

**SYSTEMATIC LITERATURE REVIEW (SLR):
EXTRA-CURRICULAR TRAINER LEARNING STRATEGIES IN IMPROVING
STUDENTS' NON-ACADEMIC ACHIEVEMENT**
Christina Pricilia Putri Purba

Department of Non-Formal Education, Faculty of Teacher Training and Education, Banten-Indonesia

email correspondence: 2221210091@untirta.ac.id

ABSTRAK

Non-academic achievements are achievements obtained by students from activities carried out outside of learning or class hours. The forum that forms non-academic achievements is extracurricular. A good extracurricular is an extracurricular that has effective and student-centered learning strategies, has professional trainers both scientifically and socially. This research uses the SLR (Systematic Literature Review) method, which is carried out by reviewing previous research. To maximize the results and discussion of the SLR method, 7 scientific papers such as journal articles and theses were used which were obtained with the help of the Google Scholar database and the help of the Publish or Perish application to further explore and analyze the latest research trends.

Keywords: *Extracurricular, Non-Academic Achievement, Learning Strategy*

INTRODUCTION

Education is an effort made by a person to do more than just acquire academic knowledge but can also expand knowledge, form social attitudes, behavior and ethics. In line with the Ministry of National Education's Strategic Plan (Renstra) 2005-2009 which emphasizes that the educational development perspective is not only to develop intellectual aspects but also the character, moral, social and physical characteristics of students, or in other words creating complete Indonesian people. This is also supported by law number 20 of 2003 concerning the Indonesian education system that education is an effort to prepare students through guidance, learning and practice. Education also functions as development and formation of the nation's abilities, mindset, character and quality of life (Akmalia, 2021). School and education are two interrelated things, having a school allows a person to get an education. Schools are institutions established for the purpose of educating individuals. In the process, a school will provide knowledge about the world, help in adapting to an increasingly advanced world, and enable each individual to enjoy art and develop other interests and talents that make free time more valuable (Indonesian National Encyclopedia Volume 14, 1990: 471).

Academic achievement is often achieved by students and is the main focus for some communities and students will receive recognition from the community if they excel academically. Another thing is with non-academic achievements, society will think that this is a trivial achievement and will not have an impact on anything. In fact, non-academic achievements really help their personal development in character formation, skill development, determining interests and talents. Non-academic achievements are achievements obtained by students from activities carried out outside the academic field (Widodo, 2019). Students can achieve non-academic achievements by taking part in activities outside of learning hours such as organizations, extracurriculars, or competitions outside of school.

Programs that support students to achieve non-academic achievements are extracurricular activities and organizations. In this research the author focuses on extracurricular programs in formal schools. Extracurriculars are sometimes things that stakeholders often forget to develop, they seem to forget that extracurriculars are programs that really help them in providing a good view of society. This extracurricular program has been stated in Minister of National Education Regulation No. 22 of 2006 which states that extracurricular activities are educational activities outside of subjects and counseling services to help develop students according to their needs, potential, talents and interests. The

implementation of this extracurricular must be carried out by every school and is fostered by educators or education staff. Without realizing it, the learning carried out in extracurricular activities becomes a means of developing personal potential and building character.

Choosing an optimal learning strategy will produce maximum output, such as students who have a tendency to take part in extracurricular activities, students who are able to excel in extracurricular competitions, and so on. So the role of the trainer in determining learning strategies is very visible, especially in conveying and using innovative, skilled learning tactics and providing easy facilities to students (Parapat, 2020: 7). The ideal trainer is someone who is able to play various roles according to the situation required at that time (Situationally Specific) but with expertise in choosing roles in various situations, however a trainer must still apply an authoritarian style in training (Tjung Hauw Sin, 2020)

Therefore, researchers want to know how learning strategies are formed by stakeholders, especially trainers in formal schools, in planning strategies for extracurricular activities in order to create students who excel in non-academic fields. How can trainers strive for extracurricular activities to become a support that can produce students who excel non-academically, not only in learning strategies but also determining strategies that can make students aware of their passion, interests or talents by participating in extracurricular activities

RESEARCH METHODS

In this research, researchers used the Systematic Literature Review (SLR) method. This method is a method used to identify, evaluate and interpret the availability of research that is relevant to the problem formulation or topic area to be researched (Calderon and Ruiz, 2015). The aim of research using the SLR method is to obtain a theoretical basis that can support solving the problem being researched and reveal various theories that are relevant to the case. It can be concluded that SLR is a term for a method whose research results are based on a search for pre-existing research literature.

RESULTS AND DISCUSSION

Result

Learning strategies are the most important thing that must be planned at the beginning before carrying out teaching and learning activities. Not only learning in the classroom, but learning outside the classroom also requires effective strategies, such as in extracurricular activities. Without realizing it, extracurricular activities are a place for students to achieve non-academic achievements, by participating in activities (Minister of National Education Regulation No 22, 2006). Extracurricular activities are educational activities outside of subjects and counseling services to help develop students according to their needs, potential, talents and interests through activities specifically organized by educators and/or staff. competent and authorized education in schools/madrasahs. And to create non-academic achievements, trainers are needed who are qualified in their field and have good planning. Because optimal learning strategies will produce optimal output. Based on 7 journal article sources that have been determined to meet the inclusion criteria, the research results are as follows in table 1.

Table 1. Example of table writing

Researcher and year	Research Title	Research Result
Tabah Luh Penetas, 2023	Journal of Sendratasik Education: Learning Strategies in the Esemkada Company Extracurricular at SMK Negeri 2 Probolinggo	This research states that there are two combinations of extracurricular arts, namely karawitan and band. These two mergers give birth to new extracurriculars, but the challenge is that coaches must be able to create epic strategies. Here he implements a cooperative learning model with a Jigsaw type method. And in this research there is no final result such as achievement in participating in a competition, but

		with the learning strategy formed, students become more creative in playing music and get to know culture, especially traditional music.
Laila Amalia Husna. <i>Dkk</i> , 2024	Tambusai Education Journal: Strategy of the Extracurricular Flag-Raising Troop Coach in Building a Champion Mentality at SMAN 19 Surabaya.	The results of this research say that the Paskibra trainer at SMAN 19 Surabaya has several strategies for students or Paskibra members to build a winning mentality, - including giving punishment if you break the rules, - create joint training with other schools Which was adapted by the trainer from several laws, namely the law of consequences and the law of training
Rambang Kurniawan, 2015	THESIS: YOGYAKARTA STATE UNIVERSITY "Band learning strategies in extracurricular activities at SMP Negeri 1 Bangsri Jepara"	The results of the research state that a learning process will produce sweet results. A good trainer is not only able to choose material but also in managing the class. In this case the trainer uses a Humanistic education strategy with lecture, demonstration and drill methods. The learning strategy carried out by this trainer has a big impact on later achievement because the absence of a sharp distance between students and trainers in the context of extracurricular activities will make students become fluent in carrying out exercises.
Yunia Risnawati. <i>dkk</i> , 2019	Moral and Citizenship Study: The Role of the Flag Raisers' Extracurricular Activities Trainer (BARA) in shaping the discipline of members at SMAN 3 Tuban.	The research did not focus on choosing learning strategies, but on the role of trainers in supporting discipline. The characteristic of discipline that must be possessed by BARA student members is the hope of becoming an orderly and better person. Then in extracurricular activities the object that supports the nature of discipline is the coach. Coaches are expected to be able to carry out their role to the maximum. In the research the first thing that is visible is the coach's strategy: <ul style="list-style-type: none"> • collaborate with parents • provide punishment and reward • trainers also provide knowledge and understanding to BARA members From the strategies above, it can be said that BARA trainers play a very

		important role in forming discipline.
Amelia Nirha Kartikasari, 2016	THESIS: SEMARANG STATE UNIVERSITY "IMPLEMENTATION OF DANCE EXTRACURRICULAR ACTIVITIES IN FORMING STUDENTS' SELF-CONFIDENT CHARACTER AT PANGUDI LUHUR BERNARDUS SD SEMARANG"	From this research, it was found that the implementation of dance extracurricular activities at Pangudi Luhur Bernardus Elementary School Semarang was carried out well, because of the teachers succeeded in growing students' passion, developing students' skills, encouraging students' social activities and also providing students with a sense of comfort. Apart from the teacher's success in teaching dance extracurricular activities, the existence of dance extracurricular activities also creates a self-confident character in students, in the form of students who dare to take part in dance extracurricular activities, have stability in dancing, are enthusiastic in extracurricular activities, are independent and responsible. Responsible for participating in dance extracurricular activities. So from this research it can be concluded that the existence of dance extracurricular activities fosters and forms self-confident character in students
Sukmawati, 2022	THESIS: UIN ALAUDDIN MAKASSAR "Management of Extracurricular Activities in Improving School Quality at MTs Boro Jeneponto Regency"	The results of this research show that the management of extracurricular activities in improving school quality at MTs Boro Jeneponto Regency includes 4 management functions <ul style="list-style-type: none"> • Planning extracurricular activities • Organizing in the form of selecting extracurricular tutors. • Implementation of extracurricular activities • Evaluation is carried out at the end of the semester From the results of research conducted by researchers, it can be concluded that the planning carried out by stakeholders is very focused and in accordance with what is desired.
Reka Laguna. Dkk, 2018	JPPK: THE INFLUENCE OF FUTSAL EXTRACURRICULAR COACHING ON STUDENTS' NON-ACADEMIC ACHIEVEMENT AT SANTUN UNTAN PONTIANAK HIGH SCHOOL.	In this research, researchers used quantitative methods with a sample of 30 students at SANTUN Untan High School.

		The existence of tcount 3.525 when compared with ttable at the 5% significance level of 2.048 then $tcount > ttable$ ($3.525 > 2.048$) then H_a received the influence of extracurricular training carried out by trainers of 28.3%
--	--	---

Discussion

The research results from the seven journals show that every extracurricular trainer must be able to make learning fun by choosing effective learning methods/techniques in a class atmosphere. Based on the articles that have been reviewed regarding extracurricular trainers' learning strategies in improving students' non-academic achievements, it can be seen that the choice of learning strategies greatly influences optimal results. In line with previous research (Rambang Kurniawan, 2015) a learning process will produce sweet results if it has a good trainer. A good trainer is not only able to choose material but is also able to manage the class. The learning strategies in this research include:

1. Extracurriculars must have learning objectives, these learning objectives are useful for how extracurriculars carry out each training activity so that they can bring them to their goal, namely "Making students who can excel non-academically"
2. Providing a variety of learning, in this case extracurricular members receive two different learning processes, namely theoretical learning and practical learning. The theoretical learning given by the trainer to students is only in the form of the basics of playing music and an introduction to musical instruments. Practical learning is carried out together by students by analyzing a song

Apart from choosing appropriate methods and techniques, an extracurricular trainer must also be able to manage the class wisely, establishing good interactions with students. The learning strategy carried out by this trainer has a big impact on later achievement because the absence of a sharp distance between students and trainers in the context of extracurricular activities will make students become fluent in carrying out exercises. And with the trainer's success in managing the class, designing effective learning strategies that suit the situation and abilities of the students, it can lead them to become students who can achieve non-academic achievements by taking part in competitions and winning several competitions. Previous research on learning strategies in extracurriculars (Tabah Luh Penatas, 2023) also states that each extracurricular has its own challenges, especially if one initial extracurricular is combined with another extracurricular, this is where the trainer's task in determining effective learning strategies for the extracurricular is seen. This research reveals that cooperative learning strategies are an effort to help students who do not yet understand musical instruments and how to play them. Therefore, the trainer carries out several strategies, including:

1. Creating groups, small groups in an extracurricular really helps students to focus on learning
2. Using methods with techniques that are appropriate to class conditions. In this research, the trainer used a cooperative learning model with a Jigsaw type method. Contains several processes that must be carried out, such as introducing the topic that will be presented, creating different material for each group, forming expert teams that assist the trainer in coordinating small groups that are formed at the beginning, and providing opportunities for students to present the results of group discussions in the form of composing songs.

Learning strategies using the Cooperative Learning approach using the Jigsaw type method are able to attract interest and talent and develop students' potential. So this is also proven by the many achievements achieved by collaborative music extracurriculars, including collaboration music at SMK Negeri 2 Probolinggo City, winning 1st place in the Probolinggo city and district level literacy competition, 1st runner up in the music competition held at the Probolinggo City level student arts fair, 1st runner up in the Islamic music competition at the East Java Student Arts Week which was held in Malang City, and many other championships were won by the collaboration music of SMK Negeri 2 Probolinggo City. Apart from choosing learning strategies to achieve this success, according to the trainer, having adequate infrastructure also helps them in maximizing the learning process, and the students' enthusiasm for learning is also a complement to success.

Apart from achieving non-academic achievements, choosing learning strategies in extracurricular activities also helps students develop soft skills within themselves. This is in line with research on the implementation of extracurricular dance activities in forming self-confident characters (Amelia Nirha Khartikasari, 2016). Having extracurriculars can also shape students' character, namely self-confidence. In the dance extracurricular, the trainer succeeded in cultivating students' passion, developing students' skills, encouraging students' social activities and also providing students with a sense of comfort. Apart from the teacher's success in teaching dance extracurricular activities, the existence of dance extracurricular activities also creates a self-confident character in students, in the form of students who dare to take part in dance extracurricular activities, have stability in dancing, are enthusiastic in extracurricular activities, are independent and responsible. Responsible for participating in dance extracurricular activities.

In line with research conducted by Laila Amalia Husna in 2024, regarding extracurricular training strategies for flag-raising troops in building a winning mentality at SMAN 19 SURABAYA. The results show that the Paskibra trainer at SMAN 19 Surabaya has several strategies for students or Paskibra members to build a winning mentality, namely

- Give punishment if you break the rules,
- Create joint training with other schools

These two strategies were adapted by trainers from several laws, namely the law of consequences and the law of practice. The Law of Practice refers to a concept in psychology and learning which states that repeated practice consistently and purposefully will lead to increased skills or understanding in a particular area. This concept is often associated with behavioral learning theory or behavioral learning theory. The learning process is considered to be the result of continuous and consistent practice. The more often a person practices a skill or performs an action, the better they will become at carrying out that action. This principle emphasizes the importance of repetition, consistency, and focus in improving or developing skills or knowledge. The law of practice is also often associated with the concept of "practice makes perfect", which implies that through repeated practice, a person can achieve a higher level of expertise or understanding in a field. This concept is often applied in a variety of contexts, including sports, art, music, and education. Law of consequences "Law of consequences" is a concept found in psychology and learning which states that every action or behavior will be followed by certain consequences or results. These consequences can be rewards or punishments, which will influence the likelihood of the behavior being repeated in the future. The application of the law of consequences is also often used in learning and teaching practices, especially in managing student behavior in educational environments. Teachers or educators can use the law of consequences to provide positive reinforcement to students who demonstrate desired behavior, while avoiding giving negative reinforcement to undesirable behavior. In general, the law of consequences is an important concept that helps us understand how behavior is influenced by the consequences that follow that behavior. By understanding this concept, we can design a supportive environment to change behavior in the desired direction.

CONCLUSIONS

The conclusion obtained from research using the Systematic Literature Review method above is that to support non-academic achievements, schools can maximize extracurricular activities with management techniques. Management techniques that include planning, organizing, implementing and evaluating, good management is formed by a trainer who is qualified not only in terms of his knowledge but also in the way he sees and conditions everything according to what is happening. This management technique concerns how to determine learning strategies which include the methods and techniques used by trainers. Apart from extracurriculars which can improve non-academic achievements, they also help in forming and developing soft skills such as self-confidence, winning mentality, discipline, and building good school quality.

REFERENCES

- Husna, L. A. *dkk.* (2024). Strategi Pelatih Ekstrakurikuler Pasukan Pengibar Bendera dalam Membangun Mental Juara di SMAN 19 Surabaya. *Jurnal Pendidikan Tambusai*, 8(1), 10811-10821
- Khartikasari, A.N. (2016). PELAKSANAAN KEGIATAN EKSTRAKURIKULER SENI TARI DALAM MEMBENTUK KARAKTER PERCAYA DIRI SISWA DI SD PANGUDI LUHUR BERNARDUS SEMARANG. *SKRIPSI: UNIVERSITAS NEGERI SEMARANG*
- Kurniawan, R. (2015). STRATEGI PEMBELAJARAN BAND PADA KEGIATAN EKSTRAKURIKULER DI SMP NEGERI 1 BANGSRI JEPARA. *SKRIPSI: UNIVERSITAS NEGERI YOGYAKARTA*
- Laguna, R. *dkk.* (2018). PENGARUH PEMBINAAN EKSTRAKURIKULER FUTSAL TERHADAP PRESTASI NON AKADEMIK SISWA di SMA SANTUN UNTAN PONTIANAK. *JPPK: Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 7(11), <http://dx.doi.org/10.26418/jppk.v7i11.29781>
- Penatas, T. L. (2023). STRATEGI PEMBELAJARAN DALAM EKSTRAKURIKULER KOMPENI ESEMKADA DI SMK NEGERI 2 KOTA PROBOLINGGO. *Jurnal Pendidikan Sendratasik*, 12(2), 347-354