



| Research Article |

Evaluation of Extracurricular Programs in Nurturing Islamic Elementary School Students' Potential: A Discrepancy Evaluation Model (DEM) Analysis

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Abstract: This study evaluates the extracurricular program for nurturing students' potential at SD Islam Darunnajah 8 Cidokom, Gunung Sindur Subdistrict, Bogor Regency, using the Discrepancy Evaluation Model (DEM). Evaluation standards for four dimensions, namely design, installation, process, and product, were derived from Permendikbud No. 62 of 2014 and the DEM literature and were fixed before data collection. A qualitative approach with a descriptive case study design was employed. Data were gathered through observation, semi-structured interviews with five informants (the principal, two student affairs officers, a coach, and a student), and document review, and were verified through source, technique, and time triangulation. Performance in each dimension was compared with the standards to identify discrepancies. The program contributes positively to students' skills, confidence, discipline, and achievements, yet partial discrepancies were found in all dimensions: 1) design: no specific objectives for each branch and measurable success indicators for only some branches; 2) installation: uneven distribution of equipment and dedicated coaches; 3) process: frequent cancellations without a standard makeup mechanism; and 4) product: student progress is not recorded with a uniform instrument or reported descriptively in the report card. The design gap is the root discrepancy that weakens evidence in the product dimension. Because the program achieves its core purpose and every discrepancy is correctable with institutional resources, the evaluative decision is to continue the program with modifications.

Keywords: Extracurricular Program Evaluation, Student Potential, Discrepancy Evaluation Model (DEM), Islamic Elementary School.



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Introduction

Extracurricular activities at the elementary school level play a strategic role in facilitating and developing students' potential, interests, talents, and character beyond intracurricular learning (Wiyani, 2013; Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). Such activities only fulfil this role when they are managed systematically through planning, organizing, implementation, and evaluation (Tiyas et al., 2025). In Islamic elementary schools affiliated with pesantren (Islamic boarding schools), extracurricular programs carry an additional mandate: they are expected to combine the national curriculum with pesantren values such as discipline, independence, and religious character. SD Islam Darunnajah 8 Cidokom in Gunung Sindur, Bogor Regency, is one such school. It offers Scouting as a compulsory extracurricular and eleven electives: Tahfidz, Marawis, Silat, Archery, Futsal, Badminton, Coloring, Photography, Coding, Public Speaking, and Dance. A program of this breadth brings managerial complexity, including unclear achievement indicators, limited facilities, and the absence of systematic records of student development (Widoyoko, 2009; Damayanti & Dwikumaningsih, 2020). Without a structured evaluation, a school cannot tell whether a diverse menu of activities actually produces measurable growth in its students.

Several studies have evaluated extracurricular programs in Indonesian schools. Using the Context, Input, Process, Product (CIPP) model, Damayanti and Dwikumaningsih (2020) found that the extracurricular program at SDN Candirejo was broadly consistent with national guidelines but that its facilities needed improvement, while Sadiyah and Nur (2022) rated every CIPP component of the extracurricular program at MI Ar-Rahmah as good or very good. Applying Kirkpatrick's four-level model, Triana et al. (2020) reported that a Scout program at a vocational school was effective in building discipline and responsibility. These studies report the overall level of program achievement, usually as percentages or general categories. They do not state in advance the standard against which each program component is judged, and they do not trace how a shortcoming at one stage carries over into the next.

The Discrepancy Evaluation Model (DEM) developed by Provus (1971) addresses this limitation. DEM requires the evaluator to define the program standard first and then compare it with actual performance at each stage (design, installation, process, and product), so that every discrepancy becomes information for deciding whether a program should be terminated, continued as it is, or continued with modifications (Provus, 1971; Wirawan, 2011; Mustafa, 2021). Recent studies show the model's usefulness in Indonesian education. Putri and Mawardi (2025) used DEM to evaluate a coding extracurricular program at an elementary school and found low discrepancies alongside infrastructure constraints. In Islamic education, DEM has been applied to assessment standards at a pesantren-based Madrasah Tsanawiyah (Ngarifillaili et al., 2021), madrasah examination programs (Haryati et al., 2023), the Pancasila Student Profile project at a junior high school (Khudin et al., 2024), an

Islamic religious education curriculum (Rusadi, 2025), Nahwu learning at a madrasah aliyah (Habib et al., 2026), and school counseling services (Nurhaliza et al., 2026). None of these studies, however, evaluated the multi-branch extracurricular program of a pesantren-based Islamic elementary school.

The research gap is therefore twofold. First, the CIPP-based studies above are oriented toward supplying information for improvement decisions across context, input, process, and product (Stufflebeam & Shinkfield, 2007), and they report results as levels of achievement rather than as gaps against an explicitly stated standard. As a result, a program can be rated good overall even when its planning documents lack measurable indicators. Second, DEM studies in Islamic schools have focused on academic and assessment programs rather than on extracurricular programs at the elementary level. DEM suits pesantren-based Islamic elementary schools in particular because these schools must reconcile two sets of expectations, the national extracurricular regulation and pesantren values. DEM makes both explicit by requiring the evaluator to state the standard first, and its staged logic shows how a gap in the design stage affects installation, process, and product (Provus, 1971; Mustafa, 2021).

Accordingly, this study evaluates the extracurricular program for nurturing students' potential at SD Islam Darunnajah 8 Cidokom using DEM in order to (1) establish evaluation standards for the design, installation, process, and product dimensions; (2) compare these standards with actual performance; (3) identify the discrepancies in each dimension; and (4) reach an evaluative decision on the program's continuation. The study contributes an evaluation framework with explicit standards that other pesantren-based Islamic elementary schools can adapt to evaluate their own extracurricular programs.

Method

Research Design and Setting

This study employed a qualitative approach with a descriptive case study design (Yin, 2018). A qualitative approach was chosen because it allows the phenomenon to be described and analyzed in depth in its natural setting without manipulating variables (Moleong, 2017; Sidiq & Choiri, 2019). The research was conducted at SD Islam Darunnajah 8 Cidokom, Gunung Sindur District, Bogor Regency, over four months, from May to August 2026.

Evaluation Model and Criteria

The evaluation followed the Discrepancy Evaluation Model, which compares a predetermined standard (S) with actual performance (P) to identify discrepancies (D) (Provus, 1971; Wirawan, 2011; Mustafa, 2021). In line with the logic of DEM, the evaluation standards were set before data collection. They were derived from three sources: (1) Permendikbud No. 62 of 2014 on extracurricular activities, which regulates program planning, implementation, and assessment (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014); (2) the DEM stages and the

program evaluation literature (Provus, 1971; Widoyoko, 2009; Wirawan, 2011; Arikunto & Jabar, 2014); and (3) the school's extracurricular planning documents. The criteria for the four dimensions are presented in Table 1.

Table 1: Evaluation Criteria (Standards) for Each DEM Dimension

Dimension	Criteria (Standard)	Source
Design	D1. The program plan contains a rationale and general objectives.	Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2014); Widoyoko (2009); Provus (1971)
	D2. Specific objectives are formulated for each extracurricular branch.	
	D3. Measurable success indicators are written for each branch.	
	D4. The plan includes activity descriptions, schedules, coaches, funding, and an evaluation procedure.	
Installation	I1. Every branch has a dedicated coach appointed by decree (SK) with competence relevant to the branch.	Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2014); Subasno (2011); Wirawan (2011)
	I2. Equipment is available in proportion to the number of participants.	
	I3. The activity venue is available according to the schedule.	
	I4. School policy and funding support the program.	
Process	P1. Activities run according to the fixed weekly schedule.	Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2014); Wiyani (2013)
	P2. Cancelled sessions are replaced through a standard makeup mechanism.	
	P3. Coaching is gradual, communicative, and motivating.	
	P4. Student attendance and participation are recorded.	
Product	R1. Students show improvement in skills, confidence, and character relevant to each branch.	Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2014); Arikunto & Jabar (2014)
	R2. Student achievements are documented.	
	R3. Individual progress is recorded with a uniform instrument.	
	R4. Results are reported qualitatively in the student report card (rapor).	

The discrepancy in each dimension was classified into three levels: no discrepancy (all criteria are met), partial discrepancy (some criteria are met and the unmet criteria can be corrected with the school's existing resources), and major discrepancy (core criteria are not met, or correction requires restructuring the program). Provus (1971) states that discrepancy information at each stage leads to one of three options: terminating the program, proceeding to the next stage, or revising performance or standards before proceeding. Following this logic, the overall decision rule was set as follows: (1) continue without changes if no discrepancies, or only negligible ones, are found in all dimensions; (2) continue with modifications if discrepancies are found but the product dimension shows that the program achieves its core purpose and the discrepancies are correctable; and (3) terminate if the product

dimension shows that the core purpose is not achieved and the discrepancies in earlier dimensions cannot reasonably be corrected (Provus, 1971; Wirawan, 2011; Mustafa, 2021).

Informants

Informants were selected purposively based on their involvement in and knowledge of the extracurricular program (Sugiyono, 2019). Their composition and codes are shown in Table 2.

Table 2: Research Informants

Informant Category	Code	Number	Main Data Provided
Principal	KS	1	Policy, planning, resource support
Head of Student Affairs	KK	1	Program planning, scheduling, coordination
Deputy Head of Student Affairs	WK	1	Implementation and coach coordination
Extracurricular coach (arts and skills)	P1	1	Coaching process, student progress
Student (Grade V, Marawis participant)	S1	1	Participation experience and perceived benefits
Total		5	

Each data excerpt is labelled with the informant code, the technique (W = interview, O = observation, D = document), and the date; for example, (KS/W/05-05-2026) refers to the interview with the principal on 5 May 2026. Interviews were conducted between 5 and 15 May 2026 in Indonesian, and the excerpts quoted in this article were translated into English by the author.

Data Collection and Instruments

Data were collected through observation, semi-structured interviews, and documentation (Sugiyono, 2019). Passive participatory observation was conducted during the Friday extracurricular sessions to record the condition of facilities, the readiness of coaches, student involvement, and schedule consistency. Semi-structured interviews explored informants' views of program design, implementation constraints, the coaching process, and student development. The documents reviewed were the decrees appointing coaches (SK Pembina), the program plan, activity schedules, attendance lists, achievement certificates, and student report cards. All instruments were developed from the criteria in Table 1; the instrument grid is presented in Table 3. The complete interview and observation guides are available from the author upon request.

Table 3: Instrument Grid

Dimension	Indicators (Criteria)	Technique	Data Source
Design	Specific objectives per branch; measurable success indicators; completeness of the planning document (D1–D4)	Interview, documentation	KS, KK, WK; program plan

Installation	Coach availability and competence; adequacy of equipment relative to participants; venue availability; policy and funding (I1–I4)	Interview, observation, documentation	KS, WK, P; SK Pembina; facilities
Process	Schedule consistency; makeup mechanism; coaching approach; attendance records (P1–P4)	Observation, interview, documentation	P, S; schedule; attendance lists
Product	Growth in skills, confidence, and character; achievements; progress records; report card (R1–R4)	Interview, documentation	KS, P, S; certificates; progress notes; rapor

Data Analysis and Trustworthiness

Data were analyzed with the interactive model of Miles et al. (2014), consisting of data condensation, data display, and conclusion drawing/verification (Dahal, 2025). The data were coded into the four DEM dimensions. For each criterion in Table 1, the performance evidence was compared with the standard, and the results were displayed in a discrepancy matrix (Table 4). Trustworthiness was established through source triangulation (comparing KS, KK, WK, coaches, and students), technique triangulation (comparing interview, observation, and document data), and time triangulation (repeated observations on different Fridays between May and August 2026) (Nurfajriani et al., 2024; Kavar et al., 2024; Ahmed, 2024).

Result and Discussion

The results are presented according to the four DEM dimensions. For each dimension, the standard in Table 1 is compared with the evidence from interviews, observations, and documents.

1. Design Dimension

The standard requires the program plan to contain specific objectives for each branch, measurable success indicators, and an evaluation procedure (D2–D4). The school prepared its program plan at the beginning of the school year in a working meeting attended by the principal, the student affairs team, and the coaches. The meeting set 12 branches: Scouting as the compulsory extracurricular and eleven electives (Tahfidz, Marawis, Silat, Archery, Badminton, Futsal, Coloring, Photography, Coding, Public Speaking, and Dance). Document review showed that the plan lists only the types of activities, the schedule, and the names of coaches. The principal confirmed this:

“The document we prepared contains the list of activities, the schedule, and the names of the coaches. But honestly, specific objectives and measurable success indicators for each type of activity have not been formulated in detail and in writing. The objective is still general, namely developing students’ potential.” (KS/W/05-05-2026)

The principal added that measurable indicators exist for some branches but not for others, and acknowledged the consequence of this gap:

“So far, the coaches have worked based on their own understanding and experience. I realize this is still a shortcoming. Without written and measurable objectives, it is rather difficult to assess precisely how far each activity succeeds in shaping students’ potential.” (KS/W/05-05-2026)

The coach expressed the same need from the implementer's side: “My hope is that there will be clear program guidelines, written objectives, and measurable success indicators” (P1/W/09-05-2026). Because no common benchmark exists, each coach sets targets based on personal experience, and the school cannot compare progress across branches. Criteria D1 and D4 are partly met, D3 is met only for some branches, and D2 is not met. The design dimension therefore shows a partial discrepancy.

Installation Dimension

The standard requires every branch to have a dedicated, competent coach and equipment proportional to the number of participants (I1–I3). The SK Pembina shows that most branches are coached by permanent teachers of the school, but one branch has no dedicated coach. The Head of Student Affairs explained:

“Most extracurricular branches are already coached by permanent teachers of this school. However, one branch currently has no dedicated coach, so its coaching is taken on by another class teacher. [...] A dual-role coach means their time is divided with the main task of teaching in class. This certainly affects the depth of coaching.” (KK/W/06-05-2026)

Facilities are also unevenly distributed. Scouting, Marawis, and Silat have adequate equipment, whereas the equipment for Archery, Badminton, and Coloring is not proportional to the number of participants, and Dance has no dedicated room:

“For activities such as Archery, Coloring, and Badminton, the equipment is still limited and not sufficient for the number of participants. The training rooms sometimes have to be shared; for example, Dance uses the hall alternately with other activities.” (KK/W/06-05-2026)

According to the same informant, these conditions were not planned but stem from “constraints of human resources and budget,” and the school is buying equipment “gradually according to the school's budget” (KK/W/06-05-2026). Criteria I1 and I2 are partly met and I3 is met only by sharing space. The installation dimension shows a partial discrepancy.

Process Dimension

The standard requires activities to follow a fixed schedule, cancelled sessions to be replaced, coaching to be gradual and communicative, and attendance to be recorded (P1–P4). The activities are scheduled every Friday at 13.00–14.40 WIB, after Friday prayers and intracurricular learning, a time chosen “so as not to disturb the main lesson hours” (KS/W/05-05-2026). Attendance is recorded at every meeting, although attendance and enthusiasm are more stable in the sports, religious, and arts branches than in the others (KK/W/06-05-2026). The coaching approach is gradual and encouraging, as a student described:

"The coach is kind, teaches us slowly, and often encourages us, especially those who can't do it yet." (S1/W/15-05-2026)

The main gap is schedule consistency. The Deputy Head of Student Affairs explained:

"If there are other school activities such as exams, commemorations of religious holidays, or official school events, the extracurricular schedule sometimes has to be changed or temporarily cancelled. This often cuts off the coaching material so that it is not delivered completely. [...] So far there has been no standard provision for a replacement schedule. Sometimes it is held the following week, but the material is not always continued in sequence." (WK/W/06-05-2026)

The student's account confirms this from the participant's side: "Sometimes when there is a school event or an exam, the activity is cancelled. If it is cancelled, we wait until the next week to continue learning" (S1/W/15-05-2026). Criteria P3 and P4 are met, P1 is partly met, and P2 is not met. The process dimension shows a partial discrepancy.

Product Dimension

The standard requires visible growth in students, documented achievements, a uniform progress instrument, and qualitative reporting in the report card (R1–R4). Certificates show sub-district level achievements in Scouting and Public Speaking. The coach described changes in students' skills, confidence, and character:

"Many students who were initially shy and whose talents were not yet visible became more skilled, braver to perform, and more confident after regularly joining the activity. [...] Changes in attitude such as discipline, responsibility, and the ability to work together are also visible." (P1/W/09-05-2026)

A Marawis participant reported the same change: "Before, I was shy to perform in front of others; now I dare to" (S1/W/15-05-2026). However, this growth is not systematically recorded:

"Each coach records attendance and student progress, but the recording format is not yet uniform across branches. [...] Student development is real, but it has not been written systematically and not all of it has been put into the report card in detail." (WK/W/06-05-2026)

"I record student progress according to my observations, but there is no standard format shared by all coaches. [...] Without a uniform format, it is rather difficult to monitor student progress gradually and report it in detail to the school and parents." (P1/W/09-05-2026)

Criteria R1 and R2 are met, while R3 and R4 are not. The product dimension therefore shows a partial discrepancy: outcomes are visible, but the evidence of those outcomes is not systematically recorded. Table 4 summarizes the findings.

Table 4: Discrepancy Matrix of the Extracurricular Program Evaluation

Dimension	Standard (S)	Performance (P)	Discrepancy (D)	Level
Design	Specific objectives, measurable	Plan lists activity types, schedule, and	No specific objectives per branch;	Partial

	indicators, and an evaluation procedure for each branch (D1–D4)	coach names; objectives remain general	measurable indicators only for some branches (D2, D3)	
Installation	Dedicated competent coach and proportional equipment for every branch (I1–I3)	Most branches have permanent coaches; one is handled by a classroom teacher; Archery, Badminton, and Coloring equipment is limited; Dance shares the hall	Uneven distribution of dedicated coaches, equipment, and space (I1–I3)	Partial
Process	Consistent weekly schedule with a makeup mechanism and communicative coaching (P1–P4)	Communicative coaching every Friday; sessions often cancelled for school events without makeup sessions	Inconsistent schedule and no makeup mechanism (P1, P2)	Partial
Product	Growth, documented achievements, uniform progress records, and descriptive report (R1–R4)	Sub-district achievements and visible growth; progress records not uniform; no description in the report card	No uniform progress instrument or descriptive reporting (R3, R4)	Partial

Comparison with Previous Studies

The installation finding on facilities is consistent with Damayanti and Dwikumaningsih (2020), who found that facilities at SDN Candirejo needed improvement, and with Putri and Mawardi (2025), who reported infrastructure limitations in a coding extracurricular program. Together, these results suggest that equipment shortages are a recurring structural constraint of elementary school extracurricular programs, especially in branches that require individual equipment for each student, such as Archery and Badminton.

The overall picture, however, differs from Damayanti and Dwikumaningsih (2020) and Sadiyah and Nur (2022), who concluded that the programs they studied were largely consistent with guidelines and rated them good or very good. This study found discrepancies in all four dimensions. Two explanations are plausible. The first is methodological. Studies that report achievement levels can rate a program as good overall even when certain components are missing, whereas DEM checks each criterion against an explicit written standard, so the absence of specific objectives and indicators is recorded as a discrepancy instead of being absorbed into an overall score (Provus, 1971; Stufflebeam & Shinkfield, 2007). The second is contextual. SD Islam Darunnajah 8 runs twelve branches in a single weekly slot within a pesantren calendar, which places heavier demands on coordination than the programs in the earlier studies.

The design-stage finding is in line with Nurhaliza et al. (2026), who found that planning in school counseling services lacked formal written criteria even though implementation was high. It contrasts with Habib et al. (2026) and Rusadi (2025), who found well-formulated standards but deviations in implementation. In the present case, the root discrepancy lies upstream, at the design stage. Without written indicators, coaches have nothing against which to measure progress (Widoyoko, 2009). This explains why the gap in the product dimension takes the form of a documentation problem rather than an absence of outcomes, and it illustrates the staged dependency that DEM is designed to reveal (Provus, 1971; Mustafa, 2021). Studies in madrasah settings support this reading: where explicit technical standards existed, such as the examination guidelines evaluated by Haryati et al. (2023) and the assessment standards evaluated by Ngarifillaili et al. (2021), performance was largely aligned with the standards.

The process finding adds a context-specific factor. Triana et al. (2020) and Fikrotruzzakiyah et al. (2026) show that extracurricular activities build discipline and character when they are carried out consistently. At SD Islam Darunnajah 8, consistency is disrupted mainly by the pesantren-based institutional calendar, in which religious commemorations and institutional events take priority; this factor is rarely reported in studies of public schools. The documentation gap in the product dimension also resembles the finding of Khudin et al. (2024), in which a missing step in the process (the post-test) weakened the evidence of program outcomes.

Evaluation Decision

Applying the decision rule set out in the Method section, all four dimensions show partial discrepancies. The option to continue without changes is rejected because discrepancies were found in every dimension, including the absence of specific objectives and of complete measurable indicators, which the national regulation requires (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). The option to terminate is also rejected for two reasons. First, the product dimension shows that the program achieves its core purpose, as evidenced by sub-district achievements and observable growth in students' skills, confidence, and discipline. Second, every discrepancy can be corrected with the school's own resources: writing specific objectives and indicators, procuring equipment gradually, establishing a makeup schedule, and adopting a uniform progress instrument. The program therefore falls into the category of continue with modifications. In Provus's (1971) terms, the program should be recycled through a revision of its standards and performance before the next cycle. This decision is comparable to Putri and Mawardi (2025), who recommended continuing a coding extracurricular with improved facilities.

Because the design gap is the root discrepancy, the modifications should be sequenced. The school should first formulate specific objectives and measurable indicators for each branch, then develop a progress instrument aligned with those indicators and report the results descriptively in the report card, then set a makeup

mechanism that anticipates the pesantren calendar, and finally procure equipment for the branches with the largest shortfall.

Conclusion

The DEM evaluation shows that the extracurricular program at SD Islam Darunnajah 8 Cidokom contributes positively to students' interests, talents, courage to perform, discipline, and Islamic character, but partial discrepancies exist in all four dimensions. In the design dimension, the plan sets 12 branches and a schedule but lacks specific objectives for each branch, and measurable success indicators exist for only some branches. In the installation dimension, most branches have permanent coaches, but dedicated coaches, equipment for Archery, Badminton, and Coloring, and space for Dance are unevenly distributed. In the process dimension, coaching is communicative, but sessions are often cancelled without a makeup mechanism. In the product dimension, student growth and achievements are visible but are not recorded with a uniform instrument or reported descriptively in the report card. The design gap is the root discrepancy that weakens the evidence in the product dimension. Because the program achieves its core purpose and all discrepancies are correctable, the program should be continued with modifications.

Schools are advised to prepare standard guidelines with measurable indicators for each branch, adopt a uniform progress instrument linked to the report card, establish a makeup schedule, and procure equipment gradually. This study is limited to a single school and relies on qualitative data, and only one coach and one student were interviewed, so the perspectives of coaches and students from other branches are represented mainly through observation and documents. Future research could apply DEM across several pesantren-based Islamic elementary schools or combine it with quantitative measures of student development to test the effect of extracurricular coaching on students' Islamic character.

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