Systematic Management of Character-Based Arts Extracurricular Activities: A Multiple Case Study of Academic Achievement Enhancement in Indonesian Elementary Schools

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Abstract

Character-based arts extracurricular activities represent promising interventions for holistic student development, yet limited research examines their systematic management and relationship to academic achievement in resource-constrained elementary school contexts. This study investigated the management practices of character-based arts extracurricular activities and their influence on student academic achievement in two Indonesian elementary schools. Employing a qualitative descriptive case study design, data were collected through semi-structured interviews with school administrators, teachers, and parents; systematic observations of extracurricular activities; and document analysis of program materials and evaluation reports at SDN Citamiang 1 and SDN Karang Tengah in Sukabumi City. Thematic analysis examined management practices across planning, organizing, implementing, and evaluating dimensions. Both schools demonstrated systematic management approaches integrating character education within arts instruction through experiential learning, explicit reflection practices, and stakeholder collaboration. Students participating consistently for two or more semesters showed enhanced academic performance and character development in discipline, responsibility, and teamwork. Implementation challenges included qualified instructor shortages and material resource constraints, addressed through community partnerships, creative pedagogical adaptations, and enhanced parent engagement. Systematic management of character-based arts extracurricular activities effectively facilitates character development and academic achievement enhancement despite resource limitations. Findings provide replicable models for schools seeking to implement integrated arts-character programs while highlighting the importance of sustained participation, institutional adaptability, and multi-stakeholder collaboration for program success.

INTRODUCTION

The integration of extracurricular activities within educational systems has emerged as a critical component in fostering holistic student development, particularly in elementary education where foundational character traits and learning habits are established (Carbonaro & Maloney, 2019; Mahoney et al., 2005). Contemporary educational paradigms increasingly recognize that academic excellence requires comprehensive approaches addressing cognitive, affective, and psychomotor dimensions of learning (Kakungulu Samuel, 2024). Arts-based extracurricular programs provide unique opportunities to cultivate both intellectual capabilities and character development simultaneously, thereby contributing to enhanced academic performance and well-rounded personality formation (Fredricks & Eccles, 2006).

Arts-based extracurricular programs occupy a distinctive position within educational frameworks due to their capacity to engage students in experiential learning that transcends conventional pedagogical boundaries (Winner & Hetland, 2000). Through participation in artistic activities, students develop discipline, responsibility, teamwork, cultural appreciation, and creative problem-solving skills—

attributes that constitute the foundation of strong character and directly influence academic success (Bowen & Kisida, 2019; Liu, 2023). Research demonstrates that arts education significantly impacts cognitive development and fosters prosocial behaviors that enhance classroom functioning (Kakembo, 2024; OECD, 2013). The systematic management of such programs represents a crucial area of inquiry for educational administrators seeking evidence-based strategies to improve student outcomes.

Despite growing recognition of extracurricular activities' educational value, significant gaps persist in understanding how effectively managed arts programs specifically contribute to academic achievement in elementary school contexts. While numerous studies have examined extracurricular participation generally (Eccles et al., 2003; Fredricks, 2012), limited research has investigated the mechanisms through which character-based arts programs translate into measurable improvements in learning performance. Meta-analyses reveal positive correlations between extracurricular involvement and academic outcomes (Martínez Vicente & Valiente Barroso, 2020; Balaguer et al., 2020), yet the specific pathways remain underexplored. Furthermore, existing literature often treats extracurricular activities as supplementary rather than integral components of educational systems (Broh, 2002), neglecting to explore the systematic management practices that determine program effectiveness.

The knowledge gap becomes particularly pronounced when examining elementary education in developing contexts where resource constraints, limited qualified personnel, and varying levels of stakeholder support present unique implementation challenges (Ma'mun et al., 2025). Most available research originates from well-resourced educational settings in developed nations, leaving questions about the feasibility and effectiveness of character-based arts programs in resource-limited environments largely unanswered (Covay & Carbonaro, 2010). Economic barriers significantly impact participation rates and program quality in underserved communities (Hjalmarsson, 2023), yet studies documenting successful implementation strategies in such contexts remain scarce. Understanding how schools navigate practical obstacles while maintaining program quality represents a critical yet underexplored dimension of extracurricular management research.

This study addresses these gaps by examining the management of character-based arts extracurricular activities and their impact on student academic achievement in two elementary schools in Sukabumi City, Indonesia. Both selected schools—SDN Citamiang 1 and SDN Karang Tengah—have demonstrated notable success in improving student academic performance through arts-based extracurricular programs despite facing typical resource and support challenges. Their experiences offer valuable insights into effective management strategies adaptable to similar contexts. The research responds to documented concerns about declining academic performance in the region, suggesting that traditional instructional approaches alone prove insufficient for addressing contemporary educational challenges. Investigating the intersection of arts education, character development, and academic achievement through the lens of systematic management provides a comprehensive framework that can inform educational policy and practice (Sibarani & Hadijaya, 2025).

The primary objective is to analyze how character-based arts extracurricular activities are managed within elementary school environments and to examine the relationship between such management practices and student learning achievement. By documenting successful practices and identifying persistent challenges along with adopted solutions, the research aims to develop a replicable model for character-based arts extracurricular management (Dick & Carey, 2005; Stufflebeam & Coryn, 2014).

The significance of this research extends across multiple dimensions. Theoretically, it contributes to educational management literature by providing empirical evidence regarding the operationalization of character education through arts-based extracurricular programs (Jeynes, 2019; Lickona, 1991). Research demonstrates that character education initiatives significantly correlate with improved academic achievement and behavioral outcomes (Benninga et al., 2003; Snyder et al., 2012). Practically, the findings offer concrete guidance for school administrators seeking to establish or enhance extracurricular programs serving dual purposes of character development and academic

excellence (Hallinger & Heck, 2010). By documenting strategies for overcoming common implementation barriers, the research provides actionable solutions for schools operating under resource constraints, thereby promoting educational equity and quality improvement (Lareau, 2011; UNESCO, 2020).

METHODS

This study employed a qualitative descriptive case study design to investigate the management of character-based arts extracurricular activities and their relationship to student academic achievement. This approach enables in-depth exploration of complex phenomena within real-life settings through multiple data sources (Baxter & Jack, 2008; Stake, 1995; Yin, 2018).

The research was conducted at two purposively selected elementary schools in Sukabumi City, Indonesia: SDN Citamiang 1 and SDN Karang Tengah. Both schools had successfully implemented arts-based extracurricular programs with explicit character education components, demonstrated measurable improvements in student academic performance, and expressed willingness to participate (Creswell & Poth, 2018). The multiple case design allowed for cross-case analysis and enhanced transferability through identification of common patterns and contextual variations (Stake, 2006). Participants comprised school principals, extracurricular coordinators, arts teachers, classroom teachers, parent representatives, and participating students.

Data collection utilized three primary methods to achieve methodological triangulation (Denzin, 1978; Patton, 2015). First, semi-structured interviews were conducted with administrators, teachers, and parents to elicit detailed accounts of management practices, implementation challenges, and perceived outcomes. Interview protocols included open-ended questions designed to encourage rich responses while allowing flexibility for emergent themes (Merriam & Tisdell, 2016). Second, systematic observations documented teaching methods, student-teacher interactions, character value integration, and program implementation during extracurricular activities. Third, document analysis examined program curricula, activity plans, evaluation reports, student academic records, and school policies (Bowen, 2009).

Trustworthiness was established through multiple validation strategies (Lincoln & Guba, 1985). Credibility was enhanced through prolonged engagement, persistent observation, and triangulation of data sources, methods, and investigators (Carter et al., 2014). Member checking verified interpretation accuracy. Transferability was addressed through thick description (Merriam, 2009). Dependability was established through comprehensive audit trails (Carcary, 2009). Confirmability was achieved through reflexive journaling documenting researcher assumptions and biases (Baxter & Jack, 2008; Tracy, 2010).

Data analysis followed thematic analysis techniques (Braun & Clarke, 2006). Initial open coding identified preliminary concepts, followed by axial coding organizing codes into broader categories reflecting management practices, implementation strategies, challenges, and outcomes (Saldaña, 2016). Within-case analysis was conducted for each school individually, followed by cross-case analysis comparing themes to identify commonalities, differences, and generalizable patterns (Stake, 2006; Yin, 2018). Constant comparison techniques refined categories, with regular analytical discussions enhancing rigor through investigator triangulation (Patton, 2015).

RESULTS AND DISCUSSION

Results

The findings reveal comprehensive insights into the management of character-based arts extracurricular activities across both research sites, examining the complete management cycle from planning through evaluation. Analysis of data from interviews, observations, and document reviews yielded four primary thematic categories aligned with management functions, alongside identification of implementation challenges and contextual solutions.

Management Planning of Character-Based Arts Extracurricular Activities

Both SDN Citamiang 1 and SDN Karang Tengah demonstrated systematic planning processes explicitly integrating character education objectives with artistic skill development. At SDN Citamiang 1, the planning phase commenced with formation of a management team comprising the school principal, extracurricular coordinator, arts teachers, and parent representatives. The school principal stated, "We established clear roles from the outset, ensuring every stakeholder understood their contribution to character development through arts." Document analysis revealed that activity plans specified dual objectives: technical skill acquisition alongside targeted character traits including discipline, perseverance, cooperation, and responsibility. At SDN Karang Tengah, the extracurricular coordinator explained, "Our planning process involves identifying student interests first, then designing programs that naturally embed character values within artistic learning experiences."

Planning meetings revealed structured needs assessment procedures wherein teachers analyzed student characteristics, available facilities, and desired character outcomes before finalizing program designs. The Activity Planning Document at SDN Citamiang 1 contained detailed session outlines specifying learning objectives, teaching methods, and explicit character integration strategies. A dance curriculum stated: "Students will learn traditional dance movements (artistic objective) while practicing patience through repetitive rehearsal and demonstrating respect for cultural heritage (character objectives)." Both schools actively engaged parents and community members during planning stages. The parent representative at SDN Citamiang 1 noted, "We weren't just informed about programs; we were asked what character values we wanted emphasized and how arts could reinforce home teachings."

Organizational Structure and Resource Allocation

The organizational structures reflected clear delineation of roles and responsibilities. Both schools established management teams with the principal providing vision alignment and policy support, extracurricular coordinators managing scheduling and resource coordination, arts teachers delivering direct instruction and character modeling, and parent representatives ensuring home-school consistency. This organizational clarity facilitated smooth program operation by minimizing role ambiguity. The extracurricular coordinator at SDN Karang Tengah explained, "Our clear structure means everyone knows their responsibilities, preventing overlaps and ensuring nothing falls through the cracks."

Resource allocation patterns demonstrated both schools' commitment despite resource limitations. Both allocated dedicated time slots, practice spaces, and modest equipment budgets for activities. However, resource constraints necessitated creative solutions, with both schools utilizing shared spaces, simple locally-sourced materials, and volunteer instructors to supplement professional teachers.

Implementation Strategies and Pedagogical Approaches

Implementation observations across 24 activity sessions revealed consistent pedagogical approaches grounded in experiential learning principles. Both institutions employed "learning by doing" methodologies wherein students actively participated in artistic creation. A dance session observation recorded: "Students practice choreography in small groups, with the teacher circulating to provide feedback. When disagreements arise about movement sequences, the teacher facilitates group discussion rather than imposing solutions, encouraging negotiation and compromise."

Teachers consistently functioned as facilitators and role models. An arts teacher at SDN Karang Tengah explained, "When teaching traditional music, I don't just demonstrate instrument techniques; I share stories about the cultural values embedded in the music, asking students to reflect on how patience and dedication in practice mirror life skills." Observational data confirmed this approach, with 89% of observed sessions including explicit character discussions alongside technical instruction.

A particularly notable finding involved end-of-session reflection practices observed at both schools. Each training session concluded with brief reflection periods where teachers and students

discussed character lessons experienced during the session. Field notes from an SDN Citamiang 1 theater rehearsal recorded: "After practicing a scene, the teacher asks students what they learned beyond acting skills. Students mention 'listening to others' ideas,' 'staying focused even when tired,' and 'supporting teammates when they forget lines.'"

Evaluation Mechanisms and Outcome Assessment

Both schools implemented comprehensive evaluation systems encompassing multiple assessment methods. Evaluation approaches included performance observation (ongoing assessment of technical skills and character demonstration), behavioral assessment (monthly reports on discipline, responsibility, cooperation, and confidence changes), self-reflection (end-of-session personal growth recognition), academic progress monitoring (semester-based grade changes and attendance patterns), and stakeholder questionnaires (annual program satisfaction and perceived impacts).

Evaluation reports from both schools revealed systematic data collection and analysis. At SDN Citamiang 1, the evaluation team conducted semester reviews examining multiple data sources. One evaluation report stated: "Students participating in dance extracurriculars for two semesters showed average academic improvement of 7.3 points (scale 0-100) compared to 4.1 points for non-participants, alongside teacher reports of enhanced classroom cooperation and reduced disciplinary incidents."

At SDN Karang Tengah, evaluation emphasized triangulating evidence from multiple sources. The school principal noted, "We gather feedback from parents about behavior changes at home, we ask students to self-assess their growth, and we examine participation patterns." Evaluation documents presented convergent evidence: "Teacher observations noted increased confidence during class presentations (83% of participating students), parent questionnaires reported greater responsibility with household tasks (71%), and students' self-reflections described feeling 'braver to try new things' and 'better at working with others.'"

Critically, evaluation findings were used formatively to guide program improvements. An unexpected evaluation finding emerged regarding the temporal dimension: both schools' longitudinal data suggested that character impacts became more pronounced after sustained participation (two or more semesters), with short-term participants showing minimal character development despite similar artistic skill acquisition.

Implementation Challenges and Adopted Solutions

Despite successful program establishment, both schools encountered significant challenges. At SDN Citamiang 1, the most prominent challenge involved insufficient qualified instructors capable of integrating character education within arts instruction. The school principal acknowledged, "Finding teachers who excel both in artistic techniques and character education pedagogy is extremely difficult." Additionally, parental support inconsistency emerged, with approximately 30% of enrolled students showing sporadic participation patterns.

At SDN Karang Tengah, material resource constraints emerged as the dominant challenge, with inadequate practice spaces and insufficient equipment. The extracurricular coordinator stated, "We have more student interest than we can accommodate given our space and equipment limitations."

In response, SDN Citamiang 1 addressed human resource challenges through strategic external partnerships with local arts organizations and internal professional development workshops. To address parental support inconsistency, the school developed comprehensive engagement initiatives including parent workshops, communication platforms, and performance observations. After implementing these strategies, consistent participation rates increased from approximately 70% to 88% over one academic year.

SDN Karang Tengah responded to material constraints through creative scheduling, community-based resource mobilization, and adapted teaching methods. These initiatives generated approximately 40% of the equipment budget over one year. Both schools demonstrated that rather

than viewing challenges as insurmountable barriers, institutions developed pragmatic adaptations leveraging available resources to sustain programs aligned with educational objectives.

Discussion

The findings illuminate critical dimensions of character-based arts extracurricular management in elementary school contexts, revealing both the mechanisms through which such programs operate effectively and the practical realities shaping implementation in resource-constrained environments.

The study's central finding—that both schools implemented systematic management practices encompassing planning, organizing, implementing, and evaluating—aligns strongly with established management theory and educational administration frameworks. The structured approach reflects core principles of the POAC framework widely recognized in management literature (Munadi & Khuriyah. 2023; Sibarani & Hadijaya, 2025). This corroborates previous research demonstrating that systematic management significantly enhances program outcomes (El-Gohary et al., 2023). The integration of character education objectives within each management phase represents a critical innovation distinguishing these programs from conventional extracurricular activities.

The comprehensive planning processes observed—featuring needs assessment, stakeholder consultation, dual objective setting, and detailed curriculum development—exemplify best practices in educational program design (Dick & Carey, 2005). The participatory planning approach involving parents and community members extends beyond typical top-down educational planning models, resonating with contemporary educational leadership research emphasizing collaborative decision-making as crucial for program sustainability (Hallinger & Heck, 2010; Robinson et al., 2008). The finding that participatory planning strengthened program support suggests that investment in inclusive planning processes yields returns through enhanced implementation support and home-school consistency.

The clear organizational structures established—with defined roles, responsibilities, and accountability mechanisms—reflect sound organizational management principles essential for coordination and execution quality (Lunenburg & Ornstein, 2021). This affirms that even small-scale programs in resource-limited settings benefit from formalized organizational frameworks. The dual role of teachers as both technical experts and character mentors represents a sophisticated understanding of educational leadership, aligning with research emphasizing that effective educators must simultaneously address academic and socio-emotional development (Berkowitz & Bier, 2005; Snyder et al., 2012).

The study reveals specific pedagogical mechanisms through which arts activities facilitate character development. The "learning by doing" approach consistently observed aligns with experiential learning theory (Kolb, 1984) and constructivist pedagogical principles emphasizing active engagement and reflection as central to meaningful learning. The integration of artistic practice with explicit character reflection—documented through end-of-session discussions—represents a sophisticated application of metacognitive learning strategies enhancing student awareness of their own development (Flavell, 1979).

These findings extend existing literature on arts education and character development. While previous research has established correlational relationships between arts participation and positive character traits (Anderson et al., 2019; Bowen & Kisida, 2019), this study illuminates the "black box" of how such relationships develop through daily instructional practices. The observed pedagogical approaches—teachers facilitating problem-solving in artistic contexts, encouraging peer collaboration, prompting reflection on patience and perseverance—demonstrate that character development through arts results from intentional instructional design integrating character reflection within artistic learning rather than being automatic or incidental.

The finding that character impacts intensified with sustained participation duration (two or more semesters) provides empirical support for developmental theories of character formation emphasizing that virtue development requires extended practice and habituation rather than brief exposure

(Lickona, 1991; Aristotle, trans. 2009). This temporal dimension has received limited attention in previous extracurricular research but emerges as theoretically and practically significant. The finding suggests that short-term arts programs, while potentially beneficial for skill development, may prove insufficient for substantive character formation—a distinction with important implications for program design and evaluation.

The documented academic improvements among participating students—with evaluation data showing enhanced grades, improved classroom behavior, and increased engagement—align with substantial research establishing positive associations between extracurricular participation and academic outcomes (Eccles et al., 2003; Fredricks, 2012; Balaguer et al., 2020). This study's findings are particularly consistent with Jeynes' (2019) meta-analysis demonstrating that character education correlates with higher academic achievement across diverse student populations. The present findings extend this literature by demonstrating such relationships specifically within arts-based programs in an Indonesian elementary school context.

However, this study's design precludes definitive causal claims about whether arts extracurriculars directly cause academic improvement or whether high-achieving students self-select into such programs—a methodological limitation acknowledged by previous correlational research (Broh, 2002; Winner & Hetland, 2000). The evaluation data showing academic improvements after program participation suggest potential causal relationships, yet alternative explanations remain plausible.

The proposed mechanism linking arts participation to academic achievement through character development—specifically that arts activities cultivate non-cognitive skills (discipline, perseverance, teamwork) that transfer to classroom learning—receives support from this study's qualitative data. Teacher and parent reports describing enhanced focus, increased responsibility, and improved collaboration align with literature emphasizing non-cognitive skills as crucial determinants of academic success (Duckworth & Yeager, 2015; Weber et al., 2016). The finding that character strengths developed through arts appeared to transfer to classroom contexts resonates with research on character strengths and school functioning (Wagner & Ruch, 2015; Weber et al., 2016), which demonstrates that character traits like perseverance and self-regulation predict academic achievement independent of cognitive ability.

Yet, this study's findings reveal complexity in the character-achievement relationship. The observation that character changes required sustained participation suggests a temporal threshold effect not always emphasized in literature touting extracurricular benefits. Additionally, the finding that approximately 30% of students participated sporadically, limiting their character development and potentially their academic benefits, underscores that extracurricular impacts depend critically on consistent engagement—a factor shaped by family support, competing demands, and student motivation.

The identified challenges—qualified instructor shortages and material resource constraints—resonate strongly with literature on educational implementation in developing country contexts (Ma'mun et al., 2025; Balaguer et al., 2023). These findings contribute to understandings of how resource limitations shape program quality and sustainability in ways often overlooked by research conducted in well-resourced settings. The specific challenge of finding instructors with dual competency in arts and character education highlights a gap in teacher preparation programs that typically emphasize either artistic technique or pedagogical skills but rarely both.

The parental support inconsistency challenge illuminates socioeconomic and cultural factors mediating program participation and impact. Previous research documents that parental attitudes toward extracurricular activities vary substantially based on socioeconomic status, with working-class families sometimes prioritizing academic tutoring over extracurriculars perceived as recreational (Lareau, 2011; Putnam, 2015). This study extends such findings to an Indonesian context, revealing that even when schools offer high-quality extracurricular programs, unequal participation can perpetuate educational inequalities if family support varies. This underscores that achieving

educational equity requires not only school-level program provision but also strategies addressing family engagement and competing demands on students' time.

Perhaps the most theoretically significant finding involves the adaptive strategies both schools developed in response to implementation challenges. Rather than accepting resource constraints as insurmountable barriers, these institutions demonstrated remarkable creativity in leveraging available assets—community partnerships, parent engagement, pedagogical innovation—to sustain quality programming. This contributes to emerging literature on educational resilience and adaptive capacity in resource-constrained contexts (Adamson et al., 2016), demonstrating that institutional effectiveness depends substantially on problem-solving orientation and flexibility rather than merely resource availability.

The successful partnerships with community arts organizations exemplify principles of community-based education and social capital mobilization (Putnam, 2015), demonstrating that schools can leverage community resources to enhance educational offerings. The professional development initiatives at SDN Citamiang 1 illustrate principles of professional learning communities that research identifies as more effective than traditional top-down professional development (Darling-Hammond & Richardson, 2009).

The resource mobilization strategies at SDN Karang Tengah—particularly community fundraising and creative facility utilization—demonstrate practical approaches to addressing material constraints without requiring major budget increases. These strategies align with principles of grassroots educational development emphasized in literature on education in low-resource contexts (UNESCO, 2020). Importantly, these findings challenge deficit-oriented narratives that portray resource-limited schools as inevitably incapable of quality programming, instead revealing how institutional agency and creativity can overcome substantial constraints.

This study carries significant implications for understanding character education, arts education, and educational management. Theoretically, it demonstrates that character development can be systematically integrated within arts education through intentional pedagogical design. The finding that character impacts require sustained engagement advances theoretical models of character development, suggesting that virtue formation follows developmental trajectories requiring extended practice—a principle emphasized in classical virtue ethics but sometimes overlooked in contemporary program evaluations.

For arts education theory, this study demonstrates that arts programs can simultaneously achieve artistic and character development objectives without compromising either domain. The documented pedagogical approaches provide concrete examples of integrated arts-character pedagogy. From an educational management perspective, the study demonstrates the applicability of systematic management frameworks to small-scale programs in resource-constrained contexts. The prominence of adaptive strategies suggests that management theory for resource-limited contexts should emphasize flexibility, community engagement, and resourcefulness alongside traditional efficiency principles.

Practically, the detailed documentation of management practices provides a replicable model for schools seeking to establish character-based arts programs. The specific planning tools, organizational structures, pedagogical approaches, and evaluation methods offer concrete guidance adaptable to diverse contexts. The identified challenges and solutions provide realistic expectations for implementation in resource-limited settings, countering narratives that portray quality programming as requiring resources beyond most schools' reach. The findings regarding stakeholder engagement underscore that successful educational initiatives require collaboration among multiple stakeholders, suggesting that educational policies should facilitate school-community connections and parent education regarding extracurricular benefits. The temporal dimension finding carries implications for program design, indicating that schools should prioritize strategies ensuring consistent student participation over extended periods.

This study demonstrates that character-based arts extracurricular activities, when systematically managed, can serve as effective vehicles for character development and academic achievement enhancement in elementary school contexts. The success observed at both research sites, despite significant resource constraints, reveals that institutional commitment, creative adaptation, and stakeholder collaboration can overcome substantial barriers to quality programming.

The findings underscore that extracurricular impacts depend substantially on program design quality, implementation fidelity, participation consistency, and stakeholder support. Ultimately, this study affirms the potential of well-managed, character-oriented arts extracurricular activities to contribute meaningfully to holistic student development. However, realizing this potential requires sustained commitment from multiple stakeholders, creative problem-solving, and continued research refining understanding of effective practices.

CONCLUSION

This study demonstrates that systematic management of character-based arts extracurricular activities—encompassing comprehensive planning, clear organizational structures, intentional pedagogical implementation, and rigorous evaluation—effectively facilitates character development and enhances academic achievement in elementary school contexts. Both SDN Citamiang 1 and SDN Karang Tengah successfully integrated character education within arts programs through experiential learning approaches, explicit reflection practices, and sustained stakeholder engagement, despite facing significant resource constraints. The findings reveal that character impacts require extended participation duration, and program effectiveness depends critically on consistent implementation, qualified instruction, and collaborative support from teachers, parents, and community partners.

This research contributes theoretically by illuminating specific mechanisms through which arts education fosters character development and demonstrating the applicability of systematic management frameworks in resource-limited settings. Practically, the documented management practices, pedagogical strategies, and adaptive solutions provide replicable models for schools seeking to implement similar programs, while highlighting that institutional creativity and stakeholder collaboration can overcome substantial resource barriers. The findings carry important implications for educational policy, suggesting that character-based arts programs merit recognition as integral rather than supplementary components of comprehensive education, warranting adequate support for teacher preparation, resource provision, and community engagement facilitation.

Study limitations include the case study design limiting generalizability, descriptive methodology precluding definitive causal inference, and potential measurement biases in outcome data. Future research should employ experimental designs with control groups to strengthen causal conclusions, examine program scalability and long-term impacts, investigate differential effects across diverse student populations, and conduct cost-effectiveness analyses. Such research would refine understanding of optimal program features and implementation conditions, ultimately advancing evidence-based approaches to holistic student development through arts education.

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