

## Research Article

# Management of Sports Extracurricular in High Schools Located in Tarakan City

Karnadi <sup>1\*</sup>, Tri Ani Hastuti <sup>2</sup><sup>1</sup> Faculty of Sports and Health Sciences, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia 1; e-mail : [karnadi.2022@student.uny.ac.id](mailto:karnadi.2022@student.uny.ac.id)<sup>2</sup> Faculty of Sports and Health Sciences, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia 2; e-mail : [tri\\_anihastuti@uny.ac.id](mailto:tri_anihastuti@uny.ac.id)

\* Corresponding Author: Karnadi

**Abstract:** This study aims to describe and provide recommendations regarding the proper management of extracurricular sports activities in senior high schools in Tarakan City. Extracurricular activities play an important role in helping students develop their potential. This study used a qualitative descriptive method. Subjects included principals, physical education teachers or extracurricular sports coordinators, and sports coaches from 14 randomly selected religious, public, and private senior high schools in Tarakan City. Data collection techniques included observation, interviews, and documentation. Data validity was ensured through source triangulation and technique triangulation. The data analysis process included data collection, data reduction, data presentation, and drawing conclusions. The research findings indicate that: (1) Planning for extracurricular sports activities is generally carried out through coordination meetings among the parties involved to organize activities during one school year. Scheduling is the responsibility of the extracurricular coordinator and is arranged in consultation with the sports supervisor or coach to avoid conflicts with other school events. Coaches also prepare training programs as part of the planning process. (2) Extracurricular sports activities are held in the afternoon, outside of regular school hours, based on a schedule prepared by the coordinator and vice principal for student affairs. (3) Evaluations are conducted at least once every three months and involve various school stakeholders. Aspects evaluated include student attendance, participation in learning, and training outcomes. (4) Supporting factors include adequate facilities and infrastructure, funding, student competency, and teacher involvement. Conversely, inhibiting factors include low student attendance, limited funding, inadequate or inadequate facilities, and unfavorable weather conditions. These findings provide an overview of how extracurricular sports activities are managed in high schools in Tarakan City and highlight the importance of effective planning, implementation, and evaluation. This study also identifies key factors that support and hinder the success of these programs, offering insights for future improvements.

**Keywords:** Extracurricular; High School; Management; School; Sports.

## 1. Introduction

Education in schools is not only limited to curricular programs but also involves extracurricular activities as an effort to support the achievement of overall educational goals. One of the important forms of extracurricular activities is sports, which not only serves to maintain fitness but also acts as a forum for fostering student achievement. However, the effectiveness of this activity is highly determined by the management applied in its implementation. Good management includes planning, implementing, and evaluating activities, as well as the efficient and effective use of resources (Santoso & Pambudi, 2016). Unfortunately, in some schools, sports extracurricular management is still not optimal, such as the lack of careful planning and uneven evaluation of programs (Prasetia & Kholidin, 2022). It is essential for schools to recognize the significance of efficient management for the development of sports extracurricular activities and their impact on students' overall educational experience (Sari & Wulandari, 2019).

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Sports extracurricular activities need to be designed systematically, starting from the objectives, training programs, schedules, to the organization of coaches and facilities. The implementation process must be supported by good coordination between parties, including coaches and schools. Evaluation is needed to determine the effectiveness of implementation, identify obstacles, and formulate improvement strategies (Cahyono, 2017). On the other hand, sports extracurricular programs can also be a strategic means in capturing the seeds of outstanding athletes and shaping the character of students (Astiwi, 2017). Therefore, professional management is needed so that this program is not just a formality or routine.

The problems that occur in high schools in Tarakan City show that sports extracurricular activities have not been fully carried out in a structured manner. Problems such as unscheduling of activities, absenteeism of participants, low discipline, and lack of optimal evaluation and program planning still often occur. In fact, the implementation of activities is often only active before the championship, without the support of training programs and qualified coaches. Meanwhile, the potential for students' interests and talents is very large and diverse, but it has not been facilitated optimally (Sentoso, 2021).

In response to these conditions, this study aims to describe how to plan, implement, and evaluate sports extracurricular programs in high schools throughout Tarakan City. The research also aims to identify supporting and inhibiting factors in the implementation of these activities. The results are expected to contribute both theoretically in the development of education management science, as well as practically for schools and coaching teachers as a basis for program improvement.

## **2. Literature Review**

### **2.1. The Essence of Management**

The essence of management is a process that includes planning, organizing, implementing, and supervising in order to achieve goals effectively and efficiently (Fauzi, 2019). Management in the context of education is understood as the ability to manage human resources as well as the facilities and infrastructure available to support the achievement of institutional goals. Management functions as stated by experts include: planning, organizing, staffing, directing, and controlling (Abimanyu et al., 2024). The management process itself begins with planning as the basis for decision-making, then continues with implementation and evaluation as a tool to measure success and correct shortcomings (Najib et al., 2023).

### **2.2. Extracurricular Facts**

Extracurricular activities are defined as activities that are carried out outside of class hours and aim to develop the potential, talents, and interests of students (Permendikbud No. 62 of 2014; Bagus, 2016). This activity not only supports the formal learning process, but also serves as a means of character formation as well as social and emotional development of students (Himawan & Susanto, 2020). The success function of extracurricular programs is determined by components such as competent human resources, financial and facility support, and parental involvement (Hastuti et al., 2020).

Especially in sports extracurriculars, this activity is intended to improve the achievement and physical fitness of students. Sports as extracurricular activities have an important role in fostering interests and talents and encouraging the achievement of optimal achievement (Isman et al., 2023). At the high school level, sports extracurricular programs can be held with a top-down approach (initiative from school), bottom-up (student initiative), or a combination of both.

### **2.3. Relevant Research Studies**

In the local context, high schools in Tarakan City consist of public, private, and religion-based schools, with a total of 14 schools spread across various sub-districts (Tarakan City Education Center, 2023). This study selected 10 high schools as a research sample that reflects the diversity of education providers in the city.

Meanwhile, a number of previous studies have also confirmed the importance of good management in sports extracurricular activities. Mariyem's (2022) study in Sleman Regency shows that planning, implementation, and evaluation carried out through coordination between school parties are able to support the effectiveness of the program. Similar results were found by Asrizal (2018), Yoksanitha (2023), Bayu Irawan (2019), and Zulfajri (2018), all of which highlight the importance of managerial structures in the success of extracurricular

activities in various school contexts. These studies used a qualitative descriptive approach with observation, interview, and documentation instruments to describe the reality of extracurricular implementation as a whole.

### **3. Proposed Method**

This study uses a qualitative approach with a descriptive type, which aims to describe sports extracurricular management as a whole as it occurs in the field. This approach was chosen because it is able to provide a deep understanding of the extracurricular managerial process based on real situations and natural contexts in schools. The research location was in high schools throughout Tarakan City which were randomly selected, including public, private, and religion-based schools. The research subjects consisted of school principals, PJOK teachers or extracurricular coordinators, and sports coaches.

The data sources used include primary data obtained directly from interviews with informants, as well as secondary data derived from supporting documents such as work programs and activity reports. The data collection technique was carried out by observation of extracurricular activities, in-depth interviews, and documentation (Sugiyono, 2019). The research instruments are in the form of observation guidelines, interview guidelines, and documentation checklists prepared based on indicators in planning, implementing, and evaluating activities.

To ensure the validity of the data, the triangulation technique is used, which is checking data from various sources and methods to obtain valid and accountable information (Sugiyono, 2019). Data analysis is carried out interactively through the process of data reduction, data presentation, and conclusion drawn, which lasts continuously until the data is considered complete and credible (Miles & Huberman, quoted in Sugiyono, 2019).

## **4. Results and Discussion**

### **4.1. Description of Research Results**

This study reveals that sports extracurricular management in high schools in Tarakan City in general has been carried out quite well, although there are still some obstacles. Planning of extracurricular activities is carried out through a meeting between the school and the coach, which is then outlined in the annual work program. This stage involves analyzing students' needs and interests, as well as considering the potential of each school.

Organizing in sports extracurricular activities includes the formation of an organizational structure consisting of school principals, student affairs representatives, coaches, and students. The division of duties and responsibilities is carried out in a structured manner so that the implementation of activities is more effective and efficient. In addition, the school collaborates with external parties such as KONI or professional trainers to support training activities.

The implementation of activities takes place regularly according to the schedule that has been arranged, and is focused on developing talents and building students' character through sports. However, there are still obstacles such as limited facilities and infrastructure, as well as time constraints due to conflicts with academic activities.

In terms of supervision and evaluation, the school conducts periodic monitoring of the running of extracurricular activities through supervisor reports and direct observation. Evaluation is carried out at the end of the semester or academic year as material for the next program improvement. The obstacles faced, such as declining student motivation and lack of financial support, were overcome by a good communication approach between the school, coaches, and parents.

Thus, although the implementation of sports extracurricular management in high schools in Tarakan City is not entirely ideal, it has shown serious efforts from various parties to develop students' potential holistically through sports activities.

### **4.2. Discussion and Findings**

The results of the study show that the implementation of sports extracurricular management at SMA Negeri 1 Tarakan has reflected the systematic implementation of managerial functions, namely through the stages of planning, organizing, implementing, and evaluating. In the planning aspect, the school determines sports extracurricular activities through deliberation between the principal, coaches, and sports teachers by considering

student interests, potential achievements, and the availability of facilities. This planning is prepared in the form of a directed annual work program, with an orientation on character development and talent development of students (Hasibuan, 2014).

Furthermore, the organizing function is implemented by forming an extracurricular organizational structure involving coaches, trainers, and students in activity units. Assignments are carried out based on their respective expertise, while coordination between parties is carried out through routine communication and reporting systems. This activity is also supported by the provision of facilities such as sports fields, training equipment, and storage rooms that are jointly managed between the school and external parties.

At the implementation stage, the school carries out sports extracurricular activities regularly according to a predetermined schedule. Coaches and trainers provide direction and training to participants according to the sports of interest, such as futsal, volleyball, and badminton. Students are also involved in various competitions both at the city and provincial levels, which aim to develop the spirit of sportsmanship, cooperation, and fighting power. Participation in the competition is one of the indicators of the success of the program implementation because it shows the real results of the coaching process.

The evaluation function is carried out through periodic evaluation meetings attended by school principals, coaches, and coaches. This evaluation targets the effectiveness of activities, program achievements, and obstacles faced, such as limited practice time due to busy academic activities, lack of financial support for equipment purchases, and low student participation outside school hours. In overcoming this, the school seeks to cooperate with the committee and parents of students to support the sustainability of the program.

Overall, the findings of this study show that sports extracurricular management at SMA Negeri 1 Tarakan has been running quite well. The success of the program depends not only on the leadership of the principal, but is also influenced by the active participation of coaches, coaches, students, and external support. This is in line with the view that good non-formal education management requires the synergy of all parties and orientation to the formation of character, discipline, and student achievement through extracurricular activities (Hasibuan, 2014).

## 5. Conclusions

Based on the findings and discussion of the research, it can be concluded that sports extracurricular management in high schools throughout Tarakan City has been carried out through structured planning, implementation, and evaluation stages. The planning stage is carried out collaboratively between the principal, PJOK teachers, and trainers by paying attention to the potential, interests, and needs of students. The implementation of activities takes place according to a schedule that is systematically arranged and carried out outside of study hours, by involving coaches and coaches to foster students intensively in the sports branch of interest. Evaluations are carried out periodically by the school to assess the effectiveness of the program, student attendance, and achievement of targeted sports skills. Although in general the activities went quite well, there were still obstacles such as limited funds, inadequate facilities, and a lack of consistent student attendance. However, the support of school principals, teachers, parents, and student motivation is an important factor in maintaining the sustainability and effectiveness of sports extracurricular management. With proper management, this activity has the potential to support the development of students' talents, discipline, and achievements in non-academic fields.

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