate program objectives into practice and interact directly with students. The findings also indicate that supervisors are expected to foster responsibility, discipline, and cooperation alongside activity-specific skills.

This broader role is consistent with literature that views extracurricular activities as settings for developing social and personal capacities as well as specific talents [7], [10]. The role of supervisors should therefore not be limited to technical instruction. They need to create an inclusive learning environment in which students with different levels of prior experience can participate and progress. The available data, however, do not provide evidence about supervisors' formal qualifications or professional development. Future program evaluation could examine whether supervisor expertise is matched to the activities assigned and what support is needed to strengthen their practice.

4.3 Practice-Oriented Implementation and Student Development

The reported use of direct practice gives students opportunities to practice activity-specific tasks. Group participation may also create situations in which students encounter cooperation, shared rules, discipline, and sportsmanship. These are plausible educational functions of organized activities and are consistent with literature discussing extracurricular participation [7]–[10]. They should not, however, be interpreted as measured outcomes in this case. The study includes no baseline/follow-up assessment, standardized rubric, comparison group, or independently verified student-level achievement data. It therefore cannot distinguish pre-existing talent or preference from increased participation, skill acquisition during practice, and sustained talent progression.

The annual participation data provide a descriptive indication of recorded program reach. The total rose from 69 in 2021 to 115 in 2025. The increase may reflect greater activity enrolment, but the available records do not establish that it resulted from improved extracurricular management rather than changes in school enrolment, the number or type of activities offered, supervisor availability, school policy, parental encouragement, or other contextual factors. Participation growth should therefore remain a descriptive contextual finding, not evidence of management effectiveness or talent development. Future records should distinguish unique students from activity enrolments and document attendance, baseline interests, skill progression, achievements, and follow-up decisions consistently.

4.4 Monitoring, Evaluation, and Program Improvement

Monitoring and evaluation are important because program delivery can diverge from initial plans. The findings describe monitoring of participation, discipline, skill development, and implementation difficulties. Evaluation then provides a basis for deciding whether to maintain or adjust program content, coaching methods, schedules, and facilities. This feedback function is central to an integrated management cycle: information from one program period should inform the next planning process.

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The findings indicate that evaluation considers several dimensions, but it does not describe a formal instrument or explicit performance criteria. A practical improvement would be to develop simple activity-specific rubrics that identify observable indicators of participation, skill progression, cooperation, responsibility, and student engagement. Such rubrics should be developmentally appropriate and should not reduce talent development to competition results alone. Schools could also maintain individual progress records and collect student and parent feedback. These suggestions follow from the reported need for ongoing evaluation; they are recommendations, not practices confirmed by the present data.

4.5 Institutional Conditions and Practical Implications

The supporting and constraining factors show that extracurricular management depends on more than the enthusiasm of students. Leadership commitment, supervisor involvement, and parental support can strengthen program continuity. In contrast, limited facilities, time, funding, and human resources can restrict implementation. Similar constraints have been discussed in studies of extracurricular management and elementary-school programs [3], [16]–[18]. These conditions suggest that schools should prioritize resources transparently and consider partnerships or shared facilities where feasible, while ensuring that such arrangements remain safe and accessible to students.

The findings have several practical implications. First, schools should periodically map students' interests rather than relying exclusively on activities offered in previous years. Second, responsibilities should be clearly communicated to school leaders, teachers, and supervisors. Third, activity schedules and available facilities should be coordinated to minimize clashes and unequal access. Fourth, monitoring records should be used to identify students who need additional support or opportunities for advanced practice. Finally, evaluation should lead to documented program adjustments. These implications are grounded in the management practices and constraints described in the case.

The broader literature situates the potential educational value of extracurricular provision. Reviews and meta-analyses suggest that well-designed after-school and school-based programs can support children's social-emotional development, positive social behavior, school bonding, and selected academic outcomes [21]–[23]. Research also indicates that developmental benefits depend on program quality, students' experiences, peer relationships, and meaningful engagement [24]–[27]. Evidence on parental involvement and school belonging reinforces the relevance of family–school relationships [28], [29]. These findings provide context for interpreting the potential functions of extracurricular activities; they are not evidence that the same outcomes were measured in the present case [30].

4.6 Limitations

This study is limited to one elementary school and uses a qualitative, descriptive case-study design. This study does not report the number and characteristics of informants,

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detailed interview and observation procedures, or a complete account of sampling adequacy. It also does not provide verbatim interview excerpts, supervisor qualification records, a standardized evaluation instrument, inter-rater procedures, or independently verified student-level outcome measures. The analysis is organized around five predetermined management functions, and the available account does not document a separate inductive coding stage; framework-driven confirmation bias cannot therefore be excluded. The participation table does not establish unique student counts or explain the causes of participation growth. Finally, this study does not document ethics approval/exemption, parental consent, or child assent. The findings describe management practices and potential opportunities for development; they do not demonstrate causal effects or measured talent progression.

5 Conclusions and Suggestions

This case study describes extracurricular management at SD Negeri 1 Sukorejo through five connected functions: planning, organizing, implementation, monitoring, and evaluation. Planning considered students' expressed interests and the school's capacity; organizing involved the principal, teachers, and extracurricular supervisors; implementation involved scheduled, practice-oriented activities; and monitoring and evaluation were intended to inform program adjustments. School records show that recorded participation entries across six activities increased from 69 in 2021 to 115 in 2025, although the records do not establish the number of unique students.

This study identifies leadership commitment, supervisor involvement, student enthusiasm, and parental support as enabling conditions, while limited facilities, time, funding, and human resources constrain program delivery. The findings show how extracurricular management was described in this school and how activities may provide structured opportunities to explore and practice interests. They do not demonstrate measured individual talent progression, improvements in character, or a causal effect of management on student outcomes.

Schools are encouraged to map students' interests regularly, clarify responsibilities, strengthen supervisors' capacity, coordinate facilities and schedules, and maintain consistent records of participation and student progress. A practical evidence system should distinguish program management quality, participation growth, and actual student development. Further research should report participant and ethics procedures transparently, use activity-specific age-appropriate assessment criteria, and follow student-level progress over time.

DECLARATIONS

Author Contributions

conceptualization, S.S.; methodology, B.S.; supervision, S.Y.; writing—original draft preparation, S.S.; writing—review and editing, B.S. and S.Y. All authors have read and agreed to the published version of the manuscript.

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The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Research Ethics
No Research ethics applied

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