

Student Management in Enhancing Students' Non-Academic Achievement at MTsN 15 Jombang

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ABSTRACT: This study aims to analyse the implementation of student management in improving students' non-academic achievements at MTsN 15 Jombang. A qualitative approach using a case study design was employed. Data were collected through observation, in-depth interviews, and documentation, and were subsequently analysed using the Miles and Huberman interactive model, which encompasses data reduction, data presentation, and drawing conclusions. The results of the study indicate that student management is carried out systematically through the functions of planning, organising, implementing, and evaluating. During the planning stage, students' interests and talents were mapped out as the basis for programme development. Organisation was demonstrated through a clear division of tasks between the headteacher, the deputy head for student affairs, the guidance counsellor, and the extracurricular activity coordinators. Programme implementation was realised through varied and structured extracurricular activities supported by professional coaches. Evaluation was carried out periodically to continuously improve the programme's effectiveness. The implementation of this student management system has proven to contribute significantly to the improvement of students' non-academic achievements in various fields such as Scouting, the Red Cross Youth (PMR), journalism, sports, and others, whilst fostering a disciplined, confident, and responsible character in students. Furthermore, this success is supported by facilities, funding, motivation, recognition, and parental involvement, which reinforce a culture of achievement within the madrasah.

Keywords: *Student Management, Non-Academic Achievements, Extracurricular Activities, Madrasah, MTsN 15 Jombang*

INTRODUCTION

The transformation of education in the era of globalisation and the Fourth Industrial Revolution requires educational institutions to adapt rapidly and innovatively in the face of increasingly complex competition. Education is no longer focused solely on academic achievement, but is also directed towards the development of creativity, psychomotor skills, social skills, and the holistic character development of learners (Setya et al., 2024), (Santosa & Aulia, 2025). In this context, educational institutions are required to implement effective management systems to ensure that students' full potential can be realised. The challenges facing education in Indonesia today relate not only to improving academic standards, but also to fostering non-academic achievements, which are key

indicators of the success of modern education (Sukmayadi & Yahya, 2020). Therefore, strengthening educational governance is an urgent necessity in order to develop high-calibre, competitive human resources of good character.

One of the strategic aspects of educational governance is student management. Student management is one of the key factors that significantly influences the success of educational institutions; therefore, there is a need to organise the entire process of implementing collaborative efforts in this field in order to achieve educational objectives (Azah et al., 2023), (Jannah & Azah, 2023). Student management is an integral part of educational management, serving to regulate all student activities from the admission process, through guidance and the development of potential, to the completion of their education. Student management is not only focused on the administrative management of students, but also emphasises the effective and efficient provision of services, supervision, guidance, and the development of students' interests and talents (Stit et al., 2022). Student management plays a vital role, as students are the primary focus of the educational process and the centre of the various educational services provided by schools or madrasahs (Musolin, 2020), (Asih & Hasanah, 2021). With effective management, pupils are given the opportunity to develop their abilities in line with their potential, interests and talents.

In the context of modern education, pupil management plays a vital role in enhancing pupils' non-academic achievements. Non-academic achievements are not merely regarded as supplementary activities, but also serve as a strategic means of fostering character, discipline, creativity, leadership and social skills in pupils (Mussaa & Rwabunywenge, 2025), (Kurniadiningsih, 2025). The targeted management of non-academic activities can make a tangible contribution to the holistic development of pupils' potential (Kurniadiningsih, 2025). Pupil management is one of the key factors influencing the success of educational institutions; therefore, systematic management is required to achieve educational objectives. The reality on the ground shows that the majority of students actually possess greater potential in non-academic fields than in academic ones. Therefore, the development of students' potential must be carried out evenly and continuously so that every student has the opportunity to develop in accordance with their individual characteristics.

A student's potential is, in essence, an ability that an individual already possesses but has not yet been fully developed. Personal potential refers to the strengths, abilities, or talents within an individual that have not yet been utilised to their full potential (Amaliyah & Rahmat, 2021), (Apriyanti et al., 2023). Every person is born with different potentials, and all of these potentials are fundamentally positive; it all depends on how they are nurtured (Pathony, 2019). Educational institutions therefore have a responsibility to facilitate the development of learners' full potential through a range of targeted development programmes. Pupils' creativity is also a key factor in supporting successful learning, as it can influence their way of thinking, their behaviour, and the

quality of the learning outcomes achieved (Firdaus & Rush, 2023). In this context, students' academic and non-academic achievements serve as key indicators of an institution's educational quality.

Non-academic achievements refer to students' accomplishments outside formal subjects, relating to specific talents, skills, interests and creativity. Non-academic achievements cannot be measured solely by numbers, but rather through the specific abilities students possess in particular fields (Aliyah & Man, 2017), (Tajudin et al., 2021). Non-academic achievements are a source of pride for pupils as they demonstrate their individual identity, abilities and strengths (Dinayasmin, 2024). Every student possesses different forms of intelligence; some excel academically but are less prominent in the arts or sports, whilst others demonstrate exceptional abilities in non-academic fields. Consequently, understanding students' interests and talents is of paramount importance in the process of nurturing pupils within educational institutions.

MTsN 15 Jombang is one of the madrasahs that has demonstrated success in student management, particularly in enhancing students' non-academic achievements. The student affairs department at this madrasah plays a central role in realising the vision of shaping students of character through various extracurricular activities, habit formation, rules and regulations, and discipline training. The madrasah adopts a proactive approach through talent mapping from the MATSAMA stage to identify students' interests and potential at an early stage. The results of this identification are then used as a basis for guiding students to participate in extracurricular activities that align with their talents and interests. Various extracurricular activities such as the Scouts, PMR, Paskibra, volleyball, qira'ah, drum band, journalism, BTQ, al-banjari, and choir are managed systematically, involving professional coaches and collaboration with external partners.

The success of MTsN 15 Jombang in improving non-academic achievements is closely linked to a structured coordination system between the headteacher, the deputy head for student affairs, the guidance counsellor, the extracurricular activity supervisors, and the boarding school. This madrasah also fosters synergy between the development of science and technology and religious education by synchronising school and boarding school activities to ensure a balanced approach to both academic and non-academic development. Nevertheless, student management at MTsN 15 Jombang also faces various challenges, such as limited funding, coordination issues with extracurricular supervisors, and a lack of student interest in certain activities. Nevertheless, support from all stakeholders, both internal and external, is a crucial factor in ensuring the sustainability of student achievement development programmes. Based on initial observations, MTsN 15 Jombang demonstrates a relatively high level of non-academic achievement, which has prompted the researcher to conduct a more in-depth study on the implementation of student management in supporting this success. This research is important as it can provide an empirical picture of strategies for

managing students to improve non-academic achievements within the madrasah environment.

METHODOLOGY

This study employed a qualitative approach using field research through a case study design. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the phenomenon of student management in enhancing students' non-academic achievements at MTsN 15 Jombang within a natural setting. The research was conducted at MTsN 15 Jombang, located at Jl. PP. Al Asyari, Keras Village, Diwek Sub-district, Jombang Regency, East Java, over a period of three months. The location was selected using purposive sampling as the madrasah has various flagship programmes and notable non-academic achievements. The research subjects were determined using purposive sampling, involving the head of the madrasah, the deputy head for student affairs, the extracurricular coordinator, and students actively involved in non-academic activities. Data collection was carried out through observation, in-depth interviews, and documentation to obtain comprehensive data regarding the planning, implementation, and evaluation of student affairs management in enhancing students' non-academic achievements.

Data analysis in this study utilised the Miles and Huberman interactive model, which comprises the stages of data collection, data reduction, data presentation, and drawing conclusions/verification, carried out on an ongoing basis until data saturation was reached. Data reduction was carried out by selecting and focusing on data relevant to the research objectives, whilst data presentation was in the form of a narrative description to facilitate the researcher's understanding of the patterns of relationships between the data. Furthermore, conclusions were drawn based on the results of data interpretation that had been continuously verified throughout the research process. To ensure the validity of the data, this study utilised tests of credibility, transferability, dependability, and confirmability. The credibility test was conducted through extended observation, increased diligence, triangulation of sources, techniques, and time, peer discussion, the use of reference materials, and member checking to ensure that the data obtained was truly valid and scientifically accountable.

RESULTS AND DISCUSSION

In accordance with the data analysis method used in this study, namely qualitative descriptive analysis, the researcher conducted an in-depth analysis of the data obtained through interviews, participatory observation and documentation. The analysis was carried out by linking empirical findings in the field with relevant educational management theories so that the compatibility between student management practices at MTsN 15 Jombang and the theoretically developed concepts of educational management could be identified. The discussion focuses on the implementation of

student management in enhancing students' non-academic achievements through extracurricular activities, the nurturing of interests and talents, programme evaluation, and strategies for the sustainable development of students' potential. This discussion also examines the supporting and hindering factors that influence the effectiveness of student management in fostering a culture of achievement within the madrasah environment.

1. Student Management at MTsN 15 Jombang

Based on the research findings, student management at MTsN 15 Jombang has been conducted in accordance with the management functions outlined by George R. Terry, which include planning, organising, executing, and monitoring/evaluation (Pamungkas et al., 2021), (Yanti & Saputra, 2025). During the planning stage, the madrasah develops its student programmes through annual working meetings, taking into account the needs of the students, the institution's circumstances, and the availability of resources. This planning demonstrates that the madrasah has been able to systematically determine objectives and strategic steps to support the development of students' non-academic achievements. Thorough planning also facilitates the madrasah in setting activity targets, assigning tasks, and implementing student development programmes in a more focused and effective manner (Dhuka, 2022). Carefully formulated planning not only reinforces the madrasah's policy direction in developing pupils' non-academic achievements, but also enhances the effectiveness of programme implementation and clarifies the division of responsibilities. Therefore, well-planned student management plays a vital role in supporting the achievement of high-quality, competitive and sustainable educational goals within the madrasah environment.

During the organisational phase at the madrasah, a clear organisational structure is established through the division of responsibilities between the headteacher, the deputy head for student affairs, the guidance counsellor, the extracurricular activity coordinators, and the form tutors. This organisation demonstrates good coordination and working relationships among the various components of the madrasah, ensuring that each programme can be carried out in accordance with their respective responsibilities (Maujud, 2018). A clear division of responsibilities facilitates the implementation of activities, as each party understands their role in supporting student development (Fahrilyani et al., 2019). With effective organisation, student activities can run in a more orderly and efficient manner and achieve their pre-determined objectives. It can be concluded that the organisation within the madrasah has functioned effectively through a clear division of responsibilities and effective coordination between relevant parties, thereby supporting the smooth implementation of student programmes in an orderly, focused manner, and in line with the established objectives.

In the implementation phase, student management is realised through various extracurricular activities carried out on a regular and scheduled basis. The implementation of the programme is not only oriented towards administrative activities but is also directed towards character building, skills development, and the mental development of students (Reka & Sunandar, 2020), (Muchson et al., 2022). Mentors and coaches provide intensive support so that students receive the best possible guidance in developing their potential. This demonstrates that the 'actuating' function of management is working effectively, as all resources are being mobilised to achieve the goal of improving students' non-academic performance. Furthermore, the evaluation phase is carried out periodically through monitoring of activities and assessment of student progress. The evaluation aims to determine the programme's success rate whilst identifying various obstacles that arise during the implementation of activities (Munandar et al., 2023), (Zahroh & Hilmiyati, 2024). The results of the evaluation are then used as a basis for improving and developing the programme in the following period. The ongoing evaluations indicate that the madrasah effectively implements its control function, thereby ensuring that the quality of student management can be continuously improved in line with the students' needs and development.

2. Students' Non-Academic Achievements at MTsN 15 Jombang

Students' non-academic achievements at MTsN 15 Jombang show significant progress and can be analysed using Howard Gardner's theory of multiple intelligences. This theory explains that every individual possesses various types of intelligence, such as kinesthetic, linguistic, interpersonal, musical, and spiritual intelligence (Syarifah, 2019), (Auralia et al., 2025). In this study, the success of students in the fields of scouting, first aid, journalism, public speaking, banjari, sports and academic competitions demonstrates that madrasahs have been able to facilitate the development of students' multiple intelligences through a variety of non-academic activities. The success of students' non-academic achievements is closely linked to the systematic and sustained coaching strategies implemented (Setyawan, 2026). The madrasah provides a range of support facilities, competent coaches, and regular, intensive training programmes. In the run-up to competitions, the intensity of training is stepped up to ensure that the students' skills are fully developed and they are ready to compete (Fitria & Slamet, 2024), (Nurbaeah, 2025). In addition, the madrasah also provides support in the form of funding, transport and other competition-related requirements, thereby helping students feel more motivated to excel.

Non-academic achievements also have a positive impact on students' character development. Through extracurricular activities and competitions, students learn to build self-confidence, discipline, responsibility, and the ability to work with others. The experience of taking part in competitions makes students more courageous in facing challenges and fosters a positive competitive spirit (Ningsih & Aziz, 2025). Thus, non-

academic achievements not only serve as a means of developing skills, but also as a vehicle for shaping students' character and social skills. In addition to contributing to students' development, success in non-academic achievements also enhances the image and quality of the madrasah within the community (Masrufa, 2024), (Yusuf et al., 2024). The numerous achievements attained by pupils at both district and provincial levels demonstrate that MTsN 15 Jombang provides high-quality support in non-academic areas. These achievements are a source of pride for the pupils, their parents and the madrasah, and have boosted public confidence in the educational institution (Masrufa, 2024), (Yusuf et al., 2024). Thus, non-academic achievements can be regarded as one indicator of a madrasah's success in developing pupils' potential holistically.

3. Student Management in Enhancing Pupils' Non-Academic Achievements at MTsN 15 Jombang

Student management plays a strategic role in enhancing students' non-academic achievements at MTsN 15 Jombang. The guidance process begins with mapping students' interests and talents from the moment they enter the madrasah through questionnaires and observation (Abidin & Nasirudin, 2021), (Dewi, 2026). The aim of this assessment is to identify the students' potential so that the madrasah can guide them towards suitable extracurricular activities (Wahyudi, 2024). This step demonstrates that the madrasah has effectively incorporated planning into its student management, enabling the guidance process to be carried out in a more targeted manner and in line with students' needs. Extracurricular programmes are conducted on a regular and scheduled basis as part of the school's efforts to foster students' non-academic achievements (Lay et al., 2025). These activities are supported by competent mentors and coaches, ensuring that students receive the best possible guidance in developing their abilities and skills. The wide range of extracurricular programmes also demonstrates that the madrasah strives to cater to students' diverse intelligences (Rizqiyatul et al., 2024), (Rohma & Hakim, 2025). Thus, student affairs management serves not only to organise student activities, but also as a means of developing pupils' potential and talents.

Support from the madrasah is a key factor in enhancing pupils' non-academic achievements. This support includes the provision of facilities, funding for competitions, transport, as well as motivation and recognition for high-achieving pupils. The madrasah also publicises students' achievements through leaflets and announcements during assemblies as a form of appreciation for their accomplishments. (Sukur et al., 2022), (Nasution & Firmansyah, 2025). This form of support demonstrates the madrasah's commitment to fostering a culture of achievement and boosting pupils' motivation to continue developing and competing in a positive manner. The success of student management in enhancing non-academic achievements is also influenced by regular evaluation and coordination. Evaluation is used to assess the success of programmes

and to identify any obstacles encountered during the development process (Wani, 2018). Furthermore, coordination between the madrasah, mentors, coaches and parents is a key factor in supporting pupils' success. Parental support, in the form of encouragement and permission for pupils to take part in competitions, helps to reinforce the coaching provided by the madrasah, thereby enabling pupils' achievements to flourish to their full potential (Saputri et al., 2022), (Puspita et al., 2024). It can be concluded that student management at MTsN 15 Jombang has been carried out systematically and has made a significant contribution to improving students' non-academic achievements through targeted guidance, optimal support and ongoing evaluation.

CONCLUSION

Based on the research findings and discussion, it can be concluded that student management at MTsN 15 Jombang has been implemented systematically and in accordance with management functions, which include planning, organising, implementing and evaluating. At the planning stage, the madrasah has carried out targeted mapping of students' interests and talents through questionnaires and observations as a basis for the development of student affairs programmes, whilst at the organising stage, a clear working structure has been established between the head of the madrasah, the deputy head for student affairs, the guidance counsellor, the extracurricular supervisors, and the form tutors, which supports effective coordination. The implementation of the student welfare programme is realised through varied, structured, and potential-oriented extracurricular activities aimed at developing students' character and multiple intelligences, with the support of competent supervisors and coaches. Furthermore, evaluations are carried out periodically through monitoring and assessment to ensure the programme's effectiveness and to serve as a basis for continuous improvement. The implementation of this student management system has proven to make a significant contribution to improving students' non-academic achievements, covering areas such as the Scouts, the Red Cross Youth (PMR), journalism, sports and others, whilst also shaping students' characters to be disciplined, confident, responsible and competitive. Furthermore, this success is also supported by enabling factors such as facilities, funding, motivation, recognition, as well as parental involvement and the publicisation of achievements, which reinforce a culture of excellence within the madrasah. Thus, it can be affirmed that student management at MTsN 15 Jombang plays a strategic role in optimising the holistic development of students' potential and in continuously improving the quality and image of the educational institution.

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