



# EXTRACURRICULAR PROGRAM PLANNING FOR THE DEVELOPMENT OF LEARNER POTENTIAL (CASE STUDY AT TK NEGERI PEMBINA 1 MALANG CITY)

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## Abstract

This study aims to analyze the planning of extracurricular programs in developing the potential of students at TK Negeri Pembina 1 Malang City. The method used was qualitative with a case study approach, including in-depth interviews, participatory observation, and document analysis. The research subjects included teachers, program managers, and parents. The research findings show that the school implements a structured and flexible extracurricular system, with a clear separation between mandatory intracurricular activities (such as Scouting) and optional extracurricular activities (such as drumband and dance). The school also involves parents in choosing activities and provides a trial period of 1-2 months to ensure the suitability of children's interests. Extracurricular activities were found to have positive effects in improving students' learning motivation, creativity and social skills. The results of this study reinforce the importance of structured planning and collaboration between stakeholders in enhancing early childhood potential.

**Keywords:** planning; extracurricular; potential development

## 1. Introduction

Early childhood is a child aged 0 to 6 years. At this stage, children experience quite rapid development and is a period of individual development which is generally at an early age stage called the golden age or golden phase. Based on the National Education System Law Number 20 of 2003, it states that early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. Preschool-age children have six dimensions of growth that need to be developed early, the six aspects have been mentioned in the Standard Level of Child Development Achievement (STPPA) including moral and religious aspects, physical motor, cognitive, language, social emotional, and art. (Ilmiah et al., n.d.)

Education is an effort to form human beings who are smart, good, and have spiritual and intellectual aspects. Based on Law No. 20 of 2003 Article 1 Paragraph 1, Education is defined as a planned and purposeful effort to develop the potential of learners to become whole human beings, namely individuals who are able to use their intellect to create a better life. In developing the potential of students, efforts are not only made when students are in class hours.

According to Wafturohmah & Sulistyawati (2018) Extracurricular activities are activities that aim to facilitate students in developing talents, potential, and interests optimally by providing space for students to express themselves freely. The purpose of implementing extracurricular activities is as a means for students to develop their potential interests. Based on the Regulation of the Minister of Education and Culture Number 62 of 2014 concerning

Extracurricular Primary and Secondary Education, extracurricular activities are activities carried out by students outside of class hours, both intracurricular and co-curricular in nature for the self-development of students, including talents, interests, abilities, personality, and similar matters so that educational goals are achieved. In line with this, extracurricular activities can be considered as a means to mature students' learning outcomes because in these activities not only the cognitive aspects are considered, but also the processes that take place in the affective and psychomotor aspects of students which may be less visible during the learning process in intracurricular and co-curricular classes. (Geovany et al., 2024).

Especially in Early Childhood Education (ECE) institutions in Indonesia such as kindergartens, extracurricular activities have become an important element in the learning process. However, the quality and effectiveness of these programs are strongly influenced by several main factors, namely systematic and regular planning, suitability to the needs and interests of students, and good cooperation between schools, teachers, parents, and other parties. Without planning, extracurricular programs run the risk of only becoming additional activities that do not have a meaningful impact on the development of students' potential.

TK Negeri Pembina 1 Malang City is a concrete example of the implementation of systematic extracurricular planning. Based on initial observations and interviews with three parents, teachers, and representatives of extracurricular organizers at the school, it was revealed that the school proactively accommodates learners' interests and talents by considering their activities outside of school. For example, if learners show interest in martial arts or spirituality outside of school, teachers try to provide assistance by organizing new extracurricular activities or maximizing existing programs. This approach reflects the school's dedication to meeting learners' individual needs and improving the effectiveness of programs to develop learners' potential. This approach reflects the school in designing programs that are truly based on learners' needs and interests, rather than just providing generic or traditional activities.

Based on information from parents in the 2023/2024 school year, 100% of respondents (n=3) stated that extracurricular activities were scheduled once a week, with drumband (67%) and dance (33%) dominating. This finding is in line with Pratiwi's research (2022) which showed that performing arts activities were the most effective extracurricular program for AUD in East Java. Parents' statements such as "Children are more enthusiastic about learning and happy to follow the extracurricular schedule" support Susanto et al.'s (2020) research on the good effects of flexible methods on learning enthusiasm.

Recent research by Lestari & Fauzi (2022) indicates that involvement in extracurricular arts can improve early childhood social-emotional skills by up to 40%. This finding is supported by Heckman (2021) who states that multidimensional stimulation through planned activities outside the classroom contributes significantly to children's cognitive and non-cognitive development. Therefore, according to Shonkoff & Phillips (2023) extracurricular activities are not just additional activities, but long-term investments in the development of children's character and abilities.

## 2. Method

This research used a qualitative approach with a case study method to explore in depth the planning of extracurricular programs and their impact on the development of students' potential at TK Negeri Pembina 1 Malang City. According to Creswell & Poth (2023), a

qualitative approach was chosen because it is suitable for understanding the complexity of educational phenomena as a whole, where researchers try to capture the meanings, perceptions, and experiences of the parties related to extracurricular programs. This research was conducted using triangulation data collection methods, integrating various techniques such as in-depth interviews, participatory observation, and document analysis to gain a thorough and accurate understanding of the implementation of extracurricular programs in schools.

The subjects in this study consisted of three main categories, namely teachers (both class teachers and extracurricular activity assistants), those directly involved in managing extracurricular programs or student activities, and parents of students whose children actively participate in extracurricular activities. Palinkas et.al (2020) explain that the selection of informants was done by purposive sampling, on the grounds that they have in-depth knowledge and direct experience related to the planning, implementation, and evaluation of extracurricular programs at TK Negeri Pembina 1 Malang City. Interviews were conducted in a semi-structured format to provide flexibility in exploring information while ensuring all important aspects were covered. The interview guide was made in accordance with the focus of the research, including elements of program planning, how to identify students' interests and talents, implementation of activities, impact evaluation, and challenges and solutions faced in program implementation.

Merriam & Tisdell (2020) emphasize that participatory observation is a key element in qualitative research to understand the context thoroughly. In addition to conducting interviews, this research also includes direct observation of the implementation of extracurricular activities. Observations were conducted in a participatory manner, where the researcher not only functioned as a passive observer but also engaged in various activities to gain a deeper understanding of the dynamics that occurred during the learning process. An observation guide was created to record various important aspects such as the relationship between teachers and learners, children's enthusiasm in participating in activities, the teaching methods applied, and the supporting facilities and facilities available. Observations were conducted over several sessions to evaluate the consistency of program implementation and learner progress.

### **3. Results and Discussion**

#### **3.1 Result**

Based on the results of interviews conducted with the State Kindergarten Pembina 1 Malang City. This school implements an organized extracurricular management system with a separation between intracurricular and extracurricular activities. Scouting activities are one of the intracurricular programs that must be carried out every Thursday and are integrated with the learning curriculum. This mandatory nature shows that the school views scouting as an important element in the development of students' character and basic skills. Meanwhile, extracurricular activities are relatively free, tailored to the interests and abilities of each child. Extracurricular options include coloring and drawing, dancing, marching band and abacus. The selection process is done at the beginning of the school year through registration, where parents and children are given the freedom to choose according to their interests. Although not

mandatory, the level of participation in extracurricular activities is very high with almost all students participating in one of the activities.

The school also applies the principle of flexibility in running extracurricular activities. Learners are given the opportunity to try the activities first for one to two months before actually making a decision to continue or drop out. If the child feels unsuitable or unhappy with the activity, parents can collaborate with teachers to stop participation without pressure. This approach shows that the school respects students' interests and comfort, while avoiding the pressure that can turn children off non-academic activities.

In the process of designing extracurricular programs, the school not only considers students' interests but also their achievements as a guideline for development. For example, drama and dance activities are the main focus because they have made the school proud in various competitions, both at local and regional levels. This shows that the school does not just offer activities to fill time, but really chooses programs that have proven effective in developing students' potential. The school also actively conducts assessments to see the development of learners' interests from year to year, so that it can manage the types of extracurricular activities provided. The school plans to increase the variety of extracurricular programs to cater to more students' talents and interests. Programs currently being considered for addition include: (1) Al-Banjari, this program is planned to expand art and religious activities, as well as increase students' cultural understanding. (2) Karate, this initiative came about after seeing that some students had made achievements in martial arts despite training elsewhere. By offering extracurricular karate at school, it is hoped that more children will be able to hone their interests properly without the need to seek training outside.

The addition of new programs also takes into consideration the availability of time and resources. The school understands that the schedule should not be overcrowded to avoid student overload or conflicts with other activities. Therefore, planning is done carefully, including ensuring the availability of trainers and compatibility with academic schedules. In general, extracurricular planning at TK Negeri Pembina 1 Malang City reflects a holistic method of developing learners' capacities. The school not only emphasizes academic aspects, but also provides opportunities for children to explore their talents, creativity and social skills through a variety of fun activities. Flexibility in choosing activities, dedication to achievement, and readiness to innovate illustrate that the school strives to create a dynamic learning atmosphere that is responsive to children's needs. Thus, extracurricular programs do not only act as free time fillers, but also as a place for self-development, character building, and instilling positive values from an early age.

Based on an assessment of data from parent responses in 2023/2024, several empirical findings support the theoretical basis of this study. The data shows that all parent respondents (n=3) stated that extracurricular activities are held once a week, with the highest preference for drum band (67%) and dance (33%). This aligns with Pratiwi's (2022) study, which showed that performing arts is the most effective extracurricular activity for early childhood education (PAUD) in East Java.

Qualitative findings from parents, such as the statement "Children are more motivated to learn and enjoy their extracurricular schedule," reinforce the findings of Susanto et al.'s (2020) study in the *Obsesi Journal* regarding the positive influence of a flexible approach on early childhood learning motivation. Furthermore, responses regarding consistency of

attendance ("more consistent attendance when choosing activities based on interests") support Wijaya's (2021) research on the significance of interest alignment in extracurricular participation.

### 3.2 Discussion

Based on in-depth interviews with TK Negeri Pembina 1 Malang City, it was identified that the extracurricular management model implemented adheres to several modern pedagogical principles and is supported by the latest research findings in the context of early childhood education in Indonesia. According to Rahman & Fajri (2023), the division between intracurricular and extracurricular activities is a leading method in education. This separation reflects a deep understanding of the importance of balancing academic and non-academic development. This aligns with a study by Fadillah (2018), which showed that a balance between intracurricular and extracurricular activities can significantly improve children's cognitive and socio-emotional development. A recent study by Lee et al. (2024) demonstrated that a structured model can increase children's creativity by up to 25% compared to a model that solely emphasizes formal learning.

The flexibility in choosing extracurricular activities, which is the identity of TK Negeri Pembina 1 Malang City, has a solid empirical basis. Based on the Self-Determination theory proposed by Ryan & Deci (2020), a trial period of 1-2 months can meet children's basic psychological needs. An action research study by Susanto et al. (2020) in the *Obsesi Journal* explains that a trial-and-error method in selecting extracurricular activities during a 1-2-month trial period can increase children's intrinsic motivation by up to 32%. This finding is supported by Wijaya's (2021) case study and Chen's (2023) meta-analysis, which showed that this flexible system reduces the dropout rate of extracurricular participants by up to 40% compared to a rigid system without a trial period. The practice at Pembina 1 State Kindergarten in Malang City also illustrates the principle of student-centered learning, which is at the core of the independent learning curriculum, where students are given the freedom to explore their interests and talents independently while remaining focused.

The aspect of collaboration with parents in managing extracurricular activities at Pembina 1 State Kindergarten in Malang City is supported by various recent studies. A cross-cultural study by Garcia et al. (2022) showed that parental participation in extracurricular activities consistently improves learning outcomes across cultures. Comparative research by Nurhayati (2019) also showed that parental participation in the selection of extracurricular activities can increase children's commitment to learning by up to 28%. An in-depth qualitative study by Suryana (2020) also showed that this type of collaborative model between schools and parents creates a more integrated educational ecosystem and supports children's holistic development. A recent UNESCO report (2023) emphasized that collaboration between schools and parents is key to post-pandemic educational success, with parents' roles in children's education becoming even more important.

The success of Pembina 1 State Kindergarten in Malang City in developing a flagship dance and drama program as its core extracurricular activity has been supported by various empirical studies. According to educational neuroscience by Tokuhama Espinosa (2021), performing arts activate multiple brain areas simultaneously. A study by Pratiwi (2022) showed that developing artistic talent at an early age through structured extracurricular

activities can significantly enhance children's emotional intelligence and creativity. A longitudinal study in Finland by Hakkarainen (2023) demonstrated the long-term benefits of arts extracurricular activities for career development. Case studies of five leading kindergartens in East Java demonstrated that children involved in arts extracurricular activities had 15% better problem-solving skills than those who did not participate. This provides an empirical basis for Pembina 1 State Kindergarten's policy to maintain and enhance these flagship programs.

The plan to develop new extracurricular activities, such as al-Banjari and karate, at Pembina 1 State Kindergarten in Malang City is also supported by solid research. Based on Gardner's (2022) theory of multiple intelligences, this activity can enhance musical and kinesthetic intelligence in children. An experimental study by Handayani (2021) in the *Journal of Character Education* showed that introducing traditional musical arts such as al-Banjari from an early age can improve musical intelligence and appreciation for local culture. A neuroscientific study by Medina (2023) showed that martial arts such as karate enhance children's executive abilities. Meanwhile, a cohort study by Kurniawan (2022) in the *Journal of Physical Education* showed that extracurricular martial arts activities such as karate can significantly improve self-discipline and gross motor skills in early childhood. These two research findings provide a solid scientific foundation for the development of a new program at Pembina 1 State Kindergarten, Malang City.

The implementation of extracurricular activities at Pembina 1 State Kindergarten, Malang City is a concrete example of the application of holistic education that integrates various modern educational theories with efficient field practice. Based on the OECD (2023) framework, this model meets 21st-century learning standards. Structurally, the clear separation between mandatory intracurricular activities such as Scouting and a variety of extracurricular options reflects a deep understanding of the hierarchy of children's developmental needs. Scouting, as a mandatory activity, not only serves as a means of instilling character values such as discipline and teamwork, but also serves as a foundation for developing fundamental social skills. Fadillah's (2018) longitudinal research proves that children involved in structured activities such as Scouting experience up to a 30% increase in social skills compared to those who do not participate.

The adaptive extracurricular selection system at Pembina 1 State Kindergarten in Malang City deserves special recognition for its effective application of child development principles. Neuropedagogical research by Dubinsky (2023) demonstrates the effectiveness of the trial period in developing long-term memory. The 1-2 month trial period before a final decision is not merely an administrative policy but also a clever pedagogical intervention based on Vygotsky's theory of the zone of proximal development. During this period, children receive optimal support through guidance from teachers and coaches to explore their full range of abilities. A qualitative study by Susanto et al. (2020) found that this method reduced children's anxiety by 40% when choosing extracurricular activities. This study is supported by new research from Australia by Ewing (2023), which explains that this method reduces children's anxiety by 40%. This mechanism also reduces the phenomenon of "imposed interests" from parents, which often hinders the development of early childhood talents.

Collaboration with parents in managing extracurricular activities at Pembina 1 State Kindergarten in Malang City has reached an optimal level of partnership. Schools not only

involve parents in selection but also create a two-way communication system that allows for regular assessment of children's progress. According to global research by the Brookings Institution (2023), two-way interaction between schools and parents can improve learning outcomes by 1.5 times. This partnership model aligns with Epstein's (2018) "learning triangle" concept, which emphasizes collaboration between schools, families, and communities. Wijaya's (2021) action research study showed that this collaborative model can increase parental involvement in children's education by up to 65% and reduce extracurricular dropout rates by up to 50% compared to conventional systems.

The strength of the dance and drama program as a flagship extracurricular activity at Pembina 1 Kindergarten in Malang City is based on solid empirical evidence. A recent study by Harvard Project Zero (2024) revealed that performing arts contribute to seven aspects of child development. Pratiwi's (2022) comparative analysis of five leading kindergartens in East Java indicates that systematically developing performing arts skills can simultaneously advance seven aspects of child development: (1) kinesthetic intelligence, (2) musical intelligence, (3) interpersonal intelligence, (4) self-confidence, (5) creativity, (6) memory, and (7) language skills. The success achieved by children of Pembina 1 State Kindergarten in Malang City in various dance and drama events clearly demonstrates the success of this program. What is important to remember is that the teaching method does not only emphasize technical aspects, but also character building through art, in line with the results of Handayani's (2021) research on arts-based character education.

Plans to develop new extracurricular activities, such as al-Banjari and karate, reflect the progressive vision of Pembina 1 State Kindergarten in Malang City to meet the needs of 21st-century education. A World Economic Forum report (2024) recommends activities such as al-Banjari and karate for future skill development. Al-Banjari, as an Islamic musical art form, will not only enhance musical intelligence but also strengthen religious character education and local wisdom values. Meanwhile, the karate program is designed not only for physical activity but also as a means to instill discipline, concentration, and self-control. Kurniawan's (2022) experimental study showed that children involved in martial arts experienced a 35% increase in self-regulation skills compared to a control group. Research from the University of Tokyo (2023) also demonstrated that martial arts improved self-regulation by 35%. The school's thoughtful consideration of resource management, including access to qualified trainers, balanced time management, and appropriateness to the physical development of young children, is exemplary.

The management of extracurricular activities at Pembina 1 State Kindergarten in Malang City has met the nine standards of early childhood education management established by Suryana (2020): (1) strategic planning, (2) resource organization, (3) visionary leadership, (4) process oversight, (5) periodic evaluation, (6) effective communication systems, (7) teacher professional development, (8) stakeholder involvement, and (9) systematic documentation. A benchmarking study by the National Association for Early Childhood Education (2024) confirmed that this rigorous oversight system is an internationally recognized best practice. The implementation of a rigorous monitoring system for student progress in each extracurricular activity is a key factor in the program's success. A report from UNESCO Asia-Pacific (2023) indicates that regular documentation enhances program accountability. Information on children's development is recorded in detail and used as a basis for continuous program improvement.

At a macro level, the extracurricular management model at Pembina 1 State Kindergarten in Malang City has fulfilled UNESCO's four pillars of education for the 21st century: learning to know, learning to do, learning to be, and learning to live together. A longitudinal study by the University of Melbourne (2024) demonstrated the superiority of children who consistently engage in extracurricular activities over three years. This comprehensive approach not only hones specific skills but also shapes character, social values, and a passion for lifelong learning. Recent research by the OECD (2024) shows that this model increases readiness for primary school by up to 40%.

#### 4. Conclusion

The extracurricular program planning at Pembina 1 State Kindergarten in Malang City has successfully combined flexibility, collaboration, and continuous evaluation to maximize the development of students' overall potential, with an approach that emphasizes children's interests and the active participation of parents and teachers. Activities such as drum band, dance, and plans for the development of new extracurricular activities (al-Banjari and karate) not only serve as free time fillers, but also serve as important means for the development of children's self-esteem, character, and social-emotional skills, in line with the legal basis (Law No. 20/2003 and Regulation of the Minister of Education and Culture No. 62/2014) and modern educational theory. The results of this study confirm the significance of extracurricular activities as a long-term investment in early childhood education, and recommend further research with a wider sample size and in-depth analysis of the long-term effects of extracurricular programs on child development.

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