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Curriculum Management In Fostering Student Non-Academic Achievement: A Multi-Case Study At SMA Negeri 1 Sewon And SMA Negeri 3 Yogyakarta

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Abstract

Student achievement in education is not only determined by academic achievement, but also through the development of potential, talent, interest, creativity, leadership, and social skills that are manifested in non-academic achievements. However, the development of non-academic achievements still faces challenges in systematic and integrated program management within the school curriculum. This study aims to analyze curriculum management in the development of non-academic achievements, supporting and inhibiting factors, and efforts to develop non-academic achievements of students at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta. This study uses a qualitative approach with a multi-case study design. The research subjects include the principal, vice principal for curriculum, vice principal for student affairs, extracurricular instructors, and students. Research data were collected through interviews, observations, and documentation studies. Data validity was tested through triangulation of sources and techniques, while data analysis used the interactive model of Miles, Huberman, and Saldaña, which includes data collection, data condensation, data presentation, and conclusion drawing. The results of the study indicate that curriculum management in fostering non-academic achievement is carried out through four main functions: planning, organizing, implementing, and evaluating. Program planning is carried out through mapping student interests and talents, evaluating previous programs, and involving various school stakeholders. Organization is carried out through a clear division of tasks and responsibilities for program managers. Coaching is implemented through structured extracurricular activities, support from professional coaches and trainers, and regular supervision. Program evaluations are conducted periodically as a basis for improving and

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developing activities. Supporting factors include school community support, stakeholder coordination, student participation, and parental involvement, while inhibiting factors include limited facilities, funding, and scheduling conflicts. This study confirms that effective curriculum management plays a crucial role in creating a sustainable non-academic achievement development system and supporting the holistic development of student potential.

Keywords: Curriculum management; non-academic achievement; extracurricular activities; student development; multi-case study.

INTRODUCTION

The curriculum is a strategic component in the implementation of education because it serves as a guideline for implementing learning to achieve educational goals. From an educational management perspective, the curriculum is understood as a system of learning programs designed to achieve institutional goals, so its management must be planned, systematic, and sustainable. (Rusman, 2009; Wahyudin, 2014). In line with Law Number 20 of 2003 concerning the National Education System, the curriculum serves as a reference for implementing learning to optimally develop students' potential. The success of curriculum implementation is greatly influenced by the curriculum management implemented by the school. Curriculum management is the process of planning, organizing, implementing, and supervising all curriculum components to achieve educational goals effectively and efficiently. (Sulfemi, 2018). Therefore, curriculum implementation is not only oriented towards academic achievement, but must also be able to facilitate the development of students' potential as a whole.

One important implementation of the curriculum is fostering non-academic achievement. Non-academic achievement reflects students' success in developing talents, interests, creativity, leadership, sports, arts, and social skills through various self-development activities. Adyanto, et al. (2018) states that non-academic activities are an integral part of the student's learning experience, while planned non-academic development also contributes to the formation of character, self-confidence, and the readiness of students to face social life. (Hikami, et al. 2021; Mustofa, 2020).

The importance of fostering non-academic achievement is reflected in the growing public attention to schools that achieve success in sports, the arts, and personal development. The high level of public interest in the Special Sports Class (KKO) in the Special Region of Yogyakarta demonstrates that non-academic achievement has become an indicator of school quality,

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alongside academic achievement. This situation demands that schools develop curriculum management systems that support sustainable achievement development.

Initial observations indicate that SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta have curriculum management characteristics that support the development of non-academic achievements. SMA Negeri 1 Sewon develops development through regular curriculum evaluation, clear division of tasks, and strengthening extracurricular activities and Special Sports Classes (KKO). Meanwhile, SMA Negeri 3 Yogyakarta developed the Thursday Achievement program as a development strategy supported by a curriculum development team, professional coaches, and collaboration with various stakeholders. These various strategies contribute to student achievement at the national and international levels. Previous research has shown that curriculum management influences the improvement of educational quality and student development. Sudarman (2019) found that parents not only expect academic success, but also the development of life skills and non-academic achievements. However, most research still focuses on implementing the curriculum in academic learning or managing extracurricular activities partially, so it does not explain how curriculum management functions are fully implemented in developing non-academic achievements.

Based on these conditions, there is a research gap, namely the limited research that examines curriculum management in fostering non-academic achievement comprehensively through the functions of planning, organizing, actuating, and controlling in schools that have superior non-academic achievements. Therefore, this study uses a multi-case study design at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta to analyze the implementation of the four management functions along with supporting factors, inhibiting factors, and development strategies. The novelty of this study lies in the analysis of curriculum management as a system that integrates the functions of planning, organizing, actuating, and controlling in fostering non-academic achievement in two high-achieving schools. This study not only describes the implementation of the program, but also produces an overview of managerial practices that can be best practices for other schools in developing sustainable non-academic achievement development.

THEORETICAL FRAMEWORK

Curriculum Management

Management is the process of managing organizational resources through the functions of planning, organizing, implementing (actuating), and controlling to achieve goals effectively and

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efficiently. (Terry , 2012). In the context of education, these four functions form the basis for managing all school components, including the curriculum.

The curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for organizing learning activities to achieve certain educational goals. (Departemen Pendidikan Nasional, 2003). Therefore, curriculum management is a curriculum management process that includes planning, organizing, implementing and supervising activities to achieve educational goals effectively and efficiently. (Rusman, 2009; Wahyudin, 2014). Curriculum management does not only focus on curriculum development, but also includes implementation management, utilization of educational resources, and evaluation as a basis for improving learning programs. (Rusman, 2009; Wahyudin, 2014). In this study, the management function refers to the concept Terry (2012), yaitu: Planning, the process of establishing program goals and strategies based on organizational needs. Organizing, the division of tasks, authority, and responsibility according to resource competencies. Actuating, the implementation of programs through coordination, direction, and empowerment of all resources. Controlling, the monitoring and evaluation of program implementation as a basis for continuous improvement. These four functions are used as an analytical framework to examine how schools manage non-academic achievement development.

Non-academic Achievement Development for Students

Non-academic achievement is the achievement of students through the development of talents, interests, sports, arts, leadership, and various activities outside of intracurricular learning. One form of development is carried out through extracurricular activities aimed at developing students' potential, character, cooperation, and independence according to their needs and characteristics. (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2014). Fostering non-academic achievement requires systematic management through program planning, providing mentors and coaches, supporting infrastructure, funding, and ongoing evaluation. This management plays a role in improving achievement while developing students' talents, interests, character, and skills through planned extracurricular activities. (Kementerian Pendidikan Nasional Republik Indonesia, 2008; Saputro, et al. 2017; Sundari, 2021). Based on this concept, non-academic achievement development is seen as part of curriculum implementation, the success of which is influenced by the effectiveness of the planning, organizing, actuating, and controlling functions. Therefore, this study uses four management functions. Terry (2012) as an analytical framework to explain how curriculum management is applied in developing non-academic

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achievements at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta.

RESEARCH METHOD

This research uses a qualitative approach with a multiple-case study design to gain an in-depth understanding of curriculum management in fostering non-academic achievement at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta. The research was conducted in the odd semester of the 2024/2025 academic year. Both schools were selected purposively due to their consistent non-academic achievement at both national and international levels. Research informants were selected using purposive sampling. (VanderStoep & Johnston, 2008), This included the principal, vice principal for curriculum, vice principal for student affairs, extracurricular teachers, and students. Data was also obtained from various documents, such as the Educational Unit Operational Curriculum (KOSP)/KTSP, extracurricular programs, coaching schedules, and student achievement documents. Data collection was conducted through interviews, observations, and documentation studies. (Sugiyono, 2016). Interviews were used to gather information regarding the planning, organization, implementation, and supervision of non-academic achievement coaching. Observations were conducted on program implementation in schools, while documentation was used to supplement and verify the interview and observation data. Data validity was tested using source and technique triangulation. (Sidiq & Choiri, 2019). Data analysis using interactive models of Miles, et al. (2014) this includes data condensation, data presentation, and conclusion drawing/verification. The analysis process was carried out repeatedly from data collection until credible findings were obtained regarding the implementation of curriculum management in fostering non-academic achievement in both schools.

RESULT AND DISCUSSION

RESULT

Based on the research findings, non-academic achievement development is understood as a school program management process that provides space for students to develop their talents, interests, creativity, and skills through extracurricular activities and self-development programs. Based on the research findings at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta, this development is implemented through the application of curriculum management functions, which include: planning, organizing, actuating, and controlling.

Planning

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The results of the study indicate that both schools implement systematic curriculum planning as a basis for fostering non-academic achievement. At SMA Negeri 1 Sewon, planning begins with an evaluation of the previous year's curriculum, an analysis of the school context, the development of the Independent Curriculum, and validation through internal, external, and public testing involving the principal, vice principal, teachers, committees, and expert sources. This process aims to produce a curriculum that aligns with student needs and regulatory developments. Meanwhile, SMA Negeri 3 Yogyakarta develops its curriculum at the beginning of the school year through a curriculum development team involving the principal, vice principal, teachers, supervisors, committees, alumni, and external partners. The implementation of the Independent Curriculum is strengthened through the Kamis Prestasi program as a strategy for fostering non-academic achievement. However, the school still faces challenges in accommodating the diverse characteristics of students, so planning is continuously refined.

Organizing

Organization at both schools is carried out through a clear division of tasks, authority, and responsibility. SMA Negeri 1 Sewon established an extracurricular team, a Special Sports Class (KKO) team, and an activity coordinator under the coordination of the vice principal for student affairs. All teachers and educational staff are assigned through assignment letters so that each element understands its role in fostering achievement. At SMA Negeri 3 Yogyakarta, the organizational structure consists of the principal as the person in charge, the vice principal for curriculum and student affairs, assistant teachers, professional coaches, and a student achievement development team. This clear division of tasks, accompanied by regular coordination, supports the systematic implementation of the development program.

Actuating

Non-academic achievement development at both schools is carried out through scheduled extracurricular activities, supported by professional coaches, provision of infrastructure, and coordination between the school, students, and parents. SMA Negeri 1 Sewon develops development through extracurricular activities and KKO with the support of flexible academic policies, award giving, and active parental involvement. This implementation has contributed to the achievement of more than 100 achievements at the national and international levels. Meanwhile, at SMA Negeri 3 Yogyakarta, development is carried out through the Kamis Prestasi program supported by professional coaches, cross-sector coordination, and a reward system for high-achieving students. Synergy between the school, coaches, and parents is a crucial factor in

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supporting the development of student talent and achievement.

Controlling

The results of the study indicate that supervision of non-academic achievement development in both schools is carried out through regular monitoring and evaluation as a basis for program improvement. At SMA Negeri 1 Sewon, evaluations are conducted twice a year at the end of each semester and are supported by gradual monitoring starting one month after the activity, mid-semester, and before the report card assessment to ensure student involvement in extracurricular activities. The evaluation also includes a review of the work program for each field, which serves as the basis for the principal to provide recommendations for improvements and develop new programs according to needs and the results of the educational report card. The success of the program is measured based on student achievement, especially in the Special Sports Class (KKO), as well as the development of student interests, talents, and participation documented in the extracurricular report card. Meanwhile, SMA Negeri 3 Yogyakarta implements supervision through formal evaluations at the end of each semester and informal evaluations conducted continuously through inter-field coordination. Evaluations are conducted before, during, and after activities or competitions to identify obstacles and develop improvement strategies. The success of the program is measured based on the level of student participation, achievement at various levels, and trends in increasing or decreasing achievement as a basis for developing the development program in the following period.

Supporting Factors

The success of curriculum management at both schools is supported by the commitment of principals, teachers, students, parents, school committees, and external partners. Furthermore, clear division of tasks, coordination between stakeholders, and regulatory support contribute to strengthening the implementation of non-academic achievement development.

Inhibiting Factors

Both schools faced relatively similar challenges, including budget constraints, the availability of professional coaches, difficulties identifying student potential, conflicts between academic schedules and coaching activities, and limited facilities in some activities. To address these challenges, the schools strengthened collaboration with parents and external partners, adjusted schedules, and utilized evaluation results to inform program improvements.

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Efforts to Develop Non-Academic Achievements

Developing non-academic achievement is carried out through different strategies. SMA Negeri 1 Sewon focuses on improving the implementation of the Independent Curriculum, mapping interests and talents, providing licensed coaches, and providing recognition to high-achieving students. Meanwhile, SMA Negeri 3 Yogyakarta has developed a Thursday Achievement program supported by professional coaches, collaboration with various partners, and a reward system to increase motivation and sustain student achievement.

DISCUSSION

Planning

The results of the study indicate that curriculum management planning for fostering non-academic achievement at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta is implemented systematically through evaluation of previous programs, analysis of student needs, and involvement of various stakeholders. At SMA Negeri 1 Sewon, planning is carried out at the end of each academic year through curriculum evaluation, analysis of the school context, curriculum development based on the Independent Curriculum, and internal and external validation and public testing. Meanwhile, SMA Negeri 3 Yogyakarta formed a curriculum development team involving the principal, teachers, supervisors, the school committee, and alumni, and developed the flagship program Kamis Prestasi as a strategy for fostering non-academic achievement. These findings indicate that curriculum planning functions not only as an administrative document but also as a strategic process to integrate the school's vision, student needs, and developments in the educational environment. These findings align with Terry (1996) which states that planning is the basis for establishing organizational goals and steps. Evaluation of previous programs serves as the basis for developing programs that are more adaptive to changing student needs and educational developments.

The involvement of principals, vice principals, teachers, school committees, supervisors, alumni, and professional resource persons demonstrates that curriculum development is carried out collaboratively. Principals play a role in setting policy direction, while teachers and other stakeholders provide input based on their respective competencies. These results support the research. Saufi & Hambali (2019) which states that collaboration between principals and teachers improves the quality of curriculum planning, and is in line with Wardani, et al. (2016) which emphasizes that the participation of various stakeholders can increase the relevance and effectiveness of the curriculum.

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Despite their different strategies, both schools demonstrate a similar orientation: developing a curriculum that optimally supports the development of students' potential. SMA Negeri 1 Sewon places greater emphasis on contextual analysis and curriculum validation, while SMA Negeri 3 Yogyakarta strengthens planning through a curriculum development team and the Kamis Prestasi program. These findings reinforce the view Wildan (2009) that school objectives must be formulated operationally and in accordance with the needs of students, as well as Fadlallh (2015) which emphasizes the importance of considering organizational conditions and future challenges in the planning process.

Overall, the curriculum management planning at both schools has implemented participatory, systematic, and needs-based principles. This approach is a crucial foundation for fostering non-academic achievement, producing programs that are more relevant, adaptive, and capable of supporting the sustainable development of student potential.

Organizing

The results of the study indicate that the organization of curriculum management in fostering non-academic achievement at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta is carried out through a clear division of tasks, authority, and responsibilities. SMA Negeri 1 Sewon regulates the implementation of the program through a letter of assignment involving the principal, vice principal, supervisor, and extracurricular trainer, while SMA Negeri 3 Yogyakarta forms an organizational structure consisting of the principal, vice principal for curriculum and student affairs, assistant teachers, and professional trainers. This organization is supported by a structured activity schedule and coordination mechanism so that the implementation of coaching takes place systematically.

These findings indicate that a clear organizational structure and division of roles are important prerequisites for the effectiveness of non-academic achievement development. These research findings align with Terry (1996) which states that the organizing function aims to group work, determine authority, and allocate resources according to their competencies so that organizational goals can be achieved effectively. This finding also supports Agustina, et al. (2019) regarding the principle of "the right man in the right place," which places personnel based on competency to increase the effectiveness of program implementation. In addition to the division of tasks, both schools demonstrated that coordination between stakeholders is a crucial factor in maintaining program sustainability. The involvement of teachers, mentors, professional trainers, and education personnel strengthens the synergy of coaching implementation and facilitates

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coordination and decision-making. This finding aligns with Sari, et al. 2017; Nuraeni, 2016) which emphasizes that effective organizing is characterized by a clear division of tasks, authority, and coordination to support the achievement of organizational goals.

Actuating

The results of the study indicate that the implementation of curriculum management in fostering non-academic achievement at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta is carried out in a structured manner through a clear division of tasks, scheduling of activities, provision of resources, and ongoing coordination. At SMA Negeri 1 Sewon, program implementation is supported by the division of tasks through assignment letters, management of extracurricular activities and the Operational Skills Curriculum (KKO), as well as the provision of facilities, awards for high-achieving students, and parental support. Meanwhile, SMA Negeri 3 Yogyakarta implements coaching through the Kamis Prestasi program, supported by professional trainers, adequate facilities, program socialization, intensive coordination, and the implementation of various scheduled extracurricular activities. These findings indicate that the success of implementing non-academic achievement coaching is not only determined by the quality of planning, but also by the school's ability to mobilize all resources synergistically. This is in line with Terry (1996) which states that the actuating function is an effort to motivate all members of the organization to carry out tasks according to the division of labor to achieve common goals. Program implementation requires the support of human resources who possess the competencies appropriate to their respective fields of work so that each activity can proceed effectively and the planned goals can be achieved. (Terry, 1996; Wahyudin, 2014).

Program implementation at both schools demonstrated the importance of coordination, scheduling, and resource support in maintaining the sustainability of achievement coaching. Structured activity scheduling allowed for a balance between academic and non-academic activities, while increasing student engagement. These findings support the notion that Fullan (2015) that the management of educational activities requires a systematic and collaborative approach, and is in line with Fredricks, et al. (2004) which states that a clear school activity structure can increase student participation. Furthermore, the program's socialization to teachers, mentors, and trainers, as implemented at SMA Negeri 3 Yogyakarta, strengthens a shared understanding of the program's objectives and implementation mechanisms, in accordance with the perspective of the school. Supriani, et al. (2022) regarding the importance of socialization in the successful implementation of educational programs.

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The success of coaching implementation is also supported by the provision of facilities, professional coaches, awards, and parental involvement. Providing facilities, funding, and competent coaches allows students to develop their potential optimally, while awards in the form of certificates, coaching money, or public recognition increase motivation to achieve. These findings align with Istikomah,et al. (2019) which explains that awards serve as a motivator for students. On the other hand, parental involvement in providing moral support, funding, and mentoring strengthens the success of the program. (Akollo & Toisuta, 2020; Umar, 2015). Overall, the curriculum management implementation at both schools has effectively applied the principles of coordination, collaboration, and resource empowerment. Synergy between schools, professional coaches, students, and parents is a crucial factor in supporting the success of non-academic achievement development and encouraging students to achieve at various levels of competition.

Controlling

Differences in oversight mechanisms are evident in the evaluation focus of each school. Curriculum management oversight in fostering non-academic achievement at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta is conducted through periodic evaluations as a basis for program improvement. SMA Negeri 1 Sewon conducts monitoring during activity implementation and evaluations at the end of the semester, while SMA Negeri 3 Yogyakarta implements formal evaluations at the end of each semester, supported by informal evaluations through ongoing coordination. Program success is measured based on student participation, competency development, and achievement, which serve as a basis for subsequent program improvements. These findings indicate that oversight not only functions to control program implementation but also serves as a mechanism for continuous quality improvement. These results align with Terry (1996) which states that the controlling function aims to ensure program implementation is according to plan through monitoring, performance measurement, and corrective action. In line with that, Alipour, et al. (2013) explained that monitoring enables organizations to identify deviations and establish corrective measures to increase program effectiveness. The evaluations conducted by both schools also reflected the application of the principle of continuous improvement, namely using monitoring results as a basis for refining the coaching program. This finding aligns with Zulfikar (2018) which states that ongoing supervision plays a crucial role in maintaining the quality of educational program implementation. Therefore, supervision at both schools not only measures the success of coaching but also serves as a basis for decision-making

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regarding the ongoing development of non-academic achievement.

Supporting Factors

The research results show that the success of curriculum management in fostering non-academic achievement in both schools was supported by the commitment of the principal, teachers, students, parents, school committees, and external partners. Furthermore, clear division of tasks, coordination between stakeholders, and regulatory support strengthened the sustainable implementation of the coaching program. These findings suggest that the success of fostering non-academic achievement is determined not only by the quality of the school's internal management but also by the collaboration of various parties. These findings also support Epstein (2011) which emphasizes that partnerships between schools, families, and communities contribute positively to student development and achievement. Thus, collaboration between stakeholders is a key asset in creating a sustainable non-academic achievement development system.

Inhibiting Factors

The results of the study indicate that both schools faced relatively similar obstacles, namely budget constraints, the availability of professional coaches, difficulty identifying student potential, conflicts between academic schedules and coaching activities, and limited facilities in some activity areas. To overcome these challenges, the schools strengthened collaboration with parents and external partners, adjusted schedules, and utilized evaluation results as a basis for program improvements. These findings indicate that the challenges of fostering non-academic achievement are not only related to limited resources, but also the school's ability to manage change and adapt to various obstacles. The various obstacles faced by both schools indicate that successful non-academic achievement development requires organizational capacity to adapt to resource limitations. Fullan (2015) states that effective educational change depends on an organization's ability to build collaboration, manage change, and implement continuous improvement. Therefore, strategies such as collaboration with external partners, schedule adjustments, and regular evaluations are ways schools can adapt to maintain program sustainability.

Efforts to Develop Non-Academic Achievements

The research results show that the development of non-academic achievement in both

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schools was carried out through strategies tailored to their respective characteristics. SMA Negeri 1 Sewon focused on improving the implementation of the Independent Curriculum, mapping interests and talents, providing licensed coaches, and providing appreciation to high-achieving students. Meanwhile, SMA Negeri 3 Yogyakarta developed the Thursday Achievement program through the support of professional coaches, collaboration with various partners, and a reward system to increase motivation and sustain student achievement. These findings indicate that the development of non-academic achievement requires adaptive strategies tailored to the needs and resources of the school. These findings align with Muhlisin & Tsauri (2023) which states that the success of developing non-academic achievements is determined by integrated curriculum management. Nanda (2023) He also emphasized that non-academic flagship programs will be more effective if supported by systematic management, collaboration among all school members, and optimal resource utilization. Therefore, developing non-academic achievements depends not only on extracurricular activities but also on sustainable and collaborative curriculum management.

CONCLUSION

This study shows that curriculum management in fostering non-academic achievement at SMA Negeri 1 Sewon and SMA Negeri 3 Yogyakarta is implemented through four integrated management functions: planning, organizing, actuating, and controlling. In terms of planning, both schools develop programs based on previous program evaluations, student needs analysis, and the involvement of various stakeholders. Organization is achieved through a clear division of tasks, authority, and responsibilities between the principal, vice principal, advisors, coaches, and other supporting parties. Coaching implementation is strengthened through structured extracurricular activities, support from professional coaches, provision of facilities, a reward system, and collaboration with parents and external partners. Supervision is carried out through regular monitoring and evaluation, which serve as the basis for continuous program improvement and development. Despite their different strategies, both schools demonstrate that the success of fostering non-academic achievement is influenced by the school's ability to integrate curriculum management with student potential development. Key supporting factors include school community commitment, coordination between stakeholders, parental support, and collaboration with external partners. Barriers faced include budget constraints, the availability of professional trainers, scheduling conflicts, limited facilities, and challenges in identifying student potential. The findings of this study confirm that effective curriculum management is not solely

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oriented toward academic achievement but can also serve as a strategic system for sustainably developing non-academic achievements. The implications of this research suggest that schools need to strengthen student-needs-based planning, optimize collaboration among stakeholders, and develop a sustainable evaluation system to create adaptive and high-quality non-academic achievement development.

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