

# The Importance of Academic And Non-Academic Achievements In Improving The Quality of Education At SD Negeri 1 Kranji

Dila Badilah Hasan<sup>1</sup>, Aliet Noorhayati<sup>2\*</sup>, Rihhadatul'aisy Zaid<sup>3</sup>, Nur Fauziyyah Zaid<sup>4</sup>, Khansa Dinda Putri<sup>5</sup>, Nur Chodijah<sup>6</sup>, Ika Rosdiana<sup>7</sup>, Kurnia Agustin<sup>8</sup>, Erik Mardiansyah<sup>9</sup>, Tutut Elisa<sup>10</sup>, Zul Andini<sup>11</sup>

<sup>1-11</sup> Univeristas Muhammadiyah Cirebon, Cirebon, Indonesia

**\*Corresponding Author:**

aliet.noorhayati@umc.ac.id

**Article History:**

Received 2026-01-05

Revised 2026-02-25

Accepted 2024-03-26

**Keywords:**

Academic Achievement, Non-Academic Achievement, Quality of Education.

**Abstract**

*This study aims to describe the advantages of academic and non-academic achievements in improving the quality of education at SD Negeri 1 Kranji, Banyumas Regency, Central Java. The study employed a descriptive qualitative approach with data collection techniques including observation, interviews, and documentation. The research interviewed several individuals, including the school principal, a fourth-grade teacher, and several high-achieving students. Data analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions. The results of the study indicate that SD Negeri 1 Kranji has consistently achieved high performance at the sub-district, regency, and provincial levels, both in academic and non-academic fields. Students' academic achievements are demonstrated through success in subject competitions and improved learning outcomes, while non-academic achievements are evident from students' participation and victories in various activities such as sports, arts, and other extracurricular activities. These successes are supported by effective school management through the planning, organizing, implementing, and evaluating of various student development programs. Additionally, success is influenced by a structured mentoring system, intensive teacher guidance, and collaboration between the school and parents. The achievements attained have a positive impact on improving educational quality, shaping student character, and increasing public trust in the school.*

## INTRODUCTION

Elementary education serves as the primary foundation for shaping human resource quality, as it is at this level that students begin to develop their cognitive, social, and character skills in a structured manner. The quality of education in elementary schools is not measured solely by academic success but also by the school's ability to develop students' potential comprehensively (Sulastri et al, 2024). Educational quality itself is influenced by various factors, such as the quality of instruction, school management, and student achievement as indicators of the success of the educational process (Rastegarimehr et al, 2024). Recent research indicates that the quality of school management and an effective learning environment have a strong correlation with improved student learning outcomes and the development of 21st-century skills such as critical thinking and collaboration (Darling-Hammond et al., 2017; OECD, 2019). This indicates that educational success is not determined solely by classroom learning processes but also by school management capable of creating a learning ecosystem that supports students' holistic development. In practice, however, some schools still place too much emphasis on academic achievement without providing sufficient space for the development of students' talents, interests, and non-academic skills. This imbalance can hinder the educational process, preventing students from reaching their full potential.

Academic and non-academic achievements are two complementary aspects in improving the quality of education. Academic achievement reflects students' success in understanding learning materials, developing critical thinking skills, and meeting established competency standards (Li & Ding, 2023). Meanwhile, non-academic achievements demonstrate a school's success in developing other abilities such

as creativity, social skills, self-confidence, and positive character through extracurricular activities and self-development programs (Ramadhan et al, 2025). Numerous studies indicate that student participation in extracurricular activities has a positive impact on students' academic, social, and emotional development. These activities can enhance students' learning motivation, social skills, and self-confidence (Fredricks & Eccles, 2019). Additionally, other studies have shown that the integration of academic learning with non-academic activities can increase student engagement in the learning process and positively impact the quality of education in schools (Zarazaga-Peláez et al., 2024).

Previous studies have shown that academic achievement and student engagement in non-academic activities have a positive relationship with improved educational quality in schools. Research conducted by Darling-Hammond et al. (2017) indicates that the development of academic competencies combined with student-centered learning can enhance learning outcomes and critical thinking skills. Additionally, research by Fredricks and Eccles (2019) found that student participation in extracurricular activities contributes to improved social skills, learning motivation, and academic achievement. Another study by the OECD (2019) also confirms that schools that integrate academic and non-academic development in a balanced manner tend to have higher levels of educational quality. Recent research also indicates that schools implementing effective educational management through program planning, resource organization, and continuous evaluation can significantly improve student achievement (Ahmed et al., 2024). This demonstrates that school management plays a crucial role in optimizing students' potential and enhancing educational quality.

## METHODS

This study employs a qualitative research design with a descriptive approach. This design was chosen because the researcher aims to obtain an in-depth and realistic understanding of the phenomena occurring within the school environment (Sugiyono, 2017; Moleong, 2018). The research was conducted through direct observation of natural conditions within the school environment. The researcher was directly involved in visits, observing the learning process, and interacting with the school community to understand the phenomena occurring within their specific context.

The research was conducted at SD Negeri 1 Kranji, Banyumas Regency, Central Java Province. This study involved several informants, including the school principal, a fourth-grade teacher, and two high-achieving students. Informants were selected using purposive sampling, which involves intentionally selecting informants based on the consideration that they possess knowledge and experience relevant to the research focus. Data sources in this study consist of primary and secondary data. Primary data were obtained directly from informants through observation and interviews, while secondary data were obtained from school documents such as student achievement records, school activity programs, and extracurricular activity archives.

Data collection techniques included observation, interviews, and documentation. Observations were conducted to directly observe the learning process and student achievement development activities at the school. Semi-structured interviews were conducted with the principal, teachers, and students to obtain more in-depth information regarding strategies for developing academic and non-academic achievements. Documentation was used to supplement the research data through activity photos, student achievement records, and school program documents. The validity of the data in this study was tested using triangulation techniques. The triangulation employed included source triangulation and method triangulation. Source triangulation was performed by comparing information obtained from the school principal, teachers, and students. Meanwhile, methodological triangulation was conducted by comparing data from observations, interviews, and documentation to ensure more valid and reliable data. Data analysis was conducted qualitatively through the stages of data reduction, data presentation, and drawing conclusions (Arikunto, 2019). During the data reduction stage, the researcher selected and summarized data relevant to the research focus. Next, in the data presentation stage, the reduced data is organized into descriptive narratives to facilitate understanding. The final stage is drawing conclusions, which involves interpreting the meaning of the analyzed data to gain insights into the strengths of academic and non-academic achievements in enhancing educational quality at SD Negeri 1 Kranji.

## RESULTS AND DISCUSSION

Based on the results of observations and interviews, it is evident that the excellence in academic and non-academic achievements at SD Negeri 1 Kranji is closely tied to the implementation of effective school management. The school applies the principles of planning, organizing, executing, and monitoring to develop students' potential, thereby enabling them to achieve various accomplishments at the sub-district, district, and provincial levels (Zheng et al, 2024; Wang et al, 2025). The research findings indicate that student success does not occur spontaneously but is the result of a planned and sustained development system. This aligns with educational management concepts stating that a school's success in fostering student achievements is influenced by instructional program planning, resource organization, consistent implementation of activities, and continuous evaluation (Wang et al, 2025). These achievements are not limited to a single type of competition or a single level of competition but are consistently attained from the sub-district level, through the district level, up to the provincial level. The consistency of these achievements indicates the presence of a culture of excellence that has been established within the school environment. This culture encourages students to optimally develop both their academic and non-academic potential, thereby contributing to the improvement of the school's educational quality.

### 1. Academic Achievements

Research findings indicate that SD Negeri 1 Kranji excels in various academic competitions, particularly in the Islamic Religious Education and Islamic Arts (MAPSI) event and the Mother Tongue Youth Festival (FTBI). This success is supported by the use of digital teaching materials via the Ruang Murid platform and Smart TV facilities that facilitate technology-based learning. The use of technology in the learning process has proven to increase student engagement and strengthen conceptual understanding. This finding aligns with the research by Darling-Hammond et al. (2017), which states that a supportive learning environment and the use of educational technology can improve the quality of the learning process and student learning outcomes.

Additionally, the school implements numeracy-enhancement programs such as "30-Minute Number Focus," aimed at improving students' logical thinking skills in daily life. This program demonstrates systematic learning strategies to enhance students' academic competencies, thereby supporting their achievements in various academic competitions. At the Purwokerto Timur Subdistrict level, students successfully won various awards in the categories of Islamic storytelling, Islamic macapat, Quran recitation, calligraphy, public speaking, wudu and prayer practice, as well as group rebana music. This success demonstrates that the school emphasizes not only cognitive aspects but also practical skills and the reinforcement of students' religious values.



Figure1 , FTBI Central Java Sesorah Competition

At the FTBI event, students also demonstrated strong literacy and cultural skills through their achievements in storytelling, macapat, public speaking, stand-up comedy, reading and writing Javanese script, writing *cerkak*, and *geguritan*. These findings indicate that the cultural literacy enhancement implemented by the school is capable of improving students' communication skills and creativity. This aligns with the school literacy enhancement policy, which emphasizes the importance of developing literacy skills as part of improving educational quality (Ministry of Education and Culture, 2020).

These academic strengths are also evident at the Banyumas Regency level and up to the Central Java Provincial level. The consistency of achievements across various competition levels indicates that the school's academic development system operates sustainably and effectively. This serves as an indicator that the learning process at the school is capable of producing competitive academic outcomes.

## 2. Non-Academic Achievements

In addition to academic achievements, SD Negeri 1 Kranji also demonstrates strength in non-academic fields. At the National Student Arts Festival and Competition (FLS3N), students achieved success in the categories of dance, pantomime, story illustration, and solo singing. These achievements demonstrate that the school provides ample opportunities for the development of students' creativity and artistic expression through well-structured extracurricular activities.



Figure 2. National FLS3N Competition

In the field of sports, students have also achieved various accomplishments at the O2SN and POPDA events in karate, pencak silat, badminton, track and field, and swimming. Consistent sports training not only enhances students' physical abilities but also fosters character traits such as discipline, hard work, and sportsmanship (Wibowo, 2013). Success in Scouting activities through the Pesta Siaga event demonstrates that the school also instills values of leadership and teamwork in students. This aligns with the concept of character education, which emphasizes that non-academic activities can serve as effective means for fostering students' sense of responsibility, leadership, and social cooperation (Lickona, 2012). The findings of this study also align with the research by Fredricks and Eccles (2019), which states that student involvement in extracurricular activities has a positive influence on students' academic, social, and emotional development.

### 3. School Efforts to Improve Achievement

The research results indicate that student achievement is closely tied to well-planned school management strategies. The school implements various development programs through both curricular and extracurricular activities. During the planning phase, the school identifies students with the potential to participate in various competitions. This identification process is conducted through teachers' observations of students' abilities during both classroom learning and extracurricular activities. During the organization and implementation phases, the school appoints teachers as mentors responsible for providing regular guidance and practice to students. This intensive mentoring allows students to receive continuous support, enabling them to optimize their skill development. Additionally, the school has established a Learning Community (Kombel) that serves as a platform for teachers to discuss, share best practices, and improve the quality of learning. This collaboration among teachers supports the enhancement of their professionalism, which ultimately leads to improved learning quality in the classroom

### 4. Impact of Achievement on Education Quality

The academic and non-academic achievements attained by SD Negeri 1 Kranji have a positive impact on improving the school's educational quality. Student achievements serve as an indicator that the learning process, school management, and the cultivation of talents and interests are proceeding effectively. Students' success in various competitions also boosts the learning motivation of other students within the school environment. The achievements attained by students can inspire others to strive harder in developing their own potential.

Furthermore, student achievements also enhance public trust in the school's quality. High public trust can encourage parental participation in supporting educational activities at the school, thereby fostering a more conducive educational environment (Tilaar, 2012; Wahab, 2014). Thus, academic and non-academic achievements are not merely individual student accomplishments but also serve as crucial indicators in improving overall educational quality.

Aspect	Research Findings	Impact on Educational Quality
Academic Achievement	Winners of MAPSI and FTBI at the subdistrict, district, and provincial levels	Improving the quality of learning and student literacy
Non-Academic Achievements	Champions of FLS2N, O2SN, POPDA, and Pesta Siaga	Developing students' creativity, discipline, and character
School Management	Planning intensive mentoring and coaching programs	Structured performance development system
Collaboration	Cooperation between teachers, schools, and parents	Supporting the success of educational programs

## CONCLUSION

Based on the research findings, it can be concluded that SD Negeri 1 Kranji possesses highly notable strengths in both academic and non-academic achievements, which significantly contribute to the improvement of educational quality. The success achieved is not incidental but is obtained through a structured, planned, and sustainable development system. Academic achievements in the MAPSI and FTBI competitions demonstrate strong mastery of cognitive aspects, literacy, as well as the preservation of

religious and local cultural values. Meanwhile, non-academic achievements in the fields of arts, sports, and scouting prove that the school is capable of developing students' potential comprehensively, encompassing creativity, physical development, and character. These strengths are supported by the school's consistent strategy in nurturing talents and interests, intensive guidance by teachers, and synergistic cooperation with parents. A culture of excellence instilled from an early age shapes students who are confident, disciplined, responsible, and possess a healthy competitive spirit.

This success is inseparable from the implementation of effective school management in managing students' potential. The school applies management principles that include planning achievement development programs, organizing teachers as activity mentors, implementing structured development, and monitoring and evaluating student progress. With the implementation of good school management, various development programs can run optimally, thereby enhancing students' academic and non-academic achievements and contributing to improved educational quality at the school. The implications of this research indicate that student achievement management integrated with school management can serve as an effective strategy for improving educational quality in elementary schools. Schools need to develop a sustainable development system, strengthen collaboration among teachers, students, and parents, and provide facilities that support the development of students' academic and non-academic potential.

Practical recommendations that schools can implement include enhancing talent and interest development programs in a more systematic manner, strengthening character-building extracurricular activities, and utilizing learning technologies to support improved student achievement. Additionally, schools should establish partnerships with various stakeholders, including parents and other educational institutions, to optimally support the development of students' potential. Future research is expected to examine in greater depth school management strategies for improving student achievement by involving more schools as research subjects, thereby providing a broader understanding of the relationship between academic and non-academic achievements and improvements in educational quality.

## REFERENCES

- Ahmed, S., Rahman, M., & Karim, A. (2024). School management and its impact on student academic achievement. *International Journal of Social Research and Management*, 12(6). [https://doi.org/10.18535/ijstrm/v12i06.e10\\_3](https://doi.org/10.18535/ijstrm/v12i06.e10_3)
- Arikunto, S. (2019). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Daryanto. (2013). *Administrasi dan manajemen sekolah*. Jakarta: Rineka Cipta.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2017). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 21(3), 97–140. <https://doi.org/10.1080/10888691.2017.1398650>
- Fredricks, J. A., & Eccles, J. S. (2019). Participation in extracurricular activities and student outcomes. *Educational Psychologist*, 54(4), 1–15. <https://doi.org/10.1080/00461520.2019.1655649>
- Kemendikbud. (2020). *Panduan pembentukan karakter siswa*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Li, Y., & Ding, G. (2023). Student-Centered Education: A Meta-Analysis of Its Effects on Non-Academic Achievements. *SAGE Open*, 13. <https://doi.org/10.1177/21582440231168792>.
- Lickona, T. (2012). *Educating for character*. Jakarta: Bumi Aksara.
- Moleong, L. J. (2018). *Metodologi penelitian kualitatif*. Bandung: Remaja Rosdakarya.
- Mulyasa, E. (2013). *Manajemen berbasis sekolah: Konsep, strategi, dan implementasi*. Bandung: Remaja Rosdakarya.

- OECD. (2019). PISA 2018 results: What students know and can do. Paris: OECD Publishing. <https://doi.org/10.1787/5f07c754-en>
- Ramadhan, A., Sujarwo, S., & Khamid, M. (2025). Management of student development in the development of non-academic achievement in senior high school. *Jurnal Eduscience*. <https://doi.org/10.36987/jes.v12i1.6549>.
- Rastegarimehr, B., Mahboubi, M., Raoofi, S., Beigi, S., & Teymourlouy, A. (2024). Identifying the factors influencing the quality of education from the perspective of nursing students: A qualitative study. *Journal of Education and Health Promotion*, 13. [https://doi.org/10.4103/jehp.jehp\\_1235\\_23](https://doi.org/10.4103/jehp.jehp_1235_23).
- Sugiyono. (2017). Metode penelitian pendidikan. Bandung: Alfabeta.
- Sulastri, A., Adri, H., & Syamsudin, D. (2024). The Role of Teachers in Improving Quality of Education and Developing Competencies of Primary School Students at Muslim Suksa School Thailand. *Continuous Education: Journal of Science and Research*. <https://doi.org/10.51178/ce.v5i1.1656>.
- Suryosubroto, B. (2010). Manajemen pendidikan di sekolah. Jakarta: Rineka Cipta.
- Tilaar, H. A. R. (2012). Pengembangan pendidikan nasional. Jakarta: Grasindo.
- Wahab, S. A. (2014). Analisis kebijakan pendidikan. Jakarta: Bumi Aksara.
- Wang, J., Hussain, Y., Mao, C., & Jiang, F. (2025). Effective Educational Management Strategies: Enhancing Institutional Performance and Student Success. *Journal of Education, Humanities, and Social Research*. <https://doi.org/10.71222/yqw52v02>.
- Wibowo, A. (2013). Pendidikan karakter di sekolah. Yogyakarta: Pustaka Pelajar.
- Wiyani, N. A. (2013). Manajemen kelas: Teori dan aplikasi untuk menciptakan kelas yang kondusif. Yogyakarta: Ar-Ruzz Media.
- Zarazaga-Peláez, J., et al. (2024). Extracurricular activities and student development. *Sustainability*, 16(16), 7238. <https://doi.org/10.3390/su16167238>
- Zheng, Y., Shen, J., Johnson, M., Krenn, H., & Carter, K. (2024). School Effectiveness Factors and Student Achievement: A Longitudinal Study in an Urban School District. *Education and Urban Society*, 56, 931 - 950. <https://doi.org/10.1177/00131245241230086>.