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Evaluating School Extracurricular Programs in Developing Students' Potential: A CIPP Model Approach

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ABSTRACT

Extracurricular activities play an important role in developing students' interests, talents, skills, and character. Nevertheless, the effectiveness of extracurricular programs depends on appropriate planning, implementation, and evaluation to ensure their objectives are achieved. This study aims to evaluate the implementation of extracurricular programs in developing students' potential using the Context, Input, Process, and Product (CIPP) evaluation model. This research employed a descriptive qualitative approach. Data were collected through in-depth interviews with the school principal, extracurricular supervisors, and students, as well as participatory observation and documentation. The findings reveal four main results. First, extracurricular programs are aligned with the school's vision and students' needs for non-academic development. Second, program implementation faces several challenges, including low student motivation and interest, limited facilities and infrastructure, and scheduling conflicts with academic activities. Third, the implementation process varies due to inconsistent student participation and motivation. Fourth, extracurricular activities contribute positively to students' skills, self-confidence, and character development. This study implies that schools need to strengthen strategies for identifying students' interests and talents, improve facilities, reorganize activity schedules, and implement more systematic program evaluations. These efforts are expected to improve program effectiveness and support students' potential development.

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INTRODUCTION

Education plays an important role in developing human resources and preparing individuals to contribute to society. Its purpose extends beyond academic achievement to include the development of students' interests, talents, skills, and character. Schools therefore need to provide educational experiences

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that support students' academic and non-academic potential. Extracurricular activities offer opportunities for students to explore their abilities, develop social relationships, and gain experiences outside regular classroom learning. Amaliyah and Rahmat (2021) emphasize the importance of education in developing students' individual potential. Similarly, Arifudin (2022) highlights the role of extracurricular activities in character development. These perspectives demonstrate that extracurricular programs are an important part of school education and require appropriate management to achieve their developmental objectives.

Despite their educational benefits, extracurricular programs still face challenges in providing effective and sustainable opportunities for students. Some schools experience difficulties in identifying individual interests and talents, providing adequate facilities, organizing activity schedules, and maintaining student participation. Differences in motivation and engagement also influence students' experiences and the benefits they obtain from extracurricular activities. Chapman et al. (2023) examined student motivation as an important aspect of extracurricular participation, while O'Flaherty et al. (2022) investigated the relationship between extracurricular activities and adolescent outcomes. These studies indicate that participation and program experiences deserve attention when assessing educational benefits. Therefore, schools need systematic evaluations to identify whether their programs meet students' needs and achieve their intended objectives.

At SMP Negeri 017 Jambi City, extracurricular activities include sports, arts, and student organizations, such as Scouts and the Junior Red Cross (PMR). Initial observations identified several challenges in their implementation. Limited indoor facilities require students to share or rotate training spaces, particularly during unfavorable weather. Activity schedules also sometimes overlap with academic activities, while some students show declining interest in participation. These conditions affect the continuity and effectiveness of extracurricular activities. They also raise questions about the suitability of existing programs, the availability of supporting resources, the quality of implementation, and the outcomes experienced by students. This situation indicates the need for a comprehensive evaluation to identify the strengths and weaknesses of the extracurricular program.

Previous studies have examined the contribution of extracurricular activities to students' personal and social development. Arifudin (2022) discussed the role of extracurricular activities in developing students' character, while Marpaung et al. (2024) examined their contribution to social skills development. Rizkyka et al. (2024) also investigated the relationship between extracurricular participation, social skills, and academic achievement among elementary school

students. Furthermore, Feraco et al. (2023) examined the relationship between extracurricular activities, soft skills, motivation, and student achievement. O'Flaherty et al. (2022) explored adolescent outcomes associated with extracurricular participation. These studies establish the relevance of extracurricular activities in supporting student development, although their primary focus is on developmental outcomes rather than the comprehensive evaluation of program implementation.

Other studies have examined program engagement and educational evaluation using the CIPP model. Seitz et al. (2022) investigated academic outcomes in an afterschool program, emphasizing program experiences and sustained youth engagement. Sjogren et al. (2022) examined adolescent engagement and developmental outcomes in afterschool activities. Meanwhile, Dizon (2023) discussed the historical development of CIPP, while Hilmiyati et al. (2024), Sari et al. (2023), and Riawan et al. (2025) examined its application in educational program evaluation. Suri and Hariyati (2024) also reviewed the use of CIPP in educational evaluation. Although these studies provide relevant insights into student engagement and program evaluation, there is still a need for research connecting all four CIPP components specifically to extracurricular program development at the junior high school level.

This study addresses the identified gap by integrating Context, Input, Process, and Product evaluations to examine extracurricular programs as a complete educational system. Its novelty lies in connecting students' needs and program objectives with resource availability, implementation challenges, and student development outcomes within one evaluation framework. Rather than examining participation or outcomes separately, this research provides an integrated assessment of the conditions influencing program effectiveness. This approach is important because positive student development needs to be supported by appropriate planning, sufficient resources, effective implementation, and measurable outcomes. The findings are expected to provide a more comprehensive understanding of extracurricular program management and identify practical priorities for improving its implementation.

Based on these considerations, this study addresses the following research question: How is the extracurricular program at SMP Negeri 017 Jambi City evaluated through the Context, Input, Process, and Product components of the CIPP model? This research argues that evaluating all four components provides a more comprehensive understanding of program effectiveness than examining student outcomes alone. The evaluation is expected to identify the alignment between program objectives and students' needs, the adequacy of supporting resources, the quality of implementation, and the outcomes achieved. The findings are expected to contribute to educational evaluation knowledge and

provide practical recommendations for school principals, extracurricular supervisors, and other stakeholders in improving extracurricular programs to support students' interests, talents, and overall development.

RESEARCH METHODS

This study employed a descriptive qualitative research design to obtain an in-depth understanding of the implementation of extracurricular programs in developing students' potential. This approach was selected because the research focuses on exploring program conditions, available resources, implementation processes, and student development outcomes through participants' experiences and perspectives. The evaluation was guided by the Context, Input, Process, and Product (CIPP) model, which provides a framework for examining educational programs comprehensively (Alanshori et al., 2025; Nurhasanah et al., 2025).

The research was conducted at SMP Negeri 017 Jambi City, located at Jl. Arif Rahman Hakim No. 111, Simpang IV Sipin, Telanaipura District, Jambi City, Indonesia. The location was purposively selected because the school organizes extracurricular activities in sports, arts, and student organizations, including Scouts and the Junior Red Cross (PMR). These programs provide a relevant setting for examining how extracurricular activities are planned, implemented, and evaluated in supporting students' interests and talents.

Data were collected through three techniques: participatory observation, in-depth interviews, and documentation. Participatory observation was conducted to examine extracurricular activities directly, including student participation, supervision, facilities, and implementation processes. In-depth interviews involved the school principal, extracurricular supervisors, and students to obtain information about program objectives, available resources, implementation challenges, and perceived outcomes. Documentation was used to collect supporting records, including school profiles, extracurricular schedules, program documents, and relevant activity records. These techniques enabled data triangulation to strengthen the credibility of the findings.

Data analysis was conducted through three interconnected stages: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, organizing, and focusing information obtained from observations, interviews, and documentation according to the four CIPP components. Data display involved presenting the findings in descriptive narratives and organized categories to identify relationships between program objectives, resources, implementation, and outcomes. Conclusion drawing and verification involved interpreting the findings, comparing information across

data sources, and checking the consistency of the evidence. The analysis was directed toward identifying program strengths, implementation constraints, and areas requiring improvement.

RESULTS AND DISCUSSION

Results

The findings indicate that the extracurricular program at SMP Negeri 017 Jambi City has a positive contribution to students' learning experiences, particularly in developing their interests and talents. The implementation of the program still faces several challenges, including low student motivation and interest, scheduling conflicts with academic activities, and limited indoor facilities. These conditions have affected the optimal implementation of extracurricular activities. Nevertheless, the existing challenges have not eliminated the importance of continuing the program as part of the school's efforts to support students' potential development.

Extracurricular Program

Extracurricular activities at the school consist of educational activities conducted outside regular classroom learning hours. The programs cover several areas, including sports, arts, skill development, and student organizations. Each activity provides students with opportunities to explore their interests, practice specific skills, and participate in activities according to their preferences.

The implementation of extracurricular activities provides opportunities for students to develop various abilities. These include self-confidence, discipline, responsibility, and social interaction within the school environment. Students also gain experience in working collaboratively with others and participating in organized activities.

The implementation of these programs involves several parties, including the school principal, teachers, extracurricular supervisors, parents, and students. Their involvement supports the organization and continuity of activities, particularly in providing guidance, supervision, and support for students' participation.



Figure 1. Extracurricular Program Phases and Procedures

As illustrated in Figure 1, the extracurricular program consists of several stages, beginning with preparation and planning, followed by program promotion and student recruitment, implementation of activities, and

assessment of program outcomes. Each stage forms part of the overall implementation process. The activities provide students with opportunities to acquire new experiences, develop practical skills, improve self-confidence, and establish cooperation with their peers. The implementation process also requires continuous monitoring to identify obstacles and determine areas requiring improvement.

Learners' Potential Development

Students' potential development encompasses three main aspects: cognitive, affective, and psychomotor development. The cognitive aspect relates to students' knowledge and thinking abilities. The affective aspect involves attitudes, values, discipline, and emotional development. Meanwhile, the psychomotor aspect concerns physical abilities and practical skills developed through participation in extracurricular activities.

The implementation of extracurricular activities outside regular classroom hours requires appropriate guidance and supervision. The involvement of teachers, supervisors, and other relevant parties is necessary to maintain student discipline and ensure that activities proceed according to established arrangements. The scheduling and management of activities also need attention to prevent extracurricular programs from interfering with regular teaching and learning activities.

Program Evaluation and the CIPP Model

Program evaluation is directed toward examining the implementation and outcomes of extracurricular activities. The evaluation focuses on identifying the extent to which program objectives have been achieved, recognizing existing limitations, and determining aspects requiring improvement. The evaluation also provides information about the availability of resources, the implementation of activities, and the development experienced by participating students.

The evaluation of extracurricular programs uses four components of the CIPP model, consisting of Context, Input, Process, and Product. Each component covers different aspects of program implementation, as presented in Table 1.

Table 1. Evaluation Indicators for Extracurricular Activities Using the CIPP Model

CIPP Components	Evaluation Focus	Key Indicators
Context	Foundation and objectives of the program	Students' needs, alignment with the school's vision, and availability of instruments for mapping students' interests and talents.
Input	Supporting resources	Qualifications of supervisors, suitability of facilities and infrastructure, budget adequacy, and organization of activity schedules.

Process	Implementation of activities	Alignment of activities with the work plan, level of student participation, and operational constraints.
Product	Impact and achievements	Development of soft skills and hard skills, discipline, self-confidence, and achievement attainment.

The Context component examines the background, needs, and objectives of extracurricular programs. The Input component identifies the resources supporting program implementation, including human resources, facilities, infrastructure, budget, and activity schedules. The Process component focuses on the implementation of activities, student participation, and obstacles encountered during program implementation. The Product component examines the outcomes of extracurricular activities, particularly the development of students' skills, discipline, self-confidence, and achievements.

Functions and Development Principles

Extracurricular activities serve several functions in supporting students' development. These activities provide opportunities for students to explore their interests, develop their talents and potential, strengthen their character, and improve their leadership abilities. They also support students' preparation for future careers by providing experiences and developing abilities relevant to their personal interests and potential.

The development of extracurricular programs involves two main principles: individualization and choice. The principle of individualization emphasizes the importance of organizing activities according to each student's interests, talents, and potential. The principle of choice provides students with the freedom to select activities based on their preferences. These principles indicate that program evaluation needs to consider the suitability of activities for individual student needs, rather than relying solely on the number of participants. The evaluation also considers the extent to which extracurricular activities support students' individual development.

Discussion

The Context evaluation indicates that the extracurricular program has been established in accordance with the school's vision and mission, particularly in providing opportunities for students to develop their non-academic potential. This finding supports the view that organized activities provide important opportunities for young people to develop their interests, abilities, and social capital (Boat et al., 2024). Nevertheless, the absence of a standardized assessment to identify students' interests and talents represents a limitation in program

planning. Students currently select activities based primarily on personal preferences or peer recommendations. This condition highlights the importance of considering individual interests when designing extracurricular programs. Hoang (2024) emphasizes the relevance of students' school belonging in extracurricular engagement. Therefore, the program has an appropriate foundation, but its planning needs a more systematic identification of students' interests and potential.

The Input evaluation reveals several limitations involving student motivation, facilities, and activity scheduling. Limited indoor space affects the continuity of training, particularly during unfavorable weather, while scheduling conflicts between extracurricular and academic activities create difficulties for students participating in additional training sessions. These findings demonstrate that the availability of extracurricular programs does not automatically guarantee meaningful student participation. This is consistent with Bouchard et al. (2023), who examined the relationship between extracurricular participation, peer relatedness, and school belonging. Verner-Filion et al. (2025) also highlighted the importance of students' motivation in determining the benefits of extracurricular participation. The present findings extend these perspectives by identifying practical resource and scheduling constraints within the school environment. Therefore, adequate facilities, appropriate scheduling, and strategies to strengthen student motivation are essential for supporting program implementation.

The Process evaluation shows that extracurricular activities achieved 85% of the planned monthly work program. Although this indicates that most planned activities were implemented, observations and student interviews reveal several challenges, including communication problems, weak team cohesion, and difficulties understanding activity materials. These conditions influence student participation and the consistency of program implementation. This finding is related to Yeo et al. (2023), who examined participation in school-based co-curricular activities from a self-determination theory perspective. Their study provides a relevant perspective on the relationship between participation and students' developmental experiences. Similarly, Simpkins et al. (2023) examined the importance of participation and enjoyment in out-of-school activities. The present study adds an implementation perspective by identifying communication, teamwork, and supervisor guidance as practical factors requiring attention during extracurricular activities.

The Product evaluation indicates that extracurricular participation contributes positively to students' character and skill development. Interview and observation findings show improvements in discipline, self-confidence, responsibility, public speaking, and teamwork. Students' achievements in

competitions at city and provincial levels also demonstrate the program's contribution to developing their abilities and motivation. These findings correspond with Rahayu and Dong (2023), who reviewed the relationship between extracurricular activities and character education. They are also consistent with Wang et al. (2024), who examined the relationship between participation in extracurricular arts and sports activities and adolescents' social and emotional skills. The present study provides additional evidence from a school-level evaluation, showing that the outcomes of extracurricular activities involve both personal development and measurable achievements through participation in competitions.

The integrated evaluation of the four CIPP components demonstrates that the extracurricular program has a relevant foundation and produces positive outcomes, although several aspects of its implementation require improvement. The Context component shows alignment with the school's educational objectives, while the Input and Process components reveal limitations in facilities, scheduling, student motivation, and activity coordination. Meanwhile, the Product component indicates positive developments in students' skills and character. This pattern supports the application of CIPP as a comprehensive framework for examining educational programs, as discussed by Alanshori et al. (2025) and Nurhasanah et al. (2025). Unlike evaluations that focus primarily on program outcomes, this study connects the initial conditions and available resources with implementation challenges and student development outcomes.

The contribution of this study lies in providing an integrated evaluation of extracurricular activities through the four CIPP components, particularly in the context of junior high school education. Its distinctive aspect is the identification of the relationship between the absence of systematic talent mapping, limitations in program resources, inconsistent student engagement, and positive developmental outcomes. These findings provide a basis for improving extracurricular management through systematic identification of students' interests and talents, better facility management, more appropriate scheduling, and stronger coordination between students and supervisors. The study also emphasizes that program success should be assessed through the alignment between students' needs, implementation quality, and developmental outcomes. This approach offers a practical reference for schools seeking to improve extracurricular programs based on evidence from their implementation.

CONCLUSION

This study concludes that extracurricular programs contribute positively to the development of students' interests, talents, skills, self-confidence, discipline, and teamwork. The most important finding is that positive student

outcomes depend not only on the availability of activities but also on appropriate planning, adequate resources, effective implementation, and continuous evaluation. The CIPP evaluation reveals that the program has a strong foundation and positive outcomes, while its input component requires greater attention, particularly regarding student motivation, facilities, and scheduling. The implications of this research are that schools need to implement systematic talent mapping, improve facility management, arrange schedules that do not interfere with academic activities, and strengthen student engagement. Scientifically, this study contributes to educational evaluation by demonstrating how the four CIPP components provide an integrated framework for identifying program strengths and improvement priorities in extracurricular education. Nevertheless, this research is limited to one school and primarily relies on qualitative data, restricting the transferability of its findings. Future research should involve multiple schools, incorporate quantitative measurements of student development and achievement, and examine the effectiveness of the proposed improvement strategies.

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