



A Survey of Basketball Extracurricular Activity Management Practices in Indonesian High Schools

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Keywords

Management1;
Extracurricular;
Basketball

Abstract

This study aims to analyze the extracurricular management of basketball at SMA Negeri 14 Semarang from the aspects of planning, organizing, implementing, and evaluating, as well as identifying the obstacles faced in its implementation. This study uses a qualitative approach with a descriptive method. The subjects of the study include principals, coaches, coaches, and students involved in extracurricular activities. Data collection techniques are carried out through observation, interviews, and documentation, while data analysis uses data reduction techniques, data presentation, and conclusions drawn. The results of the study show that basketball extracurricular management has been carried out in accordance with the management function. Planning is carried out through the preparation of training programs that adjust the academic calendar, the organization involves a clear division of tasks, routine implementation with a fairly good level of student activity, and evaluations are carried out periodically. However, there are still obstacles in the form of limited facilities and infrastructure as well as the consistency of student attendance. The conclusion of this study is that the management of basketball extracurricular at SMA Negeri 14 Semarang has been running quite well, but it needs to be improved in terms of facilities and student discipline so that the goals of coaching can be achieved optimally.

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INTRODUCTION

In general, sports are a series of physical activity activities that are carried out regularly and planned in order to maintain and improve movement skills (M Annas, 2021). Therefore, the role of sport for children is very important and needs to be supported by planned, sustainable, and systematic coaching (Mahfud and Fahrizqi, 2020). Education in schools not only plays a role in providing academic learning in the classroom, but also provides various supporting activities through extracurricular program activities. Intracurricular and extracurricular activities are two important aspects of education that have different but complementary roles. Intracurricular focuses on key learning according to the curriculum to achieve students' academic competence (Sibawaih *et al.*, 2024). This activity focuses on the systematic delivery of subject matter which aims to achieve basic competencies and competency standards that have been set in the educational curriculum. Through intracurricular activities, students gain a wide range of academic knowledge and basic skills related to the subjects taught in class, such as mathematics, Indonesian language, and other subjects (Preliminary) *et al.*, 2024).

Extracurricular programs at school are a forum for students to provide opportunities and develop their skills to achieve achievements. The benefits of extracurricular activities can be reviewed from several aspects, namely cognitive, affective, and psychomotor aspects. In the cognitive aspect, extracurricular activities help improve students' knowledge and thinking. In the affective aspect, this activity plays a role in forming positive attitudes such as discipline, responsibility, and cooperation. Meanwhile, in the psychomotor aspect, it helps to develop students' skills through direct practical activities (Sighs) *et al.*, 2025)

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 62 of 2014, the implementation of extracurricular activities in educational units must meet several conditions in order to run optimally and in a directed manner. These requirements include systematic and sustainable planning of activity programs, the appointment of coaches or trainers who have competence in the field of activity, and the availability of facilities and infrastructure that support the implementation of activities. In addition, the implementation of extracurriculars also requires support from schools, both in the form of policies, management, and supervision of activities. The active participation of students is an important factor in the sustainability of activities, which is supported by effective timing so as not to interfere with academic activities. Evaluation of activities also needs to be carried out periodically to determine the success rate of the program and as a basis for future improvement (Rosidi, 2025).

According to (Rohmantunisa *et al.*, 2020) In Indonesia, basketball is one of the sports that is quite popular, both among students and the general public. This popularity is shown by the implementation of the Detection Basketball League (DBL) competition which is attended by high schools or equivalent in various regions. This condition encourages an increase in students' interest in basketball, so that the number of competitions between students in various regions is increasing (Agestin *et al.*, 2022). The existence of this condition encourages an increase in students' interest in basketball so that it has an impact on the development of basketball extracurricular activities at school. In addition to being taught through Physical Education, Sports, and Health (PJOK) courses, basketball is also developed through extracurricular activities held at various school levels (Samsudin, 2022).

Basketball is a team sport played by two teams, with each team consisting of five players, who compete against each other for points by putting the ball in the opponent's hoop (Setiawan, 2022). Basketball extracurricular is a sports coaching activity that is held outside of intracurricular learning hours at school, with the aim of developing technical skills, physical condition, and cooperative skills in the game of basketball. The planning and implementation of extracurricular activities is the responsibility of teachers and other education personnel who have competence and authority in schools, so that activities can run in a directed, systematic and effective manner (Hikmah and Hafidz, 2023). Basketball extracurricular activities have an important role in supporting the development of students' potential in the school environment. Basketball extracurriculars not only function as a means of channeling students' interests and talents in sports, but also as a medium for character development, such as discipline, responsibility, teamwork, sportsmanship, and leadership. Through the

process of practice and matches, students are trained to be able to work together, obey the rules, and have a positive competitive spirit.

The implementation of basketball extracurricular activities requires good management so that the coaching process can run effectively and sustainably. Coaches and trainers have an important role in compiling training programs, regulating the implementation of activities, and evaluating student development. The competence of coaches and the management of structured activities are important factors in supporting the success of basketball extracurricular programs in schools. Without good management, extracurricular activities have the potential to experience obstacles in the implementation of exercises, achievement development, and student participation. According to the opinion of Daru Adi W. (2017) Management in accordance with the needs of extracurricular activities can be carried out through management systematics which includes the functions of planning, organizing, leadership, and supervision (Sasi and Wahyudi, 2022). According to George R. Terry, management is a process that includes planning, organizing, mobilizing, and controlling to achieve predetermined goals (Terry, 2021). In the implementation of extracurriculars, these four functions are the basis for managing activities so that they can run in a structured, directed, and sustainable manner. Achieving pre-set goals requires planned and measurable program management support. Various findings show that the implementation of programs without good management can have an impact on the low quality of results achieved (Rifky *et al.*, 2023). As an important part of student development outside of intracurricular activities, extracurricular activities are carried out based on a number of principles that function as guidelines so that educational goals can be achieved optimally. The principles of extracurricular activities include the development of individual potential in accordance with students' talents and interests, the provision of freedom in choosing activities, and encouraging active involvement in each implementation. In addition, activities must take place in a pleasant atmosphere, be able to form a work ethic such as discipline and responsibility, and provide social benefits to the surrounding environment (Muhyiddin, 2022).

SMA Negeri 14 Semarang as one of the educational units that organizes basketball extracurriculars needs to have a planned, organized, and sustainable management of activities so that the goals of school sports coaching can be achieved optimally. Basketball extracurricular is worthy of being the focus of research because this sport is one of the activities that is in great demand by students at SMA Negeri 14 Semarang. In addition to its popularity, the achievements achieved by the SMA Negeri 14 Semarang basketball team also show real progress in inter-school competitions. Historically, the boys' basketball team at this school managed to become the champion in the Dinus Cup XV tournament in Semarang, where the boys' basketball team managed to become the best after defeating teams from other high schools in interschool competitions. Furthermore, the data on the participation of SMA Negeri 14 Semarang in the Honda DBL with Kopi Good Day Central Java Series competition shows the school's continued involvement in the regional basketball league, with achievements up to the Group Stage preliminary round and the acquisition of places in the top 32 in several editions, which reflects the consistency of participation in regional level competitions.

Table 1. Recap of championship results

Year	Performance	Championship Name	Category
2019	Sweet Sixteen	Honda DBL Series Central Java 2019 – Northern Region	Son
2021	Sweet Sixteen	Honda DBL Central Java Series 2021	Son
2023	Big 32	Honda DBL Series Central Java 2023 – Northern Region	Son
2023	Top Eight	2023 Honda DBL Cental Java Series – Northern Region	Princess
2025	Group Stage	Honda DBL with Good Day Coffee 2025 – 2026 Central - North Java	Princess

(source: Secondary Data from Honda DBL Indonesian)

Extracurricular activities not only function as a means of developing students' interests and talents, but also play a role in improving skills, discipline, and non-academic teamwork (Mohamad Annas, Riza *et al.*, 2020). Therefore, good management is an important factor in supporting the success of extracurricular programs in schools. Some previous research has addressed sports extracurricular management in general or linked it to student achievement and interests. Research shows that good management of extracurricular activities can support the development of students' non-academic abilities and achievements in school (Prada and Maisaroh, 2025). In addition, Kusumastuti and Kristiyandaru (2022) explained that sports extracurricular management is generally studied through planning, implementation, and evaluation aspects. However, previous research still has some limitations. In terms of planning, previous research generally only discussed the preparation of training programs without examining program adjustments to facility conditions, school schedules, and student needs. In the organizational aspect, the discussion regarding the division of duties between coaches, coaches, and the school is still not explained in depth. Meanwhile, in the implementation aspect, previous research focused more on the process of training and achievement without associating it with real obstacles in the field. As for the evaluation aspect, previous research tended to only assess the results of matches or achievements and had not studied the evaluation of training programs and activity management as a whole.

Based on the results of observations at SMA Negeri 14 Semarang, basketball extracurricular management has been carried out through the management stage, but in its implementation there are still several obstacles that affect the sustainability of extracurricular activities. In terms of facilities and infrastructure, the basketball court used has a less even surface structure that affects the comfort and effectiveness of the exercise. In addition, the field used is an open field so that training activities are often constrained when it rains because the field conditions become slippery and flooded. The use of the field must also be shared with other school activities so that the implementation of the exercise cannot be carried out optimally. In addition to facility constraints, based on initial observations, it was found that student attendance in training activities has not been completely consistent. Some students are unable to participate in regular exercises because the training schedule sometimes clashes with academic activities and other school activities. This condition affects the coaching process because the trainer needs to readjust the training program to the number of participants present. On the other hand, basketball extracurricular activities also require funding support, especially when schools participate in prestigious competitions or events such as DBL. The need for costs for registration, transportation, consumption, and team equipment requires good budget management, including the use of School Operational Assistance (BOS) funds as a form of support for the development of students in the field of sports. Research on basketball extracurricular management generally focuses more on the management function and achievement without linking it to the real conditions of implementing activities in schools. Therefore, this study has novelty because it examines the application of basketball extracurricular management functions based on the real conditions that occur at SMA Negeri 14 Semarang, especially in dealing with limited facilities and infrastructure, funding management, and consistency of student attendance in training activities. This research is expected to provide an overview of the implementation of basketball extracurricular management in maintaining the sustainability of student achievement coaching programs and development in the school environment. Based on this, the formulation of the problem in this study is how the management of basketball extracurricular at SMA Negeri 14 Semarang is reviewed from the aspects of planning, organizing, implementing, and evaluating, as well as what are the obstacles faced in its implementation. The purpose of this study is to find out and analyze the overall management of basketball extracurricular and identify the obstacles faced in the implementation of these activities so that it can provide a more specific and applicable picture as material for the evaluation and development of basketball extracurricular programs in schools.

METHODS

The research method used in this scientific publication is a qualitative descriptive approach. This approach was chosen because it aims to describe in depth the phenomena that occur on the field, especially related to the management of basketball extracurricular activities in schools. Qualitative research allows researchers to understand the processes, meanings, and dynamics that occur holistically through direct interaction with the research subject.

This research was conducted at SMA Negeri 14 Semarang which is located on Jalan Kokrosono, RT 05/RW 13, Panggung Lor Village, North Semarang District, Semarang City, Central Java 50177, Indonesia. The selection of the research location is based on the consideration that the school has active basketball extracurricular activities, so it is relevant to be researched from a management aspect, including planning, organizing, implementation, and evaluation. The subjects in this study include school principals, extracurricular coaches, coaches, and students who participate in basketball extracurricular activities. Data collection techniques are carried out through interviews, observations, and documentation. Interviews were used to obtain in-depth information from informants regarding the implementation of extracurricular management.

Observation is carried out to directly observe the activities that take place, while documentation is used to complete data in the form of archives, photos, and other supporting documents. To ensure the validity of the data, this study uses triangulation techniques which include source triangulation, triangulation techniques, and time triangulation. Source triangulation is carried out by comparing data obtained from various informants such as principals, coaches, coaches, and students. The triangulation technique is carried out by comparing the results of interviews, observations, and documentation so that consistent data is obtained. Meanwhile, waltu triangulation is carried out by taking data at different times to ensure the stability and accuracy of the information obtained. The data analysis technique in this study uses an interactive analysis model consisting of three stages, namely data reduction, data presentation, and conclusions drawn.

RESULTS AND DISCUSSION

Based on the results of research that has been carried out through interview, observation, and documentation techniques on the research subjects consisting of 1 principal, 1 extracurricular coach, 1 coach, and 2 students, various findings related to the management of basketball extracurricular activities were obtained. The findings were then analyzed and interpreted with reference to the management theory put forward by George R. Terry which emphasized the four main functions of management, namely planning, organizing, mobilizing, and control. Therefore, in this section, the results of research and systematic discussion based on the framework of the management function will be presented.

The results of the study show that the management of basketball extracurricular activities at SMA Negeri 14 Semarang has carried out the function of managing POAC in a structured manner. The implementation of the management function involves various important elements, namely principals, coaches, trainers, and students, each of whom has a strategic role in the sustainability of activities. In addition, the trainers involved already have a coaching license, thus supporting the quality of the training implementation. The aspect of funding sourced from schools also supports the implementation of activities, although there are still limitations in facilities and infrastructure that have an impact on the achievement of achievements.

Planning

Based on the results of the research, the planning aspect of basketball extracurricular activities at SMA Negeri 14 Semarang, has been carried out through the preparation of training programs, determination of activity schedules, and preparation for competitions. The initial stage carried out by the school is to determine the goals of basketball extracurricular activities, both short-term and long-term goals. The short-term goal is directed at improving students' basic ability in playing basketball, while the long-term goal is focused on achieving achievements in sharing competitions between schools. The determination of these goals is

the basis for the preparation of training programs carried out by trainers with extracurricular coaches with the approval of the principal as the person in charge.

The training program is systematically prepared by paying attention to the objectives of the activities, training materials, implementation schedules, and achievement targets to be achieved. In addition, the preparation of the training program also adjusts to the school's academic calendar, so that it does not interfere with students' main learning activities and continues to run in line with the educational agenda that has been set. Planning also includes the process of recruiting new members through extracurricular demonstration activities to students, which aim to attract students' interest. Interested students are then required to fill out an application form as part of the administrative process. In addition, the school also conducts budget planning through the use of BOS funds to support training and competition needs. This shows that planning is not only related to training programs, but also related to the readiness of facilities and funding of activities. However, based on the results of the study, obstacles were still found in the implementation of planning, especially related to limited facilities and adjustments to student schedules that caused the level of participant attendance to be not completely consistent.

Organizing

Organizing in management is one of the basic activities that function to manage and manage all the resources needed to achieve organizational goals. This process includes the arrangement of various elements, both human resources and other resources, so that each task can be carried out in a structured manner and completed properly. Among these various resources, the human element has an important role because every task and responsibility carried out is interrelated in the organizing process, so effective coordination and cooperation are needed (Ruhaya, 2021).

In terms of organization, the organizational structure of extracurricular activities has been clearly regulated, involving the principal of SMA Negeri 14 Semarang as the main person in charge, coaches and trainers as technical implementers in the field, and students as participants in activities. The division of duties and responsibilities runs according to their respective functions so that good coordination is created in the implementation of activities. However, limited facilities and infrastructure are still the main obstacles, especially in supporting performance-oriented exercises. The available facilities have not fully met the standards of sports coaching, thus affecting the optimization of students' abilities.

Implementation

George R. Terry (1986) states that actuating is the process of moving organizational members to have the will and effort to achieve organizational goals, as well as meet the personal goals of its members (Pratama, 2020). The results of the study show that in the aspect of implementation (actuating), practical activities are carried out routinely twice a week, namely on Tuesday and Thursday afternoons from 15.30 to 17.00 WIB. Basketball extracurricular activities were carried out on the field of SMA Negeri 14 Semarang which became the center of student training activities.

During the training, students showed enthusiasm in participating in basketball extracurricular activities. In addition to routine practice, basketball extracurricular activities also usually hold sparring exercises or competitions with other schools. This activity aims to hone students' technical skills and game strategies, improve their competitive experience, and train students' competitive mentality in facing opponents head-on. The trainer plays an active role in providing training materials, while the trainer supervises the course of the activity, and students participate in the exercises according to the directions given. The principal in this case provides policy support and funding for the smooth running of activities. When facing an event or competition, the intensity of training is increased to four times a week with a pre-programmed schedule. The increase in the frequency of this training aims to prepare the physical, technical, and mental condition of students to be able to achieve optimal results in competitions. However, the implementation of activities still faces several obstacles, such as uneven field conditions, the use of open fields that are constrained by weather, and limited training facilities. In addition, the level of student attendance has not been consistent due to

the school's academic schedule also affecting the coaching process and the formation of teamwork.

Evaluation

Evaluation is a management function that is carried out to ensure that every organizational activity runs according to a predetermined plan. According to G. R. Terry, control is a process that starts from setting standards as a benchmark for achievement, observing the implementation of activities, assessing the results of implementation, and implementing corrective actions if deviations are found. The main purpose of the evaluation function is to correct work processes that do not go according to the set plan. Thus, the supervisory function plays an important role in maintaining the effectiveness and sustainability of achieving organizational goals (Yusril, 2023). In the aspect of supervision, the evaluation of activities is carried out on an ongoing basis by involving the principal, coaches, coaches, and students. Program evaluation between schools, coaches, and coaches is carried out at the beginning of the new school year as a form of reflection on the implementation of previous activities. Practice evaluation is carried out every time the training activity is completed to determine the development of students' abilities and the effectiveness of the training methods applied by the trainer. In addition, a comprehensive evaluation of the training program is conducted periodically at the end of each semester to assess the success of the program and as a basis for future improvements. With a structured evaluation system and funding support from schools, it is hoped that basketball extracurricular activities can continue to develop, even though they are still faced with limited facilities and infrastructure in supporting student achievement.

CONCLUSION

Based on the results of the research, the management of basketball extracurricular at SMA Negeri 14 Semarang has been carried out through a management function according to George R. Terry's theory which includes planning, organizing, implementing, and evaluating. The planning of the training program has been arranged by adjusting the academic calendar and involving the trainers, the organization is carried out through a clear division of tasks between the coach, the coach, the principal, and the student. In addition, the school has also prepared funding for activities through the School Operational Assistance (BOS) fund. In the organizational aspect, there is a division of duties between school principals, coaches, coaches and students in supporting basketball extracurricular activities. In the aspect of implementing training activities, training activities are carried out regularly and supported by sparring and participation in inter-school competitions. Evaluations have also been carried out periodically to assess the development of students and training programs. However, there are still several obstacles, especially in the limited facilities and infrastructure as well as the consistency of student attendance which is not optimal. In addition, funding management is also a concern, especially in preparation for participating in the competition. Schools are expected to improve the quality of facilities and infrastructure, adjust training schedules, and strengthen coordination between schools so that basketball extracurricular activities can support more structured and sustainable coaching as a basis for decision-making in program development.

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