



Management of OSN Extracurricular Activities in Enhancing Students' Academic Achievement at Schools

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ABSTRACT

Keywords:

extracurricular management; National Science Olympiad (OSN); students' academic achievement

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This study aims to analyze the management of the National Science Olympiad (OSN) extracurricular program in improving students' academic achievement at SMAN 1 Jogorogo. The research employed a qualitative approach with a case study design. Data were collected through in-depth interviews, observations, and documentation involving the school principal, OSN program coordinator, OSN coaches, and participating students. The findings reveal that the management of the OSN extracurricular program is implemented systematically through the stages of planning, organizing, implementation, and evaluation. The transformation of OSN into a continuous extracurricular activity provides wider opportunities for students to receive long-term and structured coaching, which enhances their academic preparedness. Regular and intensive training strengthens students' analytical skills, self-regulation, and achievement motivation. Nevertheless, several challenges remain, including unequal student interest across subject areas, limited facilities, and increasingly intense competition from other schools. Overall, the study concludes that effective management of the OSN extracurricular program contributes significantly to improving students' academic achievement and offers a relevant model for the development of competition-based extracurricular programs in secondary schools

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INTRODUCTION

Students' academic achievement is one of the main indicators of educational success and has a broad impact on society (Afifah 2025; Indayati 2025; Wahyudi 2025). In an era of globalization and increasingly intense international competition, the quality of human resources has become a key determinant of national competitiveness. Schools, as formal educational institutions, are not only required to transfer knowledge through classroom

learning but also to develop students' academic potential optimally and sustainably (Maisuroh and Jamil 2024; Makiyah 2024; Mustaghfiroh and Mubaroq 2025). Various educational reports indicate that students' academic success is closely related to their readiness to face higher education and future professional challenges. Therefore, efforts to improve academic achievement are not merely a school-level concern but represent a strategic need for society as a whole. Supporting programs, such as academically oriented extracurricular activities, serve as important instruments for strengthening students' cognitive, affective, and psychomotor competencies. When managed effectively, such programs contribute to the development of a competitive, high-quality generation capable of supporting national development. This condition underlines the strong social relevance and importance of research on the management of academic programs in schools.

Despite the central role of academic achievement in education, many schools continue to face persistent challenges in achieving optimal outcomes. One major issue is the limited availability of sustainable academic development strategies beyond formal classroom instruction (Dewi, Najiburohman, and Hefniy 2025). Classroom learning alone often fails to accommodate differences in students' abilities, interests, and learning pace. As a result, students with high academic potential may lack adequate opportunities for enrichment, while others struggle to improve their learning outcomes (Nuriyah, Putri, and Anisa 2024; Rahmatillah and Andayani 2025; Yakin 2025). In addition, the management of extracurricular activities in many schools remains incidental, poorly structured, and insufficiently integrated with institutional academic goals. Consequently, the potential of extracurricular activities as a means of enhancing academic achievement has not been fully utilized. This situation reflects a gap between the demand for improved educational quality and the actual practices of academic program management in schools, highlighting the need for more systematic and strategic solutions.

Field observations indicate that schools which seriously manage academically oriented extracurricular activities tend to demonstrate higher levels of student achievement (Kusnanto, Sukristyanto, and Rochim 2023; Putri et al. 2024; Rusdiah 2024). A prominent example is the implementation of the National Science Olympiad (OSN) extracurricular program in senior high schools. OSN activities are not solely focused on competition outcomes but also function as a medium for fostering students' critical thinking, analytical skills, and problem-solving abilities. However, some schools still treat OSN as an additional activity without systematic planning or evaluation, resulting in unsustainable coaching and suboptimal outcomes. In contrast, at SMAN 1 Jogorogo, OSN has been developed as a continuous extracurricular program supported by regular

coaching, internal selection mechanisms, and strong managerial commitment from the school leadership. This phenomenon is noteworthy and merits further investigation to understand how OSN management practices are implemented and how they contribute to improving students' academic achievement.

Previous studies have widely discussed the role of extracurricular activities in enhancing students' academic achievement. Research findings suggest that student participation in academic activities outside the classroom can increase learning motivation, discipline, and cognitive competence. Studies on OSN coaching have also shown that intensive training and guidance from experienced teachers positively influence students' competition performance. Moreover, educational management theories emphasize the importance of planning, organizing, implementation, and evaluation in ensuring the effectiveness of school programs (Alam and Mohanty 2023; Hasanah, Munawwaroh, and Qushwa 2024; Kholifatunnisak 2024). Nevertheless, most existing studies primarily focus on students' achievement outcomes rather than examining the managerial processes underlying successful programs. In reality, the success of academic initiatives is highly dependent on the quality of their management. This indicates that further investigation into the management of OSN extracurricular activities, particularly at the secondary school level, remains necessary.

Furthermore, many previous studies have predominantly employed quantitative approaches to examine the relationship between OSN participation and students' academic achievement. While such approaches provide statistical insights, they offer limited explanations of how OSN programs are managed at the school level (Syaila, Navlia, & Belajar, 2024). Qualitative studies that explore real management practices, including the roles of principals, coaches, and strategies for overcoming implementation challenges, are still relatively scarce. Existing literature has also highlighted issues related to limited facilities, time constraints, and resource availability in OSN coaching programs (Wiyoko & Avana, 2019). This research gap demonstrates the need for a holistic and contextual analysis of OSN management. By examining managerial processes in depth, schools may gain more applicable models for developing effective extracurricular academic programs. Therefore, this study positions itself to address this gap through a case study of OSN extracurricular management at SMAN 1 Jogorogo.

The novelty of this study lies in its in-depth analysis of the transformation of OSN from a seasonal competition into a systematically managed, continuous academic extracurricular program. This research does not merely emphasize students' achievement outcomes but also examines the strategic processes of planning, organizing, implementing, and evaluating OSN activities. Such an

approach offers a new perspective on the management of competition-based extracurricular programs. In addition, this study integrates educational management principles with academic achievement development, resulting in a practical and contextually relevant management model. This state-of-the-art perspective is important to address contemporary educational demands, where schools are expected to implement sustainable strategies to enhance academic excellence through structured extracurricular programs.

Based on the preceding discussion, this study focuses on how OSN extracurricular management is implemented at SMAN 1 Jogorogo and how it contributes to improving students' academic achievement. The study is grounded in the argument that systematic and sustainable OSN management can enhance students' academic readiness, achievement motivation, and higher-order thinking skills. Through a qualitative approach, this research seeks to provide a comprehensive understanding of OSN management practices, the challenges encountered, and the strategies employed to address them. The findings are expected to contribute to the field of educational management and serve as a reference for other schools seeking to develop effective academic extracurricular programs oriented toward improving student achievement.

RESEACH METHOD

study employed a qualitative approach with a case study design to obtain an in-depth understanding of the management of the National Science Olympiad (OSN) extracurricular program at SMAN 1 Jogorogo. The qualitative case study approach was selected because it enables a comprehensive analysis of a specific program within its real-life institutional context and allows for an exploration of managerial processes in detail (Man & Tengah, 2023). The focus of the study encompassed key management aspects, including planning, organizing, implementation, and evaluation of OSN activities, as well as strategies for overcoming obstacles in improving students' academic achievement (Dzulfian Syafrian, 2025). The research site, SMAN 1 Jogorogo, was purposively chosen due to its strong commitment to developing OSN as a structured and sustainable academic extracurricular program. Research informants were selected using purposive sampling, involving individuals directly responsible for and engaged in OSN management, namely the school principal, vice principal for curriculum or student affairs, OSN coaches, and students or alumni with notable OSN achievements (Nurfajriani et al., 2024).

Data were collected through methodological triangulation to ensure credibility and depth of findings. In-depth interviews were conducted to explore managerial practices, challenges, and strategies related to OSN implementation. Non-participant observations were carried out to examine routine coaching

activities, teacher–student interactions, and the use of supporting facilities. In addition, documentation analysis was undertaken by reviewing relevant records such as organizational structures, coaching schedules, selection criteria, and students’ academic achievement data related to OSN participation.

Qualitative data analysis was conducted interactively and continuously throughout the research process (Abas and Kholidah 2025; Hasanah, Munawwaroh, and Hasanah 2024). The analysis began with data condensation, involving the selection, focusing, simplification, and transformation of raw data obtained from interviews, observations, and documentation. The condensed data were then organized and presented through data displays in the form of structured narratives and tables to facilitate interpretation. Finally, conclusions were drawn and verified by linking empirical findings with relevant educational management theories to ensure the validity and rigor of the research results (Suarso, Ridwan, & Sota, 2025).

RESULT AND DISCUSSION

Result

The findings indicate that the National Science Olympiad (OSN) program at SMA Negeri 1 Jogorogo is managed through a systematic extracurricular framework. Based on interviews with OSN coaches, the program has been implemented since OSN was officially established as a national agenda. Initially, student selection was conducted strictly, followed by intensive coaching three months prior to competitions. In recent years, however, the school restructured the program by transforming OSN into a continuous extracurricular activity, allowing early identification and long-term development of students’ scientific potential. The program includes initial screening, division of students by subject areas, regular coaching sessions, intensive preparation before competitions, post-competition evaluations, and annual evaluations conducted through plenary meetings.

Table 1. OSN Fields and Number of Interested Participants

Interest	Area	Description
Biologi	High	Directly related to the lesson
Kimia	Medium-High	There are still many interested people because it is directly related to the lesson.
Fisika	High	Directly related to the lesson
Ekonomi	High	Directly related to the lesson
Matematika	High	Directly related to the lesson

Geografi	Medium-High	Directly related to the lesson
Informatika	High	Directly related to the lesson
Kebumian	Low	Few enthusiasts because it is not in the subject
Astronomi	Low	It's hard to find participants because there aren't any in the subject.

The OSN coaching process employs interactive instructional methods such as discussions, simulations, and problem-solving exercises. Although these methods are perceived as effective, limitations remain, particularly regarding time allocation. Some essential materials, including laboratory-based and practical problem-solving tasks, have not been delivered comprehensively. Participation in OSN extracurricular activities is open to all students without initial selection. Academic ranking is monitored only as a recommendation tool, while formal selection is conducted when preparing for district and provincial competitions.

The distribution of student interest across OSN subject areas indicates a clear pattern influenced by alignment with the formal school curriculum. Subjects that are directly related to regular classroom instruction such as Biology, Physics, Mathematics, Economics, Informatics, and Chemistry show high to medium-high levels of student interest, as students are already familiar with the content and perceive these areas as extensions of their daily learning experiences. Geography also attracts a relatively strong level of interest, although slightly lower, reflecting partial exposure within the curriculum. In contrast, Earth Science (Kebumian) and Astronomy demonstrate low levels of participation, primarily because these subjects are not taught as standalone courses in the regular curriculum, making them less familiar and perceived as more challenging by students. This pattern suggests that curricular exposure plays a significant role in shaping students' willingness to engage in OSN programs and highlights the need for strategic interventions, such as early introduction sessions or exploratory learning activities, to increase interest in less familiar OSN fields.

Internal selection procedures reveal that each OSN subject area Biology, Chemistry, Physics, Mathematics, Economics, Geography, Informatics, Earth Science, and Astronomy initially identifies five potential candidates. These students then undergo intensive coaching before being narrowed down to five final representatives for district-level competitions. The findings also demonstrate uneven student interest across subject areas. Subjects closely aligned with the formal curriculum attract higher participation, whereas Earth Science and Astronomy show significantly lower interest. To address this

imbalance, OSN coaches apply redistribution strategies to ensure adequate representation across all subject areas.

Motivation and learning behavior play an important role in OSN coaching outcomes. External motivation is fostered through official school events and role modeling by senior students, while internal motivation is developed through the cultivation of self-regulated learning habits. Students reported dedicating several hours per day to independent study, searching for additional practice materials, and managing their learning schedules. Despite challenges such as fluctuating student motivation and increasingly intense external competition, SMA Negeri 1 Jogorogo consistently sends students to provincial-level competitions. The OSN program is supported by a clear organizational structure involving the principal, vice principal for student affairs, OSN coordinator, and subject coaches, ensuring coordination and accountability

DISCUSSION

This study employed a qualitative approach with a case study design to obtain an in-depth understanding of the management of the National Science Olympiad (OSN) extracurricular program at SMAN 1 Jogorogo. The qualitative case study approach was selected because it enables a comprehensive analysis of a specific program within its real-life institutional context and allows for an exploration of managerial processes in detail (Man & Tengah, 2023). The focus of the study encompassed key management aspects, including planning, organizing, implementation, and evaluation of OSN activities, as well as strategies for overcoming obstacles in improving students' academic achievement (Dzulfian Syafrian, 2025). The research site, SMAN 1 Jogorogo, was purposively chosen due to its strong commitment to developing OSN as a structured and sustainable academic extracurricular program. Research informants were selected using purposive sampling, involving individuals directly responsible for and engaged in OSN management, namely the school principal, vice principal for curriculum or student affairs, OSN coaches, and students or alumni with notable OSN achievements (Nurfajriani et al., 2024).

Data were collected through methodological triangulation to ensure credibility and depth of findings. In-depth interviews were conducted to explore managerial practices, challenges, and strategies related to OSN implementation. Non-participant observations were carried out to examine routine coaching activities, teacher–student interactions, and the use of supporting facilities. In addition, documentation analysis was undertaken by reviewing relevant records such as organizational structures, coaching schedules, selection criteria, and students' academic achievement data related to OSN participation (Muharromah 2025; Sa'diyah, Manshur, and Suhermanto 2024; Solehah 2025).

Qualitative data analysis was conducted interactively and continuously throughout the research process. The analysis began with data condensation, involving the selection, focusing, simplification, and transformation of raw data obtained from interviews, observations, and documentation. The condensed data were then organized and presented through data displays in the form of structured narratives and tables to facilitate interpretation. Finally, conclusions were drawn and verified by linking empirical findings with relevant educational management theories to ensure

The results demonstrate that the transformation of OSN into a continuous extracurricular program represents an effective managerial strategy for enhancing students' academic achievement. The structured implementation of planning, organizing, execution, and evaluation aligns with educational management principles that emphasize sustainability and long-term talent development. The findings support previous studies indicating that well-managed extracurricular programs contribute positively to academic performance and character development (Nguyen et al., 2025). The adoption of talent management practices enables early identification and systematic development of students' scientific abilities, which strengthens academic readiness (Suarso, Ridwan, & Sota, 2025)..

The use of interactive learning methods during OSN coaching further supports students' higher-order thinking skills. However, the limited time allocated for practical and experimental materials highlights a managerial challenge that requires strategic adjustment. Previous research suggests that comprehensive exposure to applied scientific tasks enhances students' conceptual understanding and competitive performance (Pattipeilohy et al., 2024). Therefore, optimizing scheduling and expanding practical learning components are necessary to strengthen the program's effectiveness.

Unequal student interest across OSN subject areas reflects a broader pattern in extracurricular participation, where alignment with the formal curriculum significantly influences student engagement (Setiawan and Rizal 2024; Windiasari et al. 2025). This finding is consistent with studies showing that curricular relevance affects participation rates and learning outcomes (Rahayu & Dong, 2023). The redistribution strategy employed by OSN coaches at SMA Negeri 1 Jogorogo represents a pragmatic human resource management approach that promotes equitable participation and broader talent representation.

Motivation and self-regulated learning emerged as critical determinants of students' success in OSN coaching. The emphasis on independent learning, time management, and metacognitive strategies aligns with research demonstrating that self-regulated learning interventions significantly enhance

academic achievement, particularly in competitive and autonomous learning contexts (Xu et al., 2023). Moreover, the challenges posed by increasing external competition underscore the importance of adaptive management strategies, including strengthening external partnerships and data-based evaluation systems. Studies confirm that collaboration with external experts and structured mentoring models significantly improve students' preparedness for higher-level competitions (Pattipeilohy et al., 2024).

Overall, the findings suggest that the effective management of the OSN extracurricular program at SMA Negeri 1 Jogorogo contributes not only to competitive success but also to broader academic development. The integration of strong leadership, organizational capacity, continuous evaluation, and motivational strategies reflects best practices in extracurricular management and reinforces the role of OSN as a strategic instrument for improving academic achievement (Nguyen et al., 2025).

CONCLUSION

This study reveals that the management of the National Science Olympiad (OSN) extracurricular program at SMAN 1 Jogorogo has been implemented in a systematic and well-structured manner, encompassing planning, organizing, implementation, and evaluation. A key lesson learned from this research is that transforming OSN from a short-term, competition-oriented activity into a formal extracurricular program enables early identification and continuous development of academically talented students. This approach not only strengthens academic coaching but also fosters higher-order thinking skills, self-regulated learning, and sustained motivation to achieve. Consequently, OSN functions not merely as a competition platform, but as a strategic educational instrument that contributes holistically to students' cognitive, affective, and psychomotor development, as well as to the overall improvement of educational quality at the school level.

In terms of scholarly contribution, this study provides empirical evidence on how systematic extracurricular management can support academic achievement through structured talent development in secondary education. The findings enrich the literature on educational and extracurricular management by highlighting the importance of organizational structure, leadership support, and continuous evaluation in sustaining high-impact academic programs. However, this research is limited to a single case study, which restricts the generalizability of the findings, and it relies predominantly on qualitative data without integrating longitudinal or comparative performance measures. Future research is therefore recommended to involve multiple schools, apply mixed-methods approaches, and examine long-term academic outcomes, so as to deepen

understanding of the effectiveness and scalability of OSN management models in diverse educational contexts.

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