

STUDENT MANAGEMENT IN ENHANCING STUDENTS' NON-ACADEMIC ACHIEVEMENT AT SEKOLAH MENENGAH KEJURUAN NEGERI 8 JEMBER

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ABSTRACT

Student management is a planned and deliberately carried-out activity, supported by continuous coaching so that students can follow the process effectively and efficiently. In education, achievement is often a measure of an institution's success. Efforts to improve non-academic achievement often face challenges because not all educational institutions provide permission; therefore, effective student management and ongoing support are needed. Meanwhile, data were collected through observation, interviews, and documentation. Data analysis used theories from Miles and Huberman, namely data condensation, data presentation, and conclusion drawing, and ensured data validity through triangulation of techniques and sources. The results of this research 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 for students, identifying supporting infrastructure needed for non-academic activities, implementing which carried out by SMKN 8 Jember, namely at the beginning by organizing non-academic activities, participating students in academic activities, grouping students, appointing supervisor teachers, scheduling extracurricular activities, controlling student training discipline, evaluating activities at SMKN 8 Jember at the beginning and end, which includes activities comparison of non-academic achievement goals or hopes that will be realized, searching for the causes of whether or not the specified targets are met.

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

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INTRODUCTION

Students are a fundamental part of any school environment. Individual students possess diverse talents and innate potential, requiring appropriate instructional services and educational provisions to foster their personal achievements. Without structured student management, institutional efforts to

cultivate widespread student achievement remain unfulfilled; hence, the systematic management of student-related activities is crucial to building an effective and efficient school system (Ariska, 2015). As Mulyono posits, non-academic achievement reflects the competencies and accomplishments students acquired through activities outside formal instructional hours, commonly referred to as extracurricular activities. These activities are strategically planned within the annual school program and educational calendar. Extracurricular activities serve as a vital bridge for addressing student needs in developing their potential such as moral attitudes and creativity while providing a platform to expand knowledge and communication skills.

Pursuant to Law No. 20 of 2003, Article 12, Paragraph 2, regarding the National Education System, students possess the legal right to obtain educational services aligned with their abilities, talents, and interests to ensure their learning optimizes their potential. The realization of comprehensive education encompasses not only formal learning but also informal/non-formal channels, including extracurricular programs. Extracurricular activities serve as an incubator for guiding students toward personal growth and talent cultivation within their respective fields. Suci Cahyani emphasizes that school extracurriculars expand knowledge, develop student interests and talents, nurture socialization, build teamwork, enable time-management autonomy, and alleviate student stress (Meylana, 2018).

Furthermore, achieving non-academic excellence is intrinsically tied to innovative, productive, and creative student management that systematically plans, executes, and evaluates all activities aimed at performance enhancement. Through such structured administration, students receive optimal mentorship. Students hold rights and obligations within the organized framework of student affairs, managed through short-term and long-term work programs (Maisaroh, 2021). To enhance non-academic achievements, effective student management is indispensable for delivering tailored services, fostering student interests toward predefined institutional goals, and building sustainable educational pathways for future generations (Tharaba, 2016).

Developing student talent and personality is critically urgent, as halting non-academic development is akin to truncating a student's cognitive and personal growth. Therefore, schools must commit to enhancing student capabilities to prepare highly potential individuals for national advancement. In this context, student management is an urgent priority, particularly at SMKN 8 Jember, where appropriate management is essential to developing abilities, devotion, potential, and structured coaching.

SMKN 8 Jember is located on Jl. Pelita No. 27, Sidomekar Village. Originally established as SMKN 1 Semboro on August 25, 2008 (Decree No. 421/3342/436/2008) under the initial leadership of Dr. Suprayitno, the institution has demonstrated competitive excellence. Preliminary observations and surveys reveal that SMKN 8 Jember maintains strong prestige amid intense competition among senior secondary schools in Jember Regency. This is evident in its student services and accolades in various non-academic competitions, specifically in Pencak Organisasi (PO), Paskibraka, Women's Futsal, and Persaudaraan Setia Hati Terate (PSHT).

Based on interview findings with Sugianto, extracurricular activities yield substantial benefits for talent development and skill expansion. The school actively supports these achievements, as demonstrated by frequent championship wins across regional events. While SMKN 8 Jember maintains solid academic standards, this study deliberately focuses on non-academic achievement because non-academic success generates both tangible honors and crucial moral capital that shapes students' future careers and character development.

METHOD

This study utilized a descriptive qualitative approach, which is effective for analyzing and understanding the phenomenon under investigation from both the researcher's perspective and factual occurrences at the research site (Hardani, 2020). Specifically, the study adopted a case study design to gather and analyze evidence related to a specific phenomenon. The study focused on student management strategies aimed at enhancing non-academic achievements and preserving institutional prestige at SMKN 8 Jember.

RESULTS AND DISCUSSION

RESULTS

Planning at SMK Negeri 8 Jember commences by identifying academic and non-academic activities tailored to student talents and interests, socializing non-academic options, and identifying essential supporting infrastructure. Implementation at SMK Negeri 8 Jember involves: (1) organizing non-academic activities aligned with student abilities; (2) encouraging student enrollment; (3) grouping students according to their choices; (4) appointing teacher supervisors; (5) scheduling extracurricular sessions; and (6) enforcing disciplinary controls. Evaluation activities occur at the beginning and end of program cycles, including comparative assessments between non-academic targets and actual outcomes, alongside diagnosing the causes behind target attainment or failure.

DISCUSSION

1. Planning Student Activities to Enhance Non-Academic Achievement at SMK Negeri 8 Jember

Planning represents the foundational step in setting objectives to ensure organizational activities proceed systematically toward short-term and long-term targets (Taufiqurokhman, 2008). Planning at SMK Negeri 8 Jember comprises: (1) identifying non-academic activities aligned with student talents and interests; (2) socializing non-academic programs; and (3) identifying supporting infrastructure. This aligns with Sulistiyorini's theory that enhancing non-academic achievement requires planning that encompasses identifying student needs, socializing available activities so students can determine their preferences, and equipping facilities to attract participation (Sulistiyorini, 2001).

Planning sessions are led by the school principal, Vice Principal of Student Affairs, and extracurricular supervisors lead planning sessions in joint meetings; the principal delegates operational tasks, authority, and responsibilities to each team. As Hasrian Rudi Setiawan notes, structuring procedural steps ensures that responsible personnel understand their specific duties and operational schedules (Rudi H, 2001). Non-academic extracurriculars serve as a crucial conduit for student potential. As Asmantri (cited in Kristiawan) asserts, students are individuals deserving of tailored services to foster optimal personal and intellectual growth (Kristiawan, 2021).

SMK Negeri 8 Jember carefully plans these activities to support student achievement. According to Kompri, extracurriculars serve key functions: enhancing student potential within social and natural environments, guiding talent development, instilling discipline and responsibility, developing ethical character, and expanding communication skills. Furthermore, the principal mandates that extracurricular schedules must not conflict with regular instructional hours, in accordance with national standards such as Permendiknas No. 22 of 2006 on content standards for out-of-class educational services. Ultimately, non-academic achievement encompasses skill development achieved through sports and co-curricular domains.

2. Implementation of Student Activities to Enhance Non-Academic Achievement at SMK Negeri 8 Jember

Implementation at SMK Negeri 8 Jember proceeds through: (1) organizing non-academic programs tailored to student capabilities; (2) encouraging student enrollment; (3) grouping students by interest; (4) appointing teacher supervisors; (5) scheduling sessions; and (6) enforcing

discipline. This aligns with Sulistiyorini's framework on implementing student management through interest-based organization, active enrollment encouragement, skill-based grouping, and optimal mentorship (Sulistiyorini, 2001).

The goal of student management is to structure student activities efficiently from initial recruitment through graduation (Rohiat, 2015). Implementation begins with recruitment, school orientation (MPLS) assisted by the Student Executive Council (OSIS), and skill-based grouping. Recruitment is conducted via media announcements, brochures, and pamphlets. Effective recruitment and program promotion directly enhance public interest and enrollment willingness in educational institutions (Saidah et al., 2022). Soetjipto and Kosasi note that student admission involves recording and serving learners from entry to graduation to align existing facilities and teaching staff with learning processes.

SMK Negeri 8 Jember operates 14 extracurriculars: Hadrah, Mosque Youth, Paskibraka, Soccer, Music, Scouts, Women's Futsal, Choir, Red Cross Youth, Badminton, Volleyball, Aeromodeling, PSHT, and PO. Among these, PSHT, PO, and Women's Futsal most frequently win competitive championships. Each activity is assigned a qualified supervisor. Sopiadin (cited in Wildan Zulkarnain) emphasizes that delegating authority to specialized mentors ensures operational accountability.

3. Evaluation of Student Activities to Enhance Non-Academic Achievement at SMK Negeri 8 Jember

Evaluation serves as a vital tool for determining program effectiveness, identifying operational bottlenecks, and providing data-driven recommendations for future planning cycles. At SMK Negeri 8 Jember, evaluation is conducted periodically through weekly coordination meetings, monthly program reviews, and end-of-semester assessments. Evaluative criteria include student participation rates, competition achievement records, grade point progression, and discipline indices.

According to Cronbach and Stufflebeam (as cited in Arikunto & Jabar, 2009), educational evaluation should not merely assess outcomes. It must also systematically examine context, input, process, and product (CIPP model) to provide comprehensive feedback for institutional growth. The evaluative process at SMK Negeri 8 Jember examines both achievements and underlying obstacles.

Main operational challenges at SMK Negeri 8 Jember include incomplete facility infrastructure and tight time constraints. Sugianto notes that

supporting facilities directly influence student enthusiasm, while external factors such as family and mentor support remain vital. The principal maintains continuous motivation for both students and instructors while working to address resource gaps. As Suryosubroto (citing DEPDIBUD) states, educational facilities include all movable and immovable assets directly or indirectly supporting effective educational objectives (Suryosubroto, 2009).

Through systematic evaluation, school leadership identifies which extracurricular units require facility upgrades, mentor optimization, or schedule adjustments. Evaluation outcomes are used to refine the following year's student management plan, creating a continuous improvement cycle aimed at maintaining high standards in academic and non-academic student achievement.

CONCLUSION

Student activity planning at SMK Negeri 8 Jember to enhance non-academic achievement begins at the start of the academic year by identifying non-academic activities tailored to student talents, interests, and abilities, preparing socialization programs supported by OSIS, and auditing supporting infrastructure. Implementation begins with organizing non-academic activities aligned with student potential, encouraging participation, grouping students according to their chosen fields, appointing qualified teacher supervisors, setting fixed operational schedules (e.g., PO extracurricular held every Wednesday from 15:00 to 16:30 WIB), and maintaining coaching discipline. The school principal conducts evaluations during and after activities to benchmark performance targets against actual accomplishments and identify underlying operational factors.

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