School Principal's Strategy in Improving Students' Non Academic Achievement of State Elementary School in Jember

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ABSTRACT

The purpose of this study was to reveal the principal's strategy in mapping and facilitating student talents and interests, funding support in increasing student non-academic achievement, and stakeholder involvement in improving student non-academic achievement. This research used a qualitative approach with a case study type. Data collection techniques consisted of interviews, observation, and documents. Data analysis used interactive analysis consisting of reduction, presentation, and verification. The results of this study indicate that school principals play an essential role in identifying and understanding students' talents, interests, and skills. Funding support is also a key factor in increasing non-academic achievements. In addition to budgets sourced from the government and regional governments, school principals actively seek additional funding sources through sponsors. This effort ensures that students can participate in non-academic training and competition activities. In addition, stakeholder involvement is also an essential element. Principals always try to gain support from school stakeholders, especially teachers, parents, and the community, to support students' non-academic achievements.

INTRODUCTION

The statement highlights the importance of a holistic approach to education, where schools focus on both academic and non-academic aspects of student development (Chan & Luk, 2021; Miseliunaite et al., 2022; Luo & Chan, 2023). Moving beyond traditional academic priorities, a balanced educational model should incorporate extracurricular activities, social skills, and character development. This shift is vital for preparing students to face real-world challenges that require a diverse set of skills (Buckley & Lee, 2021; Adisel et al., 2022; Hammoda, 2023). School leaders, especially principals, play a key role in fostering this change by promoting initiatives that support various areas of student growth, such as sports, arts, leadership, and community service (Galdames-Calderón, 2023). Non-academic programs not only enhance academic learning but also develop essential life skills like teamwork, creativity, and problem-solving. By offering a broader educational experience, schools can better prepare students to succeed in different social and professional contexts. Moreover, quality improvement programs that integrate both academic and non-academic elements can boost overall student performance (Flores et al., 2016; Lee, 2019). For instance, combining soft skills training with academic content has been shown to increase student engagement and motivation, leading to higher academic achievements.

The passage discusses key factors for enhancing educational quality, emphasizing community engagement, the balance between academic and non-academic skills, and school leadership (Abbas et al., 2019; Sivakumar et al., 2023). Budimansyah (2008) suggests that quality improvement can be achieved through active community involvement in schools, which includes fostering democratization, transparency, and accountability in decision-making. When communities participate, it aligns educational practices with the needs and expectations of diverse stakeholders,

strengthening the system. The link between academic and non-academic skills indicates that students with strong academic performance often exhibit valuable soft skills like leadership, communication, and teamwork (Autor et al., 2003; Anderson, 2008; De Prada et al., 2022). This connection underscores the need for schools to prioritize the development of these skills alongside academic excellence to support holistic student growth. Sugiri et al. (2021) highlight the significant role of school principals in driving quality improvements. As key decision-makers, principals influence policy implementation, planning, and overall school direction. Their leadership is crucial in balancing academic and non-academic development, making it essential to equip them with the skills to lead initiatives that integrate both aspects, ultimately fostering comprehensive educational advancement (Gardner-Mctaggart, 2020; Liu et al., 2022; Huang et al., 2022).

Research on strategies to enhance non-academic achievements in educational institutions can be divided into four main areas. The first area explores improving both academic and non-academic quality concurrently, highlighting the benefits of a balanced approach to raise educational standards and foster skills like leadership and teamwork (Fitriana et al., 2021; Hanifah, 2022). These studies emphasize the connection between academic success and non-academic skills. The second category focuses on strategies to boost extracurricular achievements, such as sports, arts, and clubs, which complement academic learning and support personal growth (Rostini et al., 2023). The third area examines student management's role in enhancing non-academic performance, emphasizing effective practices like activity organization and progress monitoring to improve student outcomes in non-academic fields (Amin et al., 2018). Lastly, the fourth category integrates student management strategies to advance both academic and non-academic achievements by aligning academic goals with extracurricular programs. This comprehensive approach aims to create a supportive learning environment that nurtures all aspects of student development, ensuring students acquire a wide range of skills for future success (Safitri, 2021).

The study investigates strategies used by school principals to enhance students' non-academic achievements, focusing on three key areas: identifying students' talents and interests, securing funding, and engaging educational stakeholders. The principal's efforts in mapping and nurturing students' abilities aim to provide opportunities for growth in extracurricular fields like sports and arts, thereby promoting a more inclusive school environment. By aligning programs with students' interests, schools can better support non-academic achievement. Additionally, the research examines how principals secure financial resources to sustain activities and improve facilities, ensuring the quality and availability of non-academic programs. Fundraising plays a crucial role in maintaining these opportunities, directly impacting student development. The study also emphasizes the involvement of educational stakeholders—teachers, parents, community members, and organizations—to foster a collaborative approach. Engaging stakeholders brings diverse perspectives and resources, enriching students' overall development. Overall, the research aims to provide insights into effective strategies for improving student outcomes beyond academics, offering guidance for educational leaders. It encourages collaboration between academics, practitioners, and researchers to enhance students' holistic growth.

RESEARCH METHODS

This study adopts a qualitative approach to explore the strategies employed by the principal in enhancing students' non-academic achievements at SDN Lengkong 03 Jember. The participants were selected purposively, as they were deemed capable of providing relevant information and data aligned with the study's focus. These participants included the principal, deputy head of student affairs, extracurricular supervisors, and several students from SDN Lengkong 03. Data collection methods included participant observation, semi-structured interviews, and document analysis (Creswell, 2014). The participant observation involved the researcher actively engaging in non-academic development activities, allowing for a deeper understanding of the processes involved (Patton, 2015). Semi-structured interviews were used to gather comprehensive information, following an interview guide that ensured alignment with the study's objectives (Kvale & Brinkmann, 2009). The guide was

applied to interview the selected subjects. To accurately capture the information, the researcher recorded the interviews using a smartphone. The recordings were then carefully transcribed into written transcripts for analysis (Merriam & Tisdell, 2016).

Document analysis was employed to complement the data gathered from observations and interviews. In addition to collecting documents that directly aligned with the study's focus, researchers also gathered materials related to the institution's vision, mission, and goals, as well as teacher data, student records, and extracurricular structures at SDN Lengkong 03. The use of participant observation, interviews, and document collection was intentionally designed as part of a technical triangulation process. This approach ensured that data from one method, such as observation, could be verified or corroborated by information gathered through interviews and documents, and vice versa (Creswell, 2014). In addition to technical triangulation, source triangulation was employed to further enhance data credibility. This involved posing the same questions to various respondents to confirm the consistency of the information provided by different sources (Patton, 2015). Through this rigorous process, the reliability and validity of the research findings were strengthened.

The data considered credible was analyzed following the interactive model developed by Miles and Huberman (1994), which involves three key stages: data reduction, data presentation, and drawing conclusions. The researcher intentionally avoided using the term "condensation" as it was not part of the original terminology used by Miles and Huberman during their lifetimes—they passed away in 1996 and 2001, respectively. The term "condensation" only appeared later, in a revised version of their work adapted by Saldana and published in 2014. The original model focuses on data reduction as a process of selecting, focusing, simplifying, and transforming raw data, followed by organizing and displaying the data in a comprehensible format for analysis, leading to the formulation of conclusions based on the findings (Miles, Huberman, & Saldana, 2014).

RESULTS and DISCUSSION
Mapping and Facilitating Students' Talents and Interests

SDN Lengkong 03 maps students' talents and interests informally by gathering information from teachers or outside the classroom and observing activities from the mapping. The student's talents and interests in non-academic fields are divided into sports and arts. Informant 1 (Interview, 03/03/2023) explained:

> How do we find out and obtain students who have academic potential? Children are already visible in class IV. Usually, the homeroom teacher will know how to learn every day. I have met that active child. The homeroom teacher already knows the grades, so they can be selected and coached if you don't know or dare to ask. For non-academic matters, we usually hold competitions. Usually, when commemorating August or events commemorating Independence Day, SDN Lengkong 03 holds competitions according to the student's interests and talents—for example, picture stories, painting, etc.

Informant I shared that SDN Lengkong 03 organizes students into groups based on their talents and interests, such as drawing or singing, allowing them to join peers with similar skills. Since elementary schools lack dedicated Guidance and Counseling teachers, class teachers at SDN Lengkong 03 are responsible for identifying and mapping students' talents and interests. This process is carried out through daily interactions between teachers and students during regular teaching and learning activities. The informant emphasized that homeroom teachers should be familiar with each child's talents and interests by engaging with them consistently, enabling the teachers to observe and understand students' preferences and abilities over time.

The discussion emphasizes Kartono's (1995) perspective that talent comprises innate factors present in an individual from birth, which later contribute to the development of specific skills and abilities. This concept underscores the idea that talent is a natural potential that can be nurtured and developed through appropriate educational experiences. In the context of education, identifying and fostering these innate talents is crucial for holistic student development. The findings indicate that teachers at SDN Lengkong 03 have effectively applied their pedagogical competencies to support

students' growth (Feldhusen, 1998; Richards, 2015; Dai, 2019). Pedagogical competence refers to a teacher's ability to manage the learning process, which includes understanding students' needs, planning and implementing instructional activities, and assessing learning outcomes (Feldhusen & Hoover, 1986; Awaliah & Darmiyanti, 2022; Olszewski-Kubilius et al., 2023). In this case, teachers have not only carried out these functions but also actively worked to identify and cultivate students' individual talents and interests.

By recognizing the unique abilities and preferences of each student, teachers are able to tailor the learning experience to meet individual needs, fostering a more personalized and engaging educational environment (Schroth & Helfer, 2009; Yusuf, 2011). This method moves beyond a one-size-fits-all approach, allowing for differentiated instruction that can better cater to the diverse learning styles and interests of students. The ultimate goal of this strategy aligns with the broader objective of education: to cultivate well-rounded individuals who excel not only in academics but also in developing non-academic skills, such as critical thinking, creativity, collaboration, and problem-solving (Yeager & Dweck, 2012; Zhao, 2015; Yessingeldinov et al., 2022). Focusing on nurturing students' talents from an early age helps to build a strong foundation for their personal and professional growth. It ensures that students are not merely absorbing information, but also actively developing key competencies that will serve them in the future. This approach fosters lifelong learning and equips students with the adaptability and skillsets necessary to thrive in an ever-changing world, preparing them for success in both their academic endeavors and real-life challenges.

The strategies employed for mapping students' talents and interests form a comprehensive approach that integrates various methods to identify and cultivate each student's unique abilities. By using formative assessments, teachers can continuously evaluate students' skills and adapt teaching strategies accordingly, ensuring that learning experiences meet individual needs (Mega & Madani, 2023; Main, 2023). Observational techniques provide additional insights into students' natural preferences by examining how they engage with different activities inside and outside the classroom (Jihad & Suaeb, 2018). This method allows educators to recognize behavioral patterns that may indicate specific interests or aptitudes. Specialized tests focus on identifying proficiencies in certain areas, such as the arts or sports, offering objective data on students' abilities (Daulay, 2016). These tests validate the skills that may not be evident through traditional academic assessments. Interviews with students add another layer of understanding by allowing them to express their passions and aspirations in their own words, helping teachers grasp the deeper motivations behind their interests (Jihad & Suaeb, 2018). Furthermore, considering academic records and performance reviews provides a comprehensive view of a student's capabilities, revealing strengths that might influence their talents (Maesaroh, 2013).

These strategies integrate both quantitative and qualitative methods to provide a comprehensive understanding of each student's abilities. Quantitative data, such as test scores, offers measurable insights into academic performance, helping to identify areas of strength and weakness (Weurlander et al., 2011; Shekhar et al., 2018; Noyes et al., 2019). Meanwhile, qualitative data gathered from observations and interviews allows educators to capture more nuanced aspects of a student's potential, such as creativity, problem-solving skills, interpersonal abilities, and other non-academic talents. By combining these two types of data, teachers are better equipped to recognize the full range of a student's capabilities (Tunis et al., 2003; Palinkas et al., 2015). This balanced approach ensures that students' academic achievements are not the sole focus, but their non-academic skills, such as emotional intelligence, leadership, and teamwork, are also nurtured. The goal is to support students' holistic development, helping them grow into well-rounded individuals who are prepared for success in various aspects of life. This comprehensive view promotes both intellectual and personal growth, ensuring that students thrive in all domains.

The Relationship of Funding in Increasing Student Non-Academic Achievement

At SDN Lengkong 03, some extracurriculars are prioritized for participating in inter-school competitions at various levels: district, provincial, and national, such as Scouting. Informant 2 (Interview, 03/03/2023) explained:

"Scouting is now also a mandatory extracurricular in the Independent Curriculum subjects. So, in the future, Scouting is essential from elementary school to the next level. Scouting is critical at both elementary, middle, and high school levels. This is also mandatory, and children can gain a lot of knowledge and skills in this scout extracurricular. Not only can it be used when children are helped to go to school, but later in the community's life, many scout lessons can also be taken and applied in everyday life".

Every extracurricular activity at SDN Lengkong 03 has supervisors who are experts from internal and external parties. Then, they are accompanied by teachers at SDN Lengkong 03. So, each teacher at SDN Lengkong 03 is responsible for extracurricular activities. Their working period is made every year. The honorarium is around Rp. 300,000 up to Rp. 1,500,000 per month.

"At SDN Lengkong 03, there is a particular budget for extracurricular activities. Students have achieved achievements in the last five years at the sub-district level, such as the Mathematics and Science Olympiad. Usually, superior seeds (students who excel) are prepared from class IV and then intensively trained to be sent to the district level. So, these students have been trained to have additional separate lesson hours apart from the existing lesson hours at SDN Lengkong 03 (Informant 2, 03/03/2023)".

Supporting non-academic achievements such as sports, arts, and extracurricular activities necessitates adequate funding, which is crucial for developing and sustaining these programs. When sufficient financial resources are available, schools can create and maintain a variety of programs that cater to students' diverse interests and talents. This financial support allows students to actively participate in activities that help them excel in non-academic fields, leading to greater achievements in areas outside the traditional classroom setting. Funding plays a pivotal role in providing the necessary resources, such as equipment, facilities, and qualified instructors, which directly impact the quality and effectiveness of these programs. For example, well-funded sports programs can offer better training facilities and coaching, while arts programs can provide high-quality materials and access to specialized workshops. Without adequate financial backing, schools may struggle to offer comprehensive extracurricular opportunities, limiting students' chances to explore and cultivate their talents.

The statement by Fried, DeSchriver, and Mondello (Junaidi et al., 2013) emphasizes the importance of financial standards and skills in managing sports programs, highlighting the evolving complexity of the sports industry. It suggests that effective financial management involves not just budgeting but also the ability to develop, analyze, and project financial scenarios, as well as interpret financial information. These skills are increasingly crucial as the sports industry becomes more financially demanding, with higher stakes and greater expectations for financial accountability (François et al., 2019; Ahtiainen, & Jarva, 2020; Urdaneta et al., 2021).

Critically, while having standards for financial management in sports programs is essential, the effectiveness of these standards largely depends on the availability of resources. For instance, a small budget may limit the coach's ability to provide quality athletic programs, even if they possess excellent financial skills. In such cases, the lack of funds can hinder the development of the program and affect athletes' training quality. Conversely, a larger budget allows for better resource allocation, enabling investment in top-notch facilities, qualified trainers, and comprehensive training programs, which significantly enhances the likelihood of success (Meyers, 2006; Peeters & Szymanski, 2014).

However, the assumption that increased funding automatically results in successful programs oversimplifies the issue. Large budgets also come with higher expectations and demands for financial transparency and accountability, which can pose challenges if financial management practices are not robust (Chen, 2019; Gunadi et al., 2023). For example, misallocation or inefficient use of funds can still occur with a large budget, leading to underperformance or financial shortfalls despite ample resources. Therefore, financial management standards must be rigorously applied, regardless of the budget size, to ensure that funds are used effectively to meet program goals.

In conclusion, while solid financial skills and adequate funding are necessary for the success of sports programs, they must be accompanied by strategic planning, transparency, and continuous

monitoring to achieve the desired outcomes. The relationship between budget size and program success is not linear; rather, it is shaped by how well financial resources are managed to support the program's objectives.

Involvement of Stakeholder Participation

Even though it is rural, the student guardian of SDN Lengkong generally supports activities to develop student's talents and interests. Parental involvement in cultivating children's talents and interests and improving their achievements in sports or the arts can have various concrete forms. Parents can support their children by providing the necessary facilities and infrastructure, such as musical instruments or sports equipment. In addition, they can also organize schedules and accompany children in rehearsals or performances, providing continuous encouragement and motivation. Parents can also look for qualified coaches or teachers to help develop their children's talents. In addition, they can provide emotional support, praise, and rewards when children achieve achievements and provide the financial support needed to participate in training or competitions. All these efforts concretely help strengthen children's talents and interests and encourage them to achieve higher achievements in sports or arts (Informant 3, 03/03/2023).

The distinction made by Davis (Lestari, 2020) between parental participation and parental involvement in school settings brings attention to the different ways parents can contribute to their children's education. Parental participation implies an active role in influencing decision-making on critical school matters, such as determining programs, policies, and financial issues (Antony-Newman, 2018; Barger et al., 2019; Schmid & Garrels, 2021). This indicates that parents have a say in shaping the school's direction, which can be beneficial in aligning school policies with the community's needs and expectations. It reflects a form of shared governance where parents' perspectives are integrated into the school's decision-making processes (Al-Kumaim et al., 2021; Utami, 2022).

However, the extent of parental participation can be uneven across different socioeconomic backgrounds. For instance, parents with higher educational levels or socioeconomic status may have more influence and feel more comfortable participating in decision-making processes, potentially leading to unequal representation. This may result in the needs of less privileged families being overlooked (Hill & Tyson, 2009; Ellard-Gray et al., 2015; Hegna & Smette, 2016). Therefore, schools need to ensure that mechanisms for parental participation are accessible and inclusive, encouraging a broad range of voices in decision-making (Berkowitz & Grych, 2000; Topor et al., 2010; Bryce et al., 2019). On the other hand, parental involvement encompasses activities that support school programs, such as volunteering, attending school events, or helping with homework. While involvement is valuable for reinforcing the educational experiences of students, it often reflects more informal contributions that do not directly influence school governance or policy-making (Feuerstein, 2000). The limitation here is that while parental involvement supports existing programs, it may not address systemic issues or contribute to significant changes within the school environment.

Parental participation and involvement play distinct yet equally important roles in the educational process. Parental participation often refers to their active role in decision-making processes, such as contributing to school policies, shaping curricula, and influencing broader educational strategies (Baquedano-López et al., 2013). This level of involvement allows parents to have a voice in shaping the educational environment and ensuring that the school's priorities align with their expectations and values. By engaging parents in decision-making, schools can make significant changes that are responsive to the needs of the community, leading to more tailored and effective educational policies. On the other hand, parental involvement is more directly related to supporting students' day-to-day learning experiences (Frabutt et al., 2010; Arar et al., 2016; Hamlin & Cheng, 2020). This can include helping with homework, attending parent-teacher meetings, or participating in school events. Involvement at this level reinforces the lessons students are learning in the classroom and provides them with the necessary support at home to thrive academically and socially.

The partnership between parents, the private sector, and educational institutions in developing students' non-academic talents and interests is widely considered beneficial by experts and is supported by data from various educational settings, such as schools and madrasahs (Adyanto, 2019; Matali, 2018). The collaboration can significantly enhance learning quality by incorporating diverse perspectives and resources, thereby enriching students' educational experiences. The private sector's role, in particular, is crucial in providing financial support and other resources to supplement existing facilities, enabling schools to offer more comprehensive extracurricular programs. However, while such partnerships offer many advantages, some critical aspects need consideration to ensure these collaborations are genuinely beneficial (Hoover-Dempsey & Sandler, 1997; Hamlin & Flessa, 2018). One major benefit is the opportunity for students to develop practical skills, expand their networks, and gain exposure to real-world experiences, thereby enhancing their employability and readiness for the global market. Nevertheless, the risk exists that when business interests dominate, educational programs may become too commercially oriented, focusing on industry-specific skills rather than fostering holistic development. Therefore, it is essential for these partnerships to prioritize educational values and student-centered goals over purely commercial gains.

Parental involvement plays an equally vital role in ensuring these programs are personalized to meet the unique needs of individual students. As noted by Nashori (Nasir & Malli, 2022), when students do not have adequate channels to explore their talents, their motivation and overall learning experience may suffer. It is essential that opportunities provided are accessible to all students, not just those with parental support or resources. Wardiman Djojonegoro emphasized that focusing on developing talents can yield extraordinary benefits for the nation's future. This highlights the need for strategies that not only create opportunities but also actively nurture students' potential, aiming for a balanced development that includes both academic and non-academic excellence. In summary, while partnerships among schools, parents, and the private sector can greatly benefit students' development, they must be carefully designed to align with educational objectives. The focus should be on promoting inclusivity and ensuring that these partnerships contribute to the holistic growth of students, preparing them not just for the job market but for various life challenges.

CONCLUSIONS

The results of this research lead to three conclusions. First, the school principal plays an active role in mapping and facilitating students' talents and interests. The student talent and interest mapping strategy involves gathering information about students' interests, hobbies, and skills to understand their potential. Second, funding support in improving non-academic achievements. This can be done by identifying potential funding sources, such as honorarium funding, foundations, or school budgets allocated specifically for extracurricular activities. Third, stakeholder involvement in improving non-academic achievement is realized through school principals involving teachers in identifying and developing students' potential outside of academics, involving parents in supporting extracurricular activities and providing insight into their children's talents and interests.

The research findings suggest both theoretical and practical implications for educational leadership and talent development. Theoretically, they highlight the importance of principals' active roles in data-driven, personalized approaches to mapping students' talents, supporting leadership and social constructivist theories. Practically, they emphasize the need for training programs that equip school leaders with skills in student data analysis and resource allocation. The findings also underscore the significance of securing diverse funding sources for extracurricular programs and fostering strong stakeholder involvement. Schools can enhance non-academic achievements by creating formal structures for collaboration among teachers, parents, and community members to support holistic student growth.

Future research should include comparative studies between different types of elementary schools, such as public elementary schools, madrasah ibtidaiyah (MI), and private elementary

schools. These comparisons can provide insights into how different educational settings approach the development of students' talents and interests, and identify best practices that can be shared across various school systems. Additionally, research could focus on examining the role of regional governments in supporting the development of students' non-academic talents and interests. This could involve analyzing policies, funding initiatives, and programs aimed at enhancing extracurricular activities and student development. Understanding the extent of government participation and its impact on students' overall growth can inform more effective strategies for fostering talent development in diverse educational contexts.

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