Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Influence of Talent Management, Principal Leadership, and Student Interest on Student Participation in Extracurricular Activities at High Schools in Mandau Subdistrict, Bengkalis Regency, Riau Province

Siska Engriani Nasution*, Maya Novita Sari
Magister Pendidikan, Program Studi Manajemen Pendidikan, Fakultas Ilmu Pendidikan, Universitas Negeri Yogyakarta, 55281, Indonesia

ARTICLE INFO

Article history:

Received: 22 May 2026
Accepted: 29 June 2026
Available Online: 05 July 2026

Keywords:

Talent Management,
Principal Leadership,
Student Interests,
Student Participation,
Extracurricular Activities

* *Corresponding author:*

E-mail:
siskaengriani.2025@student.uny.ac.id
mayanovitasari@uny.ac.id

Article Doi:

https://doi.org/10.31258/jes.10.7.p.727-751

This is an open access article under the CC BY-SA license.

A B S T R A C T

This study aims to analyze the influence of talent management, principal leadership, and student interest on student participation in extracurricular activities at senior high schools (SMA) in Mandau Subdistrict, Bengkalis Regency, Riau Province. The study employed a quantitative approach using an explanatory survey method. The study population consisted of 1,049 students participating in extracurricular activities, with a sample of 392 students selected using simple random sampling. Data were collected via a closed-ended questionnaire using a Likert scale and analyzed using simple linear regression and multiple linear regression with IBM SPSS Statistics 26. The results indicate that talent management and the principal's leadership have a partial positive but insignificant effect on student participation, with significance values of 0.225 and 0.335, respectively ($p > 0.05$). Conversely, student interest had a positive and significant effect on student participation with a significance value of 0.000 ($p < 0.05$) and contributed the largest effective percentage at 78.32%. Collectively, talent management, the principal's leadership, and student interest had a significant effect on student participation in extracurricular activities, with an F-calculated value of 488.440 and a coefficient of determination (R^2) of 0.791. These findings indicate that student interest is a key factor in increasing student participation; therefore, it should be a primary focus in the development of extracurricular programs at schools.

1. Introduction

Developments in national education require schools to focus not only on academic achievement but also on strengthening students' character, creativity, soft skills,

collaboration, and leadership. This aligns with the policy direction of the Merdeka Curriculum, which emphasizes holistic and student-centered learning. In this context, extracurricular activities play a strategic role as a means of developing students' potential, interests, talents, and character beyond the scope of the core curriculum (Wahyuni, 2020; Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014). Research indicates that extracurricular activities can enhance students' creativity, discipline, responsibility, cooperation, and self-confidence through activities that align with their interests and talents (Masnawati et al., 2023; Magdalena et al., 2020).

In efforts to increase student participation, talent management and the leadership of the school principal are key factors. Talent management enables schools to systematically map students' interests and talents through a process of identification, development, and ongoing evaluation (Lumapow., 2024; Ummat., 2024). On the other hand, the principal serves as a leader, motivator, and facilitator who determines the success of extracurricular program management through policies, supervision, and support for facilities and infrastructure (Fitrah, 2017; Savitri., 2022). Furthermore, students' interests are a key psychological factor influencing their active and consistent participation in extracurricular activities (Loviyani Putri, 2019). Leadership within an organization is not merely about authority but about the ability to influence, guide, and foster effective communication (Abijaya, 2021).

In education, talent management is a strategy for identifying, developing, and retaining individuals with exceptional potential. Collings (2009) explains that talent management involves identifying strategic positions, developing a talent pool, and strengthening human resource systems. In schools, this is implemented through targeted guidance for students and teachers, as well as extracurricular activities. The stages of talent management include the identification, development, retention, and evaluation of talent (Lumapow et al., 2024). This process is carried out through the mapping of interests and talents, training, mentoring, recognition, and ongoing evaluation. Ministry of Education and Culture Regulation No. 25 of 2025 also emphasizes that student talent management is carried out through identification, development, achievement realization, and recognition. Talent management plays a crucial role in increasing students' interest and participation in extracurricular activities.

Effective management can help students develop their potential, creativity, leadership, and social skills (Rahmawati, 2025; Oktavianti, 2019). Indicators of talent management include talent mapping, extracurricular guidance, teacher training, periodic evaluations, facility support, and recognition (Collings, 2009; Saputra, 2025). Several studies indicate that talent management has a positive impact on student participation in extracurricular activities. Effective talent management, school support, and teacher guidance can enhance student motivation, engagement, and character development (Yusriyah, 2023; Alandia, 2024; Pariusamahu, 2025). Interest in learning is influenced by internal and external factors. Internal factors include intrinsic motivation, readiness to learn, and students' personal interests, while external factors include the learning

environment, the teacher's role, and social support from family and peers. Thus, a comprehensive understanding of students' readiness serves as a crucial foundation for teachers in designing learning strategies tailored to students' characteristics (Amalia, 2024). Teachers play a vital role in fostering students' interest through the use of engaging teaching methods, providing motivation, and creating a conducive learning environment (Rosa, 2024). Such an environment is essential for educators and school principals so that they can carry out their duties more effectively (Bela, 2025).

From the perspective of motivation theory, interest is closely related to intrinsic motivation, which arises from a sense of enjoyment and the need for self-development. According to Self-Determination Theory, students' interest will grow when their needs for autonomy, competence, and social relatedness are met. Students with high levels of interest tend to demonstrate active participation, enthusiasm, consistent attendance, and commitment to both academic and extracurricular activities (Deci, 2018). Indicators of student interest include attention to the activity, enjoyment, active engagement, motivation to participate voluntarily, and consistent participation. Fredricks (2004) explains that student engagement encompasses emotional, cognitive, and behavioral aspects, which are reflected through students' enthusiasm, dedication, and active participation in the activities they undertake. Thus, the higher a student's interest in an activity, the higher their level of participation in that activity, including in extracurricular activities.

Leadership is a person's ability to influence, guide, and motivate individuals or groups to effectively achieve organizational goals (Robbins, 2015). In education, leadership is not only related to formal authority but also to the ability to foster cooperation, communication, and a conducive school culture (Hidayatullah, 2023). School principals play a crucial role in improving the quality of education through resource management, teacher development, and the promotion of innovative learning (Mulyasa, 2018). A school principal is a teacher assigned additional responsibilities to lead and manage a formal educational institution (Ministry of Primary and Secondary Education, 2025). In addition to being an administrator, the principal also serves as a learning leader responsible for improving the quality of education and fostering a positive school climate (Savitri et al., 2022). The principal's roles include those of educator, manager, supervisor, leader, innovator, motivator, and entrepreneur (Dolong, 2019). Effective leadership by the principal influences subordinates' participation, enabling them to carry out their duties with a sense of satisfaction and to work effectively within the given context (Kamalia, 2022).

According to Ministry of Education Regulation No. 13 of 2007, school principals must possess personal, managerial, entrepreneurial, supervisory, and social competencies. These competencies support the principal's ability to manage the school effectively and enhance teacher professionalism (Mulyono, 2023). In the era of Merdeka Belajar, school principals are also required to possess competencies in instructional leadership, innovation, communication, digital literacy, and change management (Kin, 2019). Effective school principal leadership is based on the

principles of service, persuasion, guidance, efficiency, and sustainability (Suarga, 2017). Principals also need to practice transformational leadership that can inspire change and build a shared vision within the school community (Coleman, 2003). These leadership functions are realized through the effective planning, organizing, implementation, and supervision of school programs (Samsilayurni, 2022).

Extracurricular activities are educational activities held outside of class hours that aim to develop students' interests, talents, potential, creativity, and character under the guidance of the school (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014). These activities serve as a means of guiding students to enhance their personal competencies, social skills, and both academic and non-academic achievements (Nurholis, 2023). Additionally, extracurricular activities also help shape students' character, leadership skills, and career readiness (Shilviana, 2020; Rukajat, 2022). The objective of extracurricular activities is to optimally develop students' potential, talents, interests, abilities, cooperation, and independence to support national educational goals (Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014). The benefits of extracurricular activities include broadening learning experiences, improving social skills, character building, and fostering students' sense of responsibility and leadership (Rukajat, 2022). Participation in extracurricular activities also has a positive impact on students' academic achievement and social development (Barber, 2018).

Extracurricular management is the process of planning, organizing, implementing, and supervising extracurricular activities to ensure that educational goals are effectively achieved (Rukajat, 2022). The stages include needs analysis, determining the types of activities, program development, implementation, and monitoring and evaluation (Shilviana, 2020). The success of extracurricular management is influenced by school support, the competence of advisors, facilities and infrastructure, and parental cooperation (Sanianingtyas, 2023). Student participation refers to students' active physical, mental, emotional, and social involvement in both instructional and extracurricular activities (Murzika, 2019). Participation is not merely about attendance but also encompasses responsibility, cooperation, contribution, and engagement in every stage of the activity (Suraina, 2024). Through active participation, students can develop creativity, social skills, and motivation to learn (Jucan, 2023).

Forms of student participation in extracurricular activities include intellectual engagement, physical effort, skills, responsibility, and social cooperation (Rukajat, 2022). This participation is evident through regular attendance, enthusiasm, involvement in practices and competitions, and the ability to collaborate with peers (Samuel, 2024; Suraina, 2024). Student participation is influenced by internal and external factors. Internal factors include students' motivation, interests, self-confidence, and experiences, while external factors encompass teaching methods, parental support, peers, school facilities, and the learning environment (Barber, 2018). The better the support and the better the alignment of activities with students' needs, the higher their level of participation. Indicators of student participation can be seen in attendance, active engagement, responsibility, cooperation, and

involvement in the planning, implementation, and evaluation of activities (Adzewiyah, 2025; Bara, 2019). Furthermore, participation is also evident through students' enthusiasm, initiative, consistency, and social interaction in both group and individual activities (Trianjani, 2024).

Several previous studies have shown that student participation in extracurricular activities is influenced by school management, principal leadership, the learning environment, and student interests. Sari (2024) study indicates that effective principal leadership and school management have a positive impact on student engagement and achievement in both academic and extracurricular activities. This study shares similarities with the author's research in that both emphasize the importance of leadership and school management in increasing student participation; however, they differ in their approaches and the variables used.

The purpose of this study is to measure and analyze the extent to which talent management influences student participation in extracurricular activities at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province. In addition, this study also aims to determine the extent of the principal's leadership influence on student participation in extracurricular activities, as well as to measure the influence of student interests on student participation in extracurricular activities at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province. Simultaneously, this study aims to analyze the combined effects of talent management, the principal's leadership, and student interests on student participation in extracurricular activities at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province.

2. Methodology

Type of Research

This study employs a quantitative approach using an explanatory survey method. The quantitative explanatory approach is used to explain the causal relationship between the independent variables talent management (X1), principal leadership (X2), and student interest (X3) and the dependent variable, which is student participation in extracurricular activities (Y). This survey study is non-experimental in nature with a descriptive-correlational design, as the research was conducted without applying any specific treatments to the subjects and aimed to identify the relationships and influences among the study variables (Sugiyono, 2023).

This study employs a causal-associative approach, which is a research method aimed at determining the cause-and-effect relationship between independent and dependent variables. This approach is used to test the extent to which independent variables influence the dependent variable, both partially and simultaneously (Samsu, 2021). Thus, this study is aimed at analyzing the influence of talent management, principal leadership, and student interest on student participation in extracurricular activities at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province.

This study was conducted at five senior high schools (SMA) located in Mandau Subdistrict, Bengkalis Regency, Riau Province. The schools included in the study were SMAN 2 Mandau, SMAN 3 Mandau, SMAN 4 Mandau, SMAN 8 Mandau, and SMAN 9 Mandau. These five schools were selected as research sites to obtain data relevant to the study's objective regarding student participation in extracurricular activities. The schools were selected through purposive sampling, taking into account the alignment of the schools' characteristics with the research variables, particularly the implementation of extracurricular activities based on students' interests and talents. The study was conducted during the even semester of the 2025/2026 academic year. Data collection took place over a two-month period, from February to March 2026.

Population and Sample

A population is the totality of research objects or subjects that share certain characteristics and serve as the source of research data (Samsu, 2021). The population in this study consists of all students actively participating in extracurricular activities at five high schools in Mandau Subdistrict, totaling 1,049 students. A sample is a subset of the population that shares specific characteristics and is selected to represent the study population (Sugiyono, 2023). The sampling technique used in this study was simple random sampling, which involves selecting samples at random without regard to population strata. The sample size was determined using Yamane's formula as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Notes:
n = sample size
N = population size
e = margin of error (5%)

Based on the calculation:

$$n = \frac{1049}{1 + 1049(0.05)^2} = 289$$

Thus, the sample size for this study was set at 289 students participating in extracurricular activities. Research variables are attributes or characteristics that exhibit certain variations, which are studied to draw conclusions (Sugiyono, 2023). This study consists of three independent variables and one dependent variable, namely:

1. Talent Management (X1)
2. Principal Leadership (X2)
3. Student Interests (X3)
4. Student Participation in Extracurricular Activities (Y)

Data Collection Techniques

Data collection was conducted using a survey method by distributing closed-ended questionnaires to the study respondents (Sugiyono, 2023). The questionnaire was designed using a four-point Likert scale with the following response options: strongly agree, agree, disagree, and strongly disagree. The research instrument consisted of a questionnaire comprising:

- 38 items on talent management,
- 46 items on school principal leadership,
- 32 items on student interest, and
- 32 items on student participation.

The total number of items in the instrument was 148 statements, which were developed based on a theoretical review, validated by experts, and tested using IBM SPSS Statistics version 26.

Validity and Reliability Testing of Instruments

Validity Test

Validity testing was conducted to determine the ability of the instrument's items to accurately measure the research construct. The validity of the instrument was tested using Pearson's product-moment correlation with the aid of IBM SPSS Statistics version 26 (Creswell, 2023). The instrument was deemed valid if the calculated r value was greater than the table r value at a 5% significance level (Hardani et al., 2020). Based on the test results from 30 respondents, all items in variables X1, X2, X3, and Y had calculated r values greater than 0.361; therefore, all items were deemed valid and suitable for use in the study.

Reliability Test

The reliability test was conducted using Cronbach's alpha to determine the level of consistency of the research instrument (Sugiyono, 2023). The instrument is considered reliable if the Cronbach's alpha value is greater than 0.70.

Data Analysis Techniques

Descriptive Analysis

Descriptive analysis is used to describe the characteristics of research data through the mean, median, mode, standard deviation, frequency distribution, and percentages (Sugiyono, 2023).

Prerequisite Tests for Analysis

Before hypothesis testing is conducted, analysis prerequisite tests are first performed, which include:

1. Normality test using the Kolmogorov–Smirnov test,
2. Linearity test,

3. Multicollinearity test using the Tolerance and VIF values, and
4. Heteroscedasticity test using a scatterplot.

Hypothesis Testing

Hypothesis testing was performed using simple linear regression and multiple linear regression with the aid of IBM SPSS Statistics version 26. The multiple regression equation model used is:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3$$

Notes:

Y = Student participation
X_1 = Talent management
X_2 = Principal leadership
X_3 = Student interest

The following steps were then taken:

1. A t-test to determine the partial effect of each independent variable on the dependent variable,
2. an F-test to determine the simultaneous effect of all independent variables on the dependent variable, and
3. an analysis of the coefficient of determination (R^2) to determine the extent to which the independent variables contribute to explaining the dependent variable.

3. Result and Discussion

Result

Extracurricular activities at the high school in Mandau Subdistrict, Bengkalis Regency, Riau Province have been conducted regularly as a platform for developing students' interests, talents, and potential. These activities include academic, arts, sports, journalism, the flag-raising ceremony team, debate, and literature. The implementation of extracurricular activities varies by school, ranging from mandatory programs to those based on student interest. This aligns with Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 62 of 2014, which states that extracurricular activities serve to develop students' potential, character, and personality.

The study's respondents consisted of 392 students participating in extracurricular activities at SMAN 2, SMAN 3, SMAN 4, SMAN 8, and SMAN 9 Mandau. By gender, the majority of respondents were female, totaling 258 students (65.8%), while males numbered 134 students (34.2%). By grade level, the respondents were predominantly 11th-grade students, totaling 178 students (45.4%), followed by 10th-grade students, totaling 124 students (31.6%), and 12th-grade students, totaling 90 students (23%). The research questionnaire is presented below.

Table 1. Talent Management Questionnaire

No	Question
1	The school asked about my interests before deciding on extracurricular activities.
2	My talents were taken into account when selecting extracurricular activities.
3	The available extracurricular programs align with my interests.
4	The school's flagship activities help develop my potential.
5	Information about extracurricular activities was clearly communicated to me.
6	I understand the objectives of the extracurricular activities I participate in.
7	I was given the opportunity to choose activities based on my interests.
8	I and all other students have equal opportunities to participate in activities.
9	The school provides opportunities for me and other talented students to participate in advanced training.
10	I and other high-achieving students receive special attention in developing our talents.
11	Extracurricular activities involve hands-on practice.
12	Practice helps improve my skills.
13	My advisor regularly guides me during activities.
14	I can easily consult with my advisor when I encounter difficulties.
15	The results of my activities are evaluated periodically.
16	I am informed of the assessment results for the activities I participate in.
17	My attitude and cooperation are taken into account in the assessment of activities.
18	My creativity is valued in extracurricular activities.
19	My advisor provides suggestions to help me improve my skills.
20	I receive feedback after participating in activities.
21	The activity program is improved based on evaluation results derived from my input and that of other students.
22	The school is open to suggestions from me and other students regarding extracurricular activities.
23	The principal supports the implementation of extracurricular activities.
24	I see that the principal pays attention to extracurricular activities at school.
25	The extracurricular facilities at my school are adequate.
26	The available resources help me practice effectively.
27	The school provides competent advisors or coaches.
28	Advisors possess the necessary skills for their respective fields of activity.
29	The school involves parents in supporting student activities.
30	My parents support my participation in extracurricular activities.
31	I know that students who excel in various activities receive recognition from the school or their extracurricular advisors.
32	I know that students who achieve outstanding results are publicly recognized at school.
33	I had the opportunity to participate in a contest or competition.
34	The school encourages me and other students to participate in contests.
35	I know that students who achieve outstanding results will be featured in the school's media.
36	Having my achievements featured motivates me even more.
37	The school helps cover the costs of certain contests or activities.
38	There are grants or scholarships available for high-achieving students.

Table 2. School Principal Leadership

No	Question
1	The principal communicates the school's vision to all students.
2	I understand the school's vision, mission, goals, and direction.
3	In my opinion, the school's policies align with the stated vision and mission.

4	In my opinion, the principal is consistent in implementing the school's programs.
5	In my opinion, the principal has a clear plan to improve the school's quality.
6	In my opinion, the school's programs are well-planned and focused.
7	In my opinion, school activities are well-designed.
8	In my opinion, the school's programs have clear long-term goals.
9	In my opinion, school facilities are provided according to students' needs.
10	In my opinion, the use of school facilities is fair to all students.
11	In my opinion, the principal manages school activities in an orderly manner.
12	In my opinion, the school's facilities and infrastructure are well-managed.
13	I have noticed that the principal has motivated me or other students to achieve more.
14	I feel that the principal inspires students to develop even further.
15	In my opinion, the principal supports every form of student creativity.
16	In my opinion, the school provides space for students to innovate.
17	In my opinion, the principal pays attention to the quality of extracurricular activities.
18	The advisor provides effective guidance, whether the principal is present or not.
19	In my opinion, the principal monitors the implementation of extracurricular activities.
20	In my opinion, extracurricular activities are conducted in an orderly and organized manner.
21	In my opinion, the current principal is bringing positive changes to the extracurricular activities I participate in.
22	In my opinion, the extracurricular activities at my school are able to adapt to changing times and new ideas.
23	In my opinion, the principal is open to changes and innovations in extracurricular activities.
24	In my opinion, every innovation in extracurricular activities at the school receives support from the principal.
25	In my opinion, the school environment feels safe and comfortable for carrying out extracurricular activities or other activities.
26	In my opinion, a culture of discipline is consistently enforced at the school.
27	In my opinion, the school pays attention to students' needs.
28	In my opinion, the school cares about students' comfort.
29	I know that the school evaluates extracurricular activities through student satisfaction surveys or direct observations conducted regularly by the principal.
30	I understand that the results of the evaluation are used to improve school activities.
31	I understand that the school strives to improve the quality of its graduates through both academic instruction and existing extracurricular activities.
32	In my opinion, the principal is committed to improving the quality of education, particularly in extracurricular activities.
33	In my opinion, advisors are involved in decision-making regarding improvements or changes to extracurricular activities.
34	In my opinion, advisors are given the opportunity to express their opinions regarding improvements to extracurricular guidance.
35	In my opinion, communication between the principal and the school community is effective.
36	In my opinion, the principal is open to receiving suggestions from the entire school community.
37	In my opinion, the principal serves as a role model in attitude and behavior.
38	In my opinion, the principal treats all members of the school community fairly.
39	I know / have seen / have personally experienced that the principal has awarded recognition to high-achieving students.
40	I know / have seen / have personally experienced that student achievements are recognized by the principal.
41	In my opinion, the extracurricular program is well-managed.

42	In my opinion, extracurricular activities receive support from the principal.
43	In my opinion, teachers and students are empowered in school activities.
44	In my opinion, the principal encourages active student participation.
45	In my opinion, the school has a clear policy regarding extracurricular activities.
46	In my opinion, the principal supports the development of students' talents through extracurricular activities.

Table 3. Student Interests

No	Question
1	I often ask questions about the extracurricular activities I participate in.
2	I'm not afraid to ask questions about aspects of extracurricular coaching that I don't yet understand.
3	I seek out additional information to better understand the coaching process through various sources beyond what my extracurricular coach provides.
4	I try to study outside of extracurricular activities to further develop my skills in the extracurricular field I'm involved in.
5	I'm not afraid to answer questions from my advisor or peers during the extracurricular activities I participate in.
6	I try to answer questions posed during extracurricular activities correctly.
7	I actively participate in discussions during the various extracurricular activities I take part in.
8	I am able to work well with others in groups during the extracurricular activities I take part in.
9	I participate in extracurricular activities of my own free will, without pressure from others.
10	I carry out all activities in my extracurricular program whether or not a coach is present.
11	I am satisfied with the extracurricular activities I participate in.
12	I am satisfied with the process of my extracurricular activities, even though I have not yet achieved the best possible results.
13	I continue to strive to improve my performance in the extracurricular activities I participate in.
14	I do not give up easily during the process of my extracurricular activities.
15	I don't get bored easily when participating in the extracurricular activities I'm involved in.
16	I remain enthusiastic about participating in extracurricular activities even though the training sessions are quite long.
17	I try to understand the basic concepts behind the extracurricular activities I participate in.
18	I prefer understanding the basic concepts of the activities rather than memorizing them.
19	I understand the significance of the extracurricular activities I participate in.
20	I understand this by connecting the benefits of the extracurricular activities to my daily life.
21	I am able to complete the challenges given by the instructor.
22	I can solve problems if obstacles or challenges arise during the extracurricular activities I participate in.
23	I feel confident participating in the extracurricular activities I take part in.
24	I feel confident in my abilities during the extracurricular activities I participate in.
25	I am willing to collaborate with my peers in the extracurricular program I participate in.
26	I find it easier to solve problems or learn in the extracurricular program I participate in.
27	I have a close relationship with the instructor of the extracurricular program I participate in.

28	I feel comfortable discussing topics with the instructor of the extracurricular program.
29	I always attend the scheduled sessions of the extracurricular activities I participate in.
30	I rarely miss sessions of the extracurricular activities I participate in.
31	I pay close attention when the advisor presents material for the extracurricular activities I participate in.
32	I stayed focused throughout the extracurricular training session, from start to finish.

Table 4. Student Participation

No	Question
1	I consistently participate in extracurricular activities.
2	I rarely miss practices or meetings.
3	I arrive on time for activities.
4	I participate in activities from start to finish.
5	I feel safe and comfortable during activities.
6	I am not afraid to express my opinions during group activities.
7	I carry out assigned tasks responsibly.
8	I follow the rules that apply to the activities.
9	I maintain a respectful attitude during the activities.
10	I complete the tasks that are my responsibility.
11	I feel like I'm part of the activity group.
12	I actively interact with other members.
13	I work together with my teammates during practice.
14	I help friends who are having trouble.
15	I'm involved in preparing for activities or competitions.
16	I participate in every group practice.
17	I am willing to perform during group events.
18	I support the team's success in every activity.
19	I strive to achieve excellence in activities.
20	I feel proud of the group's achievements.
21	I take the initiative in activities without being told to do so.
22	I offer ideas to improve activities.
23	I get involved in organizing events or competitions.
24	I contribute to the success of extracurricular activities.
25	I feel a sense of responsibility for the continuity of the activities.
26	I value the role of every member in the group.
27	I develop my skills through these activities.
28	I strive to demonstrate my best abilities.
29	I showcase my skills during performances.
30	I am confident when participating in activities.
31	I take part in the evaluation of extracurricular activities.
32	I offer suggestions for improving the activities.

Talent Management (X1)

A descriptive analysis of data on talent management variables collected from high school students participating in extracurricular activities in the Mandau Subdistrict, Bengkalis Regency, Riau Province, is presented in the following table:

Table 5. Descriptive Statistics for the Talent Management Variable (X1)

Statistics TALENT MANAGEMENT		
N	Valid	392
	Missing	0
Mean		130.59
Std. Error of Mean		.670
Median		131.00
Mode		114
Std. Deviation		13.274
Variance		176.191
Range		81
Minimum		71
Maximum		152
Sum		51193

The results of the descriptive analysis show that the talent management variable (X1) falls into the high category, with a mean score of 130.59 and an overall percentage of 85.91%. The highest indicator was found in the program planning aspect at 87.10%, while other indicators such as activity implementation, ongoing evaluation, key institutional positions, and recognition also fell into the high category. These findings indicate that the management of extracurricular activities at high schools in Mandau Subdistrict has been effective, although improvements are still needed in several aspects of implementation.

Principal Leadership (X2)

A descriptive analysis of the data on the "Principal Leadership" variable, sourced from high school students participating in extracurricular activities in the Mandau Subdistrict, Bengkalis Regency, Riau Province, is presented in the following table:

Table 6. Descriptive Statistics for the "Principal Leadership" Variable (X2)

Statistics SCHOOL PRINCIPAL LEADERSHIP		
N	Valid	392
	Missing	0
Mean		157.40
Std. Error of Mean		.935
Median		156.50
Mode		138
Std. Deviation		18.513
Variance		342.716
Range		81
Minimum		103
Maximum		184
Sum		61700

The results of the descriptive analysis show that the principal's leadership variable falls into the high category, with an average score of 157.40 and an overall percentage of 85.91%. The majority of respondents rated the principal's leadership as moderate to high, with the moderate category dominating at 87.5%. The indicators with the highest percentages were transformational leadership (86.72%),

exemplary behavior and serving as a role model (86.29%), and a clear vision and mission (86.27%). These findings indicate that school principals are considered capable of effectively carrying out their leadership functions in supporting extracurricular activities, although there are still several aspects that need improvement, particularly in resource management and the creation of a more conducive school climate. These findings align with the views of Bush et al., who state that school principal leadership plays a crucial role in ensuring educational quality and fostering student activities.

Student Interest (X3)

A descriptive analysis of the data on student interests, collected from high school students participating in extracurricular activities in the Mandau Subdistrict of Bengkalis Regency, Riau Province, is presented in the following table:

Table 7. Descriptive Statistics for the Student Interest Variable (X3)

Statistics		
STUDENT INTEREST		
N	Valid	392
	Missing	0
Mean		110.26
Std. Error of Mean		.649
Median		110.00
Mode		96
Std. Deviation		12.855
Variance		165.244
Range		50
Minimum		78
Maximum		128
Sum		43220

The results of the descriptive analysis show that the student interest variable falls into the high category, with a mean score of 110.26 and an overall percentage of 87.1%. The majority of respondents (65.56%) fall into the moderate category, while 34.44% fall into the high category. The indicators with the highest percentages were perseverance (87.0%), intrinsic motivation (86.6%), understanding orientation (86.6%), and social connectedness (86.5%). These findings indicate that students have a strong interest in participating in extracurricular activities, as evidenced primarily by their active involvement, intrinsic motivation, and consistency in these activities. These results align with the views of Ryan & Deci, who state that interest and intrinsic motivation play a crucial role in enhancing individual engagement and participation in an activity.

Student Participation (Y)

A descriptive analysis of the data on student participation, sourced from high school students participating in extracurricular activities in the Mandau Subdistrict of Bengkalis Regency, Riau Province, is presented in the following table:

Table 8. Descriptive Statistics for the Student Participation Variable (X3)

Statistics STUDENT PARTICIPATION		
N	Valid	392
	Missing	0
Mean		111.01
Std. Error of Mean		.667
Median		112.00
Mode		96
Std. Deviation		13.204
Variance		174.355
Range		47
Minimum		81
Maximum		128
Sum		43515

The results of the descriptive analysis show that the student participation variable falls into the high category, with a mean score of 111.01 and an overall percentage of 86.9%. The majority of respondents (69.39%) fall into the moderate category, while 30.61% fall into the high category. The indicators with the highest percentages were safety needs (87.7%), self-actualization (87.1%), and social needs (86.8%). These findings indicate that students demonstrate good participation in extracurricular activities, particularly through active engagement, a sense of safety, social relationships, and self-actualization in school activities. These results align with Abraham Maslow's hierarchy of needs theory, which states that the fulfillment of basic needs through to self-actualization can enhance an individual's engagement and participation in an activity.

Results of the Prerequisite Tests for Analysis

The results of the preliminary analysis tests indicate that the research data meet the basic assumptions of regression. The normality test using the Kolmogorov-Smirnov test yielded a significance value of 0.101 (>0.05), indicating that the data are normally distributed. The linearity test showed that all relationships between the independent variables and student participation were linear, with significance values of 0.070 for talent management, 0.075 for principal leadership, and 0.061 for student interest (>0.05). The results of these tests are shown in the table below.

Table 9. Summary of Multicollinearity Test Results

No	**Variable**	**Tolerance Value**	**Informaion**	**VIF Value**	**Information**	**Conclusion**
1.	Talent Management	0,272	*Tolerance* > 0,10	3,672	*VIF* < 10	No Multicollinearity
2.	Principal Leadership	0,269	*Tolerance* > 0,10	3,724	*VIF* < 10	No Multicollinearity
3.	Student Interests	0,412	*Tolerance* > 0,10	2,429	*VIF* < 10	No Multicollinearity

Furthermore, the multicollinearity test showed that all variables had Tolerance values >0.10 and VIF values <10, indicating that the regression model is free from multicollinearity. As for the heteroscedasticity test using a scatterplot, the residual

points are randomly distributed and do not form a specific pattern, indicating that there is no heteroscedasticity. Thus, the regression model in this study is deemed valid and meets the classical assumptions for use in further regression analysis.

Hypothesis Test Results

Hypothesis testing in this study was conducted using simple linear regression, multiple linear regression, the t-test (partial), the F-test (simultaneous), and the coefficient of determination (R^2) with the aid of SPSS version 26 for Windows.

a. Simple Linear Regression Analysis

The results of the simple linear regression analysis show that talent management (X1), principal leadership (X2), and student interest (X3) each have a positive and significant effect on student participation (Y) in extracurricular activities. The talent management variable had a regression coefficient of 0.660 with a p-value of 0.000 < 0.05. The principal's leadership variable had a regression coefficient of 0.464 with a p-value of 0.000 < 0.05. Meanwhile, the student interest variable yielded a regression coefficient of 0.913 with a Sig. value of 0.000 < 0.05. Thus, H1, H2, and H3 are accepted.

b. Multiple Linear Regression Analysis

The results of the multiple linear regression analysis show the following regression equation:

$$Y = 9.064 + 0.054X_1 + 0.031X_2 + 0.905X_3$$

The calculated F-value of 488.440 with a significance level of 0.000 < 0.05 indicates that talent management, principal leadership, and student interest simultaneously have a significant effect on student participation. Student interest was the most dominant variable, with a beta coefficient of 0.881. The results of the effective contribution (SE) show that talent management contributed 3.61%, principal leadership contributed 27.99%, and student interest contributed 78.32%. The relative contributions (SR) were 3.28%, 25.47%, and 71.25%, respectively. Thus, student interest is the variable that contributes the most to student participation.

c. t-Test (Partial)

The results of the t-test indicate that, when analyzed partially, talent management (Sig. 0.225 > 0.05) and principal leadership (Sig. 0.335 > 0.05) do not have a significant effect on student participation in the multiple regression model. Meanwhile, student interest has a positive and significant effect on student participation, with a t-value of 24.336 and Sig. 0.000 < 0.05.

d. F-Test (Simultaneous)

The results of the F-test showed a calculated F-value of 488.440 > table F-value of 2.63 with a significance level of 0.000 < 0.05. These results indicate that the

variables of talent management, principal leadership, and student interest simultaneously have a significant effect on student participation in extracurricular activities.

e. Analysis of the Coefficient of Determination (R^2)

The results of the coefficient of determination analysis show an R^2 value of 0.791, or 79.1%. This means that the variables of talent management, principal leadership, and student interest account for 79.1% of the variation in student participation, while the remaining 20.9% is influenced by other factors outside the scope of this study. Thus, the regression model in this study has strong explanatory power.

Discussion

The Influence of Talent Management on Student Participation in Extracurricular Activities

The results of the descriptive analysis indicate that talent management at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province falls into the high category. The majority of respondents (84.6%) assessed the implementation of talent management as good, encompassing planning, execution, evaluation, and the provision of recognition to students. This finding aligns with the theory of Mellahi and Collings, which emphasizes the importance of strategic talent management through the systematic identification and development of individual potential. Nevertheless, 15.2% of respondents still rated talent management as moderate. This indicates that the implementation of talent management is not yet fully optimal and that there are still limitations in the execution of the program. This finding is supported by research by Magdalena et al. (2021), which states that limited resources and school commitment affect the effectiveness of talent management.

The results of the simple linear regression test indicate that talent management has a positive and significant effect on student participation, with a significance level of $0.000 < 0.05$ and a regression coefficient of 0.660. This means that the better the talent management, the more student participation in extracurricular activities tends to increase. This finding is consistent with Lumapow's (2024) study, which states that mapping interests and talents, along with ongoing guidance, can increase student engagement in school activities. However, the results of the t-test in the multiple regression analysis indicate that talent management does not have a significant partial effect on student participation (t-calculated 1.215 < t-table 1.96; Sig. 0.225 > 0.05). Furthermore, the effective contribution of this variable is only 3.61%. These results indicate that talent management is not a dominant factor in increasing student participation when compared to other variables, particularly student interests.

These findings support Heckman's (2006) view that the implementation of talent management is often inconsistent across its various stages. Armstrong (2009) also emphasizes that the success of talent management requires ongoing development, not merely the identification of students' potential. Thus, the effectiveness of talent

management is greatly influenced by the consistency of mentoring, teacher motivation, school support, and the alignment of activities with students' interests. In practical terms, the results of this study indicate that schools need to strengthen the implementation of talent management through continuous mapping of interests and talents, improvements in the quality of extracurricular guidance, routine evaluations, and support in the form of facilities and motivation from both teachers and parents so that student participation can increase optimally.

The Influence of Principal Leadership on Student Participation in Extracurricular Activities

The results of the descriptive analysis indicate that the leadership of high school principals in Mandau Subdistrict, Bengkalis Regency, Riau Province falls into the moderate to high category. A total of 87.5% of respondents rated the principals' leadership as moderate, and 12.5% rated it as high. These findings indicate that school principals have performed their leadership functions fairly well, although there are still several aspects that need improvement, particularly in supervision and strengthening support for extracurricular activities. These findings align with Mulyasa's (2007) EMASLEC theory, which positions the school principal as an educator, manager, administrator, supervisor, leader, entrepreneur, and climate creator. Furthermore, Purwanto (2019) emphasizes that effective school principal leadership can create a productive school through the optimal management of all educational components. Thus, school principal leadership plays a crucial role in fostering a school environment that supports student participation.

The results of the simple linear regression indicate that the principal's leadership has a significant effect on student participation, with a significance level (Sig.) of $0.000 < 0.05$ and a t-value of 16.941. This variable has an effective contribution (SE) of 25.4%, indicating a tangible contribution to increasing student participation in extracurricular activities. In other words, the better the principal's leadership, the more student participation tends to increase. However, the results of the partial t-test indicate that the principal's leadership does not have a significant direct effect on student participation when tested alongside other variables. This is evident from the t-value of $0.965 <$ t-table 1.96 and a significance level (Sig.) of $0.335 > 0.05$. These findings indicate that the influence of the principal's leadership is indirect and is influenced by other factors, such as student interest and the management of extracurricular programs.

The results of this study are consistent with the views of Fitrah (2017) and Savitri (2022), who state that the effectiveness of a principal's leadership is greatly influenced by their ability to supervise, communicate, and create a conducive learning environment. In the context of this study, students are more influenced by internal factors such as personal interest, the quality of advisors, and the relevance of extracurricular activities than by direct interaction with the principal. Thus, while the principal's leadership continues to play a crucial role in supporting student participation, its impact requires the support of other variables to optimally enhance student participation in extracurricular activities.

The Effect of Student Interest on Student Participation in Extracurricular Activities

The results of the descriptive analysis show that student interest at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province falls into the moderate category. A total of 65.56% of respondents fell into the moderate category, and 34.44% fell into the high category. These findings indicate that the majority of students are interested in extracurricular activities, although their level of participation is not yet fully optimal. The results of simple linear regression show that student interest has a positive and significant effect on student participation.

A significance value of 0.000 < 0.05 with a t-value of 38.282 indicates that the hypothesis is accepted. The student interest variable contributed an effective contribution (EC) of 78.32% and a relative contribution (RC) of 71.25%, making it the most dominant variable compared to the others. The positive regression coefficient indicates that the higher the students' interest, the higher their participation in extracurricular activities.

The results of the partial test (t-test) also showed that student interest had a positive and significant effect on student participation, with a calculated t-value of 24.336 > the critical t-value of 1.96 and a significance level of 0.000 < 0.05. This indicates that students with high interest tend to be more active, consistent, and engaged in extracurricular activities. This finding aligns with the theory stating that interest is an internal psychological factor that drives a person to choose and maintain involvement in an activity. Loviyani Putri (2019) explains that interest is a key factor in student engagement, while Ummat (2024) emphasizes that intrinsic motivation plays a major role in maintaining consistency in student activities. Thus, interest serves not only as an initial attraction but also as the primary driver of sustained student participation.

The findings of this study are also supported by Zar'in's (2023) research, which found that student interest is influenced by motivation, environmental support, mentors, and activity facilities. Additionally, Bara (2019) explains that low student engagement in school activities is linked to low student interest and active participation. Theoretically, the findings of this study reinforce the notion that the development of students' potential must be tailored to their interests and talents. Even if a school has good management and leadership, without internal interest from students, participation will not be optimal.

Therefore, student interest is the primary factor determining the level of student participation in extracurricular activities. Based on these findings, schools need to prioritize strategies to increase participation by mapping students' interests, providing activities that meet students' needs, and offering guidance that enhances students' intrinsic motivation. In this way, extracurricular activities can serve as a relevant and meaningful means of self-development for students.

The Influence of Talent Management, Principal Leadership, and Student Interests on Student Participation in Extracurricular Activities

The results of the descriptive analysis indicate that student participation in extracurricular activities at high schools in Mandau Subdistrict, Bengkalis Regency, Riau Province falls into the moderate category. A total of 69.39% of respondents fell into the moderate category, and 30.61% into the high category. These findings indicate that student involvement in extracurricular activities is not yet fully optimal and is still influenced by various internal and external factors. The results of the multiple linear regression analysis show that talent management, the principal's leadership, and student interest simultaneously have a positive and significant effect on student participation. This is indicated by a Sig. value of $0.000 < 0.05$ and a calculated F-value of 488.440. Thus, the fourth hypothesis (H4) is accepted, meaning that the better the talent management, principal leadership, and student interest, the higher the students' participation in extracurricular activities will be.

The coefficient of determination (R^2) of 0.791, or 79.1%, indicates that variations in student participation can be explained by these three variables, while the remaining 20.9% is influenced by other factors outside the scope of this study, such as parental support, social environment, peers, facilities and infrastructure, and students' personal characteristics. These findings suggest that student participation is the result of an interaction between internal and external factors. The positive regression coefficients indicate that improvements in talent management and principal leadership will lead to increased student participation. The principal's leadership plays a role in creating policies, providing supervision and motivation, and fostering a school environment that supports extracurricular activities. This aligns with Fitrah's (2017) view that effective principal leadership can improve the quality of education through the optimal management and empowerment of school resources.

Furthermore, talent management serves as a process for developing students' potential through the targeted identification, nurturing, and management of their talents. Armstrong (2009) and Gagné (2004) explain that students' talents and abilities need to be developed through a systematic process in order to achieve optimal performance. Consequently, effective talent management can enhance student engagement because extracurricular activities become better aligned with students' potential and needs. This study also confirms that student interest is the most dominant factor in increasing student participation. Even if a school has strong leadership and a sound management system, student participation will not be optimal without intrinsic interest from the students themselves. These findings align with the research by Zar'in (2023) and Bara (2019), which showed that student participation increases when school programs align with students' interests, needs, and opportunities for self-actualization. Overall, the results of this study indicate that increasing student participation in extracurricular activities requires an integrated approach through supportive principal leadership, targeted talent management, and the strengthening of students' intrinsic interest. With this synergy, extracurricular activities can serve as a means for the optimal and sustainable development of students' potential.

4. Conclusion

Based on the results of data analysis, hypothesis testing, and the discussion of this study, it can be concluded that talent management has a positive effect but has not yet had a significant impact on student participation in extracurricular activities. Thus, good and targeted talent management has not yet been able to directly increase student participation in extracurricular activities. The principal's leadership also has a positive effect, but it has not yet had a significant impact on student participation in extracurricular activities. This indicates that visionary, participatory, and effective leadership by the principal has not yet become a factor that directly drives increased student participation in extracurricular activities. Meanwhile, student interest has been shown to have a positive and significant influence on student participation in extracurricular activities. In other words, the higher a student's interest, the greater their tendency to participate in extracurricular activities. Overall, talent management, principal leadership, and student interest collectively influence student participation in extracurricular activities. This indicates that student participation is not influenced by a single factor but is the result of the interplay of various factors, with student interest being the most dominant factor.

References

Abijaya, S., Wildanu, E., & Jamaludin, A. (2021). Peranan Kepemimpinan dalam Organisasi. *Jurnal Soshum Insentif*, *4*(1), 17–26. Https://Doi.Org/10.36787/Jsi.V4i1.442

Adzewiyah, P. R., Lutfiana, F. F., & Jumini, S. (2025). Analisis Hubungan Keaktifan Siswa Dalam Ekstrakurikuler terhadap Hasil Asesmen Harian Di Madrasah Ibtida'iyah. *Journal of Nusantara Education*, *4*(2), 82–93. Https://Doi.Org/10.57176/Jn.V4i2.141

Alandia, K. M., & Sholeh, M. (2024). Manajemen Program Ekstrakurikuler dalam Pengembangan Pendidikan Karakter di Sekolah Dasar (Studi Kasus di SDN Airlangga I Surabaya). *Inspirasi Manajemen Pendidikan*, *12*(3), 611-619.

Amalia, F. N., & Nugraheni, N. (2024). Analisis Kesiapan Belajar Siswa dalam Mengikuti Kegiatan Belajar Mengajar Berdasarkan Pembelajaran Berdiferensiasi. *Jurnal Riset Pendidikan Dasar (JRPD)*, *5*(1), 21. Https://Doi.Org/10.30595/Jrpd.V5i1.16072

Armstrong, M. (2009). *Armstrong's Handbook of Performance Management: an Evidence-Based Guide to Delivering High Performance*. Kogan Page Publishers.

Bara, O., & Putra, K. (2019). *The Student Participation Level in Attending Extracurricular Activity in Sma Negeri I of Karanganom, Karanganom District, Klaten Regency of Learning Year 2017/2018*.

Barber, C., Mueller, C. T., & Ogata, S. (2018). Volunteerism As Purpose: Examining The Long-Term Predictors of Continued Community Engagement. *Educational Psychology*, *33*(3), 314–333. Https://Doi.Org/10.1080/01443410.2013.772775

Bela, Y., Jabar, C. S. A., & La Robi, L. R. (2025). The Influence of the Principal's Leadership, Work Climate, and Work Motivation on the Performance of High School Education Personnel in Malinau Regency. *Journal of Educational Sciences*, *9*(5), 4217-4231. https://doi.org/10.31258/jes.9.5.p.4217-4231

Collings, D. G., & Mellahi, K. (2009). Strategic Talent Management: A Review and Research Agenda. *Human Resource Management Review*, *19*(4), 304-313.

Coleman, M., & Bush, T. (Eds.). (2003). *Leadership and Strategic Management in South African schools*. Commonwealth Secretariat.

Creswell, J. W. (2023). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. New York: Pearson.

Deci, E. L., & Ryan, R. M. (2012). Self-Determination Theory. *Handbook of Theories of Social Psychology*, *1*(20), 416-436.

Dolong, J. (2019). *Standar Kualifikasi dan Kompotensi Kepemimpinan Kepala Sekolah*. Http://Mjuhdi.Blogspot.Com/2012/03/Makalah-Kepemimpinan-Kepala-Sekolah.Html

Fitrah, M. (2017). Peran kepala sekolah dalam meningkatkan mutu pendidikan. *Jurnal penjaminan mutu*, *3*(1), 31-42. Https://Doi.Org/10.25078/Jpm.V3i1.90

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, *74*(1), 59–109. Https://Doi.Org/10.3102/00346543074001059

Gagné, F. (2004). Transforming Gifts into Talents: The DMGT as a Developmental Theory. *High Ability Studies*, *15*(2), 119-147.

Heckman, J. J., Stixrud, J., & Urzua, S. (2006). The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior. *Journal of Labor Economics*, *24*(3), 411-482.

Hidayatullah, M., & Rindaningsih, I. (2023). Peran Kepemimpinan Kepala Sekolah Dalam Implementasi Kurikulum Merdeka Di Sekolah Menengah Pertama. *Jurnal Cendekiawan Ilmiah PLS*, *8*. Https://Doi.Org/10.37058/Jpls.V7i1

Jucan, D., & Ungurășan, D. (2023). Extracurricular Activities Theoretical and Practical Approaches for Primary and Preschool Cycles. *Proceedings Of 10th International Conference Education, Reflection, Development (ERD 2022), 24 June 2022, Cluj-Napoca, Romania*, *6*, 203–213. Https://Doi.Org/10.15405/Epes.23056.19

Kamalia, K., Natuna, D. A., & Sumarno, S. (2022). The Influence of Principal Leadership and Teacher Work Discipline on Elementary School Teacher Performance. *Journal of Educational Sciences*, *6*(3), 444-458. https://doi.org/10.31258/jes.6.3.p.444-458

Kin, T. M., & Kareem, O. A. (2019). School Leaders' Competencies That Make a Difference in The Era of Education 4.0: A Conceptual Framework. *International Journal of Academic Research in Business and Social Sciences*, *9*(4). Https://Doi.Org/10.6007/Ijarbss/V9-I4/5836

Loviyani Putri, Y., & Rifai, A. (2019). Pengaruh Sikap dan Minat Belajar terhadap Motivasi Belajar Peserta Didik Paket C. *Journal of Nonformal Education and Community Empowerment*, *3*(2), 173–184. Https://Doi.Org/10.15294/Pls.V2i1.23448

Lumapow, H. R., Gaspersz, S., Panjaitan, J., Kerap, G., Hatibie, M. J., & Oley, C. (2024a). Pentingnya Manajemen Talenta Dalam Pendidikan (Studi Literatur). *Jurnal Pendidikan Indonesia*, *5*(12).

Lumapow, H. R., Gaspersz, S., Panjaitan, J., Kerap, G., Hatibie, M. J., & Oley, C. (2024b). Pentingnya Manajemen Talenta Dalam Pendidikan (Studi Literatur). *Jurnal Pendidikan Indonesia*, *5*(12).

Lumapow, H. R., Gaspersz, S., Panjaitan, J., Kerap, G., Hatibie, M. J., & Oley, C. (2024c). Pentingnya Manajemen Talenta Dalam Pendidikan (Studi Literatur). *Jurnal Pendidikan Indonesia*, *5*(12).

Magdalena, I., Ramadanti, F., & Rossatia, N. (2020). Upaya Pengembangan Bakat atau Kemampuan Siswa Sekolah Dasar Melalui Ekstrakurikuler. In *Jurnal Pendidikan dan Sains* (Vol. 2, Issue 2). Https://Ejournal.Stitpn.Ac.Id/Index.Php/Bintang

Masnawati, E., Darmawan, D., & Masfufah, M. (2023). Peran Ekstrakurikuler dalam Membentuk Karakter Siswa. *PPIMAN Pusat Publikasi Ilmu Manajemen*, *1*(4), 305-318. Https://Doi.Org/10.59603/Ppiman.V1i4.347

Mulyono, M., Komariyah, L., & Mulawarman, W. G. (2023). Kompetensi Manajerial Kepala Sekolah dalam Meningkatkan Kinerja Guru di Era Kurikukum Merdeka. *Jurnal Ilmu Manajemen Dan Pendidikan*, *3*, 183–194. Https://Doi.Org/10.30872/Jimpian.V3ise.2994

Murzika, O. :, Putra, K., Olahraga, P., Kesehatan, J., Rekreasi, D., & Yogyakarta, U. N. (2019). *Tingkat Partisipasi Siswa Dalam Mengikuti Kegiatan Ekstrakurikuler Olahraga Di Smp Negeri 2 Mrebet Kecamatan Mrebet Kabupaten Purbalingga*.

Nurholis, M. P. (2023). Manajemen Kesiswaan Ekstrakurikuler dalam Meningkatkan Prestasi Siswa. Https://Arradpratama.Com/

Octavia, C., & Oktavia, L. (N.D.). *Optimalisasi Manajemen Peserta Didik untuk Peningkatan Prestasi Dan Karakter Siswa Cindy Octavia, Lailil Oktavia*. *4*(4). Https://Jurnalp4i.Com/Index.Php/Educational

Oktavianti, F., Jurusan, A. B., Guru, P., & Dasar, S. (2019). Manajemen Peserta Didik dalam Pengembangan Minat dan Bakat Melalui Kegiatan Ekstrakurikuler. In *JLJ* (Vol. 8, Issue 4). Http://Journal.Unnes.Ac.Id/Sju/Index.Php/Jlj

Pariusamahu, M. N. (2025). Students Talent Management Through The Sanggar-Prestasi Forum At Mts Negeri 2 Maluku Tengah. *12 Waiheru*, *11*(1), 36–45. Https://Doi.Org/10.70872/12waiheru.V11i1.313

Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 62 Tentang Kegiatan Ekstrakurikuler Pada Pendidikan Dasar dan Pendidikan Menengah, (2014). https://jdih.kemdikbud.go.id/arsip/Permendikbud Nomor 62 Tahun 2014.pdf

Purwanto, I. (2019). *Kepemimpinan Kepala Sekolah dalam Pengambilan Keputusan di SMK Muhammadiyah Bumiayu Kabupaten Brebes* (Doctoral dissertation, IAIN Purwokerto).

Rahmawati, T. D., Maniroh, A., & Nugroho, H. A. (2025). Pentingnya Manajemen Peserta Didik dalam Membentuk Karakter Siswa yang Berakhlak Mulia. *Proceedings Series on Social Sciences & Humanities*, *24*, 125-131. Https://Doi.Org/10.30595/Pssh.V24i.1582

Robbins, S. P., Judge, T. A., & Millett, B. (2015). *OB: The Essentials*. Pearson Higher Education AU.

Rosa, E., Destian, R., Agustian, A., & Wahyudin, W. (2024). Inovasi Model dan Strategi Pembelajaran Dalam Implementasi Kurikulum Merdeka. *Journal of Education Research*, *5*(3), 2608–2617. Https://Doi.Org/10.37985/Jer.V5i3.1153

Rukajat, A., Abas, T. T., & Gusniar, I. N. (2022). Manajemen Ekstrakurikuler Dalam Meningkatkan Kreativitas Siswa. *Jogjakarta. Deepublish*.

Samsilayurni, S. (2022). Kepala Sekolah sebagai Pemimpin dan Manajer Sekolah. *Journal of Innovation in Teaching and Instructional Media*, *2*(2), 101-108.

Samsu. (2021). *Metodologi Penelitian*. Jambi: Pusaka Jambi.

Samuel, K. (2024). *The Role of Extracurricular Activities in Student Development*. Https://Www.Eejournals.Org/

Sanianingtyas, E., & Arifin, I. (2023). Manajemen Ekstrakurikuler di Madrasah Ibtidaiyah Sebagai Wahana Mendidik Karakter Peserta Didik. *JAMP: Jurnal Administrasi Dan Manajemen Pendidikan*, *6*, 403–414. Http://Journal2.Um.Ac.Id/Index.Php/Jamp/

Saputra, A. (2025). Strategi Manajemen Talenta dalam Meningkatkan Pendidikan Peserta Didik di Balai House school Al-Aziziyah Desa Trieng Lhoksukon. *Journal of Islamic Education and Law*, *1*(3), 193-204. Https://Journal.Ynam.Or.Id/Index.Php/Jiel

Sari, N., Widiyan, A. P., Herawati, E. S. B., & Astuti, Y. (2024). Principals As Instructional Leaders: A Study of Classroom Practices in Elementary Schools. In *Indonesian Journal of Classroom Action Research Journal Homepage. 2*(2), 34-43.

Savitri, A. S., Rahma, A. N., Kultsum, U. W., & Prihantini, P. (2022a). Peran Kepala Sekolah Sebagai Pemimpin dalam Pengelolaan Pendidikan Pada Satuan Pendidikan. *Aulad: Journal on Early Childhood*, *4*(3), 329–336. Https://Doi.Org/10.31004/Aulad.V4i3.245

Savitri, A. S., Rahma, A. N., Kultsum, U. W., & Prihantini, P. (2022b). Peran Kepala Sekolah Sebagai Pemimpin dalam Pengelolaan Pendidikan pada Satuan Pendidikan. *Aulad: Journal On Early Childhood*, *4*(3), 329–336. Https://Doi.Org/10.31004/Aulad.V4i3.245

Shilviana, K. F., & Hamami, T. (2020). Pengembangan Kegiatan Ekstrakurikuler Kegiatan Kokurikuler dan Ekstrakurikuler. *Jurnal Studi Kesilaman dan Ilmu Pendidikan*, *8*(1).

Suarga, S. (2017). Efektivitas Penerapan Prinsip-Prinsip Kepemimpinan Kepala Sekolah terhadap Peningkatan Mutu Layanan Administrasi Pendidikan. *Idaarah: Jurnal Manajemen Pendidikan*, *1*(1).

Sugiyono. (2023). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Suraina, E., Yuliantini, N., & Susanti, A. (2024). Hubungan Partisipasi Siswa dalam Kegiatan Ekstrakurikuler Pramuka dengan Sikap Percaya Diri Siswa SDN 71 Kota Bengkulu. *Juridikdas: Jurnal Riset Pendidikan Dasar*, *7*(3). Https://Doi.Org/10.33369/Juridikdas.V5i3

Trianjani, A. W. (2025). *Analisis Partisipasi Siswa dalam Kegiatan Ekstrakurikuler Karawitan Implikasinya terhadap Karakter Cinta Tanah Air di SD Negeri Sukoharjo* (Doctoral Dissertation, STKIP PGRI Pacitan). Https://Repository.Stkippacitan.Ac.Id/

Ummat, L. S., Fahriza, F., & Munir, M. (2024). Pengaruh Motivasi Intrinsik, Kedisiplinan Belajar dan Lingkungan Belajar terhadap Hasil Belajar Siswa di SMA Al Islam Krian. *Jurnal Ilmiah Manajemen dan Bisnis (Jimbis)*, *3*(3), 188–201. Https://Doi.Org/10.24034/Jimbis.V3i3.6689

Wahyuni, L. S., & Barat, J. (2018). Peran Strategis Kegiatan Ekstrakulikuler dalam Penguatan, Pendidikan Karakter. *Jurnal Guru Dikmen dan Diksus*, *1*(1), 70-76. Https://Doi.Org/10.47239/Jgdd.V1i1.21

Yusriyah, A. H., & Retnasari, D. (2023). Mengembangkan Bakat dan Minat Siswa Melalui Kegiatan Ekstrakurikuler. *Prosiding Pendidikan Teknik Boga Busana*, *18*(1).

Zar'in, A. U., Sugeng, I., & Manjayanti, E. S. A. (2023). Survei Minat Siswa terhadap Kegiatan Ekstrakurikuler Olahraga dan Peminatan Cabang Olahraga. *Jambura Sports Coaching Academic Journal*, *2*(2), 114-124.

How to cite this article:

Nasution, S. E., & Sari, M. N. (2026). The Influence of Talent Management, Principal Leadership, and Student Interest on Student Participation in Extracurricular Activities at High Schools in Mandau Subdistrict, Bengkalis Regency, Riau Province. *Journal of Educational Sciences*, *10(7)*, 727-751.