



Integrating the Islamic Religious Education Curriculum and Extracurricular Development To Improve Achievement: A Systematic Literature Review

Roswanda Saputri^{1A-E*}, Muh. Takdir^{2B-D}, Rahmat Agung Rusadi^{3B-D}, Sahabuddin^{4B-D}, Sufitriyono^{5B-D}

^{1,2,3,4,5} Universitas Negeri Makassar, Sulawesi Selatan, Indonesia

rosandasaputribanda007@gmail.com^{1*}, muhtakdir190702@gmail.com², pendolboys115@gmail.com³, sahabuddin@unm.ac.id⁴, Sufitriyono@unm.ac.id⁵

ABSTRACT

This study aims to analyze the integration of the Physical Education (PE) curriculum and extracurricular sports development programs in improving student achievement. Physical education is not only oriented toward physical fitness development but also contributes to cognitive, affective, and social competencies that support students' overall academic and non-academic performance. However, in many educational institutions, PE learning and extracurricular sports activities are still implemented separately, resulting in less optimal student development. Therefore, this study investigates how the integration of PE and extracurricular programs can contribute to student achievement enhancement. This research employed a Systematic Literature Review (SLR) method using the PRISMA 2020 framework. Data were collected from reputable international databases, namely Taylor & Francis and ScienceDirect. A total of 222 articles were initially identified, and after the screening and eligibility process, 13 studies met the inclusion criteria for analysis. The selected studies consisted of qualitative, quantitative, mixed-method, policy-analysis, and review research designs. The findings reveal that the integration of PE and extracurricular activities positively influences students' academic achievement, sports performance, character development, motivation, discipline, teamwork, and social interaction. PE provides the foundational learning process for developing physical literacy and movement skills, while extracurricular activities reinforce these competencies through intensive practice and competition experiences. Furthermore, successful integration is influenced by institutional support, teacher and coach competence, facilities, program sustainability, and student motivation. This study concludes that integrating PE and extracurricular sports programs is an effective strategy for developing holistic student achievement. The findings are expected to serve as a reference for policymakers, schools, teachers, and sports coaches in designing sustainable school-based sports development programs.

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- Conception and design of the study;
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- Analysis and interpretation of data;
- Manuscript preparation;
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INTRODUCTION

Physical Education (PE) is an essential component of the educational system because it contributes not only to students' physical fitness but also to their cognitive, affective, and social development. Through structured physical activities, students develop fundamental movement skills, physical literacy, discipline, teamwork, and healthy lifestyle habits. Previous studies have demonstrated that PE positively affects students' academic performance, concentration, and psychological well-being. Fundamental movement skills such as running, jumping, throwing, and catching form the basis for participation in lifelong physical activities and sports (Rudd et al., 2020). Moreover, PE contributes significantly to the development of physical literacy, which encompasses confidence, competence, motivation, and understanding to engage in physical activity throughout life (Hulteen et al., 2017). In recent years, educational systems worldwide have increasingly emphasized holistic student development. In Indonesia, the implementation of the Kurikulum Merdeka promotes student-centered learning and supports the development of the Pancasila Student Profile, including independence, collaboration, creativity, and critical thinking. Within this framework, PE serves as a strategic medium for character building and experiential learning. Studies indicate that enjoyable and movement-oriented PE curricula can improve students' participation and motivation in physical activities (Belton et al., 2022). Therefore, PE should no longer be viewed merely as a supporting subject but rather as an integral component of comprehensive education.

Despite its importance, global data indicate that many school-aged children and adolescents still experience insufficient physical activity participation. The World Health Organization (2020) reported that more than 80% of adolescents worldwide do not meet the recommended daily physical activity levels. Low physical activity participation contributes to reduced physical fitness, motor competence, and sports participation among students. Logan et al. (2017) further explained that motor competence during childhood significantly influences long-term sports participation and performance outcomes. Consequently, improving the quality of PE learning is crucial for supporting students' future athletic development and overall well-being. Besides formal PE instruction, extracurricular sports activities also play a substantial role in enhancing student achievement. Extracurricular programs provide students with opportunities to develop technical skills, tactical understanding, and competitive experiences through more intensive training environments. Participation in extracurricular sports has been associated with improved self-confidence, discipline, social interaction, and academic achievement (Shulruf, 2010). Furthermore, sports participation contributes positively to students' emotional and social development by promoting responsibility, teamwork, leadership, and resilience (Dudley et al., 2011).

However, in many schools, PE learning and extracurricular sports programs are implemented separately without systematic integration. Physical education often focuses on general learning objectives, while extracurricular activities emphasize sports achievement and competition. This separation creates a gap between instructional

learning and sports coaching processes, limiting students' opportunities for continuous and sustainable development. Research by Bailey (2017) suggested that the integration of curricular and extracurricular physical activities can produce more effective educational and developmental outcomes. Similarly, the Long-Term Athlete Development (LTAD) model emphasizes the importance of continuity between fundamental movement learning and specialized sports training (Stastny et al., 2016).

Several challenges also hinder the successful integration of PE and extracurricular activities. Limited facilities, insufficient instructional time, lack of coordination between teachers and coaches, and inconsistent program management frequently reduce the effectiveness of school-based sports development. In many cases, PE teachers and extracurricular coaches work independently without synchronized objectives, evaluation systems, or training approaches. Consequently, students often experience fragmented learning and inconsistent sports development pathways.

The literature review also indicates several research gaps. Most previous studies have focused either on PE learning or extracurricular activities separately, while studies examining their integration remain limited. Moreover, existing research predominantly emphasizes physical or academic outcomes without comprehensively analyzing holistic student achievement, including cognitive, social, emotional, and character dimensions. There is also limited evidence regarding the factors influencing successful integration within school contexts.

Therefore, this study aims to analyze the integration of the PE curriculum and extracurricular sports development programs in improving student achievement through a Systematic Literature Review approach. This study offers novelty by examining PE and extracurricular activities as a continuous and integrated development system rather than separate educational components. The findings are expected to provide theoretical and practical contributions for educators, schools, policymakers, and sports practitioners in designing effective school-based sports development systems.

The research questions of this study are as follows: How does PE learning contribute to student achievement improvement? What is the contribution of extracurricular sports activities to student achievement? How does the integration of PE and extracurricular activities enhance student achievement? What factors influence the successful integration of PE and extracurricular programs in schools?

METHODS

This study employed a Systematic Literature Review (SLR) design using the PRISMA 2020 framework. The SLR method was selected because it enables researchers to systematically identify, evaluate, and synthesize relevant scientific evidence related to a specific research topic. The literature search process was conducted using two international academic databases: Taylor & Francis and ScienceDirect. These databases were selected because they provide access to reputable peer-reviewed journals in

education, sports science, and physical education. The search process used combinations of keywords such as: "Physical Education", "Extracurricular Activities", "Student Achievement", "Curriculum Integration", "School Sports Development".

Boolean operators such as AND and OR were used to optimize the search process. The inclusion criteria included: Articles discussing PE, extracurricular sports activities, or their integration. Studies examining student achievement outcomes. Peer-reviewed journal articles. Full-text articles available in English. The exclusion criteria included: Studies unrelated to educational contexts. Articles without empirical or conceptual relevance. Conference abstracts or unpublished manuscripts. A total of 222 articles were initially identified. After removing irrelevant studies through title and abstract screening, 24 articles remained for full-text assessment. Subsequently, 11 articles were excluded because they did not meet the eligibility criteria. Finally, 13 studies were included in the synthesis process.

Data analysis was conducted using qualitative synthesis techniques. Each study was analyzed based on research objectives, methods, participants, and key findings. The synthesized findings were then categorized into themes related to PE contribution, extracurricular contribution, integration effectiveness, and influencing factors.

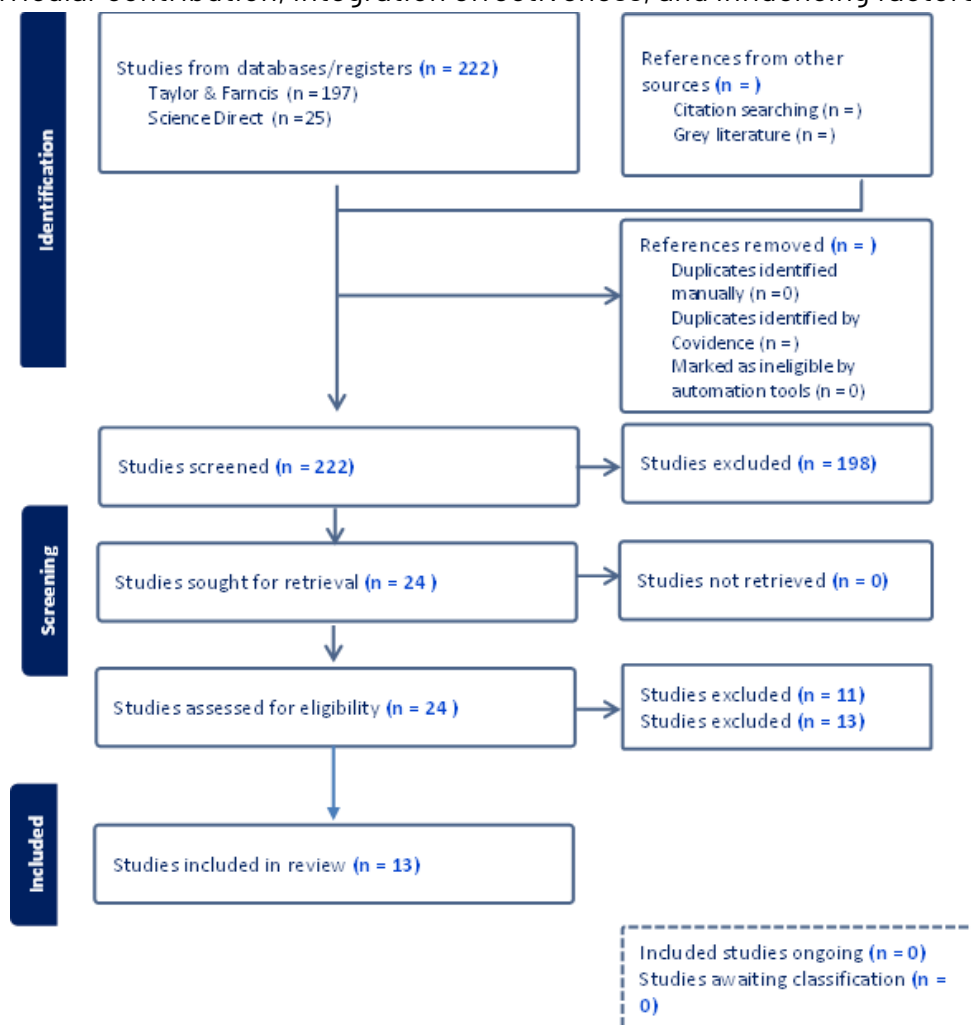


Figure 1.
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RESULTS AND DISCUSSION

Table1.

Sintesis Systematic Literature Review

No	Author (Year)	Title	Method	Sample	Key Findings
1	Liu (2018)	School Football Policy	Qualitative	Schools in China	Policies aim to enhance sports participation and performance; however, they are constrained by limited facilities.
2	Saltmarsh & Youdell (2004)	Special Sport	Ethnography	Siswa sekolah	Sports programs may lead to marginalization.
3	Gard (2001)	Boys and Dance	Qualitative	Siswa	Social factors influence participation in sports.
4	Sandford et al. (2008)	Sport & Behaviour	Review	>7000 siswa	Sports participation enhances student behavior and engagement.
5	Dean (2002)	Organising Learning	Review	-	Focus on instructional management.
6	Pirrie (2003)	Sport & Attainment	Systematic Review	Previous studies.	The relationship between sports and academic outcomes is complex.
7	Drane & Barber (2015)	Adolescent Sport	Quantitative	1,628 Students	Sports contribute to identity formation and overall development.
8	Won & Hong (2015)	Sport Policy	Policy analysis	National	Policy plays a crucial role in the development of sports.
9	Ballesteros et al. (2022)	Student-athletes	Quantitative	241 atlet	Academic and athletic identities influence overall well-being.
10	McSpirtt et al. (2022)	Gender & Sport	Survey	Coach	Social factors influence participation.
11	RQES (2013)	PE Studies	Mixed	Diverse.	Physical activity enhances performance.
12	RQES (2006)	Assessment in Sport	Conceptual	-	The importance of evaluating sports programs.
13	RQES (2013 Full)	PE Research	Mixed	Diverse.	Physical activity supports student development.

The Role of Physical Education in Improving Student Achievement

The findings indicate that PE plays a fundamental role in supporting students' physical, cognitive, and social development. Physical activity conducted during PE lessons contributes positively to concentration, academic performance, and psychological well-being. Trudeau and Shephard (2008) argued that physically active students tend to demonstrate better classroom behavior and learning performance.

Furthermore, PE facilitates the development of physical literacy and motor competence, which are essential foundations for lifelong physical activity participation. Students who possess higher levels of motor competence are more likely to engage actively in sports and maintain healthy lifestyles (Logan et al., 2017). Thus, PE serves as the initial stage of holistic student development.

However, several studies also identified limitations in PE implementation, particularly regarding instructional time and facility availability. Limited training intensity often reduces the effectiveness of skill development programs. Consequently,

PE alone may not be sufficient to optimize student achievement without additional support from extracurricular programs.

Contribution of Extracurricular Sports Activities

Extracurricular sports activities significantly contribute to students' academic and non-academic achievement. These activities provide students with more intensive opportunities to develop technical and tactical sports skills. Participation in competitions also enhances self-confidence, motivation, and emotional resilience.

Previous research demonstrated that students participating in extracurricular sports activities tend to achieve higher academic performance and stronger social competencies compared to non-participants (Feldman & Matjasko, 2005). Moreover, extracurricular participation promotes discipline, leadership, responsibility, and teamwork values that support holistic student development.

Sports-based extracurricular programs also strengthen students' psychological engagement with schools, reducing negative behaviors and increasing social inclusion. Therefore, extracurricular sports activities function not only as talent-development programs but also as educational tools for character formation.

Integration of PE and Extracurricular Activities

The integration of PE and extracurricular activities represents an effective strategy for improving student achievement. PE provides foundational learning related to movement skills and physical literacy, while extracurricular activities reinforce these competencies through advanced training and competition experiences.

The findings reveal that integrated programs create more sustainable sports development pathways for students. Through systematic integration, schools can align learning objectives, coaching strategies, and performance evaluations. Such integration also supports talent identification and long-term athlete development.

Nevertheless, several challenges remain in implementing integrated programs. Lack of communication between teachers and coaches, limited school resources, and inconsistent program planning often hinder effective integration. Therefore, schools require structured coordination systems to ensure program sustainability and effectiveness.

Factors Influencing Successful Integration

Successful integration is influenced by institutional support, facilities, teacher and coach competence, student motivation, and environmental support. Schools with supportive policies and adequate facilities tend to implement more effective sports development programs.

Teacher and coach collaboration is another critical factor. Effective communication and shared objectives enable the synchronization of instructional and training processes. Furthermore, students' intrinsic motivation strongly affects participation and achievement outcomes.

Social support from peers, teachers, and parents also contributes significantly to successful integration. Positive school environments encourage active participation and foster students' confidence and engagement in sports activities.

CONCLUSION

This systematic literature review demonstrates that the integration of Physical Education and extracurricular sports activities positively contributes to student achievement in academic, athletic, social, and character dimensions. PE serves as the foundational learning process for developing physical literacy and motor competence, while extracurricular programs strengthen these competencies through intensive practice and competitive experiences.

The findings also indicate that successful integration depends on institutional support, facilities, program management, teacher and coach collaboration, and student motivation. Schools that effectively integrate curricular and extracurricular sports programs are more likely to produce sustainable and holistic student development outcomes.

Therefore, educational institutions should develop systematic integration models that align PE learning objectives with extracurricular sports coaching programs. Future research is recommended to explore the implementation of integrated models in different educational settings and to investigate their long-term impacts on student achievement and well-being.

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Finally, the authors recognize that this study still has limitations. Therefore, constructive criticism and suggestions from readers, researchers, and practitioners are highly appreciated for the improvement and future development of research related to the integration of Physical Education curricula and extracurricular sports programs in educational settings.

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