

Student Development Management in Improving Achievement in Secondary Schools

Ella Silviasasmi¹, Asrin¹, Lalu Sumardi¹, Dadi Setiadi¹, Mohamad Mustari¹

¹ *University of Mataram*

Jl. Majapahit No 62 Mataram, Nusa Tenggara Barat, Indonesia

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Corresponding Author:

[Ella Silviasasmi](#)

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Abstract. This study aims to analyse the planning, implementation, and supervision of student achievement coaching at SMP Negeri 2 Lingsar. The research approach used is a qualitative approach with data collection techniques through interviews, observations, and documentation. The data analysis technique used in this study refers to the Miles, Huberman, and Saldana data analysis model. The research findings indicate that achievement coaching planning is conducted in a participatory manner, beginning with the identification of student needs through a questionnaire at the start of the school year. The programs prepared include intracurricular and extracurricular activities based on student interests and talents. The implementation of achievement coaching involves various parties, including teachers, principals, and extracurricular instructors, with structured learning strategies and good organisation. Evaluation is carried out periodically every three months, through activity reports and direct monitoring by the principal. The supervision applied is based on the principles of educational management, but there are still obstacles, such as limited student transportation and a lack of parental support. Overall, achievement coaching has been implemented systematically and strategically, although further evaluation and development are still needed to improve the effectiveness of the program.

Keywords: Coaching Management; Achievement Coaching; Students.

INTRODUCTION

The rapid development of technology today demands superior human resources, as these are necessary to compete effectively in the job market. Therefore, from now until the future, human resources must continue to improve their quality. For human resources to improve their quality and face all forms of competition, each country must enhance the quality of its education. The success of an education can be seen from one indicator, namely the increase in the quality of knowledge, attitudes and skills that are active and independent in interacting with the community.

Education plays a crucial role in helping someone develop themselves. Someone can develop their potential, achieve goals and contribute to social development through education. Every individual has the same opportunity to learn and develop themselves through education so that they can improve their quality of life.

The education system in Indonesia refers to the framework regulated by the Indonesian government. The level of education in Indonesia is divided into several levels, ranging from basic education to higher education. Schools are the main institutions that can facilitate teaching and learning activities. This follows the National Education System Law No 20 of 2003, which states that schools are tiered and continuous educational units to organise teaching and learning activities. As a main institution that facilitates teaching and learning activities, schools have an important task in producing quality human resources who can compete and answer the challenges of the times.

School is an institution that has an official permit to organise the learning process. As a learning environment, schools are responsible for providing superior learning experiences for students. They are considered educational institutions with responsibilities in various fields, including

student affairs, curriculum, physical facilities, finances, and community interaction. All of these aspects are managed to provide maximum benefits for students. As an educational institution, schools must produce individuals who not only have broad knowledge and skills but also possess relevant skills according to the demands of the times. This provides an opportunity for each individual to continue their education in college or be ready to compete in the world of work.

To produce graduates who have high academic and non-academic abilities, of course, cannot be separated from the role of coaching carried out in schools. Coaching students is an important step to ensure that they can achieve the desired goals, namely, achieving the expected achievements. The teacher's responsibility involves guiding and coaching students effectively. Through coaching, it is hoped that students can explore their potential, which can then be used as a reference to determine their next direction.

Research [1] reveals that both internal and external factors influence students' learning achievement. Internal factors involve physical aspects such as health and physical condition, as well as psychological aspects such as attention, interest, talent, and readiness of students. On the other hand, external factors involve school elements such as curriculum, teaching methods, interaction between students, school discipline, facilities and infrastructure, building conditions, and libraries. The importance of this factor is seen in the results of learning achievement, where the school received a good assessment. So it can be concluded that both internal and external conditions of the school have a significant impact on students' learning achievement.

The achievements of a school, both academic and non-academic, can foster a positive reputation and a favourable view of the institution. Improving student achievement is not an easy task, but it requires hard work. Student achievement is not only determined by their learning motivation, but is also influenced by the guidance and coaching provided by the teacher [2].

Research [3] explains that achievement coaching management involves directing scouting instructors with a focus on mentoring according to the talents and interests of the instructors. The main goal is for instructors to feel happy and not burdened in guiding and training students (scouts).

Based on the research results it can be concluded that each institution implements special programs to improve the achievement of its students. However, success is not achieved instantly, but through consistent efforts, such as guidance, training, and good management. In secondary schools, achievement coaching management begins with the stages of planning, recruitment, implementation, and evaluation. Structured planning can produce better performance than without planning. This involves setting achievement priorities in various fields, identifying superior seeds, and appointing mentors. The stages of recruitment, implementation, and evaluation are also considered very important in achieving the desired outcome.

The recruitment stage involves grouping students and continuously selecting mentors and students. Mentors are selected based on competencies relevant to the field being mentored. Meanwhile, for students, selection is also carried out based on their interests and abilities, including choices of academic or non-academic fields such as MIPA Olympiads, English, IPS, sports such as karate, basketball and others. All of this aims to get students who have achievements.

After going through the recruitment stage, the next step is the implementation of activities. The implementation of activities is carried out according to the established plan. The challenge lies in the extent of involvement and commitment from management, implementers, and students in the plan that has been made. From the results of observations, students showed a high interest in participating in various extracurricular activities that have been prepared. Consistent guidance and active participation of students in various competencies are expected to significantly improve student achievement, both at the regional and international levels.

Evaluation is the final stage of this activity. At this stage, the manager is responsible for overseeing the implementation of activities to ensure that everything aligns with the plan, is executed on time, and that funding is utilised effectively. In addition, this stage also reflects the commitment of all parties involved. If there are deficiencies, steps for improvement, addition, reduction, or maintenance can be taken for the next activity, and this must be followed by appropriate follow-up.

The coaching program in secondary schools has provided positive results, both in academic and

non-academic areas. The coaching program has succeeded in making significant achievements in various aspects, including: 1st place in the NTB Poomsae Junior Women's Universal Taekwondo Indonesia Professional Regional Championship, 2nd place in the Energen Champion Student Athletics Championships Indonesia, 1st place in the Women's Taekwondo Open Tournament Tarung Championship, Gold medal in the national science olympiad, 2nd place in the West Lombok district level social studies science olympiad, 1st place in the West Lombok district level social studies science olympiad, 2nd place in the West Lombok district level natural science science olympiad, 2nd place in the West Lombok district level women's badminton O2SN, 1st place in the NTB provincial level silat competition, 2nd place in the FLS2N creative dance competition at the West Lombok district level, 1st place in the FLS2N traditional music creation competition at the West Lombok district level, 1st place in the FLS2N music ensemble at the West Lombok district level, 2nd place in the FLS2N solo singing at the West Lombok district level, 1st place in the Badung International open karate individual champion at the international level, 2 Badung Open Karate International Team Champion at International Level, Golden Winner of English Olympiad (Global House) at National Level.

The achievements of students in secondary schools have had a positive impact. This achievement has encouraged the community to choose a school as their primary choice for attending school. Evidence of this positive impact is evident in the data on the number of students over the last three years. The number of students in class IX is 284, class VIII is 286, and class VII is 309. The increasing number of registrants reflects the popularity and public trust in a high school.

This cannot be separated from the role of coaching management, which continues to make maximum efforts in implementing coaching in schools. This effort aims to create repairs, changes, and quality improvements in coaching across various fields. Thus, this school is becoming increasingly well-known and in demand by the community.

METHOD

This study uses a qualitative approach. This approach provides a picture of the condition

through scientific analysis, aligning with the actual situation, specifically to investigate how management coaching affects student achievement in a high school. According to [4] qualitative research methods are also referred to as naturalistic research methods because they are conducted in natural conditions (natural settings), and are classified as qualitative methods due to the qualitative nature of the data collected and analysed. The data collection techniques used are observation, interviews, and documentation. The instrument in qualitative research is a person or human instrument, namely, the researcher acts directly as an instrument. Therefore, researchers must have broad insight so that they can ask, analyse, photograph, and construct the social situation being studied to be clear and meaningful. The data analysis technique used in this study refers to the Miles, Huberman, and Saldana data analysis model, namely data collection, data condensation, data display, and Conclusions/Drawing [5]. In this study, researchers will collect descriptive data in the field about student achievement development and management.

RESULTS AND DISCUSSION

1. *Planning for student achievement development.* The findings of the study on planning for student achievement development in secondary schools show a comprehensive and structured approach. The researchers observed how schools plan student achievement development, starting with identifying student needs through distributing questionnaires at the beginning of the school year. This step allows schools to understand students' interests and talents, which then become the basis for compiling work programs. The planned activities include intracurricular activities, with learning plans prepared by each subject teacher, and extracurricular activities, which are determined based on the results of identifying student interests and talents. This approach is in line with the principle of participatory planning, where all teachers and administrative staff are involved in coordination meetings to discuss program implementation and task division. The involvement of various parties in planning ensures that the programs prepared are more effective and follow student needs. This is supported by the principal's statement emphasising the importance of collaboration between teachers and

student representatives in formulating effective programs.

According to [6], good planning must be realistic, economical, flexible, and involve participation from all parties in the organisation. The approach applied in secondary schools reflects these principles by involving all components of the school in the planning process and ensuring that the programs prepared follow the real needs of students. In addition, the analysis of student needs conducted through questionnaires allows schools to prepare programs that are more focused on student potential.

Thus, planning for student achievement development in secondary schools can be categorised as a "Participatory Planning Model Based on Needs Analysis". This model emphasises the importance of identifying student needs and involving all school components in the planning process, so that the programs prepared are more effective and follow student potential. This approach is also in line with research conducted by [7], which emphasises the importance of student development management through research and culture-based school programs, as well as extracurricular activities to develop student potential. These findings confirm that careful, participatory, and needs analysis-based planning is key to fostering student achievement, both in academic and non-academic fields. By implementing a planning model like this, schools can optimise student potential and achieve better performance.

According to [8], planning is the determination of goals, policies, procedures, costs and programs in an organisation. Authors [9] state that planning must be able to predict environmental conditions both within the organisation and outside the organisation to remain in line with the expected goals. Effective planning must include identifying needs, setting clear goals, formulating strategies, implementing, and conducting ongoing evaluation. In the context of secondary schools, planning for developing student achievement has reflected these principles. The process begins with identifying student needs by distributing questionnaires at the beginning of the school year to map student interests and talents. This step aligns with [10], which emphasises the importance of designing learning to address individual differences in students' readiness, interests, and learning profiles. This approach creates tailored learning experiences for each student. This means that before planning instruction,

teachers need to understand who their students are, what they know, and how they learn best.

After that, the school involves various stakeholders, such as the principal, vice principal, teachers, and student representatives, in preparing the work program. This approach reflects the principle of multi-stakeholder collaboration, as explained by [11], that involving all stakeholders in program planning will result in activities that are more relevant to their needs and expectations, thereby increasing the program's effectiveness. This is also in line with [12], where the planning of the Boarding school program takes place in the form of a deliberation forum attended by the foundation administrators, Madrasah Principal, Madrasah Deputy Principal, Dormitory Administrators, Teachers' Council, Madrasah Committee and Education Personnel. In this case, teachers prepare intracurricular programs, such as the Learning Implementation Plan (RPP), while extracurricular programs are designed based on the results of identifying student interests. This process is continued with flexible activity scheduling, where the schedule is prepared taking into account time, trainers, and the availability of school facilities, reflecting strategic planning.

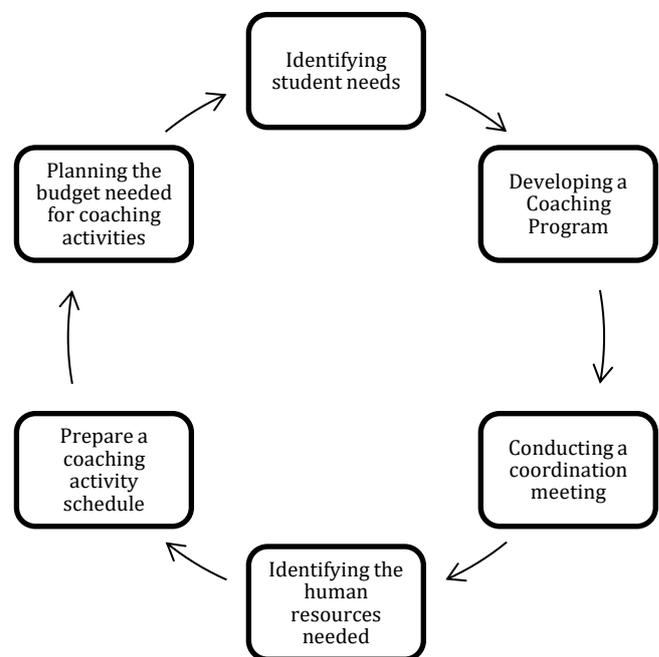


Figure 1 – Student Achievement Development Planning Flow

2. *Implementation of the development of student achievement in secondary schools.* The implementation of student achievement coaching in sec-

ondary schools includes structured academic and non-academic activities. Academic activities are carried out through daily learning, and additional teaching hours are allocated for students participating in competitions. Non-academic activities are facilitated through 20 extracurricular programs, which are scheduled routinely, similar to academic activities, for students participating in competitions. The school provides special training. This is in line with the statement of the principal, who emphasised the goal of student development through various forms of coaching. According to educational management theory, effective program implementation must include careful planning, structured implementation, and ongoing evaluation. The research findings show that the coaching program has been implemented according to plan, with the involvement of competent teachers and the support of adequate facilities and infrastructure. The principal stated that the activities were completed on time with efficient use of the budget, as evidenced by student achievements in various competitions.

Previous research by [13] showed that good student management through intracurricular and extracurricular activities can improve student achievement. This finding supports practices in secondary schools, where structured coaching and support from various parties contribute to student achievement. In addition, research by [14] emphasised the importance of achievement coaching program management in improving student potential. This is reflected in the efforts made in secondary schools that provide various extracurricular programs to develop student talents and interests. Thus, the implementation of achievement coaching in secondary schools follows educational management theory and is supported by previous research findings, showing effectiveness in improving student achievement.

The implementation of student achievement coaching in secondary schools also reflects the involvement of various parties, such as principals, teachers, extracurricular instructors, and students, who collaborate to ensure that each activity runs according to plan. However, this implementation is not free from obstacles, such as limited student transportation, minimal parental support, and weather obstacles. These obstacles indicate the need to strengthen risk management and increase parental involvement to support the smooth running of the program. The theory of effective educational implementation has guided

the implementation of achievement coaching in secondary schools. Programs that are implemented strategically and in a structured manner have supported the optimal development of student potential. With a high commitment from the school and continuous evaluation, this implementation is expected to continue to be improved to overcome existing obstacles and achieve better results in the future.

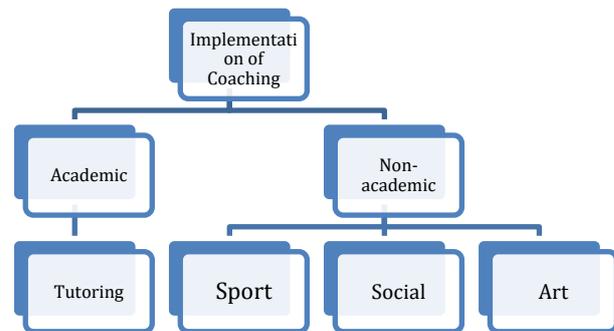


Figure 2 – Forms of implementation of student achievement coaching

3. *Supervising the development of student achievement in secondary schools.* Supervision is a crucial component in educational management, ensuring that all programs and activities run according to plan to achieve the set goals. According to [8], supervision is the last aspect in employee handling. At certain stages, employees are checked to ensure their actions align with the duties they are supposed to perform. At SMP Negeri 2 Lingsar, supervision of student achievement coaching is carried out periodically every three months. The principal and vice principal are actively involved in this supervision by receiving reports from extracurricular instructors and conducting direct monitoring of program implementation. The principal stated, "We always conduct periodic evaluations to see how far our students have developed." The vice principal added, "In every activity, there are those who coach and train; cooperation between instructors and trainers is essential."

These findings indicate that supervision in secondary schools has been implemented well, following the theory of supervision management, which emphasises the importance of periodic evaluation and active involvement of school leaders in ensuring the quality of education. This is in line with research which emphasises that effective supervision involves regular monitoring and collaboration between various parties in

schools to improve student achievement. Supervision of student achievement coaching in secondary schools has followed the principles of educational supervision theory, which emphasises periodic evaluation, active involvement of leaders, and collaboration between coaches and trainers to improve student achievement.

Authors [15] explained that supervision is a management function that involves monitoring, comparing, and improving job performance. Based on research findings, supervision of student achievement coaching in secondary schools is carried out every three months. Supervision involves periodic reports prepared by extracurricular coaches, direct supervision by the principal, and evaluations carried out collaboratively. Periodic reports include activities, attendance lists, and evaluations of student development, which are then used to correct weaknesses in the program.

This supervision follows the theory of good supervision. The existence of periodic reports shows the establishment of performance standards, while direct supervision carried out by the principal reflects active monitoring of program implementation. Routine evaluations carried out every three months ensure that there is follow-up to correct deficiencies. The success of this supervision is supported by the commitment of the principal and vice principal, who play an active role, as well as structured documentation from the extracurricular supervisor. However, several obstacles exist, including limited time to supervise all activities and the supervisor's consistency in submitting timely reports.

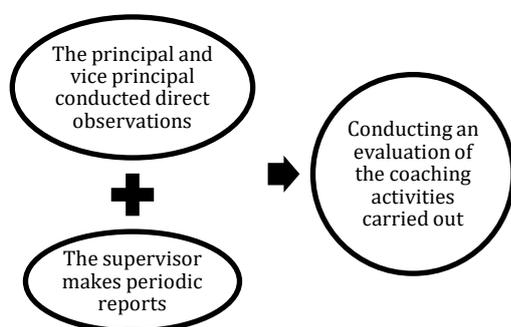


Figure 3 – Supervision of Student Achievement Development at SMP Negeri 2 Lingsar

CONCLUSIONS

Based on the findings and discussion of the research results that have been described, conclusions were drawn about the management of student achievement development in secondary schools. In conclusion, what is obtained is described as follows:

The planning of student achievement coaching has been carried out thoroughly by involving all parties, from teachers, administrative staff, and students to parents. The planning process follows systematic stages, starting from analysing student needs, compiling programs, conducting coordination meetings, compiling coaching schedules and planning the budget needed during coaching activities.

The implementation of student achievement coaching in secondary schools has been carried out well, both in academic and non-academic fields. The success of coaching is greatly influenced by various factors, such as parental support, school commitment and most importantly, the willingness of the students themselves. Through routine coaching, from training to guidance from coaches, students have consistently won championships in various fields of competition at FTBI, O2SN, and FLS2N.

Supervision of student achievement coaching in secondary schools is carried out directly by the supervising teacher, the vice principal for student affairs and the principal. In addition, the supervising teacher also makes periodic activity reports every three months.

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