Integrating Maslow's Hierarchy of Needs into the Strategic Management of Extracurricular Programs: A Case Study at SMP Darussalam Medan

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ABSTRACT

This study examines how SMP Darussalam Medan strategically manages extracurricular programs through planning, organization, implementation, and evaluation, analyzing them using Maslow's Hierarchy of Needs. Using a descriptive qualitative approach, data were collected via interviews with key stakeholders, direct observations, and document analysis. The findings reveal that extracurricular management systematically addresses students' needs—from physiological and social needs to esteem and self-actualization—by offering diverse activities, collaborative planning, and reward strategies, including tuition waivers. Unlike much previous research that focuses mainly on program outcomes, this study shows how each management stage is intentionally aligned with students' motivational needs, helping sustain engagement and talent development over time. Key supporting factors include collaboration among teachers and coaches, parental involvement, and adequate facilities. At the same time, challenges remain in the form of budget constraints and declining participation toward the end of the semester. This study contributes to the literature by demonstrating the practical integration of Maslow's theory in a secondary school context and recommends strengthening reward programs and building external partnerships to further enrich student experiences and maintain motivation.

Keywords: *Strategic Management, Extracurricular Programs, Maslow's Hierarchy of Needs, Student Development*

ABSTRAK

Penelitian ini mengeksplorasi bagaimana SMP Darussalam Medan secara strategis mengelola program ekstrakurikuler melalui tahap perencanaan, pengorganisasian, pelaksanaan, dan evaluasi, yang dianalisis menggunakan kerangka teori Hierarki Kebutuhan Maslow. Pendekatan yang digunakan adalah deskriptif kualitatif, dengan teknik pengumpulan data melalui wawancara dengan para pemangku kepentingan utama, observasi langsung, dan analisis dokumen. Temuan penelitian menunjukkan bahwa manajemen

ekstrakurikuler secara sistematis memenuhi berbagai kebutuhan siswa—mulai dari kebutuhan fisiologis dan sosial hingga kebutuhan penghargaan diri (esteem) dan aktualisasi diri—melalui penyediaan kegiatan yang beragam, perencanaan kolaboratif, serta strategi pemberian penghargaan seperti pembebasan biaya sekolah. Berbeda dengan banyak penelitian sebelumnya yang lebih menekankan pada hasil program, studi ini menyoroti bagaimana setiap tahap manajemen dirancang secara sengaja untuk selaras dengan kebutuhan motivasi siswa, sehingga mampu mempertahankan keterlibatan dan pengembangan bakat mereka dari waktu ke waktu. Faktor pendukung utama meliputi kolaborasi antara guru dan pelatih, keterlibatan orang tua, serta ketersediaan sarana prasarana yang memadai, sementara tantangan masih muncul dalam bentuk keterbatasan anggaran dan penurunan partisipasi siswa menjelang akhir semester. Studi ini memberikan kontribusi dengan menunjukkan penerapan praktis teori Maslow di konteks sekolah menengah, dan merekomendasikan penguatan program penghargaan serta kemitraan eksternal untuk memperkaya pengalaman belajar siswa dan menjaga motivasi mereka.

Kata Kunci: *Manajemen Strategis, Program Ekstrakurikuler, Hierarki Kebutuhan Maslow, Pengembangan Siswa*

INTRODUCTION

The management of extracurricular programs plays a vital role in fostering students' holistic development in secondary schools. Beyond the boundaries of formal curricula, extracurricular activities provide meaningful avenues for students to explore interests, cultivate talents, and strengthen character (Saidah, 2016). Within formal education, schools function as structured institutions that systematically organize teaching and learning processes to achieve educational goals (Hafizin & Herman, 2022). Alongside this, informal education within families contributes significantly to children's physical, cognitive, and social growth.

In the school setting, learning activities are generally divided into curricular and extracurricular domains (Guest, 2018). Curricular activities center on classroom instruction that targets academic competencies (Matwaya & Zahro, 2020). By contrast, extracurricular programs enrich students' practical skills, creativity, and interpersonal abilities—areas that often extend beyond what formal lessons can directly cover (Syarifah & Amanda, 2023). Participation in such activities enables students to translate theoretical knowledge into real-life contexts while also building essential soft skills for future life and work.

In Indonesia, the Ministry of Education and Culture Regulation No. 81 of 2013 mandates both compulsory and elective extracurricular programs, underscoring their fundamental place in the education system. To realize their full potential, these programs require effective management spanning planning, organizing, implementation, and evaluation (Wibowo & Gunawan, 2015).

Without a structured approach, the value of extracurricular activities in nurturing students' character and talents may remain underdeveloped.

At SMP Darussalam Medan, extracurricular programs are intentionally designed to respond to the varied needs and potential of each student. Recognizing that every learner is unique, the school offers a balanced mix of compulsory and elective activities that align with students' interests. While earlier studies have shown that well-managed extracurricular programs can enhance student motivation and engagement (Zakiyah & Munawaroh, 2018), most have focused largely on assessing participation outcomes (Khoiriyah et al., 2025; Ratnasari, 2020). There remains relatively little exploration of how these programs are strategically managed, especially regarding how motivational theories like Maslow's hierarchy of needs inform and guide management practices.

To bridge this gap, the present study investigates the strategic management of extracurricular programs at SMP Darussalam Medan. Specifically, it analyzes how planning, organizing, implementation, and evaluation processes are carried out; identifies challenges faced; and explores strategies used to strengthen students' character and optimize their talents. By adopting Maslow's hierarchy of needs as an analytical framework, this research moves beyond simply describing practice and offers fresh insights into how motivational theory can shape strategic management. In doing so, the study aims to make both a theoretical and practical contribution to improving the quality of extracurricular program management in comparable educational contexts.

RESEARCH METHOD

This study employed a qualitative descriptive approach to present a rich, detailed, and contextualized understanding of how extracurricular programs are managed at SMP Darussalam Medan. This approach was chosen to explore the stages of planning, organizing, implementation, and evaluation in depth, while also examining how these processes support students' interests, talents, and character formation in daily practice (Creswell, 2017; Miles, Huberman, & Saldaña, 2014).

Data were gathered through three complementary methods: 1) Semi-structured interviews with the Vice Principal for student affairs, several extracurricular coordinators, subject teachers, and selected students. Flexible question guides were used to ensure consistency while allowing unexpected but relevant themes to emerge during the conversations (Rubin & Rubin, 2011).

2) Direct, non-participatory observations of planning meetings, training sessions, and routine extracurricular activities. All observations were carefully documented in field notes to capture authentic interactions and daily realities (Angrosino, 2007). 3) Document analysis, which involved reviewing extracurricular plans, program guidelines, evaluation reports, attendance lists, and photographs. These documents helped verify and enrich insights obtained from interviews and observations (Bowen, 2009).

To enhance the credibility of findings, the study applied data triangulation (Patton, 2002) by comparing information across different methods and data sources. Additionally, prolonged engagement in the field and peer debriefing with colleagues helped ensure that interpretations were both balanced and firmly grounded in the data.

The data analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), consisting of three main stages: 1) Data condensation, selecting, focusing, and simplifying data that were most relevant to the research focus. 2) Data display, organizing information into tables, thematic charts, and narrative summaries. This stage also included coding and categorizing data into themes related to management stages and Maslow's motivational framework. 3) Conclusion drawing and verification, reflecting on how the findings addressed the research questions and contributed to a deeper understanding of the role of motivation in the strategic management of extracurricular programs.

RESULTS AND DISCUSSION

1. The Strategic Role of Extracurricular Activities and Student Participation

Observations at SMP Darussalam Medan reveal a steady and inclusive growth of extracurricular engagement, with 198 students actively participating in 12 diverse activities. These programs span sports (e.g., futsal, basketball, table tennis), arts and performance arts (e.g., *Inkado* and the *Dance Studio*), Religious and character-building (e.g. Qur'an Memorization), language and literacy (e.g., English and Arabic club), Music (e.g. Marching Band), Leadership (e.g. Student Council-OSIS, Scouting-Pramuka), science (e.g., Writing Club).

According to Vice Principal Mr. Al Padri, these programs do not merely complement academic learning—they also act as catalysts that boost student motivation, strengthen teacher engagement, and enrich the school climate. Strategically, the school uses extracurricular activities to nurture essential character traits such as independence, teamwork, cultural appreciation, national identity, and patriotism, aligning closely with the vision of Indonesia's national education policy (Law No. 20 of 2003).

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Through the lens of Maslow's (1943) hierarchy of needs, this range of programs fulfills multiple levels of student motivation:

This pattern resonates with findings by Ratnasari (2020), who found structured extracurricular management can shape students into high achievers, and Zakiyah & Munawaroh (2018), who highlighted its role in enhancing emotional well-being and engagement. Beyond reaffirming earlier studies, this research extends understanding by showing how extracurricular design at SMP Darussalam Medan is intentionally aligned with motivational theory, ensuring every stage (planning to evaluation) targets different motivational levels.

Moreover, this integrative approach helps explain why student enthusiasm remains relatively high, even when participation elsewhere often declines over time. By consciously linking program design to Maslow's theory, SMP Darussalam Medan transforms extracurricular activities from routine add-ons into powerful tools for shifting students from external incentives to intrinsic motivation and self-driven growth.

Table 1: Types of Extracurricular Activities and Their Relevance to Maslow's Needs

Group / Type of Activities	Examples	Linked Motivational Needs (Maslow)
Sports & Leadership	Futsal, Volleyball, Student Council	Social belonging, esteem, teamwork, leadership
Creative Arts	Dance, Marching Band	Self-expression, cultural identity, esteem, self-actualization
Literacy & Language Clubs	English and Arabic club,	Self-actualization, intellectual curiosity, and esteem
Science clubs	Writing Club	Intellectual growth, problem-solving, and self-actualization
Religious and character-building programs	Qur'an Memorization, Scouting	Spiritual growth, social belonging, and character development

2. Planning and Organizing

At SMP Darussalam Medan, extracurricular planning follows a structured process conducted each semester by the principal, vice principal, and school committee. This includes selecting activity types, designing detailed schedules, allocating human and material resources, and setting measurable indicators of success. This approach resonates with Saputro & Sukidin (2017), who argue that systematic planning enables schools to anticipate challenges and adapt programs to students' diverse interests and developmental stages.

Viewed through Maslow's hierarchy of needs, the variety of extracurricular choices reflects an effort to address students' different self-

actualization pathways. By offering activities from sports to arts and religious studies, the school acknowledges that students' highest-level motivational needs are unique and multidimensional. This aligns with findings by Ratnasari (2020), who documented that planning diversity correlates with sustained student participation and higher achievement.

The organizational structure relies on close collaboration among coaches, homeroom teachers, and the vice principal for student affairs. As futsal coach Mr. Nurul Hadi Nasution noted, this teamwork ensures alignment between extracurricular goals and the school's academic mission. Importantly, it also creates an inclusive environment where students feel recognized and supported—a practical fulfillment of Maslow's social needs layer.

Previous research, such as Nahdliyah & Amin (2021), emphasizes the value of collaboration in sustaining extracurricular programs. However, this study extends that understanding by highlighting *how* collaborative planning at SMP Darussalam Medan explicitly links program design with motivational theory: ensuring that each activity not only runs smoothly but also addresses students' psychological needs for belonging, esteem, and growth. This intentional linkage illustrates the school's strategic use of management tools not merely for administration, but as instruments for student character development and talent optimization.

3. Implementation and Motivation Strategies

Extracurricular activities are implemented daily under the supervision of qualified instructors. According to Mrs. Risna Izni the dance instructor, innovative teaching methods and collaboration with external institutions enhance program quality. This approach offers students authentic learning experiences, which, per Maslow, are key to achieving self-actualization.

Student evaluations occur annually, focusing on participation, engagement, and responsiveness, while program-level evaluations analyze attendance trends and achievement records, as mandated by Ministry Regulation No. 62 of 2014. Interestingly, student participation typically peaks early in the semester before declining—a trend explained by Maslow's distinction between more stable intrinsic motivations and fluctuating extrinsic incentives.

To counter this, the school applies reward strategies, such as tuition waivers for high-achieving students. From Maslow's view, rewards boost self-esteem and can gradually strengthen intrinsic motivation, a conclusion consistent with Indrawati et al. (2021) and Zakiyah & Munawaroh (2018), who

found that well-designed external incentives can help transition motivation from extrinsic to intrinsic over time.

4. Evaluation and Key Determinants of Success

Supporting factors identified include skilled coaches, diverse activities, parental support, student enthusiasm, and adequate facilities. These factors function as enabling conditions that collectively meet students' basic, social, and self-actualization needs (Maslow, 1943). This aligns with findings by Zulela et al. (2022) and Faridah & Darussallam (2021), which shows that multi-stakeholder support is a major determinant of extracurricular program success.

Barriers such as budget constraints, limited preparation time, and student fatigue can impede program effectiveness. Resource shortages, as noted by Khoiriyah et al. (2025) hinder the fulfillment of basic needs, thereby obstructing students' pathways to self-actualization. This highlights the importance of adequate resource planning and institutional support.

The impact of these programs is evident in reported student outcomes: increased self-confidence (self-esteem), broader peer networks (social needs), and refined talents (self-actualization). Futsal and dance programs, for instance, are seen by students as platforms for future careers, echoing Mendes et al. (2022), who stress the role of supportive environments in aligning extracurricular participation with identity formation. This study uniquely documents *how* Maslow's framework can guide practical extracurricular design to balance intrinsic and extrinsic motivations, a perspective seldom detailed in earlier research.

5. Comparison with Previous Research

The study's findings reinforce existing literature on the positive influence of well-managed extracurricular activities. Prior research at MTs Negeri 1 Sampang (Faridah & Darussallam, 2021) similarly, underscore the importance of systematic planning, inclusive organization, and regular evaluation. Studies by Ratnasari (2020) and Zakiyah & Munawaroh (2018) confirm the role of extracurricular programs in enhancing student motivation and character development.

Furthermore, these findings complement recent research at Dayah Madinatuddiniyyah Jabal Nur in North Aceh (Syarifah & Amanda, 2023), which demonstrates how well-structured extracurricular programs can nurture students' physical, spiritual, leadership, and career-related skills through systematic planning, implementation, and evaluation. While conducted in a religious boarding school context, their study shares a key insight with the present research: that carefully managed extracurricular activities significantly

enhance emotional growth, academic achievement, and readiness for future careers.

What makes this study distinctive is its integration of Maslow's hierarchy of needs across all stages of management. Instead of merely describing outcomes, this study explains *why* specific strategies (e.g., reward systems, collaborative planning) sustain participation and motivate students at various levels. For instance, tuition fee waivers initially address esteem needs but, over time, foster intrinsic motivation and self-actualization.

Moreover, by situating Maslow's theory within a medium-sized private school, this research illustrates how cultural values, parental engagement, and institutional support converge to shape student motivation. This approach shows that sustained student engagement arises not only from program design but also from dynamic alignment between evolving student needs and strategic school management.

This finding is also in line with research by Salabi et al. (2023), which shows that integrating learning organization principles into school management contributes to sustained organizational effectiveness and educational quality improvement.

Table 1. Summary of Key Findings, Theoretical Basis (Maslow), Supporting Literature, and Novel Contributions

Key Findings	Maslow's Theory	Support from Previous Studies	Novelty / Distinction
Systematic management of extracurricular activities through planning, implementation, and evaluation	Fulfils physiological, social, and self-actualization needs	Ratnasari (2020); Saputro & Sukidin (2017); Syarifah & Amanda (2023)	Explains how strategic management is practically implemented in a secondary school context
Reward strategies (e.g., tuition fee waiver) help sustain student participation	Addresses esteem needs and supports transition to intrinsic motivation	Indrawati et al. (2021); Zakiyah & Munawaroh (2018)	Provides an in-depth analysis of how reward strategies gradually shift motivation internally
Collaboration among teachers, coaches, and parents in program organization	Fulfills social needs and creates belonging	Zulela et al. (2022); Faridah & Darussallam (2021)	Details the concrete mechanisms of stakeholder collaboration in a medium-sized private school

To illustrate the study's unique contributions and theoretical grounding, Table 1 summarizes the key findings of the research, connects them to Maslow's Hierarchy of Needs, and situates them within existing literature. This synthesis clarifies how the management of extracurricular programs at SMP Darussalam Medan strategically aligns with psychological theory and responds to practical challenges identified in previous research.

As shown in Table 1, this study extends beyond describing what activities are implemented. It explains *how* strategic management processes—planning, organizing, implementation, and evaluation—systematically fulfill students' basic, social, and self-actualization needs. By integrating Maslow's theory into practical management strategies, the article offers an analytical perspective that enriches the discussion of extracurricular management in secondary education. This directly supports the article's title, "Integrating Maslow's Hierarchy of Needs into the Strategic Management of Extracurricular Programs," and underscores the novelty of contextualizing motivation theory within concrete school practices.

6. Synthesis and Implications

This study offers more than a descriptive account of how extracurricular programs operate; it provides a reflective look into why certain strategies succeed in nurturing students' motivation and personal growth. At SMP Darussalam Medan, the management of extracurricular activities—covering planning, organizing, implementation, and evaluation—is consciously aligned with the stages of Maslow's hierarchy of needs. This alignment is not merely theoretical; it emerges in concrete practices such as designing diverse activities to cater to different student talents, using reward systems to bridge esteem needs, and cultivating collaboration that reinforces social connectedness.

One insight that sets this study apart from earlier research is its attempt to explain the *psychological mechanisms* behind these strategies. For example, tuition fee waivers initially motivate students through external rewards, but when coupled with supportive coaching and meaningful participation, they can evolve into more sustainable, intrinsic motivation rooted in self-actualization. This gradual shift—from extrinsic to intrinsic drivers—has been discussed in theory but is rarely illustrated through practical, context-specific examples in Indonesian school settings.

Furthermore, the study reveals that student engagement is not solely determined by the availability of activities but by how these activities are planned and communicated within the school's culture. The role of collaboration among teachers, coaches, and parents becomes critical, creating an

environment where students feel valued and supported—a key aspect of fulfilling social needs and fostering deeper commitment.

Reflecting on these findings, several implications arise. Schools may consider designing reward strategies that not only recognize achievement but also encourage reflective practice and personal goal setting among students. Strengthening partnerships with parents and community organizations can further extend the support network essential for maintaining participation and enthusiasm. Finally, recognizing that students' needs evolve, program managers should periodically reassess whether the structure and focus of activities still resonate with students' developmental stages and interests.

In essence, the novelty of this study lies in connecting practical management steps with psychological theory, offering a richer explanation of *why* and *how* extracurricular programs can meaningfully contribute to holistic student development, not only as structured activities but as living systems that respond to human motivation.

CONCLUSION

This study shows that extracurricular program management at SMP Darussalam Medan is conducted systematically through four integrated stages: planning, organization, implementation, and evaluation. By aligning these stages with Maslow's hierarchy of needs, the school successfully addresses students' physiological, social, esteem, and self-actualization needs. This alignment explains why programs can sustain participation, boost self-confidence, and nurture talents, rather than relying solely on external rewards.

The study's novelty lies in demonstrating how strategic decisions—such as offering diverse activities, involving multiple stakeholders, and designing reward systems—intentionally target different motivational levels. This integrative approach highlights that effective management is not only about what activities are offered but also about how they are structured to match students' evolving psychological needs.

While the school benefits from strong stakeholder collaboration and innovative teaching strategies, it still faces challenges like budget constraints and declining participation toward the end of semesters. Therefore, the study recommends maintaining balanced reward systems, expanding collaboration with external institutions, and designing activities that gradually shift student motivation from extrinsic to intrinsic. Future research could explore how demographic or personality factors further moderate these effects.

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