

Student Management in Improving Non-Academic Achievement

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Abstract

This study investigates the management of students in improving non-academic achievements at SMK Negeri 1 Bone, focusing on the planning, implementation, and evaluation processes involved in student management. Data were collected through interviews, observations, and documentation. A qualitative research method was employed for data analysis and conclusion drawing. The results show that the management of students to improve non-academic achievements at SMK Negeri 1 Bone has been effectively executed, as indicated by key actions such as the establishment of new student committees, recruitment, selection, orientation, grouping, reporting, evaluation, and student development. These management practices have led to the successful facilitation of extracurricular activities that help students realize their potential in various non-academic fields, including sports, arts, and leadership. The study concludes that enhancing the student management system can lead to the development of superior schools, with quality and capable graduates.

Keywords: Student Management, Non-Academic Achievement, Extracurricular Activities

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INTRODUCTION

Education is not limited to academic performance; it encompasses the holistic development of learners' potential, including their non-academic competencies. Education is a process of internalizing values and enhancing individual capabilities to contribute effectively to society (Ihsan, 2008). A key component of this process is student management, which involves organizing students from admission through graduation (Suwardi & Daryanto, 2017).

Student management involves planning, implementation, and evaluation aimed at organizing students' learning and extracurricular activities. This approach supports students not only in academic learning but also in developing essential life skills through non-academic avenues such as sports, arts, and leadership (Badrudin, 2014; Rahmat, 2010).

In vocational education, where the emphasis lies on both theoretical knowledge and practical skills, the role of student management becomes even more crucial. Effective management practices must integrate extracurricular activities that foster students' soft skills, thereby preparing them for the job market (Kemendikbud, 2020).

However, managing student development, particularly in non-academic areas, presents several challenges. These include balancing academic and non-academic commitments and aligning extracurricular programs with institutional goals (Nadia, 2020). Schools often struggle to provide adequate attention to students with non-academic talents due to resource constraints.

The National Education System Law No. 20 of 2003 stipulates that education should develop learners' potential and build a dignified civilization. This mandates schools to facilitate inclusive student development through comprehensive student management practices, including extracurricular programs (Elsam, 2014; Trisna, 2022).

Previous studies underscore the importance of structured student management systems. Anam (2019) found that early identification of student potential at MTsN 2 Surabaya significantly enhanced both academic and non-academic outcomes. Similarly, Nadia (2020) observed that comprehensive student management improved non-academic achievements in SMA Mazraatul Ulum.

Azis and Rochman (2021) emphasized that participation in structured extracurricular activities contributes positively to character building and social competence. This highlights the necessity of sustainable and strategic student management approaches that go beyond classroom learning.

Against this backdrop, the present study seeks to analyze the implementation of student management systems in enhancing non-academic achievement at SMK Negeri 1 Bone. This institution is recognized for its vibrant extracurricular programs and regional-level achievements, yet lacks empirical studies on the effectiveness of its student management practices.

The outcomes of this study are expected to offer theoretical insights and practical implications for educational stakeholders. It aims to inform policy and strategic decisions that ensure inclusive, effective, and continuous student development, especially in vocational high schools.

METHOD

This research employed a qualitative descriptive approach to explore how student management contributes to enhancing non-academic achievement at SMK Negeri 1 Bone. The study focused on investigating planning, implementation, and evaluation activities carried out by school stakeholders in managing student development, particularly through extracurricular programs. Qualitative methods were chosen to obtain in-depth understanding of participants' experiences, opinions, and strategies related to student management in the context of vocational education.

Data were collected through multiple instruments, including semi-structured interviews, observations, and documentation analysis. Interviews were conducted with key informants such as vice principals, extracurricular coordinators, and student activity advisors to gain insights into planning mechanisms, coaching strategies, and evaluation processes. Observations were carried out during student activities and school events to directly witness the implementation of non-academic programs. Documentation such as student enrollment

records, extracurricular schedules, achievement certificates, and program evaluation reports served as supporting data.

To ensure the trustworthiness of the findings, the data were analyzed using a thematic content analysis approach. The analysis followed three major stages: data reduction, data display, and conclusion drawing/verification. Triangulation of data sources and member checking were also applied to enhance credibility and validity. The research was conducted over a period of two weeks, from June 14 to June 30, 2022, at SMK Negeri 1 Bone, located in Tanete Riattang Sub-district, Bone Regency, South Sulawesi, Indonesia.

RESULTS AND DISCUSSION

Results

The findings of this study reveal that student management at SMK Negeri 1 Bone has been implemented systematically and contributes significantly to the enhancement of non-academic achievement. The planning stage begins with the establishment of committees for student admission and extracurricular supervision. These committees coordinate the selection, placement, and mentorship of students based on their skills, interests, and talents. The school adopts a dual-track grouping method: based on vocational expertise and extracurricular inclination.

In the grouping process, new students are guided to select from seven available vocational programs and also encouraged to choose extracurricular activities aligned with their talents. The school provides various extracurricular domains including arts (PERSEPSI), sports (FOSWA), scouting (Pramuka), student organizations (OSIS), and technical volunteerism (ERTIK). The presence of these diverse options creates an inclusive environment where students can explore and grow beyond academic subjects.

Implementation is carried out through structured programs led by assigned teachers or mentors. Each extracurricular group develops its own work plan under the supervision of school authorities. These programs typically include training sessions, talent development workshops, and competitions. Teachers act not only as facilitators but also as talent scouts who identify students with potential and prepare them for various non-academic contests.

During the data collection period, several observations indicated that extracurricular groups such as the Marching Band, art clubs, and school cooperative (koperasi siswa) had achieved regional recognition. These groups not only provided platforms for skill development but also instilled confidence, discipline, and leadership among students. For instance, the school cooperative managed entirely by students is recognized as a model in the region, and the Marching Band has won multiple trophies in provincial competitions.

Despite these achievements, several challenges were identified. These include limited resources, inconsistent commitment from student advisors, and unequal support among student organizations. Some organizations struggled to maintain regular activities due to insufficient funding or lack of attention from their mentors. Moreover, competition for time between academic obligations and non-academic activities was also noted, especially near exam periods.

The school mitigates these challenges through periodic coordination meetings and internal evaluations. Solutions include reallocating budgets, assigning dedicated mentors, and organizing shared training schedules. These interventions have led to improved participation rates and better preparation of students for external competitions. The school's openness to external coaching and collaboration with alumni and professionals also contributes positively to student readiness and motivation.

The evaluation process is two-fold: ongoing monitoring and end-of-program assessment. Advisors are required to assess student development based on participation, leadership roles, and achievements. Additionally, school leaders conduct surprise visits during practice sessions to observe discipline, engagement, and organization. This strategy helps maintain consistency and ensures that all student groups receive fair attention and support.

Student feedback is also collected informally during re-registration and through periodic student satisfaction surveys. This feedback is used to revise program structures, mentor assignments, and resource allocation. As a result, many extracurricular programs have been realigned to be more responsive to student needs and aspirations.

Overall, the study concludes that SMKN 1 Bone's student management system plays a vital role in improving non-academic achievement. By integrating planning, implementation, and evaluation processes within a structured framework, the school successfully fosters student talents, promotes character development, and enhances school reputation. The system, while not without challenges, reflects a strong institutional commitment to holistic education.

Discussion

The findings of this study affirm that student management at SMKN 1 Bone plays a critical role in supporting the holistic development of students, especially in enhancing non-academic achievements. The school's efforts to align extracurricular activities with student interests and talents demonstrate a proactive approach to personalized education. This supports the view of Badrudin (2014), who emphasizes that effective student management must accommodate individual differences to optimize learning outcomes.

The structured planning process observed at SMKN 1 Bone corresponds with the model proposed by Suwardi and Daryanto (2017), who suggest that successful student management begins with clear organization, accurate placement, and adequate orientation. By grouping students based on both vocational expertise and personal interest, the school not only improves student engagement but also creates an environment that nurtures passion and purpose.

Furthermore, extracurricular programs at the school serve as a vital channel for fostering soft skills such as leadership, teamwork, and time management. These competencies are crucial in vocational education contexts where employability is a major concern. Azis and Rochman (2021) argue that character development through extracurricular engagement prepares students to function effectively in real-world scenarios, thus aligning education with workplace demands.

The school's approach to integrating external coaches and professional mentors into its extracurricular programs further reflects its commitment to quality. This aligns with the findings of Nurfadhillah et al. (2023), who note that the presence of qualified facilitators

significantly boosts student performance in non-academic activities. Exposure to professional standards also raises student motivation and fosters a growth mindset.

Despite its strengths, the school still encounters challenges, particularly regarding resource allocation and advisor consistency. These issues mirror broader trends in Indonesian vocational schools, where extracurricular management often lacks institutional support (Rahmat, 2010). As highlighted by Ihsan (2008), institutional alignment is essential for sustaining extracurricular initiatives and ensuring equitable access for all students.

The school's strategy of employing surprise evaluations and regular progress monitoring is a notable best practice. This mechanism ensures accountability and encourages continuous improvement within student organizations. It supports the argument by Nadia (2020), who contends that internal evaluation frameworks are essential for maintaining the quality of student development programs, particularly in resource-limited settings.

Feedback loops from students, gathered during re-registration and informal check-ins, reflect a participatory model of school governance. This aligns with principles of democratic education and student agency advocated by Elsam (2014), where learners are treated as co-creators of their educational experience. When students feel heard and involved, their commitment to the program tends to increase.

Another key insight is that non-academic achievements at SMKN 1 Bone contribute significantly to the school's reputation and community engagement. Winning competitions and showcasing talents not only boost student morale but also serve as a form of public relations that enhances the institution's standing. This is consistent with the view of Anam (2019), who found that schools with high-performing extracurricular programs enjoy higher levels of parental support and community trust.

In summary, the management of student development at SMKN 1 Bone exemplifies a model that balances structure with flexibility, institutional support with student autonomy, and academic goals with character education. While improvements can still be made in areas such as mentor training and resource distribution, the school provides a compelling case for how student management can be leveraged to promote meaningful non-academic achievements.

CONCLUSION

This study concludes that effective student management significantly contributes to the enhancement of non-academic achievement at SMK Negeri 1 Bone. The school's structured approach comprising planning, implementation, and evaluation ensures that extracurricular programs are not only accessible but also strategically aligned with student interests and talents. The dual-track system of grouping students based on vocational programs and extracurricular inclination enables the school to provide tailored development opportunities that support both technical and soft skill acquisition.

Moreover, the school's commitment to providing mentorship, infrastructure, and evaluation mechanisms has helped nurture a culture of performance and collaboration among students. Despite facing challenges such as limited resources and uneven support across organizations, SMKN 1 Bone demonstrates a sustainable model of student management through consistent coordination, community engagement, and adaptive leadership. These elements are crucial in ensuring continuity and impact of extracurricular activities in vocational education settings.

The research findings highlight the importance of integrating student voice, professional guidance, and institutional support in managing student development holistically. Schools aiming to strengthen non-academic outcomes should adopt similar practices, emphasizing early identification of talent, structured mentorship, and inclusive participation. Ultimately, student management is not only about administrative control but also about creating meaningful educational experiences that empower learners both within and beyond the classroom.

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