

## EXTRACURRICULAR MANAGEMENT IN DEVELOPING STUDENT CREATIVITY AT SMPN 96 SOUTH JAKARTA

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### ABSTRACT

*Extracurricular activities will not be successful if they are not properly managed by the school. Effective extracurricular management can not only support the success of extracurricular programs, but can also support the success of education as a whole. This research uses a descriptive method with a qualitative approach using data collection techniques such as observation, interviews, and documentation. The results of this study discuss the management, aspects, and foundation of extracurricular activities at SMPN 96 South Jakarta. First, the management of extracurricular activities at SMPN 96 South Jakarta includes planning, such as holding work meetings to discuss things that will be done in extracurricular activities for a semester and determining the types of extracurricular activities that will be held. Then the implementation is carried out during the period of introduction to the school environment, which aims to attract new students. In addition, the evaluation emphasizes student attendance and independence, and rewards students who excel. Second, the aspects of creativity in SMPN 96 South Jakarta are not only seen from students' satisfaction, but also provide opportunities for students to develop their skills. Third, the basis for developing the creativity of SMPN 96 South Jakarta students through extracurricular activities in the form of developing ideas.*

### ABSTRAK

Kegiatan ekstrakurikuler tidak akan berhasil apabila tidak dikelola dengan baik oleh sekolah. Pengelolaan ekstrakurikuler yang dilakukan secara efektif tidak hanya dapat mendukung keberhasilan program intrakurikuler, namun dapat mendukung keberhasilan pendidikan secara luas. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif, dengan menggunakan teknik pengumpulan data seperti observasi, wawancara, dan dokumentasi. Hasil penelitian ini membahas tentang manajemen, aspek, dan landasan kegiatan ekstrakurikuler di SMPN 96 Jakarta Selatan. Pertama, manajemen kegiatan ekstrakurikuler di SMPN 96 Jakarta Selatan meliputi perencanaan, seperti mengadakan rapat kerja yang membahas tentang hal-hal yang akan dilakukan dalam kegiatan ekstrakurikuler selama satu semester dan menentukan jenis-jenis ekstrakurikuler yang akan diadakan. Kemudian pelaksanaan yang dilakukan pada saat Masa Pengenalan Lingkungan Sekolah yang bertujuan untuk menarik minat siswa baru. Selanjutnya evaluasi yang ditekankan pada kehadiran dan kemandirian siswa serta memberi penghargaan pada siswa yang berprestasi. Kedua, aspek kreativitas yang ada di SMPN 96 Jakarta Selatan bukan hanya dilihat dari kepuasan siswa, tetapi juga memberi kesempatan siswa untuk mengembangkan kemampuan mereka. Ketiga landasan pengembangan kreativitas siswa SMPN 96 Jakarta Selatan melalui kegiatan ekstrakurikuler dalam bentuk mengembangkan gagasan.

### Kata Kunci:

Manajemen Esktrakurikuler  
Kreativitas Siswa  
Manajemen Pendidikan

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**A. Introduction**

Education is able to realize itself as a function that fully embodies individual and social compliance. An activity that can be undertaken by students to realize such education is an out-of-school activity that provides students with greater opportunities to develop their competencies, one of which is extracurricular activities. Extracurricular activities are defined as forms of activities outside school hours, including additional school hours for students, which are aimed at repeating, deepening, and training students in certain competencies. An inseparable part of the learning activities. One of the objectives of conducting extracurricular activities is to enhance students' knowledge with additional information that fosters creativity directly related to the learning material students receive during regular class hours (Rasyidah, 2014).

Mulyono in Kompri stated that extracurricular activities are additional activities outside the lesson plan or supplementary education outside the curriculum. Extracurricular activities at school serve as a platform for students to develop themselves by enhancing their abilities or skills in various fields according to each student's interests and talents (Kompri, 2016). Next, the definition of creativity proposed by Supriadi states that creativity is the ability of an individual to create new ideas, concepts, and works that are relatively different from what has existed before (Kurniati, n.d.).

In this modern era with advanced technology and communication knowledge, many students are reluctant to participate in extracurricular activities outside of school hours; they tend to go straight home when classes end. Sometimes most students do not go straight home, but prefer to go to internet cafes and hang out to fill their free time (Ibnu Muzakir, 2023). There are even students who engage in inappropriate activities such as drinking, and so on. In order to anticipate undesirable events, schools sometimes require their students to participate in extracurricular activities outside of school hours to make use of the students' time and channel their talents and interests (Kasan, 2005).

The quality of extracurricular activities in an educational institution as a whole. Extracurricular activities seem to become a brand image for schools or madrasahs that will increase their bargaining power with prospective students. Even in elite schools, extracurricular activities receive top priority in order to enhance the prestige of the school they manage (Kasan, 2005).

Extracurricular activities are very beneficial for students; it can be said that almost all activities at school are ultimately aimed at helping students develop their potential. Therefore, it is very important to create conditions so that students can develop themselves optimally. As educational leaders, school principals play a crucial role in creating such conditions. That is, providing facilities for curricular and extracurricular learning activities as best as possible to create quality graduates. Currently, there are still few schools that apply the concept of quality management in extracurricular activities. Usually, schools only provide extracurricular services but do not manage them well. As a result, the program only creates new problems, such as the large

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budget that must be allocated to fund students' extracurricular activities (Departemen Agama RI, 2004).

Extracurricular activities are enrichment and enhancement activities related to extracurricular and intramural programs. These activities can serve as a platform for students with interests and talents to participate in, and through guidance and training from teachers, extracurricular activities can foster a positive attitude towards the activities that students engage in (Santi Rahmah, 2019).

Broadly speaking, extracurricular activities in schools are divided into two parts: sports extracurricular activities and non-sports extracurricular activities. Sports extracurricular activities include games (football, basketball, futsal, volleyball, and badminton), athletics (running, throwing, and jumping), aquatics (swimming), and martial arts (karate, pencak silat, taekwondo). Whereas non-sport extracurricular activities include music (band, marching band, choir), dance (traditional dance, modern dance, and cheerleading), theater, scientific work, scouting, nature lovers, and flag-raising troops (Santi Rahmah, 2019).

The implementation of the extracurricular program at SMPN 96 South Jakarta, as the location in this study, is one of the formal educational institutions that supports the success of the National Education goals. This school is located on Margasatwa Street, Timah Complex, Pondok Labu, South Jakarta. The location of this school is very strategic because it is very close to the community.

Some extracurricular activities are already doing well by winning several city and provincial level competitions, but there are still some extracurricular activities that do not have commendable achievements. Therefore, a thorough review of the extracurricular management organized by SMPN 96 South Jakarta is necessary. Thus, with good extracurricular management, it is able to develop students' creativity, which will have implications for improving extracurricular achievements. Through these issues, it encourages researchers to conduct a study titled "Extracurricular Management in Developing Student Creativity at SMPN 96 South Jakarta."

## **B. Methods**

The model of this research is descriptive research that describes extracurricular management in detail based on 3 indicators of the process of extracurricular management through interviews, observations, and documentation. Descriptive research is a type of research aimed at explaining a depiction of existing events, whether natural or man-made (I Made Indra & Cahyaningrum, 2019). The qualitative approach was chosen because the researcher intends to clearly and thoroughly describe certain activities. By using this method, the researcher will obtain data, facts, and information regarding the explanation and discussion about extracurricular management in developing students' creativity. In this process, the researcher uses field methods, whereby the researcher collects the necessary data and information through approaches such as research, observation, interviews, documentation methods, and to analyze the required data using reduction, data presentation, and conclusion drawing. The researcher collects the necessary data and information from existing documents such as brief histories, extracurricular profiles, photographs, and information in the form of books, documents, writings, and numerical images in the form of reports and descriptions that support the research.

In this research, the data sources are categorized into primary and secondary data. Primary data is sourced from observations and direct interviews with the Principal, Vice Principal for Student Affairs, and Extracurricular Supervisors. Which subjects of the research can develop students' creativity both at school and in the community, and the object of the research is on extracurricular management in developing students' creativity at SMPN 96 South Jakarta. Meanwhile, secondary data is obtained from information taken from school records in the form

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of documents, recordings, observations, and interviews. And there are written data that include school documentation and accreditation documentation.

The data collection technique used in this research is:

1. Observation  
Observation is the activity of observing and listening to someone's behavior over a certain period without manipulation or control, and recording findings that can be used for interpretive analysis (Champion, 2009). The observation technique is used to understand and obtain data regarding the condition of SMPN 96 South Jakarta, facilities, teacher and student activities during student activities in extracurricular implementations, and student behavior in carrying out activities to develop their creative potential.
2. Interview  
An interview is a verbal communication activity aimed at obtaining information. According to Denzini, an interview is an exchange of conversation face-to-face where one person obtains information from another (Champion, 2009). The interview technique is used by researchers to obtain data accurately, which will later be used to support the results of observations. The researcher uses a structured interview technique, which means the researcher prepares an outline of key questions as a guideline. The goal is to provide informants with the freedom to answer the questions posed by the researcher. In this study, the researcher conducted an interview with the vice principal in charge of student affairs to obtain information about the management of extracurricular program development in enhancing student creativity at SMPN 96 South Jakarta.
3. Dokumentatoin  
Documentation is a record of an event that has occurred. Documents can take the form of writings, images, or works by someone. Written documents include diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images include photos, sketches, and so on. Documents in the form of works include art pieces such as paintings, sculptures, films, and others (Sugiyono, 2013). Data obtained using documentation techniques in the form of written text and images. This technique is used to collect photos during the researcher interviews with the vice principal in charge of student affairs, as well as to gather archives of the principal's decrees at SMPN 96 South Jakarta.

The data analysis technique used in this research goes through the following stages:

1. Data Reduction  
The researcher selects data and focuses it on the research problem. In the selection, data is categorized into important and less important data. This categorization is intended to strengthen the interpretation of the obtained data analysis results. After the data is focused, the next step is simplification. From this simplification, abstraction is then created, which involves making descriptions and explanations. The results of this abstraction are then interpreted, further interpreted, and given meaning.
2. Data Display  
The step of organizing data into a dense or meaningful information structure so that conclusions can be easily drawn. Data displays are usually created in the form of stories or texts. Data displays are organized as well as possible to make it easier for researchers to draw conclusions.
3. Verification  
Verification is a review of the obtained information records, where exchanging ideas with colleagues is done to develop thinking. Based on the analysis through the steps of data reduction and display, the final step is to draw conclusions and verify the research problem. However, whether the conclusion is appropriate or not needs to be verified.

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Verification is an effort to prove whether the conclusion made is correct or not, or whether the conclusion aligns with reality. Verification can be carried out through rechecking or what can be called triangulation (Asrori, 2014).

## **C. Result and Discussion**

### **Discussion**

As the researcher has explained in chapter one, the problem formulation presented in this study aims to describe the planning, implementation, and evaluation of extracurricular activity management at SMPN 96 South Jakarta. From the description above, in the discussion of the research findings, the researcher will conduct the discussion in accordance with relevant theories:

#### **1. Extracurricular Management at SMPN 96 South Jakarta**

Extracurricular activities are activities conducted outside of class hours to develop students' potential related to knowledge and to guide students in developing their potential and talents through mandatory and optional activities (Departemen Agama RI, 2000).

##### **a. Planning Extracurricular Activities at SMPN 96 South Jakarta**

The first step that must be taken in extracurricular management is planning. The existence of an extracurricular activity program at school is closely related to school management. With the planning of extracurricular activities, many things will be faced in the future. Thus, the problems that arise during the implementation of the extracurricular program can be addressed because they have been anticipated beforehand. Extracurricular management planning related to goal setting is an important part of the extracurricular program. Because with the establishment of goals, the implementation of extracurricular activities will be directed and focused on the predetermined objectives. The establishment of extracurricular goals at SMPN 96 South Jakarta, based on data obtained by the researcher, is carried out in meetings attended by parties involved in the implementation of the extracurricular program. Where the goal-setting is also carried out by socializing with the students of SMPN 96 South Jakarta. According to the data collection results conducted by the researcher regarding the planning of extracurricular programs as outlined above, the planning of extracurricular activities at SMPN 96 South Jakarta is quite good, because the planning at SMPN 96 South Jakarta is already close to meeting the requirements based on Permendiknas Number 49 of 2007 concerning Standards for Education Management by Non-Formal Education Units: Program Planning: a) objectives of non-formal education units; b) work plans of non-formal education units (Permendiknas Nomor 49 tahun 2017, 2007). Although it is already considered good, the school must continue to improve and develop extracurricular activity planning to further enhance the potential and talents of the students at the school.

##### **b. Implementation of Extracurricular Activities at SMPN 96 South Jakarta**

Based on the existing data and theory, the implementation of extracurricular management at SMPN 96 South Jakarta has been carried out according to the planned procedures. In the implementation of extracurricular activities, we also need to pay attention to the issue of financing, also known as budgeting. In this case, all the financing needed by the school for the implementation of extracurricular activities at SMPN 96 South Jakarta is funded by the BOP fund. This BOP fund comes from a grant from the Regional Government. However, there are certain accounts that cannot be funded by the BOP fund. Therefore, we leave it to the parents of the students. Thus, there are

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funds sourced from the self-reliance of the students' parents to help address the financing issues of extracurricular activities at SMPN 96 South Jakarta. Furthermore, the school's facilities and infrastructure for extracurricular activities are considered sufficient in terms of adequacy, but in terms of perfection, they are still considered not perfect.

c. Evaluation of Extracurricular Activities at SMPN 96 South Jakarta

Based on existing data and theory, according to Heni Listiana's theory, evaluation is one of the factors to assess the effectiveness of achieving goals. Evaluation itself is an inseparable part of the curriculum. Through evaluation, the value and meaning of the curriculum can be determined, allowing it to serve as a document to decide whether the program should be maintained and which parts need improvement (Listiana, 2016). The assessment of extracurricular activities is not only conducted through meetings but also serves as a benchmark for the success of a program. This means that when students successfully participate in the olympiad and achieve accomplishments, the school awards the outstanding students with the aim of fostering their enthusiasm to remain active in extracurricular programs and continue honing their potential.

2. Aspects of Creativity in Extracurricular Activities at SMPN 96 South Jakarta

Creativity is a mental process of an individual that generates new ideas, processes, methods, or products that are effective, imaginative, flexible, and useful in various fields for problem-solving. So creativity is part of a person's effort. Creativity will become art when someone engages in activities.

3. The Foundation for Developing Creativity in Extracurricular Activities at SMPN 96 South Jakarta

The development of creativity can be carried out in various ways. This development activity can be conducted through extracurricular activities combined with local content activities in collaboration with the community or relevant institutions and supervised by assigned teachers (Mulyasa, 2013). In the development of creativity, the role of a mentor is very important. This mentor is a teacher who has been appointed beforehand. A teacher does not only play the role of an instructor but also becomes a complete educator. A creative teacher is one who is able to use various approaches in teaching and guiding activities. This learning is essentially aimed at developing students' creativity (Mulyasa, 2013).

- a. Developing students' self-confidence
- b. Providing an example
- c. Recognizing the diversity of student characters
- d. Giving students the opportunity to explore new things.

## Result

Based on the presentation of observation and interview results, it shows that in the management of extracurricular activities, it is necessary to apply management functions to achieve the goals of extracurricular activities in schools, because management functions are tools for designing extracurricular activities from planning, implementation, to evaluation. Extracurricular activities serve as a platform for students to develop their talents and interests. In addition, students make use of their time to study in order to gain knowledge, experience, build relationships, practice independence, and learn to take responsibility. In participating in extracurricular activities, students not only gain satisfaction but also have the opportunity to develop their emotional, physical, social, and cognitive abilities. Through their interactions in

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extracurricular activities, a student learns to enhance their creativity in facing conditions that could potentially stifle their creative abilities. With creativity, students can develop the potentials within themselves. With creativity, students will also be able to face various challenges and problems that will arise in the future. Students will also feel confident to engage in society. And with creativity, students will always seek out new things that can broaden their knowledge and experiences.

The results of the research provide evidence that some extracurricular activities at SMPN 96 South Jakarta are already good, having won several city and provincial level competitions. However, there are still some extracurricular activities that do not have commendable achievements. Therefore, a comprehensive review of the extracurricular management at SMPN 96 South Jakarta is necessary. With good extracurricular management, it is expected to develop students' creativity, which will lead to improved extracurricular achievements.

#### D. Conclusion

Based on the research findings, it can be concluded as follows:

1. In the management of extracurricular activities at SMPN 96 Jakarta, there are 3 stages that have been successfully implemented, the first being planning. The planning carried out by SMPN 96 Jakarta in extracurricular activities includes holding work meetings to discuss the things that will be done in extracurricular activities for one semester, determining the types of extracurricular activities to be held, setting the schedule for the implementation of extracurricular activities, and appointing supervisors for extracurricular activities. Second, implementation. The implementation carried out by SMPN 96 Jakarta takes place during the School Environment Introduction Period, which aims to attract new students. In addition to being conducted during the MPLS, extracurricular activities are also held outside of class hours and according to the schedule provided by the instructors. Third, evaluation. The evaluation conducted by SMPN 96 Jakarta in extracurricular activities emphasizes student attendance and independence, as well as providing rewards to outstanding students.
2. The aspect of creativity in extracurricular activities at SMPN 96 Jakarta is not only seen from student satisfaction but also provides students with the opportunity to develop their emotional, physical, social, and reasoning abilities. Because, through extracurricular activities, students can learn to enhance their creativity in facing conditions that potentially can cause a stagnation in their creative abilities.
3. The development of student creativity conducted by SMPN 96 Jakarta is carried out through extracurricular activities in the form of idea development. Like national-level competitions participated in by students of SMPN 96 South Jakarta.

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