

IMPLEMENTATION OF THE PRINCIPAL'S MANAGERIAL FUNCTION IN IMPROVING NON-ACADEMIC STUDENT ACHIEVEMENT IN ELEMENTARY SCHOOLS

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Abstract: This study describes the implementation of the principal's managerial function in improving students' non-academic achievement at SD Negeri 07 Purwoharjo. A qualitative approach with a case study design was used in the study. Data were obtained through interviews, participatory observation, and documentation of respondents. Respondents consisted of the principal, extracurricular teachers, committees, and parents. Data were analyzed using the Miles and Huberman interactive model. The results showed that the implementation of the principal's managerial function was effective and collaborative, encompassing four stages: planning, organizing, implementing, and monitoring. The principal acted as a participatory leader and was able to organize all elements of the school in managing non-academic activities. The increase in non-academic achievement occurred due to strong cooperation and synergy between the principal, teachers, committees, and parents in creating a positive culture and character. The findings of this study emphasize that the effectiveness of the principal's leadership is influenced by the ability to combine managerial values with socio-cultural conditions in the school.

Key words: collaborative leadership, local wisdom, non-academic achievement, participatory leadership,

Abstrak: Penelitian ini berisi deskripsi implementasi fungsi manajerial kepala sekolah dalam meningkatkan prestasi non-akademik siswa di SD Negeri 07 Purwoharjo. Pendekatan kualitatif dengan desain studi kasus digunakan dalam penelitian. Data diperoleh melalui wawancara, observasi partisipatif, dan dokumentasi terhadap responden. Responden terdiri dari kepala sekolah, guru pembina ekstrakurikuler, komite, dan wali siswa. Data dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian diperoleh bahwa pelaksanaan fungsi manajerial kepala sekolah berjalan efektif secara kolaboratif meliputi empat tahap yaitu perencanaan, pengorganisasian, pelaksanaan, dan pengawasan. Kepala sekolah berperan sebagai pemimpin yang partisipatif dan mampu mengorganisir semua unsur sekolah dalam mengelola kegiatan non akademik. Adanya peningkatan prestasi non-akademik terjadi karena kerjasama dan sinergi kuat antara kepala sekolah, guru, komite, dan wali siswa dalam menciptakan budaya dan karakter positif. Temuan penelitian ini mempertegas bahwa efektivitas kepemimpinan kepala sekolah dipengaruhi oleh kemampuan menggabungkan nilai-nilai manajerial dengan kondisi sosial budaya di sekolah.

Kata kunci: kepemimpinan kolaboratif, kearifan lokal, prestasi non-akademik, kepemimpinan partisipatif,

INTRODUCTION

The principal plays a strategic role in determining leadership patterns and the quality of education delivery in elementary

schools. In addition to managing administration, the principal also serves as a leader, creating a productive, innovative, and character-driven atmosphere (Atria Iyustari & Syabrina Yunera, 2025; Rohmawati et al.,

2025). This aligns with current developments that the principal's leadership is the key to successfully managing both academic and non-academic potential in schools (Andari et al., 2023). However, the fact remains that the management of non-academic activities in elementary schools still faces various obstacles and is often viewed as a complementary component to developing student potential (Marmoah & Poerwanti, 2022). This results in schools paying less attention to extracurricular activities, which play a crucial role in shaping student character, creativity, and self-confidence (Tawakkal et al., 2025).

This phenomenon occurs in almost all regions, including Pematang Rejang Regency. Although some schools have succeeded in creating and maximizing potential for academic achievement, attention to non-academic development is still not fully optimal (Wisudanto et al., 2022). On the other hand, non-academic competitions such as arts, sports, and religious activities can be a strong indicator of the success of overall school management (Navisatul Qolbiyah & Nur 'Azah, 2025). Despite challenges, several schools have successfully optimized opportunities for achievement in non-academic areas (Hayati & Abidin, 2023; Žuljević & Buljan, 2022). This success is interesting to study because it stems not only from student achievement but also from the effective and participatory managerial skills of the principal.

The principal's managerial duties consist of four main functions planning, organizing, implementing, and controlling (Rohmadiyah et al., 2024; Samrat et al., 2021). These four functions provide a conceptual framework for the targeted, efficient, and sustainable implementation of non-academic activities. In carrying out these functions, integration with a collaborative approach is essential, involving the supervising teacher, the school committee, and parents. The principal's participatory leadership style can significantly benefit the development of a productive school culture that accommodates all students' potential.

Previous studies by (Kinyua & Muchanje, 2023) and (Hoque & Atheef, 2024) indicate that the principal's effectiveness in managing human resources has a direct impact on increasing student achievement. However,

much previous research focuses solely on academic aspects and has not yet focused on non-academic areas. This gap is the crucial basis for designing and conducting this research. This study aims to explain how principals implement managerial functions in developing students' non-academic potential, and the synergy between principals and all school stakeholders. The findings of this study attempt to uncover the planning, organization, implementation, and supervision carried out by principals and related parties in supporting non-academic activities.

METHOD

This research employed a qualitative approach with a case study. The purpose of the case study was to in-depth describe the implementation of the principal's managerial role in improving students' non-academic achievement (Cleland et al., 2021). This research approach was chosen because it allows researchers to understand phenomena naturally and contextually through direct interaction with the research subjects. (Lim, 2025) explain that qualitative research produces descriptive data in the form of text and spoken language about observed events and behaviors. Therefore, the researcher served as the primary instrument in collecting research data (Mashuri et al., 2022).

Research Participant

This research was conducted at SD Negeri 07 Purwoharjo. The research sample was selected using purposive sampling. Purposive sampling is a sample selection method based on specific considerations or criteria from the researcher. The criteria used were schools that have achieved non-academic achievements over the past two years. The research subjects were the principal, extracurricular teachers, the school committee, and parents of students, with special consideration being involvement in non-academic activities. The research period was six months, from May to October 2025. This research consisted of four stages: preparation, data collection, analysis, and preparation of the research report.

Data Collection

Research data was obtained through structured interviews, participant observation, and documentation studies. Interviews were conducted to explore the perspectives and experiences of informants regarding the implementation of the principal's managerial functions. The managerial functions described consist of four components, planning, organizing, implementing, and evaluating (POAC). Observations were conducted to directly observe extracurricular activities and interactions among school personnel in the context of developing non-academic achievement (Ramadhan et al., 2025). Meanwhile, documentation was used to review documents such as the principal's work program, activity reports, and student achievement lists to support the field findings. Data were analyzed in three stages: data reduction, data presentation, and conclusion drawing. Data reduction involves reducing the data obtained to a simpler form for interpretation. Data presentation involves organizing the reduced data into a narrative description. The final stage is the conclusion drawing, which is used to obtain patterns or results from the research conducted.



Picture 1. Data analyzed step

To ensure the data obtained were appropriate and valid, triangulation of sources and methods was conducted. This was accomplished by comparing the results of interviews, observations, and documents from informants. Data were analyzed using the interactive model, which includes three stages: data reduction, data presentation, and conclusion drawing. All research data were analyzed inductively, linking field findings and theory to gain a comprehensive understanding of principals' managerial practices in improving student non-academic achievement.

RESULTS

The research conducted shows that the principal's managerial implementation in improving non-academic achievement at SD Negeri 07 Purwoharjo, Comal District, Pemalang Regency, was carried out systematically, referring to the planning, organizing, implementation, and monitoring stages. The school successfully achieved various achievements in non-academic areas, such as religious studies, sports, and regional languages and literature. These achievements are the positive result of the synergy between the principal, supervising teachers, the committee, parents, and all involved parties.

Planning

The planning stage for non-academic activities at SD Negeri 07 Purwoharjo involves collaboration between the principal, supervising teachers, the committee, and parents. The principal stated that mapping students' interests and talents is a key factor in program development. The principal emphasized this by stating, *"Our first step is always to map students' interests and talents at the beginning of each school year... the results of this mapping form the basis for developing extracurricular programs that are relevant and of interest to students."* The MAPSI advisor also clarified the teachers' arguments and explained that the planning of religious activities was based on the results of the mapping and the school's religious character. He stated that *"SDN 07 Purwoharjo has a strong religious culture, so religious activities such as tilawah (religious recitation) and rebana (rebana) are a priority."* A similar statement was made by the sports advisor, who said, *"We designed a training program with a realistic schedule and targets... we're not just chasing trophies, but we want exercise to become a healthy habit for the children."* This certainly demonstrates the school's efforts to implement a healthy lifestyle through regular exercise. The FTBI advisor added that the planning of regional language and literature activities is also aimed at fostering pride in local culture. This assertion is supported by the statement that, *"We want children to love their own regional languages... this activity is a means of*

instilling pride in Javanese culture." To ensure the success of the activities, the school committee and parents are involved in every process. The committee chair stated that, "At the beginning of each school year, a meeting is held with teachers and parents... we are asked to provide input, especially regarding funding needs and logistical support." This form of school committee involvement demonstrates that the school's planning function operates in a family-like and participatory manner, tailored to students' needs.

Organization

To carry out the organizational function, a student advisory and organizational structure was established within the school. The principal stated, "*Every extracurricular activity has a primary advisor and a co-advisor. We issue an official decree so that responsibilities are clear.*" Teachers are assigned according to their respective expertise to provide guidance to students. This is reinforced by the statement of the sports advisor, "*We created a simple structure like a small club... the children choose their own leaders to foster a sense of responsibility.*" Furthermore, in MAPSI and FTBI activities, the advisory teachers also established student organizational structures with simple roles such as chairman, secretary, and specific sections to train students' responsibility for assigned tasks. One of them stated, "*The children learn that greatness is not only on stage, but also those who manage from behind the scenes.*"

Good coordination and communication between parties is achieved through regular meetings and gatherings, both in person and through digital media. This statement was confirmed by the results of an interview conveyed by the principal, "*We have regular coordination meetings every two weeks... we maintain daily communication through the WhatsApp group of mentor teachers.*" This statement was also directly supported by the school committee administrators and emphasized that cooperation with other parties takes place openly and flexibly, "*Every time there is an activity, the mentors always coordinate with us through the WhatsApp group... everything runs with good communication.*"

Actuating

Actuating activities were carried out using collaborative, motivational, and contextual principles. The principal emphasized the importance of role models and direct support, stating, "*I don't just give orders, but I also go out into the field... I'm present during major training sessions, providing direct support.*" The principal also explained that appreciation is crucial throughout the activities. Awards are given to both students and mentor teachers to foster enthusiasm and motivation to continue achieving. "*We give outstanding mentor teachers certificates and awards during the ceremony... I also do small things like greetings or treating them to lunch.*" Meanwhile, to improve the quality of the activities, the MAPSI mentor teacher explained that the coaching approach is hands-on: "*We use a gradual, practice-based training method... the children find these activities engaging and not monotonous.*" This way, students gain firsthand experience in non-academic activities at school.

A slightly different approach is taken by the sports mentor, who employs a fun training strategy: "*We start training with small games before moving on to the main techniques... training doesn't feel like an obligation, but rather an activity to look forward to.*" This will help students feel less stressed and complete each assigned task with ease. The FTBI advisor added that practice-based and appreciation-based coaching activities have proven effective and yield maximum results. "*Every meeting always includes a performance session and feedback... I often hold mini-internal competitions so they get used to performing in public.*" Outside the school environment, the role of parents in maintaining student enthusiasm and motivation is crucial. This is reinforced by the statement that, "*If there's a major practice or competition, I and several other parents attend... the children become more enthusiastic because they know their parents are supporting them.*"

Controlling

The final stage is monitoring the implementation of non-academic coaching activities. Supervision must be carried out systematically and reflectively by the principal, advisors, and other involved parties. The principal explained that, *"We conduct evaluations at the end of each semester... the advisors prepare comprehensive activity reports, covering attendance, student progress, and any challenges."* A similar opinion was expressed by the MAPSI coaching teacher, who also regularly monitors the coaching process: *"We monitor through training attendance, coaching journals, and video recordings of training... every week I make progress notes and report them to the principal."* Different monitoring methods are employed by the sports and FTBI coaches, who utilize evaluation sheets and performance simulations. This is reinforced by the statement, *"I always record the results of each training meeting... the children also learn to self-reflect."*

Furthermore, the FTBI coach added that *"We use a simple rubric covering language mastery, expression, and attitude during performance."* The rubric is used to measure the coaching achievements of students. The school committee and parents also play a crucial role in the oversight function. The committee chair stated, *"We regularly provide feedback through meetings... every evaluation always results in tangible changes."* The committee head's statement was also confirmed by a parent representative, who stated, *"Every time we provide feedback, there is always tangible improvement... now activities are more organized and performance has improved."*

DISCUSSION

The overall research findings indicate that the principal's managerial role in improving non-academic achievement at SD Negeri 07 Purwoharjo is effective. This is achieved through the application of managerial functions, including planning, organizing, implementing, and supervising. The principal serves not only as an administrative manager but also as a visionary leader capable of mobilizing all school resources collaboratively

(Çetin et al., 2021; Huma et al., 2023). The implemented managerial model is participatory, and all decisions are made through deliberation between the principal, supervising teachers, the committee, and parents. These findings demonstrate that the success of non-academic activities is not solely the result of technical guidance but also a healthy management ecosystem that supports the involvement of the entire school community. The collaborative culture created by the principal is a key factor in building teacher motivation and student enthusiasm for learning (Lijun & Te, 2024; Nachshoni, 2024; Öngel & Tabancalı, 2022). Thus, non-academic activities such as MAPSI (Student Activity Team), FTBI (Student Activity Team), and sports can be carried out sustainably and sustainably.

These findings align with Berhanu (2023) found that the effectiveness of school management is largely determined by the principal's ability to maximize the active participation of teachers, committees, and the community surrounding the school. This study also supports previous research by (Tawakkal et al., 2025) that found participatory planning has a positive impact on improving the quality of extracurricular activities in schools. Furthermore, from an organizational perspective, the study findings indicate that a clear division of roles between teachers and the principal can increase the effectiveness of student development programs (Darling-Hammond et al., 2022; Pisiwati et al., 2024). Similar results were also seen in the supervisory aspect, where an appreciative leadership style and emotional support can increase teacher commitment to student development (Esllera & Escala, 2024; Fatima et al., 2025). However, this study is unique in that it highlights local cultural and religious aspects as the basis for managing non-academic activities. The principal uses local values such as religious values, togetherness, and cultural wisdom as the basis for developing extracurricular programs (Mansur & Sholeh, 2024; Rasidi et al., 2025). The implementation of managerial functions at SD Negeri 07 Purwoharjo is influenced by the strong synergy between the principal, teachers, committees, and parents. The resulting synergy and collaboration create a sense of responsibility and mutual ownership

for the school's progress. The principal is able to implement effective leadership (Brauckmann et al., 2023; Gómez-Leal et al., 2022). Communicative and inspiring, encouraging all elements within the school to actively contribute to every stage of the activity (Cao & Yu, 2023). However, several limitations were encountered in the study, such as the limited availability of supporting facilities for non-academic activities. Therefore, the sustainability of the program is crucial and depends on the dedication of all parties. The activity evaluation process has also not been fully documented according to standardized standards, making it difficult to use as a systematic reference for long-term planning.

The research findings provide both theoretical and practical information. Theoretically, the research findings can strengthen the POAC-based educational management model by adding collaborative and cultural dimensions to enhance managerial effectiveness. In addition to planning and supervision, the principal also acts as a driving force and role model to foster enthusiasm and participation among the school community. Practically, these results can serve as a reference for other principals to implement participatory leadership patterns oriented towards student character development through non-academic activities. Furthermore, these research findings can serve as a basis for policymakers to strengthen support for principal managerial leadership training and provide adequate budget allocation for non-academic activities in accordance with Perdirjen GTK Number 7327 of 2023.

Theoretically, this research can enrich educational management theory, particularly the POAC model. This research successfully integrates collaborative and cultural capabilities with the principal's role as a transformational leader. Practically, these findings can also serve as a strategic guide for principals in formulating effective policies and implementing them in their schools. This can certainly serve as a role model for other schools implementing similar programs.

Although this research can contribute to strengthening school management practices, several limitations need to be addressed and addressed. The study's focus on a single school makes it difficult to generalize the results to a broader

group. The lack of quantitative data in this study also indicates the lack of numerical data on achievement improvements. Therefore, it is important for future researchers to conduct research with samples from several different schools and utilize quantitative data. This will allow for more clearly measurable improvements and allow for generalization of the results to a broader group. Further research using a mixed-methods approach is also highly recommended to provide a more comprehensive picture of the principal's managerial effectiveness in developing students' non-academic achievement.

CONCLUSION

The research findings indicate that the principal's managerial implementation at SD Negeri 07 Purwoharjo was effective and significantly influenced the improvement of non-academic achievement. Success stems from the integrated and sustainable application of managerial functions. The principal's managerial role is implemented through participatory planning, clear organization, collaborative implementation, and reflective supervision. The principal actively involves all elements of the school within a single management system and demonstrates a sense of responsibility for developing students' non-academic potential. The implementation of these managerial functions can also foster a school culture that supports religious character, sportsmanship, and local culture. Therefore, the effectiveness of the principal's leadership is influenced by their ability to integrate modern managerial values with the socio-cultural context of the school. Principals and policymakers can increase support for managerial training, competency development, and the provision of adequate infrastructure. In the future, schools can provide training for teachers and other stakeholders to enhance their leadership skills and enhance their collaborative and participatory approach. More standardized evaluation methods are also needed to achieve optimal results.

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