

Analysis of the Correlation Between Extracurricular Management and Students' Academic Learning Motivation at SMA Muhammadiyah 1 Tangerang, Indonesia

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Received: April 20, 2025

Revised: May 3, 2025

Accepted: July 25, 2025

Published: July 31, 2025

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DOI: [10.29303/jppipa.v11i7.12395](https://doi.org/10.29303/jppipa.v11i7.12395)

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Abstract: This study aims to analyze the correlation between extracurricular activity management and students' academic learning motivation at SMA Muhammadiyah 1 Tangerang. The background of the research highlights the importance of effective extracurricular management as an integral part of character education and the holistic development of student learning motivation. The research employed a quantitative correlational method using a survey approach. The sample consisted of 100 randomly selected students from grades X and XI across various vocational programs. The instrument used was a structured questionnaire that had been tested for validity and reliability. Data analysis using Pearson's correlation technique revealed a positive and significant relationship between effective extracurricular management and students' academic motivation ($r = 0.512$, $p < 0.05$). The findings indicate that the better the management of extracurricular activities, the higher the students' academic learning motivation. Therefore, schools are encouraged to continuously improve the planning, implementation, and evaluation of extracurricular programs as a strategic effort to enhance students' academic performance holistically.

Keywords: Academic; Extracurricular management; Learning motivation

Introduction

Education today must be understood as a holistic and comprehensive process that fosters not only academic achievement but also personal, emotional, and social development. In the context of vocational education in Indonesia, particularly in institutions like SMA Muhammadiyah 1 Tangerang, efforts to enhance students' learning outcomes must involve more than traditional classroom activities. One critical aspect that has increasingly gained attention is extracurricular management, which contributes to shaping students' character and motivation (Umeh et al., 2020).

Extracurricular activities serve as an important component of student life, enabling learners to explore their interests, build teamwork, develop leadership skills, and apply academic knowledge in practical contexts. When these activities are well-managed, they create a structured and motivating environment that

complements formal education. Conversely, poor management can lead to disorganization, student disengagement, and minimal educational benefit (Sukmara et al., 2023).

In the 21st century, educational institutions are expected to produce graduates who are not only competent in technical skills but also possess soft skills, such as communication, leadership, and emotional intelligence (Fitriani, 2024). According to Indonesia's *Merdeka Belajar* curriculum, extracurricular activities are a vital space for developing these competencies (Souisa et al., 2022). As such, how extracurricular programs are designed, implemented, and evaluated plays a pivotal role in motivating students to engage meaningfully in their academic life.

Motivation to learn particularly academic motivation is a key predictor of student success. It affects how much effort students invest in their studies, how persistent they are in overcoming challenges, and how

How to Cite:

Ruknan. (2025). Analysis of the Correlation Between Extracurricular Management and Students' Academic Learning Motivation at SMA Muhammadiyah 1 Tangerang, Indonesia. *Jurnal Penelitian Pendidikan IPA*, 11(7), 1039–1045. <https://doi.org/10.29303/jppipa.v11i7.12395>

they value the learning process (Al Muqsih, 2025). In vocational schools, where students often balance practical training with theoretical learning, maintaining high levels of motivation can be challenging. Therefore, the question arises: Can effective extracurricular management significantly contribute to strengthening students' academic motivation?

This study seeks to explore that question through a quantitative correlational approach by analyzing data from students of SMA Muhammadiyah 1 Tangerang. As a leading Muhammadiyah-based vocational school in Tangerang, the institution is known for integrating Islamic values, discipline, and practical skills. However, like many vocational schools in Indonesia, it faces challenges in keeping students academically engaged—particularly in the post-pandemic period where disruptions in learning have affected student morale and participation (Darmiany et al., 2023).

Previous studies have indicated that there is a significant relationship between student engagement in extracurricular activities and their academic performance (Abd Rahman et al., 2022). However, fewer studies have focused specifically on how the management of these programs—rather than mere participation can affect students' intrinsic and extrinsic academic motivation. This research intends to fill that gap by focusing on specific aspects of extracurricular management, including planning, coordination, supervision, and student involvement.

Moreover, the research is timely and relevant, considering the current educational policy emphasis on character building and holistic development. The Ministry of Education and Culture's Strategic Plan (Renstra 2020–2024) underlines the importance of student-centered programs that empower learners not only academically but also emotionally and socially (Bhardwaj et al., 2025). In alignment with this, well-managed extracurricular programs are positioned as strategic instruments to nurture motivation, discipline, and responsibility among students.

Extracurricular management encompasses a series of managerial functions: planning the program with clear objectives, organizing tasks and schedules, leading with supportive mentors, and evaluating results and student feedback (Wijaya et al., 2025). These managerial aspects determine whether students perceive extracurricular activities as valuable, engaging, and connected to their personal or academic goals. For instance, students who experience structured leadership, regular mentoring, and visible progress through extracurricular clubs are more likely to internalize motivation that spills over into classroom learning (Penno, 2025).

On the other hand, students who perceive extracurricular programs as disorganized or irrelevant may experience demotivation. Motivation is deeply affected by how students interpret the meaning and usefulness of their daily activities. The Self-Determination Theory (Deci & Ryan) suggests that environments which promote autonomy, competence, and relatedness are more likely to foster intrinsic motivation (Luo et al., 2021). Effective extracurricular management can provide these psychological conditions—thus influencing students' motivation in broader learning contexts.

In the specific context of SMA Muhammadiyah 1 Tangerang, extracurricular activities are embedded in the school's curriculum and are supported by school policies that encourage student participation. However, it remains unclear to what extent the quality of management of these activities correlates with students' academic motivation. The present study, therefore, is grounded in the need for evidence-based evaluation of school extracurricular systems and their impact on learners.

This research is expected to make theoretical and practical contributions. Theoretically, it will enrich existing literature on educational management, especially in the field of vocational schooling in Indonesia. Practically, it will provide valuable insights for school leaders, educators, and policymakers about how to optimize extracurricular programs to support academic motivation. If a significant correlation is found, schools may consider investing more in training extracurricular mentors, structuring activity schedules, and involving students more actively in decision-making processes.

In conclusion, as Indonesia moves toward more learner-centered education, there is a pressing need to explore all possible avenues to boost student engagement and learning outcomes. This study positions extracurricular management as a potential key driver in enhancing academic motivation, particularly in vocational education settings. Through a focused investigation at SMA Muhammadiyah 1 Tangerang, this study hopes to provide evidence that can inform future improvements in school management practices and contribute to a more dynamic and motivating educational environment.

Method

This study employs a quantitative correlational research design. The goal is to determine whether there is a significant relationship between the management of extracurricular activities (independent variable) and students' academic learning motivation (dependent

variable) at SMA Muhammadiyah 1 Tangerang. A correlational design is appropriate because it allows the researcher to measure the degree and direction of association between two or more variables without manipulating them (Creswell, 2012).

Population and Sample

The population of this study includes all students of SMA Muhammadiyah 1 Tangerang in the 2024/2025 academic year, specifically students in grades X and XI. A simple random sampling technique was used to select a sample of 100 students, representing various vocational programs. This sampling size is considered adequate for correlational studies (Sugiyono, 2022).

The questionnaire consists of 20 statements using a Likert scale (1-5), adapted from Wijaya et al. (2025), and validated by education management experts.

Data Collection Techniques

Data were collected using two primary instruments i.e: Extracurricular management questionnaire. This instrument measures students' perceptions of how well extracurricular activities are managed in terms of: planning, organizing, implementation, and evaluation. The questionnaire consists of 20 statements using a Likert scale (1-5), adapted from Wijaya et al. (2025), and validated by education management experts; Academic learning motivation questionnaire. This instrument assesses students' intrinsic and extrinsic motivation based on the scale adapted from Printer (2023), also using a 5-point Likert scale. The scale covers: interest in learning, goal-setting behavior, effort and persistence, and response to academic feedback.

Both instruments have undergone construct validity testing and have shown Cronbach's Alpha values > 0.80, indicating high reliability.

Data Analysis Techniques

The data were analyzed using the following procedures: Descriptive Statistics i.e Mean, standard deviation, frequency distribution to describe the levels of extracurricular management and academic motivation; Inferential Statistics, Pearson Product Moment Correlation was used to determine the relationship between the two variables. The significance level was set at $\alpha = 0.05$. The strength of the correlation (r) was interpreted based on standard classifications:

Kolmogorov-Smirnov and scatter plot analysis were used to ensure the data met the assumptions for Pearson correlation. All statistical analyses were conducted using SPSS 26.0 software.

This study is expected to provide significant contributions in several aspects: theoretical significance, the findings of this research will enrich the literature on educational management, particularly concerning the

impact of extracurricular programs on academic motivation in vocational school settings. It may serve as a reference for future studies exploring the relationship between co-curricular activities and student development; practical significance, for School Principals: the study provides evidence-based insights that may help school leaders improve extracurricular planning, implementation, and evaluation to boost student engagement and academic motivation, for teachers and extracurricular mentors: the results can guide teachers and mentors in designing more structured and goal-oriented extracurricular programs, for students: the research highlights how student involvement in well-managed extracurricular activities can enhance their motivation and academic success, and for policy makers: the findings support the formulation of school policies that integrate extracurricular development as part of academic strategy and student well-being.

Research Hypothesis

Based on the formulation of the problems and the theoretical framework, the hypothesis of this research is formulated as follows: H_0 (Null Hypothesis): There is no significant correlation between extracurricular management and students' academic learning motivation at SMA Muhammadiyah 1 Tangerang; H_1 (Alternative Hypothesis): There is a significant positive correlation between extracurricular management and students' academic learning motivation at SMA Muhammadiyah 1 Tangerang.

Result and Discussion

Descriptive Statistics

The descriptive analysis was conducted to determine the overall levels of both extracurricular management and students' academic learning motivation.

Table 1. Data result of extracurricular management

Respondents	100 Students
Mean Score	78.50
Standard Deviation	7.20

Based on questionnaire responses from 100 students: Mean score: 78.50 (out of max 100), Standard Deviation: 7.20. The majority of students perceived the management of extracurricular activities as "Good". Most agreed that programs were well-planned, structured, and aligned with their interests.

Table 2. Data result of academic learning motivation

Mean Score	80.10
Standard Deviation	6.80

Students showed a "High" level of motivation to learn, indicated by strong goal-setting behavior, persistence, and enthusiasm in both theory and practical classes. To determine the relationship between extracurricular management and academic motivation, a Pearson Product Moment Correlation test was conducted.

Table 3. Correlational Analysis

Variable	N	r	Sig. (p-value)
Extracurricular Management × Academic Motivation	100	0.512	0.000

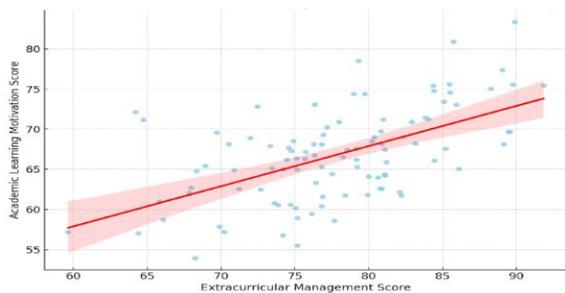


Figure 1. Correlation between extracurricular management and academic learning motivation

Based on Figure 1, the result shows a moderate positive correlation ($r = 0.512$) between the two variables, and it is statistically significant ($p < 0.05$). This finding supports the hypothesis that better extracurricular management is associated with higher academic learning motivation among students at SMA Muhammadiyah 1 Tangerang.

Discussion

The findings of this study align with several previous studies conducted in Indonesia and globally. Students who perceive extracurricular activities as well-managed tend to exhibit higher engagement, stronger academic motivation, and a greater sense of responsibility (Tawakkal et al., 2025; Umeh et al., 2020). The moderate strength of the correlation indicates that while extracurricular management is an important factor, it is not the only factor influencing academic motivation. Other contributors may include teacher quality, parental involvement, peer influence, and students' personal goals (Laka & Suryanto, 2024).

This study supports Self-Determination Theory (Deci & Ryan), which argues that students are more motivated when their needs for autonomy, competence, and relatedness are met. Well-managed extracurricular programs provide meaningful opportunities for students to choose activities (autonomy), build skills and

mastery (competence), connect with peers and mentors (relatedness) (Garcia, 2022).

Furthermore, these findings highlight the importance of school leadership in supporting non-academic programs. Extracurricular management must go beyond scheduling it requires: Strategic planning, Active student participation, and Continuous evaluation. As the data shows, the schools that succeed in these areas are more likely to see students who are enthusiastic, disciplined, and academically motivated (Krskova et al., 2024; Marcolina, 2025).

This research has explored the correlation between extracurricular management and students' academic learning motivation at SMA Muhammadiyah 1 Tangerang, Indonesia. Through a quantitative approach using correlation analysis, this study aimed to determine whether and to what extent the management of extracurricular activities influences or relates to students' motivation in academic learning. The findings obtained have provided significant insights into the role of structured extracurricular management in shaping students' engagement, interest, and enthusiasm for academic achievement.

The results of data analysis indicate a positive and significant correlation between extracurricular management and students' academic learning motivation. This finding suggests that well-organized extracurricular activities contribute not only to students' personal and social development but also to their desire and drive to learn within the academic context. Several indicators support this conclusion, including improved time management skills, increased sense of belonging, enhanced self-confidence, and the development of leadership and collaboration skills all of which are essential for fostering academic motivation (Ballesteros et al., 2023; Sariakin et al., 2025).

One of the most important findings of this research is that extracurricular management including planning, implementation, mentoring, and evaluation must be structured, consistent, and student-centered in order to yield optimal outcomes. When students perceive that extracurricular activities are meaningful, relevant to their interests, and well-facilitated by committed mentors, they are more likely to exhibit stronger academic motivation. This is especially relevant in vocational high schools such as SMA Muhammadiyah 1 Tangerang, where practical and applied learning is essential and where extracurriculars often bridge the gap between classroom learning and real-world applications (Renzulli et al., 2021).

Moreover, the data demonstrates that students involved in extracurricular programs with clear objectives and regular evaluations are more likely to show improvements in academic persistence, attention

to tasks, and goal-setting behaviors (Calonia et al., 2023; Feraco et al., 2022). These students tend to approach academic challenges with a greater sense of discipline and commitment, often applying skills learned through extracurricular involvement such as teamwork, problem-solving, and self-regulation to their academic work.

In addition, the role of school leadership and policy was found to be crucial in supporting effective extracurricular management (Kakungulu Samuel, 2024). Schools that prioritize extracurricular activities by allocating sufficient time, resources, and professional development for staff tend to witness higher student motivation levels (Thames, 2023). The research also underscores the importance of inclusivity and diversity in extracurricular offerings to ensure all students regardless of background, interest, or ability can find meaningful opportunities to engage.

However, the study also highlights some limitations and challenges that must be addressed. In some cases, students reported that poorly managed or overly rigid extracurricular programs actually hindered their motivation, particularly when the programs lacked relevance or were not aligned with student interests. Additionally, the burden of academic workloads can sometimes limit students' ability to participate meaningfully in extracurricular activities. This suggests a need for balance and better integration between academic and non-academic school components.

The implications of this research are both theoretical and practical. Theoretically, it strengthens the argument that extracurricular programs are not merely complementary but integral to students' holistic development and academic success. Practically, it calls on school administrators and educators to invest in the strategic design and management of extracurricular activities as a tool to enhance academic motivation and overall student outcomes.

Conclusion

The correlation between extracurricular management and academic learning motivation among students at SMA Muhammadiyah 1 Tangerang is evident and statistically significant. This finding encourages schools to view extracurricular activities not as peripheral or optional, but as a strategic component of educational planning and student engagement. Effective extracurricular management that is inclusive, purposeful, and responsive to student needs has the potential to significantly elevate students' motivation to learn, thereby contributing to better academic performance, higher levels of satisfaction, and long-term educational attainment. In light of these findings, it is

recommended that SMA Muhammadiyah 1 Tangerang and similar institutions: Strengthen the planning and evaluation frameworks of extracurricular activities; Provide continuous professional development for teachers and mentors involved in extracurricular programs; Promote student participation by aligning extracurricular options with diverse student interests; Ensure better coordination between academic schedules and extracurricular opportunities to prevent overload; and Involve students in the design and leadership of extracurricular programs to foster ownership and intrinsic motivation.

Acknowledgments

The author would like to express his gratitude to all parties involved in this research so that it could be completed on time.

Author Contributions

This article was prepared by a single author, namely Ruknan.

Funding

No external funding.

Conflicts of Interest

Not any conflict of interest that could compromise the objectivity or integrity of the findings.

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