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STRATEGIES FOR IMPROVING NON-ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS WITH LOW SOCIOECONOMIC STATUS

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ABSTRACTS

This study aims to describe the factors that cause low-economic elementary schools to have excellence in the non-academic field, as well as to describe the strategies applied by teachers with students who have excellence in the non-academic field. The method used in this research is a type of case study research with a qualitative approach, data collection techniques are carried out by interview, observation, and documentation. The results in this study are 1) The factors underlying the excellence of the non-academic field at MIM Pucangan are: Utilization of funds properly, giving awards and support as motivation, student habituation, and collaboration of supportive schools. 2) The strategy carried out by teachers in improving the excellence of the non-academic field is to improve the quality of mentors and make good use of infrastructure.

A. INTRODUCTION

The family is basically referred to as the smallest social group in the community. The Central Statistics Agency (BPS) states that the poverty rate in Indonesia is still quite high, especially in rural areas, so there are several children from the lower middle class who have difficulty accessing education. Afifatul Awwaliyah & Made Arcana (2020) state that education is very important in the academic and non-academic fields which are the most important center of being a basic need factor for every human being, because through education efforts to improve people's welfare can be realized. Sumanti's research (2021), Siahaan (2023), which states that education is one of the important aspects to advance the nation, especially in the quality of education. Fazariyah & Dewi (2022) state that the government is thus trying to build in terms of facilities in a school that can support the continuity of education, because education not only plays a major role in the progress of the nation, but also relates to an increasingly competitive free market, education should be seen as accommodating the community so that a country has quality human beings.

Family economy is one of the main factors in education. Ustama (2009); Indriani (2021); Sudarsana (2015), states that with socio-economic status from the lower ranks but children have excellence in education, it can be seen from their parents and their environment that children have excellence in non-academic fields that can support education. Thus it does not rule out the possibility that schools from lower economic circles cannot fully participate in education, it cannot be denied that there are still many elementary schools in Indonesia that experience problems in terms of resource availability, both in terms of finance and infrastructure, this is especially true in elementary schools located in poor areas, where limited economic conditions are often the main obstacle in the implementation of education (Anas, 2015); (Muhammadiyah & Hardjosoekarto, 2021).

In the context of excellence in the non-academic field, it can be interpreted as the school's ability to develop students' potential outside the academic realm, such as social skills, creativity, and leadership. According to Hikami (2020), education providers are fundamental for children so that they are able to fulfill their roles and function in society. The education provided by the family will then be internalized and become the basis for their social life.

Although there are various obstacles faced by poor primary schools, it cannot be denied that there is potential that can be developed from these conditions. Yaneri et al (2022); Mintarti (2023), stated that many families in poor family environments want to participate in the education of their children, often because of a joint investment in the future of the community, the family itself has a function that underlies the course of family life. One of the family functions is in terms of education and economy.

Researchers related to schools with economies from the lower middle class, having excellence in academic and non-academic fields have been researched a lot before. Research conducted by Putri (2020) states that parental involvement in education is very important for motivating students, in the academic and non-academic fields, even though they are from middle to lower economic families. In addition, Khusniyah (2023) revealed in her literature review which states that there is a strong relationship between the school and parents in education to improve students' academic and non-academic achievements. Irma (2019), states that in early childhood research it is very important to relate to parents who are very influential in measuring

the achievements of students in academic and non-academic fields so that parents can be known to support their children in education, and the economic function in the family cannot be separated. Between the two run continuously and support each other. Fulfillment of the educational function in this case refers to the fulfillment of educational obligations in formal schools, of course, requires financing for the continuation of children's studies at school.

Based on the above statement, it can be concluded that several researchers stated the involvement of parents in education. Education is very important in relation to the many families who are in a poor environment, who want to educate their children to have a high education. With encouragement from parents can make children have excellence in their respective fields. Of the several researchers above, researchers among elementary schools and high schools use quantitative, early childhood schools and for elementary school levels there is only one that examines using literature review. Therefore, the novelty of this research is directed to explore the learning strategies carried out at school so that students have excellence in the non-academic field.

There is a private elementary school in Surakarta that does not use school fees. Based on preliminary research, it is found that students in the school are from the lower middle class but there are some learners who have excellence in non-academic fields. Therefore, a study is needed on how the school is able to improve education from non-academic fields. The purpose of this study is to describe the factors that cause low-income primary schools to have excellence in non-academic areas, as well as to describe the strategies applied by teachers with students who have excellence in non-academic areas. Thus, it is hoped that this research can provide a clearer picture of the potential and quality of education in poor primary schools. This research is expected to provide benefits for various parties, especially for policy makers in the field of education. By knowing the factors that cause poor primary schools to excel in non-academic areas, it is expected to help in the development of more effective and efficient education strategies. In addition, this research is also expected to provide inspiration for other schools to improve the quality of non-academic education. Most researchers use quantitative research at the elementary and junior high school levels and also use literature reviews conducted in early childhood education, while this novelty uses qualitative research at the elementary school level.

B. METHOD

This research applies a case study research type, qualitative approach. This research is used to describe and explain the supporting factors for the excellence of non-academic achievement in elementary schools among the weak economy in MIM Pucangan Kartasura. Qualitative research is a type of study that can be used to understand events that do not manipulate the phenomenon or work being studied. This type of research is a single case study, because it involves information and data obtained by researchers from research subjects. To collect data, the researcher used several techniques such as interviews, observations and conducted documentation which included sound recording archives and relevant photos. The validity of the data is guaranteed through triangulation both in terms of techniques and sources to ensure that the data taken from various points of view support each other. The process of data analysis was carried out using a thematic analysis approach involving several stages, starting from familiarization with the data, identification and formation of initial codes,

construction of main themes, verification of these themes, to the final stage of defining themes in detail and reporting the results of the research. This research was conducted in a school environment with the direct involvement of the researcher, which aims to gain a deep and thorough understanding of the phenomenon being studied, while ensuring that the research process takes place by paying attention to the context and dynamics that occur in the field.

C. RESULT AND DISCUSSION

Education is one of the most important parts of human life. The type of education itself is divided into academic and non-academic. Academically, education is taught to provide knowledge. But non-academically, education is given to be able to improve abilities and skills. (Mardiani & Wahyuni, 2022) revealed that every student has the opportunity to show their achievements from non-academics. Excellence in the non-academic field needs to be improved because students must obtain learning. This statement is in line with (Aprilianto et al., 2022) which states that every learner must be able to show enthusiasm for carrying out learning activities academically or non-academically. In this view, the learning provided to learners is not only focused on academics but must also be focused on non-academic fields in order to provide different skills. The following are the results of thematic analysis of interviews and observations clearly.



The interview results show that the factors that can influence the strategy of increasing excellence in non-academics are quality, participation, technology and guidance. Excellence in the non-academic field must have appropriate quality by shaping the character of students well, conducting activities outside the classroom, identifying excellence and creating a conducive learning environment. This statement is in line with (Ernawati, Shaliha, et al., 2022) which reveals that conducive learning is needed by creating learning activities outside and inside the classroom. This will motivate students to be more interested in doing non-academic learning. Schools must be able to provide guidance to learners in order to increase the desire to participate in learning. Strategies that can be applied by teachers in the non-academic field must implement several strategies such as extracurricular activities, support, and facilities. The strategy of extracurricular activities can be applied by providing a variety of

activities so that students can increase competitiveness in learning. (Faridah & Darussallam, 2021) revealed that the existence of extracurricular activities can improve achievement in each student because of the challenges in the learning process. In addition, with extracurricular activities, students can further increase their interest because there are various choices of activities that can be tailored to their interests and talents. The support strategy is obtained from the assistance provided to facilities and infrastructure. In this case, the school does not have adequate facilities so this is an obstacle in the learning and teaching process. Support from the family and the surrounding area is also very important to provide improvements in the non-academic field. Guidance given specifically to students can be a motivation to increase the desire to form good morals. (Farhati et al., 2023) stated that guidance provided partially can help improve the skills and independence of non-academic students. Not only that, minimal facilities have a negative impact on the performance of students. Because schools do not have adequate facilities, this makes it difficult for students to get proper learning. This statement is in line with (Hidayat, 2021) which reveals that facilities or facilities and infrastructure are an important part of supporting the student learning process.

Factors Underlying the School's Excellence in Non-Academic Fields

Achievements made outside the classroom are called non-academic achievements. Student achievements from extracurricular activities or outside of learning hours are called non-academic success (Mawaddah, 2023). According to Mulyono, non-academic achievement is a reward or set of abilities obtained by students from an extracurricular endeavor or project completed outside the classroom (Alfauzan & Nurhasanah, 2023). The factors that underlie the MIM Pucangan school have advantages in the non-academic field include:

1. Good utilization of funds

MIM Pucangan is one of the schools that does not collect tuition fees from students, but there is a donation from student guardians every month. However, not all guardians give donations because of the poor economy. So, BOS funds from the government are needed to support non-academic achievements. The utilization of costs at MIM Pucangan is going well, namely funds that come in both from infaq and BOS funds are used in improving school facilities and infrastructure, especially in extracurricular equipment. As stated by Mr. Lukman Hakim as the principal, namely:

“Providing assistance for school facilities and infrastructure, at MIM Pucangan there is no cost, there are only infaqs that are taken once a month and even then many of the student guardians do not pay so MIM Pucangan really needs BOS funds from the government because of the limited facilities and infrastructure available, not long ago at MIM Pucangan received funds (BOS) which were used for renovating the UKS and also to buy equipment from extracurricular activities that have not been fulfilled such as balls, table tennis, and others. And now at MIM Pucangan it is quite complete and has also received 15 units of computer assistance “. (LH)

It was also conveyed by Mr. Anwar Sanusi as the Deputy Head of Student Affairs that:

“The principal compiles a plan that will be made for the progress of MIM Pucangan in terms of infrastructure even though MIM Pucangan does not charge tuition fees but MIM Pucangan yesterday received funds (BOS) which initially did not have a building for meetings now it has and has a UKS, getting funds to buy computers which initially only had 5 units now 20 units owned by MIM Pucangan. Promoting inter-organizational collaboration in activities that involve all students so as to create good synergy. Holding leadership training to manage the organization so that they have good leadership skills, building a learning community at MIM Pucangan by always holding workshops to continue and develop the way teachers teach, so that it is not only for teaching in the classroom but for organizations in the school so that teachers in MIM Pucangan have more potential in their fields “. (AS)

This explanation shows that MIM Pucangan utilizes funds as well as possible, this will certainly support the success of students to continue to excel in the non-academic field. Yamin (2018) states that the overall goal of the School Operational Assistance (BOS) program is to make it easier for other students to access educational programs and to waive school fees for students in need. Safriadi (2016) said that the way a school carries out teaching and learning activities is actually determined by its financial component. In other words, all educational activities organized by schools require sufficient funds. Good management is needed for this financial component. Current expenditures can be utilized as well as possible to help schools achieve their educational goals.

2. Reward and support as motivation

One powerful element that can influence other elements in relation to work-related activities is motivation. In some situations, motivation is equated with how the steering wheel and engine of a car act as direction and drive (Miftahurrizki, 2023). MIM Pucangan motivates students by giving awards through certificates and trophies and support in the form of intensive assistance and special guidance. As an interview with Mr. Lukman Hakim that:

“At MIM Pucangan, awards are given in the form of trophies and certificates, recognition during the flag ceremony, support in the form of intensive assistance by providing special guidance to potential students as mentoring before the competition, creating a positive and supportive environment such as promoting collaboration between students and respect for every success and also always involving parents so that support is stronger both in the school environment and at home”. (LH)

Mrs. Umi Ana as the class teacher also said that:

“At MIM Pucangan, we always provide support for students who have asked for high talent by providing moral and material motivation”. (UA)

Giving appreciation and support can increase student motivation in improving non-academic achievement. According to Arikunto (1993 in Vitalisa, 2018), an award is something that is offered or given to encourage workers to achieve high levels of productivity, including their achievements. According to Elizya (2024), teachers can help students both academically and emotionally by providing constructive criticism, praising students for their achievements, and supporting students in continuing to develop. Miftahurrizki (2023) also stated

that motivation can improve non-academic achievement by increasing student participation and increasing student consistency in extracurricular activities. Teachers often use motivational techniques (in the form of awards and scholarships) to manage student talent, which is followed by teaching creativity, program planning, and independent learning (Mahfud & Sutama, 2021).

3. Habituation

The act of developing attitudes and behaviors that are repeated over time until they become automatic and permanent is called habit formation. According to Shoimah et al. (2018 in Maratussholihah & Wibowo, 2022), habituation training can be done in various ways, such as through incidental, spontaneous, and routine activities. In developing life skills such as emotional and cognitive as part of non-academic education at MIM Pucangan, habituation is carried out through extracurricular activities including Hizbul Wathan (HW), Volleyball, Tapak Suci, Table Tennis, and Murojaah. As stated by the head of student affairs that:

“Habituation of students in extracurricular activities because MIM Pucangan also has many kinds of extras, namely Hizbul Wathan (HW), Volleyball, Tapak Suci, Table Tennis, and Murojaah which can hone emotional skills, simulation in cognitive games students use summative debate learning to develop critical thinking and problem solving skills, so that they are able to interact with the environment and acquire basic skills”. (AS)

Mrs. Umi Ana also mentioned that:

“We accustom students to diligently follow the extras that have been chosen according to the time that has been determined as well”. (UA)

Habituation can increase students' spirit of discipline in participating in extracurricular activities and improve their abilities. This habit can help students develop self-discipline so that they can complete their own tasks without being forced. According to Feblyna & Wirman (2020) applying discipline character is a very useful habit applied to children who are accustomed to discipline not only at school but also at home and in society. According to Rofiq (2017 in Putra & Fathoni, 2022) there are many things that children can learn. For example, children who come on time will learn to respect time and maintain order in the classroom. It is important for teenage children to get used to doing an activity without further guidance if habituation is maintained by familiarizing themselves with everything related to discipline.

4. Collaboration of all supportive school parties

In improving excellence in the non-academic field, the entire MIM Pucangan school collaborates through communication and evaluation. Communication is used in carrying out extracurricular activities and evaluation is used to assess the results that have been achieved in order to improve success in the following month. Mr. Lukman mentioned that:

“The whole school maintains communication to ensure that everything goes well. Evaluation is also applied once a month to assess results and correct mistakes”. (LH)

Mr. Anwar also said that:

“The collaboration is that we coordinate with each other. And with the madrasa head there is also an evaluation every month to correct existing mistakes. This is very important for student development” (AS).

Communication is very important in maintaining cohesiveness and the success of the goals to be achieved. According to Simamora (2024), communicative exchanges that occur in an educational environment are referred to as communication in education. The effectiveness of the education system is highly dependent on teachers' communication skills and abilities. Sutapa (2006 in Nur jaya, 2022) found that communication is very important because it is an activity where the leader (principal) dedicates his time to provide information to a person or group of people in a certain way, the school organization will not be effective if there is no interaction between school members.

Teachers' strategies with students who excel in non-academic areas

Parents' socioeconomic status has a significant impact on their children's schooling. High SES students are provided with facilities, amenities, and human attention, all of which contribute to their strong academic performance (Rimadhani & Abduh, 2022). As some students receive positive attention from their parents individually, having a low SES background also affects how well students can learn. Of course, there are also parents who are indifferent to their children's education. This is because parents are busy with their work. Therefore, the socio-economic status of parents is very important. It also affects how they finance their children's education and meet their learning demands. Therefore, it can be said that this situation is one of the influences of socioeconomic background on student achievement and motivation to learn (Muharochma & Abduh, 2022). Therefore, teacher strategies are needed to encourage students to excel in non-academic fields. MIM Pucangan teachers carry out the following strategies:

1. Improving the quality of mentors

In an effort to improve students' non-academic achievement, MIM Pucangan always tries to improve the quality of mentors by attending training held by the school. As stated by Mr. Lukman that:

“Every 1 month the school holds training so that all teachers can actively participate in the development of non-academic guidance”. (LH)

Mr. Anwar also mentioned that:

“All extracurricular guidance teachers participate in training activities every month in order to hone their skills and provide the best teaching for students”. (AS)

This training activity is expected to improve the quality of mentors and improve students' non-academic achievements. According to Sari & Ningsih (2023 in Sitopu, 2023) in various environments, including schools, businesses, and community services, training is an important effort to increase knowledge, skills, and capacity in both individuals and organizations and the general public. It was stated by Nugroho (2022) that the standard of a country's education is determined by the quality of its teachers. For many, this statement is the cornerstone of educational progress. Cognitive, emotional and psychomotor skills are formed through education, among others.

2. Making good use of facilities and infrastructure

In extracurricular activities at MIM Pucangan, the existing facilities and infrastructure are maximally utilized. Mr. Lukman said that:

“In this extra activity, the school makes good use of the existing infrastructure, even though the infrastructure is not complete”. (LH)

Mrs. Umi also mentioned that:

“Extra activities also make maximum use of existing facilities and infrastructure. So that it can support student success” (UA).

Maximum utilization of infrastructure facilities will encourage and facilitate students to participate in extracurricular activities so as to get maximum results. As stated by Bandonio & Samino (2016) that durable facilities and infrastructure support the educational process, so that each school must maintain them properly with various strategies, such as requiring all students to keep the campus clean and teachers to report damage before it gets worse. Muhroji (2012) also said that infrastructure facilities have a positive influence on student learning outcomes.

D. CONCLUSION

Based on the explanation above, it can be concluded that MIM Pucangan school has excellence in the non-academic field. The factors that underlie this include: MIM Pucangan utilizes funds from student guardian donations and BOS funds to the maximum for the completeness of infrastructure, MIM Pucangan provides awards and support as motivation for students to continue to develop, habituates students to continue to follow extracurricular activities in a disciplined manner, and collaboration of school parties who support extracurricular activities through communication and evaluation.

The strategies carried out by teachers in increasing the excellence of non-academic achievement by conducting training to improve their quality so that they can provide the best for students. Furthermore, existing facilities and infrastructure are utilized as much as possible in extracurricular activities so as to increase student success.

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