



Empowering Students: Innovative Management of Extracurricular Activities for Greater Achievement

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ABSTRACT

Extracurricular activities are a vital component in the educational process that supports holistic student development, encompassing intellectual, emotional, and social growth. This study aims to analyze the management of extracurricular activities at SMA Negeri 10 Luwu Utara and its impact on student motivation and achievement. Using a qualitative research design, data collection was conducted through observations, interviews, and documentation involving extracurricular supervisors, school officials, and students. The findings reveal that the management process follows four main stages: planning, organizing, implementing, and evaluating. The structured management approach significantly enhances student skills, fosters leadership, and boosts student engagement. However, several challenges were identified, including overlapping schedules, limited funding, and time constraints, which hinder the optimal execution of extracurricular programs. The study emphasizes that innovative management strategies, supported by the active role of teachers, school officials, and parents, are essential to maximize the benefits of extracurricular activities. Furthermore, the research highlights that effective extracurricular management not only improves student motivation but also enhances academic performance and character development. By addressing the existing challenges and strengthening collaboration among stakeholders, extracurricular activities can serve as a powerful tool to support student achievement and personal growth. This study provides valuable insights for educational institutions in developing more effective strategies to manage extracurricular programs and create a supportive learning environment that nurtures student potential in both academic and non-academic aspects.

INTRODUCTION

Education is central to preparing future generations to face challenges (Biseth et al., 2022; DeCoito et al., 2024). It not only focuses on students' academic development but also provides opportunities for them to enhance non-academic skills through extracurricular activities (Aliu & Aigbavboa, 2023; Ribeiro et al., 2024). In this regard, extracurricular activities serve as an essential platform to support the holistic development of students' potential, covering intellectual, emotional, and social aspects.

National education, as mandated by Law No. 20 of 2003 concerning the National Education System, emphasizes the importance of education in fostering the nation's intellectual life and building students' personalities and character ([Indonesia, 2003](#)). One way to achieve this goal is by providing students with opportunities to engage in activities that enhance their skills beyond the classroom ([Lai, 2019](#); [Tan et al., 2022](#)). Well-managed extracurricular activities are a primary means to maximize students' potential.

In schools, extracurricular activities are vital as supplementary programs that complement the formal learning process. Through these activities, students can explore their interests and talents in various fields, such as arts, sports, organizations, and social activities ([Almeida et al., 2021](#); [Belamghari, 2024](#); [Mittal & Bansal, 2024](#)). Additionally, extracurricular activities can be an effective tool in shaping students' character, fostering values of discipline, teamwork, and responsibility, and developing leadership and social skills ([Aqodiah et al., 2023](#); [Hanafiah et al., 2024](#); [Widyasari et al., 2024](#)).

However, the success of extracurricular programs heavily depends on effective and innovative management. The management of extracurricular activities requires careful planning, efficient coordination, and structured evaluation ([Akadira, 2024](#); [Yafie et al., 2024](#)). As the supervisors of extracurricular activities, teachers motivate students to participate and excel actively ([Goshin et al., 2021](#); [Sahid et al., 2021](#)). Therefore, an innovative management approach is necessary to ensure that extracurricular activities are carried out routinely and significantly impact students' achievements.

In this context, SMA Negeri 10 Luwu Utara is an example of a school that strives to optimize extracurricular activities to enhance students' motivation to achieve. Based on preliminary observations, it is evident that extracurricular activities in this school play a significant role in supporting student development, both in academic and non-academic fields. Therefore, this study focuses on how managing extracurricular activities in the school can empower students and promote greater achievement.

METHODS

Design

The research design of this study follows a qualitative approach ([Kostere & Kostere, 2021](#)), focusing on understanding the phenomena related to the management of extracurricular activities and their role in motivating students. This approach involves exploring and describing real-life conditions without relying on hypothesis testing. The participants of this study include extracurricular activity supervisors at SMA Negeri 10 Luwu Utara, school officials such as the principal and vice principals (for curriculum and student affairs), and students actively involved in extracurricular activities. The study takes place at SMA Negeri 10 Luwu Utara, a school chosen due to its students' active involvement in extracurricular activities and their achievements in district-level competitions. This location provides a suitable context for studying the influence of extracurricular management on student motivation and achievement.

Research Instrument

The primary research instrument in this qualitative study is the researcher. As is common in qualitative research, the researcher plays a central role in collecting, analyzing, and interpreting the data, engaging directly with participants to understand the issues ([Wa-Mbaleka, 2020](#)). Additionally, the study employs several supporting instruments, including an observation checklist for documenting behaviors, activities, and events, an interview guide for conducting in-depth interviews with school officials, supervisors, and students, and documentation methods to collect existing records, photos, and reports related to extracurricular activities at the school.

Data Collection

Data collection in this study was carried out using several techniques. First, library research was conducted to gather information from books and academic literature that supported the research topic. Field research involves three main techniques: observation, interviews, and documentation ([Nassaji, 2020](#)). Through participatory observation, the researcher could directly observe the management and impact of extracurricular activities. In-depth interviews were conducted with key participants, including school administrators, extracurricular supervisors, and students, to gain deeper insights into

how extracurricular activities are managed and their role in student motivation. Finally, documentation was used to collect written records, reports, and other relevant documents from the school to supplement the observational and interview data.

Data Analysis

The data analysis in this study is conducted through an inductive process, which begins with specific observations and leads to general conclusions. The process involves three key steps: data reduction, data display, and conclusion drawing (Lester et al., 2020). During data reduction, the researcher selects the most relevant data from observations, interviews, and documentation, simplifying and organizing the data to make it more manageable. The data is then displayed in narrative form, allowing for the identification of patterns and trends. Finally, the researcher draws conclusions based on the displayed data and verifies the results through triangulation to ensure credibility and reliability. Various techniques are employed to ensure the validity of the data. These include persistent observation, data triangulation from multiple sources, peer review, and member checking to ensure credibility. Transferability is ensured by providing detailed descriptions that allow readers to understand the context and findings. Dependability is maintained through audits of the research process and findings, while confirmability is achieved through cross-validation of the data by different sources to ensure the objectivity and reliability of the findings.

RESULTS

The Stages of Management in Extracurricular Activities at SMA Negeri 10 Luwu Utara

The management of extracurricular activities at SMA Negeri 10 Luwu Utara follows a structured process that involves several key stages: planning, organizing, implementing, and evaluating. This approach ensures that extracurricular activities run smoothly and contribute to student's holistic development, focusing on academic and non-academic achievements. Insights into this process were gathered through observations and interviews with school officials.

The first stage in managing extracurricular activities is planning. It begins with meetings involving the principal, vice principals, extracurricular coordinators, and teachers. These meetings aim to formulate an annual work program for extracurricular activities. Additionally, students are given interest surveys to determine which activities they would like to participate in, allowing the school to plan based on students' preferences. According to the principal, the school adopts a collaborative approach to planning:

"Essentially, our school applies management principles to these activities, starting with the planning stage through simple coordination/discussion with the teaching staff and ending with meetings. Then, the organizing stage is outlined in a written decree (SK) for implementation, and the evaluation stage is conducted. All stages involve the teaching staff, administrative staff, and the School Committee (Parents)."

It highlights the importance of involving multiple stakeholders in the planning process, including teachers, staff, and parents. Following the planning phase is the organizing stage, where roles and responsibilities for each extracurricular activity are assigned. Each activity is overseen by a coordinator, ensuring that it operates efficiently under the guidance of the vice principal for student affairs. The vice principal explained how they organize the activities:

"In implementing a good extracurricular management model, we organize all extracurricular activities, with the heads/coordinators of each activity under the supervision of the vice principal for student affairs. Additionally, we conduct a recruitment process by selecting the latest teaching participants."

This structure ensures that each extracurricular activity is well-coordinated and that students are recruited based on their interests and abilities. The implementation stage follows, where activities are conducted according to a pre-established schedule, typically after regular school hours, to avoid conflict with academic lessons. The activities are designed to be both planned and flexible to accommodate the

students' varying needs. However, challenges do arise, particularly with student participation, as noted by the principal:

"Essentially, extracurricular activities at our school have been running quite well. However, overall, they have not yet fully met the planned targets or goals we aim to achieve, as there are still many challenges encountered during implementation, particularly from the students themselves."

It underscores the difficulty of ensuring full participation from students, which affects the program's overall success. Finally, the evaluation stage is crucial for assessing the success of the extracurricular activities. Regular meetings are held to evaluate whether the activities are meeting their objectives and to address any challenges that may have arisen. The vice principal for curriculum affairs elaborated on the role of evaluation in extracurricular management:

"The duties and role of the vice principal for curriculum include implementing school administrative procedures and regulations following the provisions within the authority granted by the principal. Furthermore, they are responsible for organizing, empowering, and coordinating the activities of the school's extracurricular coordinators."

This ongoing evaluation ensures that the activities are aligned with the school's objectives and that any issues can be addressed promptly to improve the program.

Extracurricular Activities in Fostering Students' Achievement Motivation at SMA Negeri 10 Luwu Utara

Extracurricular activities at SMA Negeri 10 Luwu Utara play a significant role in fostering students' motivation to achieve academically and non-academically. These activities allow students to explore their interests, develop new skills, and engage in constructive competition. Through structured programs such as sports, arts, leadership training, and organizations like *Pramuka* (Scouting) and *Palang Merah Remaja* (Youth Red Cross), students are encouraged to challenge themselves and strive for higher performance.

One of the ways extracurricular activities boost motivation is through skill development and achievement. Participation in these activities allows students to enhance their abilities in areas that complement their academic learning. For example, sports activities foster discipline, teamwork, and perseverance, while creative clubs like arts and music offer students a platform for self-expression. These experiences help students build confidence, boosting their motivation to excel academically and personally. As one of the extracurricular supervisors noted:

"Extracurricular activities such as sports and arts not only develop skills but also foster students' self-confidence, making them feel more capable of achieving success in both academic and non-academic areas."

Extracurricular activities also contribute to increased student engagement. By providing a platform for active involvement with their peers and the school community, these activities foster a sense of belonging, which enhances students' motivation to engage in school life, including their academic studies. The vice principal for student affairs mentioned that extracurricular activities help to create a positive school culture that encourages students to strive for excellence. He stated:

"With the presence of extracurricular activities, students feel more engaged and motivated to enhance their performance. They learn about teamwork, responsibility, and how to become leaders."

Another important factor is recognition and rewards, powerful motivators for students. Winning competitions, receiving awards, and being acknowledged by teachers and peers boost students' self-esteem and motivate them to strive for success. This recognition encourages further participation in extracurricular activities and drives students to work harder in academic pursuits. The principal highlighted this by saying:

"The achievements that students attain in extracurricular activities often motivate them to continue excelling in other areas, both academic and non-academic."

Additionally, extracurricular activities offer leadership opportunities, allowing students to take on roles such as club president or team captain. These leadership experiences help develop students' confidence, decision-making skills, and sense of responsibility. Students in leadership positions are motivated to set a positive example for their peers, which drives them to achieve personal and collective success. As one extracurricular coordinator explained:

"Being a leader in extracurricular activities fosters a strong sense of responsibility in students. They are motivated to give their best, leading their peers and pursuing personal achievements."

Supporting and Inhibiting Factors of Extracurricular Activities in Fostering Students' Achievement Motivation at SMA Negeri 10 Luwu Utara

Among the supporting factors, one of the most significant is the availability of adequate facilities and infrastructure. The school provides the necessary spaces, equipment, and materials that allow students to participate effectively in extracurricular activities such as sports, arts, and leadership programs. This access to proper facilities enables students to engage more comfortably and seriously, thus boosting their motivation to achieve. As the vice principal for student affairs noted:

"The facilities we provide greatly assist students in developing their potential. Students can participate in extracurricular activities more comfortably and seriously with adequate facilities."

Additionally, the presence of competent supervisors and coaches plays a critical role in the success of these activities. Teachers and coaches who are skilled in their fields provide essential guidance and serve as student role models. Their expertise helps students develop their abilities and motivates them to strive for excellence in extracurricular and academic settings. One of the extracurricular supervisors emphasized:

"Competent mentors are crucial as they can guide students in maximizing their skill development. They also serve as inspirations for students to continue achieving excellence."

The enthusiasm and motivation of the students themselves also serve as crucial factors. Many students exhibit a strong internal drive to participate in various activities, which helps them stay committed and motivated to excel. This enthusiasm was highlighted by one of the extracurricular coordinators, who remarked:

"Students' enthusiasm for participating in activities is very high, enhancing their motivation to succeed in academic and non-academic pursuits."

Another significant supporting factor is the support from both the school and parents. The school administration provides resources for extracurricular activities, while parents actively encourage their children to participate. This collective support creates a positive environment that enhances students' motivation to achieve. The principal also acknowledged this, stating:

"Parental support is significant. They consistently encourage their children to participate actively in extracurricular activities. It helps create a positive environment for students to excel."

However, several hindering factors negatively impact the effectiveness of extracurricular activities. One major challenge is overlapping schedules. Many students are interested in participating in multiple activities, but they are often forced to choose between them due to conflicting schedules, limiting their participation and reducing their overall motivation. The vice principal highlighted this issue, noting:

"One of the common issues students face is scheduling conflicts with activities. It forces them to make choices, resulting in some activities not being fully participated in."

Another significant hindrance is limited funding, which restricts the school's ability to provide high-quality equipment or send students to external competitions and events. This lack of financial resources affects the quality of extracurricular programs and reduces students' motivation to pursue excellence. One of the extracurricular supervisors stated:

"Budget constraints are indeed one of the biggest obstacles. We cannot always provide equipment or send students to competitions outside the city due to limited funding."

In addition, some teachers and parents have limited awareness of the importance of extracurricular activities. Some parents and teachers prioritize academic achievements over extracurricular engagement, which can discourage students from fully participating in these activities. The principal commented on this issue, saying:

"Some parents and teachers still view extracurricular activities as less important than academics. However, these activities are essential for developing students' character and skills."

Lastly, time constraints pose another significant challenge. The school's academic schedule is often too packed, leaving little time for extracurricular activities. It limits students' ability to engage in these activities fully and reduces the impact that extracurricular programs can have on their motivation and achievements. The vice principal also noted:

"The time available for extracurricular activities is often very limited due to the tight academic schedule. This results in students being unable to engage in these activities fully."

DISCUSSION

The Stages of Management in Extracurricular Activities at SMA Negeri 10 Luwu Utara

The findings on managing extracurricular activities at SMA Negeri 10 Luwu Utara reveal a well-structured and comprehensive approach to planning, organizing, implementing, and evaluating programs. This multi-stage process ensures that extracurricular activities are conducted efficiently and align with the school's broader goal of fostering academic and non-academic achievements in students. By integrating these management stages, the school can provide meaningful opportunities for student development, though some challenges remain, particularly in student engagement ([Rokhman & Munir, 2019](#); [Sahid et al., 2021](#)).

The planning stage is crucial in setting the foundation for successful extracurricular activities. Involving key stakeholders, such as the principal, vice principals, teachers, and extracurricular coordinators, fosters a collaborative environment where various perspectives are considered. This inclusivity is further enhanced by engaging students through interest surveys, allowing the school to tailor activities based on students' preferences ([Chapman et al., 2023](#); [McDavid et al., 2020](#)). The importance of collaboration in this stage aligns with educational management theories that stress the need for shared decision-making in program planning ([AlWaer et al., 2021](#); [Brezicha et al., 2020](#)). The principal's approach underscores that a democratic planning process contributes to a more inclusive and responsive extracurricular program.

However, while planning is comprehensive, including the broader school community, particularly parents, through the School Committee strengthens the sense of shared responsibility. It reflects the principles of participatory management, where different members of the school community contribute to the development of students ([Cheng et al., 2020](#); [Hamidun & Mahmudah, 2021](#)). Such an approach ensures that extracurricular activities are seen as part of the school's program and as a shared commitment to student growth ([Buckley & Lee, 2020](#); [Fathurrahman et al., 2024](#)).

The organizing stage is another critical component in ensuring the success of extracurricular programs. At SMA Negeri 10 Luwu Utara, the organization is hierarchical, with extracurricular coordinators operating under the supervision of the vice principal for student affairs. This clear

delegation of roles enhances efficiency in managing diverse activities, from sports to arts and leadership training (Bodolica et al., 2021; King et al., 2021). The vice principal's role in overseeing the recruitment of students based on their interests and abilities ensures that the right students are involved in the right activities, promoting better engagement and skill development.

This structured approach to organizing extracurricular activities resonates with theories of educational leadership that emphasize the importance of role clarity and accountability in management. The school's ability to assign specific tasks to coordinators and align them with overall school objectives helps ensure that extracurricular activities are well-integrated into the broader educational framework (Griffiths et al., 2021; Ribeiro et al., 2024). However, a potential area for improvement lies in ensuring flexibility in recruitment and activity assignments, which could address the issue of overlapping schedules and student participation.

The implementation phase, where activities are conducted based on a pre-established schedule, accommodates planned and flexible elements. This flexibility allows the school to respond to the dynamic needs of students, making extracurricular activities more accessible and engaging. However, as noted by the principal, challenges persist in this stage, particularly regarding student participation. Ensuring full engagement from students remains a challenge that impacts the overall effectiveness of the program (Bodolica et al., 2021; Buckley & Lee, 2020; McDaniel et al., 2022). This challenge is not unique to SMA Negeri 10 Luwu Utara; it is often highlighted in educational research as a common barrier in extracurricular management, where student interest, time constraints, and competing priorities can limit participation.

Addressing these participation challenges requires a more student-centered approach, potentially integrating feedback mechanisms that allow students to voice their concerns and preferences more regularly. Additionally, ensuring that extracurricular activities are considered valuable and integral to the student's overall educational experience—rather than optional or secondary—may enhance participation rates.

The evaluation phase is crucial for assessing the effectiveness of extracurricular activities and making necessary adjustments. At SMA Negeri 10 Luwu Utara, regular evaluations, as explained by the vice principal for curriculum affairs, ensure that activities are aligned with the school's objectives. This ongoing review and adjustment process reflects the principles of continuous improvement, where feedback from both students and staff is used to refine programs.

Evaluation in this context is not merely a summative process but is formative, providing insights that help improve the management and execution of activities. It also aligns with accountability frameworks in educational management, where regular assessment ensures that programs remain relevant and effective. The school's commitment to evaluating extracurricular activities reflects a proactive approach to addressing challenges, such as participation issues and resource allocation.

Extracurricular Activities in Fostering Students' Achievement Motivation at SMA Negeri 10 Luwu Utara

The findings from SMA Negeri 10 Luwu Utara demonstrate that extracurricular activities are pivotal in enhancing students' motivation to achieve in both academic and non-academic realms. These activities provide a platform for students to explore their interests, develop skills, and engage in healthy competition, contributing to their overall personal development and motivation. The discussion focused on how these activities foster achievement motivation through skill development, engagement, recognition, and leadership opportunities.

One of the primary factors contributing to the success of extracurricular activities in motivating students is the development of skills that complement academic learning. Students involved in sports, arts, and other extracurricular programs cultivate important competencies such as discipline, teamwork, and perseverance (Aliu & Aigbavboa, 2023; Cortellazzo et al., 2021; Hui et al., 2021). These skills enhance students' abilities and boost their academic performance. Research suggests that skill development through extracurricular involvement fosters a sense of competence, which is a key component of intrinsic motivation (Berger et al., 2020; Fathurrahman et al., 2024; Feraco et al., 2023; Rahayu & Dong, 2023). The findings of this study align with previous studies, as the activities at SMA Negeri 10 Luwu Utara provide students with opportunities to build their confidence and feel capable of

achieving success both in and out of the classroom ([Bekomson et al., 2020](#); [Bodolica et al., 2021](#); [Rahayu & Dong, 2023](#); [Winstone et al., 2020](#)).

Furthermore, the self-expression opportunities offered by creative clubs such as arts and music significantly contribute to students' self-esteem and motivation. Extracurricular activities allow students to express themselves in ways that traditional academic subjects may not, offering a more holistic educational experience ([Brovchak et al., 2024](#); [Buckley & Lee, 2020](#); [Foley et al., 2023](#)). These opportunities for self-expression help students explore their potential, boosting their confidence and preparing them for continued success.

Another key finding from the study is the role of extracurricular activities in increasing student engagement. Engagement, often called a sense of belonging, is a critical driver of student motivation, particularly in educational contexts. By providing students with spaces to interact with their peers and the school community, extracurricular activities foster a sense of connectedness that enhances their commitment to school life ([De Sisto et al., 2022](#); [King et al., 2021](#); [Rahayu & Dong, 2023](#)). This sense of belonging is essential for students' emotional and social development, supporting their academic efforts ([Berger et al., 2020](#); [Buckley & Lee, 2020](#); [King et al., 2021](#); [Winstone et al., 2020](#)). These activities help students develop a sense of responsibility and promote qualities such as collaboration and leadership, which are crucial for success in academic and non-academic pursuits.

The importance of recognition and rewards as motivational drivers was also highlighted in the findings. Achievements in extracurricular activities—such as winning competitions, receiving awards, and being acknowledged by teachers and peers—boost students' self-esteem and motivate them to continue striving for success ([Bekomson et al., 2020](#); [Feraco et al., 2022](#)). This form of extrinsic motivation encourages students to set higher goals and maintain their participation in extracurricular activities. Recognition motivates students within extracurricular settings and enhances their academic engagement, as students feel more confident in their ability to succeed across different domains ([Buckley & Lee, 2020](#); [Garcia, 2022](#); [Ginosyan et al., 2020](#)). Reward-based motivation theories support the idea that acknowledgment of student efforts reinforces positive behaviors and encourages continued commitment to goals ([Abrutyn & Lizardo, 2023](#); [Maier, 2021](#)).

Leadership opportunities in extracurricular activities also play a vital role in fostering students' achievement motivation. These activities allow students to take on leadership roles, such as club president or team captain, which help develop their confidence, decision-making skills, and sense of responsibility ([Sturges et al., 2020](#); [Wolfenbarger et al., 2021](#)). Leadership experiences are crucial in motivating students to strive for personal success and to set a positive example for their peers ([Bodolica et al., 2021](#); [Wolfenbarger et al., 2021](#); [Xu & Hu, 2024](#)). Leadership roles allow students to experience a greater sense of agency, linked to higher levels of motivation and commitment. When students feel responsible for the success of their group, they are more likely to work hard to achieve both individual and collective success. These experiences align with leadership development theories, emphasizing the importance of providing students with leadership opportunities to foster ownership and self-efficacy ([Day et al., 2021](#); [Gardner et al., 2021](#)).

Supporting and Inhibiting Factors of Extracurricular Activities in Fostering Students' Achievement Motivation at SMA Negeri 10 Luwu Utara

Supporting Factors and Their Influence on Student Motivation

The availability of adequate facilities and infrastructure emerges as a key supporting factor. Proper facilities are essential for students to engage fully in extracurricular activities. Students can participate more effectively and with greater enthusiasm when they have access to well-maintained sports fields, art supplies, and other necessary resources. It is consistent with research on educational environments, which suggests that the quality of physical infrastructure plays a critical role in fostering student engagement and motivation ([Hui et al., 2021](#); [Sahid et al., 2021](#); [Tondeur et al., 2019](#)). Adequate facilities enhance the student experience and allow for diverse extracurricular offerings that cater to various interests, thereby encouraging broader student participation ([Fathurrahman et al., 2024](#); [King et al., 2021](#)).

Another important factor is the presence of competent supervisors and coaches. Quality mentorship profoundly impacts student motivation, especially in non-academic settings ([Atta et al., 2023](#); [Brovchak et al., 2024](#)). Coaches and supervisors provide technical guidance and serve as role

models, inspiring students to develop their skills and strive for excellence ([Chapman et al., 2023](#); [Cortellazzo et al., 2021](#)). The presence of skilled and dedicated mentors aligns with the notion that adult role models in educational environments can significantly influence students' aspirations and work ethic ([Aqodiah et al., 2023](#); [Bekomson et al., 2020](#); [Rahayu & Dong, 2023](#)). This level of guidance also helps students understand the value of persistence, discipline, and teamwork, all of which contribute to their extracurricular and academic success.

Furthermore, student enthusiasm and intrinsic motivation significantly drive participation in extracurricular activities. When students are naturally inclined to engage in activities that align with their interests, they are more likely to commit and excel ([Belamghari, 2024](#); [Sahid et al., 2021](#)). Intrinsic motivation, often cited in educational psychology, is the internal drive that propels students to pursue goals that they find personally meaningful ([Chapman et al., 2023](#); [Garcia, 2022](#)). In this context, students at SMA Negeri 10 Luwu Utara who are passionate about sports, arts, or leadership programs tend to invest more effort, directly enhancing their performance. This internal motivation is critical for sustaining long-term engagement in extracurricular activities and ensuring that students continue pursuing excellence.

The school and parents' support also plays a pivotal role in reinforcing student motivation. Schools that allocate resources effectively and provide an encouraging atmosphere for extracurricular activities create a foundation where students feel valued and supported ([Berger et al., 2020](#); [Feraco et al., 2023](#)). Similarly, when parents actively encourage their children to participate, students are more likely to feel a sense of obligation to succeed, knowing they have the backing of their families ([Fathurrahman et al., 2024](#); [King et al., 2021](#)). This holistic support system contributes to a positive school culture that prioritizes the development of the whole student, not just academic success. Research in educational sociology supports the idea that community and family involvement in school activities can enhance student outcomes by creating a support network around the student ([Bekomson et al., 2020](#); [Griffiths et al., 2021](#); [Rahayu & Dong, 2023](#)).

Inhibiting Factors and Their Impact on Extracurricular Engagement

Despite the numerous supporting factors, several inhibiting factors limit the effectiveness of extracurricular activities in fostering student motivation. One significant issue is overlapping schedules. Many students face the dilemma of choosing between multiple activities simultaneously, forcing them to limit their participation. This constraint is particularly problematic for students with diverse interests, as it prevents them from fully exploring different areas of potential growth ([Feraco et al., 2023](#); [Sahid et al., 2021](#)). Scheduling conflicts are common in school settings, and their impact on student engagement is well-documented. In this case, it reduces students' ability to commit fully to any activity, diluting their overall experience and lowering their motivation to achieve in both academic and non-academic spheres.

Limited funding also presents a significant challenge. Financial constraints limit the school's ability to provide high-quality equipment and resources, negatively affecting the quality of extracurricular programs. Additionally, limited funding restricts opportunities for students to participate in external competitions and events that could further enhance their skills and motivation ([Griffiths et al., 2021](#); [Rahayu & Dong, 2023](#)). Schools that struggle with funding often find it difficult to maintain the necessary standards for extracurricular offerings, which diminishes students' experiences ([Atta et al., 2023](#); [Chapman et al., 2023](#)). Studies have shown that well-funded extracurricular programs lead to higher student engagement and achievement levels, while underfunded programs struggle with retention and effectiveness.

Another inhibiting factor is the limited awareness among some teachers and parents regarding the importance of extracurricular activities. A traditional focus on academic achievements can overshadow the benefits of extracurricular involvement in developing character, leadership, and social skills ([Feraco et al., 2023](#); [Mittal & Bansal, 2024](#)). This mindset can discourage students from fully engaging in these activities, especially if they perceive that their efforts in extracurricular programs are undervalued ([Aqodiah et al., 2023](#); [Cortellazzo et al., 2021](#)). It aligns with a broader educational challenge where non-academic activities are often considered secondary despite their critical role in fostering well-rounded development ([Ginosyan et al., 2020](#); [Hui et al., 2021](#); [Winstone et al., 2020](#)).

Addressing this issue requires a cultural shift in how the educational community views extracurricular involvement, emphasizing its equal importance alongside academic achievement.

Finally, time constraints due to a packed academic schedule significantly hinder students' ability to participate fully in extracurricular activities. Schools that prioritize academic performance often leave little room for students to explore non-academic interests, limiting the holistic development that extracurricular programs provide (Brovchak et al., 2024; Cortellazzo et al., 2021). Research has shown that students who are given more balanced schedules—where both academic and non-academic activities are valued—tend to perform better overall as they develop time management skills and benefit from the stress-relieving effects of physical or creative activities (Bekomson et al., 2020; Chapman et al., 2023; Rahayu & Dong, 2023). In contrast, when time for extracurricular engagement is scarce, students may feel overwhelmed, leading to reduced participation and lower motivation.

CONCLUSION

In conclusion, managing extracurricular activities at SMA Negeri 10 Luwu Utara is a well-organized process involving careful planning, efficient organization, structured implementation, and regular evaluation. While challenges such as student participation exist, the school's collaborative and systematic approach ensures that extracurricular activities significantly contribute to students' overall development. Extracurricular activities at SMA Negeri 10 Luwu Utara significantly enhance student motivation by providing avenues for skill development, fostering engagement and leadership, offering recognition, and creating a positive environment that encourages students to reach their full potential. These activities are a crucial complement to academic learning and are essential in motivating students to excel in all areas of their lives. While several factors, such as adequate facilities, competent supervisors, enthusiastic students, and strong support from the school and parents, contribute to the success of extracurricular activities at SMA Negeri 10 Luwu Utara, there are significant challenges, including overlapping schedules, limited funding, time constraints, and lack of awareness, that hinder the full potential of these programs in motivating students. Addressing these challenges is crucial to maximizing the benefits of extracurricular activities for student achievement.

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