



## SOCIAL ACTION OF STUDENT IN ACHIEVING NON-ACADEMIC ACHIEVEMENTS IN INTEREST AND TALENT-BASED SCHOOL

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### ABSTRAK

Artikel ini menjelaskan tindakan sosial dari capaian prestasi non akademik siswa. Prestasi siswa dalam dunia pendidikan merupakan ukuran keberhasilan siswa. Prestasi memiliki dua kategori yaitu prestasi akademik dan prestasi non akademik. SMA Muhammadiyah 10 Surabaya memiliki predikat keberbakatan. Sesuai dengan predikat tersebut, sekolah ini berfokus pada pengembangan potensi minat dan bakat siswa. Penelitian ini menggunakan teori tindakan sosial oleh Max Weber dalam mengkaji motivasi tujuan pencapaian prestasi non akademik. Peneliti menggunakan metode kualitatif melalui data primer wawancara mendalam dan observasi, serta data sekunder melalui perkembangan berita kejuaraan siswa di laman internet. Hasil penelitian menunjukkan bahwa dalam mencapai prestasi non akademik siswa, tujuan tersebut mereka capai melalui tindakan rasional instrumental yang berwujud latihan kesiapan fisik secara rutin, tindakan rasional berorientasi nilai pada aspek spiritualitas, tindakan tradisional pada aspek pemilihan kegiatan ekstrakurikuler yang berdasarkan pengalaman dan saran dari orang tua, tindakan afektif memilih kegiatan ekstrakurikuler karena perasaan senang dan tertarik. Peneliti berharap artikel ini dapat menjadi kontribusi baru bagi masyarakat di bidang pendidikan dan sosial terutama pencapaian prestasi non akademik yang oleh masyarakat dianggap bukanlah suatu pencapaian yang berarti bagi masa depan siswa dibandingkan dengan prestasi akademik.

**Kata kunci:** tindakan sosial; prestasi non akademik, pendidikan

### ABSTRACT

This article describes the social action of students' non-academic achievement. Student achievement in education is a measure of student success. Achievement has two categories, namely academic achievement and non-academic achievement. SMA Muhammadiyah 10 Surabaya has a gifted title. In accordance with this predicate, this school focuses on developing the potential interests and talents of students. This study uses social action theory by Max Weber in assessing the motivation for non-academic achievement goals. Researchers used qualitative methods through in-depth interviews and observation primary data, as well as secondary data through the development of student championship news on internet pages. The results showed that in achieving students' non-academic achievements, they achieved these goals through instrumental rational actions in the form of regular physical readiness exercises, value-oriented rational actions on aspects of spirituality, traditional actions on aspects of choosing extracurricular activities based on experience and advice from parents. , affective actions choose extracurricular activities because of feelings of pleasure and interest. The researcher hopes that this article can be a new contribution to society in the field of education and social affairs, especially the achievement of non-academic achievements which the community considers not a significant achievement for the future of students compared to academic achievement.

**Keywords:** social action; non-academic achievement, education

## INTRODUCTION

Student success in education can be seen from the achievement. Achievement has two categories, namely academic achievement and non-academic achievement. Academic achievement is the result of student achievement during a certain period in a particular subject in the form of numbers or scores written in report cards (Kartika, 2016). Non-academic achievements are achievements achieved through activities outside of teaching and learning activities or other than the subjects being taught. The results of non-academic achievements are not in the form of numbers but achievements from the results of student participation in extracurricular activities such as volleyball, basketball, rowing, badminton and so on (Saputro et al., 2017).

In society, especially parents still think that academic achievement through formal learning is the main thing to describe the success or success of students. This has an impact on the emergence of polarization in society that distinguishes schools that are favorite schools and those that are not (Nastiti, 2020). Academic and non-academic achievements are equally important. Non-academic achievement is one of the parameters to measure the quality of a school (Suara Banyumas, 2019). Between academic education and its achievements in the form of academic achievements, and non-academic education with its achievements in the form of non-academic achievements must be balanced.

Currently, several educational institutions have seen the importance of developing extracurricular activities for students' self-development (Adyanto et al., 2018). In (SDG Indonesia, 2017), the goal of SDGs (*Sustainable Development Goals*) number 4, which is to ensure inclusive and equal quality education, also supports lifelong learning opportunities for all. This includes providing equal opportunities and rights for every student to participate in extracurricular activities at school without discriminating against students who have interests and talents in non-academic fields. In achieving academic and non-academic achievements, students need support from the surrounding environment, ranging from the school environment to the family environment or parents. Family is the primary socialization for individuals. The educational environment then proceeds from the individual's primary socialization or then the individual experiences secondary socialization (Yaslindo et al., 2019).

Weber, in producing a theory of social action, sees that society consists of individuals who are not static. In other words, individuals are dynamic, creative actors. Individual human beings who do not result from coercive social facts. Social facts include values, norms, habits and so on. Weber continued to recognize that society has a social structure and social institutions. In the end, these two concepts form social action (Wirawan, 2012). Social action is human behavior that is subjective in nature from social actors. Social action, both manifest and latent, and this behavior has a purpose. In action theory, social action is based on the subjective meaning assigned to it by individuals or groups, and such actions take into account the behavior of others and are therefore behavior-oriented.

Weber classifies social actions into four types as in (Ritzer, 2001), namely: 1) Instrumental Rationality Actions (*Zwerk Rational*), social actions carried out by individuals based on rational considerations and achieved through available tools or instrumentals; 2) Value Rational Actions (*Werk Rational*), social actions whose tools or instrumentals are only considered on the basis of awareness. However, the goal of social action is absolute self-values; 3) Traditional Action (*Traditional Action*), individual social actions that are carried out based on the teachings of the ancestors which are internalized from generation to generation as a basis for decision making; 4) *Affectual Action*, a social action that is carried

out by individuals spontaneously without rational consideration or is a subjective emotional expression.

SMA Muhammadiyah 10 Surabaya is a high school that is unique compared to other high schools. In this school, all students have room to develop their talents and interests. Each talent community can even submit a proposal to develop its own community. His assessment is consistent with what he does in the talent interest community (Nur, 2020). In addition, practicum material education will be prioritized periodically, then gradually approach scientific theory. Students will learn more about the material encountered in lectures and in real life based on their talents and interests (Prasetyo & Supriyanto, 2018). A similar study by (Devi et al., 2021), apart from discussing various non-academic achievements at MAN 1 Tulang Bawang, did not forget to evaluate the implementation of one of the extracurricular activities, namely futsal. The achievement of non-academic achievements will not be achieved properly without the support of the closest people. Parents' participation in extracurricular activities can affect their child's achievement in extracurricular activities (Yaslindo et al., 2019).

From the two previous studies, which discussed the evaluation of non-academic achievement, and parental participation of children in achieving non-academic achievements, the novelty of this study is to discuss from the perspective of the students' own social actions towards non-academic achievement. What kind of social actions are behind students to achieve these non-academic achievements.

## **METHOD**

The research method used is a qualitative method. Data collection techniques through primary data and secondary data. Primary data through in-depth interviews with five subjects, namely four students of SMA Muhammadiyah 10 Surabaya who have achieved non-academic achievements through extracurricular activities. Another informant is a teacher at SMA Muhammadiyah 10 Surabaya who is also a companion to one of the Qur'an Reading and Writing extracurriculars (BTQ). Obtaining secondary data through non-academic achievement data of SMA Muhammadiyah 10 Surabaya students, literature studies that support research, and news updates from the internet related to non-academic achievements of SMA Muhammadiyah 10 Surabaya.

Determination of informants based on research criteria. Informants are students of SMA Muhammadiyah 10 Surabaya consisting of grades 10, 11, and 12. In addition, students who become informants are non-academic achievers in certain sports. The teachers of SMA Muhammadiyah 10 Surabaya who became informants were teachers of Islamic Religious Education (PAI) subjects as well as extracurricular builders of the Qur'an Reading and Writing (BTQ).

**Table 1.**  
List of Informants

No	Name	of Job	Non-Academic Achievement
1.	AKM	12th grade high school student	Head of Mading extracurricular
2.	DAS	10th grade high school student	1st place Women Club 's Futsal
3.	VEM	11th grade high school student	1st place 3V3 <i>Floorball</i>
4.	MLD	12th grade high school student	1st place National Archery Level
5.	TFQ	Teacher	extracurricular music

Source: Primary Data

Table 1 above is a list of research informants. The four informants are non-academic achievers at SMA Muhammadiyah 10 Surabaya. The researcher at the beginning of the study was through licensing with the principal then met with TFQ informants as key informants and then carried out a snowball technique to conduct interviews with AKM, DAS, VEM, and MLD informants. Grouping data or giving categories is a way of processing data qualitatively based on points that are linear to the research focus (Suyanto & Sutinah, 2007). The data analysis method begins with data collection at the research location, either in the form of observation or interviews. The data is then reduced, presented, categorized, and given a conclusion (Miles et al., 2014). Qualitative data analysis was carried out starting from transcribing the results of the interviews, then the results of the transcripts were categorized the data and then finally analyzed according to the theory as an analytical knife.

## RESULTS AND DISCUSSION

### Support from SMA Muhammadiyah 10 Surabaya for Students in Developing Interests and Talents

SMA Muhammadiyah 10 Surabaya is a school with a gifted predicate. This is because this school focuses on developing the potential interests and talents of students. In other words, in addition to SMAMX students carrying out their academic obligations, the school also supports students by facilitating activities to achieve non-academic achievements, namely the procurement of extracurricular activities.

The definition of talent is close to the word *aptitude* which means innate ability, namely certain abilities or called potential. In this case, a certain potential means that students have the potential to achieve a certain level of achievement based on the ability of each child (Rohmah, 2012). The innate talent then needs to be developed by continuing to be trained. In accordance with Ericsson's opinion in his *Cambridge Handbook of Expertise and Expert Performance*, people who are called talented are not born, but are the result of their efforts to train and develop their talents (Junaidi, 2011).

While the definition of interest according to (Mikarsa, 2007), interest is an encouragement from someone or something that selectively arouses interest or attention, which leads to objects or activities that are profitable, interesting, and which will bring satisfaction from within from time to time. So that researchers can conclude that to carry out an activity, each

individual must be balanced between interests and talents. Talents that are not trained will not produce certain abilities. Conversely, interest or a sense of interest in activities or something else if balanced with continuous practice will have the same chance as the formation of the desired talent.

SMA Muhammadiyah 10 Surabaya in an effort to realize the development of students' interests and talents, provides extracurricular activities which are often referred to as potential activities. In this potential activity, each student will be categorized according to their talents, interests and abilities, thus providing opportunities for each student to develop their abilities. Therefore, the potential of this school is always increased according to the situation or needs and desires of the students themselves, which means that the school will provide facilities or maintain the talents and interests of students, including if the type of extracurricular is not yet in school (Prasetyo & Supriyanto, 2018).

The school's attention to the potential development of students' interests and talents can be seen through the vision of SMA Muhammadiyah 10 Surabaya, namely the school as an intermediary for the learning and teaching process, and aims at achieving achievement, spiritual, intellectual and moral competence. The mission of this school is to optimize potential in achieving achievements in the fields of Science and Technology (IPTEK), as well as Faith and Taqwa (IMTAQ) (HP Putra, 2020).

*"Ustad principal, if you call a potential teacher, you don't have to bear it, eh, sis, it means that you have a lot of links. For the teachers here, God willing, it won't be that difficult, sis, but when it comes to potential teachers, we are the ones who are reluctant, yes, we need them. Then, if the children are creative, there are not too many children, but they must be there every day"* (TFQ, 2021).

As a teacher and coach for one of the extracurricular activities, the TFQ informant stated that the principal of SMA Muhammadiyah 10 Surabaya did facilitate his students in developing their potential interests and talents. The form of the facilities for achieving non-academic achievements is to provide opportunities for students to take part in extracurricular activities during study activities at school or on holidays. In addition, the principal of SMA Muhammadiyah 10 Surabaya was open to suggestions and input for opening new extracurricular activities that were not yet available in school. Students can submit a proposal for the addition of new types of extracurricular activities which of course adjust to the requirements needed in proposing extracurricular activities (TFQ, 2021).

Two dimensions of achievement, academic achievement and non-academic achievement are important for service quality in educational institutions. These two dimensions also affect the service quality of educational institutions to students. Educational institutions must pay attention to these two types of achievements because academic achievement and non-academic achievement are the basis for every school and college (Al Obeidi, 2021).

In addition, SMA Muhammadiyah 10 Surabaya also has *real life skills*. This education is carried out in curricular and extracurricular activities. *Real life skills* is a school's effort to achieve a sense of responsibility, self-confidence, decision-making ability, courtesy, courage to speak with other people or in public, and face problems that exist at that time according to the interests of each student (Prasetyo & Supriyanto, 2018).

*"In high school here, achievement doesn't have to be in the classroom but outside as well. Students can look for achievements outside the classroom, it can be through extracurricular*

*activities. The lessons are still there, only priority is given to the child's potential. I happened to join extracurricular 4, Band, Mading, Entrepreneur and English club.” (AKM, 2021).*

AKM informants who are in grade 12 or grade 3 of SMA gave a linear statement regarding academic achievement and non-academic achievement. According to him, SMA Muhammadiyah 10 Surabaya provides broad opportunities for students to achieve non-academic achievements. Academic achievement is not a benchmark for students to be called achievers. The school provides facilities both in terms of time allocation, providing extra-curricular trainers from outside the school. Following the four types of extracurricular activities is an example that the school does not limit students from developing their potential interests and talents (AKM, 2021).

In achieving non-academic achievements, students need positive support. Support from the surrounding environment results in students being able to develop their potential without obstacles. To get certain results that are as expected, adjustments are needed between students and the school or environment. School as an environment is the purpose of the adjustment function (Lestari, 2021). Actualization of students in developing their potential interests and talents will not be able to run without support from their environment and parenting patterns from parents or people closest to students (SR Putra, 2013).

### **Non-Academic Achievements of Muhammadiyah 10 Surabaya**

High School Students Participation of Muhammadiyah 10 Surabaya High School students in developing their potential interests and talents is through extracurricular activities. Some students have scored non-academic achievements at various levels, from regional to national levels. The school, which was founded in 2014 or is 7 years old, is growing rapidly. Compared to other high schools, SMA Muhammadiyah 10 Surabaya with the predicate of gifted school is a differentiator from other schools. According to the Principal of SMA Muhammadiyah 10 Surabaya, Sudarusman, the students at this school are spread from all regions in Indonesia, starting from Java, Sumatra, Sulawesi, Nusa Tenggara, Kalimantan, and so on. Not to forget, this school also prioritizes inclusive and homeless children (My SMAMUDA, 2020).

Some examples of non-academic achievements by Muhammadiyah 10 Surabaya High School students, including by a VEM informant, one of the foster students at the Muhammadiyah Genteng Orphanage, Surabaya, who won the *Floorball* from the Sport and Language Course (SLC) in 2021. He hopes that achievements in one of these types of extracurricular activities can be a motivation and open up opportunities to achieve other competitive achievements, including achievements in other non-academic or extracurricular activities. This sport originating from Sweden entered and had its association in Indonesia in 2009 (Indonesian Floorball Association, 2019). It can be shown that students of SMA Muhammadiyah 10 Surabaya in participating in extracurricular competitions follow the development and progress of the types of sports.

*“..well, miss, coincidentally, there are several people from one team. Our winning score is actually not far, sis, only 5-4. It's just that, thank God, I can still score up to three goals hehe...” (VEM, 2021).*

Then the non-academic achievements by DAS informants, namely 1st place among women's futsal clubs in 2021. Achievements in the field of futsal show that students of SMA Muhammadiyah 10 Surabaya have a high enough interest in participating in extracurricular

activities. The students are consistent in terms of the goal of developing potential interests and talents at the gifted school of SMA Muhammadiyah 10 Surabaya.

*"My friends and I are very serious about developing this women's futsal group, the name of the club is Gerhan FC. Because from school, just support and don't feel like it interferes with academic activities. We were given time and allowed if, for example, we often practice futsal, Ms. In other schools, extracurricular activities are usually on Saturdays and Sundays, how many times a week can we do that, even if we want to have a match, we can do it every day"* (DAS, 2021).

In accordance with the previous sub-chapter, the Muhammadiyah 10 Surabaya High School is in synergy with all elements of academic teachers and non-academic teachers to facilitate students in developing their potential interests and talents. Without limiting learning hours statically. On the other hand, learning hours are dynamic. Students who will take part in potential interest and talent activities can directly ask the teacher concerned before leaving the class. SMA Muhammadiyah 10 Surabaya uses the concept of learner-centered learning. The learning activities identified through these subjects are divided into three majors, namely Social Sciences, Natural Sciences and the Language Department which was just opened in 2021. Teaching and learning activities in schools give each teacher the freedom to carry out teaching activities according to their style, meaning that the teacher is not restricted or prohibited from using any media and anywhere. In addition, *e-learning* also applied (Prasetyo & Supriyanto, 2018).

The non-academic achievement of students at SMA Muhammadiyah 10 Surabaya which is growing is because it is balanced with the attitude of consistency that students have in developing their potential interests and talents. Like the non-academic achievements of one of the informants, namely MLD who won the championship at the National Student Sports Week (Popnas) in the national level archery sport. MLD informants are 12th grade high school or 3rd grade high school students who are still active in extracurricular activities. For him, defending being a champion is more difficult so he must commit to his extracurricular activities. Extracurricular activities are one of the right places for character building and development (Raismawati & Tijan, 2014). So that extracurricular activities for MLD informants can form an attitude of responsibility both to themselves and to their archery activities.

*"..yes sis, I'm participating in the archery championship once a year. Thank God this POPNAS got gold last year too. If you practice, you can still do it often, even though you are in 12th grade, you should be able to do this for time. This brings the good name of the school too..."* (MLD, 2021).

Teaching and learning activities for grade 12 students are a time where they prepare to take final exams and also prepare to enter the world of lectures. For MLD informants, time management is a mandatory thing to do in order to continue to carry out their responsibilities as students as well as athletes representing the school. Students who take part in extracurricular activities have the opportunity to experience the real world, namely decision making in groups. In addition, extracurricular activities can train students' emotional awareness. Decision making in groups and the presence of students' emotional awareness are capital when facing the world of lectures and careers (LaGree et al., 2021). Because

essentially, in the non-academic field, schools must provide opportunities for students to freely express their creations through extracurricular activities (Saputro et al., 2017).

### **Social Actions of Students in Achieving Non-Academic Achievements**

Students achieving non-academic achievements or in extracurricular activities were analyzed through Max Weber's theory of social action. The non-academic achievements of the informants are the result of social actions that motivate them to take part in extracurricular activities and to score achievements. Social action theory is born from the paradigm of social definition. subjectivity and motivation are the meanings sought in Max Weber's theory of social action. Max Weber in defining social action that can be in the form of actions that are actually directed at other people, or psychological or subjective behavior that may occur due to the positive influence of certain situations. Or is behavior that is intentionally repeated because of the influence of similar circumstances. Or in some cases passive consent (Umanailo, 2019).

In the context of the non-academic achievement of SMA Muhammadiyah 10 Surabaya students, each informant exercises and prepares regularly before competing. This is in accordance with Weber's theory that the preparations made by the informants through regular training are included in the type of social action of instrumental rationale. These actions are carried out by individuals by considering the applicability of the methods used or carried out with the objectives to be achieved. Actions are determined by "expectations about the behavior of objects in the environment and the behavior of others, and these expectations are used as 'means' to achieve individual goals through rational effort and calculation" (Kristiyanto, 2017).

*"There's a lot of preparation. Last year was the same as this year. POPNAS every year, I hope the school can maintain the champion. I got permission to take a year's leave from school, about training every week, sometimes more than a week. Then not to mention the selection of each level. I'm grateful to be able to get gold two years in a row."* (MLD, 2021).

MLD informants are final year students or grade 12 or 3 senior high school students. The busyness level among 12th graders is denser than that of 10th and 11th graders due to the large number of exams that must be passed to meet the pass requirements. In high school (SMA) in general, teachers discipline students to focus more on the academic field. This is different from SMA Muhammadiyah 10 Surabaya in preparing its 12th grade students. Providing practical material on a regular basis is a preferred educational concept. Then slowly introduced to scientific theory. Students who study at this school will learn more about material related to the majors of interest and material related to everyday life. Therefore, students of SMA Muhammadiyah 10 Surabaya are not required to understand all unrelated subjects (HP Putra, 2020).

The achievement of non-academic achievements in Weber's social actions is a goal to be achieved. Training and self-preparation are means to achieve these goals which are included in the type of instrumental rational social action. Researchers found variations in student data that fall into the category of social action based on grades. According to a VEM informant, a *floorball*, so that students can achieve success, students must pray and do dhikr often. Prayer and dhikr in social action is a means to an end. The facilities made by the students are included in the category of value-oriented rationality social action. That is, in this



value-oriented rationality action, it aims to prioritize aspects of spirituality that can affect non-academic achievement.

*"...every week or sometimes like that, I also give lectures to my classmates. I'm happy to be able to share stories, motivations, as well as always reminding that what we do is also prayer and fate determines, so ask God for good destiny"* (VEM, 2021).

Researchers also found informants who chose extracurricular activities based on traditional actions. In Weber's theory, traditional actions are carried out oriented to the teachings of the past ancestors. In the context of choosing extracurricular activities, AKM informants in choosing extracurricular activities at school because their parents used to also participate in similar extracurricular activities, namely mading. This led him to become chairman of the extracurricular.

*"My uncle used to take this extracurricular when I was in high school, sis, then I was told to join this too. But yeah, I'm just really having fun..."* (AKM, 2021).

The DAS informant who won the women's futsal match with his team was motivated to participate in these extracurricular activities, including affective actions. Initially, the DAS informant planned to participate in women's futsal because he was happy and without thinking about other options for extracurricular activities. Usually, emotional behavior is carried out without careful planning and complete awareness. So that it can be said to be a spontaneous reaction to the event. Actions are determined by the emotions of the actor. Another example of emotional behavior is, for example, encouraging expressions of love, affection, anger when taking action to achieve certain goals (Kristiyanto, 2017).

## CONCLUSION

SMA Muhammadiyah 10 Surabaya is a school with a gifted predicate. In contrast to schools in general, this school pays attention to the potential interests and talents of students. This is proven by many SMAMX students who make achievements in non-academic fields. Non-academic achievements in many types of extracurricular activities were won by students from every grade level, starting from grades 10, 11, and 12 of high school. The achievement of non-academic achievements is certainly supported by the environment around students, namely school support that provides facilities for students to develop potential interests, talents, family support, especially parents, and surrounding support.

Thus, the social actions of SMA Muhammadiyah 10 Surabaya students in achieving non-academic achievements are categorized into four types of Weber's social actions. Instrumental rational action is to carry out routine and consistent training and preparation before playing a match. Value-oriented rational action is to include aspects of spirituality in achieving goals. The traditional action of students in choosing extracurricular activities is because in the past the parents of students had participated in these extracurricular activities. Finally, the action of affection in choosing extracurricular activities is based on the encouragement of feelings of love and pleasure towards these activities which makes students consistently and diligently to score champion in the non-academic field.

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