Management of Student Development in The Development of Non-Academic Achievement in Senior High School

Aqsal Rizky Ramadhan[1], Sujarwo[2], Muh Khamid[3]

[1,2,3]Faculty of Education and Psychology, Yogyakarta State University, Indonesia
Email: aqsalrizky.2022@student.uny.ac.id, sujarwo@uny.ac.id, muhkhamid.2022@student.uny.ac.id

ARTICLE INFO	ABSTRACT
Keywords: Management Student development Non-academic achievement	**Purpose**-The importance of managing student development to develop non-academic achievements, which are often less noticed than academic achievements. The increasing demands of society for diverse skills, good management of student development becomes an urgent need to support students' potential optimally. This study aims to analyze the management of student development in the development of non-academic achievement, including planning, organizing, actuating, and controlling. **Methodology**-The method used in this study was a qualitative case study. This research was conducted at Senior High School 4 Yogyakarta and Senior High School 1 Sewon, Yogyakarta Special Region Province. Sampling in this study uses a purposive sampling technique and the subjects of this study were the principal, vice principal for student affairs, and extracurricular coordinator teachers. The data collection technique used interviews, observation, and document studies. **Findings**-The findings of this study are the management of student development in the development of non-academic achievement at Senior High School 4 Yogyakarta and Senior High School 1 Sewon included: (a) Planning, starting with mapping students' interests and talents through surveys and school orientation, resulting in extracurricular and competition programs. (b) Organizing, carried out effectively with clear task divisions. (c) Implementing extracurricular activities in a structured manner tailored to the objectives of fields such as arts, sports, science, and leadership. (d) Strict supervision through attendance, digital documentation, and evaluation of results. **Significance**-In addition, this approach serves as a reference for taking strategic and proportional steps to ensure that high school students can develop their non-academic achievements.

INTRODUCTION

Education is a process of nurturing personality and critical thinking through teaching, research, or training. Education plays a crucial role in creating and providing human resources as the drivers of a country's growth and development, and it is vital for developing Indonesia's human capital. According to Ki Hajar Dewantara, Indonesia's National Education figure, education is an essential need in child development. This means that education directs all the natural potential that children possess so they can achieve safety and happiness as individuals and as members of society (Pristiwanti, et al., 2022).

Education is divided into academic and non-academic domains. Academic education includes general subjects such as Science, Social Studies, Mathematics, and others. Non-academic education includes non-standard or extracurricular subjects like arts, literature, memorization (*tahfiz*), sports, etc. Academic education provides students with the knowledge and skills needed to face the future, while non-academic education helps students develop their interests, talents, and creativity (Usthufiyah, et al., 2024).

Based on Indonesia National Education Law No. 20 of 2003, education has a purpose. Management is needed to achieve this purpose. To improve student quality, student management is essential. Student management is one of the fields of school-based management. It involves planning, organizing, mobilizing, and controlling activities related to students. It also includes all planned activities carried out consciously with continuous support to ensure students participate effectively and efficiently (Asih & Hasanah, 2021). Thus, student management is necessary to achieve educational success, as management is critical to achieving educational goals. To meet these goals, educational institutions must have a robust management system.

According to Badrudin (2014), one of the key areas of student management is student development. Student development plays a vital role in fostering student achievement in both academic and non-academic areas. Beyond academic success, non-academic achievements—such as sports, arts, technical skills, and leadership—are crucial in shaping character and preparing students to face the complexities of life. Therefore, understanding the background and context of non-academic achievement development is essential. Additionally, Almeida & Morais (2024) note that non-academic education addresses the limitations of academic education by providing new competencies and skills vital for integrated student development. The management of student development in developing non-academic achievements can be carried out through the management function classified by Goerge R. Terry (2012) in the form of POAC (Planning, Organizing, Actuating, and Controlling).

One of the fundamental reasons for developing non-academic achievements is the increasingly dynamic and diverse nature of society, which demands broader skills and competencies beyond mere academic abilities. Non-academic achievements—such as interpersonal skills, creativity, and leadership—are becoming increasingly important to prepare students for a competitive and global workforce. This is supported by Pratiwi (2017), who states that optimal learning achievement involves not only good academic performance but also the development of strong soft skills and hard skills. In this context, non-academic achievement development provides a solid foundation for students' professional and personal future.

Furthermore, each individual has unique potential that must be discovered and developed through various forms of achievement outside academics. By offering opportunities to develop non-academic interests and talents, schools can provide more meaningful learning experiences and motivate students to succeed in various fields. Indriani & Mufidah (2020) also explain that student achievement involves both academic accomplishments, such as subject grades, and non-academic achievements, such as specific skills or talents. Students have diverse skills; some excel academically but lack in non-academic areas, and vice versa.

According to Harian Jogja (2022), the Bantul community has shown significant interest in sports, as reflected by the high number of applicants for the Special Sports Class (KKO) track at five public junior high schools in Bantul during the 2022 New Student Admission process. Similarly, interest in KKO in Sleman also increased in 2023 (Harian Jogja, 2023). This growing interest is influenced by public awareness of the importance of non-academic achievements, such as sports, in addition to academic success. This phenomenon reflects a shift in public perception, where non-academic achievements are now considered a factor in choosing schools.

Challenges also exist in the background of non-academic achievement development, particularly the lack of attention or recognition of its importance by some educational institutions. Overemphasis on academic achievement often obscures the significance of non-academic development. This is supported by

Lestari, (2017), who states that a lack of attention or recognition by educational institutions and parents inhibits the development of students' interests and talents.

Additionally (Fitriana, 2022), in her research at SMAN 1 Sewon, found issues such as miscommunication between teachers and coaches and a lack of appreciation for coaches. SMAN 4 Yogyakarta also lacks adequate facilities to support non-academic activities due to limited school space, such as sports fields and venues for large activities, which hinder students' potential development. Both schools also face funding constraints for non-academic activities.

This study aims to analyze how planning, organizing, actuating, and controlling in developing non-academic achievements are carried out in high schools. And the results of this study are expected to provide recommendations to the Provincial Government of the Special Region of Yogyakarta and school principals regarding how to build students in the development of non-academic achievement in high school. By properly understanding the planning, organizing, actuating, and controlling of student development in the development of Non-academic achievements. Therefore, the results of this study will also be of great benefit to the government and education observers, especially in the province of the Special Region of Yogyakarta, as an accurate empirical basis for taking strategic and proportionate measures to ensure senior secondary students can develop their non-academic achievements. In relation to the approach chosen to reveal the problems of SMA Negeri 1 Sewon and SMA Negeri 4 Yogyakarta, the researcher formulated three research questions to facilitate his research:

1) How is the planning of student development in developing non-academic achievements at SMA Negeri 1 Sewon and SMA Negeri 4 Yogyakarta?
2) How is the organizing of student development in developing non-academic achievements at SMA Negeri 1 Sewon and SMA Negeri 4 Yogyakarta?
3) How is the actuating of student development in developing non-academic achievements at SMA Negeri 1 Sewon and SMA Negeri 4 Yogyakarta?
4) How is the controlling of student development in developing non-academic achievements at SMA Negeri 1 Sewon and SMA Negeri 4 Yogyakarta?

METHODOLOGY

Research Design

The method used in this study was a qualitative case study. As Creswell (2013) states, case study research with a qualitative approach is a method aimed at exploring and deeply understanding phenomena by presenting actual data. This research was conducted at Senior High School 4 Yogyakarta and Senior High School 1 Sewon, Yogyakarta Special Region Province on the odd semester of the 2024/2025 academic year. SMAN 4 Yogyakarta and SMAN 1 Sewon are known to have significant non-academic achievements, both at national and international levels. For example, achievements in sports, arts, science, and leadership. Both schools provide a variety of extracurricular programs, including sports, arts, science, and religious activities. This reflects flexibility and inclusivity in meeting the diverse needs of students. Yogyakarta as the research location has specific policies, such as the Special Sports Class *(Kelas Khusus Olahraga),* which supports non-academic development. The KKO (Special Sports Class) program supports students with non-academic talents (Ardian et al., 2019). This policy reflects the importance of the role of local government in supporting student development in both schools.

Data Collection

The data collection technique used interviews, observation, and documentation. Structured interviews were conducted with the principal, vice principal for student affairs, and extracurricular coordinator teacher, with sampling using purposive sampling technique. Interview design based on the POAC (Planning, Organizing, Actuating, Controlling) theory can be designed to explore information related to the managerial stages in student coaching management in developing non-academic achievements. Observations were made on two activities, namely extracurricular activities and competitions. The main aspects observed included the level of student participation, their active involvement in activities, and the quality of training provided, including methods, materials, and frequency of training, were also observed to assess their impact on student skill development. In addition, aspects of achievement achieved in competitions such as final results and awards received were observed. Document studies were conducted with a number of supporting

research documents such as school curriculum documents, extracurricular work program documents, and reports on student achievement results in non-academic fields.

Data Analysis

The data was analyzed in three steps: data condensation, data display, and conclusion drawing (Miles, et al., 2014). After the data was collected, the first step was to condense the data related to student coaching management in developing non-academic achievements faced by SMA Negeri 4 Yogyakarta and SMA Negeri 1 Sewon. The researcher simplified the data by focusing on relevant information to make it more meaningful, while eliminating data that did not support the focus of the research, without reducing the essence of the data to increase its validity. The condensed data was then presented in a form that allows conclusions to be drawn, thus facilitating further observation and analysis. The information presented includes student coaching management in developing non-academic achievements faced by SMA Negeri 4 Yogyakarta and SMA Negeri 1 Sewon, with the results of interviews that have gone through the condensation process organized into appropriate categories. The final stage is drawing conclusions and verification, which is done by compiling conclusions based on the data that has been processed and presented, referring to the formulation of the problem and research questions. This verification process aims to ensure accuracy by reviewing field notes, thereby improving the quality of the research, and the conclusions from each aspect are integrated into a comprehensive data description.

Data Validity

Researchers in this study used two triangulation methods, namely source triangulation and technique triangulation. Triangulation is a method of checking the validity of data that uses something different from the data for checking or as a comparison with the data (Moleong, 2021). In using source triangulation, the researcher conducted interview analysis with various sources, including the principal, the principal for student affairs and the extracurricular coordinating teacher. The next step is to collect data through technical triangulation. The purpose of this process is to analyze the results of various research methods, such as observation, interviews, and documentation.

In addition, data collected by one researcher is often compared or checked by other researchers to ensure there are no biased interpretations or errors in recording. And interview results or initial findings are often reconfirmed with respondents to ensure that the researcher's interpretation matches what the participants intended.

FINDINGS

The findings of this study show the findings obtained from the analysis of qualitative data collected through interviews, observations, and document studies. This study focuses on student coaching in developing non-academic achievements at SMAN 4 Yogyakarta and SMAN 1 Sewon which aims to provide an in-depth understanding of each step in implementing student coaching starting from POAC (Planning, Organizing, Actuating, and Controlling).

Planning

Student development planning in non-academic fields at SMAN 4 Yogyakarta and SMAN 1 Sewon begins with identifying the needs, potential, and interests of students from the beginning of their entry through the introduction period to the school environment as stated in the curriculum documents of the educational unit and extracurricular work programs. Extracurricular programs provide students with a platform and guidance to develop skills in areas such as arts, sports and science, according to their talents and interests. This step helps ensure that the programs are designed according to the needs and preferences of students, thus increasing their participation. In addition, extracurricular programs and competitions are structured, with implementation involving periodic evaluations, such as every semester or twice a year. This encourages optimal results, as evidenced by various student achievements ranging from district to international levels.

Based on the report on the implementation of extracurricular programs in the 2024/2025 Academic Year, the development of extracurricular activities refers to the analysis of the implementation of extracurricular activities as follows:

Table 1. Analysis of Extracurricular Implementation Focusing on Resources,
Student Needs, and Coaching Staff.

Points of Consideration	Analysis
Resource analysis	• Facilities and infrastructure are sufficient for extracurricular activities such as Sports, Olympiad Assistance, Arts and Computers. • The curriculum structure running in schools at grades X, XI, and XII varies from 45jp, 46jp to 47jp/week so that Friday can be optimized for extracurricular activities.
Needs, potential and interests of students	• The screening of students' interests in extracurricular activities is carried out since the introduction period of the school environment. • Each extracurricular has the same opportunity in introducing the program to new students. • Guidance and Counseling Teachers and Homeroom Teachers have a role in assisting the process of selecting students' extracurricular activities. • Students explore their interests through mentoring sessions with homeroom teachers and guidance and counseling teachers • The school gives students time to finalize the choice of extracurricular activities that will be taken for 1 semester • The school conducts classical tests to map students' talents, especially in the formation of the Olympiad team
Potential of coaching staff	• The availability of trainers in each extracurricular field is not all fulfilled so that it requires trainers brought in from outside the school. • For extracurricular activities with more than 50 enthusiasts, additional trainers or assistants are needed

In the research findings, there will be interview results and informant profiles which will be described in the following table:

Table 2. Informant Profile

School Code	School Name	Description	Education
Jgj	SMA Negeri 4 Yogyakarta	Principal (P)	Master degree
Jgj	SMA Negeri 4 Yogyakarta	Vice Principal for Student Affairs (VCSA)	Bachelor degree
Jgj	SMA Negeri 4 Yogyakarta	Extracurricular Coordinator Teachers (ECT)	Bachelor degree
Swn	SMA 1 Sewon	Principal (P)	Doctoral degree
Swn	SMA 1 Sewon	Vice Principal for Student Affairs (VPSA)	Bachelor degree
Swn	SMA 1 Sewon	Extracurricular Coordinator Teachers (ECT)	Bachelor degree

Furthermore, every school year, the school prepares a work program that includes mapping non-academic activities, identifying resources, and student needs. There are 2 non-academic programs, namely extracurricular and competitions. Extracurricular activities in both high schools are divided into mandatory activities, namely Scouts, and elective activities that cover various fields such as sports, arts, science, and religious activities. Competitions are divided into tiered competitions such as the National Student Sports Olympiad and incidental competitions such as basketball competitions. Each activity is supported by adequate facilities, training by experts, and mentoring by school staff. This process is evaluated twice a year to ensure the achievement of goals and quality improvement, with the ultimate goal of forming student

characters who are independent, competitive, and achieve in various non-academic fields. This is in line with what the extracurricular coordinator teacher said in the following interview:

"*In the non-academic field or in the extracurricular field, especially the planning process, we clearly analyze the students' interests first, then the students' talents, we analyze them, we make a detailed plan first, what kind of program we will run in the year. In the new school year, usually every year we definitely have a program and we design it based on the results of the evaluation of the program that was running last year, so after everything has been processed, we make it into one program or we make it into one mature program after that we launch it, so the planning usually takes more or less quite a long time, maybe the fastest was more or less yesterday 1 month for the planning process.*" (interview ECT Swn, September 4, 2024).

In addition, planning for student achievement development in schools also begins with the principal preparing a medium-term work plan that is valid for a period of four years, which is then detailed into an annual work plan. This annual work plan is then broken down into various programs that support eight educational standards, such as process standards, financing, management, and assessment. One part of the process standards includes a student achievement development program, both for academic and non-academic achievements. For the implementation of this program, the duties and responsibilities are divided between the Vice Principal for Student Affairs and the Curriculum Division, where the Vice Principal for Student Affairs handles non-academic programs, while the Vice Principal for Curriculum manages academic programs. With this division of tasks, schools can organize and implement development programs effectively according to their respective fields. Based on the interview conducted with the principal as follows:

"*For planning in this school, I as the principal prepare what is called a medium-term work plan, our medium-term program is prepared for a period of 4 years, so from that 4-year period we break it down into an annual work plan, so from that annual work plan we want to plan activities for the next 1 year, so from that it is broken down into programs that exist in this school. Regarding non-academic programs, we divide the duties and functions of the Vice Principal for Student Affairs, while for academic programs, the duties and functions are in the Vice Principal for Curriculum, who will manage and organize the activities. So that is the role of the vice principal to design programs, both academic and non-academic. That is the management system in our school.*" (interview P Jgj, September 12, 2024).

Organizing

The process of organizing student coaching in non-academic fields at SMAN 4 Yogyakarta and SMAN 1 Sewon begins with coordination between teams, including the principal, vice principal, student staff, and extracurricular mentors and trainers. Each extracurricular activity is divided into mandatory activities, such as Scouting for grade X students, and optional activities that include sports, arts, skills, and religion that are tailored to students' interests. These activities not only focus on developing talents and interests, but are also directed at increasing competitiveness and motivation to achieve, through coaching and mentoring competitions at various levels.

Coordination is carried out to divide tasks and create program schedules listed in the curriculum documents and extracurricular work programs. Scheduling allows extracurricular activities to be carried out regularly and in a structured manner, ensuring that all students can participate in activities according to their interests and talents without disrupting the main study time. A clear schedule also helps in organizing the use of school facilities, coordinating mentors and trainers, and managing resources and budgets effectively. In addition, scheduling makes it easier to evaluate the implementation of the program in each semester, ensuring that activities run according to plan and achieve the expected coaching goals. The coordinating teacher said in an interview as follows:

"*We create a clear program for each extracurricular activity, including goals, practice schedules, and achievement targets.*" (interview ECT Jgj, September 4, 2024).

In addition, teachers and staff who are not directly involved in the implementation of non-academic coaching can provide moral support and motivation to students, especially when students participate in competitions. One example is during a basketball competition, where teachers are encouraged to provide support to students who are competing, both by providing encouragement and the necessary direction. This support shows the importance of collaboration between teachers in creating an environment that supports

student success outside of academics as explained by the vice principal of student affairs in the following interview results:

"*For teachers who are not directly involved, they can help by providing support to students when facing competitions. For example, yesterday during the basketball competition, I encouraged the teachers to support their students.*" (interview VPSA Swn, September 13, 2024)

Actuating

The implementation of student coaching in non-academic fields at SMAN 4 Yogyakarta and SMAN 1 Sewon includes competitions and extracurricular activities carried out when academic hours have finished or in the afternoon and are carried out routinely every week. This implementation is in the form of practice, meetings, or competitions, depending on the type of extracurricular activity, such as sports, arts, science, and religious activities. Each activity is accompanied by a teacher or coach, either from within or outside the school, who is selected according to their competence. The school also coordinates, socializes, and evaluates extracurricular activities to monitor the implementation and achievement of the program. As explained by the principal in the following interview:

"*Yes, later the extracurricular coordinating teacher will make a work program, so it contains what the coaching programs are and also the timeline for their implementation. Of course, it involves extracurricular coaches so that it can be successful.*" (interview P Swn, August 28, 2024).

The implementation of activities begins with mandatory extracurricular activities, such as Scouting, as well as electives that include arts, sports, and tiered competitions. Each activity is monitored by instructors and trainers who provide guidance, coaching, and mentoring to students. This was expressed by the vice principal of student affairs as follows:

"*What is clear is that the planning can run. The implementation starts from mandatory and optional extracurriculars. Then, the trainers monitor and mentor students.*" (interview VPSA Jgj, September 3, 2024).

Controlling

SMAN 4 Yogyakarta and SMAN 1 Sewon control and evaluate the implementation of student development programs in non-academic fields, especially extracurricular activities, through several structured steps listed in the school curriculum document. The forms of evaluation carried out are as follows:

Table 3. Form and Technique Evaluation

Form and Technique	Strategy	Parties Involved	Execution Time
Extracurricular Learning Supervision (program implementation and program achievements according to the pancasila student profile)	1. Observation 2. Providing feedback 3. Providing rewards	Target: All extracurricular teachers Companion: Principal and Extracurricular Supervisory Team	Twice in one semester
Administrative Supervision Extracurricular	Activity reporting, proof of attendance, progress reports	Target: All extracurricular teachers Companion: Principal and Extracurricular Supervisory Team	Once a semester

The coordinator is responsible for reporting the implementation of the program, which includes the attendance of students and mentors in each extracurricular activity. This reporting process is submitted periodically to the principal as part of periodic monitoring. In addition, the coordinator also has an active role in monitoring the implementation of each activity to ensure the sustainability of the program runs according to plan. This structured monitoring system supports the achievement of non-academic coaching goals, namely to optimally develop students' interests and talents outside of academic activities as stated by the principal in the following interview:

"Yes, we go through the coordinator, the extra coordinator reports all the implementation of the program, for example regarding the attendance of students, secondly the attendance of mentors. The coordinator reports to the principal periodically. The coordinator also monitors the implementation." (interview P Swn, August 28, 2024).

In addition, the monitoring process for extracurricular activities at SMAN 4 Yogyakarta and SMAN 1 Sewon is also carried out systematically using digital methods. After each activity is completed, extracurricular supervisors are required to send a report via a special link provided by the school. This report includes a recapitulation of the activities carried out, the date of implementation, and supporting evidence in the form of photos and videos. All reports are then collected and accessed via a link that is updated at the end of each month. This approach allows schools to conduct more effective and efficient supervision of the implementation of activities, ensure that each activity is well documented, and verify activities through visual evidence rather than the previous method which was done manually, without the use of technology. The extracurricular coordinator teacher explained in the interview activity as follows:

"We create a link where after each activity we ask the supervisor to send a recap of the day's activities and the date, what the activities are, photo evidence and video evidence. The links that are available are collected at the end of each month. So, we supervise through that with evidence, there are videos and photos." (interview ECT Jgj, September 13, 2024).

As a result of the controlling conducted, Student achievement in developing non-academic achievements can be seen at SMA Negeri 1 Sewon and SMA Negeri 4 Yogyakarta. In 2021, as many as 47 students from SMA Negeri 1 Sewon won various awards at national and international levels, such as in karate, athletics, volleyball, badminton, and competition vlogs. In addition, in 2024, its students also excelled in health, arts, and religion. Meanwhile, SMA Negeri 4 Yogyakarta recorded outstanding achievements such as winning writing competitions, national karate, mathematics, English debate, creative dance, basketball, volleyball, table tennis, and choir in the period 2022 to 2024.

DISCUSSION

This discussion describes the process of student management in developing non-academic achievements at SMAN 4 Yogyakarta and SMAN 1 Sewon, which includes management functions, such as Planning, Organizing, Actuating, and Controlling (POAC).

Regarding student management that is relevant to this research, there have been several previous studies that discuss similar topics. The first research by Silfiyaningsih (2014) entitled "Student Management in Improving Non-Academic Achievement of Students at State Vocational High School 8 Jember" the results of this study are that planning student activities at SMKN 8 Jember begins with identifying academic activities that are tailored to the talents and interests of students, socializing non-academic activities carried out for students, identifying supporting facilities and infrastructure needed in non-academic activities, the implementation carried out by SMKN 8 Jember is started with organizing non-academic activities, involving students in academic activities, grouping students, appointing mentor teachers, scheduling extracurricular activities, controlling student coaching discipline, evaluating activities at SMKN 8 Jember at the beginning and end, namely including activities comparing non-academic achievement ideals or hopes that will be realized, finding the cause of whether or not the specified target is met. The similarity of the research is that both analyze student management in developing non-academic achievements. While the difference is that previous research analyzes through three stages (planning, implementation, and evaluation), while this research analyzes through four stages (planning, organizing, actuating, and controlling).

Further research by Rachman et al. (2023) entitled "Student Management to Explore Potential and Improve Non-Academic Achievement of Students at MTs Walisongo Umbulsari". The results of his research show that the process of accepting new students and coaching students involves planned steps, starting with an initial meeting, team formation, and clear task allocation. The committee prepares a work plan and effective strategies for a smooth process, including transparent selection requirements and accurate question grids. The implementation stage includes the preparation of selection criteria, registration announcements, ability tests, and assessments based on report cards and other achievements. After the selection is complete, the results are announced, and participants who pass re-register as the final stage. All of these steps support a fair, transparent, and quality selection process. The similarity of the research is that both analyze student

management in developing non-academic achievements. While the difference is that previous research analyzed the acceptance of new students and student development, while this research focuses more on analyzing student development.

Not only that, it is further emphasized by research by Fauzi et al (2023) with the title "Implementation of Student Management in Improving Student Achievement at Jam'iyyatul Aulad Middle School" showing the results that student management at Madrasah Tsanawiyah Jam'iyyatul Aulad Sukabumi is very relevant and has a positive influence on students, which can be seen from the indicators of increased learning achievement in accordance with the targets set by the school. The similarity of the research is that both analyze student management. While the difference is that the previous study analyzed student learning achievement while this study analyzes student achievement in non-academic fields.

In addition, Rengganis et al., (2022) conducted a study entitled "Implementation of Student Management in Improving Non-Academic Achievement at SMP Negeri 2 Rengasdengklok Karawang". The results of the study indicate that the planning, implementation, and evaluation of student management in the school have been running well. This can be seen from various indicators of student management, such as the formation of a new student admissions committee, recruitment process, selection, orientation, placement, reporting, and student coaching. The similarity of the research is that both analyze student management in developing non-academic achievements. While the difference is that previous research analyzed the formation of a new student admissions committee, recruitment process, selection, orientation, placement, reporting, and student development, while this research focuses more on analyzing student development.

Then finally reinforced again related to this research which is almost the same as the research conducted by Alhuda (2020) with the title "Student Management in an Effort to Improve Student Achievement and Form Student Character" shows the results that 1) Student management at SDIT Salsabila 5 Purworejo is carried out by planning, organizing, actualizing and supervising student programs in the field of student development. 2) Implementation of student programs in an effort to improve student achievement at SDIT Salsabila 5 Purworejo is carried out through academic achievement development by the curriculum field, non-academic achievement development through extracurricular activities and achievement development. 3) Implementation of student programs in an effort to shape student character at SDIT Salsabila 5 Purworejo is carried out through first, student discipline development, second, character development by integrating character values in learning tools, integrating character values in local content subjects, self-development or habituation, exemplary activities, and nationalism and patriotism activities. The similarity of the research is that both analyze student management. While the difference is that the previous study analyzed academic, non-academic achievements, and student character while this study analyzes student achievement in non-academic fields.

This research effectively addresses the urgency of enhancing non-academic achievement development through the application of the POAC (Planning, Organizing, Actuating, Controlling) management framework. By systematically designing programs tailored to students' interests and potential, supported by evaluations of prior activities, the study ensures relevance and active engagement. The structured organization of resources, schedules, and collaborative roles maximizes the efficiency of extracurricular activities. Furthermore, the actuating process provides consistent training and participation opportunities, while the controlling phase enables regular evaluation and refinement of programs to achieve optimal outcomes. This strategy addresses the challenge by creating a robust framework for nurturing non-academic talent.

Moreover, by emphasizing leadership, creativity, teamwork, and other practical skills, the research fosters character building and prepares students for real-world challenges. It also provides actionable insights for policymakers to replicate and enhance education management practices. Additionally, the integration of technology in monitoring and evaluating extracurricular activities highlights the potential for digital tools to optimize educational resource management. In the future, this approach could lead to greater equity in accessing non-academic opportunities, increased societal recognition of diverse achievements, and a shift toward adaptive education systems that cater to varied student needs. Through these contributions, the study lays the groundwork for a more inclusive and innovative educational paradigm. The following will be presented and discussed about student management in developing non-academic achievements in high schools. With the hope that it will later have a good impact on the course of the education process in accordance with the ideals of the Indonesian nation as stated in the law in educating the nation's children.

Planning

Student development in non-academic fields at SMAN 4 Yogyakarta and SMAN 1 Sewon are designed systematically through planning that focuses on students' needs, potential, and interests. There are 2 non-academic programs, namely extracurricular and competitions. Extracurricular activities at this high school are divided into mandatory activities, namely Scouts, and elective activities that cover various fields such as sports, arts, science, and religious activities. Competitions are divided into tiered competitions such as national student sports olympiad and incidental competitions such as basketball competition.

This planning begins with the initial identification stage carried out during the introduction of the school environment. In this process, the school explores the potential and interests of students which are the basis for developing extracurricular programs. This is consistent with the planning theory by Terry (2012), which states that the planning process includes collecting information and formulating actions to achieve certain goals. Alhuda (2020) findings also state that student development management planning and activity consolidation through the preparation of student programs at the beginning of the school year.

The planning of extracurricular activities at SMAN 4 Yogyakarta and SMAN 1 Sewon are not only based on identifying interests, but also utilizing evaluations of previous years' programs. This evaluation process includes collecting data on program implementation and target achievement. Based on this implementation analysis, extracurricular programs are prepared and adjusted annually to align with the KTSP Curriculum and the needs of developing students' talents and interests. This is in line with William H. Newman who said that planning involves establishing a series of comprehensive decisions and goals, establishing policies, establishing programs, and establishing specific methods and procedures to determine daily planned activities (Putrianingsih et al., 2021). The principal stated that the curriculum is a reference in designing non-academic programs. Thus, non-academic coaching is designed to be flexible and adaptive to the dynamics of student development, so that it can meet the needs of each student effectively.

SMAN 1 Sewon also plans clinical training as a form of professional development for teachers who are extracurricular coaches. This training involves competent parties or experts as assistants, who act as resource persons to provide relevant guidance and input for the coaching teacher. Although not carried out regularly, this training is held incidentally based on certain needs, which allows coaches to receive updates on coaching strategies. The training provided is expected to refresh the trainers' knowledge and experience, which can then be used to prepare their students (Hariyanto, et al., 2022).

Organizing

Organizing student development in non-academic fields at SMAN 4 Yogyakarta and SMAN 1 Sewon involve coordination between various parties and a well-structured division of tasks, including the principal, vice principal, student staff, and extracurricular coaches and trainers. Similar to the findings of Alhuda, (2020) which shows that organizing means dividing work into smaller tasks. With effective coordination, extracurricular programs can run according to plan and achieve the goals that have been set.

This coordination begins with the preparation of a program schedule listed in the curriculum document and extracurricular work program. The schedule that is prepared allows extracurricular activities to be carried out regularly without disrupting students' main study time. This structured schedule also regulates the use of school facilities and the distribution of resources for each program, so that the implementation of activities can run smoothly and efficiently. This is in line with the theory according to Terry (2012) which states that one of the basic functions of management is to organize and manage resources.

Extracurricular activities at SMAN 4 Yogyakarta and SMAN 1 Sewon are divided into mandatory and elective activities. Scouting is a mandatory activity for grade X students, while students in other classes are given the freedom to choose extracurricular activities that suit their interests and talents, such as sports, arts, skills, and religion. This division allows students to engage in activities that are relevant to their needs and aspirations. According to research by Putrianingsih, et al., (2021), the alignment of activity schedules is important to support maximum student involvement. In addition to developing interests, these activities are also designed to increase students' achievement motivation and competitiveness, especially through coaching and mentoring competitions at various levels. Based on the Regulation of the Minister of National Education Indonesia No. 39 of 2008, chapter II, article 3, paragraphs 2, 3, and 4 concerning activities that aim to develop students' interests, talents, and abilities in non-academic fields are extracurricular activities.

Each extracurricular activity at SMAN 4 Yogyakarta and SMAN 1 Sewon are coordinated by a special coordinator, including the general extracurricular coordinator and the national student sports olympiad coordinator who handles the sports field. These coordinators work together with the extracurricular coaching team, which consists of coaches and mentors. The findings are in accordance with Uhl-Bien et al (2023) who said that an organization is a group of people who work together to achieve common goals. The coordinator is responsible for overseeing the development and implementation of activities, and ensuring that each program runs according to plan. Similar to the theory of organizing, it is a managerial process that aims to form an organization that is given responsibility for implementing predetermined plans in order to achieve organizational goals (Rifa'i, 2018). In addition to involving teachers and staff directly in coaching, SMAN 1 Sewon also encourages teachers and staff who are not directly involved to provide moral support and motivation for students, especially when they participate in competitions.

Actuating

The implementation of the coaching program at SMAN 4 Yogyakarta SMAN 1 Sewon begins with mandatory activities such as scouts and electives, which include various activities in the fields of art, sports, and other competitions. Implementation based on theory is a process in which every plan begins to be realized through directed actions (Machali & Hidayat, 2018). Enrolled students attend scheduled training to hone their skills and knowledge in their chosen field. This regular training allows students to continuously improve their abilities while learning about discipline, teamwork, and responsibility. In a non-academic field, the role of coaching is crucial and has a significant impact on a student's achievement (Abimanyu et al., 2024).

The implementation of extracurricular sports begins with a warm-up to avoid injury, followed by basic technique training according to the sport being followed, such as dribbling in basketball, passing in soccer, or hitting techniques in badminton. The importance of structured and repetitive practice in building motor skills (Calle et al, 2025). In addition, students are also taught game strategies to improve their understanding of tactics in competitive situations. This activity is then closed with a match simulation to hone playing skills in real conditions. As a form of evaluation and motivation, trials are conducted through sparring between teams or participation in local competitions to increase students' self-confidence, sportsmanship, and competitive experience.

The implementation of the Scientific extracurricular begins with a scientific discussion that discusses current issues in science, technology, the environment, or society. In this session, students are given the opportunity to present their ideas and opinions, thus training their analytical thinking and communication skills. In line with what was stated by the Dias-Oliveira, et al (2024) students gain hands-on experience in analyzing current issues and presenting ideas, which helps them develop critical thinking and communication skills. Furthermore, students take part in research training that covers basic materials such as scientific methods, data collection and analysis techniques, to writing scientific papers. This training is also equipped with a simple research simulation to train basic skills before conducting further research. After understanding the basics of research, students begin to compile a research proposal by choosing a topic that suits their interests and relevance. This proposal includes the background, research objectives, methodology to be used, and work plan, as the first step in developing structured and quality scientific work.

The implementation of the leadership extracurricular is carried out by combining theory and practice such as decision making, strategic planning, and effective communication. Activities such as decision making, planning strategies, and effective communication provide a strong theoretical basis for leadership concepts that need to be mastered (Zhang, et al., 2025). In addition, this program also involves field activities, such as camping to train independence, social service to foster empathy, and nature exploration to build cooperation and concern for the environment. All of these activities are designed to provide students with hands-on experience in leading, organizing, and working together in a team.

The implementation of extracurricular arts focuses on training in honing basic skills, such as techniques for playing musical instruments, singing, or choreography for students involved in dance. This training is carried out intensively to improve students' technical abilities and artistic expression. Through intensive practice, students not only acquire technical skills but also develop artistic expression skills as part of developing emotional and aesthetic intelligence (Munroe-Chandler & Muir, 2022). In addition, this activity

also involves preparation for art performances or competitions, where students work together to prepare performances or works of art that will be presented to the audience. This process not only trains individual skills, but also builds collaboration and a sense of responsibility in achieving common goals.

The implementation of extracurricular spirituality is carried out with activities such as tadarus Al-Qur'an, joint prayer, or discussions about holy books to strengthen students' spirituality and also hadrah. Activities such as tadarus Al-Qur'an help students understand religious values and strengthen their spirituality, thereby encouraging moral development to a higher level (Hassan & Zailaini, 2013). In addition, to enrich religious insight, competent religious speakers are often invited to give inspiring lectures and tausiah, as well as broaden students' understanding of religious teachings and their application in everyday life.

Overall, the implementation of extracurricular activities in schools not only develops students' skills and interests, but also builds character, discipline, and the ability to work together to achieve common goals.

Controlling

Evaluation and controlling of non-academic development at SMAN 4 Yogyakarta and SMAN 1 Sewon are carried out through a comprehensive procedure and involves several stages in accordance with the school level curriculum document and extracurricular work program. Each activity is under the supervision of the principal and the coaching team, where evaluations are carried out twice a semester. According to Alipour et al (2013), periodic evaluations are important to monitor the implementation of activities and take corrective steps quickly if there are obstacles.

This procedure includes learning supervision, this supervision focuses on assessing the implementation and achievement of extracurricular programs in accordance with the Pancasila student profile. The main objective is to assess the extent to which the program has helped students develop in character aspects, such as independence, cooperation, and noble attitudes. Then, administrative supervision, through administrative supervision the coaching team manages activity reports, evidence of attendance, and student progress. This supervision is carried out to ensure documentation of student and coach attendance, which is the basis for evaluating the sustainability of extracurricular activities. According to Mc Varland, comprehensive supervision can help ensure that each activity objective is achieved and student involvement is properly monitored (Djadjuli, 2018). This structured system proves that the school has implemented an adequate managerial approach to ensure the quality of coaching.

Periodic supervision and evaluation are carried out to adjust coaching to the needs of students directly. The results of this evaluation are documented and analyzed as a basis for improving the quality of the program. Direct supervision and ongoing evaluation are considered important in creating an atmosphere that supports student growth, as stated by Tan & Waheed (2011) that this approach can increase student motivation and participation in activities.

The use of technology in reporting monthly activities also facilitates the monitoring process at SMAN 4 Yogyakarta and SMAN 1 Sewon. After each activity is completed, the supervisor is required to fill out a report via a special link provided by the school, including a recap of activities, the date of implementation, and supporting evidence in the form of photos and videos. This digital coordination approach is relevant to the findings of Agustian & Salsabila (2021) research, which states that technology can facilitate the monitoring process in the context of education. As a result of the controlling conducted, the school has successfully produced students who excel in leadership, sports, arts, science, and religious fields, from the district level to the international level.

CONCLUSION

Based on the results of research that has been conducted on Student Development Management in developing non-academic achievements at SMAN 4 Yogyakarta and SMAN 1 Sewon, it can be concluded: a) The planning process is carried out by capturing student interests through an early-year survey, compiling an annual work program, and involving parents and professional coaches. The non-academic coaching programs owned by both schools are extracurricular activities and competitions. The work program is integrated with the Medium-Term Work Plan, Annual Work Plan, School Level Curriculum, and extracurricular work program. b) The organization of student coaching in non-academic fields is well structured involving the principal, vice principal for student affairs, extracurricular coordinator and

trainer/coach as well as the division of tasks and responsibilities effectively and efficiently. c) Implementation of extracurricular activities is carried out after academic study hours. Some activities are carried out outside of school. The process of implementing extracurricular activities in schools involves structured stages and is adjusted to the objectives of each field, such as arts, leadership, science, and sports. d) Controlling/Evaluation is carried out every semester, involving trainers and the management team. The evaluation results are used to improve the program in the future. Strict supervision through attendance, digital documentation, and evaluation of results. Evaluations are conducted periodically, either every semester or twice a year. The evaluation results are used to improve the coaching program in the future. As a result of the supervision carried out, the school has succeeded in making students excel in the fields of leadership, sports, arts, science, and religion from the district/city level to international.

ACKNOWLEDGMENT

REFERENCES

Abimanyu, T. C., Fatoni, M., Indarto, P., & Kustiawan, A. A. (2024). Manajemen Pembinaan Prestasi Ekstrakurikuler Futsal di SMA Muhammadiyah 2 Surakarta. *Indonesian Journal of Sport Science and Technology (IJST)*, *3*(1), 233–253. https://doi.org/10.31316/ijst.v3i1.6016

Agustian, N., & Salsabila, U. H. (2021). *Peran Teknologi Pendidikan dalam Pembelajaran*. https://ejournal.stitpn.ac.id/index.php/islamika/article/view/1047

Alhuda, N. S. (2020). Manajemen Kesiswaan dalam Upaya Meningkatkan Prestasi dan Membentuk Karakter Siswa. *Media Manajemen Pendidikan*, *3*(2), 208. https://doi.org/10.30738/mmp.v3i2.4655

Alipour, S., Arabani, S. G., Asad, M. T., & Zareii, R. (2013). Importance of Planning and Control of Managers. *Arabian Journal of Business and Management Review*, *2*(9).

Almeida, F., & Morais, J. (2024). Non-formal education as a response to social problems in developing countries. *E-Learning and Digital Media*. https://doi.org/10.1177/20427530241231843

Ardian, A., Purwanto, S., & Alfarisi, D. S. (2019). Hubungan Prestasi Belajar Siswa Kelas Khusus Olahraga dengan Kecerdasan Emosional. *Jurnal Keolahragaan*, *7*(2). https://doi.org/10.21831/jk.v7i2.28103

Asih, D., & Hasanah, E. (2021). Manajemen Kesiswaan Dalam Peningkatan Prestasi Siswa Sekolah Dasar. *Academy of Education Journal*, *12*(2), 205–214. https://doi.org/10.47200/aoej.v12i2.461

Badrudin. (2014). *Manajemen peserta didik*. PT.Indeks.

Calle, O., López-Sierra, P., Feu, S., & Ibáñez, S. J. (2025). Analysis of tasks and training load during pre-season training in professional basketball. *Apunts Sports Medicine*, *60*(225), 100466. https://doi.org/10.1016/j.apunsm.2024.100466

Creswell, J, W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (3rd ed). Sage Publications, Inc.

Dias-Oliveira, E., Pasion, R., Vieira Da Cunha, R., & Lima Coelho, S. (2024). The development of critical thinking, team working, and communication skills in a business school–A project-based learning approach. *Thinking Skills and Creativity*, *54*, 101680. https://doi.org/10.1016/j.tsc.2024.101680

Djadjuli, D. (2018). Pelaksanaan Pengawasan Oleh Pimpinan Dalam Meningkatkan Kinerja Pegawai. *Dinamika : Jurnal Ilmiah Ilmu Administrasi Negara*, *4*(4). https://doi.org/10.25157/dinamika.v4i4.879

Fauzi, G. R., Maryani, N., Kholik, A., Suwilah, Haris, R., & Priyanto, A. (2023). Implementasi Manajemen Kesiswaan dalam Meningkatkan Prestasi Siswa di Madrasah Tsanawiyah Jam'iyyatul Aulad. *Jurnal Sosial Humaniora*, *1*(2). https://ojs.unida.ac.id/al-kaff/article/view/8208

Fitriana, A. (2022). Kinerja Sekolah Berbasis Kelas Khusus Olahraga di Sekolah Atas Negeri 1 Sewon. *Spektrum Analisis Kebijakan Pendidikan*, *11*(3). https://doi.org/10.21831/sakp.v11i3.18046

Hariyanto, A., Siantoro, G., Jayadi, I., & Fajar, M. K. (2022). Pelatihan Dasar Pelatih Puslatcab Tulungagung Guna Menghadapi Porprov 2022. *Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, *2*(2).

Hassan, S. S. Bin, & Zailaini, M. A. Bin. (2013). Khatam Al-Quran in Islamic Education Curriculum in Malaysia. *Procedia - Social and Behavioral Sciences*, *103*, 558–566.

https://doi.org/10.1016/j.sbspro.2013.10.373

Indriani, A. T., & Mufidah, E. (2020). Peran Orang Tua dalam Menumbuhkan Prestasi Non Akademik Anak. *Bunayya: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *1*(3), 151–167.

Lestari, A. D. (2017). Partisipasi Orang Tua dalam Meningkatkan Prestasi Non Akademik Anak di SMP Negeri 2 Pracimantoro. *Spektrum Analisis Kebijakan Pendidikan*, *6*(6), 646–654.

Machali, I., & Hidayat, A. (2018). *The Handbook of Education Management Teori dan Praktik Pengelolaan Sekolah/Madrasah di Indonesia* (Edisi ke 2). Prenadamedia Group.

Miles, M, B., Huberman, A, M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third Edit). Sage Publications, Inc.

Moleong, L. J. (2021). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.

Munroe-Chandler, K. J., & Muir, I. L. (2022). The impact of training frequency on young dancers' imagery use and ability. *Asian Journal of Sport and Exercise Psychology*, 2(2), 99–105. https://doi.org/10.1016/j.ajsep.2022.07.001

Pratiwi, S, S. (2017). Pengaruh keaktifan mahasiswa dalam organisasi dan motivasi belajar terhadap prestasi belajar mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta. *Jurnal Pendidikan Dan Ekonomi*, *6*(1), 54–64.

Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R, S. (2022). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling (JPDK)*, *4*(6), 7911–7915. https://doi.org/doi.org/10.31004/jpdk.v4i6.9498

Putrianingsih, S., Muchasan, A., & Syarif, M. (2021). Peran Perencanaan Pembelajaran Terhadap Kualitas Pengajaran. *INOVATIF: Jurnal Penelitian Pendidikan, Agama, Dan Kebudayaan*, *7*(1), 138–163.

Rachman, U. A. D. D., Fauzi, I., & Humaidi, R. (2023). Manajemen Kesiswaan dalam Menggali Potensi dan Meningkatkan Prestasi Non-Akademik Peserta Didik di MTs Walisongo Umbulsari. *Instructional Development Journal*, *6*(3), 255–261. https://doi.org/10.24014/idj.v6i3.29201

Rengganis, A. R., Sitika, hmad J., & Fauziah, D. N. (2022). Penerapan Manajemen Peserta Didik dalam Meningkatkan Prestasi Non Akademik di SMP Negeri 2 Rengasdengklok Karawang. *FONDATIA*, *6*(2), 314–329. https://doi.org/10.36088/fondatia.v6i2.1839

Rifa'i, M. (2018). *Manajemen Kesiswaan di Sekolah*. NEM.

Silfiyaningsih, M. (2014). Manajemen Kesiswaan Dalam Meningkatkan Prestasi Non Akademik Siswa Di Sekolah Menengah Kejuruan Negeri 8 Jember. *Jurnal Pendidikan Dan Keagamaan*, *1*(1). https://doi.org/10.69551/cendekia.v1i1.1

Tan, T. H., & Waheed, A. (2011). Herzberg's motivation-hygiene theory and job satisfaction in the malaysian retail sector: the mediating effect of love of money. *Asian Academy of Management Journal*, *16*(1), 73–94.

Terry, G, R. (2012). *Prinsip-Prinsip Manajemen. (Terjemahan J. Smith D. F.M)*. Bumi Aksara.

Uhl-Bien, M., Piccolo, R. F., & Jr, J. R. S. (2023). *Organizational Behavior*. John Wiley & Sons, Inc.

Usthufiyah, F., Raharja, H. F., & Dwinata, A. (2024). Peran Orang Tua Dalam Mendorong Prestasi Non Akademik Siswa Di SDN Balongbesuk Jombang. *IJPSE Indonesian Journal of Primary Science Education*, *4*(2), 217–224. https://doi.org/10.33752/ijpse.v4i2.4232

Zhang, G., Chen, P., & Xu, S. (2025). Developing and validating a scale for measuring sustainable leadership development among teachers in Chinese higher education institutions. *Journal of Cleaner Production*, *486*, 144403. https://doi.org/10.1016/j.jclepro.2024.144403