

Transformation of Student Management in Increasing Student Participation in Non Academic Activities

Rini Riyanti^{a,1*}, R Supyan Sauri^{b,2}, Saeful Anwar^{c,3}

^{a,b,c}Universitas Islam Nusantara, Bandung, Indonesia

^{1,2}riniriyanti@uninus.ac.id, uyunsupyan@uninus.ac.id, saefulanwar@uninus.ac.id

*Correspondent Author Rini Riyanti

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ABSTRACT

This study aims to analyze the effectiveness of student management in supporting non-academic activities, identify the main challenges faced, and formulate strategies to increase student participation at SMAN 1 Sukadana and SMAN 1 Baregbeg. The study uses a qualitative approach with a descriptive design. Data were collected through observation, interviews, and documentation using triangulation techniques to ensure validity. Research informants included the principal, vice principal for student affairs, extracurricular advisors, student council administrators, and active students. Data analysis was carried out through the stages of reduction, presentation, and contextual conclusion drawing. Previous studies have confirmed that non-academic participation contributes significantly to strengthening students' soft skills, discipline, and identity formation. The findings show that the effectiveness of student affairs management is determined by five main indicators, namely student-needs-based planning, consistent program implementation, active student participation, improved academic and non-academic achievement, and continuous evaluation and feedback. Both schools succeeded in increasing student participation to 76% (Sukadana) and 72% (Baregbeg) through program diversification, community involvement, and optimization of communication media. However, challenges such as limited guidance staff, funds, internal communication, and learning time still hamper implementation. Adaptive, collaborative, and participatory student management has been proven to increase student participation in non-academic activities and strengthen character education. Effective strategies include program diversification according to student interests, creative promotion, strengthening the capacity of supervisors, involving parents and the community, and a fair reward system. Thus, the transformation of student management is an urgent need to create a holistic, inclusive, and sustainable school.

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Introduction

Student management plays a strategic role in the education system as the foundation for managing students during the learning process. The success of education is not solely determined by academic achievement, but also by success in shaping character and exploring student potential through structured non-academic coaching programmes. In the context of contemporary education, effective student management not only functions as an administrative instrument, but also as a driving force in shaping the personal and social qualities of students.

However, student management practices in Indonesia, especially at the senior high school level, still face serious challenges that hinder the achievement of non-academic guidance objectives. Problems such as minimal student participation in extracurricular activities, weak discipline, and low self-confidence reflect the suboptimal student management system. This phenomenon is evident at SMAN 1 Sukadana and SMAN 1 Baregbeg, Ciamis Regency. A survey conducted showed that 65% of students at SMAN 1 Sukadana were not involved in extracurricular activities, while 70% of students at SMAN 1 Baregbeg expressed dissatisfaction with the non-academic guidance they received (Fachruddin et al., 2022). This fact indicates a managerial crisis that needs to be addressed immediately.

Management of students with learning success and personality development. For example, research by Fachruddin et al. (2022) found that good student management has a positive impact on student academic achievement. Meanwhile, a study by Budiarso et al. (2023) shows that student involvement in extracurricular activities can increase if supported by systematic and planned managerial strategies. Therefore, a new approach is needed in restructuring the student management system that not only focuses on academic aspects but also provides space for the development of students' non-academic potential.

Based on these issues, this article aims to analyse the extent to which student management at SMAN 1 Sukadana and SMAN 1 Baregbeg can be optimised to support non-academic development programmes. Using a qualitative descriptive approach, this study will examine the existing conditions, identify the main obstacles, and formulate applicable strategic solutions. It is hoped that this study will be able to make a substantive contribution to the development of a relevant, adaptive, and sustainable student management model at the senior high school level.

Available literature reviews indicate that the main focus of student management is often on administrative and academic aspects, with insufficient attention paid to character building through non-academic activities (Rahmawati & Yulianti, 2021; Nupusiah et al., 2023). However, in the context of holistic education, extracurricular activities play an important role in shaping students' social values, discipline, and leadership. The coaching approach in student development has been proven to significantly improve student team performance (Setianingsih & Suharto, 2024), indicating the importance of refining the managerial approach in the context of student affairs.

Furthermore, Nupusiah et al. (2023) emphasise that student management is closely related to the level of student discipline. Therefore, improving the quality of management has a direct implication on the success of character education. These findings underline the importance of research that comprehensively integrates academic and non-academic dimensions in managerial analysis. This article attempts to address this challenge by exploring how managerial policies and practices at the school level can be transformed to improve the quality of non-academic guidance.

The effort to fill the gaps in previous research is one of the main motivations for writing this article. As highlighted by Arifah and Nasirudin (2024), the quality of students is largely determined by the effectiveness of student programmes that focus on character building and social skills development. Therefore, student management strategies must refer to the national education objectives framework and be able to respond to the real needs of students in the school environment.

Although there have been various studies on student management, a deep understanding of its impact on the effectiveness of non-academic guidance at the senior high

school level, especially in rural areas such as Ciamis Regency, is still relatively limited. Most previous studies were conducted in urban areas such as Jakarta and Surabaya, which have different social contexts and infrastructure (Budiarto et al., 2023; Arifah & Nasirudin, 2024). As a result, management strategies that have been successfully implemented in urban environments cannot always be directly adapted to schools located in rural areas.

Furthermore, SMAN 1 Sukadana and SMAN 1 Baregbeg have unique student characteristics and environmental conditions. In this context, the urgency of research increases given the lack of representative data and in-depth analysis of student management practices in these two schools. In addition, there have been few studies that highlight the aspects of communication and community involvement in the development of non-academic activities. Therefore, this study seeks to explore these dynamics and develop strategic recommendations based on empirical findings.

Relevant literature indicates that the quality of non-academic programmes is largely determined by careful and focused school management. Hidayat and Adawiyah (2023) argue that careful planning and continuous evaluation are key to improving student satisfaction with extracurricular activities. This study will examine how the management at SMAN 1 Sukadana and SMAN 1 Baregbeg develop coaching programmes and the extent to which these strategies impact student satisfaction and participation.

Participation in extracurricular activities has been proven to have a positive impact on character building, especially in terms of responsibility, cooperation, and emotional management skills (Yuliana et al., 2023). These activities provide a training ground that supports the development of soft skills that cannot be fully acquired through formal academic activities. Therefore, this study will also identify how school management designs extracurricular programmes that support the systematic character building of students.

Student management also has a responsibility to provide support services for students in resolving non-academic issues. Handayani (2022) states that student success depends not only on formal learning but also on the psychosocial support they receive from the school. This study will evaluate the extent to which the student management system provides such support and how these services can be improved to support students' overall well-being.

This article has three main objectives that are integrated with each other. First, to formulate indicators of success in effective student management, both from an administrative and character building perspective. Second, to identify the main challenges faced in implementing non-academic activities at SMAN 1 Sukadana and SMAN 1 Baregbeg. Third, to design strategies for improving the student management system that are adaptive to student needs and contextual to the school environment.

The main argument developed in this article is that structured, responsive, and collaborative student management has great potential in supporting the overall character development of students. Such a system will open up opportunities for student participation in various non-academic activities that can strengthen personal identity, social values, and emotional skills (Chalim & Hakim, 2024; Alicia et al., 2025). Therefore, the transformation of student management is not only an administrative necessity but also a pedagogical foundation in creating a school climate that supports character education.

By identifying the strengths and weaknesses of the managerial systems in the two secondary schools studied, this article is expected to contribute practically to the development of more inclusive and transformative education policies. Furthermore, the results of this study can be used as a reference in formulating more targeted and contextual guidelines for student management, particularly in order to support the effectiveness of non-academic guidance at the secondary school level in rural areas of Indonesia.

Method

This study uses a qualitative approach with a descriptive design, aiming to explore in depth the practice of student management and its impact on the effectiveness of non-academic guidance at SMAN 1 Sukadana and SMAN 1 Baregbeg, Ciamis Regency. The choice of a qualitative approach was based on the consideration that the issues under review required a

contextual and holistic understanding. Therefore, the exploration of the dynamics of the relationship between educational actors—especially between the school and students—was carried out by exploring experiences, perceptions, and practices that developed in the field (Chalim & Hakim, 2024; Alicia et al., 2025).

The subjects in this study included the deputy headmaster for student affairs, extracurricular activity supervisors, student council administrators, and students who were active in non-academic activities. Purposive sampling was used to determine informants with the main criteria of direct and intensive involvement in the student management process and the implementation of non-academic activities. This approach was intended to ensure that the data obtained represented rich and diverse perspectives, reflecting the complexity of interactions that occur in the context of non-academic guidance in the school environment (Alicia et al., 2025; Najihah et al., 2022).

Data were collected through three main techniques, namely observation, interviews, and documentation. These three techniques were used triangulatively to ensure the accuracy and depth of the data collected. Data analysis was conducted qualitatively with reference to systematic procedures, covering three main stages: data reduction, data presentation, and conclusion drawing. Data reduction was carried out by filtering out irrelevant information, extracting important data that answered the research focus, and categorising central themes. The data was then presented in narrative form to facilitate the identification of patterns and relationships between themes. The final step involved drawing conclusions through interpretation of the meaning contained in the analysed data, while still paying attention to the empirical context of each school (Daniel, 2022; Devi & Simbolon, 2023).

To ensure the validity and reliability of the findings, this study applied triangulation techniques. Source triangulation was carried out by comparing information from various parties with different positions and experiences, such as students, teachers, and deputy principals. Meanwhile, method triangulation was carried out by using a combination of observation, interviews, and documentation to test the consistency and integrity of data from various perspectives. Through triangulation, the researchers sought to strengthen the credibility of the results and minimise interpretative bias (Aji et al., 2023; Hidayatullah & Kurniawan, 2024). The application of this rigorous methodological approach aims to produce a valid and representative understanding of student management and non-academic guidance in the two schools that were the subjects of the study. Thus, the findings obtained are not only descriptive but also have transformative value for the development of more responsive and inclusive student management practices at the secondary school level.

Results and Discussion

Results

Indicators of Effective Student Management Success

This study aims to identify indicators of effective student management at SMAN 1 Sukadana and SMAN 1 Baregbeg, Ciamis Regency. Findings were obtained through data triangulation techniques, including observation, in-depth interviews, and administrative documentation. The results of the analysis show that effective student management in both schools is determined by five main indicators: (1) careful planning, (2) continuous programme implementation, (3) student participation levels, (4) improvement in student achievement, and (5) evaluation and feedback systems.

Table 1. Indicators of Successful Student Management

Indicator	SMAN 1 Sukadana	SMAN 1 Baregbeg
Planning	Fully documented; based on student needs analysis	Partially documented; preparation is still informal
Program Implementation	Consistent and sustainable; focus on leadership and social skills	Consistent; emphasis on arts and religious activities

Student Participation	76% of students are active in extracurricular activities	72% of students are active; predominantly in internal activities
Student Achievements	Improvement in academic grades; winners of debate and Scouting competitions	Increased participation in religious and arts competitions
Evaluation and Feedback	Quarterly evaluations; high student and teacher involvement	Semester evaluations; reactive improvements to activities

Both schools demonstrated systematic efforts in the planning stage of student activities. SMAN 1 Sukadana had a clear work structure and an annual schedule of student activities that had been compiled based on an analysis of student needs. SMAN 1 Baregbeg also demonstrated similar planning practices, although these were not yet fully documented in writing. The programmes designed include leadership training, social skills, and community-based activities (Setyoningrum et al., 2022; Bawazir & Hakim, 2024; Alifah, 2023).

The activities carried out in both schools demonstrate continuity and consistency in their implementation. At SMAN 1 Sukadana, extracurricular activities such as Scouts, Youth Red Cross, and debates are carried out regularly. At SMAN 1 Baregbeg, religious and arts activities are prominent with active student involvement. This implementation is in line with the objectives of non-academic guidance that emphasises leadership development and social responsibility (Zahroh, 2022; Rohiyatun et al., 2022).

The level of student participation in both schools is quite high. Based on interview data and documentation, student participation in extracurricular activities at SMAN 1 Sukadana reached 76%, while at SMAN 1 Baregbeg it was 72%. This shows the enthusiasm of students for activities outside the classroom and is a strong indicator that good student management has created an environment conducive to student self-development (Ikroom & Said, 2025).

A total of 85% of students who are members of the Student Council at SMAN 1 Sukadana experienced an increase in academic grades after participating in training and student activity programmes (Cahaya et al., 2024). Non-academic achievements are also reflected in the winners of district-level competitions. At SMAN 1 Baregbeg, a similar increase was seen in student involvement in arts and religious activities, which received external recognition (Zupriyanto, 2023). Both schools have implemented periodic evaluations of student programmes. This evaluation involves teachers, students, and student council members, who together provide feedback on the effectiveness of the programme. Information from the evaluation results is used as a basis for planning future improvements (Khasanah & Prasetyo, 2023; Saputra & Enjelina, 2024).

The findings of this study indicate that the success of student management at SMAN 1 Sukadana and SMAN 1 Baregbeg is the result of the integration of strategic planning, consistent implementation of activities, and participation-based evaluation. This approach is in line with the principles of educational management that place students as active subjects in the process of character building and self-potential development (Omaidi et al., 2023).

Conceptually, the identified success indicators support the view that effective student management requires synergy between structural elements (such as documents and schedules) and cultural elements (participation and collaboration). However, successful implementation is not without challenges. One of these is the limited coordination between teachers and students, which hinders the smooth implementation of the programme. This problem is particularly prevalent at SMAN 1 Baregbeg, where activities are not yet fully supported by a centralised information system (Luthfia & Mustofa, 2024).

The use of information technology is one solution that can be optimised. Disseminating information about activities through social media and the school's internal digital platform allows for more active and inclusive student involvement (Irawan, 2023; Alistriana et al., 2024). At SMAN 1 Sukadana, the use of online groups to coordinate student council activities

has been shown to increase the speed of communication between members and with supervising teachers.

In addition, the involvement of parents and the local community is an external factor that strengthens the effectiveness of student management. The cooperation established between the school and non-governmental organisations, youth organisations, and religious leaders around the school has created a sustainable coaching ecosystem (M. Arinalhaq et al., 2024). Their participation is not only financial but also as resource persons for activities and character training facilitators.

Thus, the indicators of successful student management found in this study can be used as a reference for other schools in developing structured and sustainable non-academic guidance strategies. This confirms Hasnadi's (2022) view that character building should be treated as the main goal of education, not just an addition to the academic curriculum.

However, the challenge of sustainability remains a major concern. Schools need to continue to innovate in the design of student activities so that they are relevant to the needs and interests of today's students. Direct experience-based approaches, project-based learning, and cross-disciplinary collaboration are alternatives that are worth developing (Handayani, 2022; Hasanah, 2023). Finally, longitudinal studies are needed to examine the long-term impact of student management on character building, social skills, and students' readiness to face the world of work and community life. In this context, schools are not only places of learning but also spaces for the formation of identity and values inherent in students as citizens.

Challenges in Implementing Non-Academic Activities

This study highlights various challenges faced by SMAN 1 Sukadana and SMAN 1 Baregbeg in implementing non-academic activities in secondary schools. Field observations, in-depth interviews with education stakeholders, and analysis of internal school documents reveal that the implementation of non-academic activities still faces various structural, technical, and cultural obstacles. These obstacles generally include a lack of adequate human resources, limited funds, low student participation (), weak communication and coordination between school actors, and time constraints that affect student active involvement.

One of the fundamental problems found in this study is the limited number of educators who have specific competencies in managing non-academic activities. In both schools, many teachers assigned to supervise extracurricular activities were not assigned based on their expertise, but simply because of administrative needs. This situation resulted in a number of activities not being carried out optimally. In some cases, planned programmes were not implemented at all due to the absence of supervisors capable of coordinating them. A teacher at SMAN 1 Baregbeg admitted that arts activities were not carried out regularly due to a lack of teachers with an arts background. A similar situation was described by a teacher at SMAN 1 Sukadana, who said that sports activities are often hampered by the absence of competent coaches. These findings reinforce the opinions of Hasnadi (2022) and Ikroom & Said (2025), who emphasise the importance of matching the competencies of supervisors to the types of activities they manage.

In addition, limited activity funds are a serious obstacle to the implementation of non-academic programmes. Although these activities are recognised as important in supporting character education, the available budget allocation is still far from sufficient. At SMAN 1 Sukadana, several competitive activities, such as debate competitions and sports competitions, cannot be participated in by students due to the lack of funds for transportation and accommodation. SMAN 1 Baregbeg also experienced a similar situation, where many regional activities had to be cancelled because the budget was only sufficient for internal implementation. This is in line with the findings of Setianingsih & Suharto (2024), which highlight funding limitations as one of the key factors in the low effectiveness of extracurricular activities in public schools.

The next prominent obstacle is the low level of student participation in non-academic activities. Although the programme has been developed and is openly available, most students prefer not to get involved. Based on interviews with several students at both schools, the main reasons they are reluctant to participate in these activities are a lack of interest, a lack of confidence, and the perception that non-academic activities do not contribute directly to academic achievement. In addition, some students feel that they do not have any special talents and worry that they will receive negative judgements from their peers if they fail to perform well. Ali (2022) and Alifah (2023) state that this negative perception is often formed due to a lack of education about the long-term benefits of participating in non-academic activities.

Communication and coordination issues also pose significant obstacles. At SMAN 1 Baregbeg, information about activity schedules and available programmes is not distributed evenly. Some students even admit that they are unaware of clubs or activities that match their interests. This shows that the lack of a structured and centralised activity information system has reduced student involvement. At SMAN 1 Sukadana, the supervising teacher said that coordination between activity managers was still minimal, so there were often schedule overlaps or unpreparedness in the implementation of activities. This situation confirms the studies by Wulandari et al. (2023) and Asih & Hasanah (2021), which mention the importance of an efficient internal communication system in supporting the smooth running of school activities.

Apart from these factors, time constraints are also one of the main challenges found in this study. A busy class schedule, academic pressure from parents, and student involvement in additional tutoring or extracurricular activities make non-academic activities less of a priority. Many students stated that they wanted to participate in extracurricular activities but did not have enough free time. Several programmes scheduled in the afternoon are often not attended by students due to conflicts with tutoring schedules. Khasanah & Prasetyo (2023) state that inflexible activity schedules are a major factor in the failure to implement extracurricular programmes in many schools.

Given these challenges, it is important to develop adaptive and contextual managerial strategies to improve the effectiveness of non-academic activities. Schools need to review their recruitment patterns for activity supervisors and provide regular training to teachers so that they have the competence to supervise and manage appropriate programmes. In addition, the involvement of alumni or local professional communities can be an alternative solution that enriches human resources in student coaching (Putri, 2022; Asir et al., 2023).

In terms of funding, schools can build partnerships with the private sector, the community, and local governments. Activities such as art festivals or inter-school sports tournaments can be used as collaborative events as well as fundraisers. This collaboration, as explained by Inayati et al. (2023) and Nurasiah & Hayati (2023), will create an educational ecosystem that does not only depend on the state budget or school operational assistance, but also involves the active participation of various social elements (Suherman et al., 2025; Sulastri et al., 2024).

Student participation can also be increased through more creative and communicative activity promotion strategies. Internal campaigns about the long-term benefits of non-academic activities, the awarding of prizes, and the adjustment of activities to students' interests are key to encouraging wider participation (Syaddad, 2023; Alistriana et al., 2024). Equally important, improvements to the internal communication system, such as the use of school social media, activity information applications, and the involvement of parents in the activity agenda, can strengthen the reach of information and the involvement of the school community (Silfyaningsih, 2024; Dewi et al., 2022).

Overcoming time constraints can be done by redesigning a more flexible activity schedule. Organising activities on weekends or making project-based activities that can be completed independently are viable alternatives. This approach also enables students to develop better time management and take responsibility for their non-academic commitments (Sulastri & Nugraha, 2024; Wati & Farhan, 2024).

By adopting these various approaches, SMAN 1 Sukadana and SMAN 1 Baregbeg have great potential to overcome obstacles in non-academic activities and realise a student management system that is not only effective but also sustainable. As educational needs evolve to increasingly demand the development of character and 21st-century skills, non-academic activities in secondary schools must be given proportional space and systematic support to make a tangible contribution to the success of national education.

Discussion

Strategies for Increasing Student Participation through Student Management

This study examines strategies for increasing student participation through student management implemented by two public secondary schools in Ciamis Regency, namely SMAN 1 Sukadana and SMAN 1 Baregbeg. The findings show that increasing student participation in non-academic activities is greatly influenced by five main strategies, namely diversification of student programmes, optimisation of communication and promotion, training and capacity building for administrators, involvement of parents and the community, and a performance-based reward system. These strategies, although implemented in two different school contexts, show similar effectiveness in building student participation (AbdhuGhani et.al., 2026).

The first strategy that stands out is the development of varied and contextual student programmes. At SMAN 1 Sukadana, the development of extracurricular programmes is directed towards arts, sports, and academic competitions, including debate competitions, wall magazines, and science Olympiads. The annual art festival is one of the flagship activities that always attracts students from all grades. In contrast, SMAN 1 Baregbeg places more emphasis on religious and social activities, such as da'wah training, religious competitions, and community service programmes that involve students collectively. Although the focus of the activities is different, both schools apply the same principle: providing ample space for participation in accordance with students' interests and potential (Nurasiah & Hayati, 2023; Sulastri & Nugraha, 2024).

The second strategy targets communication and activity promotion. At SMAN 1 Sukadana, the promotional approach is more modern, using the school's social media and student council accounts as the main means of disseminating activity information. Digital posters, promotional videos, and interactive content are used to attract students' attention. Meanwhile, at SMAN 1 Baregbeg, the promotional approach is still conventional, through written announcements and direct communication by homeroom teachers. However, survey results show that at both schools, 75% of students feel motivated to participate in activities after receiving clear and interesting information (Wati & Farhan, 2024; Ikroom & Said, 2025).

The third strategy is to strengthen the capacity of activity implementers through training for supervising teachers and student council administrators. SMAN 1 Sukadana regularly organises *event organising* and *public speaking* training for student organisation administrators. Supervising teachers are also facilitated to participate in regional workshops to improve their competence in student activity management. At SMAN 1 Baregbeg, the training approach is more in the form of direct mentoring from senior teachers to new administrators, including character building and spiritual leadership. Both approaches have proven successful in creating a strong and responsible implementation team (Alifah, 2023; Ali, 2022).

The involvement of parents and the community also plays a major role in increasing student participation. At SMAN 1 Baregbeg, religious leaders and the school committee are very active in supporting the programme, both materially and morally. Meanwhile, SMAN 1 Sukadana involves alumni as training facilitators and resource persons for activities. This synergy strengthens the programme's reach and creates a sense of collective ownership of student activities (Yolanda & Junaidi, 2023; M. Arinalhaq et al., 2024).

The final strategy is to reward students who actively participate. Both schools give appreciation in the form of charters, certificates, and public recognition through school media. At SMAN 1 Sukadana, active students are given priority as school delegates in external events.

At SMAN 1 Baregbeg, these awards are used as considerations in character assessments and scholarship recommendations. This strategy was deemed successful, with 68% of students stating that seeing their friends receive awards encouraged them to get involved (Saputra & Enjelina, 2024; Asir et al., 2023).

The implementation of the five strategies above showed a significant increase in student participation rates. Internal data from both schools showed an increase in student participation in non-academic activities from 50% to 80% within one year. This increase confirms that planned, flexible, and inclusive managerial strategies can be the key to success in student management.

To provide a more systematic overview, the following presents a comparison of the strategies implemented at SMAN 1 Sukadana and SMAN 1 Baregbeg:

Table 2. Strategies for Increasing Student Participation through Student Management		
Strategy Aspect	SMAN 1 Sukadana	SMAN 1 Baregbeg
Programme Diversification	Focus on arts, sports, debate, and science	Focus on religion, social issues, and community service
Promotional Media	Active social media, promotional videos, digital content	Class announcements, notice boards, verbal communication
Training for Administrators & Advisors	Formal workshops, event management and communication training	Informal mentoring, character-based leadership development
Parent and community involvement	Alumni involved as resource persons and trainers	Religious leaders and school committees actively volunteer and support activities
Reward System	Certificates, competition delegations, publications in school media	Certificates, scholarship consideration, character grades
Increased Participation (1 year)	From ±52% to ±81%	From approximately 48% to approximately 79%

Based on the table above, it can be concluded that the strategies for increasing student participation implemented in both schools have their own characteristics, but are based on the same management principles: bringing activities closer to students' interests, building effective communication, strengthening the capacity of implementers, involving the community, and providing fair appreciation. This success indicates that student management that is not merely administrative, but also participatory and adaptive, can play a significant role in shaping student character and improving a positive school climate. (Permadi et.al., 2025).

Going forward, the sustainability of this strategy will depend heavily on strengthening institutional capacity and expanding partnerships between institutions. Regular evaluations will be necessary to adjust the strategy to student dynamics and changes in the social context. Thus, the student management practices at SMAN 1 Sukadana and SMAN 1 Baregbeg can serve as a national reference in the development of inclusive, contextual, and sustainable non-academic education. (Permadi et.al., 2026).

Conclusion

This study concludes that the effectiveness of student management in supporting non-academic activities is largely determined by the integration of strategic planning, consistent programme implementation, and an evaluation system that involves all elements of the school community. SMAN 1 Sukadana and SMAN 1 Baregbeg demonstrate that success in increasing student participation stems not only from the strength of the organisational structure but also

from the school's cultural commitment to fostering an environment that supports active student participation. Diversification of extracurricular programmes, optimisation of activity promotion, training for supervisors, involvement of parents and the community, and a reward system have proven to be strategies that can significantly increase student participation.

However, there are a number of limitations to this study. First, this study was only conducted in two secondary schools in rural Ciamis Regency, so the findings cannot be generalised to schools in urban areas or areas with different socio-economic characteristics. Second, time constraints in the observation process meant that some of the dynamics of the activities were not fully recorded. Third, no longitudinal analysis was conducted on the impact of non-academic activities on long-term changes in student character. Therefore, further research using a quantitative or mixed-method approach is recommended, with a wider geographical coverage and a longer time span. Such an approach will enrich our understanding of the correlation between school managerial strategies and the results of more systematic and sustainable non-academic guidance.

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