



RESEARCH-BASED CO-CURRICULAR MANAGEMENT: A CONCEPTUAL FRAMEWORK FOR IMPROVING STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract:

This study examines the implementation of research-based co-curricular management in enhancing students' academic achievement from an educational management perspective. A qualitative library research approach was employed by analyzing books, scientific journals, policy documents, and previous studies relevant to research-based co-curricular activities and student achievement. Data were analyzed using qualitative content analysis. The findings indicate that effective implementation is achieved through four core management functions: planning, organizing, implementation, and evaluation. These processes enable educational institutions to establish structured research programs that promote students' critical thinking, analytical skills, creativity, collaboration, and problem-solving abilities. The study also identifies key supporting factors, including competent teachers, adequate facilities, institutional commitment, a supportive academic culture, and collaboration among schools, families, and communities. Overall, well-managed research-based co-curricular activities contribute significantly to improving students' academic achievement while fostering scientific culture and strengthening twenty-first-century competencies. Therefore, research-based co-curricular management can serve as an effective strategy for sustainable educational quality improvement.

Keywords: *Educational Management; Research-Based Co-Curricular Activities; Student Achievement; Library Research; Educational Quality*

INTRODUCTION

Education plays a crucial role in preparing high-quality human resources equipped with critical thinking, creativity, collaboration, communication, and problem-solving skills required in the twenty-first century. Achieving these competencies requires learning experiences beyond classroom instruction, including co-curricular activities that reinforce curriculum objectives while supporting students' academic and personal development (Nahdiyah et al., 2022).

Research-based co-curricular activities have emerged as an effective approach to strengthening scientific inquiry and higher-order thinking skills. By engaging students in identifying problems, collecting and analyzing data, and communicating research findings, these activities enhance scientific literacy, independent learning, and academic achievement (Creswell, 2012). In the Indonesian Islamic education context, the development of research-oriented

madrasahs further reflects the growing commitment to fostering a sustainable research culture within educational institutions.

The effectiveness of research-based co-curricular programs depends not only on educational policy but also on sound educational management. Management theories emphasize that educational programs achieve optimal outcomes when supported by systematic planning, organizing, implementation, and evaluation (Terry, 2012). Likewise, continuous quality improvement requires effective management of institutional resources to meet students' learning needs and promote sustainable educational development (Sallis, 2002). Therefore, integrating management principles into research-based co-curricular activities is essential for ensuring program sustainability and improving students' academic performance.

Previous studies have demonstrated that well-managed co-curricular activities and student management positively influence students' academic achievement and educational quality (Nahdiyah et al., 2022; Daniatun, 2023; Ihsani et al., 2023). Research on research-oriented madrasahs has also shown that effective management contributes to students' research competence and institutional quality (Nadila, 2025). However, existing studies mainly examine these aspects separately and provide limited discussion on how educational management functions systematically support research-based co-curricular activities as an integrated strategy for enhancing student achievement.

This study addresses this gap by proposing a conceptual framework that integrates the four fundamental management functions—planning, organizing, implementation, and continuous evaluation—into research-based co-curricular management. The framework highlights how systematic management can strengthen scientific culture while improving students' critical thinking, analytical reasoning, creativity, collaboration, and academic achievement.

Accordingly, this study aims to analyze the implementation of research-based co-curricular management from an educational management perspective and to identify the supporting factors necessary for sustaining research-based learning programs. The findings are expected to enrich educational management literature and provide practical guidance for educational institutions seeking to develop effective and sustainable research-based learning environments.

RESEARCH METHODS

This study employed a qualitative library research design to examine the implementation of research-based co-curricular management in improving students' academic achievement. The study focused on synthesizing theories, empirical findings, and previous research related to educational management, research-based learning, co-curricular activities, and student achievement.

Data were collected from credible academic sources, including peer-reviewed journal articles, books, conference proceedings, government policy documents, and relevant scholarly publications. Priority was given to recent studies, while seminal works in educational management were used to strengthen the theoretical foundation. Literature was selected based on its relevance, credibility, and alignment with the research objectives through systematic documentation techniques.

The analysis adopted qualitative content analysis. The collected literature was reviewed, reduced, categorized, and interpreted according to four educational management functions: planning, organizing, implementation, and evaluation (POAC). In addition, the analysis examined supporting factors

influencing the success of research-based co-curricular programs, including teacher competence, institutional commitment, educational facilities, academic culture, and stakeholder collaboration. To enhance the trustworthiness of the findings, data triangulation was conducted by comparing evidence from multiple authoritative sources. The synthesized findings were interpreted descriptively to develop a comprehensive conceptual understanding of research-based co-curricular management as a strategic approach to improving students' academic achievement and promoting sustainable educational quality.

RESULTS AND DISCUSSION

The findings indicate that effective research-based co-curricular management is implemented through the four core educational management functions: planning, organizing, implementation, and evaluation (POAC). Planning involves defining research objectives, designing programs, allocating resources, and aligning activities with curriculum goals. Organizing focuses on assigning responsibilities among school leaders, teachers, and students to ensure effective collaboration. During implementation, students actively engage in scientific inquiry through problem identification, data collection, analysis, and scientific reporting, enabling them to connect theoretical knowledge with authentic learning experiences. Continuous evaluation is conducted to monitor program effectiveness, identify challenges, and improve future implementation. These findings support educational management theory, which emphasizes systematic management as the foundation for sustainable educational quality (Terry, 2012).

The analysis shows that research-based co-curricular activities positively contribute to students' academic achievement by strengthening higher-order thinking skills, including critical thinking, analytical reasoning, problem-solving, and scientific communication. Beyond cognitive development, students also develop responsibility, collaboration, discipline, and academic integrity through active participation in research projects. These findings are consistent with previous studies reporting that well-managed co-curricular programs improve academic performance, student well-being, and research competence (Nahdiyah et al., 2022; Daniatun, 2023; Ihsani et al., 2023; Nadila, 2025). Unlike previous research, this study highlights that students' achievement is influenced not only by participation in research activities but also by the quality of educational management that supports their implementation.

The literature identifies several factors that determine the success of research-based co-curricular management. These include competent teachers, adequate educational facilities, strong institutional commitment, a supportive academic culture, and collaboration among schools, families, higher education institutions, and communities. Together, these factors create an environment that sustains research activities and strengthens students' scientific competencies.

Overall, the findings suggest that research-based co-curricular activities become more effective when supported by systematic educational management and institutional capacity. The proposed conceptual framework demonstrates that integrating planning, organizing, implementation, and continuous evaluation with research-based learning provides a sustainable strategy for improving students' academic achievement while fostering a strong scientific culture within educational institutions.

CONCLUSION

This study concludes that research-based co-curricular management is an effective strategy for improving students' academic achievement through the systematic application of the four educational management functions: planning, organizing, implementation, and continuous evaluation. These management processes enable educational institutions to develop sustainable research programs that strengthen students' critical thinking, scientific literacy, creativity, collaboration, and problem-solving skills while fostering responsibility and academic integrity.

The findings also highlight that the success of research-based co-curricular programs depends on several supporting factors, including competent teachers, adequate facilities, institutional commitment, a supportive academic culture, and collaboration among schools, families, and communities. Therefore, research-based co-curricular activities should be integrated into educational management as a strategic component of continuous educational quality improvement.

Future studies are recommended to validate this conceptual framework through empirical research across diverse educational settings, including comparative studies between schools and madrasahs, to provide stronger evidence of its effectiveness in enhancing students' academic achievement and educational quality.

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