



Quality Management of Local Wisdom-Based Extracurricular Programs in Coastal Elementary Schools: A Systematic Literature Review

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ABSTRACT

The quality management of local wisdom-based extracurricular programs has become increasingly important because elementary schools, particularly those in coastal areas, require educational programs that are not limited to additional activities but are also directed toward character formation, cultural identity, community participation, and sustainable school quality. **Novelty:** This review synthesizes empirical evidence on extracurricular management, co-curricular activities, school culture, local wisdom, leadership, and community support as a conceptual basis for developing a quality management model for extracurricular programs in coastal elementary schools. **Methods:** A systematic literature review design guided by PRISMA was employed. Articles were identified through the Scopus database using structured keywords and were screened based on publication year from 2021 to 2026, journal article type, English language, open access status, active DOI, primary data, and substantive relevance. **Results:** A total of 300 articles were identified at the initial stage. After preliminary screening, 63 articles met the eligibility criteria, and 10 articles were selected for final synthesis. The synthesis indicates that the quality of extracurricular programs is influenced by school leadership, institutional priorities, school culture, teacher readiness, facilities, practitioner reflection, and community involvement. **Conclusion:** Local wisdom serves as a source of values, social legitimacy, and program design that strengthens students' character. This review affirms the need for an extracurricular management model that is contextual, participatory, adaptive, and grounded in the school quality ecosystem.

INTRODUCTION

The quality of school program management has increasingly been understood as the result of interactions among leadership, institutional priorities, resources, and participatory culture. On the one hand, the provision of physical education, physical activity, and sport in schools shows that program quality is influenced by personnel, curriculum, facilities, budget, partnerships, ethos, and school priorities (Rocliffe et al., 2023). On the other hand, principal leadership has been linked to the effectiveness of school public relations and organizational improvement (Wiyono et al., 2023). In early childhood education, institutional pressure has also been shown to influence social responsibility and inclusive participation among institutions (Lv et al., 2022). Values education in physical education has even been positioned as a holistic approach to strengthening students' well-being and character (Purnomo et al., 2025). Therefore, extracurricular programs need to be viewed as quality instruments that connect governance, learning experiences, social values, and school community participation.

The state of the art indicates that local wisdom, sustainability, and education have begun to be mapped as intersecting themes, particularly regarding the contribution of formal, nonformal, and informal education to strengthening sustainable behavior (Lestari et al., 2024). Action-oriented education for sustainable development also emphasizes action, student leadership, peer interaction, community engagement, and interdisciplinarity as important elements in the formation of sustainability competencies (Saleem & Dare, 2023). In rural education contexts, teacher-parent partnerships have been reported to strengthen sustainable learning outcomes, communication, and the cultural alignment of schools with community needs (Lunga, 2024). Sustainability-themed extracurricular activities have also been associated with students' awareness, engagement, and leadership toward the SDGs (Papavasileiou et al., 2025). This research map shows that local values and community have been discussed, yet their connection with the quality management of extracurricular programs in elementary schools has not been consolidated.

Research on activities beyond the classroom has developed along several lines, including student volunteering, extracurricular enrichment, student voice, after-school programs, and family-based character education. The motivation and benefits of volunteering in Australian Islamic schools have been explained through students' experiences in constructing social, religious, and personal meaning (Alzaareer & Abdalla, 2023). Inclusive extracurricular enrichment programs have also been reported to improve well-being, positive mood, and reduced school-related fear among gifted adolescents (Casino-García et al., 2021). Student voice practices have been validated as school and classroom scales related to teacher-student relationships and academic engagement (Conner et al., 2025). After-school enrichment programs require parental support and safe environments so that academic and language benefits can be achieved (Mokoena, 2025), while early childhood character education still requires family involvement (Hendrowibowo & Kristanto, 2024). Thus, previous research

remains dispersed across participation, well-being, student voice, and family involvement, rather than focusing on a quality model of coastal local wisdom-based extracurricular programs.

The knowledge gap becomes clearer when coastal elementary schools are positioned as the context of inquiry. K-12 learning mediated by social networks demonstrates the importance of interaction levels, strategies, and difficulties in designing learning experiences (Pereira et al., 2023). The quality physical education model in China places students, families, schools, communities, and government as interrelated levels in developing quality programs (Qin et al., 2025). School climate must also be interpreted from students' perspectives because improvement in school life is related to extracurricular opportunities, teacher support, acceptance of diversity, and healthy peer relationships (Lambie et al., 2025). Meanwhile, school climate instruments affirm the need for multidimensional measurement involving students, teachers, and parents (González et al., 2023). This study aims to answer the following question: how can the quality management of local wisdom-based extracurricular programs in coastal elementary schools be mapped, synthesized, and contributed to the development of future research models?

METHOD

This study employed a systematic literature review design with identification, screening, eligibility, and inclusion stages guided by PRISMA principles. Article searches were conducted in the Scopus database using the following Boolean keywords: (management AND extracurricular AND culture AND primary AND school AND program AND quality AND community AND leadership AND education). The initial search yielded 300 records. After the publication year limit of 2021 to 2026 was applied, 179 records remained. The next screening was conducted by limiting the document type to journal articles, resulting in 83 articles. The English language filter did not change the number of articles because all screened articles were already written in English. The All Open Access filter then resulted in 63 articles that were eligible for title and abstract reading.

The inclusion criteria were strictly defined as articles published from 2021 to 2026, journal articles, English-language publications, articles with active DOI, studies containing primary data, and articles with substantial relevance to school program management, extracurricular or co-curricular activities, culture or local wisdom, community, leadership, learning quality, or elementary education. The exclusion criteria included conceptual articles, systematic reviews, bibliometric studies, conference papers, articles without primary data, articles that were too distant from the school context, and articles that did not show relevance to the quality management of culture- or community-based educational programs. DOI checking showed that no duplicate DOI was found among the 63 articles. Articles were excluded when they were irrelevant, not based on primary data, or did not have substantive links with the focus of the review.

At the identification stage, 300 records were retrieved from Scopus. During the initial screening stage, the 300 records were limited to publications from 2021 to 2026, leaving 179 records. After the journal article document type

filter was applied, 83 articles remained. After the English language filter was applied, the number of articles remained 83. After the All Open Access filter was applied, 63 articles remained. At the eligibility stage, 63 articles were assessed based on title, abstract, DOI, research design, subject, and substantive relevance. A total of 53 articles were excluded because they did not meet the focus of the review, were not based on primary data, used review, conceptual, or bibliometric designs, and were not strongly related to school program management based on culture, community, and quality. At the inclusion stage, 10 articles were selected as the included articles for closed analysis.

The article selection flow based on PRISMA guidelines is presented in Figure 1, from the identification stage in the Scopus database to the final inclusion of articles that met the eligibility criteria for further analysis in this study. This flow describes the number of records at each stage and the reasons for exclusion that were applied systematically.

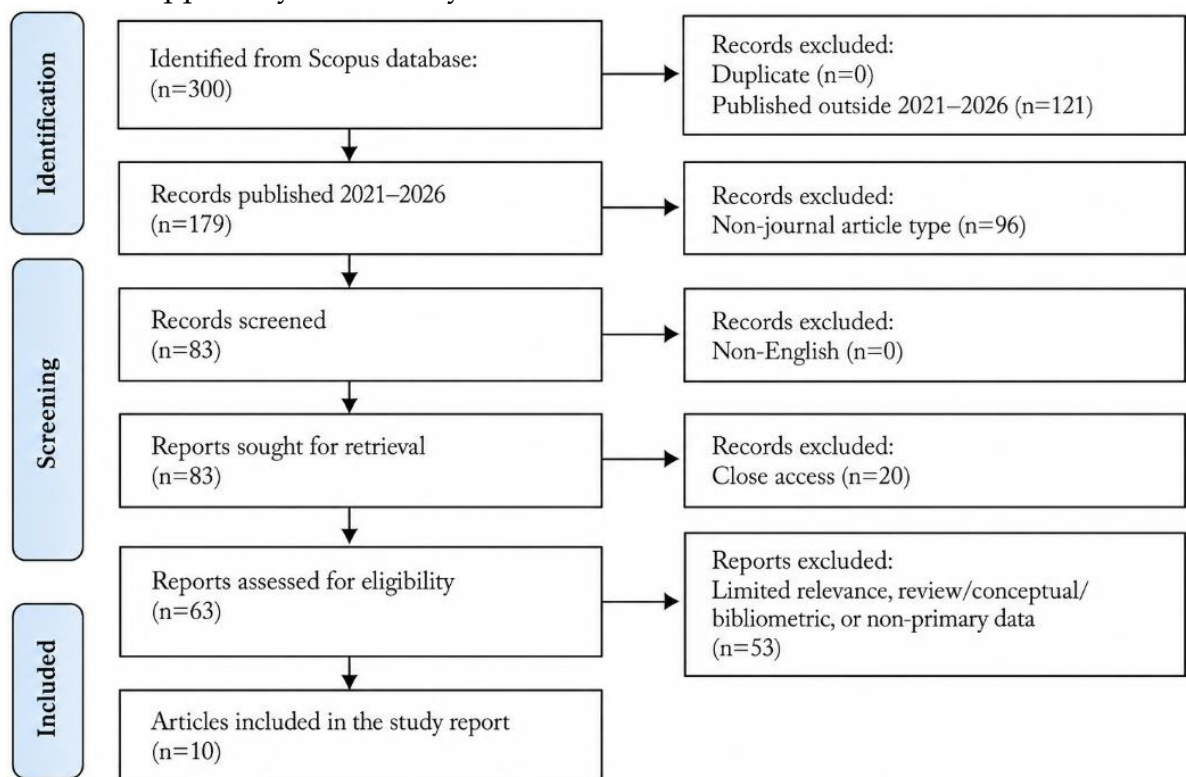


Figure 1. PRISMA Flowchart

RESULTS

The final selection resulted in 10 articles that were most relevant to the theme of quality management of local wisdom-based extracurricular programs in coastal elementary schools. Several included articles did not directly place coastal areas and elementary schools as their main focus. However, all articles contained substantive intersections with aspects of program management, local culture, school community, nonacademic activities, co-curricular activities, extracurricular activities, and educational quality.

Table 1. Article Review Results

No	Author(s)	Findings
1	Abdurrohman et al. (2025)	The hidden curriculum through religious celebrations, cultural festivals, and student initiatives strengthens tolerance, social cohesion, and inclusive attitudes.
2	Ismail and Helmawati (2023)	Yapis strategic planning includes institutional development, human resources, facilities, extracurricular activities, cadre formation, and human resource welfare.
3	Craig et al. (2025)	School priorities and implementation climate are significantly associated with the whole-of-school physical activity index in elementary schools.
4	Dahlan R et al. (2025)	School culture, organizational citizenship behavior, and life satisfaction encourage teachers' interest in developing quality learning in rural schools.
5	Junaidah et al. (2025)	Green madrasa is implemented through policy, curriculum integration, positive behavior habituation, appreciation of local wisdom, and environmentally friendly facility management.
6	Fatchurahman et al. (2021)	The Huma Betang culture-based healing storytelling model improves disciplinary behavior and indicates the importance of aligning interventions with students' cultural context.
7	Hasanudin et al. (2024)	Elementary school education marketing strategies are strengthened through academic programs, extracurricular activities, social media, alumni networks, and socio-religious community activities.
8	Schmittwilken et al. (2024)	Physical literacy-based extracurricular activities need to be aligned through reflection, organizational improvement, instruction, teaching materials, and learner autonomy.
9	Martawijaya et al. (2025)	Physics co-curricular activities based on Makassar local wisdom improve the Pancasila Student Profile, learning satisfaction, and students' academic understanding.
10	Sutriyanti et al. (2025)	A Hindu eco-ethics-based Zero Waste program builds students' character, although it remains constrained by gaps in awareness, facilities, and external support.

DISCUSSION

The first finding shows that the quality management of extracurricular programs cannot be separated from institutional capacity, school leadership, and the connection between programs and the community. In the Papuan context, Yapis strategic planning was positioned as an instrument for strengthening human resources, facilities, cadre formation, and extracurricular activities, so that educational programs were not merely presented as additional activities but became an integral part of institutional quality management (Ismail &

Helmawati, 2023). In elementary schools, educational marketing strategies were also strengthened through the integration of academic programs, extracurricular activities, alumni networks, and community activities (Hasanudin et al., 2024). Quantitative evidence from elementary schools in the United States shows that school priorities and implementation climate are related to the success of the whole-of-school approach (Craig et al., 2025). Thus, the quality of extracurricular programs tends to be stronger when managed through directed leadership, clear institutional priorities, effective public communication, and sustainable community support.

The dimension of local wisdom appears to function as a connector of school values, behavior, and identity. Green madrasa in West Lampung shows that environmental programs can be sustained through regulation, curriculum integration, behavior habituation, facility management, and respect for local wisdom (Junaidah et al., 2025). A similar finding is shown in the Hindu eco-ethics-based Zero Waste program in elementary schools in Denpasar because religious values and ecological ethics were used to shape character and respond to waste problems in the school environment (Sutriyanti et al., 2025). Physics co-curricular activities based on Makassar local wisdom also showed improvement in the Pancasila Student Profile and learning satisfaction (Martawijaya et al., 2025). This evidence confirms that local culture is not merely a social background but a source of program design, social legitimacy, and educational practice sustainability. School programs become more meaningful when local values are translated into routine activities, behavioral rules, and concrete learning experiences.

An important debate emerges regarding the position of nonacademic activities, specifically whether such activities only complement the curriculum or function as a major space for character formation. The hidden curriculum in schools in Mataram shows that religious celebrations, cultural festivals, informal interactions, and student initiatives can strengthen tolerance and social cohesion (Abdurrohman et al., 2025). The Huma Betang-based healing storytelling model also shows that cultural values can be transformed into structured interventions to improve student discipline (Fatchurahman et al., 2021). On the other hand, co-curricular activities based on Makassar wisdom prove that local values can still be connected to academic achievement and learning satisfaction (Martawijaya et al., 2025). In extracurricular physical literacy practices, program success is even determined by participatory atmosphere, student choice, and practitioner reflection (Schmittwilken et al., 2024). Therefore, nonacademic activities need to be positioned as strategic pedagogical spaces that integrate values, experience, participation, and student character development.

Management quality is also determined by human resource readiness and the organizational climate of schools. In the whole-of-school approach, priority and implementation climate constructs are associated with the provision of physical activity opportunities before, during, and after school (Craig et al., 2025). In rural elementary schools in Indonesia, school culture and organizational civic

behavior play a role through life satisfaction in developing teachers' interest in quality learning (Dahlan R et al., 2025). Green madrasa further indicates that program sustainability is strongly influenced by policy, habituation, and environmentally friendly facility management (Junaidah et al., 2025). The strategy of SD NU Kaplongan also shows that core school teams, program promotion, and community networks strengthen the support system for academic and extracurricular programs (Hasanudin et al., 2024). Thus, quality should not be assessed solely from the existence of programs but must be viewed through actor readiness, role distribution, resource availability, and implementation consistency.

The final synthesis shows that the management model of local wisdom-based extracurricular programs needs to be designed contextually, participatorily, and adaptively. Physical literacy activities in elementary schools emphasize the importance of practitioner reflection, organizational arrangement, and student autonomy (Schmittwilken et al., 2024). The Zero Waste program in Denpasar shows that barriers related to awareness, infrastructure, and external support must be interpreted as part of management design rather than merely as technical problems (Sutriyanti et al., 2025). In areas facing geographical and social barriers, the Yapis experience demonstrates the importance of institutional strategies that connect human resources, facilities, cadre formation, and extracurricular activities (Ismail & Helmawati, 2023). The strengthening of school culture and hidden curriculum practices also indicates that collective values can shape the quality of educational interactions (Abdurrohman et al., 2025; Dahlan R et al., 2025). The limited evidence that directly integrates elementary schools, coastal areas, extracurricular programs, quality management, and local wisdom shows a research gap that needs to be addressed through more focused preliminary studies. This gap demonstrates that the research theme is important as a basis for mapping empirical needs, strengthening academic arguments, and determining the research title. The most relevant model is extracurricular management that positions local culture, school leadership, community, facilities, and practitioner reflection as a unified quality ecosystem.

CONCLUSION

This review concludes that the quality management of local wisdom-based extracurricular programs needs to be understood as an institutional process involving leadership, school culture, community participation, teacher readiness, facility management, and contextual activity design. The 10 included articles show that nonacademic, co-curricular, and extracurricular activities have strategic functions in shaping character, increasing participation, strengthening cultural identity, and supporting learning quality.

Local wisdom serves as a source of values and social legitimacy for school programs. Local values become effective when translated into concrete practices, such as environmental habituation, cultural storytelling, cultural festivals, co-curricular activities, community programs, and student participation-based physical activities.

In the elementary school context, programs managed through a whole-of-school approach, positive school culture, and community support are more likely to be sustainable than programs that are merely administrative.

The main limitation of this synthesis lies in the absence of articles that simultaneously discuss elementary schools, coastal areas, extracurricular programs, quality management, and local wisdom in one integrated focus. Nevertheless, the 10 included articles provide conceptual and empirical foundations for formulating a management model for local wisdom-based extracurricular programs in coastal elementary schools. Such a model needs to integrate school leadership, program planning, local community involvement, school culture strengthening, supporting facilities, continuous reflection, and impact evaluation on students' character, participation, and learning quality.

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