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by Ignasius Ignasius

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The Impact of School Extracurricular Activities on Students' Academic Achievement at SMPN 4 Mataram in 2025

¹Ignasius Ismail, ²Elya Wibawa Syarifoeuddin, ³Muhammad Asy'ari

*Corresponding Author: Elya Wibawa Syarifoeuddin, e-mail: elyawibawa@undikma.ac.id

¹Physical Education and Health Study Program, Faculty of Sport, Health, and Community Sciences, Universitas Pendidikan Mandalika, Mataram, Indonesia

Abstract

Objectives: This study aimed to determine the impact of extracurricular activities on students' academic achievement at SMPN 4 Mataram in 2025.

Materials and Methods: This study used a quantitative approach with a survey method. The participants were 75 eighth-grade students of SMPN 4 Mataram who actively participated in extracurricular activities. Data were collected through closed-ended questionnaires and documentation of students' report card scores. The data were analyzed using validity and reliability tests, classical assumption tests, simple linear regression, coefficient of determination, t-test, and F-test with the assistance of SPSS.

Results: The results showed that all questionnaire items were valid and reliable. The regression analysis indicated that extracurricular activities had a significant effect on students' academic achievement. The t-test showed that the t-value was higher than the t-table value ($3.125 > 1.993$), with a significance value of 0.003. The F-test also showed a significant effect, with an F-value of 9.763 and a significance value of 0.003. The coefficient of determination was 0.118, indicating that extracurricular activities contributed 11.8% to students' academic achievement, while the remaining 88.2% was influenced by other factors.

Conclusions: Extracurricular activities had a positive and significant effect on students' academic achievement at SMPN 4 Mataram. Students who actively participated in extracurricular activities tended to show better academic performance. Therefore, extracurricular programs should be continuously developed as part of school strategies to improve educational quality.

Keywords: extracurricular activities, academic achievement, students, junior high school, school programs

Introduction

Academic achievement is one of the main indicators used to measure educational success (Asim et al., 2021; Lee & Hannafin, 2016). Every educational institution expects students to achieve good academic results through effective learning processes and supportive school programs (Griffo et al., 2020; Kuswoyo & Shareef, 2025; Yasriuddin & Hudain, 2020). However, students' academic achievement is not only influenced by classroom learning but also by activities outside regular lessons, including extracurricular programs (Dewi, 2021; Martinez-Gregorio et al., 2023).

Learning achievement refers to the results obtained by students after participating in learning activities within a certain period. (Altinyelken & Hoeksma, 2021; Yohanna et al., 2023) stated that

academic achievement can be seen from students' completion of assignments, formative assessments, competitions, and other school-related activities. (Epstein & Roemmich, 2001; Sutapa et al., 2021; Zelenović et al., 2021) Similarly, emphasized that academic achievement is an important concern in education because it reflects the effectiveness of students' learning experiences.

Extracurricular activities are school programs designed to develop students' interests, talents, social skills, discipline, creativity, and responsibility. These activities may include sports, arts, religious programs, student organizations, and other talent-development activities. According to (Kuswoyo, 2017), extracurricular activities are planned to support students' development, enrich the school learning environment, and encourage students to become more creative and productive.

Theoretically, extracurricular activities may support academic achievement because students who participate actively in school programs tend to develop better discipline, motivation, time management, teamwork, and problem-solving skills. (D'Isanto et al., 2022) found that extracurricular activities, time management, and learning motivation were related to students' academic achievement. Students who are able to manage their time effectively between academic and non-academic activities tend to obtain better learning outcomes.

However, extracurricular activities may also create challenges if students are unable to balance their academic responsibilities and activity schedules. Excessive involvement in extracurricular programs without proper time management may reduce study time and negatively affect academic performance. Therefore, it is important to examine whether extracurricular activities contribute positively to students' academic achievement in a specific school context.

SMPN 4 Mataram provides various extracurricular activities to support students' talent and character development. Nevertheless, the extent to which these activities influence students' academic achievement needs to be examined empirically. ²Based on this background, this study aimed to determine the impact of extracurricular activities on students' academic achievement at SMPN 4 Mataram in 2025.

Materials and Methods

Study Design

⁷This study used a quantitative research design with a survey method. The survey approach was used to obtain data regarding students' participation in extracurricular activities and its relationship with academic achievement.

Study Participants

The study was conducted at SMPN 4 Mataram in the 2025/2026 academic year. The participants were 75 eighth-grade students who actively participated in extracurricular activities.

Study Organization

(Sugiyono, 2012) Data were collected using closed-ended questionnaires and documentation. The questionnaire was used to measure students' involvement in extracurricular activities, while documentation was used to obtain students' academic achievement data from report card scores.

The respondents consisted of 45 male students and 30 female students. Based on class distribution, 16 students were from class VIII.1, 16 students from class VIII.2, 10 students from class VIII.3, 18 students from class VIII.5, and 15 students from class VIII.7.

Statistical Analysis

The data were analyzed using SPSS. The analysis included validity testing, reliability testing, classical assumption testing, regression analysis, coefficient of determination, t-test, and F-test. The level of significance used in this study was 0.05.

Results

Respondent Characteristics

The study involved 75 students of SMPN 4 Mataram. The distribution of respondents based on gender is presented in Table 1.

Table 1. Respondents Based on Gender

Gender	Frequency	Percentage
Male	4	60%
Female	30	4%
Total	75	10%

The majority of respondents were male students, representing 60% of the total participants.

Table 2. Respondents Based on Class

Class	Frequency	Percentage
VIII.1	16	21.3%
VIII.2	16	21.3%
VIII.3	10	13.3%
VIII.5	18	24.0%
VIII.7	15	20.0%
Total	75	100%

The largest number of respondents came from class VIII.5, with 18 students or 24.0% of the total sample.

Validity and Reliability Test

The validity test showed that all questionnaire indicators had r-count values higher than the r-table value of 0.227. Therefore, all indicators were declared valid. The reliability test showed that the Cronbach's Alpha value for the extracurricular variable was 0.761, while the academic achievement variable had a Cronbach's Alpha value of 0.645. These values indicate that both variables were reliable.

Classical Assumption Test

The normality test indicated that the data were normally distributed. The multicollinearity test showed that the tolerance value was 1.000 and the VIF value was 1.000. Since the VIF value was below 10 and the tolerance value was above 0.10, there was no multicollinearity problem. The heteroscedasticity test also showed that the data points were randomly distributed and did not form a specific pattern, indicating that there was no heteroscedasticity problem.

Coefficient of Determination

Table 3. Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
.343	0.118	0.106	4.362

The R Square value was 0.118, indicating that extracurricular activities contributed 11.8% to students' academic achievement. The remaining 88.2% was influenced by other factors not examined in this study.

Partial Test

Table 4. Result of t-test

Variable	Std. Error	Beta	Sig.
Constant	24.818	4.041	6.141
Extracurricular activities	0.334	0.107	0.343

The t-test showed that the t-value was 3.125, while the t-table value was 1.993. Since the t-value was higher than the t-table value and the significance value was 0.003, extracurricular activities had a positive and significant partial effect on students' academic achievement.

Simultaneous Test

Table 5. Result of F-test³

Model	Sum of Squares	df	Mean Square	Sig.
Regression	185.793	1	185.793	9.763 0.003
Residual	1389.194	73	19.030	-
Total	1574.987	74	-	-

The F-test showed an F-value of 9.763 with a significance value of 0.003. Since the significance value was below 0.05, extracurricular activities had a significant effect on students' academic achievement.

Discussion

The findings of this study indicate that extracurricular activities have a positive and significant effect on students' academic achievement at SMPN 4 Mataram. The t-test result showed that extracurricular activities significantly influenced academic achievement, while the F-test confirmed that the regression model was statistically significant. This means that students who actively participate in extracurricular activities tend to show better academic performance.

This result supports the view that extracurricular activities are not merely additional school programs, but can contribute to students' academic and personal development. Nuryanto (2017) explained that extracurricular activities help create a more productive learning environment and encourage students to develop their creativity. In this study, extracurricular participation appears to support students' academic achievement by helping them develop discipline, confidence, responsibility, and learning motivation.

The findings are also consistent with Rasyidi, Asdar, and Sappaile (2020), who found that extracurricular activities, time management, and motivation were related to students' academic achievement. Students who participate in extracurricular programs often learn how to manage their time between academic responsibilities and non-academic activities. This ability may help them become more organized in completing school tasks and preparing for assessments.

The coefficient of determination showed that extracurricular activities contributed 11.8% to students' academic achievement. Although this contribution is relatively modest, it remains meaningful because academic achievement is influenced by many factors. Internal factors such as motivation,

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interest, intelligence, health, and study habits may also affect learning outcomes. External factors such as family support, school environment, teaching quality, peer influence, and learning facilities may also play important roles. This is in line with Matobbi'i (2021), who stated that academic achievement is influenced by various internal and external factors, not only by one aspect of student activity.

The positive effect found in this study suggests that extracurricular activities at SMPN 4 Mataram have been implemented in a way that supports students' development. When students choose activities based on their interests and talents, they may become more motivated and confident. These psychological benefits can indirectly support academic achievement because students who are motivated and confident tend to be more active in learning.

However, the relatively small contribution of extracurricular activities also indicates that schools should not rely solely on extracurricular programs to improve academic achievement. Instead, extracurricular activities should be integrated with broader educational strategies, including effective classroom instruction, parental involvement, academic guidance, and student motivation programs. Kamra (2019) also emphasized that extracurricular activities can support the development of a positive educational environment when they are managed properly.

Therefore, schools need to continue developing extracurricular programs that are structured, balanced, and aligned with students' academic needs. Teachers and coaches should also guide students so that participation in extracurricular activities does not interfere with study time. With proper management, extracurricular activities can become an important part of school efforts to improve both academic achievement and student character development.

Conclusions

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Extracurricular activities had a positive and significant effect on students' academic achievement at SMPN 4 Mataram. The results showed that students' participation in extracurricular activities contributed to their academic performance, although the contribution was limited because many other factors also influence academic achievement. These findings indicate that extracurricular activities should be continuously developed as supportive school programs that help students improve discipline, motivation, responsibility, and learning outcomes.

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