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Evaluation of the Effectiveness of Extracurricular Activities to Achieve Learning Objectives in Accordance with the School's Vision and Mission

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Abstract

This study evaluated the effectiveness of extracurricular activities in supporting learning objectives and student character development using the CIPP evaluation model (context, input, process, and product). The research involved students, supervising teachers, and the principal, with qualitative data collected through interviews and observations analyzed using the Miles and Huberman interactive model, while quantitative data were obtained through Likert scale questionnaires and analyzed descriptively using averages and percentages. The findings revealed that student participation was affected by low motivation, mismatch of interests and talents, peer influence, and limited family support. Quantitative results showed that extracurricular activities were categorized as very effective in the input (82.10%), process (83.30%), and product (85.10%) components, and effective in the context component (79.58%). Active students demonstrated better outcomes than less active students. Overall, the study concluded that extracurricular activities significantly contribute to learning achievement and character development, especially in discipline, responsibility, self-confidence, communication, and cooperation, highlighting the need for strategies to improve motivation, diversify activities, and strengthen parental involvement.

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INTRODUCTION

Evaluation of the effectiveness of extracurricular activities in achieving learning objectives in accordance with the school's vision and mission at SMA Negeri 11 Bulukumba. Education plays an important role in developing students' intellectual, emotional, social, and moral competencies. Schools are not only responsible for improving academic achievement but also for building students' character, discipline, leadership, creativity, and social responsibility. Therefore, extracurricular activities become an essential component of the educational process because they provide opportunities for students to develop their interests, talents, and personal potential outside formal classroom learning. In line with the Indonesian National Education System and the Ministry of Education Regulation Number 62 of 2014 concerning Extracurricular Activities, schools are expected to implement extracurricular programs that support the achievement of educational goals and strengthen students' character formation. However, in practice, many schools still face challenges in implementing extracurricular activities effectively, including limited facilities, low student participation, inadequate funding, and weak program evaluation systems. These conditions encourage the need for a comprehensive evaluation to determine whether extracurricular activities have been implemented effectively and whether they truly contribute to the realization of the school's vision and mission(Hamka, 2023).

This research applied the CIPP evaluation model developed by Daniel L. Stufflebeam, which consists of four components: context, input, process, and product. The study used a mixed methods approach that combined qualitative and quantitative data to obtain a more comprehensive understanding of the effectiveness of extracurricular activities. Qualitative data were collected through interviews, observations, and documentation studies involving the principal, extracurricular supervisors, and students. Meanwhile, quantitative data were gathered through questionnaires using a Likert scale distributed to one hundred students who actively participated in extracurricular activities. The qualitative data were analyzed using the interactive model of Miles and Huberman, including data reduction, data display, and conclusion drawing, while the quantitative data were analyzed using descriptive statistics in the form of percentages and mean scores. Through this approach, the study aimed to examine the suitability of extracurricular programs with the school's vision and mission, evaluate the availability of resources and facilities, analyze the implementation process, and identify the outcomes and

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impacts of extracurricular activities on students' character and learning achievement(Acquah & Katz, 2020).

The findings of the study revealed that extracurricular activities at SMA Negeri 11 Bulukumba were generally effective in supporting learning objectives and developing student character. In the context component, the evaluation result reached 79.58%, categorized as effective. This indicates that the extracurricular programs had been designed in accordance with students' needs, interests, talents, and the school's vision and mission. The school provided students with opportunities to choose activities that matched their abilities and aspirations. Nevertheless, some students were still inactive in extracurricular programs due to several factors such as lack of parental support, low internal motivation, peer influence, and difficulties in managing time between academic and extracurricular responsibilities. These findings suggest that although the school had established relevant extracurricular programs, further efforts are still needed to improve student awareness and participation through stronger socialization and collaboration with parents(Wu & Yu, 2024).

In the input component, the evaluation achieved 82.10%, categorized as very effective. The study found that the school had competent extracurricular supervisors who were capable of guiding students in various activities such as sports, arts, scouting, student organizations, scientific clubs, and religious programs. The school also allocated financial support for extracurricular implementation through the school operational budget. However, some supervisors and students reported that the available funds and facilities were still limited and sometimes insufficient to fully support all extracurricular activities. Certain equipment and infrastructure needed improvement, especially for sports and performance activities. Despite these limitations, the existing resources were considered adequate enough to maintain the continuity of extracurricular programs. The competence of supervisors and the commitment of the school management became important factors contributing to the successful implementation of extracurricular activities(Karadag, 2020).

The process component obtained a score of 83.30%, categorized as very effective. The research showed that extracurricular activities were implemented regularly according to the schedule determined by the school. Students were actively involved in planning activities, determining training schedules, and participating in various competitions and organizational programs. Supervisors monitored attendance and guided students consistently during training sessions and activities. The implementation process also encouraged communication, cooperation, teamwork, and leadership among students. Although most students actively participated, there were still some students who attended irregularly or showed low engagement.

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This indicates that while the management and implementation of extracurricular activities were already systematic and organized, schools still need to create more inclusive and motivating learning environments so that all students can participate actively regardless of their abilities and backgrounds(Korpershoek et al., 2020).

The highest achievement was found in the product component, which reached 85.10% and was categorized as very effective. The findings demonstrated that extracurricular activities significantly contributed to improving students' discipline, responsibility, self-confidence, communication skills, cooperation, leadership, and learning motivation. Students who actively participated in extracurricular programs showed better character development and stronger engagement in classroom learning compared to less active students. Extracurricular activities also supported students in achieving academic and non-academic accomplishments at school, regional, and even national levels. In addition, these activities strengthened students' social skills and helped them internalize positive values aligned with the school's vision and mission. The results confirmed that extracurricular programs function not only as complementary school activities but also as strategic educational instruments for holistic student development(Timotheou et al., 2023).

Overall, this study concludes that extracurricular activities at SMA Negeri 11 Bulukumba have been implemented effectively and have made significant contributions to achieving educational goals and strengthening student character. Nevertheless, several improvements are still necessary, particularly in increasing student participation, improving facilities, expanding program diversity, and strengthening parental involvement. The school is recommended to conduct regular evaluations, redesign extracurricular schedules to avoid conflicts with academic activities, provide more varied programs based on students' interests, and establish mentorship systems to motivate less active students. Through continuous improvement and systematic evaluation, extracurricular activities can become more inclusive, meaningful, and impactful in supporting the realization of educational objectives and the school's vision and mission.

Educational Evaluation and the CIPP Evaluation Model

Educational evaluation is an essential component of the educational management system because it functions as a process for assessing whether educational goals, policies, and programs have been implemented effectively and successfully. Evaluation is not only limited to measuring students' academic achievement but also includes examining the quality of educational programs, learning processes, institutional performance, and character development outcomes. According

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to Daniel L. Stufflebeam and Shinkfield, educational evaluation is a systematic process used to obtain and provide useful information for decision-making, program improvement, and accountability. Evaluation enables schools and educational institutions to identify strengths, weaknesses, opportunities, and obstacles that influence the achievement of educational objectives. In the context of school management, evaluation plays a strategic role because it provides evidence-based information that can guide administrators, teachers, and policymakers in improving the quality of educational services. Educational evaluation also supports the implementation of continuous improvement, ensuring that educational programs remain relevant to the needs of students and society(Deardorff, 2023).

One of the most widely used evaluation approaches in educational research is the CIPP evaluation model developed by Daniel L. Stufflebeam. The CIPP model consists of four interconnected components: context, input, process, and product. Context evaluation focuses on identifying institutional needs, environmental conditions, student characteristics, and the relevance of programs to the school's vision and mission. Input evaluation examines the availability of resources such as teachers, facilities, funding, learning materials, and strategies required for program implementation. Process evaluation analyzes how activities are conducted, including planning, implementation, supervision, participation, and problem-solving during the execution of programs. Product evaluation measures the outcomes and impacts of the program, including students' academic performance, character development, behavioral changes, and social competencies. The CIPP model is considered comprehensive because it evaluates educational programs from planning to final outcomes. This model is highly relevant for evaluating extracurricular activities because extracurricular programs involve not only outcomes but also planning, resources, implementation quality, and institutional alignment(Bonal & González, 2020).

The application of the CIPP model in educational evaluation has been supported by numerous studies showing that it effectively provides a comprehensive understanding of program implementation and effectiveness. In extracurricular activities, the CIPP model helps schools determine whether activities align with students' needs and institutional goals. Through context evaluation, schools can identify whether extracurricular programs are relevant to students' interests, talents, and developmental needs. Through input evaluation, schools can assess whether adequate facilities, competent supervisors, and sufficient funding are available to support activities. Process evaluation helps determine whether extracurricular activities are implemented systematically, regularly, and according to educational standards. Product evaluation provides evidence regarding the impact of extracurricular participation on students'

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character, discipline, communication skills, teamwork, and academic performance. Therefore, the CIPP model becomes an effective evaluation framework because it not only identifies problems but also provides recommendations for improving program quality. In modern educational systems, evaluation using the CIPP model supports accountability, institutional effectiveness, and sustainable educational improvement(Munna & Kalam, 2021).

Extracurricular Activities and Student Character Development

Extracurricular activities are educational programs conducted outside formal classroom learning that aim to develop students' interests, talents, creativity, personality, leadership, and social competencies. According to educational regulations and contemporary educational theories, extracurricular activities are an integral part of holistic education because they complement academic learning by providing practical experiences and social interaction opportunities. Extracurricular programs include sports, arts, scouting, student organizations, scientific clubs, religious activities, leadership training, and community service programs. These activities provide students with opportunities to explore their potential, strengthen interpersonal relationships, and develop life skills that cannot always be achieved through classroom instruction alone. Educational experts argue that extracurricular involvement contributes significantly to the formation of balanced individuals who possess intellectual, emotional, social, and moral competencies(Yu et al., 2021).

Student character development is one of the most important contributions of extracurricular activities. Character education has become a major focus in contemporary education because schools are expected to produce not only academically competent students but also responsible, ethical, disciplined, and socially aware citizens. Through extracurricular activities, students learn important values such as discipline, responsibility, honesty, cooperation, leadership, self-confidence, and respect for others. Participation in sports activities, for example, teaches students teamwork, perseverance, discipline, and sportsmanship. Participation in scouting activities develops leadership, independence, survival skills, and social responsibility. Religious extracurricular activities strengthen moral values, spirituality, and ethical behavior. Student organizations provide opportunities for communication, decision-making, problem-solving, and organizational management. Therefore, extracurricular programs function as contextual learning environments where students can apply theoretical knowledge in real-life situations while developing positive attitudes and behaviors.

Educational theorists such as Benjamin Bloom emphasize that education should address

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three major domains of learning: cognitive, affective, and psychomotor. Formal classroom learning often focuses more heavily on cognitive development, while extracurricular activities provide broader opportunities for affective and psychomotor development. Through active participation in extracurricular programs, students become more confident, motivated, socially active, and emotionally mature. Research findings also show that students who participate actively in extracurricular activities tend to demonstrate better academic engagement, stronger social relationships, and more positive behavioral patterns compared to students who are less involved. Furthermore, extracurricular participation can reduce negative behaviors among adolescents because students spend their time in productive, supervised, and meaningful activities. This demonstrates that extracurricular programs contribute not only to personal growth but also to school climate improvement and social harmony within educational institutions(Cui et al., 2021).

Despite their benefits, extracurricular activities often face several challenges that influence their effectiveness. Many schools experience limitations related to facilities, financial resources, scheduling, student motivation, and parental support. Some students are less active because the available programs do not match their interests and talents. Others face difficulties balancing academic responsibilities and extracurricular participation. In some cases, extracurricular programs are treated merely as complementary activities rather than essential educational components. Therefore, schools need to design extracurricular programs carefully, ensuring alignment with students' needs, school goals, and educational values. Effective extracurricular implementation requires competent supervisors, adequate facilities, proper funding, systematic planning, and continuous evaluation. Schools must also involve parents and communities in supporting extracurricular participation because family encouragement significantly influences student engagement and motivation. Consequently, extracurricular activities should be viewed as strategic educational instruments that support holistic student development and institutional educational objectives(Deardorff, 2023).

The Relationship Between Learning Objectives, School Vision and Mission, and Extracurricular Activities

Learning objectives, school vision, and school mission are interconnected components that determine the direction and effectiveness of educational institutions. Learning objectives refer to the expected outcomes of educational processes that guide teaching, learning, and student development activities. According to educational theory, learning objectives should include

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cognitive, affective, and psychomotor aspects to ensure comprehensive student development. Schools are expected to create educational experiences that improve students' knowledge, attitudes, values, creativity, and practical skills. In contemporary education, learning objectives also emphasize the development of critical thinking, collaboration, communication, creativity, and character formation to prepare students for the challenges of the twenty-first century. Therefore, educational activities, including extracurricular programs, should contribute directly to the achievement of these learning objectives(Bonal & González, 2020).

The school vision represents the long-term aspirations and ideal future conditions that educational institutions seek to achieve. A school vision usually reflects institutional values, educational philosophy, and expectations regarding student characteristics and achievements. Meanwhile, the school mission describes the strategies, programs, and operational actions used to achieve the vision. Educational experts such as Hoy and Miskel explain that a school mission functions as a managerial instrument that guides planning, implementation, supervision, and evaluation within educational institutions. Therefore, all school programs, including extracurricular activities, should align with the school's vision and mission. If a school aims to produce students who are disciplined, creative, competitive, religious, and environmentally aware, extracurricular programs should provide opportunities for students to develop these qualities through practical activities and social experiences(Munna & Kalam, 2021).

Extracurricular activities play a strategic role in realizing school vision and mission because they function as practical and contextual educational instruments. Many school visions emphasize character development, leadership, discipline, social awareness, creativity, and achievement. These values can be implemented effectively through extracurricular programs because students actively participate in real-life learning experiences outside classroom environments. For example, leadership-oriented schools may strengthen student council organizations, scouting programs, and community service activities to cultivate leadership skills and social responsibility. Schools emphasizing religious values may develop religious extracurricular programs to strengthen spirituality and moral behavior. Schools promoting environmental awareness may establish environmental clubs and social campaigns to encourage sustainability practices. Therefore, extracurricular activities become concrete manifestations of school vision and mission in daily educational practice(Yu et al., 2021).

Research findings consistently show that extracurricular participation contributes significantly to achieving educational goals and institutional aspirations. Students who actively participate in extracurricular activities often demonstrate improved discipline, communication

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skills, teamwork, leadership, and learning motivation. Extracurricular involvement also strengthens students' emotional attachment to schools, increases school engagement, and promotes positive learning environments. Furthermore, extracurricular activities help schools achieve holistic educational outcomes because they integrate academic development with social, emotional, moral, and practical competencies. However, effective implementation requires strong institutional commitment, supportive school culture, competent supervisors, and continuous program evaluation. Schools must ensure that extracurricular activities are not isolated from academic programs but integrated into broader educational strategies that support learning objectives and institutional values(Cui et al., 2021).

In conclusion, the relationship between learning objectives, school vision and mission, and extracurricular activities is highly interconnected and mutually supportive. Extracurricular activities provide practical opportunities for students to internalize educational values, develop competencies, and apply knowledge in authentic contexts. They function as important educational tools that bridge formal learning with character development and social engagement. Therefore, schools should continuously evaluate and improve extracurricular programs to ensure alignment with educational goals, institutional aspirations, and students' developmental needs. Through systematic planning, effective implementation, and continuous evaluation, extracurricular activities can significantly contribute to the realization of holistic education and the achievement of sustainable educational excellence.

DISCUSSION

The alignment of the extracurricular program with the school's vision and mission.

The analysis of the alignment between extracurricular programs and the school's vision and mission demonstrates that extracurricular activities at SMAN 11 Bulukumba generally support the achievement of educational goals and student character development. Based on the findings of the study, the context component obtained a score of 79.58%, which falls into the effective category. This result indicates that the extracurricular programs implemented by the school are substantially aligned with the institutional vision and mission, although several aspects still require improvement. The school's vision emphasizes excellence in academic and non-academic achievement, character building, environmental awareness, mastery of science and technology, and the strengthening of faith and piety. The extracurricular activities conducted by the school, such as sports, arts, religious activities, scouting, and student organizations, have contributed positively toward realizing these objectives. The findings confirm that extracurricular activities are

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not merely complementary programs, but integral educational instruments that help students internalize values promoted by the school.

The alignment is also reflected in the high effectiveness scores in other components of the CIPP evaluation model. The input component achieved 82.10%, the process component reached 83.30%, and the product component obtained the highest score of 85.10%, all categorized as very effective. These figures indicate that the resources, implementation procedures, and outcomes of extracurricular activities strongly support the realization of the school's mission. The availability of supervising teachers, student participation, school facilities, and institutional support demonstrates that the extracurricular programs have been designed systematically to foster students' talents, interests, discipline, and leadership skills. In particular, the high product score of 85.10% shows that extracurricular activities have succeeded in producing positive outcomes related to student character formation and achievement. Students who actively participated in extracurricular programs showed higher levels of discipline, confidence, cooperation, communication skills, and responsibility compared to less active students(Rahmah & Lubis, 2024).

Furthermore, the study found that extracurricular activities contributed significantly to the development of holistic education, which is consistent with the school's mission to create students who are intellectually competent and morally responsible. Religious extracurricular activities strengthened students' spiritual values and ethical behavior, while sports and arts activities enhanced teamwork, creativity, and emotional intelligence. Organizational activities such as student councils also played an important role in improving leadership and communication abilities. These findings indicate that extracurricular activities function as practical learning experiences that complement classroom instruction. Therefore, the alignment between extracurricular programs and the school's vision is evident not only in planning documents but also in the observable development of student competencies and character(Kao & Tienda, 2022).

However, despite the generally positive findings, the study also identified several challenges that limit the optimal alignment of extracurricular programs with the school's vision and mission. One of the major issues is the low level of student motivation and participation in some extracurricular activities. The research revealed that participation is influenced by internal motivational factors, mismatch between students' interests and available activities, peer influence, and limited family support. These conditions reduce the effectiveness of several programs and prevent the school from fully achieving its educational objectives. Although the effectiveness percentages are relatively high, the context component score of 79.58% suggests that there are still contextual barriers affecting program relevance and implementation. Some

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students perceive extracurricular activities as routine obligations rather than opportunities for self-development, which weakens their engagement and commitment.

Another challenge concerns the limited variation of extracurricular activities and inadequate facilities in certain areas. The study highlighted that some activities have not fully accommodated students' diverse talents and interests. As a result, several students participate only because of administrative requirements rather than genuine enthusiasm. This condition may reduce the long-term impact of extracurricular programs on character building and skill development. In addition, the availability of qualified supervisors and supporting infrastructure remains uneven across activities. These limitations affect program quality and reduce the ability of extracurricular activities to optimally support the school's mission of excellence in both academic and non-academic fields(Jackson & Bridgstock, 2021).

The findings also emphasize the importance of systematic evaluation in maintaining program alignment with the school's vision and mission. Prior to this study, extracurricular activities at SMAN 11 Bulukumba had never been comprehensively evaluated. Consequently, the school lacked measurable indicators to assess whether extracurricular programs effectively contributed to educational goals. Through the CIPP evaluation model, the study successfully identified strengths and weaknesses in the program implementation process. The evaluation results provide important evidence that extracurricular activities can significantly contribute to educational quality when they are properly planned, implemented, and monitored(Buckley & Lee, 2021).

Overall, the analysis demonstrates that the extracurricular programs at SMAN 11 Bulukumba are substantially aligned with the school's vision and mission, as reflected in the effectiveness scores of 79.58% for context, 82.10% for input, 83.30% for process, and 85.10% for product. These findings indicate that extracurricular activities have become strategic instruments in supporting student achievement and character development. Nevertheless, improvements in student motivation, program diversity, parental involvement, facilities, and evaluation systems are still necessary to strengthen the alignment and ensure that extracurricular activities contribute more effectively to the realization of the school's long-term educational vision.

The readiness of input in the form of mentors, facilities, and funding.

The readiness of inputs in the form of mentors, facilities, and funding plays a crucial role in determining the effectiveness of extracurricular programs in schools. Based on the findings of the study using the CIPP (Context, Input, Process, Product) evaluation model, the input

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component obtained an average score of 4.10 or 82.10%, which falls into the "Very Effective" category. This result indicates that the supporting elements of extracurricular activities, including mentor competence, facilities, funding allocation, scheduling, and administrative support, were generally well-prepared and capable of supporting the implementation of the programs effectively. The high percentage demonstrates that the school has made significant efforts to provide adequate resources for the sustainability and quality of extracurricular activities(Al-Qabaleen et al., 2025).

The readiness of mentors became one of the strongest aspects within the input component. Mentors or extracurricular supervisors were considered competent in guiding students and facilitating learning activities outside the classroom. Their ability to manage activities, provide motivation, and maintain communication with students contributed significantly to the effectiveness of the programs. The quantitative data showing an input score of 82.10% confirms that the majority of students perceived the mentors as capable and supportive. In addition, the qualitative findings from interviews and observations revealed that mentors routinely conducted coaching sessions, monitored student participation, and maintained good interpersonal relationships with participants. This condition created a positive learning atmosphere that encouraged students to actively participate in extracurricular activities. Effective mentors not only transferred technical skills but also strengthened students' discipline, teamwork, confidence, and responsibility. Therefore, mentor readiness can be considered one of the determining factors behind the successful implementation of extracurricular programs(Ginosyan et al., 2020).

In terms of facilities, the study also found that schools generally provided sufficient infrastructure and learning resources to support extracurricular activities. The availability of practice rooms, sports equipment, art tools, and other supporting facilities contributed positively to the smooth implementation of the activities. The high input score reflects that students felt the facilities were relatively adequate and accessible. However, despite the positive quantitative results, qualitative findings indicated that several students, especially those categorized as less active participants, still experienced obstacles related to facility accessibility and comfort. Some students reported that facilities were often dominated by senior or highly skilled participants, making beginners feel less confident and intimidated when joining activities. This finding suggests that readiness in facilities should not only be measured by physical availability but also by equitable accessibility and user comfort. The study emphasized the importance of conducting regular facility audits to ensure that equipment and spaces remain functional, safe, and inclusive

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for all students. Thus, although facility readiness was categorized as very effective overall, there is still room for improvement in terms of accessibility and inclusiveness.

Funding readiness also became an important factor influencing the sustainability and effectiveness of extracurricular activities. The study showed that schools had allocated financial resources adequately to support operational needs, equipment procurement, activity implementation, and administrative management. This financial support contributed to the smooth organization of extracurricular programs and enabled schools to maintain routine activities consistently. The score of 82.10% in the input component indicates that funding management was generally perceived positively by students and educators. Adequate funding allowed schools to organize competitions, training sessions, and other supporting programs that enhanced student participation and achievement. Moreover, proper funding ensured that extracurricular activities could continue without major interruptions and that mentors had the resources needed to carry out their responsibilities effectively(Kosarikov & Davydova, 2022).

Nevertheless, the findings also imply that financial readiness should be continuously evaluated to ensure long-term program sustainability. Some extracurricular activities may require additional investment in modern equipment, digital resources, or facility improvement to remain relevant to students' interests and current educational trends. The study highlighted the importance of aligning financial planning with students' evolving needs, particularly in developing innovative extracurricular fields such as digital technology, entrepreneurship, and creative industries. Therefore, although funding readiness was categorized positively, strategic financial management and resource diversification remain necessary to strengthen future program implementation.

The integration of quantitative and qualitative findings further reinforced the conclusion that input readiness significantly influenced the success of extracurricular activities. The triangulation of questionnaire data, interviews with teachers and principals, and direct observations showed consistent patterns indicating that well-prepared mentors, adequate facilities, and sufficient funding contributed positively to student participation and character development. Students who actively participated in extracurricular programs demonstrated better discipline, stronger responsibility, higher confidence, and improved collaboration skills compared to less active students. This evidence confirms that the effectiveness of extracurricular programs is strongly dependent on the quality and readiness of supporting inputs(Arias-Herguedas et al., 2025).

Overall, the study demonstrates that the readiness of mentors, facilities, and funding in

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extracurricular activities was categorized as very effective, as reflected in the input score of 4.10 or 82.10%. The availability of competent mentors, adequate infrastructure, and sufficient financial support enabled the programs to operate effectively and contribute positively to student development. However, the findings also reveal several challenges related to accessibility, inclusiveness, and sustainability that require continuous improvement. Consequently, schools need to strengthen mentorship systems, improve equitable access to facilities, and enhance strategic funding management to ensure that extracurricular programs remain relevant, inclusive, and capable of supporting the holistic development of all students.

The process of planning, implementing, and evaluating extracurricular activities.

The process of planning, implementing, and evaluating extracurricular activities at SMAN 11 Bulukumba demonstrates that extracurricular programs play a strategic role in supporting the achievement of educational goals and strengthening the school's vision and mission. Based on the findings of the study, the extracurricular program was evaluated using the CIPP model consisting of Context, Input, Process, and Product components. The quantitative results revealed that the process component obtained a score of 83.30%, which falls into the "very effective" category, indicating that the implementation of extracurricular activities was generally conducted systematically and consistently. The planning process began with aligning extracurricular programs with the school's vision of developing academically and non-academically outstanding students who possess strong character, technological awareness, environmental concern, and religious values. The school designed various extracurricular activities, including sports, arts, religious programs, and student organizations, to accommodate the interests and talents of students. This planning stage also involved determining schedules, appointing supervising teachers, preparing facilities, and establishing program objectives. The study found that the input component reached 82.10%, categorized as very effective, showing that the availability of human resources, facilities, and administrative preparation significantly supported the implementation process. The presence of competent supervisors and structured activity schedules contributed positively to program continuity and student participation(Lyoba & Mwila, 2022).

Furthermore, the implementation process reflected the integration of educational values into practical activities outside the classroom. Extracurricular activities were not merely conducted as routine school programs but functioned as learning media that encouraged the development of discipline, teamwork, responsibility, communication skills, and self-confidence among students. Observational and interview data indicated that students who actively

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participated in extracurricular programs demonstrated better social interaction and stronger emotional development compared to less active students. The implementation stage emphasized active student participation, collaborative learning, and experiential learning approaches. Supervising teachers guided students not only in technical skills related to the activities but also in character-building practices aligned with the school mission. As a result, extracurricular activities became an extension of classroom learning and provided opportunities for students to apply theoretical knowledge in real-life contexts. The process evaluation also showed that activity implementation was generally conducted according to the planned schedule and objectives, although several obstacles were identified during the study(Karadag, 2020).

One of the major issues affecting the implementation process was the low level of internal motivation among some students. Interview findings revealed that several students participated in extracurricular activities only because of peer influence or school requirements rather than personal interest. In addition, mismatches between students' interests and the available extracurricular options reduced participation rates. Family support was also identified as a contributing factor, as some parents did not fully encourage their children to engage in extracurricular programs due to academic concerns or limited awareness of the benefits of non-academic development. These challenges affected the consistency of student attendance and participation intensity. Despite these obstacles, the process component still achieved a high effectiveness score because the school continuously attempted to maintain program implementation through regular supervision and teacher involvement.

The evaluation process of extracurricular activities was conducted through monitoring student participation, observing behavioral changes, and assessing student achievements in both academic and non-academic aspects. Evaluation activities included teacher observations, student attendance records, interviews, and questionnaire distribution using a Likert scale. The evaluation results demonstrated that extracurricular activities contributed significantly to student character formation and learning achievement. The product component achieved the highest score, namely 85.10%, categorized as very effective, indicating that the extracurricular programs produced meaningful outcomes for students and the school. Students who actively participated in extracurricular activities showed improvements in discipline, responsibility, communication skills, confidence, and teamwork abilities. These outcomes reflected the success of extracurricular programs in supporting holistic education and reinforcing the school's educational objectives(Korpershoek et al., 2020).

In addition, the context component obtained a score of 79.58%, categorized as effective,

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indicating that the extracurricular programs were generally relevant to the needs of students and aligned with the school's vision and mission. However, the score also suggests that improvements are still needed, particularly in expanding activity variations and strengthening student motivation. The study concluded that effective extracurricular management requires synergy between planning, implementation, and evaluation processes. Well-designed planning provides a strong foundation for implementation, while continuous evaluation helps schools identify weaknesses and improve program quality. The findings support the theory proposed by Stufflebeam that educational program effectiveness can only be achieved through comprehensive evaluation of context, input, process, and product dimensions. Therefore, extracurricular activities should not be viewed merely as complementary programs but as integral components of educational development. Schools need to strengthen strategic planning, diversify extracurricular choices, improve facilities, and optimize parental involvement to ensure sustainable student participation and continuous program improvement. Overall, the study proves that systematic planning, effective implementation, and continuous evaluation are essential factors in maximizing the contribution of extracurricular activities toward achieving educational goals and realizing the school's vision and mission(Timotheou et al., 2023).

The results (products) of extracurricular activities in supporting learning objectives.

The findings related to the product component of extracurricular activities demonstrate that these programs significantly support the achievement of learning objectives in accordance with the school's vision and mission. Based on the quantitative analysis using the CIPP evaluation model, the product aspect obtained the highest score among all evaluation components, with an average value of 4.30 or 85.10%, categorized as "Very Effective." This result indicates that extracurricular activities provide substantial contributions not only to academic support but also to the development of student character, discipline, and social competence. Compared to the context component, which obtained 79.58%, the input component with 82.10%, and the process component with 83.30%, the product dimension showed the strongest performance. These findings suggest that although some contextual and organizational aspects still require improvement, the final outcomes of extracurricular implementation have already achieved highly positive impacts on students' learning behavior and personal growth(Deardorff, 2023).

The high percentage achieved in the product aspect reflects the success of extracurricular activities in strengthening several important educational outcomes. Students who actively participated in extracurricular programs showed improvements in discipline, responsibility, self-

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confidence, teamwork, communication skills, and learning motivation. These outcomes are highly relevant to the goals of national education, which emphasize not only cognitive achievement but also affective and psychomotor development. The data indicate that extracurricular programs function as an effective medium for character education because they provide practical experiences that cannot always be obtained through classroom instruction alone. Students learn how to cooperate in groups, manage responsibilities, follow organizational rules, and build leadership abilities through direct participation in activities outside regular academic lessons. Therefore, extracurricular activities contribute to holistic education by integrating academic objectives with character formation(Bonal & González, 2020).

Furthermore, the qualitative findings support the quantitative results through interviews, observations, and triangulation of data sources involving teachers, principals, and students. The qualitative analysis revealed that active students consistently demonstrated better character development than less active students. Teachers observed that students who frequently participated in extracurricular activities tended to be more disciplined in attending classes, more confident in expressing opinions, and more cooperative during group learning activities. In addition, active participants displayed stronger enthusiasm for learning and greater social adaptability compared to students with low participation levels. This confirms that extracurricular activities positively influence students' attitudes and behaviors, which ultimately support the learning process in the classroom environment. The consistency between quantitative and qualitative findings strengthens the validity of the conclusion that extracurricular activities effectively contribute to educational objectives(Munna & Kalam, 2021).

The product outcomes also indicate that extracurricular activities help schools realize their institutional vision and mission. Schools aim not only to produce academically capable students but also individuals with positive moral values and strong social competencies. The achievement of an 85.10% effectiveness level demonstrates that extracurricular activities have become an important instrument in translating educational goals into measurable student outcomes. Activities such as sports, arts, scouting, religious programs, and student organizations provide opportunities for students to develop talents and interests while simultaneously strengthening positive values such as honesty, discipline, commitment, and responsibility. This finding aligns with educational theories emphasizing experiential learning, where students gain meaningful knowledge and attitudes through direct engagement in real-life activities.

However, despite the overall positive results, the study also identified differences in outcomes between active and less active students. Students with high participation levels

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experienced greater personal development and stronger learning motivation, while students with limited participation showed lower levels of impact. Several factors contributed to this disparity, including low internal motivation, mismatch between students' interests and available activities, peer influence, and limited family support. These factors indicate that the effectiveness of extracurricular activities is influenced not only by program quality but also by students' willingness and opportunity to participate consistently. Consequently, schools need to implement strategies that encourage broader student involvement in extracurricular programs(Yu et al., 2021).

One important recommendation emerging from the findings is the implementation of mentorship or peer-support systems. The study suggests that highly active students can be empowered as peer mentors or assistant supervisors to motivate less active students. This approach is considered effective because peer relationships often influence student behavior more strongly than formal teacher instructions. In addition, schools are encouraged to diversify extracurricular activities to better accommodate students' varying interests and talents. By providing more inclusive and flexible programs, schools can increase participation rates and ensure that extracurricular benefits are experienced by all students rather than only by a small active group(Cui et al., 2021).

Overall, the product analysis confirms that extracurricular activities have a highly positive effect on supporting learning objectives and student character development. The achievement of an 85.10% effectiveness score demonstrates that these activities successfully enhance both academic-related attitudes and non-academic competencies. Extracurricular programs therefore play a strategic role in creating balanced educational outcomes by integrating intellectual, emotional, social, and moral development. Although improvements are still needed in terms of participation equity and student motivation, the study clearly shows that extracurricular activities are an essential component of effective education and significantly contribute to the realization of school learning objectives.

CONCLUSION

Based on the findings and discussion of the extracurricular activity evaluation using the CIPP model, it can be concluded that the program has generally been implemented effectively to very effectively in supporting educational objectives. In the Context aspect, extracurricular activities were aligned with the school's vision and mission, although some students participated due to obligation rather than intrinsic motivation, indicating the need for more participatory socialization strategies. In the Input aspect, supporting resources such as supervisors'

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competencies, facilities, funding, and administrative systems were categorized as very effective, though their utilization still requires further optimization. In the Process aspect, activities were conducted in a structured, regular, and well-organized manner with consistent supervision, despite challenges related to scheduling conflicts and limited facilities that affected student participation. In the Product aspect, extracurricular activities positively contributed to learning objectives and character development, including improvements in discipline, responsibility, teamwork, and self-confidence; however, these benefits were not equally experienced by all students, particularly those with low participation levels. Overall, the highest achievement was found in the product component, demonstrating that extracurricular activities play an important role in holistic student development, although future improvements should focus on increasing student participation and strengthening contextual engagement so that extracurricular activities become an integral part of students' learning experiences.

FUTURE DIRECTIONS

Future directions for the Numeracy Literacy Movement (GLN) Program should focus on strengthening the quality, consistency, and sustainability of its implementation across schools. Efforts need to be directed toward enhancing teacher capacity through continuous professional development and targeted training in contextual numeracy and literacy integration. In addition, improving the availability and distribution of learning resources, including diverse reading materials and numeracy-based instructional media, is essential to support more effective classroom practices. Greater involvement of parents and communities should also be encouraged to build a stronger literacy culture beyond the school environment. Furthermore, establishing more systematic monitoring and evaluation mechanisms will help ensure program consistency and measure student progress more accurately. Addressing geographical challenges and reducing disparities between schools should become a priority so that all students have equal opportunities to benefit from the program. Overall, future improvements should aim at creating a more integrated, adaptive, and sustainable GLN implementation that can continuously enhance students' literacy and numeracy competencies..

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