

STUDENT MANAGEMENT BASED ON INTERESTS AND TALENTS: AN EFFECTIVE EFFORTS TO IMPROVE ACADEMIC AND NON-ACADEMIC ACHIEVEMENT IN MADRASAH

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Abstract

This study aims to describe student management based on interests and talents and its role in improving academic and non-academic achievement at MTsN 1 Jombang. The background of the study stems from the need for student governance that is not only oriented towards academic achievement, but also the development of talents and interests. This study uses a descriptive qualitative approach with data collection techniques in the form of interviews, observation, and documentation. Informants include the principal, vice principal for curriculum and student affairs, subject teachers, extracurricular supervisors, and students. Furthermore, the data were analyzed inductively using interactive analysis techniques from Milles and Huberman which include data reduction, data presentation, and drawing conclusions. The results show that student management at MTsN 1 Jombang includes structured planning, organizing, implementing, and evaluating stages. Strategies for improving achievement include fostering superior classes, academic competition training, and developing extracurricular activities based on interests and talents. The conclusion of this study shows that good student management contributes significantly to improving overall achievement. Recommendations are directed to the madrasah to strengthen the coaching system and expand support facilities in developing student potential.

Keywords: Student Management, Interests, Talents, Academic Achievement, Non-Academic Achievement, Madrasah

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan manajemen peserta didik berdasarkan minat bakat dan perannya dalam meningkatkan prestasi akademik maupun non akademik di MTsN 1 Jombang. Latar belakang penelitian berangkat dari kebutuhan akan tata kelola peserta didik yang tidak hanya terfokus pada pencapaian akademik, namun juga pengembangan bakat dan minat. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan teknik pengumpulan data berupa wawancara, observasi, dan dokumentasi. Informan meliputi kepala madrasah, wakil kepala bidang kurikulum dan

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kesiswaan, guru mata pelajaran, pembina ekstrakurikuler, serta peserta didik. Selanjutnya data dianalisis secara induktif dengan menggunakan teknik analisis interaktif dari Milles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen peserta didik di MTsN 1 Jombang meliputi tahap perencanaan, pengorganisasian, pelaksanaan, dan evaluasi yang terstruktur. Strategi peningkatan prestasi meliputi pembinaan kelas unggulan, pelatihan lomba akademik, serta pengembangan ekstrakurikuler berbasis minat dan bakat. Kesimpulan penelitian ini menunjukkan bahwa peserta manajemen didik yang baik memberikan kontribusi yang signifikan terhadap peningkatan prestasi secara menyeluruh. Rekomendasi ditujukan kepada pihak madrasah untuk memperkuat sistem pelatihan dan memperluas dukungan fasilitas dalam pengembangan potensi siswa.

Katakunci: Manajemen Peserta Didik, Minat, Bakat, Prestasi Akademik, Prestasi Non Akademik, Madrasah

A. Introduction

Education in today's era of globalization demands that educational institutions emphasize not only academic achievement but also balance it with the development of non-academic potential that reflects students' interests and talents. Unfortunately, in practice, many educational institutions still focus solely on academic achievement, while under-emphasizing non-academic achievements. This results in students' truly extraordinary potential in sports, the arts, and social skills being under-explored.

Student management, as a crucial component of educational management, plays a strategic role in creating a balanced and effective learning climate. This management is not merely administrative but encompasses a coaching process aimed at developing all aspects of the student's personality in an integrated manner. According to (Nur'Azah, 2023), student management in the context of Islamic education must combine an administrative approach with character and spiritual development to create students who excel not only academically but also possess good personality and morals.

Educational management plays a crucial role as a key to success. One crucial component of educational management is student management (Sukmawati Rahayu et al., 2023) . Student management is a key component of educational management, aiming to manage all student activities from the time they enroll until they graduate (Imran, 2011) . According to (Azah Nur, 2023) , in the context of Islamic education, student management serves not only administrative purposes but also as a means of fostering character and spiritual values. Knezevich , 2019 , on the other hand, asserts

that student management is a specialized service focused on managing students in various contexts, both inside and outside the classroom.

Research conducted by Mutohar & Trisnantari (2020) in the journal *Manajemen Pendidikan (Educational Managerial)* shows that madrasas that implement effective student management, particularly in the development of extracurricular activities and the development of superior classes, experience significant increases in student achievement, both academic and non-academic. This finding is supported by research (Madrrasah, 2022), which states that the success of madrasas in producing high-achieving students is greatly influenced by systematic management that is responsive to student needs.

MTsN 1 Jombang was chosen as the research location due to its strong reputation for student management and consistent year-over-year achievement. This school not only produces high-achieving students in subject Olympiads but also demonstrates impressive achievements in non-academic competitions such as speech, art, and sports. This fact suggests that the school's success is highly dependent on the implementation of structured and systematic student management.

However, there remains a gap in previous research, which generally focuses on the administrative aspects of student management without directly linking it to improved academic and non-academic achievement. Therefore, this study seeks to fill this gap by in-depthly describing how student management strategies at MTsN 1 Jombang can improve achievement holistically.

The benefit of this research is to theoretically enrich the body of knowledge in Islamic educational management, particularly in student management that integrates academic and non-academic potential. The purpose of this study is to describe the form of student management implemented at MTsN 1 Jombang, the academic and non-academic achievements achieved, and how this management supports the synergistic improvement of both types of achievement.

B. Method

This research used a qualitative approach with a descriptive method (Moleong, 2017). This research was conducted from March to April 2025 at MTsN 1 Jombang. The research used a qualitative approach with a case study approach. Data sources included primary and secondary data. The research subjects included the principal, the Deputy Head of Curriculum, the Deputy Head of Student Affairs, subject teachers, extracurricular instructors, students, and the PPDB team. Data collection techniques were conducted through interviews, direct observation, and note-taking. Data validity was tested using source and method triangulation techniques.

The research stages began with location and subject identification, field data collection, recording observation and interview results, and documentation of student activities. Next, the data were analyzed inductively using interactive analysis techniques from Miles and Hubberman, which included data reduction, data presentation, and conclusion drawing. This analysis was used to interpret the relationship between student management strategies and increased student achievement, both academic and non-academic.

C. Results and Discussion

This study aims to determine how student management at MTsN 1 Jombang can improve academic and non-academic achievement. Data collection was conducted through interviews, observations, and notes from various sources, including the Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs, Co-curricular Activity Supervisors, Subject Teachers, Students, and the PPDB Team. The research results are presented as is, based on field data, without interpretation.

1. Student Management at MTsN 1 Jombang

Student management is a combination of two terms: "management" and "student." Etymologically, the term "management" comes from the English word "management," which means management, governance, or leadership. (Azah Nur, 2023) . Student management has a very important role in an educational institution, because it can help develop student abilities and help improve the quality of education itself. (Sumardi, 2023) . Student management at MTsN 1 Jombang is implemented comprehensively and structured, from the admission process to graduation. According to the Principal, Drs. Purnomo, this management service facilitates student needs so that the learning process is focused and directed. The primary focus of management is guiding students toward academic and non-academic achievements, while maintaining character and morals.

This management encompasses planning, organizing, implementing, and evaluating. The Deputy Head of Curriculum, M. Miftachul Djinan, explained that each stage is designed through an annual program based on student potential, with intensive coaching for academic competitions and extracurricular activities for non-academic development.

2. Academic and Non-Academic Achievements at MTsN 1 Jombang

Achievement improvement strategies are implemented through student grouping, routine coaching, and periodic evaluations. In addition, students are given space to channel their talents and interests. For example, extracurricular activities in the arts, sports, and religion are regularly coached by special coaches or mentors, as evidenced by the large number of students who participate and win in subject Olympiads at the district, provincial, and national levels. Meanwhile, non-academic achievements are achieved through activities such as hadrah (religious reading), speech, dance, and sports competitions. Each year, the number of achievements increases. In the 2023–2024 academic year, the madrasa recorded 17 achievements (8 academic and 9 non-academic). In 2024–2025, this number increased to 26 achievements (11 academic and 15 non-academic), spanning the district and provincial levels.

According to the Deputy Head of Student Affairs, Siswati, the madrasa pays great attention to developing potential through sports, arts, scouting activities, as well as character building through discipline and teamwork.

Extracurricular instructor Frindy added that training is conducted regularly and intensively in the lead-up to the competition. The coaching focuses not only on skills but also on character traits such as self-confidence and sportsmanship.

3. Strategies for Improving Academic and Non-Academic Achievement

This study found that student management at MTsN 1 Jombang is implemented through four main stages: planning, organizing, implementing, and evaluating. The Principal of Madrasah Drs. Purnomo stated that planning is carried out based on the needs and potential of students by compiling an annual work program. Organization involves a clear division of tasks among the vice principals for curriculum, student affairs, and supervising teachers.

Implementation takes the form of routine coaching, both academic and non-academic. Advanced classes and academic competition development programs, such as subject Olympiads, are intensively implemented. Meanwhile, non-academic achievement development is carried out through extracurricular activities such as arts, sports, religious studies, and martial arts. Each extracurricular activity is supervised by a teacher or trainer with expertise in their field. Extracurricular coach, Ms. Frindy, stated that coaching is conducted routinely and structured in the lead-up to the competition.

Academic achievements include winning the Indonesian Language, Mathematics, and Science Olympiads at the district and provincial levels. Non-

academic achievements include hadrah (religious reading), public speaking, STUDENT MANAGEMENT BASED ON INTERESTS AND TALENTS: AN EFFECTIVE EFFORTS TO IMPROVE ACADEMIC AND NON-ACADEMIC ACHIEVEMENT IN MADRASAH

dance, and sports competitions such as futsal and pencak silat. Data shows a significant increase from 17 achievements in the 2023/2024 academic year to 26 in 2024/2025.

Student management activities are a crucial aspect that schools must consider when organizing educational activities (Muhlasin, 2019) . Potential students are selected from the outset through written tests and interviews. They are then directed to participate in advanced classes or extracurricular programs based on their interests and talents. According to researchers' observations, MTsN 1 Jombang has a structured and transparent selection system for managing development.

The extracurricular mentors stated that the coaching is provided by top teachers. Intensive academic guidance is provided through learning modules. Students participating in these activities demonstrate development not only in skills but also in self-confidence and character. In non-academic areas, training is provided based on student interests, such as futsal, hadrah, self-defense, speech, and others.

4. Program Evaluation and Development

Evaluations are conducted periodically through semester evaluation meetings and documentation of achievements. The results form the basis for program development in the following year. According to the Deputy Head of Curriculum, M. Miftachul Djinan, the madrasah continues to improve its guidance system based on teacher input and monitoring results.

These findings align with George R. Terry's POAC (Planning, Organizing, Actuating, Controlling) theory, which argues that the entire student management process at MTsN 1 Jombang reflects the application of modern management principles. Furthermore, these findings reinforce Suryosubroto's viewpoint, which emphasizes the importance of a holistic approach to education that encompasses the academic, social, and emotional aspects of students.

Based on empirical data and theoretical analysis, it can be concluded that effective and structured student management directly contributes to improved student achievement in both academic and non-academic areas. Support from the principal, teachers, parents, and adequate facilities are crucial contributing factors to this success.

Discussion

Based on research findings, student management at MTsN 1 Jombang reflects the implementation of structured management functions as proposed by Terry R. George (2023) through the POAC (Planning, Organizing, Actuating, and Controlling) approach. This management implementation significantly contributes to academic and non-academic achievement.

Student-needs-based planning aligns with the concept of strategic educational management (Sagala, 2010), which emphasizes the importance of adapting programs to student characteristics and potential. Good organization supports the effectiveness of the school's organizational structure, as Hasibuan (2008) notes, stating that a clear work structure encourages efficiency and effectiveness in achieving the institution's goals.

The implementation of coaching through superior classes and extracurricular activities in a targeted manner demonstrates the application of a holistic educational approach, as explained by Suryosubroto, nd., where the development of cognitive, affective, and psychomotor aspects must be carried out in a balanced manner. This also reinforces the idea (Gardner 1983) in the Theory of Multiple Intelligences, that students have different potentials that must be facilitated by the school.

This research reinforces the findings of Mutohar & Trisnantari (2020), which emphasized that good student management directly impacts academic and non-academic achievement. Meanwhile, findings by Irmanisa and Hakim (2023) indicate that successful extracurricular development also strengthens student engagement and creates a positive learning climate.

Interview results indicate that MTsN 1 Jombang has successfully improved academic and non-academic achievement through effective student management. This aligns with the theory (Nasihin, n.d.), which focuses on organizing student activities to support the teaching and learning process and achieve overall educational goals. With well-planned programs and adequate support, the madrasah can help students develop their full potential.

The annual increase in student achievement also demonstrates the effectiveness of the development program. Rewards for high-achieving students and the active involvement of teachers and parents are key factors in building motivation and a culture of achievement. This is reinforced by McClelland's motivation theory (2023), which states that individual achievement is highly dependent on challenges, social support, and rewards.

The discipline implemented by the disciplinary team also contributes to a conducive learning environment. Enforcing disciplinary rules helps shape students' character, better preparing them for both academic and non-academic activities.

Thus, the results of this study confirm that effective and adaptive student management is a crucial foundation for achieving comprehensive student achievement. Support from the principal, teachers, mentors, and parents are synergistic factors in encouraging achievement in a values- and character-based school environment.

D. Closing

This study concludes that student management at MTsN 1 Jombang significantly improved academic and non-academic achievement through systematic planning, meticulous organization, intensive implementation, and ongoing evaluation. Strategies such as advanced classes, competition coaching, and interest-based extracurricular activities have proven effective in boosting student achievement. These findings reinforce Nasihin & Sururi's research, which emphasizes the importance of student management services from the beginning to the end of education.

This success is inseparable from the support of various parties, such as the principal, teachers, extracurricular activities supervisors, and cooperation with parents. The management implemented not only focuses on classroom lessons but also provides space for students to develop their interests and talents. Therefore, it can be concluded that good and comprehensive student management can improve student achievement across the board, both in academic and non-academic areas.

The implications of this study indicate that targeted student management can serve as a model for other madrasas in developing high-achieving and character-based students. However, this study is limited in scope, as it focused on only one institution. Therefore, it is recommended that the results of this study serve as additional references so that future research can conduct more complete research, especially regarding student management in improving achievement in an educational institution and can compare several madrasas to find more varied management patterns. Furthermore, a quantitative approach can also be used to statistically measure the relationship between student management variables and achievement, in order to broaden the scope of the study.

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